JUNIOR SCHOOL

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| 8 | **ENGLISH GRAMMAR** |

**PARTS OF SPEECH**

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

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

**NOUNS**

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

Many nouns name things you can see:

**Persons** **Places** **Things**

boy lake boot

student country shadow

John Kamau Nairobi chair

stranger Jupiter sweater

writer Kenyatta Market calendar

Barack Obama Sierra Leone short story

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

**Feelings** **Ideas** **Characteristics**

excitement freedom curiosity

fear justice cowardice

anger fantasy courage

happiness faith imagination

surprise evil self-confidence

**Exercise 1**

What words in each sentence below are nouns?

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

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

**Exercise 2**

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

**Example:** **river – place**

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

**Exercise 3**

Write down each noun in the following sentences.

**Example:** Kenya is a beautiful country – Kenya, country

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

10. Her mother swam in the warm water.

**There are different kinds of nouns:**

**Common and proper nouns**

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

**Example:** **Doctors** work hard. They treat many **patients**.

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

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

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

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

**Common and Proper Nouns**

**Common Proper Common Proper**

street Kerugoya city Raila Odinga

author South Africa ocean Wanjohi

policeman Asia bed Moi Avenue

country Indian Ocean wardrobe Lake Victoria

mountain England continent Dr. Frank Njenga

lake Mandela assistant Professor Saitoti

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

**Exercise 4**

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

**Example:** kenya **Proper:** **Kenya**

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

**Exercise 5**

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

**Example:** Nancy welcomed the guests.

**Proper**: **Nancy** **Common**: **guests**

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

**Singular and Plural Nouns**

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

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

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

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

**Rules for forming plurals**

The following are guidelines for forming plurals:

1. To form the plural of most singular nouns, add **-s**.

**Examples:** Street–streets, house–houses, painter–painters, shelter–shelters, event-events, hospital–hospitals.

1. When a singular noun ends in **s**, **sh**, **ch,** **x**, or **z**, add **-es**.

**Examples:** dress-dresses, brush-brushes, axe-axes, coach-coaches, box–boxes, bench-benches, dish-dishes, waltz–waltzes.

1. When a singular noun ends in **o**, add **-s** to make it plural.

**Examples**: Piano-pianos, solo-solos, cameo–cameos, concerto–concertos, patio-patios, studio-studios, radio-radios, rodeo–rodeos.

1. For some nouns ending with a consonant and **o**, add **-es**.

**Examples**: hero-heroes, potato-potatoes, echo-echoes, veto-vetoes, tomato-tomatoes.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Exercise 6**

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

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

**Exercise 7**

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

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

1. I used two different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to cut the rope. (knife)

2. She peeled the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with a knife. (potato)

3. They are feeding the noisy \_\_\_\_\_\_\_\_\_\_\_\_\_. (goose)

4. The tools are placed on the \_\_\_\_\_\_\_\_\_\_\_\_\_. (shelf)

5. Mukami cut a few \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the salad. (tomato)

6. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are playing in the field. (child)

7. Some \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are hiding in the ceiling. (mouse)

8. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the buildings must be repaired. (roof)

9. The music helped them imagine the strange \_\_\_\_\_\_\_\_\_. (story)

10. Koech used creative \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help young people sharpen their imagination. (activity)

**Countable and Uncountable Nouns**

**Countable Nouns**

These are nouns that take plurals and can be counted.

**Examples:**

Egg – eggs One egg, three eggs, ten eggs

Potato - Potatoes Twenty potatoes

Onion - Onions Two hundred onions

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

**Uncountable Nouns**

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

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

We do not say:

Two butters\*

Ten milks\*

Three breads\*

Such nouns are known as U**NCOUNTABLE** or M**ASS NOUNS**

**Exercise 8**

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

orange coffee

furniture tea

water gold

chair team

friend music

**Plurals with uncountable Nouns**

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

**Example:**

**a piece of** information - **pieces of** information

**a loaf of** bread - **four loaves of** bread

**a tin of** soup - **three tins of** soup

**a piece of** furniture - **several pieces of** furniture

**a litre of** milk - **twenty litres of** milk

**a bottle of** beer - **ten bottles of** beer

**Exercise 9**

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

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

10. four.......................... of news.

**Collective Nouns**

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

Some collective nouns can take plural forms

**Examples:**

crowd (s) flock (s)

group (s) herd (s)

team (s) committee (s)

pair (s)

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

**Examples:**

furnitures\* beddings\*

equipments\* informations\*

luggages\* baggages\*

**Exercise 10**

When I arrived at the airport, there were.........1......... (crowd) of people blocking the entrance with their .................2..................( luggage ). Near the customs sections, several...............3................. (group) of officials were standing, checking the ..................4.................. (equipment) that was being loaded onto a trolley. Most people were standing, waiting for... .............5................. (information) from the loudspeakers on the departures and arrivals of aircraft.

**COMPOUND NOUNS**

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

**Examples:**

**Joined**: bookcase, blackboard, pushcart

**Separated**: high school, rabbit hutch, radar gun

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

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

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

**Examples:**

tableroom(s) grass root(s) prize-fighter(s)

cupboard(s) policeman/men rubber-stamp(s)

bookcase(s) farmhouse(s) sanitary towel(s)

cowshed(s) fruit machine(s) shoulder blade(s)

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

**Examples:**

breakfast(s) push-up(s) rundown(s)

takeaway(s) knockout(s) slip-up(s)

sit-up(s) meltdown(s)

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

**Examples:**

hotdog(s) polar bear(s) safe guard(s)

blackboard(s) quicksand

highway(s) remote control(s)

nuclear power right angle(s)

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

**Examples:**

driveway(s) playground(s) spend thrift(s)

breakdance(s) pushchair(s) go-getter(s)

mincemeat screwdriver(s)

password(s) spare wheel(s)

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

**Examples:**

overdraft(s) overcoats(s) backyards(s)

backbencher(s) undercoat(s) backbone(s)

backlog(s) underwear(s) oversight(s)

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

**Examples:**

outbreak(s) backlash(es) output(s)

outburst(s) outcast(s) input(s)

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

**Examples:**

nosedive(s) nightfall(s)

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

**Examples:**

commander(s)-in-chief sergeant(s)-at-arms

mother(s)-in-law sister(s)-in-law

play(s)-within-a-play

**Exercise 11**

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

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

10. He attempted a creative writing workshop.

**Possessive Nouns**

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

**Singular possessive nouns**

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

**Example**:

the feathers of the chick – **the chick’s feathers**

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

**Other examples**:

**the child’s toy the fish’s fins**

**Mark’s bike the horse’s tail**

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

**Example**:

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

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

**Plural Possessive Nouns**

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

**Example**:

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

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

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

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

**Examples**:

the shoes of the men – **the men’s shoes**

the food of the children – **the children’s food**

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

**Example**:

**Thing** – Koki’s raincoat Brian’s umbrella

**Quality** – the judge’s fury Bob’s courage

**Exercise 8**

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

**Example**: the claws of the leopard

**the leopard’s claws**.

1. the tail of the lion
2. the dog that Cliff has
3. the hat of my mother
4. the book that Evans owns
5. the pot that the child has
6. the name of the doll
7. the mobile phone that Lucy owns
8. the shoes that Kimani has
9. the teeth that the fox has
10. the rabbit that my friend owns

**Summary of rules of forming Possessive Nouns**

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

**Example**: **Mr. Mukui’s car** is a Toyota Corolla.

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

**Example**: **The victims’ property** was stolen

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

**Example**: **The women’s boots** were muddy.

**Singular Noun Singular possessive Plural Noun Plural possessive**

boy boy’s boys boys’

child child’s children children’s

mouse mouse’s mice mice’s

deer deer’s deer deer’s

**Exercise 9**

Write the following phrases to show possession.

**Example**: teachers – pens = **teachers’ pens**

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

**Exercise 10**

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

**Example**: **The players on the teams** practised after school.

**The teams’ players** practised after school.

1. Each day **the wealth of the couple** increased.

2. There was a **team of men** and a **team of women**.

3. The **uniforms that the teams** wore were new.

4. Numbers were printed on **the shirts of the athletes**

5**. Scores made by the team-mates** were put on the scoreboard.

6. The players enjoyed **the cheers of their friends**.

7. **The whistles of the coaches** stopped the game.

8. **The eyes of the children** were full of tears of joy.

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

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

**PRONOUNS**

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

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

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

**Personal pronouns**

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

**Example**:

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

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

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

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

**Person**

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

1. **First person** – I, my, me, we, our and us.

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

**Example**: **I** always ride my bike to school.

1. **Second person** – you, your, yours

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

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

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

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

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

**Gender**

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

**Examples**:

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

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

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

**FORMS OF PERSONAL PRONOUNS**

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

**Examples**:

**She** is a painter. (subject form)

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

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

**Subject Pronouns**

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

1. Singular forms – I, you, he, she, it
2. Plural forms – we, you, they

**Examples**:

**Noun** **Subject Pronoun**

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

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

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

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

**Examples**:

The watchman today is **he**.

The composers were **they**.

**Exercise 1**

Underline the subject pronouns in the following sentences.

**Example**: **She** ate a water melon

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

**Exercise 2**

Replace the underlined words with subject pronouns.

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

1. **The glasses** were under the table.

2. **Emma** fed the chicken.

3. **The pears** were juicy.

4. **Uncle Ben and Lillian** visited the orphans.

5. The new waitress is **Jane**.

6. The fastest runners were **Tecla and Kirui**.

7. **Lisa** went to the hall.

8. **The chicken** was slaughtered.

9. **Lucky Dube and Brenda Fasie** were South African Singers.

10. Samuel **Wanjiru** has won many athletics medals.

**Object pronouns**

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

1. Singular – me, you, him, her, it
2. Plural – us, you, them

**Examples**:

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

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

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

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

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

**Examples**:

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

The delivery is for **me**.

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

**Exercise 3**

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

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

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

10. (We, Us) drove with (they, them) to the mountains.

**Possessive pronouns**

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

**Example**: My pen is black.

There are two kinds of possessive pronouns:

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

**Singular**: My, your, his, her, its

**Plural**: Our, your, their

**Examples**:

**My** shirt is yellow. **Your** food is on the table.

**His** bag is green. This is **her** dress.

**Its** fur is soft. These are **our** parents.

Pay **your** bills. They removed **their** bats.

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

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

**Singular**: mine, yours, his, hers, its

**Plural**: ours, yours, their

**Examples**:

The yellow shirt is **mine**. The food on the table is **yours**.

The green bag is **his**. This dress is **hers**.

**Its** is the soft fur. These crops are **ours**.

These bills are **yours**. Those hats are **theirs**.

**Exercise 4**

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

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

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

10. (My, mine) dream is to climb to the highest peak of the mountain.

**POINTS TO NOTE**

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

**Examples**:

**Subject**: **I** travel by bus.

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

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

**Examples**:

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

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

You are coming **with me**.

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

**Examples:**

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

Who appointed Chege and **me**?

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

**CONTRACTIONS WITH PRONOUNS**

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

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

**Pronoun + verb Contraction Pronoun + verb Contraction**

I am I’m I have I’ve

He is he’s he has he’s

It is it’s it has it’s

You are you’re you have you’ve

They are they’re they have they’ve

I will I’ll I had I’d

You will you’ll you had you’d

We would we’d we had we’d

**Note**:

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

**Examples**:

he is, he has = he’s

we had, we would = we’d

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

**Examples:**

**Possessive pronouns** **Contractions**

its it’s

your you’re

their they’re

whose who’s

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

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

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

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

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

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

**Rules of using possessive pronouns and contractions correctly:**

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

**Exercise 5**

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

1. You will 3. He had 5. You have

2. We would 4. I am 6. They will

**Exercise 6**

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

**Example**: It’s = it is, it has

1. I’ll 3. you’d 5. they’re

2. we’re 4. he’s 6. she’d

**Exercise 7**

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

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

**INDEFINITE PRONOUNS**

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

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

**Singular Indefinite Pronouns**

another anything everybody neither one

anybody each everyone nobody somebody

anymore either everything no one someone.

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

**Examples**:

**Agreement with verbs**

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

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

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

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

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

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

**Agreement in number with possessive pronouns**

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

**Incorrect**: Neither believed **their** eyes.

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

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

**Plural indefinite pronouns**

both many few several

These indefinite pronouns use plural verbs and possessive pronouns.

**Examples**:

**Plural verbs**

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

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

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

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

**Plural possessive pronouns**

**Correct**: Several reported **their** findings.

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

**Both singular and plural indefinite pronouns**

all some any none

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

**Examples**:

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

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

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

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

**EXERCISE 8**

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

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

10. Somebody left (her, their) handbag in the lecture hall.

**DEMONSTRATIVE PRONOUNS**

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

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

**Examples**:

**This** is a gazelle.

**These** are the students of Kianjege West Secondary School.

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

**Examples:**

**That** is the city square.

**Those** are the lodging rooms.

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

**Exercise 9**

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

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

**INTERROGATIVE PRONOUNS**

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

**Examples**:

**Who** is the mayor of this town?

**Whose** is the red car?

**Which** is her blouse?

**What** did she ask you?

**Whom** should I trust with my secret?

**USING WHO, WHOM, AND WHOSE**

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

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

**Examples**:

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

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

**Examples**:

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

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

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

1. To modify a noun

**Example**:

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

1. Alone as the subject or object of a verb

**Examples:**

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

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

**Exercise 10**

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

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

**Exercise 11**

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

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ knows the origin of the Luos?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ did you ask about it?
3. To \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ did you give the letter?
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the most attractive painting?
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is likely to receive the Chaguo la Teeniez award?
6. For \_\_\_\_\_\_\_\_\_\_\_\_\_\_ did you buy this doll?
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ skill in dancing is the best?
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the officer-in-charge here?
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are you looking at?

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are those healthy Merino sheep?

**REFLEXIVE AND INTENSIVE PRONOUNS**

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

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

**Examples**:

Monicah bought **herself** a new dress.

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

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

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

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

**Exercise 12**

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

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

**SPECIAL PRONOUNS PROBLEMS**

**1. Double subjects**

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

**Incorrect Correct**

**Jane she** is my cousin. **Jane** is my cousin.

**She** is my cousin.

**Her scarf it** is pretty. **Her scarf** is pretty.

**It** is pretty.

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

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

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

**2. Pronouns and their Antecedents**

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

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

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

**Examples**:

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

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

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

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

Pronouns may be the antecedents of other pronouns.

**Examples:**

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

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

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

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

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

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

**Examples**:

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

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

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

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

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

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

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

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

1. **Use of we and us with nouns.**

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

**Problem**: (We, Us) boys study hard.

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

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

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

1. **Using the pronoun Them**

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

**Examples**:

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

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

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

**Incorrect**: **Them** they arrived late.

1. **Using Those**

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

**Examples**:

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

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

**Exercise 13**

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

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

**Exercise 14**

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

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

**VERBS**

A **verb** is a word that:

1. expresses an action
2. expresses the state that something exists, or

(iii) links the subject with a word that describes or renames it.

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

**ACTION VERBS**

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

**Examples**:

Cats **drink** milk.

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

The farmer **tills** the land.

Robert **ran** to the house.

The action may be one that you can see.

**Example**:

They **crowned** their new King.

The action may be one that you cannot see.

**Example**:

She **wanted** recognition.

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

**LINKING VERBS**

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

1. express(es) the subject’s state of being

**Example:**

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

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

1. describe(s) or rename(s) the subject.

**Examples**:

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

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

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

A linking verb does not tell about an action.

**Common linking verbs**

Am look grow are feel remain

is taste become was smell sound

were seem will be appear

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

**Examples**:

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

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

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

The food **smelled** wonderful. – LINKING

**EXERCISE 1**

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

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

10. The country seems prosperous.

**VERB PHRASES**

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

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

**Examples:**

Mark Francis **has passed** the examinations.

H.V. M.V.

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

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

His parents **are happy** with him.

H.V. M.V.

**Common helping verbs**

am will can would is shall could

must are have may was has should

were had might

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

**Examples**:

**As main verbs** **As helping verbs**

I will **do** the job. I **do** like the job.

Who **has** a pen? He **has** lost his pen.

They **are** my friends. They **are** coming today.

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

**Examples**:

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

**Can** we ever **be** friends again?

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

**Exercise 2**

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

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

10. I will go for the game next week.

**VERBS TENSES**

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

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

**The Present Tense**

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

**Example**:

The teacher **sees** the students.

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

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

**Examples**:

The bird **hatches** in the nest.

The stream **flows** down the hill.

The boys **rush** for their breakfast.

We **talk** a lot.

**Rules for forming the Present Tense with Singular Subjects**

1. Most verbs: add **–s**

get – gets play – plays eat – eats

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

pass – passes mix – mixes punch-punches buzz – buzzes push – pushes

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

try – tries empty – empties

**Exercise 3**

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

1. She carefully \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the map. (study)
2. A fish \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the water near me. (splash)
3. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her hands. (wash)
4. He \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the classroom. (hurry)
5. Bryan and I \_\_\_\_\_\_\_\_\_\_\_\_ the assignment. (discuss)

**The Past Tense**

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

**Example**:

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

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

**Rules for forming the Past Tense**

1. Most verbs: Add **-ed** play – played

talk – talked

climb – climbed

2. Verbs ending with **e**: Add **-d** praise – praised

hope – hoped

wipe – wiped

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

carry – carried

study – studied

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

man – manned

trip – tripped

**Exercise 4**

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

1. John \_\_\_\_\_\_\_\_\_\_\_\_\_ his house burn into ashes. (watch)

2. The baby \_\_\_\_\_\_\_\_\_\_\_\_\_ loudly. (cry)

3. The teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the naughty student. (yell)

4. The chef \_\_\_\_\_\_\_\_\_\_\_\_\_\_ a delicious cake. (bake)

5. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a present for our grandmother. (shop)

**The Future Tense**

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

**Examples**:

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

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

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

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

**Exercise 5**

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

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

**More Tenses**

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

**1. The simple tenses** - Present simple tense

- Past simple tense

- Future simple tense

**2. The perfect tenses** - Present perfect tense

- Present perfect progressive - Past perfect tense

- Future perfect

- Future perfect progressive

3. **The progressive tenses** - Present progressive tense

- Past progressive tense

- Progressive tense

- Future perfect progressive tense.

**The simple Tenses**

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

**1. Present simple tense**.

Look at the following sentences.

1. I **know** Kisumu.
2. He **goes** to school every day.
3. The sun **rises** from the east.

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

1. To state **a personal fact**

**Example**: I **know** Kisumu.

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

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

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

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

**Exercise 6**

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

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

**2. Past Simple Tense**

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

**Examples**:

We **cleaned** our classrooms yesterday.

He **drove** the car this morning.

She **planned** the whole incident.

**Exercise 7**

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

start breathe

add roam

trap obey

annoy worry

pity fit

**3. Future Simple Tense**

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

**Examples**:

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

She **will eat** the bananas alone.

The dancers **will entertain** them.

**Exercise 8**

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

see develop

go begin

exist consume

introduce hunt

bring become

**The Perfect Tenses**

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

**Examples**:

**1. Present Perfect Tense**:

Ceasar **has** just **finished** his homework.

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

**2. Present Perfect Continuous Tense**

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

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

**3. Past Perfect Tense**

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

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

**4. Past Perfect Continuous Tense**

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

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

**5. Future Perfect Tense**

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

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

**6. Future Perfect Continuous**

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

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

**Exercise 9**

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

**John comes here every year**.

**The Progressive Verb Forms**

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

**Examples**:

I **am singing**

She **was dancing**.

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

**Examples**:

**1. Present Progressive Tense**

I **am reading** a book about Red Indians.

Her mother **is preparing** dinner.

**2. Present Perfect Progressive**

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

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

**3. Past Progressive Tense**

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

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

**4. Past Perfect Progressive Tense**

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

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

**5. Future Progressive**

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

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

6. **Future Perfect Progressive**

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

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

**Exercise 10**

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

**Jane plays the guitar well**.

**SUBJECT – VERB AGREEMENT**

**Present tense**

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

**Examples**:

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

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

**Rules for subject-verb Agreement**

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

The **man drives** a bus.

**She teaches** in a primary school.

**He studies** his map.

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

The **men drive** buses.

**They teach** in primary schools.

**We study** our maps.

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

**I hate** books.

**You like** dogs.

**I admire** actors.

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

**Examples**:

**John and James work** at Naivas Supermarket.

**The teachers and the students respect** one another a lot.

**Subject-verb Agreement with be and have**

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

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

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

**Exercise 11**

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

1. The dogs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their owners.
2. She \_\_\_\_\_\_\_\_\_\_\_\_\_\_ at the door.
3. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the road at the Zebra-crossing.
4. Many blind people \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dogs as guides.
5. We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dogs every day.
6. Mark always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his house.
7. I often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with June.
8. Mr. Mwangi \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his aunt in Mombasa.
9. Jane and he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ next month.

10. The directors \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the company.

**REGULAR AND IRREGULAR VERBS**

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

**Examples**:

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

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

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

**Examples**:

|  |  |  |
| --- | --- | --- |
| **Present** | **Past** | **Past Participles** |
| help  rescue  rush  support  play  talk  live | helped  rescued  rushed  supported  played  talked  lived | had helped  had rescued  had rushed  had supported  had played  had talked  had lived |

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

**Examples**:

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

**Exercise 12**

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

1. prevent 6. aid

2. donate 7. relieve

3. hurry 8. share

4. worry 9. enrol

5. train 10. save

**Irregular Verbs**

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

**Examples**:

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

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

**Common irregular Verbs**

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

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

throw threw had thrown

ring rang had rung

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

**Exercise 13**

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

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

**ACTIVE AND PASSIVE VERB FORMS**

**ACTIVE VOICE**

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

**Examples**:

**Our teacher punished** us for making noise in class.

Subject action

**Players arrived** for their first match early in the morning.

Subject action

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

**PASSIVE VOICE**

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

**Examples**:

**We were punished** by the teacher for making noise.

Sub action

**He was helped** by a passer-by.

Sub action

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

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

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

**Examples:**

**Active** **Passive**

Baabu explored the sea. The sea **was explored** by Baabu.

Be + past participle

The captain helped him. He **was helped** by the captain.

Be+past participle

**Exercise 14**

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

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

10. A fishing pond was started by the Wildlife Club in the school.

**TRANSITIVE AND INTRANSITIVE VERBS**

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

**Example**:

The sun shines.

Subject Action verb

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

**Example**:

The goalkeeper caught the ball.

Subject action verb direct object

**Transitive verbs**

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

**Examples**:

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

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

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

**Exercise 15**

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

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

10. We viewed the shouting star at midnight.

**Intransitive verbs**

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

**Examples**:

The ship sailed.

Subject action verb

The child smiled.

Subject action verb

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

**Examples:**

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

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

**Both transitive and intransitive verbs**

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

**Examples:**

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

We **cheered** noisily. (Intransitive)

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

The glass **broke**. (Intransitive)

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

**Examples:**

**Active**  **Passive**

He **kicked** the ball. The ball **was kicked** by him.

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

She **wailed** loudly ??

They **danced** well ??

**Exercise 16**

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

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

**TROUBLESOME PAIRS OF VERBS**

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

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

**EXERCISE 17**

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

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

2. An insect that (lays, lies) motionless on a leaf can become prey to some other animal.

3. The lion will (lay, lie) there waiting for its prey.

4. The monster spider (sits, sets) patiently near its web.

5. Experience has (taught, learned) me not to take things for granted.

6. A bird (raises, rises) its body using its wings.

7. This (raises, rises) another question,

8. Nature has (learned, taught) spiders new tricks.

9. The watchman instantly (raises, rises) the alarm when there is danger.

10. The trappers have (lain, laid) fresh traps for the porcupines.

**ADJECTIVES**

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

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

**Adjectives tell:**

**1. What kind**?

**Examples:**

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

The **old** man walked slowly.

**2. How many**?

**Examples:**

**Three** zebras were resting.

He has **few** friends.

**3. Which one(s)**?

**Examples:**

**This** painting is attractive.

**These** farmers are clearing the field.

There are 5 main kinds of adjectives, namely:-

1. Descriptive adjectives

2. Definite and indefinite adjectives

3. Demonstrative adjectives

4. Interrogative adjectives

5. Articles and possessive adjectives

**Descriptive adjectives**

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

**Examples of descriptive Adjectives:**

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

**Descriptive adjectives are of two types:**

1. Common descriptive adjectives – these are adjectives that give general features of somebody or something. They are the adjectives of size, shape, age, colour, weight, height, make and nature. Refer to the examples in the diagram above.

2. Proper adjectives – These ones are formed from proper nouns. They are always **capitalized**. They always appear **last** in a string of adjectives modifying the same noun, just before the noun itself.

**Examples**:

The **Japanese** ambassador

A **Mexican** carpet

An **Italian** chef

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

**Examples:**

A **South African** farmer

A **North American** cowboy

**Exercise 1**

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

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

**Demonstrative Adjectives**

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

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

**Examples:**

**This picture** is very beautiful.

Singular noun

**That one** is not as beautiful.

Singular noun

**These drawings** are very old.

Plural noun

**Those ones** were painted in Uganda.

Plural noun

**Exercise 2**

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

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

10. (These, Those) goats grazing over there are my uncle’s.

**Definite and indefinite adjectives**

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

**Examples**:

**Three** elephants were killed by the game rangers.

He bought **several** houses in Kileleshwa.

Don’t put **much** sugar in the tea!

**More examples**

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

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

**Examples**:

**Two** calves were born yesterday.

**Five** chimpanzees performed funny tricks.

**Many** children like dinosaurs.

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

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

**Examples**:

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

How **much** flour did you buy?

**Interrogative Adjectives**

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

**Examples**:

**What** movie do you want to see?

**Which** leaves turn colour first?

**Whose** son is he?

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

**Exercise 3**

Underline the adjectives in the following sentences.

1. Twenty bulls were slaughtered for the wedding.
2. Few people know the name of our president.
3. They stole all the money in the safe.
4. There isn’t much sugar in the dish.
5. Numerous disasters have hit China this year.
6. What game is playing on TV tonight?
7. Whose car is that one over there?
8. Which house was broken into?
9. I don’t know what misfortune has faced him.

10. Nobody knows which table was taken.

**Articles and Possessive Pronouns**

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

**Articles**

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

**Examples:**

**A** student rang the bells. (No specific student)

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

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

**Examples:**

An hour an heir

A hall

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

**Examples:**

**The** tourist was robbed. (A particular tourist).

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

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

**Examples:**

The tourist, the tourists, a tourist

The adjective, the adjectives, an adjective

**Exercise 4**

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

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

10. (A, An) rope was tied to the climber and he was pulled to safety.

**Possessive Pronouns**

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

**Examples:**

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

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

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

**Exercise 5**

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

1. In her lifetime, Brenda Fasie composed many songs.

2. Her early songs entertained her fans all over the world.

3. Our first performance was successful.

4. Her coughing grew worse with time.

5. They agreed that it was their best goal in ten years.

**Position of adjectives in sentences**

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

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

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

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

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

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

**2. Predicate Adjectives**

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

**Examples:**

Joyce seemed **lonely.**

Her brother was **upset.**

He became **concerned.**

**Exercise 6**

Identify the predicate adjectives in the following sentences.

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

**COMPARING WITH ADJECTIVES**

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

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

**Examples:**

ONE PERSON: Kimenju is **tall.**

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

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

**THE COMPARATIVE**

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

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

**Examples:**

great + er = greater sweet + er = sweeter

big + er = bigger light + er = lighter.

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

**Examples:**

More handsome more remarkable

More attractive more hardworking

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

**Examples:**

More successful more curious more ferocious

More beautiful more generous more prosperous

**THE SUPERLATIVE**

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

**Examples:**

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

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

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

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

**Examples:**

great + est = greatest sweet + est = sweetest

big + est = biggest light + est = light

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

**Examples:**

most mysterious most awkward

most successful most attractive

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

**Adjective** **comparative** **superlative**

strong stronger strongest

quick quicker quickest

adventurous more adventurous most adventurous

co-operative more co-operative most co-operative

**Summary of rules comparing with adjectives:**

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

**Points to note about Adjectives:**

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

**Examples:**

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

Buffaloes are **larger** than domestic cows

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

**Examples:**

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

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

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

**Examples:**

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

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

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

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

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

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

**Exercise 7**

Write the adjectives in brackets in the following sentences correctly.

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

**Irregular comparisons**

Some adjectives have **special forms** for making comparisons. That is, they do not form their comparatives by use of **-er** or **more,** or their superlatives by use of **-est** or **most.** Instead, these adjectives **change the words** completely to form comparatives and superlatives.

**Examples:**

**Adjectives Comparative Superlative**

good better best

well better best

bad worse worst

ill worse worst

little less or lesser least

much more most

many more most

far farther farthest

**Example of use in sentences:**

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

Our second performance was **better**.

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

**Exercise 8**

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

1. The comedy was the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ show of the three. (good)

2. Mary had a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cold yesterday. (bad)

3. It was her \_\_\_\_\_\_\_\_\_\_\_\_ performance this year. (good)

4. Her illness is getting \_\_\_\_\_\_\_\_\_\_\_\_\_ every day. (bad)

5. The old woman received the \_\_\_\_\_\_\_\_\_\_\_\_\_ amount of money from the MP. (little)

6. Smoke your cigarette \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ away from the children. (far)

7. There was \_\_\_\_\_\_\_\_\_\_\_\_\_\_ noise in the classroom than yesterday. (little)

8. The musician said that that was a very \_\_\_\_\_\_\_\_\_\_\_\_\_\_ year for him. (good)

9. This year’s songs were much \_\_\_\_\_\_\_\_\_\_\_\_\_\_ than last year’s. (good)

10. He has the \_\_\_\_\_\_\_\_\_\_\_\_\_ pairs of shoes in the school. (many)

**SPECIAL PROBLEMS WITH ADJECTIVES**

1. **Those** and **Them**

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

**Examples:**

**Those thieves** are daring! (Adjective modifying thieves)

**Those** are thieves! (Pronoun)

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

**Examples:**

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

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

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

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

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

**Examples:**

“This here job”

“That there house”

“These here books”

“Those there carpets”

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

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

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

**Examples:**

I like **this** kind of story.

She likes **that** sort of food.

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

**Examples:**

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

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

**Exercise 9**

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

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

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

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

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

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

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

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

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

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

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

**ADVERBS**

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

**Examples:**

HOW: The man walked **quickly**.

WHEN: It will rain **soon**.

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

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

**Other examples:**

**HOW WHEN WHERE TO WHAT EXTENT**

happily sometimes underground fully

secretly later here extremely

together tomorrow there quite

carefully now inside very

sorrowfully finally far rarely

painfully again upstairs

fast often downstairs

hard once somewhere

slowly first forward

hurriedly next behind

quietly then above

**Adverbs used to describe verbs**

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

**Examples:**

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

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

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

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

Adverbs make the meaning of the verb clearer.

**Example:**

He will eat his lunch. (Without adverb)

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

**Exercise 1**

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

1. The tourist travelled far.

2. They cheerfully greeted their grandmother.

3. Tina hurried downstairs when she heard the knock.

4. He worked carefully and skilfully.

5. She was extremely agitated.

6. The scientist looked curiously at the creature.

7. Soon the bell was rung.

8. The hall was fully occupied.

9. They hugged their grandmother adorably.

10. He brought the cake down.

**Adverbs used to describe adjectives**

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

**Examples**:

The cave was **very dark**.

adv adj

The tea was **extremely hot**.

adv adj

**Other adverbs used with adjectives**

Just nearly somewhat most

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

**Example:**

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

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

**Exercise 2**

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

1. He is a highly successful businessman.

2. The extremely cold weather made me shiver.

3. They are quite difficult to deal with.

4. The house is barely visible from here.

5. He is a very old man by now.

6. She is mysteriously secretive about her activities.

7. Jackline is horribly mean with her money.

8. The book was totally exciting.

9. The secretary was completely mad when the money was stolen.

10. The boss is never punctual for meetings.

**Adverbs used to describe other adverbs**

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

**Examples:**

The student spoke **very softly**.

adv adv

The cold subsided **very gradually**.

adv adv

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

**Examples:**

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

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

**Exercise 3**

Identify the adverbs modifying other adverbs in the following sentences.

1. The mourners covered the casket with earth very gradually.

2. He appeared on her surprisingly quickly.

3. The sun appeared somewhat closer that day.

4. He drinks extremely irresponsibly.

5. The driver sped the car totally carelessly.

**Specific categories of Adverbs**

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

**Examples:**

He joined the class **yesterday**.

**Today**, I will go to the cinema.

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

**Examples:**

Mrs. Kilome has gone **out**.

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

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

**Examples:**

She **often** leaves without permission.

He **always** works hard.

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

**Examples:**

Many ran **fast** to catch the bus

He painted the house **badly**.

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

**Examples:**

Luka is **extremely** intelligent.

She is **very** ill.

**FORMATION OF ADVERBS**

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

**Examples:**

Slow + -ly = slowly quiet + -ly = quietly

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

**Examples:**

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

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

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

**Examples:**

fast tomorrow soon first later

next inside somewhere quite

**Note:**

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

**Examples:**

The school will **soon** open.

The holiday was **quite** well spent.

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

**Examples:**

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

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

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

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

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

(i) Which word does the modifier go with?

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

**Examples:**

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

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

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

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

**Examples:**

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

He was **quiet.** – with a pronoun.

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

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

**Examples:**

He will come **tomorrow.** – When?

He will come **here**. – Where?

He will come **secretly.** – How?

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

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

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

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

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

(iii) Adverbs and predicate adjectives

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

**Examples:**

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

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

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

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

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

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

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

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

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

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

**Examples:**

The singer **looked** **up**.

v adv

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

v adv

The principal **appeared suddenly**.

V adv

(iv) Good and well

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

**Example:**

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

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

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

**Example:**

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

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

**Examples:**

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

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

**Exercise 4**

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

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

10. Since fish is high in protein and low in fat, it is bound to keep you (good, well).

**COMPARING WITH ADVERBS**

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

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

**Examples:**

ONE ACTION: Maree swims **fast**.

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

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

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

**THE COMPARATIVE FORM**

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

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

**Examples:**

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

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

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

**Examples:**

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

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

**THE SUPERLATIVE FORM**

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

**Examples:**

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

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

Adverbs that form the comparative with -**er** form their superlative with **-est**. Those that use **more** to form comparative use **most** to form superlative.

**Examples:**

**Adverbs Comparative Superlative**

long longer longest

fast faster fastest

softly more softly most softly

politely more polite most polite

**Points to Remember**

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

**Examples:**

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

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

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

**Examples:**

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

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

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

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

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

**Summary of rules for comparing with Adverbs**

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

**Exercise 5**

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

1. Does she cry \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (often) than the baby does?

2. She crosses the river \_\_\_\_\_\_\_\_\_\_\_\_\_ (slowly) than her son does.

3. James jumps into the swimming pool \_\_\_\_\_\_\_\_\_\_\_\_\_ (quickly).

4. Charles swims \_\_\_\_\_\_\_\_\_\_\_\_\_ (skilfully) than all of us.

5. Of all the athletes, Tecla Lorupe is \_\_\_\_\_\_\_\_\_\_\_\_ (fast).

6. The antelope disappeared \_\_\_\_\_\_\_\_\_\_\_\_\_ (swiftly) than the gazelle.

7. Chicharito scored the goal \_\_\_\_\_\_\_\_\_\_\_\_\_ (accurately) of all.

8. Mange and Marto stayed in the hall \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (long) of all.

9. Sarah walks \_\_\_\_\_\_\_\_\_\_\_\_\_ (gracefully).

10. Ng’ang’arito sang \_\_\_\_\_\_\_\_\_\_\_\_ (sweetly) of all participants.

**PREPOSITIONS**

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

**Examples:**

The cat lay **under** the table.

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

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

**More examples:**

She gave it **to** me.

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

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

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

**COMMON PREPOSITIONS**

about before except on toward

above behind for onto under

aboard below from out underneath

across beneath in outside until

after beside inside over up

against between into past upon

along beyond like since with

among by near through within

around down of throughout without

at during off to

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

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

**Example:**

The cat lay **under** the table.

The cat lay **on** the table.

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

**Exercise 1**

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

1. Sometimes they lie on the ground.

2. They have grown maize for food.

3. The children played with the dolls.

4. A man found some treasure in the cave.

5. They make clothes from cotton.

**Exercise 2**

Use the most appropriate preposition to complete the sentences below.

1. Driving had been my dream \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ years.

2.\_\_\_\_\_\_\_\_\_\_\_\_\_ 1990, I bought a second-hand car.

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that year, I learned how to drive.

4. I rolled the car \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the road \_\_\_\_\_\_\_\_\_\_\_\_\_ more than two kilometres.

5. I was really thrilled \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the experience.

**PREPOSITION PHRASES**

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

**Examples:**

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

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

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

**Example:**

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

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

**Exercise 3**

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

1. Donkeys help people in many ways.

2. They bring happiness to the people around them.

3. In large cities, they help to carry water.

4. On farms, they carry heavy loads.

5. How could you travel across a river?

6. You might swim to the other side.

7. You might cross at a shallow place.

8. You can cross by boat.

9. Bridges are a better solution to the problem.

10. Most bridges are built over water.

**Types of prepositional phrases**

Prepositional phrases can either be:

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

**Example:**

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

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

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

**Examples:**

Scouts rain **for many hours**.

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

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

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

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

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

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

**Examples:**

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

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

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

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

**Exercise 4**

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

1. The dog chased after Travis and (her, she).

2. Cleaning the house was a tasking job for Evans and (I, me).

3. We planned a family picture of our parents and (us, we).

4. The victory belonged to (he, him).

5. Michael and Bernard stood behind Mom and (she, her).

6. The crowd around (we, us) started cheering.

7. My little sister ran behind Sammy and (I, me).

8. The toys belong to Karen and (him, he).

9. Johnny sat between James and (me, I).

10. I went to the cat race with Jim and (she, her).

Sometimes one prepositional phrase immediately follows another.

**Examples:**

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

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

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

**Examples:**

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

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

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

**Preposition or Adverb?**

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

**Examples:**

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

ADVERB: They ran **inside**.

You can tell the difference by remembering the following:

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

**Examples:**

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

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

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

Examples:

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

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

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

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

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

above down over

along in out

around Inside outside

below near under

by off up

**Exercise 5**

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

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

10. Jack ran out.

**NEGATIVES**

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

**Examples:**

She has **no** more work.

There are **none** left.

**Other common negatives**

not nowhere nobody aren’t haven’t

never nothing no one doesn’t wouldn’t

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

**Examples:**

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

He **couldn’t** make a speech.

**Double negatives:**

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

**Examples:**

**Incorrect Correct**

We **don’t** need **no** money. We **don’t** need any money.

She **hasn’t** bought **nothing**. She **hasn’t** bought anything.

Mark **hasn’t no** homework. Mark **hasn’t** any homework. Or

Mark has **no** homework.

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

**Examples:**

We **don’t** have **any** work.

He **hasn’t any** work.

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

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

**Examples:**

**Incorrect:** We **couldn’t hardly** continue with the work. **Correct:** We **could hardly** continue with the work.

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

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

**Exercise 6**

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

1. They (have, haven’t) nothing to eat.

2. Isn’t (anyone, no one) at home?

3. Didn’t you (ever, never) swim in that river?

4. There isn’t (anybody, nobody) weeding the farm.

5. Ann and Martin haven’t (anywhere, nowhere) to sleep.

6. Our friends (had, hadn’t) none of the fun.

7. Isn’t (anybody, nobody) watching *Tahidi High*?

8. Hasn’t (anyone, no one) thought of washing the utensils?

9. Tabby (hasn’t, has) had no luck.

10. We haven’t (ever, never) tried.

**CONJUNCTIONS**

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

There are 3 main categories of conjunctions;

1. **Coordinating conjunctions**
2. **Subordinating conjunctions**
3. **Correlative conjunctions**

**COORDINATING CONJUNCTIONS**

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

**Examples:**

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

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

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

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

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

**Exercise 1**

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

1. Bats and insects fly, \_\_\_\_\_\_\_\_\_\_\_\_ only birds have feathers.

2. Eagles build nests on cliffs \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in tall trees.

3. Parrots live in wild places \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in zoos.

4. Swallows \_\_\_\_\_\_\_\_\_\_\_\_\_\_ sparrows often build nests in buildings.

5. Hummingbirds are tiny \_\_\_\_\_\_\_\_\_\_ very brave.

6. Many birds fly south in winter, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ others do not.

7. Their feathers keep them warm \_\_\_\_\_\_\_\_\_\_\_\_ dry.

8. A bird can fly forward \_\_\_\_\_\_\_\_\_\_\_\_\_ backward.

9. Many birds shed old feathers \_\_\_\_\_\_\_\_\_\_\_\_\_\_ grow new ones.

10. Their legs are weak \_\_\_\_\_\_\_\_\_\_\_\_ their wings are strong.

**SUBORDINATING CONJUNCTIONS**

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

**Examples:**

**If** I go home, my dog will follow me.

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

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

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

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

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

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

**Exercise 2**

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

1. They arrived late. It was raining heavily.

2. John worked hard. He wanted to buy a house.

3. I won’t carry the umbrella. You need it.

4. I drove the car madly. I was late for the meeting.

5. He will come. The meeting ends.

**CORRELATIVE CONJUNCTIONS**

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

**Examples:**

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

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

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

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

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

**Exercise 3**

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

1. The vehicles stopped for repairs. The vehicles stopped for fuel. (either…..or)

2. The drivers knew they had to travel more than fifty kilometres. If they did not travel more than fifty kilometres, they would have to endure harsh storms. (either….or).

3. Many people build their own homes. Many people grow their own food. (not only…but also)

4. Men wanted to buy the pictures. Women also wanted to buy the pictures.(both…. and)

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

**INTERJECTIONS**

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

**Examples:**

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

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

**Oh**, you have grown so big. (surprise)

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

**Exercise 1**

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

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

**CHAPTER TWO**

**FORMATION AND ORIGIN OF WORDS**

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

1. **Sound words** (**onomatopoeias**)

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

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

**Other examples of sound (onomatopoeic) words**

beep gobble neigh squeal

blast growl purr tick

buzz hiss quack zip

clang honk rip

clatter hum roar

crack meow smash

crunch moo splash

**Exercise 1**

Write a sound word for each of the following descriptions.

1. The sound of something breaking
2. The loud, deep sound of a lion.
3. The sound of a clock.
4. The sound of an angry dog.
5. The sound of a loud bell.
6. The sound made by a duck.
7. The sound of a bottle opening.
8. The sound of a cat drinking milk.
9. The sound of a bomb exploding.
10. The sound of a snake.
11. **Words that come from names of people and places (Eponyms**)

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

**Examples:**

|  |  |  |
| --- | --- | --- |
| Word | Meaning | Named after |
| Sandwich | Two or more slices of bread with meat between them. | John Montagu, the fourth Earl of Sandwich, who liked eating meat between slices of bread. |
| Maverick | A person who breaks from conventional actions | Samuel Maverick, a Texas cattle owner who refused to brand the calves of one of his herds as per the requirements. |
| Saxophone | A musical wind instrument | Adolphe Sax, the Belgian inventor of the musical instrument. |
| Madras | A cotton cloth with a design or pattern on plain background | Madras, a city in India, where it was invented. |
| Rugby | A game | Rugby school, England, where rugby was invented. |
| Tarantula | A large, hairy spider | Taranto, a town in Italy where Tarantulas are found. |
| Shylock | A greedy money-lender | The relentless and vengeful money- lender in Shakespeare’s play, The Merchant of Venice. |
| Sousaphone | A musical instrument | John Phillip Sousa, an American composer who invented the Sousaphone. |

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

**Exercise 2**

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

1. lima bean 6. guppy 11. guillotine

2. cardigan 7. cheddar 12. macadam

3. bloomer 8. quisling 13. pasteurisation

4. canary birds 9. silhouette 14. watt

5. Ferris wheel 10. Marxism 15. ohm

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

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

**Examples:**

|  |  |  |
| --- | --- | --- |
| Word | Combination of | Meaning |
| Smog | Smoke + fog | A combination of smoke and fog in the air. |
| Fantabulous | Fantastic + fabulous | Incredible, astonishing, unbelievable, wonderful |
| Brunch | Breakfast + lunch | A late breakfast taken some hours before lunch |
| Wikipedia | Wiki + encyclopaedia | A website |
| Comcast | Communication + broadcast | A television system that more than the usual number of lines per frame so its pictures show more detail. |
| Spork | Spoon + fork | An eating utensil that is a combination of a spoon and a fork. |
| Skort | Skirt + shorts | An item of clothing that is part skirt and short. |
| Simulcast | Simultaneous + broadcast | To broadcast a programme on television and radio at the same time |
| Cyborg | Cybernetic + organism | A fictional or hypothetical person whose physical abilities are superhuman |
| Motel | Motor + hotel | A roadside hotel |

**Exercise 3**

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

1. slithy 6. breathalyser

2. chortle 7. cable gram

3. galumph 8. camcorder

4. bash 9. edutainment

5. blog 10. email

1. **Words formed by use of prefixes and suffixes**

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

**Prefixes**

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

**Examples:**

**Prefix**  **Base word New word**

un friendly unfriendly

pre pay prepay

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

**More examples of common English prefixes**

|  |  |  |
| --- | --- | --- |
| Prefix | Meaning | Examples |
| mis-  re-  pre-  ante-  anti-  contra-  counter-  en-  extra-  inter-  intra-  non-  over-  post-  pre-  pro-  re-  semi-  trans-  un-  under- | wrong, incorrectly  again  before, in advance  before, preceding  opposing, against, the opposite  against  opposition, opposite direction  put into or on  outside, beyond  between, among  inside, within  absence, negation  excessively, completely  after in time, or order  before in time, place order or importance  favouring, in support of  again  half, partly  across, beyond  not  beneath, below | misspell – to spell incorrectly  revisit – visit again  preschool – before school  antecedent, ante-room  anti-aircraft, antibiotic, aticlimax  contraceptive, contraband  counter-attack, counteract  engulf, enmesh  extraordinary, extracurricular  interact, interchange  intramural, intravenous  non-smoker, non-alcoholic  overconfident, overjoyed  postpone, post-mortem  precondition, preadolescent  Pro-African  repaint, reawaken  semicircle, semi-conscious  transnational, transatlantic  unacceptable, unreal, unhappy, unmarried  underarm, undercarriage |

**Exercise 4**

Give the meaning of the following prefixes and write two examples each of words in which they are used. Use your dictionary.

1. ultra- 6. infra-
2. syn- 7. hypo-
3. sub- 8. hemi
4. peri- 9. ex-
5. out- 10. dia-

**Suffixes**

A **suffix** is a word part that is added to the **end** of a base word to form a new word or to change its meaning.

**Example:**

Enjoy + able = enjoyable

Each suffix has its own meaning. The suffix “able” means “capable of”. Hence **enjoyable** means “**capable of being enjoyed”.**

**Common English suffixes**

|  |  |  |
| --- | --- | --- |
| **Suffix** | **Meaning** | **Examples** |
| **Noun Suffixes**  -acy  -al  -ance, -ence  -dom  -er, -or  -ism  -ist  -ity, -ty  -ment  -ness  -ship  -sion, -tion  **Verbs suffixes**  -ate  -en  -ify, -fy  -ize, ise  **Adjective suffixes**  -able, -ible  -al  -esque  -ful  -ic, -ical  -ious, ous  -ish  - ive  -less  -y | state or quality  act or process of  quality of  place or state of being  one who  doctrine, belief  one who  quality of  condition of  state of being  position held  state of being  become  become  make or become  become  capable of being  pertaining to  reminiscent of  notable for  pertaining to  characterized by  having the quality of  having the nature of  without  characterized by | privacy, advocacy  refusal, dismissal  Maintenance, eminence  freedom, kingdom  trainer, protector  Communism, Marxism  chemist, pharmacist  veracity, curiosity  argument, armament  heaviness, fearlessness  fellowship, headship  concession, transition  eradicate, fumigate  enlighten, freshen  terrify, specify  civilize, apologize  edible, presentable  regional, sectional  picturesque  fanciful, colourful  musical, mythic  nutritious, portentous  fiendish, greenish  creative, abusive  endless, pointless  sleazy, cheeky |

**Exercise 5**

Add an appropriate suffix to each of the following words and then give the meaning of the new word.

1. hope 6. green

2. read 7. wear

3. child 8. fear

4. grey 9. kind

5. play 10. wash

**WORDS USAGE**

Words in English language have various meanings depending on their usage in sentences.

**1. HOMOGRAPHS**

**Homographs** are words which are **spelled the same** but have **different meanings**. They usually appear as separate entries in a dictionary.

**Examples:**

The man dug a **well** in his compound.

They worked **well** together.

In the first sentence, the noun **well** means **“a spring of water”**. In the second sentence, the adverb **well** means **“in a good manner”.**

**Examples of common homographs in the English Language**

|  |  |  |
| --- | --- | --- |
| **Homograph** | **Meaning** | **Examples** |
| bear | (V) to support or carry  (N) an animal | I will **bear** the burden.  The **bear** killed the hunter. |
| sow | (V) to plant seed  (N) female pig | The farmer **sow**ed the seeds.  The **sow** is very fat. |
| lead | (V) to guide  (N) a metal | The mother duck can **lead** her ducklings around.  Gold is heavier than **lead**. |
| close  wind | (Adv)near  (V) lock  (V) turning something around  (N) moving air | The tiger was now so **close** that I could smell it.  “Will you please **close** that door?”  **Wind** your watch.  The **wind** howled through the woodlands. |
| date | (V) to determine the age  (N) to “go out”  (N) a kind of fruit  (N) a calendar time | Can you **date** this sculpture?  I have a **date** with Mary.  **Dates** are grown in South Africa.  What is the **date** today? |
| fast | (Adj) quick  (V) to choose not to eat food | He is a **fast** runner.  The Christians **fast** just before Easter. |
| hide | (N) animal skin  (V) to conceal | He is tanning the **hide**.  They **hide** their money under their pillows. |
| net | (N) woven trap made of rope or cord  (Adj) amount remaining after deductions. | They caught fish using a **net**.  His **net** pay is thirty thousand shillings per month. |
| pick | (N) a kind of tool  (V) to choose | He used a **pick** to dig the hole.  **Pick** the dress that you want. |

Some homographs are spelled the same but pronounced differently.

**Example:**

The **wind** is strong today.

This path **winds** through the hills.

**Exercise 6**

Write two meanings of the following homographs and use each of them in sentences of your own.

1. pen 6. act

2. tire 7. arms

3. dove 8. block

4. wound 9. box

5. mean 10. bank

2. **HOMOPHONES**

**Homophones** are words that **sound the same** but have **different spellings** and **meanings**.

**Example:**

She will **buy** music composed **by** my favourite artist.

Homophones are often confused when writing by many students because of similarity in pronunciation.

**Examples of common homophones in English**

|  |  |  |
| --- | --- | --- |
| **Homophones** | **Meaning** | **Examples** |
| aisle  isle | (V) the walkway  (N) island | I quickly walked down the **aisle.**  He grew up on the **isle** of Elba. |
| allowed  aloud | (V) permitted  (Adv) not silently | His mother **allowed** him to stay up late.  She read the story **aloud**. |
| ate  eight | (V) past tense of “eat”  (N) number | She **ate** a quick lunch.  I bought **eight** tickets. |
| ball  bawl | (N) a round object used in games  (V) to cry | He took the **ball** to the beach.  Please don’t **bawl**! It’s not that bad. |
| Bear  bare | (V) to stand something  (Adj) naked | He can’t **bear** exams.  He stood outside in the rain completely **bare**. |
| base  bass | (N) the bottom  support of something  (N) the lowest pitches in music | We need a new **base** for that lamp.  I sang **bass** in the church choir. |

**More examples of homophones**

|  |  |  |
| --- | --- | --- |
| lead, led  least, leased  loan, lone  male, mail  meet, meat  mind, mined  morning, mourning  naval, navel  new, knew  no, know  one, won  pear, pair  pie, pi  piece, peace  pier, peer  poor, pour  rain, reign  raw, roar  read, reed  road, rode  sale, sail  saw, sore  see, sea  sun, son  tail, tale  tea, tee  there, they’re  they’re, there  tide, tied  too, to  two, too  wail, whale  warn, worn  weal, wheel | wear, where  weather, whether  week, weak  weight, wait  while, wile  wood, would  write, right  yew, you  your, you’re  acetic, ascetic  axle, axial  formerly, formally  ion, iron  loch, lock  holy, wholly  heal, heel  ad, add  ail, ale  all, awl  alms, arms  altar, alter  arc, ark  aren’t, aunt  anger, augur  aural, oral  away, aweigh  awe, oar, or, ore  bale, bail  band, banned  bean, been  blew, blue  brake, break  cell, sell  cent, scent, sent | cereal, serial  check, cheque  chord, cord  cite, site, sight  coo, coup  cue, queue  dam, damn  dew, due  die, dye  doh, doe, dough  earn, urn  ewe, yew, you  faint, feint  fair, fare  feat, feet  few, phew  find, fined  fir, fur  flaw, floor  flea, flee  flew, flue  flour, flower  for, fore, four  foreword, forward  fort, fought  gait, gate  genes, jeans  gnaw, nor,  gorilla, guerrilla  grate, great  groan, grown  guessed, guest  hale, hail  hair, hare |

**Exercise 7**

Give the homophones and the meanings of the following words.

1. in 6. knight

2. heard 7. knows

3. horse 8. tick

4. hey 9. rung

5. need 10. sees

**3. SYNONYMS**

**Synonyms** are words that have **almost the same meaning** but **different** **spelling** and **pronunciation**.

**Examples:**

Slender–thin finish–end sick–ill

Some words have several synonyms. For example, **happy** has such synonyms words like **light-hearted**, **pleased**, and **cheerful**.

Synonyms help vary the writing, just like pronouns do. For example, the word **happy** and its synonyms help vary the writing.

Daniel felt **happy** – Daniel felt **light-hearted**.

She was **happy** with her grade – She was **pleased** with her grade.

They sang a **happy** song – They sang a **cheerful** song.

**Examples of common synonyms in English**

|  |  |  |
| --- | --- | --- |
| about, approximately  accomplish, achieve  administer, manage  admit, confess  almost, nearly  annoy, irritate  answer, reply  arise, occur  arrive, reach  begin, start  belly, stomach  bizarre, weird  brave, courageous  chop, cut  clerk, receptionist  close, shut  contrary, opposite  correct, right  daybreak, dawn  demonstrate, protest  denims, jeans  desert, abandon  devil, Satan  disappear, vanish  eager, keen  emphasize, stress  enormous, huge, immense  enquire, investigate  evaluate, assess  fanatic, enthusiast  fool, idiot  sincere, honest  skull, cranium  soiled, dirty  suggest, propose  sunrise, dawn  temper, mood  trustworthy, reliable | formerly, previously  fragrance, perfume  function, operate  garbage, rubbish  gay, homosexual  grab, seize  gut, intestine  hard, tough  hashish, cannabis  hawk, peddle  hint, trace, tip  homicide, murder  hunger, starvation  hurry, rush  idler, loafer  if, whether  illustrate, demonstrate  imitate, mimic  immediate, instant  immobile, motionless  impartial, neutral  impasse, deadlock  impolite, rude  inconsiderate, thoughtless  infamous, notorious  informal, casual  inheritor, heir  instructions, directions  jealous, envious  joy, delight  lacking, missing  lethal, deadly  ultimate, final  uncommon, unusual  uncooked, raw  unforeseen, unexpected  unfortunate, unlucky  unmarried, single  untimely, premature | lousy, awful  madness, insanity  magnify, exaggerate  manmade, artificial  material, fabric  merciless, cruel  midway, halfway  mind, intellect  mirror, reflect  mistrust, distrust  modern, contemporary  movie, film  murderer, assassin  naked, bare  nameless, anonymous  nightfall, dusk  noon, midday  numerous, many  object, thing  outside, external  overlook, miss  peaceable, peaceful  poisonous, toxic  post-mortem, autopsy  praise, compliment  reasonable, fair  refrain, chorus  religious, devout  respond, reply  scarcity, shortage  signal, sign  silly, foolish  vain, useless  vary, differ  vast, huge  winery, vineyard  withstand, resist  zenith, peak |

**Exercise 8**

Give the synonyms of the following words:

1.start 6. collect

2.come 7. assist

3.lengthy 8. build

4.shattered 9. reply

5.Fix 10. purchase

**4. ANTONYMS**

**Antonyms** are words that have **opposite meanings**. Antonyms also add variety to your writing.

**Examples:**

Cold-hot heavier – lighter fearful – brave.

Some words have more than one antonym. Some of these antonyms can be formed by adding a prefix to a base word.

**Examples:**

Kind – cruel, unkind like – hate, dislike

**Examples of common antonyms in English**

|  |  |  |
| --- | --- | --- |
| absent – present  absurd – sensible  abundant – scarce  accidental – intentional  accuse – defend  accurate – incorrect  admit – deny  advance – retreat  after – before  alien – native  alone – together  always – never  amuse – bore  anger – kindness  applaud – boo  asleep – awake  beautiful – ugly  beg – offer  below – above  bitter – sweet  buy – sell  careful – careless  cease – begin  civilian – military  closed – open  condemn – praise  crooked – straight  dangerous – safe  dead – alive  deep – shallow  destroy – create  drunk – sober  east – west | enemy – friend  evil – good  exhale – inhale  expensive – cheap  fail – succeed  fat – skinny  fertile – barren  floor – ceiling  former – latter  funny – serious  generous – stingy  genuine – fake  guilty – innocent  humble – arrogant  husband – wife  illegal – lawful  import – export  indoor – outdoor  inferior – superior  intelligent – stupid  joy – grief  kind – mean  king – commoner  lazy – industrious  lock – unlock  majority – minority  man – woman  merciful – cruel  moist – dry  nervous – calm  obey – disobey  original – copy  patient – impatient | permit – forbid  polite – rude  positive – negative  private – public  push – pull  question – answer  quick – slow  reckless – cautious  rival – friend  sane – insane  servant – master  sick – well  simple – complex  slavery – freedom  smart – dumb  solid – gas  spend – save  stranger – friend  strong – weak  sudden – gradual  suffix – prefix  tame – wild  temporary – permanent  thaw – freeze  tough – tender  unique – common  vacant – occupied  victory – defeat  villain – hero  war – peace  young – old |

**Exercise 9**

Give the antonyms of the following words:

1. easy 6. sweat

2. whisper 7. stationary

3. triumph 8. strengthen

4. dull 9. precious

5. dangerous 10. naked

5. **IDIOMS AND SAYINGS**

**An idiom** is a phrase that has **a special meaning** as a whole. The meaning of an idiom is different from the meanings of its separate words.

**Examples:**

It was **raining cats and dogs.**

(The idiom **raining cats and dogs** does not mean that cats and dogs were falling out of the sky! It means **“raining heavily”.)**

I **put my foot in my mouth** today.

(The idiom **put my foot in my mouth** means **“to say the wrong thing”**. Sometimes the context in which an idiom is used can give a hint of its meaning.)

**Example:**

Jeff is **talking through his hat** when he says that he can spell every word in the English language.

(This idiom clearly means that Jeff cannot possibly spell every word in the English language. Hence, the idiom **talking through his hat** means **talking nonsense.)**

**More examples of idioms in the English language**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Idiom** | | **Meaning** |
| 1 | It was **a blessing in disguise**. | | Something good that is not recognised at first. |
| 2 | He is **a doubting Thomas**. | | A sceptic who needs physical or personal evidence in order to believe something. |
| 3 | That scandal was **a drop in the** **bucket**. | | A very small part of something big or whole. |
| 4 | The punishment was **a slap in** **the wrist**. | | A very mild punishment. |
| 5 | The thief received **a taste of his** **own medicine**. | | He was mistreated the same way he mistreats others. |
| 6 | Don’t **add fuel to the fire**! | | When something is done to make a bad situation even worse than it is. |
| 7 | The principal is just **all bark but** **no bite**. | | When someone is threatening and/or aggressive but not willing to engage in a fight. |
| 8 | The theory is **all Greek to me**. | | Meaningless and incomprehensible. |
| 9 | We are **all in the same boat**. | | When everyone is facing the same challenges. |
| 10 | The house cost him **an arm and** **a leg**. | | Very expensive. A large amount of money. |
| 11 | The teacher has **an axe to grind** with the bursar. | | To have a dispute with someone. |
| 12 | Joyce is the **apple of my eye**. | | Someone who is cherished above all others. |
| 13 | The boy did the work **at the** **drop of a hat**. | | Willing to do something immediately |
| 14 | The politician is **a back seat** **driver**. | | People who criticize from the sidelines |
| 15 | They were **back to square one** in their search for the treasure. | | Having to start all over again. |
| 16 | The government has to **go back** **to the drawing board** on the issue of the New Constitution. | | When an attempt fails and it’s time to start all over again. |
| 17 | The exam was **a piece of cake.** | | A task that can be accomplished very easily. |
| 18 | | | The investigator realised he was **barking the wrong tree.** | A mistake made in something you are trying to achieve. |
| 20 | | | Stop **beating around the bush**. | Avoiding the main topic, not speaking directly about an issue. |
| 21 | | | I will **bend over backwards** to see you through school. | Do whatever it takes to help.  Willing to do anything. |
| 22 | | | She was **caught between a rock and a hard place.** | Stuck between two very bad options. |
| 23 | | | You are **biting off more than you can chew.** | To take on a task that is way too big. |
| 24 | | | John decided **to bite his tongue.** | To avoid talking. |
| 25 | | | Tom has **a cast iron stomach.** | Someone who has no problems, complications, or ill effects with eating or drinking anything. |
| 26 | | | That is **a cock and bull story.** | An unbelievable tale. |
| 27 | | | I will have to win, **come hell or high water.** | Any difficult situation or obstacle. |
| 28 | | | Don’t **cry over spilt milk.** | When you complain about a loss from the past. |
| 29 | | | He likes **crying wolf.** | Intentionally raise a false alarm. |
| 30 | | | Tim is **a dark horse.** | One who was previously unknown and now is prominent. |
| 31 | | | Kinyua is **a devil’s advocate.** | Someone who takes a position for the sake of argument without believing in that particular side of the argument. |
| 32 | | | My father **drinks like a fish.** | To drink very heavily. |
| 33 | | | This problem is **driving me up the wall.** | To irritate or annoy very much. |
| 34 | | | The students **had a field day** with the visiting guests. | An enjoyable day or circumstance. |
| 35 | | | The food was **finger licking good.** | Very tasty food or meal. |
| 36 | | | He changed **from rags to riches**. | To go from being very poor to being very wealthy. |
| 37 | | | I need to **get over it.** | Move beyond something that is bothering you. |
| 38 | | | She **got up on the wrong side of the bed** | To someone who is having a horrible day. |
| 39 | | | Joan is **a good Samaritan.** | Someone who helps others when they are in need without expecting a reward. |
| 40 | | | I **have a gut feeling** she will die. | A personal intuition you get, especially when you feel something may not be right. |
| 41 | | | The player **lost his head** when he missed the goal. | Angry and overcome by emotions. |
| 42 | | | He was **head over heels in love** with her. | Very excited and joyful, especially when in love. |
| 43 | | | He gave her **a high five** when he won the contest. | Slapping palms above each other’s heads as a celebration gesture. |
| 44 | | | Let us **hit the books!** | To study, especially for a test or exam. |
| 45 | | | I will **hit the hay** now. | Go to bed or go to sleep. |
| 46 | | | The preacher **hit the nail on the head**. | Do or say something exactly right. |
| 47 | | | She **hit the sack** after a hard day’s work. | Go to bed or sleep. |
| 48 | | | **Hold your horses**, the speaker is coming. | Be patient. |
| 49 | | | The certificate was **an icing on the cake** after the monetary reward. | When you already have it good and get something on top of what you already have. |
| 50 | | | The girl became careless **in the heat of the moment.** | Overwhelmed by what is happening at the moment. |
| 51 | | | The policeman **kept an eye** on him. | Carefully watch somebody. |
| 52 | | | He **kept his chin up** during the burial. | To remain joyful in a tough situation. |
| 53 | | | The old man **kicked the bucket**. | Die |
| 54 | | | **Lend me your ear.** | To politely ask for someone’s full attention. |
| 55 | | | You **let the cat out of the bag.** | To share a secret that wasn’t supposed to be shared. |
| 56 | | | The by-election was not **a level playing field.** | A fair competition where no side has an advantage. |
| 57 | | | He ran all over **like a chicken with its head cut off.** | To act in a frenzied manner. |
| 58 | | | Mr. Gumo is **a loose cannon**. | Someone who is unpredictable and can cause damage if not kept in check. |
| 59 | | | I am not interested in his **mumbo jumbo.** | Nonsense or meaningless speech. |
| 60 | | | She is the **new kid on the block**. | Someone new to the group or area. |
| 61 | | | He started off **on the wrong foot**. | Getting a bad start on a relationship or task. |
| 62 | | | The accused man is now **off the hook**. | No longer have to deal with a tough situation. |
| 63 | | | I said that **off the record**! | Something said in confidence that the speaker doesn’t want attributed to him or her. |
| 64 | | | I was **on pins and needles**. | Anxious or nervous especially in anticipation of something. |
| 65 | | | The prefects **sit on the fence** when there is a strike. | Undecided. |
| 66 | | | The dog appeared **out of the blue**. | Something that suddenly and unexpectedly occurs or appears. |
| 67 | | | You will get the job **over my dead body**. | When you absolutely will not allow something to happen. |
| 68 | | | Mark is fond of **passing the buck** to his brother. | Avoid responsibility by giving it to someone else. |
| 69 | | | Dennis is **a peeping Tom**. | Someone who observes people in the nude or sexually active people, mainly for his own gratification. |
| 70 | | | “**Pipe down**! We have heard you! | To shut up or be quiet. |
| 71 | | | You are **pulling my leg**. | Tricking someone as a joke. |
| 72 | | | **Rise and shine**! It’s time to go to school. | Time to get out of bed and get ready for work or school. |
| 73 | | | The businessman has **run out of steam** nowadays. | To be completely out of energy. |
| 74 | | | The convict was **saved by a bell**. | Saved at the last possible moment. |
| 75 | | | He was **a scapegoat** for the amorous politician. | Someone else who takes the blame. |
| 76 | | | The naughty boy got away **scot-free**. | To escape and not have to pay. |
| 77 | | | She was **sick as a dog**. | To be very sick (with flu or a cold). |
| 78 | | | He has **a sixth sense**. | A paranormal sense that allows you to communicate. |

**Common idiomatic expressions and sayings**

1. A bird in the hand is worth two in the bush. – Having something that is certain is much better than taking a risk for more, because chances are you might lose everything.

2. A fool and his money are easily parted. – It’s easy for a foolish person to lose his/her money.

3. A house divided against itself cannot stand. – Everyone involved must unify and function together or it will not work out.

4. A leopard can’t change his spots. – You cannot change who you are.

5. A penny saved is a penny earned. – By not spending money you are saving money (little by little).

6. A picture paints a thousand words. – A visual presentation is far more descriptive than words.

7. Actions speak louder than words. – It’s better to actually do something than just talk about it.

8. Curiosity killed the cat. – Being inquisitive can lead you into a dangerous situation.

9. Don’t count your chickens before they hatch. – Don’t rely on it until you are sure of it.

10. Don’t look a gift horse in the mouth. – When someone gives you a gift, don’t be ungrateful.

11. Don’t put all your eggs in one basket. – Do not put all your resources in one possibility.

12. Drastic times call for drastic measures. – When you are extremely desperate you need to take extremely desperate actions.

13. Elvis has left the building. – The show has come to an end. It’s all over.

14. Every cloud has a silver lining. – Be optimistic, even difficult times will lead to better days.

15. Great minds think alike. – Intelligent people think like each other.

16. Haste makes waste. – Doing things quickly may result in a poor ending.

17. Idle hands are the devils’ tools. – You are more likely to get it trouble if you have nothing to do.

18. If it’s not one thing, it’s another. – When one thing goes wrong, then another, and another ….

19. It takes two to tango. – A conflict involves two people and both must cooperate to have it resolved.

20. It’s a small world. – You cannot hide from your evil deeds in this world.

21. Let bygones be bygones. – To forget about a disagreement or argument.

22. Let sleeping dogs lie. – To avoid restarting a conflict.

23. Never bite the hand that feeds you. – Don’t hurt anyone that helps you.

24. Practice makes perfect. – By constantly practising, you will become better.

25. Rome was not built in one day. - If you want something to be completed properly, then it’s going to take time.

26. The bigger they are, the harder they fall. – The bigger and stronger opponent may be more difficult to beat, but when he does, he suffers a much bigger loss.

27. Variety is the spice of life. – The more experiences you try the more exciting life can be.

28. When it rains, it pours. – Since it rarely rains, when it does it will be a huge storm.

29. You are what you eat. – In order to stay healthy, you must eat healthy foods.

30. You can’t judge a book by its cover. – Decisions shouldn’t be made primarily on appearance.

**Exercise 10**

Give the meaning of the italicized idioms in the following sentences.

1. I was completely *at sea* when the Prime Minister visited my house.

2. Jane *has* her *hands full*. She can’t take on more work.

3. Do you have *a bone to pick* with me?

4. I can’t *make heads or tails* of this story.

5. The test was *as easy as pie*.

6. I am *sick and tired* of doing nothing at work.

7. I am *broke*! I have to borrow some money.

8. She *dropped* me *a line* yesterday.

9. He *filled in* for her when she fell sick.

10. My business is *in the red*.

**PHRASES**

A **phrase** is a group of words without a **subject** or a **predicate** or **both** and does not express **a complete thought**. Therefore, a phrase can never stand on its own as a complete sentence. Using different kinds of phrases enables a writer or a speaker to create informative and descriptive sentences that vary in structure. Phrases combine words into a larger unit that can function as a sentence element.

The most common kinds of phrases in English are: **Noun phrases**, **verb phrases**, **prepositional** **phrases**, **gerund phrases** and **participial phrases**.

**1. NOUN PHRASES**

A **noun phrase** consists of a **noun** and **all its modifiers**. It can function as a **subject**, **object**, or **complement** in the sentence. The modifiers may include **articles, prepositions** and **adjectives**.

**Examples:**

(a) Noun phrases as subjects

**The lazy old man** sleeps all day long.

**Some school boards** reward teachers who produce good results.

(b) Noun phrases as objects

Teachers rejected **the proposed performance contracts**.

Critics opposed **the controversial marriage bill**.

(c) Noun phrases as complements

Teaching is **a valuable profession**.

Sheila is a **hardworking no-nonsense lady**.

**Exercise 1**

Identify the noun phrases in each of the following sentences and indicate whether it functions as a subject, object or complement.

1. I saw a TV show yesterday.
2. Playful animals really fascinate me.
3. Yesterday, I had a thrilling adventure.
4. Swimming is an exciting activity.
5. Twenty university students were expelled last month.
6. She is a certified public health officer.
7. Many of the soldiers were killed in the battle.
8. The old woman carried a heavy load of firewood on her back.
9. Peter seems a very complicated man to understand

10. A devastating earthquake hit China yesterday.

1. **VERB PHRASES**

A **verb phrase** consists of **a main verb** and **its helping verbs**. It can function as the **predicate** of a sentence. The predicate tells what the subject **does** or **is**. (It tells something about the subject).

**Examples:**

John **was born** in Malindi.

This problem **may have contributed** to the collapse of the economy.

Without highly-trained workers, many Kenyan companies **would be forced** to close down.

Sometimes the parts of a verb phrase are separated from each other by words that are not verbs.

**Examples:**

He **is** finally **buying** a new house.

Salesmen **must** occasionally **travel l**ong distances.

Some words are joined with other words to make contractions.

**Examples:**

He **hasn’t turned up** for the meeting. (has + not)

We **couldn’t tell** what had killed the cow. (could + not)

**I’ve** ordered them to leave the house. (I + have).

**NB:** The word **not** and the contraction **n’t** are **adverbs**. They are never part of a verb or verb phrase.

**Exercise 2**

Write the verb phrase in each of the following sentences.

1. We should have taken pictures of the wild animals.

2. You must have seen the posters of the event.

3. They should have been told to come with flowers to plant in the school compound.

4. Mr. Muchira would have told some interesting stories.

5. Scientists must’ve visited the Menengai Crater.

6. He must have seen some wonderful places.

7. Many advocates do fear the new Chief Justice.

8. The scouts have often made camp here.

9. The bull fighters would sometimes stampede noisily.

10. I could have read the book if he had allowed me.

1. **PREPOSITIONAL PHRASES**

A **prepositional phrase** is made up of a **preposition**, the **object of the** **preposition**, and **all the words between them**. It often functions as an **adjective** or **adverb**, but it can function as a **noun** as well.

**Examples:**

We carried the fruits **in our school bags**. (Adverb telling where)

The plane flew **through the cloud.** (Adverb telling where)

Almost half of Africa’s population suffers **from water – related diseases**. (Adverb modifying suffers).

The water supply **in the United States** is expected to decline dramatically. (Adjective modifying water supply).

The best time to practise water conservation is **before a water shortage.** (Noun functioning as a complement).

In sentence 1 above, the preposition is **in**, the object of the preposition is **bags**, and the modifiers or adjectives are **our** and **school**.

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

**Example:**

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

**Diligence** and **character** are objects of the preposition **with**.

When prepositional phrases function as adjectives and adverbs in sentences, they are called **adjectival** and **adverbial** phrases respectively.

(a) **An adjectival prepositional phrase** modifies **nouns** or **pronouns**.

**Examples:**

The woman wears shoes **with sharp heels**. (An adjectival phrase modifying the noun **shoes**)

The man **with a funny-looking dog** crossed the road. (An adjectival phrase modifying the noun **man**)

(b) **An adverbial prepositional phrase** modifies **verbs**, **adjectives**, or **other adverbs**.

**Examples:**

Soldiers train **for many months**. (An adverbial phrase modifying the verb **train**)

People are lazy **in the afternoons**. (An adverbial phrase modifying the adjective **lazy**.)

She arrived late **in the night**. (An adverbial phrase modifying the adverb **late**).

Sometimes one prepositional phrase immediately follows another.

**Example:**

The man led him **through the door** **on the left**.

Note that the prepositional phrase **through the door** is an adverbial phrase modifying the verb **led** and tells **where**? The second prepositional phrase **on the left** is an adjectival phrase modifying the noun **door** and tells **which one**?

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

**Examples:**

**At dusk**, we began to walk home.

The map **of the area** was very helpful.

The path went **by a forest and a large lake**.

**Exercise 3**

Underline the prepositional phrases in the following sentences and indicate what type each of them is.

1. The oldest building is found in Mombasa.

2. Five companies around the country have bought new fire engines.

3. The barking of the dog scared the strangers.

4. Bulls are bred for hard work.

5. Most bridges are built over water.

6. Travellers were spared many miles of travel.

7. I went by bus to the market.

8. At the market, I saw beautiful and unusual people.

9. I also saw a display of colourful clothes.

10. She took him through the lesson with professional expertise.

1. **GERUND PHRASES**

A **gerund** is a verb form **used as a noun**. It is formed by adding -**ing** to the present tense of a verb. Gerunds can be used as subjects, direct objects, objects of prepositions, and complements.

**Examples:**

Subject: **Fishing** is a popular activity in Nyanza Province.

(**Fishing** is a gerund, the subject of the verb **is**)

Direct object: The sport involves **riding**. (**riding** is a gerund, the direct object of the verb **involves**)

Object of preposition: The sport is similar to **fencing**. (**fencing** is a gerund, the object of the preposition **to**).

A **gerund phrase** includes a gerund, its modifiers, objects or complements. It always functions as a noun.

**Examples:**

**Becoming a Tusker Project fame finalist** was Msechu’s lifetime dream. (The gerund phrase is the **subject** of the sentence.)

Msechu dreamt all his life about **winning the top award.** (The gerund phrase is an **object** of the preposition **about**).

One of Msechu’s biggest disappointments was **losing to Alpha**. (The gerund phrase is a **complement**).

The game involves **jumping over hurdles.** (The gerund phrase is an **object** of the verb **involves**).

**Exercise 4**

Underline the gerund or gerund phrases in the following sentences and label each one subject, direct, object, object of preposition, or complement accordingly

1. In early days, golfing was a game for the rich.

2. The rich were mostly interested in protecting their status.

3. Playing golf with a commoner would mean lowered status.

4. Much of the rich people’s time was spent playing the game.

5. Training thoroughly improved a golfer’s accuracy in the game.

6. There he learned about playing the game.

7. Later, he started contesting with other junior golfers.

8. At fifteen or sixteen, he began playing with the professionals.

9. Participating in international tournaments was the golfer’s dream.

10. But the greatest dream was winning an in international title.

1. **PARTICIPIAL PHRASES**

A **participle** is a verb form that always acts as **an adjective**. There are two types of participles:

(a) The past participle – it is usually formed by adding **–d,** or **-ed** to the present tense.

**Examples:**

**Fooled**, the shopkeeper bought fake products. (**Fooled** is a past participle modifying the noun **shopkeeper**)

**Shaken**, he dashed to the police station.

(**Shaken** is a past participle modifying the pronoun **he**)

The participles of irregular verbs, however, do not follow the above rule: run-run, throw-thrown.

(b) The present participle – it is usually formed by adding **-ing** to the present tense of any verb.

**Examples:**

**Smiling**, the conman stepped out of the shop. (**Smiling** is a present participle modifying the noun **conman**).

Using participles is a simple way of adding information to sentences and to vary sentences beginnings.

A **participial phrase** consists of a **present** or **past participle** and **its modifiers**, **objects**, or **complements**. It always functions as an **adjective**.

**Examples:**

**Rounding the corner**, the conman met two policemen.

(**Rounding the corner** is a present participial phrase modifying the noun **conman**).

**Surprised by the appearance of the conman**, the policemen started blowing their whistles.

(**Surprised by the appearance of the conman** is a past participial phrase modifying the noun **policemen**).

A participle or participial phrase is **not** **always** at the **beginning** of a sentence. Sometimes it may appear in the **middle** but it should be **near** the noun or pronoun it modifies.

**Examples:**

The skilled policemen, **seeing a chance of a lifetime**, arrested the conman.

The conman, **losing control**, fought the policemen fiercely.

**Points to note**

Both the gerund and the present participle are created by a adding -**ing** to the present tense of a verb. BUT how can you tell whether a word is a gerund or a participle? It all depends on **how** the word is used in a sentence.

(i) A **participle** is used as a **modifier** in a sentence.

**Example:**

**Gaining courage**, the conman attempted to escape. (**Gaining courage** is a participial phrase modifying **conman**).

(ii) A **gerund** is used as a **noun** in a sentence.

**Example:**

**Gaining courage** made the conman look aggressive. (**Gaining courage** is a gerund phrase, the **subject** of the verb **made**).

**Exercise 5**

Underline the participial phrases in the following sentences, indicating whether it is a past or present participial phrase and the noun or pronoun it modifies.

1. Defying all odds, Kisoi Munyao attempted to climb to the highest peak of Mt. Kenya for seven times.

2. Failing each time, he refused to give up.

3. Seeing his passion to scale the peak, the government offered him financial assistance.

4. The climber ascended slowly, making steady progress.

5. Pleased with his progress, he camped at eleven thousand feet.

6. The climber, determined to hoist the Kenyan flag, progressed on the following morning.

7. Slipping on the snow, Munyao fell on a dry tree trunk.

8. A rope worn from too many climbs then broke.

9. One of his hot water bottles, slipping to the bottom of the cliff, broke into pieces.

10. Munyao, overcome with joy, finally hoisted the flag at Point Batian.

1. **INFINITIVE PHRASES**

An **infinitive** is a verb form that usually appears with the word **to** before it. **To** is called **the sign of the infinitive**.

**Examples:**

to lift to eat to launch to register

**To** is a **preposition** if it is followed by a noun or noun phrase, but it is **a sign of** **the infinitive** if it is followed by a verb or verb phrase.

**Examples:**

Joseph longed for a flight **to the moon**. (Prepositional phrase)

Not until 1985 was he able **to succeed**. (Infinitive)

An **infinitive phrase** consists of **an infinitive** and **its modifiers**, **objects** or **complements**. It can function as a **noun**, **adjective**, or **adverb**.

**Examples:**

**To write clearly and concisely** can be difficult sometimes. (Infinitive phrase functioning as **a** **noun** and the **subject** of the sentence).

Proofreading your writing is a good way **to ensure the absence of typing mistakes**. (Infinitive phrase functioning as **an adjective** modifying the noun **way**).

**To greatly increase the amount of stress in your life**, leave your writing task until the night before it is due. (Infinitive phrase functioning as **an adverb** modifying the verb **leave**).

**Exercise 6**

Underline the infinitive phrases in each of the following sentences and state whether it is functioning as a noun, adjective or adverb.

1. To climb Mt. Kenya was the dream of Kisoi Munyao.

2. The freedom hero decided to climb the mountain on the eve of the country’s independence.

3. He was one of the first Kenyans to try this risky climb.

4. His determination helped him to make rapid progress to reach Point Batian.

5. Munyao was able to reach the peak with very limited climbing gear.

6. To reach Point Batian was Munyao’s ultimate goal.

7. At first few other climbers bothered to listen to Munyao.

8. He was even forced to finance much of his expedition himself.

9. Munyao worked hard to achieve his dream of hoisting the Kenyan flag.

10. His success made it easier for other climbers to scale the tallest mountain in Kenya.

**SENTENCES**

**What is a sentence?**

A **sentence** is a group of words that expresses a complete thought. A complete thought is clear. A sentence always begins with a capital letter. It ends with a full stop (.), a question mark (?) or an exclamation mark (!).

**Examples:**

Ted sent me a letter.

Jane slept soundly.

**Sentence fragments**

A **sentence fragment** does not express a complete thought. The reader or listener cannot be sure what is missing in or the meaning of a sentence fragment.

He or she will be left wondering: What is this about? What happened?

**Examples:**

Fragment: The huge boat. (What happened?)

Sentence: The huge boat sails down the river.

You can correct a sentence fragment by supplying the missing information.

**Subjects and predicates**

The two fundamental parts of every English sentence are **the subject** and **the** **predicate**.

A **subject** can be described as **the component that performs the action** described by the predicate. It tells **who** or **what** does or did the action. It may also name the **topic**.

The **predicate** tells about the subject. It tells what the subject does or is.

**Examples:**

**Subject Predicate**

**(Who or what) (What is said about the subject)**

The antelope jumped over the high fence.

Pigs eat anything is sight when hungry.

In a sentence, a few **key** words are more important than the rest. These key words make the basic framework of the sentence. The **verb** and its **subject** are the key words that form the basic framework of every sentence. The rest of the sentence is built around them.

**Examples:**

**Sentence Key words**

The young **kids jumped** playfully. kids, jumped

Their **faces shone** brightly. faces, shone

To find out the **subject**, ask **who** or **what** before the verb.

**Examples:**

Who jumped playfully? – kids

What shone brightly? – faces

To find out the **verb**, ask **what** after the subject.

**Examples:**

The young kids did what? – jumped

Their faces did what? – shone

The key word in the subject of a sentence is called the **simple subject**. For example, **kids**, **faces**. The **complete subject** is the simple subject plus any words that modify or describe it. For example, **The young kids**, **Their faces**.

The key word in the predicate is called the **simple predicate**. For example, **jumped**, **shone**. The **complete predicate** is the verb plus any words that modify or complete the verb’s meaning. For example, **jumped playfully**, **shone brightly**.

The simple subjects and predicates may sometimes be more than one word. For simple subjects, it may be the name of a person or a place.

**Examples:**

**Barack Obama** won the US presidential race.

**South Africa** is the home of many bats.

The simple predicate may also be more than one word. There may be a main verb and a helping verb.

Tanya **has acted** in many TV shows.

She **will be performing** again tonight.

**Objects**

An **object** in a sentence is a word or words that complete the meaning of a sentence. It is involved in the action but does not carry it out. The object is the person or thing **affected** by the action described in the verb. It is always a **noun** or a **pronoun** and it always comes after the verb.

**Example:**

The man climbed **a tree**.

Some verbs complete the meaning of sentences without the help of other words. The action that they describe is complete.

**Examples:**

It **rained**.

The temperature **rose**.

Some other verbs do not express a complete meaning by themselves. They need to combine with other words to complete the meaning of a sentence.

**Examples:**

Christine saw **the snake**.

Rose wears **goggles**.

He opened **the door**.

In the above examples, **the snake**, **goggles** and **the door** are **the objects** as they are the things being affected by the verbs in the sentences.

(Refer to the topic on **Transitive** and **Intransitive** Verbs under the main topic **VERBS** in **Chapter One**).

**Exercise 1**

Which groups of words are sentences and which ones are sentence fragments?

1. A huge storm was coming.
2. Behind the wattle tree.
3. After the earthquake.
4. The wind broke several houses.
5. Surprised by a loud noise.
6. Winds of high speed.
7. Rescue workers arrived.
8. From different parts of the world.
9. Many people were injured.
10. In the weeks after the earthquake.

**Direct and indirect objects**

Objects come in two types, **direct** and **indirect**:

**Direct objects**

The **direct object** is the word that **receives** the action of a verb.

**Examples:**

Christine saw **a snake.** ( **a snake** receives the action of **saw**)

Rose wears **goggles.** (**goggles** receives the action of **wears**)

Sometimes the direct object tells the **result** **of an action**.

**Examples:**

Tecla won **the race**.

She received **a trophy**.

To find the direct object first find the verb. Then ask **whom** or **what** after the verb.

**Examples:**

Christine saw a snake. Rose wears goggles

Verb: **saw** verb: **wears**

Saw what? **a snake** wears what? **goggles**

Tecla won the race She received a trophy

Verb: **won** verb: **received**

Won what? **the race** received what? **a trophy**

Remember, we said earlier that a verb that has a direct object is called a **transitive verb** and a verb that does not have an object is called an **intransitive verb**. We also said that a verb may be intransitive in one sentence and transitive in another. Other verbs are strictly intransitive, e.g. disagree.

**Indirect objects**

The **indirect object** refers to a person or thing who **receives** the **direct object**. They tell us **for whom** or **to whom** something is done. Others tell **to what** or **for what** something is done.

**Examples:**

I gave **him** the book.

**He** is the **indirect object** as he is the beneficiary of **the book**.

**Direct object or adverb?**

Direct objects are sometimes confused with adverbs. The direct object tells **what** or **whom** as we have seen earlier. Adverbs on the other hand tell **how**, **where**, **when** or **to what extent**. They modify the verbs.

**Examples:**

Brian Swam **slowly.** (**slowly** is an adverb telling **how**)

Brian Swam **a tough race**. (**race** is a direct object telling **what**).

Verbs can also be followed by a phrase that tells **how**, **when**, or **where**. This kind of a phrase is **never** a direct object but an **adverbial phrase**.

**Example:**

Brian swam **across the pool**. (**across the pool** tells **where** Brian Swam).

Therefore, to decide whether a word or a phrase is a direct object or adverb, decide first what it tells about the verb. If it tells **how**, **where**, **when** or **to what extent**, it is an **adverb**. If it tells **what** or **whom**, it is a **direct object**.

**Exercise 2**

Identify the objects or the adverbs/adverbial phrases in the following sentences. If the sentence has two objects, indicate the direct object and the indirect object.

1. Nanu sings pop music.

2. Nanu sings sweetly.

3. He spoke very quietly.

4. I have read that book three times.

5. She has gone to the bank.

6. David gave her a present.

7. David disagreed bitterly.

8. The player sat on his heels.

9. She made a list of the items to buy.

10. They offered him help.

**Complements**

Some sentences do not take objects or adverbs (or adverbial phrases) after the verbs. Instead, they take **complements**. **A complement** is the part of the sentence that

**gives more information** about the subject (subject complement) or about the object (object complement) of the sentence.

**Subject complements**

**Subject complements** normally follow certain verbs like **be**, **seem**, **look**, etc.

**Examples:**

He is **British**. (**British** gives more information about **he**)

She became **a nurse**. (**a nurse** gives more information about **she**)

**Object complements**

**Object complements** follow the direct objects of the verb and give more information about those direct objects.

**Examples:**

They painted the house **red**. (**red** is a complement giving more information about the direct object **house**)

She called him **an idiot**. (**an idiot** is a complement giving more information about the direct object **he**).

The complement often consists of an **adjective** (e.g. red) or a **noun phrase** (e.g. an idiot) but can also be a **participle phrase**.

**Example:**

I saw her **standing there.** (**standing there** is a complement telling more about **her**).

**Exercise 3**

Pick out the complements in the following sentences and indicate whether subject, object or participial complements.

1. The tourist is a German citizen.

2. She seems a very arrogant lady.

3. You look tired.

4. They painted the car green.

5. James nicknamed Lucy the queen.

6. I saw him stealing the mango.

7. They beat the thief senseless.

8. The priest looks a kind person.

9. We left her crying.

10. Job left her trembling.

**TYPES OF SENTENCES**

Sentences can be categorised in terms of **structure** or in terms of **purpose**.

1. **IN TERMS OF STRUCTURE**

Sentences can be categorised into 3 main types:

1. **Simple sentences**

(ii) **Compound sentences**

(iii) **Complex sentences.**

1. **SIMPLE SENTENCES**

A **simple sentence** contains a **single subject** and **predicate**. It describes only **one** thing, idea or question, and has only **one verb**. It contains **only** an independent (main) clause. Any independent clause **can stand alone** as a sentence. It has **a subject** and **a verb** and **expresses a complete thought.**

**Examples:**

Bill reads.

Jack plays football.

Even the addition of adverbs, adjectives and prepositional phrases to a simple sentence does not change its structure.

**Example:**

The **white** dog **with the black collar** **always** barks **loudly**.

Even if you join several nouns with a conjunction, or several verbs with a conjunction, it remains a simple sentence.

**Example:**

The dog barked **and** growled loudly.

1. **COMPOUND SENTENCES**

A **compound sentence** consists of **two or more** **simple sentences** joined together using **a co-ordinating conjunction** such as **and**, **or** or **but**.

**Example:**

The sun was setting in the west **and** the moon was just rising.

Each clause can stand alone as a sentence.

**Example:**

The sun was setting in the west. The moon was just rising.

Every clause is like a sentence with a subject and a verb. A **coordinating** **conjunction** goes in the middle of the sentence; it is the word that joins the two clauses together.

**Other examples:**

I walked to the shops, **but** my wife drove there.

I might watch the film, **or** I might visit my aunt.

My friend enjoyed the film, **but** she didn’t like the actor.

**Note**

Two simple sentences should be combined to form one compound sentence **only if the ideas** **they express are closely related**. If the ideas are not closely related, the resulting sentence may not make sense.

**Examples:**

**Incorrect:** The car is old, **and** Dan likes sociology.

**Correct:** The car is old, **but** it functions superbly.

**Punctuating compound sentences**

When writing some compound sentences, a **comma** is used before the conjunction. The comma tells the reader **where to pause**. Without a comma, some compound sentences can be quite confusing.

**Examples:**

**Confusing:** Jane studied the specimen and her sister took notes.

(The sentence might cause the reader to think that Jane studied both the specimen and her sister).

**Better:** Jane studied the specimen, and her sister took notes.

(The comma makes the sentence to be clear).

Sometimes the parts of a compound sentence can be joined with **a semicolon (;)** rather than a comma and a conjunction.

**Example:**

Jane studied the specimen**;** her sister took notes.

Never join simple sentences with a comma alone. A comma is not powerful enough to hold the sentences together. Instead use a semicolon.

**Example:**

**Incorrect:** My father enjoyed the meal**,** he didn’t like the soup.

**Correct:** My father enjoyed the meal**;** he didn’t like the soup.

**Correct:** My father enjoyed the meal**, but** he didn’t like the soup.

1. **COMPLEX SENTENCES**

A **complex sentence** contains **one independent (main) clause** and **one or** **more subordinate (dependent) clauses**. They **describe more than one thing or idea** and have **more than one verb** in them. They are made up of more than one clause, an independent clause (that can stand by itself) and a dependent clause (which cannot stand by itself).

**Example:**

The picture looks flat because it is colourless.

(**The picture looks flat** is the independent (main) clause whereas **because it is colourless** is the subordinate (dependent) clause)

**What is a clause?**

A **clause** is a group of words that contains a **verb** and its **subject**. There are two types of clauses – **main clauses** and **subordinate clauses**.

**MAIN CLAUSES**

A **main clause** is a clause that **can stand as sentence by itself**. A compound sentence contains two or more main clauses, because it is made up of two or more simple sentences. Each of these simple sentences is a main clause.

**Example:**

**Robots operate machines,** and **they solve many labour problems**.

**Robots operate machines** and **they solve many labour problems** are both main clauses. They are also simple sentences. Main clauses are sometimes called **independent clauses**.

**SUBORDINATE CLAUSES**

**Subordinate clauses** are clauses that do **not express a complete thought**. So they **cannot stand by themselves.**

**Examples:**

If technology will improve When robots can do the work

While electronics will work After the system is complete

None of the above clauses express a complete thought. They are **sentence** **fragments** that leave the reader wondering **then what?**

Subordinate clauses are introduced by **subordinating conjunctions** such as **if**, **when**, **while**, and **after**.

**Other examples of subordinating conjunctions:**

Although because so that until

as before than whatever

as if in order that though wherever

as long as provided till whenever

as though since unless where

Now we can understand a complex sentence better. We have said that it contains one main clause and one or more subordinate clauses.

**Main clause subordinate clause**

The bell started ringing before we were out of bed.

The battery needs recharging so that it can work tonight.

The subordinate clause can sometimes appear **before** the main clauses.

**Examples:**

**When the power failed**, the computer stopped.

**Before you know it**, your flat screen television will be stolen.

The subordinate clause can also sometimes appear **in between** the sentence.

**Example:**

The medicine man, **who knew many tricks**, cheated the man that he had been bewitched.

**TYPES OF SUBORDINATE CLAUSES**

Subordinate clauses may be used in sentences as **adjectives**, **adverbs** and **nouns** in complex sentences. Such clauses are called **adjectival**, **adverbial** and **noun clauses** respectively. They add variety to one’s writing. They can also make one’s writing more interesting by adding details.

**Examples:**

**Without subordinate clause:** The bushman told us about the hidden cave.

**With subordinate clause:** The bushman, **who knew the forest well**, told us about the hidden cave.

1. **Adjectival clauses**

An **adjectival clause** acts as **an adjective** in a sentence, that is, it **modifies** a noun or a pronoun.

**Examples:**

The bushman, **who knew the forest well**, told us about the hidden cave.

(**who knew the forest well** is an adjectival clause that modifies the noun **bushman**).

The bushman told us a legend **that involved the cave.**

(**that involved the cave** is an adjectival clause that modifies the noun **legend**).

An adjective clause usually comes immediately **after** the noun it modifies.

**More examples:**

People still search for the treasure **that the pirate hid**.

As can be seen from the above examples, adjectival clauses, like adjectives, modify nouns or pronouns answering questions like **which?** or **what kind of?**

**Adjective Adjective clause**

The **red** coat the coat **which I bought yesterday**

Like the adjective **red**, the adjectival clause **which I bought yesterday** modifies the noun coat. Note than an adjectival clause usually comes **after** what it modifies while an adjective comes **before**.

**Relative pronouns**

Besides use of subordinating conjunctions, adjectival clauses can be introduced by **relative pronouns**. Relative pronouns are the words **who**, **whom**, **whose**, **that** and **which**. These words relate the subordinate clauses to the word it modifies in the main clause.

**Examples:**

The books **that people read** were mainly religious.

Some fire-fighters never meet the people **whom they save**.

The meat **which they ate** was rotten.

In the last sentence, the relative clause (called so because it is introduced by the relative pronoun **which**) **which they ate** modifies the noun **meat** and answers the question **which meat?**

**More examples:**

They are searching for the one **who borrowed the book**.

The relative clause **who borrowed the book** modifies the pronoun **one** and answers the question **which one?**

Besides relating the adjectival clause to a noun or pronoun in the main clause, a relative pronoun may also act as the **subject**, **object**, **predicate pronoun**, or **object of a preposition** in the clause.

**Examples:**

**Subject:** This is the forest **that has a secret cave**.

(**that** is the subject of **has**)

**Object:** The map, **which you saw**, guides the way.

(**which** is the object of **saw**)

**Object of a preposition:** The map leads to the cave **of which the bushman spoke.**

(**which** is the object of the preposition **of**)

In **informal** writing or speech, you may leave out the relative pronoun when it is not the subject of the adjectival clause, but you should usually include the relative pronoun in **formal** academic writing.

**Examples:**

**Formal:** The books **that** people read were mainly religious.

**Informal:** The books people read were mainly religious.

**Formal:** The map **which** you saw guides the way.

**Informal:** The map you saw guides the way.

But **never** omit the relative pronoun if it is in the clause.

**Examples**:

**Correct:** This is the forest **that** has a secret cave.

**Incorrect:** This is the forest has a secret cave.

**Commas** are put around adjectival clauses **only** **if** they merely add additional information to a sentence.

**Example:**

The map, **which you saw**, shows the way.

This adjective clause can be left out without affecting the grammatical structure of the sentence. It is merely adding information to the sentence by telling us **which map?**

The map shows the way.

(ii) **Adverbial clauses**

An **adverbial clause** is a subordinate clause which takes the place of **an adverb** in a sentence. Just like adverbs and adverbial phrases, adverbial clauses answer the questions **where**, **when**, **how**, **to what extent**, **with what goal/result** and **under what conditions**. In addition, an adverbial clause may tell **why**.

Note how an adverb clause can replace an adverb and an adverbial phrase in the following example:

**Adverb:** The Prime Minister gave a speech **here**.

**Adverbial phrase:** The Prime Minister gave a speech **in the afternoon**.

**Adverbial clause:** The Prime Minister gave a speech **where the workers were striking**.

Usually, an adverbial clause is introduced by a **subordinating conjunction** like **because**, **when**, **whenever**, **where**, **wherever**, **since**, **after** and **so that**.

Note that a subordinate adverb clause can **never** stand alone as a complete sentence.

**Example:**

after they left dining hall

The above adverbial clause will leave the reader asking **what happened after they left the dining hall?**

Adverbial clauses express relationships of **cause**, **effect**, **place**, **time** and **condition**.

**Cause**

Adverb clauses of cause answer the question **why**?

**Example:**

Njoroge wanted to kill his uncle **because he had murdered his father**.

**Effect**

Adverbial clauses of effect answer the question **with what goal/result**?

**Example:**

Njoroge wanted to kill his uncle **so that his father’s murder would be avenged**.

**Time**

Adverbial clauses of time answer the question **when**?

**Example:**

**After Njoroge’s uncle married his mother**, he wanted to kill him

**Condition**

Adverbial clauses of condition answer the question **under what conditions**?

**Example:**

**If the uncle cooperates**, Njoroge may decide to pardon him.

**Place**

Adverbial clauses of place answer the question **where**?

**Example:**

Njoroge organised a demonstration **where his father’s murder occurred**.

**Note** that an adverbial clause can appear either **before** or **after** the main clause of the sentence.

(iii) **Noun clauses**

A **noun clause** is a clause which takes the place **of a noun** or **a noun phrase**. It can be used in any way that a noun is used. That is, it can act as the **subject**, **object**, **object of a preposition**, or **predicate noun** in a sentence. Just like a noun, a noun clause answers the questions **who**, **when**, or **what**?

**Examples:**

**As subjects**

**Noun:** **Kamau** is unknown

**Noun phrase:** **Their destination** is unknown

**Noun clause:** **Where they are going** is unknown.

The noun clause **where they are going** is the subject of the verb **is**.

**As objects**

**Noun:** I know **French.**

**Noun phrase:** I know **the three ladies**.

**Noun clause:** I know **that Latin is no longer spoken as a native language**.

In the first sentence, the noun **French** acts as the **direct object** of the verb **know**. In the third sentence, the entire clause **that Latin is no longer spoken as a native language** is the direct object of the verb **know**.

**As objects of the preposition**

**Noun:** He talked about **him**.

**Noun phrase:** He talked about **the funny items.**

**Noun phrase:** He talked about **what you bought at the supermarket**.

In the first sentence the pronoun **him** is the object of the preposition **about**. In the third sentence, **what you bought at the supermarket** is the object of the preposition **about** and answers the question **about what?**

**As predicate nouns**

Her first day in school was **what shaped her life**.

The adverbial clause **what shaped her life** gives more information about the subject of the sentence **Her first day in school**.

**Words often used to introduce noun clauses**

that when whose

what whatever whoever

how who whoever

where whom

**Note:**

You **cannot** tell the kind of a clause from the word that introduces it. You **can** tell the kind of clause **only** by the way it is used in a sentence. If the clause is used as a **noun**, it is a **noun clause**. If the clause is used as a **modifier**, it is an **adjectival clause** or an **adverbial clause**.

**Examples:**

**Whoever built the house** was not an expert. (**Noun clause** as a subject)

No one knew **where he came from**. (**Noun clause** as a direct object)

He left the construction site **whenever he wished.** (As an adverbial clause)

This is the layout **which he left behind**. (As an adjectival clause).

**Exercise 4**

Identify the following sentences as simple, compound or complex. If it is a complex sentence, indicate whether it has an adjective, an adverb or a noun subordinate clause.

1. The hotel is not very old.

2. The hotel is not very old; it was constructed in 1987.

3. It has a strange name, but it attracts many tourists.

4. Whoever broke the mirror will have to pay for it.

5. The Gor Mahia fans hope that the team will win again.

6. Did I tell you about the author whom I met?

7. They are searching for the man who stole the cow.

8. People began riding horses at least five thousand years ago.

9. Some people watch the moon as though it affects their lives.

10. Some superstitions were developed when people felt helpless about the world around them.

11. The parachute was really a sail that was designed for skiing.

12. The moon orbits the earth every 291/2 days.

13. My dog loves bread crusts.

14. I always buy bread because my dog loves the crusts.

15. Whenever lazy students whine, Mrs. Ndegwa throws pieces of chalk at them.

16. The lazy students whom Mrs. Ndegwa hit in the head with pieces of chalk complained bitterly.

17. My dog Shimba, who loves bread crusts, eats them under the kitchen table.

18. A dog that drinks too much milk will always be alert.

19. You really do not want to know what Aunt Lucy adds to her stew.

20. We do not know why, but the principal has been away from school for two months.

1. **IN TERMS OF PURPOSE**

We have seen how sentences are categorised into **simple**, **compound** and **complex** depending on their **internal structures**. Now, we shall see how they can be categorised in terms of **purpose**.

There are **five** kinds of sentences classified **according to their end marks** and the different jobs they do:

1. Declarative sentences
2. Interrogative sentences
3. Exclamatory sentences
4. Imperative sentences
5. Conditional sentences
6. **Declarative sentences**

A **declarative sentence** simply **states a fact** or **argument** without requiring either an answer or action from the reader or listener. It is punctuated with **a simple** **period.** (**fullstop**)

**Examples:**

Nairobi is the capital of Kenya.

He asked which path leads back to the park.

Deserts are dry.

The declarative sentence is the most important type of sentences. You can write an entire essay or report using **only** declarative sentences, and you should always use them more often than any other type. Some declarative sentences contain **indirect questions** but this does not make them into interrogative sentences.

**Examples:**

He asked **which path leads back to the park**.

1. **Interrogative sentences**

An **interrogative sentence** **asks a direct question** and always ends in a **question mark**.

**Examples:**

How many roads lead into Mombasa city?

Does money grow on trees?

Do you like deserts?

**Note** that an indirect question does not make a sentence interrogative.

**Examples:**

**Direct/interrogative**

When was Professor Saitoti the Vice President of Kenya?

**Indirect/Declarative**

I wonder when Professor Saitoti was the Vice President of Kenya.

A direct question **requires an answer** from the reader or listener, while an indirect question **does not**. A special type of direct questions is **the rhetorical question**. A rhetorical question is one that you do not expect the reader or listener to answer.

**Example:**

Why did the Mau Mau war take place? Some people argue that it was simply a way of Kenyan Africans saying “enough is enough”.

Rhetorical questions can be very effective way to introduce new topics or problems in one’s writing or speech. But if you use them too often, you sound patronising or even monotonous or mediocre!

1. **Exclamatory sentences**

An **exclamatory sentence** expresses **strong feeling**, **emphasis** or **emotion**. It is actually a more forceful version of a declarative sentence that is marked at the end with **an exclamation mark**.

**Examples:**

It was so cold!

How beautiful this picture is!

You look so lovely tonight!

Exclamatory sentences are very common in speech and sometimes in writing (but rarely).

**Note** that an exclamation mark can appear at the end of an imperative sentence, but this does not make it into an exclamatory sentence.

1. **Imperative sentences**

An **imperative sentence** gives **a direct command** to someone. This sentence can end either with **a period** or with **an exclamation mark**, depending on **how forceful** the command is.

**Examples:**

Sit!

Read this book tomorrow.

Always carry water.

Wash the windows!

**Note**

You should **not** usually use an exclamation mark with the word “please”.

**Example:**

Close that door, please!

Please close that door.

In an imperative sentence, **you** is always the subject. It is usually not stated in the sentence. We say that **you** is the **“understood”** or **“implied”** subject.

**Examples:**

**(You)** Please bring my camera.

**(You)** Take your medicine before going to bed.

1. **Conditional sentences**

A **conditional sentence** expresses **what one would do if a condition were or** **were not met**.

The condition in the conditional **if-clause** will determine the fulfilment of the action in the main clause.

**Examples:**

If I had a million dollars, I would buy a Hummer.

John would be very successful if he had more brains.

In sentence 1, the condition of **having a million dollars** will determine whether the speaker **will buy a hummer** or not. In sentence, the condition of **John not having more brains** determines that **he is not very successful**.

**Exercise 5**

Label each of the following sentences declarative, imperative, exclamatory, interrogative or conditional

1. There is a terrible storm tonight.

2. Try to cover yourself with a blanket.

3. How strong the winds are!

4. If the storm continues, we shall have to go down into the bunker.

5. Do you think it will rip off the roof?

6. Look at that that flash of lightning!

7. What an amazing sight that is!

8. The night looks dark and scary.

9. Please tell the children to stop screaming.

10. Susan will sit beside me if the storm continues.

11. We are hopeful all will be well.

12. Dive under the table if it breaks the roof.

13. How will I find my way?

14. Can I take a glass of water?

15. John wants to know what will happen if our house collapses.

16. There goes the thunder!

17. We shall have to move to another city if we get out of this alive.

18. Tell me a good city where we can move to.

19. The storm is subsiding.

20. Hooray! Safety at last!

**DIRECT AND INDIRECT SPEECH**

**DIRECT SPEECH**

**Direct speech** is used to give a speaker’s **exact words**. It is also referred to as direct quotation. Direct speech is always enclosed within quotation marks.

**Examples:**

Hemedi announced, “My aunt works in a biscuit factory.”

“Creating jobs will be my first priority,” the governor said.

A **comma** always separates the quoted words from the speaker’s name, whether the name comes before or after the quotation

**Examples:**

Jim asked, “Who are you voting for?”

“I don’t know yet,” answered Carol.

A direct quotation always begins with a capital letter

**Example:**

Senator Karaba said, “You must believe in the new constitution.”

When a direct quotation is divided by speech tags, the second part of the quotation must begin with a small letter.

**Example:**

“Register to vote,” said the senator, ‘before the end of the day”.

If the second part of the quotation is a complete sentence, the first word of this sentence is capitalized.

**Example:**

“I did register,” said Carol. “It took only a few minutes”

Commas and full stops are placed inside quotation marks

**Example:**

“Last night,” said Joyce,” I listened to a debate.”

Quotation marks and exclamation marks are placed inside a quotation mark if they belong to the quotation. If they do not, they are placed outside the quotation.

**Examples:**

Joyce asked, “Whom are you voting for?”

Did Carol say, “I don’t know yet’’?

I can’t believe that she said, “I don’t know yet’!

Speech tags may appear before, in the middle or at the end of the direct speech.

**Examples:**

He said, “You know quite well that you have to vote.”

“You know quite well,” he said, “that you have to vote.”

“You know quite well that you have to vote,” he said.

**Exercise 6**

Rewrite the following sentences correctly in direct speech. Ensure you punctuate them accordingly.

1. John said there was a terrible accident in Nairobi.
2. Petro added it happened in Umoja Estate.
3. It involved a train and a bus added John.
4. Sarah asked did anyone die.
5. No one died, but the railway line was destroyed answered Peter.
6. Over the months said John the railway line has been rebuilt.
7. How lucky that no one died exclaimed Sarah.
8. I think they should put a railway-crossing sign board Petro said it would help bus drivers a lot.
9. Or they should put bumps on both sides of the railway line to slow down the buses John suggested

10. Who knows what might happen next wondered Sarah

**INDIRECT SPEECH**

**Indirect speech** is used to refer to a person’s words **without quoting him or her exactly**. It is also referred to as **indirect quotation** or **reported speech.** The original spoken words are not repeated. The exact meaning is given without repeating the speaker’s words.

**Example:**

**Direct speech**: The governor said, “Creating new jobs will be my first priority.”

**Indirect speech**: The governor said that creating new jobs would be his first priority.

Several changes do occur when changing a sentence from direct to indirect speech

1. **Quotation marks**

Quotation marks are left out when writing a sentence in direct speech.

**Example:**

**Direct:** Hemedi announced, “My aunt works in a biscuit factory”

**Indirect**: Hemedi announced that his aunt worked in a biscuit factory.

1. **Tense** - The tense of a verb in the direct sentence will change in indirect speech

**Examples:**

1. Simple present changes to past simple

**Direct:** John said, “She **goes** to school early.”

**Indirect:** John said that she **went** to school early.

1. Simple past changes to past perfect

**Direct**: John said, “She **went** to school early.”

**Indirect:** John said that she **had gone** to school early.

1. Present progressive changes to past progressive

**Direct:**  “The baby **is eating** a banana,” the nurse said.

**Indirect:** The nurse said that the baby **was eating** a banana.

1. Present perfect changes to past perfect

**Direct:**  “South Sudan **has become** a republic,” the new president declared.

**Indirect:** The new president declared that South Sudan **had become** a republic.

1. Past progressive changes to past perfect progressive

**Direct:** “I **was dreaming** when the fire started,” the boy said.

**Indirect:** The boy said the he **had been dreaming** when the fire started.

1. Future simple changes to modal

**Direct:** “I **will visit** you tomorrow,” my desk mate said.

**Indirect:** My desk mate said the he **would visit** me the following day.

1. May changes to might

**Direct:** I **may** also visit you too,” I replied.

**Indirect:**  I replied that I **might** also visit him too.

Sometimes the verb in indirect speech **does not change tense**. This occurs in sentences that are universal truths

**Direct:** Our Geography teacher said “The earth **rotates** round the sun.”

**Indirect:**  Our Geography teacher said that the earth **rotates** round the sun.

1. **Words referring to place also change**

**Examples:**

**Direct:** “I live **here**,” retorted the old man.

**Indirect:** The old man retorted that he lived **there.**

**Direct:**  “**This place** stinks,” noted the boy.

**Indirect:** The boy noted that **that place** stunk.

1. **Words referring to time also change**

**Examples:**

**Direct**: “I will visit you **tomorrow**,” he shouted.

**Indirect:** He shouted that he would visit me the **following/next day.**

**Direct:**  “He died last year,” the policeman reported.

**Indirect:** The policeman reported that he had died the **previous year/ the year before.**

1. **Demonstrative pronouns also change:**

**Examples:**

**Direct:**  “**This** book is mine,” Jane claimed.

**Indirect:** Jane claimed that **that** book was hers.

**Direct:** “**These** are hard times,” observed the president.

**Indirect:** The president observed that **those** were hard times.

1. **Pronouns also change**

**Examples:**

**Direct:** “**My** car is better than **yours**,” the teacher bragged.

**Indirect:** The teacher bragged that **his/her** car was better that **his/hers/theirs**.

**Exercise 7**

Change the following sentences from Direct to Indirect speech.

1. “Did you see the fire at the West gate Mall?” asked Joel.

2. Njagi said, “Ten fire-engines arrived in fifteen minutes.”

3. Patty exclaimed, “It destroyed an entire block of building!”

4. “One fire fighter was slightly injured,” said Joel.

5. Njagi said, “Several people working in the building escaped unhurt.”

6. “Tell me what will happen to them,” said Patty.

7. “Other people are giving them food and clothes,” replied Joel.

8. Njagi added, “They are resting in the school for now.”

9. “These terrorists will finish us!” exclaimed Patty.

10. “Don’t worry,” Joel said “They will be apprehended tomorrow.”

**QUESTION TAGS**

A **question tag** or a **tag question** is a phrase that is added at the **end of a statement** **to turn** **into a question**. When a speaker uses a question tag at the end of a statement, he/she is seeking for **approval, confirmation or correction.**

**Examples:**

**APPROVAL:** I look smart today, **don’t I?** Yes you do.

**CORFIRMATION:** These are the new students, **aren’t they?** Yes they are.

**CORRECTION:**  I paid your money yesterday, **didn’t I?** No you didn’t.

Many learners face a problem of supplying the correct question tags to sentences. This is because they fail to observe the following rules of question tags:

1. **A comma** must be put to separate the statement with the question tag. A question **mark** must be placed at the end of the question tag.

**Examples:**

Rufftone has released a new album**,** hasn’t he**?**

He is pushing for a decision by tomorrow**,** isn’t he**?**

1. **The auxiliary verb** in the statement **must be repeated** in the question tag

**Examples:**

Nelson Mandela **was** in prison for 27 years, **was**n’t he?

The people of South Africa **have** lost a great hero, **have**n’t they?

1. When there is **no auxiliary verb** in the statement, the appropriate form of the auxiliary verb **Do** must be used in the question tag

**Examples:**

Mark Francis **wakes** up very early, **do**esn’t he?

Peter Bryan **bought** an I-pad phone, **did**n’t he?

1. **The subject** in the statement must be **repeated** in the question tag. If it is a noun in the statement, it changes to the appropriate pronoun. If it is a pronoun in the statement, it remains a pronoun in the question tag.

**Examples:**

**Fatou Bensouda** is a prosecutor in ICC, isn’t **she**?

**She** does her work meticulously, doesn’t **she**?

1. When **the statement is positive** (i.e. It does not have the word **not** in it), **the question** **tag must be negative** (i.e. must use the negative word **not**) and vice versa.

**Examples:**

David Rudisha **has** broken another record, **hasn’t** he?

Catherine Ndereba **hasn’t** been very active, **has** she?

Douglas Wakiihuri **does not** run any more, **does** he?

Ezekiel Kemboi **entertains** the audience after winning, **doesn’t** he?

You will note from the above examples that the auxiliary verb is usually contracted (joined) with the negative indicator **not** when using question tags. However, this does not apply when using primary auxiliary verb **am** and the modal auxiliary verbs **will** and **shall**. **Am** does not allow contraction with **not**, **will** and **shall** usually change their forms to allow contraction.

**Examples:**

**WRONG**: I am the next speaker, **amn’t I?**

**CORRECT:**  I am the next speaker, **am I not?**

**WRONG:** They will be late for church, **willn’t they?**

**CORRECT:** They will be late for church, **won’t they?**

**WRONG:**  We shall attend the Memorial service, **willn’t we?**

**CORRECT:**  We shall attend the memorial service, **shan’t we?**

1. Whereas there is no inversion in the statement, **inversion** must occur in the question tag i.e. the auxiliary verb comes before the subject

**Examples:**

**President Uhuru Kenyatta** **has** won the case, **has**n’t **he**?

Subject verb verb subject

**He** **can** now relax and attend to his duties, **can**’t **he**?

Subject verb verb subject

1. For sentences that are in form of **requests and commands**, the question tags will commonly take the auxiliary verb **will** or **shall** followed by the appropriate pronoun.

**Examples:**

Please help me with your pen, **will you**?

Let us go for a swim, **shall we**?

Bring me that chair, **will you**?

Stop that noise, **will you**?

Kneel down right away, **will you**?

Those are the rules that govern question tags and if followed well, the learners will not have any problems with question tags.

**Exercise 8**

Supply the appropriate question tags in the following sentences.

1.The marriage caused a rupture in her relationship with her mother, \_\_\_\_\_\_\_\_\_\_\_\_\_?

2.She didn’t think anyone would be interested in a woman like her, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3.The troops are on standby in case chaos erupt, \_\_\_\_\_\_\_\_\_?

4.The Prime Minister must take a firm stand against extremists in his party, \_\_\_\_\_\_\_\_\_?

5.I am the best so far, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

6.The amendments will strengthen the bill, \_\_\_\_\_\_\_\_\_\_?

7.The new tax is tantamount to stealing from the poor, \_\_\_\_?

8.Please send all your remarks to Prof Kibwana as soon as possible, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

9.She raised the gun and pulled the trigger,\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

10.We need to learn to prioritize, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

11.Get out of this room now, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

12.We’ve made a reservation for next week, \_\_\_\_\_\_\_\_\_\_\_\_?

13.They couldn’t conceal the secret any more, \_\_\_\_\_\_\_\_\_\_\_?

14.We shall not accept anything less, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

15.I am not a conman, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

16.Jonny wanted to pursue a career in theatre, \_\_\_\_\_\_\_\_\_\_?

17.Sharon’s parents claim that the house is legally theirs, \_\_\_\_\_\_\_\_\_\_\_\_?

18.I haven’t told you my name, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

19.Come and visit us tomorrow, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

20.Time will tell whether he made the right choice, \_\_\_\_\_\_\_?

**CAPITALIZATION AND PUNCTUATION**

**Capitalization**

**Capitalization** is the writing of a word with its first letter as an upper case and the remaining letters in lower case. The following are the cases when capitalization is used:

A. **Abbreviations**

Abbreviations begin with a capital letter.

1. **Titles of persons**

**Examples:**

**P**rof. George Saitoti **M**r. Stephen Kiama

**D**r. Ephantus Maree **M**rs. Teresa Ndegwa

**L**t. James Conary **M**s. Jacinta Atieno

Note that all the above abbreviations **end with a period**. Miss is not an abbreviation, so it doesn’t end with a period.

2. **Words used as addresses**

**Examples:**

**S**t. (street) **B**lvd. (Boulevard)

**A**ve. (Avenue **R**te. (Route)

**R**d. (Road) **A**pt. (Apartment)

3. **Words used in businesses**

**Examples:**

**C**o. (Company) **I**nc. (Incorporation)

**C**orp. (Corporation) **L**td. (Limited)

4. **Some abbreviations are written in all capital letters, with a letter standing for each important word.**

**Examples**:

**P**.**O**. (Post Office) **USA** (United States of America)

**P**.**D**. (Police Department) **E**.**A**. (East Africa)

5. **Initials of names of persons**

**Examples:**

**E**.**W**. Gichimu **D**.**M**. Weyama

**W**.**W**. Muriithi Everlyne **A**. Kira

B. **Titles of books, newspapers, magazines, TV shows and movies.**

**Examples:**

**T**he **M**inister’s **D**aughter (book) **T**ahidi **H**igh (TV show)

**T**he **D**aily **N**ation (newspaper) **H**arry **P**otter (movie)

**D**rum **M**agazine (magazine) **T**he **D**ay of the **J**ackal (book)

Capitalize the **first** and **last** words only. Do not capitalize little words such as a, an, the, but, as, if, and, or, nor etc.

C. **Titles of shorts stories, songs, articles, book chapters and most poems.**

**Examples:**

**H**alf a **D**ay (short story)

**K**igeugeu (song)

**T**hree **D**ays on **M**t. **K**enya (short story)

**T**he **N**oun **C**lauses (chapter in a book)

**G**rass **W**ill **G**row (a poem)

D. **Religious names and terms**

**Examples:**

**G**od **A**llah **J**esus the **B**ible the **K**oran

Do not capitalize the words **god** and **goddess** when they refer to mythological deities.

E. **Major words in geographical names**

**Examples:**

**Continents** – **A**frica, **A**sia, **E**urope, **A**ustralia

**Water bodies** – the **I**ndian **O**cean, the **A**tlantic **O**cean, the **N**ile **R**iver, **R**iver**T**ana,  **L**ake **V**ictoria.

**Landforms** – the **R**ocky **M**ountains, the **A**berdares Mountains, the **R**ift **V**alley, the **S**ahara **D**esert.

**Political Units** – the **K**irinyaga **C**ounty, the **C**entral **P**rovince, **I**noi **S**ub-location.

**Public Areas** – **N**airobi **N**ational **P**ark, **W**ajee **N**ature **P**ark.

**Roads and Highways** – **J**ogoo **R**oad, **K**enyatta **A**venue, **U**ganda **R**oad.

F. **Names of organisations and institutions**

**Examples:**

**K**ianjege **W**est **S**econdary **S**chool, **U**nited **N**ations, **U**niversity of **N**airobi, **N**airobi **W**omen’s **H**ospital

**Note** that here you capitalize only the important words. Do not capitalize such words such as **a**, **in**, and **of**. Do not capitalize such words as school, college, church and hospital when they are not used as parts of names.

**Example:**

There will be a beauty contest at school.

G. **Months, days and holidays**

**Examples:**

**J**une **L**abour Day

**T**uesday **D**ecember

**K**enyatta Day **M**ashujaa Day

Do not capitalize names of seasons: **autumn**, **summer**, **winter**, **spring**

H. **Languages, races, nationalities and religions**

**Examples:**

**C**hinese **K**ikuyu **C**hristianity **C**aucasian

**B**antu **N**igerian **M**uslim **O**riental

I. **The first word of every sentence**

**Example:**

**W**hat an exciting day it was!

J. **The pronoun I**

**Example:**

What should **I** do next?

K. **Proper Nouns**

**Examples:**

**L**ang’ata **C**emetery **A**nn **P**auline **N**yaguthii

**K**angaita **W**omen’s **G**roup **M**uhigia **T**eachers **S**acco

L. **Proper Adjectives**

**Examples:**

We ate at an **I**talian restaurant.

She is a **G**erman.

M. **The first word in greetings and the closing of a letter**

**Examples:**

**D**ear **M**ark, **Y**ours sincerely,

**D**ear **B**ryan, **Y**ours faithfully,

**M**y dear **M**um, **V**ery truly yours,

N. **Quotations**

**Examples:**

Jamlick exclaimed, “**T**his book would make a great movie!”

“**W**here,” asked the stranger, “is the post office?”

“**I**t’s late,” Billy said. “**L**et’s go home!”

O. **First word of each main topic and subtopic in an outline**

**Examples:**

1. **P**arts of speech

A. **N**ouns

(i) **P**roper nouns

**Exercise 1**

Correct all errors of capitalization in the following sentences.

1. this play is a revision of shakespeare’s earlier play, the merchant of venice.

2. john kiriamiti wrote my life in crime

3. i admire women who vie for parliamentary seats

4. benard mathenge and his wife have travelled to america.

5. my grandmother grew up in witemere.

6. the nile river is one of the largest rivers in africa.

7. each year tourists visit maasai mara national park.

8. the tv show papa shirandula has attracted many viewers.

9. uganda and kenya have signed an agreement over the ownership of migingo islands.

10. our country got its independence in december 1963.

11. on christmas day, all my relatives gathered at my home.

12. waiyaki is a fictional character in ngugi wa thiongo’s novel, the river between.

13. the city of mombasa gets its water from river tana.

14. i would like to become a famous writer like sydney sheldon.

15. they captured the stark beauty of hell’s gate national park in their movie.

**Punctuation**

Punctuation is the **system of symbols** that we use to separate sentences and parts of sentences, and to make their meaning clear. Each symbol is called a **punctuation mark**. For example (. , ! - : etc)

Punctuation marks can be grouped into:

1. End marks

2. The comma

3. The semicolon and the colon

4. The hyphen

5. The apostrophe

6. Quotation mark

1. **End Marks**

There are three kinds of end marks: **the full stop** (**.**), **the question mark** (**?**), and **the exclamation mark** (**!**). End marks show where sentences end.

a. **The full stop** (.)

A full stop is used **to end a complete sentence**. We use a full stop to end:

(i) A declarative sentence- a sentence that makes a state

**Example:**

The highest skyscraper in Nairobi is Times Tower**.**

(ii) An imperative sentence – a sentence that makes a request or tells someone to do something.

**Example:**

Please climb the stairs carefully**.**

**Note:** An imperative sentence is followed by an exclamation mark when it expresses a strong emotion.

**Example:**

Be careful!

(iii) At the end of an indirect question – one that tells what someone asked, without using the person’s exact words.

**Example:**

The naughty boy wanted to know **why there was no mid-term** **break**.

**Other uses of the full stop**

Full stops are also used:

(iv) After initials and after most abbreviations

**Examples:**

L.L. Coo J. Mr. Sammy Njagi 11:00 A.M.

Sept. Wed. 2hr. 12min

**Note** that some abbreviations do not require full stops:

**Examples:**

M (metres) FM (frequency modulation) Km kilometres)

(v) After each number or letter that shows a division of an outline or precedes an item in a list.

**Examples:**

**Outline** **List**

1. Parts of speech 1. Water – borne diseases

A. Nouns 2. Air-borne disease

1. Types of nouns 3. Sexually – transmitted diseases

2. Uses of nouns 4. Skin diseases

B. Verbs 5. Hereditary diseases

1. Types of verbs 6. Lifestyle diseases

2. Uses of verbs 7. Infectious diseases

(vi) Between numerals representing dollars, cents, before a decimal and in percentages

**Examples:**

$ 25.65 165.42 25.3%

b. **The question mark (?)**

The **question mark** is used **at the end of an interrogative sentence** (a sentence that asks a question).

**Examples:**

When was the Times Tower built**?**

Who built it**?**

c. **The Exclamation mark (!)**

The **exclamation mark** is used **at the end of the exclamatory sentence** and **after an** **interjection**. (An exclamatory sentence expresses strong feeling, emotion or emphasis. An interjection is a word or group of words that expresses strong feelings).

**Examples:**

**Exclamatory sentence:** Oh, what a tall building it is**!**

**Interjections:** Superb**!** Fantastic**!** Impressive**!**

An exclamation mark can also be used **at the end of an imperative sentence** that expresses strong feeling.

**Example:**

Sit**!** And stay in that chair if you know what’s good for you**!**

2. **The comma (,)**

There are a number of uses of the comma in English. A comma generally tells the reader where to pause. They are used:

(i) To separate words in a series except the last

The three or four items in a series can be nouns, verbs, adjectives, adverbs, phrases, independent clauses, or other parts of sentences.

**Examples:**

**Nouns:** John**,** Jim**,** Jack walk to school every day.

**Verbs:** He located**,** patched**,** and sealed the leak in the tyre.

**Adverbs:** She walked quickly**,** steadily**,** and calmly.

**Prepositional phrases:** He walked through the park**,** over the bridge**,** and onto the streets.

**Independent clauses:** The match was over**,** the crowd cheered**,** and Barcelona received the first- place trophy.

**Adjectives:** The fresh**,** ripe fruit was placed in a bowl.

**Note** in the above examples that a comma must be used just before the conjunction.

(ii) Before the conjunction in a compound sentence

**Examples:**

Some students were taking their lunch**,** but others were studying.

Marto photographed the accident scene**,** and he sold the pictures to the newspaper.

Would she be a lawyer**,** or would she be a doctor?

**Note:** A comma is not required in very short compound sentence in which the parts are joined by **and**. However, always use a comma before the conjunctions **but** and **or.**

**Examples:**

Marto photographed the accident scene and Toni reported it.

Marto photographed the accident scene**,** but Toni reported it.

**Note also:** A comma is not required before the conjunction that joins **the parts** **of a compound verb** unless there are more than two parts.

**Examples:**

Mary entered and won the beauty contest.

That camera focuses**,** flashes**,** and rewinds automatically.

(iii) After introductory words phrases or clauses

Special elements add specific information to a sentence, but they are not essential. A comma is used to separate a special element from the rest of the sentence.

**Examples:**

**Word:** Cautiously**,** he entered the building.

**Phrase:** After his failure, he disappeared from the public scene.

**Clause:** Because he had practised daily, he presented his new song perfectly.

**Note:** If the pause after a short introductory element is very brief, you may omit the comma.

**Examples:**

At first he was unsure of his singing ability.

Finally it was his turn.

Commas are also used after introductory words such as **yes**, **no**, **oh** and **well** when they begin a sentence.

**Examples:**

Well**,** it’s just too cold out there.

No**,** it isn’t seven yet.

Oh**,** you have spilled the milk.

(iv) With interrupters

**Interrupters** are words that **break**, or **interrupt** the flow of thought in a sentence. The commas are used **before** and **after** the interrupter to indicate pauses.

**Examples:**

I didn’t expect**,** however**,** to lose the job.

So many peopleassumed**,** unfortunately**,** that he sings as well as he does.

He was chosen**,** nevertheless**,** as the new band leader.

(v) To set off nouns of direct address

**Examples:**

Yes**,** Kamau**,** you can borrow my book.

Serah**,** do you know where I kept my phone?

How is your leg**,** grandpa?

(vi) To set off the spoken words in a direct sentence or quotation from the speech tag

**Examples:**

Jackson said**,** “After my injury I had to learn to walk again.”

“The therapists urged me to keep trying**,**” he continued.

If the speech tag interrupts the spoken words, commas are used after the last word of the first part of the spoken words and after the last word in the speech tag.

**Example:**

“After a while**,**” he added**,** “I was walking without a cane”.

**Note:** When a sentence is indirect or reported, no commas are used.

**Example:**

He added that after a while he was walking without a cane.

(vii) When writing dates

Place a comma after the day of the month.

**Examples:**

July 3**,** 1965 December 12**,** 2010

(viii) When referring to geographical location

Place a comma between the name of the town or city and the name of the state, district, or country.

**Examples:**

Kibingoti**,** Kirinyaga County Mombasa**,** Kenya

(ix) After the salutation and closing of a friendly or business letter

**Examples:**

Dear Rose**,** Yours sincerely**,**

3. **The semicolon (;) and the colon (:)**

**The semicolon (;)**

The semicolon is used:

(i) To separate the parts of a compound sentence when no conjunction is used

**Example**:

Mountain climbing is exciting**;** it can also be dangerous.

**Note** that the semicolon replaces the comma and the coordinating conjunction. Conjunctions that are commonly replaced by semicolons are **and**, **but**, **or**, **for**, and **nor**. (ii) Before a conjunctive adverb that joins the clauses of a compound sentence

(Conjunctive adverbs are words like **therefore**, **however**, **hence**, **so**, **then**, **moreover**, **nevertheless**, **yet**, **consequently**, and **besides**).

**Example:**

The competition takes place in July**;** however, I prefer August.

(iii) To separate the parts of a series when commas occur within the parts

**Example**:

Last year I flew to Johannesburg, South Africa**;** Cairo, Egypt**;** and Kingston, Jamaica.

**The colon (:)**

The colon is used:

(i) To introduce a list of items

**Example:**

My school bag contains the following items**:** exercise books, text books, pencils, pens, a geometrical set, and a packet of crayons.

(ii) After the greeting of a business letter

**Example:**

Dear Mr. Mututho**:**

(iii) Between numerals that represent hours and minutes and between chapter and verse in a biblical reference

**Examples:**

9**:**00 A.M. 6:00 P.M. Exodus 2**:**1-3

4. **The Hyphen (-)**

The hyphen is used:

(i) To divide a word at the end of a line of writing

**Example:**

When walking along the streets of Naivasha, he met Waina-

ina.

**Note** that only words with **two or more** syllables may be divided at the end of a line and words should be divided only between syllables. Never divide a word of one syllable and do not divide words to leave a single letter at the end or beginning of a line.

**Incorrect:** a**-**ttraction

**Correct**: attra**-**ction.

1. In compound adjectives that come before the nouns they modify and in certain compound nouns

**Examples:**

Samuel Wanjiru was a world**-**famous athlete.

She is my sister**-**in**-**law.

(iii) In compound numbers from twenty-one through ninety-nine and in fractions

**Examples**:

seventy**-**three relatives one**-**quarter full

**5. The Apostrophe (’)**

The apostrophe is used:

(i) To form the possessive of a singular noun

Add an apostrophe and an s.

**Examples:**

the baby**’**s cot James**’**s car Joseph**’**s radio

(ii) To form the possessive of a plural noun that does not end in s

Add an apostrophe and an s.

**Examples:**

children**’**s men**’**s women**’**s

(iii) To form the possessive of a plural noun that ends in s

Add only the apostrophe.

**Examples**:

tricksters**’** tenants**’**

(iv) To form the possessive of an indefinite pronoun

Use an apostrophe and an s.

**Examples:**

everybody**’**s somebody**’**s nobody**’**s

**Note:** Never use an apostrophe with a possessive pronoun like our, yours, hers, theirs.

(v) In names of organisations and business

Show possession in the last word only.

**Example:**

the United Nations**’** brochure

(vi) In hyphenated terms

Show possession in the last word only.

**Example:**

My mother-in-law**’**s photograph album

(vii) In cases of joint ownership

Show possession in the last word only.

**Example:**

Peter and Patrick**’**s Limousine

(viii) In forming contractions

In contractions, apostrophes replace omitted letters.

**Examples:**

she**’**s = she is aren**’**t = are not I’m = I am

it**’**s = It is isn**’**t = is not we’ll = we will

can**’**t = cannot won**’**t = will not they’ve = they have

(ix) To show that part of a date has been omitted

**Examples:**

The tribal clashes of **’**08 (the tribal clashes of 2008)

The **’**82 coup attempt (the 1982 coup attempt)

**6. Quotation Marks (“ ”)**

The quotation marks are used:

1. To enclose the spoken words in a direct sentence. Indirect sentences need no quotation marks

**Example:**

**Direct speech:** The presidential candidate promised, **“**Creating new jobs for the youths will be my first priority.**”**

**Indirect speech:** The presidential candidate promised that creating new jobs would be his first priority.

**Note:**

1. Always begin a direct quotation with a capital letter.

**Example:**

The minister said, **“Y**ou must conserve our environment.**”**

2. When the spoken words are divided by the speech tag, begin the second part of the quotation with a small letter.

**Example:**

**“**Bring me the money,**”** said the moneylender, **“b**efore the end of the day.**”**

1. If the second part of the quotation is a complete sentence, the first word of this sentence is capitalized.

**Example:**

**“**I am scared,**”** said the borrower. **“T**hat moneylender is a brute.**”**

4. Place commas and fullstops **inside** quotation marks

Place semicolons and colons **outside** quotation marks.

**Examples:**

**“**Last month**,”** the borrower explained, **“**I borrowed some money from the moneylender**.”**

Carol said to the borrower**,** **“**And you refused to repay back on time**”;** however, the borrower did not agree.

These candidates were suggested in the article **“**Our Country’s Future**”:** Raila Odinga, Uhuru Kenyatta, William Ruto, and Martha Karua.

5. Place question marks and exclamation marks **inside** quotation marks if they belong to the quotation. Place them **outside** if they do not belong to the quotation.

**Examples:**

Carol asked, “How much money did you borrow**?**”

Did the borrower say, “I can’t remember”**?**

“You are a fool**!**” exclaimed Carol.

6. Use single quotation marks to enclose a title or quotation within a quotation.

**Example:**

**“**Carol heard the borrower say, **‘**I can’t remember**’** before she lost her temper.**”**

7. If the title or quotation within the quotation ends the sentence, use both the single and the double quotation marks after the last word of a sentence.

**Example:**

**“**Carol heard the borrower say, **‘**I can’t remember.**’”**

8. In a quotation of more than one paragraph, use quotation marks at the **beginning** of each paragraph and the **end** of the final paragraph.

**Exercise 1**

Punctuate each of the following sentences appropriately.

1. He earned about three million dollars that year

2. You know who Jomo Kenyatta was, don’t you

3. What a wonderful and inspired leader he was

4. He was also a person who helped many people

5. Some people write stories but others write poems.

6. Try to write a concise informative and interesting letter.

7. Also make sure your letter has a heading an inside address a salutation a body a closing and your signature.

8. One of the most exciting modern developments I believe is the computer.

9. Today is July 2 2011. I will never forget this date.

10. I have lived in Sagana Kirinyaga County since 2008.

11. Try submitting your work to these Publishers Longhorn Publishers Jomo Kenyatta Foundation or Oxford University Press.

12. Remember a writing career requires the following traits confidence perseverance and a thick skin!

13. Long ago people used hand sharpened straws or reeds as pens.

14. Fountain pens were invented in our great grandparents time

15. Soft tip pens and rolling ball pens were invented twenty five years ago

16. What would you do if you couldn’t build a house for yourself

17. Youd find someone who could built it for you wouldn’t you.

18. These archives are important to modern historians research.

19. In his play shreds of tenderness, John Ruganda said people who have never lived through a coup d’etat have romantic ideas about it.

20. Mr. Mureithi said a short letter to a friend is an insult.

**ANSWERS**

**ANSWERS ON NOUNS**

**Exercise 1**

1. students, party

2.boys, songs

3. Excitement, air

4. Joyce Chepkemoi, prize

5. Otieno, house, street

**Exercise 2**

1. candle – thing 5. guitar – thing

2. wrestler – person 6. China – place

3. joy – idea 7. hatred – idea

4. Menengai Crater – place 8. Masanduku arap Simiti – person

**Exercise 3**

1. musicians, drums, trumpets

2. family, village

3. Petronilla, trip

4. festival, Kenyatta University

5. people, costumes, streets

7. holiday, excitement

8. Taxi, family, airport

9. Maryanne, castle, sand

10. mother, water

**Exercise 4**

**Proper nouns Common nouns**

July book

England face

Kendu Bay crocodiles

John Hopkins student

Johannesburg life

America business

East Africa day

Calendar

**Exercise 5**

1. Proper – Lucky Dube Common – singer

2. Proper – London, Paris Common – dancer

3. Proper – Mediterranean sea Common – flight

4. Proper – Second World War Common – nurse

5. Common – goal, students, world

6. Proper – Europe Common – accident

7. Proper – Bill Gates, Microsoft

8. Common – pilot, woman, ocean

9. Common – kettle, water

10. Proper – Professor Wangari Maathai, Nobel Peace Prize

**Exercise 6**

1. tooth – teeth 9. cliffs 17. moose 25. bosses

2. wives 10. deer 18. children 26. foxes

3. giraffes 11. cliff 19. echoes 27. bunches

4. heroes 12. autos 20. babies 28. ferries

5. radios 13. studios 21. Skies 29. flashes

6. potatoes 14. men 22. beaches 30. ships

7. beliefs 15. roofs 23. Eyes

8. thieves 16. rodeos 24. volcanoes/volcanos

**Exercise 7**

1. knives 2. potatoes 3. geese 4. Shelves

5. tomatoes 6. children 7. mice 8. roofs

9. stories 10. activities

**Exercise 8**

1. the lion’s tail
2. Cliff’s dog
3. my mother’s hat
4. Evan’s book
5. the child’s pet
6. the doll’s name
7. Lucy’s mobile phone
8. Kimani’s shoes
9. the fox’s teeth
10. my friend’s rabbit

**Exercise 9**

1. cook’s aprons 6. women’s sports
2. men’s boots 7. carpenter’s nails
3. countries’ flags 8. sailors’ uniforms
4. guests’ coats 9. musicians’ instruments
5. athlete’s medals 10. neighbours’ pets

**Exercise 10**

1. The couple’s wealth
2. a men’s team, a women’s team
3. The teams’ uniforms
4. the athletes’ shirts
5. The team-mates’ scores
6. their friends’ cheers
7. The coaches’ whistles
8. The children’s eyes
9. Their mothers’ soothing voices
10. their neighbours’ house

**ANSWERS ON PRONOUNS**

**Exercise 1**

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

**Exercise 2**

1. **They** were under the table.
2. **She** fed the chicken.
3. **They** were juicy.
4. **They** visited the orphans.
5. The new waitress is **she**.
6. The fastest runners were Tecla and **she***.*
7. **She** went to the hall.
8. **It** was slaughtered.
9. Lucky Dube and **she** were South African singers.

10. **He** has won many athletics medals.

**Exercise 3**

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

**Exercise 4**

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

**Exercise 5**

1. You will = You’ll
2. we would = we’d
3. he had = he’d
4. I am = I’m
5. you have = you’ve
6. they will = they’ll

**Exercise 6**

1. I’ll = I will
2. we’re = we are
3. you’d = you would, you had
4. he’s = he is, he has
5. they’re = they are
6. she’d = she would, she had

**Exercise 7**

1. its 3. They’re 5 it’s
2. who’s 4. whose

**Exercise 8**

1. All – are 6. Everyone – his
2. Anybody – has 7. Several – their
3. Many – believe 8. Anyone – her
4. Each – makes 9. Another – his
5. All – indicates 10. Somebody – her

**Exercise 9**

1. This 3. Those 5. these
2. That 4. those

**Exercise 10**

1. Who 3. What 5. whom
2. Whom 4. What

**Exercise 11**

1. Who 6. whom
2. Whom 7. Whose
3. whom 8. Who
4. Whose 9. Who
5. Who 10. Whose

**Exercise 12**

1. myself – intensive
2. himself – intensive
3. herself – reflexive
4. herself – reflexive
5. yourself – reflexive

**Exercise 13**

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

**Exercise 14**

1. We 3. those 5. us
2. Those 4. us

**ANSWERS ON VERBS**

**Exercise 1**

1. seems - Linking verb
2. watched – Action verb
3. cheered – Action verb
4. seems – Linking verb
5. is – Linking verb
6. aimed – Action verb
7. blew – Action verb
8. was – Linking verb
9. is – Linking verb
10. seems – Linking verb

**Exercise 2**

**Helping verb Main verb**

1. is singing
2. has begun
3. can travel
4. had waited
5. will be visiting
6. have come
7. must buy
8. has chosen
9. is hitting

10 will go

**Exercise 3**

1. studies
2. splashes
3. washes
4. hurries
5. discuss

**Exercise 4**

1. watched
2. cried
3. yelled
4. baked
5. shopped

**Exercise 5**

1. will write
2. will stop
3. will decide
4. shall practice
5. will multiply

**Exercise 7**

1. started 6. breathed
2. added 7. roamed
3. trapped 8. obeyed
4. annoyed 9. worried
5. pitied 10. fitted

**Exercise 8**

1. will/shall see 6. will/shall develop
2. will/shall go 7. will/shall begin
3. will/shall exist 8. will/shall/consume
4. will/shall introduce 9. will/shall hunt
5. will/shall bring 10. will/shall become

**Exercise 9**

1. John has come here every year. - present perfect
2. John has been coming here every year. - present perfect progressive
3. John had come here every year. – past perfect
4. John had been coming here every year. – past perfect progressive
5. John will have come here every year. – future perfect
6. John will have been coming here every year. – future perfect progressive.

**Exercise 10**

1. Jane is playing the guitar. – present progressive
2. Jane has been playing the guitar. – present perfect progressive
3. Jane was playing the guitar. – past progressive
4. Jane had been playing the guitar. – past perfect progressive
5. Jane will play the guitar. – future progressive
6. Jane will have been playing the guitar. – future perfect progressive

**Exercise 11**

1. guard 6. cleans
2. stands 7. study
3. cross 8. visits
4. use 9. wed
5. feed 10. run

**Exercise 12**

**Present Past Past participle**

1. prevent prevented prevented
2. donate donated donated
3. hurry hurried hurried
4. worry worried worried
5. train trained trained
6. aid aided aided
7. relieve relieved relieved
8. share shared shared
9. enrol enrolled enrolled
10. save saved saved

**Exercise 13**

**Present Past Past participle**

1. arise arose arisen
2. tear tore torn
3. wear wore worn
4. lay laid lain
5. see saw seen
6. fall fell fallen
7. blow blew blown
8. freeze froze frozen
9. fly flew flown
10. write wrote written

**Exercise 14**

1. presented – active 6. was harvested – passive
2. were taken – positive 7. stressed – active
3. ordered – active 8. were urged – passive
4. restored – passive 9. is developing – active
5. cleared – active 10. was started – passive

**Exercise 15**

**Action verbs direct object**

1. carried his bag
2. discussed the examination paper
3. took a trip
4. splashed me
5. gave interesting facts
6. searched the house
7. cheered the team
8. bought a camera
9. admires Papa Shirandula
10. viewed the shooting star

**Exercise 16**

1. Transitive 6. Intransitive
2. Transitive 7. Transitive
3. Intransitive 8. Intransitive
4. Transitive 9. Transitive
5. Intransitive 10. Intransitive

**Exercise 17**

1. teach 6. raises
2. lies 7. raises
3. lie 8. taught
4. sits 9. raises
5. taught 10. laid

**ANSWERS ON ADJECTIVES**

**Exercise 1**

1. largest 6. vast
2. Alaskan 7. American, wild
3. tallest 8. huge
4. tiny 9. Australian
5. small, scattered 10. beautiful, Egyptian

**Exercise 2**

1. those 6. Those
2. Those 7. This
3. that 8. This
4. That 9. those
5. This 10. Those

**Exercise 3**

1. Twenty 6. What
2. Few, our 7. Whose
3. all 8. Which
4. much 9. what
5. Numerous, this 10. which

**Exercise 4**

1. A 6. the
2. a 7. an
3. the 8. the
4. The 9. the
5. an 10. A

**Exercise 5**

1. many – songs
2. Her, early – songs, her – fans
3. Our, first – performance
4. Her – coughing
5. their, best – goal, ten – years

**Exercise 6**

1. quiet, serious
2. popular
3. calm, peaceful
4. brilliant
5. extraordinary

**Exercise 7**

1. more beautiful 6. stranger

2. funniest 7. more curious

3. most enjoyable 8. higher

4. most energetic 9. more creative

5. most helpful 10. simpler

**Exercise 8**

1. Best 6. Farther
2. Bad 7. Less or lesser
3. Best 8. Good
4. Worse 9. Better
5. Least 10. Most

**Exercise 9**

1. those 6. these
2. These 7. those
3. This 8. This
4. Those 9. that
5. Those

**ANSWERS ON ADVERBS**

**Exercise 1**

**Adverb What it indicates**

1. far where
2. cheerful how
3. downstairs where
4. carefully, skilfully how
5. extremely how
6. curiously how
7. soon when
8. fully to what extent
9. adorably how
10. down where

**Exercise 2**

**Adverb Adjective**

1. highly successful
2. extremely cold
3. quite difficult
4. barely visible
5. very old

6. mysteriously secretive

7. horribly mean

8. totally exciting

9. completely mad

10. never punctual

**Exercise 3**

**Adverb Adverb**

1. very gradually
2. surprisingly quickly
3. somewhat closer
4. extremely irresponsibly
5. totally carelessly

**Exercise 4**

1. quickly 6. odd
2. gradually 7. reasonable
3. good 8. rapidly
4. rapidly 9. well
5. strange 10. well

**Exercise 5**

1. more often 6. more swiftly
2. more slowly 7. most accurately
3. quickly 8. the longest
4. more skilfully 9. gracefully
5. the fastest 10. the most sweetly

**ANSWERS ON PREPOSITIONS**

**Exercise 1**

1. on – where
2. for – purpose
3. with – use
4. in – place
5. from – place

**Exercise 2**

1. for
2. In
3. In
4. down, for
5. by

**Exercise 3**

**Preposition Object/objects**

1. in ways
2. to people
3. In cities
4. On farms
5. across river
6. to side
7. at place
8. by boat
9. to problem
10. over water

**Exercise 4**

1. her 6. us
2. me 7. me
3. us 8. him
4. her 9. me
5. us 10. her

**Exercise 5**

1. outside – preposition 6. up – adverb
2. inside – adverb 7. down – adverb
3. in – preposition 8. outside – adverb
4. over – preposition 9. by – adverb
5. above – preposition 10. out – adverb

**Exercise 6**

1. have 4. Anybody 7. anybody 10. ever
2. anyone 5. anywhere 8. anyone
3. ever 6. had 9. Has

**ANSWERS ON CONJUNCTIONS**

**Exercise 1**

1. but 6. but
2. or 7. and
3. or 8. or
4. and 9. and
5. but 10. but

**Exercise 2**

1. They arrived late because it was raining heavily.
2. John worked hard as he wanted to buy a house.
3. I won’t carry the umbrella for you need it.
4. I drove the car madly since I was late for the meeting.
5. He will come before the meeting ends.

**Exercise 3**

1. The vehicles either stopped for repairs or for fuel.
2. The drivers knew they had either to travel more than fifty kilometres or endure harsh storms.
3. Many people not only build their own homes but also grow their own food.
4. Both men and women wanted to buy the pictures.
5. Both maize and meat are important parts of a Kenyan’s diet.

**ANSWERS ON INTERJECTIONS**

**Exercise 1**

1. Say – wonderment
2. Wow! – joy
3. All right! – urgency
4. Boy! – fear
5. Oh – surprise

**CHAPTER TWO**

**Exercise 1**

1. crack 6. quack
2. roar 7. pop
3. tick 8. lap
4. growl 9. boom
5. chime 10. hiss

**Exercise 2**

1. Lima bean – a broad, flat, pale-green or white bean used as a vegetable – named after Lima, the capital of Peru where it was grown first.
2. Cardigan – a kind of a pullover or sweater that buttons down the front – named after J.T. Brudwell, the 7th Earl of Cardigan.
3. Bloomer – a woman’s baggy and long garment for the lower body – named after Amelia Bloomer, an American women rights and temperance advocate.
4. Canary birds – yellow songbirds – named after Canary Islands, Spain, where they are found in large numbers.
5. Ferris wheel – a special wheel for an amusement park – named after the inventor G.W. Ferris.
6. Guppy – the most popular freshwater tropical fish – named after R.J.L. Guppy, the man who introduced it in England.
7. Cheddar – A firm Cheese – named after the English village of Cheddar, where it was first made.
8. Quisling – a person who treacherously helps to prepare for enemy occupation of his own county, a traitor – named after Vidkum Quisling, a Norwegian politician.
9. Silhouette – an outline portrait or profile – named after a French minister of finance, Etienne de Silhouette.
10. Marxism – the political and economic theories of Karl Marx and Friedrich Engels – named after Karl Marx.
11. Guillotine – a device used for carrying out executions – named after Dr. Joseph Guillotine, the designer.
12. Macadam – small, broken stones that are used for making roads – named after John L. McAdam, a Scottish engineer who invented this kind of a road.
13. Pasteurisation – the process of heating milk, wine, beer, or other liquids hot enough to kill harmful bacteria and to prevent or stop fermentation – named after Louis Pasteur, a French chemist, who invented the process.
14. Watt – Unit of measuring electric power – named after James Watt, a Scottish engineer, who pioneered in the development of the steam engine.
15. Ohm – a measure of electrical resistance – named after George S. Ohm, a German physicist.

**Exercise 3**

1. slithy – lithe + slimy 6. breathalyser – breath + analyser
2. chortle – chuckle + short 7. cablegram – cable + telegram
3. galumph – gallop + triumph 8. camcorder – camera + recorder
4. bash – bang + smash 9. edutainment – education + entertainment
5. blog – web + log 10. email – electronic + mail

**Exercise 4**

1. utra – beyond – ultraviolet, ultrasonic
2. syn – in union – synchronize, symmetry
3. sub – at a lower position – submarine, subsoil
4. peri – round, about – perimeter
5. out – surpassing, exceeding – outperform
6. infra – below – infrared, infrastructure
7. hypo – under – hypodermic, hypothermia
8. hemi – half – hemisphere
9. ex – previous – ex-wife, ex-policeman
10. dia – across, through – diagonal

**Exercise 5**

1. hopeful – full of hope 6. greenish – having green colour
2. reader – a person who reads 7. weary – tired
3. childish – having manners of a child 8. fearless – lacking fear
4. greyish – having grey colour 9. kindness – the quality of being kind
5. playful – fond of playing 10. washable – can be washed

**Exercise 6**

1. Pen – a device for writing

– an enclosure for sheep

1. Tire – to make weary

– the rubber material on the wheel of an automobile or bicycle.

1. Dove – past tense of dive

– a bird

1. Wound – past tense of wind

– an injury.

1. Mean – stingy

– average

1. Act – a dramatic performance

– doing something

1. Arms – upper limbs

– weapons

1. Block – a building

– obstruct

1. Box – a carton

– fight with gloves

1. Bank – edge of a river
   * a money depository

**Exercise 7**

1. in –inn 6. knight – night
2. heard – herd 7. knows – nose
3. horse – hoarse 8. tick – tic
4. key – quay 9. rung – wrung
5. need – knead 10. sees – seize

**Exercise 8**

1. start – begin 6. collect – gather
2. come – arrive 7. assist – help
3. lengthy – long 8. build – construct
4. shattered – broken 9. reply – answer
5. fix – repair 10. purchase – buy

**Exercise 9**

1. easy – hard 6. sweet – sour
2. whisper – yell 7. stationary – mobile
3. triumph – fail 8. strength – weaken
4. dull – interesting 9. precious – worthless
5. dangerous – safe 10. naked – clothed

**Exercise 10**

1. at sea – confused
2. has his hands full – is busy
3. have a bone to pick with me – have a quarrel
4. make heads or tails – make sense
5. as easy as pie – very easy
6. sick and tired – can’t stand, hate
7. broke – to have no money
8. dropped me a line yesterday – sent me a letter or email
9. filled in for her – did her work while she was away
10. in the red – losing money, not profitable

**CHAPTER THREE**

**Exercise 1**

1. a TV show – object
2. Playful animals – subject
3. a thrilling adventure – object
4. an exciting activity – complement
5. Twenty university students – subject
6. a certified public health officer – complement
7. Many of the soldiers – subject
8. The old woman – subject, a heavy load – object
9. a very complicated man – complement
10. A devastating earthquake – subject

**Exercise 2**

1. should have taken 6. must have seen
2. must have seen 7. do fear
3. should have been told 8. have made
4. would have told 9. would stampede
5. must’ve visited 10. could have read

**Exercise 3**

1. in Mombasa – adverbial modifying the verb found.
2. around the country – adjectival modifying the noun companies.
3. of the dog – adjectival modifying the noun barking.
4. for hard work – adverbial modifying the verb bred.
5. over water – adverbial modifying the verb built.
6. of travel – adjectival modifying the noun miles.
7. by bus – adverbial modifying the verb went.

to the market – adverbial modifying the verb went.

1. At the market – adjectival modifying the noun.
2. of colours clothes – adjectival modifying the noun display.
3. with professional expertise – adverbial modifying the phrasal verb took through.

**Exercise 4**

1. golfing – complement
2. protecting their status – object of the preposition in.
3. Playing golf with a commoner – subject
4. playing the game – direct object
5. Training thoroughly – subject
6. playing the game- object of preposition
7. contesting with junior golfers – subject
8. playing with the professionals – direct object
9. Participating in international tournaments – subject
10. Winning an international title – complement

**Exercise 5**

1. Defying all odds – present participial phrase – Kisoi Munyao
2. Failing each time – present participial phrase – he
3. Seeing his passion to scale the peak – present participial phrase - government
4. making steady progress - present participial phrase – climber
5. Pleased with his progress – past participial phrase – he
6. determined to hast the Kenya flag - past participial phrase – climber
7. Slipping on the snow - present participial phrase – Munyao
8. worn from too many climbs - past participial phrase – rope
9. slipping to the bottom of the cliff- present participial - bottles
10. overcome with joy - past participial phrase – Munyao

**Exercise 6**

1. To climb Mt. Kenya –noun
2. to climb the mountain – noun
3. to try this risky climb – adjective modifying the noun Kenyans
4. to make rapid progress – adverb modifying the verb helped
5. with very limited climbing gear – adverb modifying the verb reach
6. To reach Point Batian – noun
7. to listen to Munyao – noun
8. to finance much of his expedition – adverb modifying the verb forced
9. to achieve his dream of hasting the flag – adverb modifying the verb worked
10. to scale the tallest mountain in Kenya – adverb modifying the verb made.

**CHAPTER FOUR**

**Exercise 1**

1. A huge storm was coming. – sentence
2. Behind the wattle tree- sentence fragment
3. After the earthquake – sentence fragment
4. The wind broke several houses. – sentence
5. Surprised by a loud noise – sentence fragment
6. Winds of high speed – sentence fragment
7. Rescue workers arrived. – sentence
8. From different parts of the world – sentence fragment
9. Many people were injured. – sentence
10. In the weeks after the earthquake – sentence fragment

**Exercise 2**

1. pop music – object
2. sweetly – adverb
3. very quietly – adverbial phrase
4. that book – object, three times – adverbial phrase
5. to the bank- adverbial phrase
6. her – indirect object, a present – direct object
7. bitterly – adverb
8. on his heels – adverbial phrase
9. a list of the items to buy – object
10. help – object

**Exercise 3**

1. a German citizen – subject complement
2. a very arrogant lady – subject complement
3. tired – subject complement
4. green – object complement
5. the queen – object complement
6. stealing the mango – participial complement
7. senseless – object complement
8. a kind person – subject complement
9. crying – participial complement
10. trembling – participial complement

**Exercise 4**

1. Simple sentence
2. Compound sentence
3. Compound sentence
4. Complex – whoever broke the mirror – noun clause
5. Simple sentence
6. Complex sentence – whom I met – adjectival clause
7. Complex sentence – who stole the cow – adjectival clause
8. Simple sentence
9. Complex sentence – as though it affects their lives – adverbial clause
10. Complex sentence - when people felt helpless about the world around them – adverbial clause.
11. Complex sentence – that was designed for skiing – adjectival clause
12. Simple sentence
13. Simple sentence
14. Complex sentence – because my dog loves crusts – adverbial clause
15. Complex sentence – whenever lazy students whine – adverbial clause
16. Complex sentence – whom Mrs. Ndegwa hit in the head with pieces of chalk – adjectival clause
17. Complex sentence – who loves bread crusts – adjectival clause
18. Complex sentence – that drinks too much milk – adjectival clause
19. Complex sentence – what Aunt Lucy adds to her stew – noun clause
20. Compound sentence

**Exercise 5**

1. Declarative 11. Declarative
2. Imperative 12. Imperative/conditional
3. Exclamatory 13. Interrogative
4. Conditional 14. Interrogative
5. Interrogative 15. Declarative
6. Exclamatory 16. Exclamatory
7. Exclamatory 17. Conditional
8. Declarative 18. Imperative
9. Imperative 19. Declarative
10. Conditional 20. Exclamatory

**Exercise 6**

1. John said, “There was a terrible accident in Nairobi.”

2. Petro added, “It happened in Umoja Estate.”

3. “It involved a train and a bus,” added John.

4. Sarah asked, “Did anyone die?”

5. “No one died, but the railway line was destroyed,” answered Peter.

6. “Over the months,” said John, “the railway line has been rebuilt.”

7. “How lucky that no one died!” exclaimed Sarah.

8. “I think they should put a railway-crossing sign board,” Petro said. “It would help bus drivers a lot.”

9. “Or they should put bumps on both sides of the railway line to slow down the buses,” John suggested.

10. “Who knows what might happen next?” wondered Sarah.

**Exercise 7**

1. Joel asked him if he saw the fire at the West Gate Mall.

2. Njagi said that ten fire-engines had arrived in fifteen minutes.

3. Patty exclaimed that it had destroyed an entire building.

4. Joel said that one fire fighter had been slightly injured.

5. Njagi said that several people working in the building had escaped unhurt.

6. Patty wanted to know what would happen to them.

7. Joel replied that other people were giving them food and clothes.

8. Njagi added that they were resting in the school at that time.

9. Patty exclaimed that those terrorists would finish them.

10. Joel told them not to worry; they would be apprehended the following day.

**Exercise 8**

Supply the appropriate question tags in the following sentences.

1. The marriage caused a rupture in her relationship with her mother, **didn’t it**?
2. She didn’t think anyone would be interested in a woman like her, **did she**?
3. The troops are on standby in case chaos erupts, **aren’t they?**
4. The Prime Minister must take a firm stand against extremists in his party, **mustn’t he?**
5. I am the best so far, **am I not?**
6. The amendments will strengthen the bill, **won’t they?**
7. The new tax is tantamount to stealing from the poor, **isn’t it?**
8. Please send all your remarks to Prof Kibwana as soon as possible, **will you?**
9. She raised the gun and pulled the trigger, **didn’t she?**
10. We need to learn to prioritize, **don’t we?**
11. Get out of this room now, **will you?**
12. We’ve made a reservation for next week, **haven’t we?**
13. They couldn’t conceal the secret any more, **could they?**
14. We shall not accept anything less, **shall we?**
15. I am not a conman, **am I?**
16. Jonny wanted to pursue a career in theatre, **didn’t he?**
17. Sharon’s parents claim that the house is legally theirs, **don’t they?**
18. I haven’t told you my name, **have I?**
19. Come and visit us tomorrow, **will you?**
20. Time will tell whether he made the right choice, **won’t it?**

**CHAPTER FIVE**

**Exercise 1**

1. This play is a revision of Shakespeare’s earlier play, The Merchant of Venice.
2. John Kiriamiti wrote My life in Crime.
3. I admire women who vie for parliamentary seats.
4. Bernard Mathenge and his wife travelled to America.
5. My grandmother grew up in Witemere.
6. The Nile River is one of the largest rivers in Africa.
7. Each year tourists visit Maasai Mara National Park.
8. The TV show Papa Shirandula has attracted many viewers.
9. Uganda and Kenya have signed an agreement over the ownership of Migingo Islands.
10. Our country got independence in December, 1963.
11. On Christmas Day, all my relatives gathered at my home.
12. Waiyaki is a fictional character in Ngugi wa Thiongo’s novel, The River Between.
13. The city of Mombasa gets its water from River Tana.
14. I would like to become a famous writer like Sidney Sheldon.
15. They captured the stark beauty of Hell’s Gate National Park in their movie.

**Exercise 2**

1. He earned about three million dollars that year.
2. You know who Jomo Kenyatta was, don’t you?
3. What a wonderful and inspired leader he was!
4. He was also a person who helped many people.
5. Some people write stories, but other write poems.
6. Try to write a concise, informative, and interesting letter.
7. Also make sure that your letter has a heading, an inside address, a salutation, a body, a closing, and your signature.
8. One of the most exciting modern developments, I believe, is the computer.
9. Today is July 2, 2011. I will never forget this date.
10. I have lived in Sagana, Kirinyaga County, since 2008
11. Try submitting your work to the following publishers: Longhorn Publishers, Jomo Kenyatta Foundation, or Oxford University Press.
12. Remember, a writing career requires the following traits: confidence, perseverance, and a thick skin!
13. Long ago, people used hand–sharpened straws and reeds as pens.
14. Fountain pens were invented in our great–grandparents’ time.
15. Soft-tip pens and rolling-ball pens were invented twenty-five years ago.
16. What would you do if you couldn’t build a house for yourself?
17. You’d find someone who could build it for you, wouldn’t you?
18. These archives are important to modern historians’ research.
19. In his play Shreds of Tenderness, John Ruganda said, “People who have never lived through a coup d’etat have romantic ideas about it.”
20. Mr. Mureithi said, “A short letter to a friend is an insult.”

**ORAL SKILLS**

**PRONUNCIATION**

**PRONUNCIATION OF VOWEL SOUNDS**

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

**Sound /ᵆ/**

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

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

**Sound /ᶾ˸/**

* This sound is more like the sound you make when you are disgusted.
* The letters in boldface say this sound. Study them carefully.
* Bird
* Shirt
* Flirt
* Turn
* Learn
* First
* Berth
* Her
* Heard
* Hurt
* Purse
* Birth
* Cur
* Fur
* Firm
* Herd
* Burn
* Curt
* Pert
* Stir
* Blur
* Shirk
* Surge

**Sound /a:/**

* It is pronounced by having a much wider open mouth position.
* Inside your mouth is shown in the process of saying this sound.
* Examples of words bearing this sound include:
* Far
* Farm
* Guard
* Heart
* Hard
* Bar
* Bard
* Cart
* Car
* Dart
* Card
* Par

**Sound /ə/**

* This sound (referred to as schwa) is a short vowel sound.
* It mostly found in words containing letter ‘o’, for example,
* Confuse
* Contemptuous
* Continue
* Condolence
* Also in words such as:

Business

**Sound /Ʌ/**

Examples of words containing this sound include:

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

**Sound /ɔ˸/**

* It is a long sound.
* The mouth doesn’t move while saying this sound, and it can be pronounced as long as you have breath.
* It is said in words such as:
* Or
* More
* Chores
* Dorm
* Pork
* Door
* Four
* Fore
* Nor
* Law
* Cord
* Form
* Horn
* Lord
* Saw
* Shore
* Chalk
* Jaw
* Scorn

**Sound /ᶛ/**

* It is a short sound.
* The mouth doesn’t move.
* Each of the words below bear this sound:
* Got
* On
* Cost
* Lost
* Odd
* Boss
* Stock
* Plot
* Block
* Cock
* Cop
* Mop
* Rod
* Sock
* Shot
* Pot
* Blot
* Crock
* Frog
* Swat
* Swatch

**Sound /ᶹ/**

bosom

**Sound /u:/**

**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

Jeep

Creek

Wet

Greased

Teal

Hill

Sit

Still

Blip

Fill

Bed

cheat

blink

thrill

jet

|  |  |  |
| --- | --- | --- |
| /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

Chips

Teach

Pinch

Crunch

Much

* There are those with letters ‘**TCH**’ for example,

Catch

Watch

Batch

Itch

Kitchen

witch

* Some are with letters ‘**TU**’, for example,

Century

Spatula

**The Sound /ᵈᶾ/**

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

1. **Letters ‘DG’**

* Fudge
* Budge
* Bridge
* Judge

1. **Letter ‘J’**

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

1. **Letters ‘DU’**

* Procedure
* Graduate
* Individual

1. **When letter ‘G represents the sound**

It does that when it is in front of an ‘**e**’, ‘**i**’, or ‘**y**’

1. Letters ‘GE’, for example,

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

1. Letters ‘GI’, for example,

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

1. 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:

1. **Letter ‘F’**

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

1. **Letters ‘PH’**

* Phone
* Graph
* Paragraph
* Phrase

1. **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
* Loud
* And

**Sound /t/**

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

**The sound /k/**

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

* Letter ‘**K**’ always say this sound. Examples of words include:
* Kill
* Key
* Kick
* Sake
* 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

Cache

Cachet

Chagrin

Champagne

Charade

Chute

Chef

Chiffon

Niche

Ricochet

Charlotte

Chicago

Michigan

Chevrolet

Fuchsia

Cliché

Chivalry

Quiche

chaise

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

Sugar

Surmac

Sure

Issue

Pressure

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

Nation

Motion

Option

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

**Sound /ᶞ/**

* Unlike /ᶿ/, it is voiced.
* It also pronounced with tongue touching or between your teeth.
* It is found in such words as:
* With
* There
* Clothing
* These
* Thence
* Then
* Their
* they

**Sound /s/**

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

1. Letter ‘**S**’, for example,

Sit

Wise

Dogs

Say

Sad

Sound

Boss

This

Lips

Misty

Sunday

1. Letter ‘**SC**’, for example,

Muscle

Descend

Science

Scream

1. Letter ‘**X**’, for example,

Fix

Fox

Next

Mix

1. Letter ‘**C**’, for example,

Face

Practice

City

Circle

Fence

License

**Sound /z/**

* The /z/ is like the sound of buzzing bees.
* It is voiced.
* Most words with the letter ‘**Z**’ say /z/, for example,
* Zoo
* Zip
* Zebra
* Quiz
* Buzz
* Freeze
* Doze
* prize
* There are those words with letter ‘**S**’ saying this sound, for example,
* Is
* Was
* His
* Hers
* Nose
* Noise
* Noises
* Rose
* Roses
* Frogs
* Girls
* Friends
* Lies
* Busy
* Tuesday
* Wednesday
* Sounds
* Pose
* Reason
* Rise
* Eyes
* These
* Days
* Says
* Ties
* Has
* Flows
* Because
* Shoes
* Visit
* Those
* Bananas
* cows
* The other group of words are those with letter ‘**X**’, for example,

Exist

Anxiety

**Sound /ᵌ/**

* Words bearing this sound are borrowed from French.
* Pronounced in the same way as /ᶴ/ only that is voiced.
* The examples of words with this sound are:

Garage

Beige

Massage

Sabotage

Genre

Measure

Treasure

Closure

Seizure

Leisure

Persian

Conclusion

Casual

Casually

Usual

Usually

Amnesia

Collision

Division

Version

Television

Exposure

Occasion

Persuasion

Cashmere

Asia

Visual

Vision

Lesion

Decision

Caucasian

**Practice in sentences**

1. Measure the beige door on the garage.
2. It was my decision to fly to Asia to seek treisure.

**Sound /l/**

**Sound /r/**

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

**Sound /w/**

* Your lips form a small, tight circle when making the sound /w/.
* Letters representing the /w/ sound are:
* **Letter ‘W’**

Woman

Wife

New

Sweet

Win

Rewind

Towel

Wait

* **Letters WH**

Why

Where

When

While

What

White

Whom

Who

Whole

* **Letters ‘QU’**

Quit

Quick

Quite

Quiet

Queer

Queen

Quota

Quickly

* **Others**

One

Choir

**Sound /m/**

* Made by pressing the lips lightly.
* The words that follow contain the sound:
* Mum
* Mine
* Me
* Morning
* Farmer
* Shame
* Meat
* 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* ***s****even student****s*** *took the fir****s****t* ***te****st for their driver’****s*** *licen****c****e****s****on Thur****s****day.*

|  |  |
| --- | --- |
| **/s/** | **/z/** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Exercise 2**

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

1. **J**udge, **g**esture, **g**arage
2. **J**ump, **g**ift, **g**eological
3. Fun**g**i, **j**ust, **g**o
4. Di**g**it, **g**ame, **g**amble
5. Hy**g**iene, prodi**g**y, entan**g**le
6. **G**ecko, **g**em, zoolo**g**y

**Exercise 3**

**Pronounce each word correctly and then group it under the column containing the sound that the highlighted letter(s) bear.**

Tis**su**e

Cauca**s**ian

Divi**sio**n

Pas**s**ion

O**c**ean

Cau**tio**us

Lei**su**re

Solu**tio**n

Pres**sur**e

Vi**sio**n

Per**s**ian

Ca**su**al

**Ch**ef

Conclu**sio**n

Televi**sio**n

Deci**sio**n

Coll**isio**n

**S**ure

Pre**cio**us

Expo**su**re

|  |  |
| --- | --- |
| **/ᶴ/** | **/ᶾ/** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Exercise 4**

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

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

**DIPHTHONGS**

* A diphthong is a combination of two vowel sounds.
* Some of the diphthongs include:
* /ᵊᶹ/
* /ᵃᶸ/
* /ᵉᶦ/
* **/ᵊᶹ/**

In words like;

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

**/ᵃᶸ/**

Said in words such as:

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

**/ᵉᶦ/**

The words containing this diphthong are:

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

**Exercise**

**Write another word pronounced the same way as:**

1. Gait
2. Made
3. Mail
4. Pale
5. Pain
6. Plain
7. Sale
8. Tale
9. Vain
10. Waist
11. Wait
12. Eight
13. Sew
14. No
15. Toe
16. 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
2. Bit – beat
3. Bitch – beach
4. Bin – bean/ been
5. Chip – cheap
6. Fit – feat/ feet
7. Fist – feast
8. Fizz – fees
9. Gin – gene
10. Sin – seen/ scene
11. Still – steal/ steel
12. Sick – seek
13. Is – ease
14. Itch – each
15. Risen – reason
16. Piss – piece/ peace
17. Pick – peak/ peek
18. Mill – meal

**Exercise**

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

1. Hit
2. Sheet
3. Tin
4. Peach
5. Lip
6. Neat
7. Kip
8. Eel
9. Greed
10. Pill
11. Skied
12. Skim

**Sounds /i/ and /e/**

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

**Exercise**

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

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

**Sounds /e/ and /ei/**

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

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

**Exercise**

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

1. Fell
2. Pain
3. Hail
4. Sell
5. Well
6. Mate
7. Raid
8. Date
9. Men
10. Stayed
11. Bet
12. Jail

**Sounds /ᵆ/ and /ᶺ/**

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

**Exercise**

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

|  |  |  |
| --- | --- | --- |
|  | **/ᵆ/** | **/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 /ᵆ/ and /e/**

look at the list below.

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

**Exercise**

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

|  |  |  |
| --- | --- | --- |
|  | **/ᵆ/** | **/ᵉ/** |
| (a) | Marry |  |
| (b) |  | Blend |
| (c) | Cattle |  |
| (d) | Vat |  |
| (e) | Sacks |  |
| (f) |  | Trek |
| (g) | Trad |  |
| (h) |  | met |

**Minimal Pairs of /ɑ˸/ and /ᵌ˸/**

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

**Exercise 6**

**Considering the sounds /ɑ˸/ and /ᵌ˸/, write the minimal pair of:**

1. far
2. heard/herd
3. pass
4. farm
5. shark
6. curt

**Minimal Pairs of /b/ and /v/**

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

**Exercise 7**

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

1. van
2. boat
3. Vest
4. Vowels
5. Vent
6. Bury
7. Loaves
8. Verve

**Minimal pairs of /f/ and /v/**

* Fan – van
* Off – of
* Fat – vat
* Fee – v
* Foul – vowel
* Fender – vendor
* Serf/Surf – serve
* Duff – dove
* Fie – vie
* Foal – vole
* Guff – guv
* 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/.**

1. Ferry
2. Leaf
3. Vast
4. Fine
5. Half
6. Proof
7. Veil
8. Grief
9. Calf
10. Fault
11. Vile
12. Strive

**Minimal Pairs of Sounds/s/ and /ᶿ/**

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

**Sounds /t/ and /d/**

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

**Exercise 9**

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

1. Bat
2. God
3. Write
4. And
5. At
6. Bed
7. Bored
8. Eight
9. Bet
10. Feet
11. Hit
12. Hurt
13. Mat
14. Mend
15. Neat
16. Nod
17. Set
18. Played
19. Sat
20. Dead

**Minimal Pairs of /k/ and /g/**

**Initial**

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

**Final**

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

**Exercise 10**

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

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

**HOMOPHONES**

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

1. Accessary accessory
2. Ad, add
3. Ail, ale
4. Air, heir
5. Aisle, I’ll, isle
6. All, awl
7. Allowed, aloud
8. Alms, arms
9. Altar, alter
10. Ante, anti
11. Arc, ark
12. Aural, oral
13. Away, aweigh
14. Awe, oar, or, ore
15. Axel, axle
16. Aye, eye, I
17. Bail, bale
18. Bait, bate
19. Baize, bays
20. Bald, bawled
21. Ball, bawl
22. Band, banned
23. Bard, barred
24. Bare, bear
25. Bark, barque
26. Baron, barren
27. Base, bass
28. Bay, bey
29. Bazaar, bizarre
30. Be, bee
31. Beach, beech
32. Bean, been
33. Beat, beet
34. Beau, bow
35. Beer, bier
36. Bell, belle
37. Berry, bury
38. Berth, birth
39. Bight, bite, byte
40. Billed, build
41. Bitten, bittern
42. Blew, blue
43. Bloc, block
44. Boar, bore
45. Board, bored
46. Boarder, border
47. Bold, bawled
48. Boos, booze
49. Born, borne
50. Bough, bow
51. Boy, buoy
52. Brae, bray
53. Braid, brayed
54. Braise, brays, braze
55. Brake, break
56. Bread, bred
57. Brews, bruise
58. Bridal, bridle
59. Broach, brooch
60. Bur, burr
61. But, butt
62. Buy, by, bye
63. Buyer, byre
64. Call, caul
65. Canvas, canvass
66. Cast, caste
67. Caster, castor
68. Caught, court
69. Caw, core, corps
70. Cede, seed
71. Ceiling, sealing
72. Censer, censor, sensor
73. Cent, scent, sent
74. Cereal, serial
75. Cheap, cheep
76. Check, cheque
77. Choir, quire
78. Chord, cord
79. Cite, sight, site
80. Clack, claque
81. Clew, clue
82. Climb, clime
83. Close, cloze
84. Coarse, course
85. Coign, coin
86. Colonel, kernel
87. Complacent, complaisant
88. Complement, compliment
89. Coo, coup
90. Cops, copse
91. Council, counsel
92. Cousin, cozen
93. Creak, creek
94. Crews, cruise
95. Cue, queue
96. Curb, kerb
97. Currant, current
98. Cymbol, symbol
99. Dam, damn
100. Days, daze
101. Dear, deer
102. Descent, dissent
103. Desert, dessert
104. Deviser, divisor
105. Dew, due
106. Die, dye
107. Discreet, discrete
108. Doe, dough
109. Done, dun
110. Douse, dowse
111. Draft, draught
112. Dual, duel
113. Earn, urn
114. Ewe, yew, you
115. Faint, feint
116. Fair, fare
117. Farther, father
118. Fate, fete
119. Faun, fawn
120. Fay, fey
121. Faze, phase
122. Feat, feet
123. Ferrule, ferule
124. Few, phew
125. File, phial
126. Find, fined
127. Fir, fur
128. Flair, flare
129. Flaw, floor
130. Flea, flee
131. Flex, flecks
132. Flew, flu, flue
133. Floe, flow
134. Flour, flower
135. Foaled, fold
136. For, fore, four
137. Foreword, forward
138. Fort, fought
139. Forth, fourth
140. Foul, fowl
141. Franc, frank
142. Freeze, frieze
143. Friar, fryer
144. Furs, furze
145. Gait, gate
146. Gamble, gambol
147. Gays, gaze
148. Genes, jeans
149. Gild, guild
150. Gilt, guilt
151. Gnaw, nor
152. Gneiss, nice
153. Gorilla, guerrilla
154. Grate, great
155. Greave, grieve
156. Greys, graze
157. Groan, grown
158. Guessed, guest
159. Hail, hale
160. Hair, hare
161. Hall, haul
162. Hangar, hanger
163. Hart, heart
164. Haw, hoar, whore
165. Hay, hey
166. Heal, heel, he’ll
167. Hear, here
168. Heard, herd
169. He’d, heed
170. Heroin, heroine
171. Hew, hue
172. Hi, high
173. Higher, hire
174. Him, hymn
175. Ho, hoe
176. Hoard, horde
177. Hoarse, horse
178. Holey, holy, wholly
179. Hour, our
180. Idle, idol
181. In, inn
182. Indict, indite
183. It’s, its
184. Jewel, joule
185. Key, quay
186. Knave, nave
187. Knead, need
188. Knew, new
189. Knight, night
190. Knit, nit
191. Knob, nob
192. Knock, nock
193. Knot, not
194. Know, no
195. Knows, nose
196. Laager, lager
197. Lac, lack
198. Lade, laid
199. Lain, lane
200. Lam, lamb
201. Laps, lapse
202. Larva, lava
203. Lase, laze
204. Law, lore
205. Lay, ley
206. Lea, lee
207. Leach, leech
208. Lead, led
209. Leak, leek
210. Lean, lien
211. Lessen, lesson
212. Levee, levy
213. Liar, lyre
214. Licker, liquor
215. Lie, lye
216. Lieu, loo
217. Links, lynx
218. Lo, low
219. Load, lode
220. Loan, lone
221. Locks, lox
222. Loop, loupe
223. Loot, lute
224. Made, maid
225. Mail, male
226. Main, mane
227. Maize, maze
228. Mall, maul
229. Manna, manner
230. Mantel, mantle
231. Mare, mayor
232. Mark, marque
233. Marshal, martial
234. Mask, masque
235. Maw, more
236. Me, mi
237. Mean, mien
238. Meat, meet, mete
239. Medal, meddle
240. Metal, mettle
241. Meter, metre
242. Might, mite
243. Miner, minor
244. Mind, mined
245. Missed, mist
246. Moat, mote
247. Mode, mowed
248. Moor, more
249. Moose, mousse
250. Morning, mourning
251. Muscle, mussel
252. Naval, navel
253. Nay, neigh
254. None, nun
255. Od, odd
256. Ode, owed
257. Oh, owe
258. One, won
259. Packed, pact
260. Pail, pale
261. Pain, pane
262. Pair, pare, pear
263. Palate, palette, pallet
264. Paten, pattern,
265. Pause, paws, pores, pours
266. Pawn, porn
267. Pea, pee
268. Peace, piece
269. Peak, peek
270. Peal, peel
271. Pearl, purl
272. Pedal, peddle
273. Peer, pier
274. Pi, pie
275. Place, plaice
276. Plain, plane
277. Pleas, please
278. Plum, plumb
279. Pole, poll
280. Practice, practise
281. Praise, prays, preys
282. Principal, principle
283. Profit, prophet
284. Quarts, quartz
285. Quean, queen
286. Rain, reign, rein
287. Raise, rays, raze
288. Rap, wrap
289. Raw, roar
290. Read, reed
291. Read, red
292. Real, reel
293. Reek, wreak
294. Rest, wrest
295. Retch, wretch
296. Review, revue
297. Rheum, room
298. Right, rite, write
299. Ring, wring
300. Road, rode
301. Roe, row
302. Role, roll
303. Roux, rue
304. Rood, rude
305. Root, route
306. Rose, rows
307. Rota, rotor
308. Rote, wrote
309. Rough, ruff
310. Rouse, rows
311. Rung, wrung
312. Rye, wry
313. Saver, savour
314. Spade, spayed
315. Sale, sail
316. Sane, seine
317. Satire, satyr
318. Sauce, source
319. Saw, soar, sore
320. Scene, seen
321. Scull, skull
322. Sea, see
323. Seam, seem
324. Sear, seer, sere
325. Seas, sees, seize
326. Sew, so, sow
327. Shake, sheikh
328. Shear, sheer
329. Shoe, shoo
330. Sic, sick
331. Side, sighed
332. Sign, sine
333. Sink, synch
334. Slay, sleigh
335. Sloe, slow
336. Sole, soul
337. Some, sum
338. Son, sun
339. Sort, sought
340. Spa,spar
341. Staid,stayed
342. Stair,stare
343. Stake,stoak
344. Stalk,stork
345. Stationary,stationery
346. Steal,steel
347. Stile,style
348. Storey,story
349. Straight,strait
350. Sweat,sweet
351. Swat,swot
352. Tacks,tax
353. Tale,tail
354. Talk,torque
355. Tare, tear
356. Taught,taut,tort
357. Tea,tee
358. Team,teem
359. Teas, tease
360. Tare, tear
361. Tern,t urn
362. There,their, they’re
363. Throw,through
364. Throes,throws
365. Throne, thrown
366. Thyme,time
367. Tic,tick
368. Tide,tied
369. Tire,tyre
370. To,too,two
371. Toad,toed,towed
372. Told,tolled
373. Tole,toll
374. Ton,tun
375. Tor,tore
376. Tough,tuff
377. Troop,troupe
378. Tuba,tuber
379. Vain,vane,vein
380. Vale,veil
381. Vial,vile
382. Wail,wale,whale
383. Wain, wane
384. Waist, waste
385. Waive, wave
386. Wall, waul
387. War, wore
388. Warn, worn
389. Wart, wort
390. Watt, what
391. Wax, whacks
392. Way, weigh
393. We, wee
394. Weak, week
395. We’d, weed
396. Weal, we’ll, wheel
397. Weather, whether
398. Weir, we’re
399. Were, whirr
400. Wet, whet
401. Weald, wheeled
402. Which, witch
403. Whig, wig
404. While, wile
405. Whine, wine
406. Whirl, whorl
407. Whirled, world
408. Whit, wit
409. White, wight
410. Who’s, whose
411. Wood, would
412. Yaw, yore, your, you’re
413. Yoke, yolk
414. You’ll, yule

**Exercise**

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

1. B
2. C
3. I
4. P
5. T
6. U

**SILENT LETTERS**

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

**Letter ‘A’**

* Logically
* Musically
* Romantically
* Stoically
* Artistically

**Letter ‘B’**

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

**Letter ‘C’**

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

**Letter ‘D’**

* Wednesday
* Hedge
* Dodge
* Pledge
* Grudge
* Sandwich
* Handkerchief

**Letter ‘E’**

* Hate
* Name
* Like
* Hope
* Lessen
* Surprised

**Letter ‘G’**

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

**Letter ‘H’**

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

**Letter ‘I’**

* Business
* Parliament

**Letter ‘K’**

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

**Letter ‘L’**

* Calm
* 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:**

1. debtor
2. isle
3. mock
4. depot
5. acquit
6. womb
7. patios
8. thyme
9. handsome
10. sandwich
11. government
12. listen
13. Christmas
14. Whether
15. Rapport
16. Ballet
17. Chalet
18. Aplomb
19. Ricochet
20. Clothes
21. Cupboard
22. Faux
23. Mnemonic
24. Numb
25. Rendezvous
26. Catalogue
27. Vegetable
28. Asthma
29. months
30. debris

**STRESS**

Not all syllables in a word are given equal emphasis. By the same token, not all words in a sentence are said with equal length.

The relative emphasis that may be given to certain syllables in a word, or certain words in a sentence is what we refer to as **stress**.

You say a syllable or a word is stressed when it is said louder or longer than the rest.

Stress is studied in two levels:

1. Word level; and
2. Sentence level.

**Stress at the Word Level**

A part of a certain word when said louder or longer then it is stressed.

**Rules of Word Stress**

1. For two-syllable nouns and adjectives, stress the first, for example

**Clou**dy carton table

1. For verbs with two syllables and prepositions, emphasize the second syllable, for example
2. Words with three syllables.
3. Those ending in –er, -ly, emphasis put on the first syllable, for example,
4. Stress the first, for those ending in consonants and in –y, for example,
5. Stress the last syllable if the word ends in –ee, -ese, -eer, -ique, -ette, for example,
6. Look at the ones with the suffixes below, where stress is placed on the second,

-ary: li**bra**ry

Cial: ju**di**cial, com**mer**cial

-cian: mu**si**cian, cli**ni**cian

-tal : ca**pi**tal, re**ci**tal

Stress is important in studying the heteronyms. A pair, or group of words is referred to as heteronym when those words are spelled the same way but have different pronunciation and meaning. We have two main categories of heteronyms:

1. Noun- verb pairs; and
2. Verb -and-adjective pairs.

We stress the first syllable if noun and the second if verb.

Examples of noun-and-verb pairs are included in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Noun | Verb | Noun | Verb |
| Abuse |  | Graduate |  |
| Record |  | Cement |  |
| Convert |  | Wind |  |
| Abuse |  | Sin |  |
| Contest |  | Produce |  |
| Duplicate |  | Excuse |  |
| Polish |  | Insult |  |
| Rebel |  | Permit |  |

In sentences;

1. Many factories **produce** the **produce** we import.
2. Allan became a **convert** after deciding to **convert** to christianity.

**Sentence Stress**

Sentence stress is accent on certain words within a sentence.

Most sentences have two basic word types:

1. **Content words** which are the key words carrying the sense or meaning- message.
2. **Structure words** which just make the sentence grammatically correct. They give the sentence its structure.

Look at the sentence below:

Buy milk feeling tired.

Though the sentence is incomplete, you will probably understand the message in it. The four words are the content words. Verbs, nouns, adjectives, are content words.

You can add words to the sentence to have something like:

Will you buy me milk since I am feeling tired?

The words: will, you, me, since, I, are just meant to make the sentence correct grammatically. They can also be stressed to bring the intended meaning.

Now let’s study the sentence below:

Joan doesn’t think Akinyi stole my green skirt.

Each word in the sentence can be stressed to bring the meaning as illustrated in the table.

|  |  |
| --- | --- |
| **Sentence** | **Meaning** |
| **Joan** doesn’t think Akinyi stole my green skirt. | She doesn’t think that, but someone else does. |
| Joan **doesn’t** think Akinyi stole my green skirt. | It is not true that Joan thinks that. |
| Joan doesn’t **think**Akinyi stole my green skirt. | Joan doesn’t think that, she knows that. |
| Joan doesn’t think **Akinyi** stole my green skirt. | Not Akinyi, but someone else. Probably Njuguna or Adhiambo. |
| Joan doesn’t think Akinyi**stole** my green skirt. | Joan thinks Akinyi did something to the green skirt, may be washed it. |
| Joan doesn’t think Akinyi stole **my** green skirt. | Joan thinks Akinyi stole someone else’s green skirt, but not mine. |
| Joan doesn’t think Akinyi stole my **green** skirt. | She thinks Akinyi stole my red skirt which is also missing. |
| Joan doesn’t think Akinyi stole my green **skirt**. | Joan thinks Akinyi stole my green shirt. She mispronounced the word. |

**Exercise 1**

1. **The words that follow can be nouns or verbs dependingon the stressed syllable. Use each as both the verb and noun in a single sentence.**
2. Cement

(b)Address

1. Permit
2. Content
3. **Underline the part of the word in boldface you will stress in each of the following sentences.**
4. The boy has been asked to **de.sert** the **de.sert**.
5. My handsome **es.cort**will**es.cort** me to the dance.
6. After updating my **re.sume**, I will **re.sume** my job search.
7. They have to **con.test**in the annual Math **con.test.**
8. If you **con.vict** me, I will remain a **con.vict** for 5 years.

**Exercise 2**

**Each word in the sentences below can be stressed to bring the meaning. What will be the meaning when each word is stressed?**

1. I love your sister’s handwriting.
2. You came late today.

**INTONATION**

* It is the rise and fall of voice in speaking.
* Intonation is crucial for communication.
* In English there are basically two kinds of intonation: **rising** and **falling.**
* We can use arrows to show the intanotion – whether rising or falling. ↘ represents falling intonation while ↗ represents the rising one.

**Falling Intonation**

* Falling intonation is when we lower our voice at the end of a sentence.
* This usually happens in:

1. **Statements,** for example,

* I like↘ bananas.
* It is nice working with ↘you.
* She travelled to↘ Eldoret.

1. **W/H Questions**

* What is your ↘name?
* Where do you ↘live?
* How old are↘ you?
* Who is this young↘ man?

1. **Commands**

* Get out ↘now.
* Give me the ↘money.
* Close your ↘books.

1. **Exclamatory sentences e.g.**

* What a wonderful ↘present!
* How ↘nice of you

**Rising intonation**

* When we lower our voice.
* Used in:
* **General Questions** e.g.

Do you visit them↗ often?

Have you seen ↗her?

Are you ready to ↗start?

Could you give me a↗ pen, please?

* **Alternative questions** e.g.

Do you want ↗coffee or ↘tea?

Does he speak↗ Kiswahili or ↘English?

* **Before tag questions** e.g.

This is a beautiful ↘place, ↗isn’t it?

She knows↘ him,↗ doesn’t she?

* **Enumerating** e.g.

↗One, ↗two,↗ three, ↗four,↘ five.

She bought ↗bread, ↗cheese, ↗oranges, and ↘apples.

**Exercise**

**Using an arrow, determine whether rising or falling intonation is used in the sentences.**

1. This music sounds good.
2. I love watching horror movies.
3. My sister’s name is Amina.
4. Blue is my favourite colour.
5. Is that tv good?
6. Do you like that movie?
7. Are you hungry?
8. Get me my shoes.
9. Study your lessons now.
10. Are you insane?
11. How many more hours before you are done with your work?
12. Which novel is the best for you?
13. He is a little bit nervous, isn’t he?
14. You should listen to your parents’ advice.
15. Did you finish your homework?
16. Water is good for the body.
17. This is good!
18. What a crazy show.

**SHORT FORMS**

**PUNS/WORD PLAY**

A pun is a form of word play that suggests several meanings, by either exploiting the multiple meanings of a word, or substituting a word for another similar sounding word, the result of which is humorous.

A pun is also known as paronomasia.

There are two main types of puns:

1. **Homophonic puns**

This is where a word is substituted for another similar sounding word or word pronounced almost in the same way . For example,

*Fishermen are reel men.*

**Explanation:** There is a twist on the word ‘reel’ which is originally supposed to be spelt ‘real’.

Can you now explain the pun in the following homophonic puns?

1. What do sea monsters eat for lunch? Fish and ships.
2. I am on a seafood diet. Every time I see food, I eat it.
3. Did you about the Italian chef with terminal illness? He past away.
4. Beauty is in the eye of the beer holder.
5. What tea do hockey players drink? Penalttea
6. What do ghosts serve for dessert? I scream.
7. What did the tree sya to the autumn? Leaf me alone.
8. What did the boy cat say to the girl cat on valentine’s day? You’re purr-fect for me.
9. What day does an Easter egg hate the most? Fry-days.
10. Why did the scientist install a knocker on his door? He wanted to win the No-bell prize!
11. **Homographic puns**

Homographic pun is formed by using a word that has multiple meanings. You might not tell what exactly what the speaker means.

For example;

Rose is the flower of my life.

**Explanation:** The word ‘Rose’ is a female name. it could be the person the speaker loves.

It is also a type of flower.

The other examples are;

1. My math teacher called me average. How mean!
2. What do prisoners use to call each other? Cell phones.
3. No matter how much you push the envelope, it’ll remain stationery.
4. Have you ever tried to eat a clock? It’s very time consuming.
5. A waist is a terrible thing to mind.
6. I am reading a book about anti-gravity. It’s impossible to put down.
7. What part of football ground is never the same? The changing room.
8. I want to tell you a chemistry joke but I know I will not get a reaction.
9. Why did the bee get married? Because he found his honey.
10. Did you hear about the guy who got hit in the head with a can of soda? He was lucky it was a soft drink.

**Features of Puns**

Puns are characterized by;

1. They are short.
2. They are humorous.

**Functions of Puns**

They serve functions such as:

1. Teaching pronunciation. For example, homophones.
2. Enhancing creativity. One has to think in order to form their puns.
3. Entertaining. When said one wonders what the speaker intends, the audience will laugh.

**Exercise**

Explain the pun in:

1. I used to be a banker but I lost interest.
2. A bicycle can’t stand on its own because it is two-tired.
3. I don’t trust these stairs because they are always up to something.
4. Santa’s helpers are known as subordinate clauses.
5. The man who drank battery acid got charged.

**TONGUE TWISTERS**

* A phrase or a sentence which is hard to speak fast because of alliteration or a sequence of nearly similar sounds is the **tongue twister.**
* It is worth noting that there is usually the use of mnemonic feature (sound devices or sound patterns) in the tongue twisters.
* Let us read the following tongue twisters fast.
* She sells sea shells on the sea shore.
* Any noise annoys an oyster but noisy noise annoys an oyster more.
* Kindly kittens knitting mittens keep kazooing in the king’s kitchen.

**Sound Patterns in Tongue Twisters**

1. Read the tongue twister below fast.

She saw a fish on the seashore and I am sure the fish she saw on the sea shore was a saw-fish.

In the words: she, shore and sure, there is the repetition of the consonant sound /ᶴ/ at the beginning of the words. This is **alliteration**.

Alliteration is the repetition of the initial consonant sound in the nearby words.

Can you identify any other instance of alliteration in the above tongue twister?

1. **Read this other tongue twister and take note of the highlighted letters.**

A sku**nk** sat on a stump and tha**nk** the stump stu**nk,** but the stump tha**nk** the sku**nk** stu**nk.**

The sound pattern here is **consonance.**

**Consonance** is the repetition of the inner consonant sound in the nearby words. An inner sound is that which comes after the first.

There is another instance of consonance. Can you illustrate it?

1. **Repetition**

* In most tongue twisters, there is repetition of words or phrases. In (1) above, the words ‘saw’, ‘fish’, etc. have been repeated.
* Now pick out the words and phrases repeated in these tongue twisters.

1. If you tell Tom to tell a tongue twister, his tongue will be twisted as tongue twister twists tongues.
2. The sixth sick Sheik’s sixth sheep’s sick.
3. **Assonance**

**Let’s look at:**

How much wood could a wood chopper chop, if a wood chopper could chop wood?

There is repetition of the /u:/ in the words; w**oo**d,c**ou**ld. This is **assonance.**

Assonance is the repetition of vowel sounds in the nearby words.

**Features of Tongue Twisters**

A tongue twister will have the following features:

1. it is short and brief.
2. It is alliterative.

**Functions of Tongue Twisters**

1. They entertain. When one confuses the pronunciation of sounds, the audience will laugh.
2. They teach pronunciation. We can, for example, learn the pronunciation of the sounds /f/ and /v/, /s/ and /ᶴ/ etc.
3. Enhance creativity.

**Exercise 1**

**With illustrations, identify the sound patterns in:**

1. It’s not the cough that carries you off, it’s the coffin they carry you off in!
2. If two witches were watching two watches, which witch would watch which watch?
3. If a black bug bleeds black blood, what colour of blood does a blue bug bleed?
4. I wish to wash my Irish watch.

**Exercise 2**

**Read the item below and then answer questions after it:**

***We surely shall see the sun shine soon.***

1. Identify the genre.
2. Which two sounds has the item been used to teach?

**RIDDLES**

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

**Riddling Process**

* There are two parties involved: the audience (respondents) and the challenger(or the riddler).
* There are basically four stages of a riddling process, but at times six.
* The parts of the riddling process are:

1. The riddlerchallenges the audience. The challenge differs from community to community. Some phrases used here include: riddle riddle!, I have a riddle! Etc.
2. The respondents accept the challenge. The invitations include: riddle come! Throw it! Etc.
3. The riddler then poses the riddle.
4. The guess or guesses. The audience tries to come up with the solution. If they are unable, then the next part follows.
5. The challenger asks for a prize. The prize can be a town or city, or any other thing. The challenger accepts the prize.
6. Then the solution is given by the challenger.

**Exercise**

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

**Challenger:** I have a riddle!

**Respondent:** Throw it.

**Challenger:** What comes down but never goes up?

**Respondent:** Wind

**Challenger:** no, try again.

**Respondent:** Bird

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

**Respondent:** You will have the entire fire to yourself.

**Challenger:** The answer is **rain.**

**SOUND PATTERNS IN POEMS**

**ASSONANCE AND ALLITERATION IN POEMS**

Assonance and alliteration are sound patterns used in the poem. While assonance makes use of vowel sounds, alliteration makes use of consonant sounds. These sounds are repeated in the words close to one another.

***Now read the poem below aloud by Steven Henderson.***

***Path Choices***

*Best, Boy, Believe*

*That, There, Two*

*Placed, Possible, Paths*

*Willing, Wanting, Waiting*

*Appraising, Asking, Applying*

*Lessons, Learned, Leads*

*Compass, Chosen, Course*

*Fools, Find, Fate*

*Sin, Street, Set*

*Driven, Determine, Destiny*

*Searching, Seeking, Seeing*

*Offering, Openly, Often*

In the poem you realize there is repetition of the beginning consonant sounds. Look at the illustrations:

* Best, Boy, Believes – sound /b/ has been repeated.
* Placed, Possible, Paths – sound /p/ is repeated

This repetition of initial consonant sounds is **alliteration**. Illustrate other instances of alliteration in the poem.

There is also repetition of vowel sounds in the words close to each other. Examples we have seen are:

* Seeking, seeing – the sound /i:/ has been repeated.
* Openly, Often – the sound /e/ has been repeated.

This repetition on vowel sounds in the nearby words is **assonance** .

**Further Practice**

**Pick out all the instances of assonance and alliteration in the poem that follows.**

**My Puppy Punched Me in the Eye**

*My puppy punched me in the eye*

*My rabbit whacked my ear*

*My ferret gave a frightful cry*

*And roundhouse kicked my rear*

*My lizard flipped me upside down*

*My kitten kicked my head*

*My hamster slammed me to the ground*

*And left me nearly dead*

*So my advice? Avoid regrets;*

*No matter what you do*

*Don’t ever let your family pets*

*Take lessons in kung Fu*

**CONSONANCE**

Just like alliteration, consonance makes use of consonant sounds, only that these sounds are in in the inner parts of the words (middle or end, but not beggining).

There are illustrations for this in the two poems we have read. In the poem ‘**My Puppy Punched me in the Eye**’ there are the illustrations as follow.

* rabbit, wacked – the sound /t/ has been repeated.
* hamster slammed – there is repetition of the sound /m/

**Note:** Alliteration, assonance, and consonance don’t have to have the same letters – it is the sound that must be repeated.

**Role Played by Alliteration, Assonance, and Consonance**

1. Provide musical rhythm.
2. Make poem interesting.
3. Make the poem easier to memorize.

**Exercise**

**Read the poem below and then identify, with illustrations, instances of alliteration, assonance and consonance.**

**BLACK BREWRIES BRAVENES**

**By John Chizuba**

*Black breweries braveness*

*In ink incorporative individualism*

*Those tinny tracers ticking Time*

*Be-little black braveness baselessly*

*Mirror my motion moves momentously*

*Directed diagonal deeply*

*Hurt humans heart heavy*

*Because better black believes*

*Dedication, determined destinies*

*Of our oddity, obviously occupied*

*We welcome world words with warrant*

*Blacks built braveness buxom butterflies*

*Enlightment enchanting ego enlarged*

*Decade braveness debut delightfully.*

**RHYME**

* Rhyming words are the words that sound the same at the ends. Examples of rhyming words are:
* When a poem has rhyming words at the end of its lines, these are called ‘**end rhymes**’. Look at these two lines:

That keep me locked up tight

All of the things that make me feel not right

The words ‘**tight**’ and ‘**right**’ rhyme.

* By contrast, **internal rhyme**/ **middle rhyme,** is a rhyme that occurs either when:
* Two or more rhyming words occur within the same line;
* Two or more rhyming words appear in the middle of two separate lines, or sometimes more;
* A word at the end of a line rhymes with one or more in the middle of the following line.
* **Read the poem below and then try to identify the instances of rhyme in it.**

**Mystic Travel**

*Mystic travel time*

*Too endless islands in your mind*

*Tiny lights majestic and free*

*Open the skies soar me*

*Travel your minds unseen road*

*To mysterious lands secrets untold*

*The mountains valley lay quiet*

*As a shower carries away*

*The warmth of an evening breeze*

*Built from within a day*

*Heat dances shadows on the lakes fiery bay*

*Constructing temples where gods could play*

*Today is the finest piece*

*For tranquil emptiness*

*Suggestions of fluent sensations*

*Congregated illusions of masturbations*

*Sympathize the richness of the truth*

*Energize the expected thoughts of youth*

Reading the poem aloud, we can point out several rhyming couplets. They include among others:

* Free and me
* Away and day
* Sensations and masturbations
* Truth and youth

**Internal Rhyme in Separate Lines**

Here is are two examples of pairs of lines with middle rhymes in separate lines.

*I see a red boat that has a red flag*

*Just like my red coat and my little red pail*

*The words ‘****boat****’ and ‘****coat****’ rhyme.*

*I’d like to jump into the ocean*

*But don’t dump me instead.*

The rhyming words are ‘**jump**’ and ‘**dump**’.

**Now read the stanza below from the poem ‘The Raven’ and identify all the pairs of rhyming words.**

*Once upon a midnight dreary, while i*

*Pondered, weak and weary*

*Over many a quaint and curious volume of*

*Forgotten lore.*

*While I nodded, nearly napping, suddenly*

*There came a tapping*

*As if someone gently rapping, rapping at*

*My chamber door*

*’’Tis some visitor,’’ I muttered, ’’tapping at*

*My chamber door;*

*Only this, and nothing more.’’*

**Rhyme Scheme**

* This is a way of describing the pattern of the end rhymes in a poem.
* The points below will help you in reading and notating the rhyme scheme.
* Each new sound at the end of a line is given a letter.
* The letters start with ‘**a**’ , then ‘**b**’, and so on.
* If an end sound repeats the end sound of an earlier line, it gets the same letter as that earlier line.
* Here are four different stanzas, each with a different rhyme scheme, that can help you understand rhyme scheme.

1. **From Voices in My Head, by Ivor Davies**

*Suddenly a voice appears*

*I hear it in my mind*

*Within my head not in my ears*

*Not of the normal kind*

The rhyme scheme is: **abab**

It is regular rhyme scheme as it is easy to predict when the sound will next appear.

1. **From Falling Raindrops’ Prayer for the Broken**

*I pray for the crying*

*For the hurt and the dying*

*For those burned and screaming*

*For each helper crying*

The rhyme scheme is **aaaaa**

This too is regular.

1. From the poem by Robert Broadbent.

*Early or late,*

*Patient …can’t wait*

*Lost or your found*

*The world goes around*

The rhyme scheme here is **aabb.** This is a **Regular scheme**

1. **From Happy Holidays by John Lumber**

*Christmas Eve*

*Oh how supreme!*

*When Santa comes*

*Every night!*

*Then, next day,*

*I just can’t wait,*

*When the tree is all alight.*

The rhyme scheme is **abcdedd.** This is irregular.

The irregular rhyme scheme occurs when you can’t predict when the end sound will be repeated.

**Why Rhyme?**

1. Rhyme creates rhythm in the poem.
2. It also makes reading or reciting the poem interesting.
3. The poem is also made easy to memorize.

**Exercise 1**

**Describe the rhyme scheme of the poem below by Robert Broadbent.**

**One Day at a Time**

*Happy or sad*

*Good days or bad*

*Cherry or down*

*The world goes around*

*Give up or try*

*Out going or shy*

*A smile or a frown,*

*The world goes around*

*Early or late,*

*Patient …can’t wait,*

*Lost or your found,*

*The world goes around*

*Angry, serene*

*Out spoken, unsent*

*Tense or unwound,*

*The world goes around*

*All future days,*

*Are hidden in haze,*

*Don’t worry, just learn,*

*To let the world turn.*

**Exercise 2**

**The incomplete poem below has the rhyme scheme: *aabccbddebfe.* Complete it with appropriate words.**

Death did not take Paris silently

Rumbled the grave screaming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No child slept easy that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Twenty minutes of terror waking

Wee ones from sleep in cold sweats \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stealing their peaceful birthright.

Indelible imprints of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ingrained in young psyches forever;

Post traumatic stress syndrome.

They may age, but they will not \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The bloody death that evil begets

Shadows lurk in dreaming’s gloam.

(By ***Catie Lindsey***)

**RHYTHM IN POETRY**

**MASTERY OF CONTENT**

**DEBATE**

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

**Preparation Time**

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

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

**Points Delivery**

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

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

**Heckling**

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

1. Rapping the knuckles on the desktop.
2. Rapping the palm on the desk.
3. 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,

1. Objective
2. Evidence
3. Point of information

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

**Exercise**

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

**INTERVIEWS**

Have you ever attended the formal meetings where you are asked questions and are expected to respond to them? More than once you will be invited to attend interviews. You can also invite someone to interview. For this reason, you should some interview tips.

The two participants in an interview are the interviewer (at times a panel of interviewers), and the interviewee.

**Tips for the Interviewees**

**Job Interview Preparations**

If you really want to be considered for a particular job following an interview, you have to adequately prepare to succeed. The following are the preparations the interviewee would put in place before the interview:

1. Contact your referees to alert them that you will be interviewed and they are likely to receive a call.
2. Prepare your documents. Make sure they are neat and well arranged.
3. Know the location where you are having the interview. It will help you know how long it will take you to reach there.
4. Do some research about the organization.
5. Prepare what to wear and how to groom.
6. Anticipate potential questions and prepare answers correctly.
7. Arrive early enough for the interview.
8. Prepare questions to ask the interviewer at the end. It will show how much you are interested in working there.

**During the Interview;**

1. Greet the interviewer.
2. Knock on the door and wait for response before you enter. Shut the door behind you quietly.
3. Wait until you are offered the seat before sitting.
4. Sit or stand upright and look alert throughout.
5. Make good eye contact with the interviewer to show you are honest.
6. Explain your answers whenever possible and avoid answering questions with yes/no as answers.
7. Answer questions honestly. Don’t ever lie!

**Common Blunders you MUST Avoid**

Avoid falling foul of the following:

1. Turning up late for the interview.
2. Dressing and grooming inappropriately.
3. Giving simple yes/no as answers.
4. Speaking negatively about your previous employer.
5. Sitting before invited.
6. Discussing time-off or money.

**As an Interviewer**

**Before the Interview:**

1. Write down questions to ask.
2. Call the prospective employee’s referees.
3. Prepare the place for the interview.
4. Alert the interviewee about the interview. Mention the time and place.
5. Arrive early for the interview.

**During the Interview:**

1. Allow them enough time to respond to questions.
2. Encourage them to speak by, for example, nodding your head when they answer questions.
3. Speak and ask questions politely. Be friendly but formal as much as you can.
4. Make eye contact with the interviewee to show you are listening to them.

**Exercise 1**

you are the secretary of journalism Club at Maembe Dodo Mixed School. On Friday you would like to interview your school Deputy Principal on the issue of Students’ Discipline.

1. **Write down any three questions you would ask him/her.**
2. **Other than writing down questions to ask, how else would you prepare prepare for this day?**
3. **State four things you would do as you interview him.**

**Exercise 2**

**Read the conversation below and then answer questions after it.**

**Ms Naomi:** Welcome to our Doctor’s office.

**Mr. Josh:** Nice to be here.

**Ms Naomi:** I see from your resume that you are a cardiologist with 10 years of practice.

**Mr. Josh:** That’s right.

**Ms Naomi:** This interview is just to get to know you a little and then there are follow up interviews. So what do you do in your free time?

**Mr. Josh:** I like golfing and swimming. I also like to read newspapers.

**Ms Naomi:**Why did you want to be a doctor?

**Mr. Josh:**Actually I love helping people get well. I think cardiology has made great strides recently and I would like to share my findings with others.

**Ms Naomi:**Have you written in any scientific journals so far?

**Mr. Josh:**Not yet. But hopefully soon.

**Ms Naomi:**OK, we’d like to learn more about you. Let’s go for lunch wwith our colleagues, if that’s OK.

**Mr. Josh:**That’s fine, I am free.

1. What two things qualify Ms Naomi as a good interviewer?
2. Identify two evidences of interview tips displayed by Mr. Josh.

**SPEECHES**

Have you ever stood in front of a big group of people to present your talk? Well here we shall learn how to prepare your speech and deliver it effectively.

**Preparation for Speech Delivery**

There are steps any speaker should follow in preparation for presentation of speech. They include:

1. Doing some research on the topic to present. Get the facts about the topic. If you do enough research, your confidence level will be boosted.
2. Practice in front of a group of friends or relatives. This can also be done in front of a mirror, or videotaping your rehearsals. You will be able to correct your gestures, postures etc.
3. Write down the points about the topic on a note pad. You can refer to them when giving the speech.
4. Plan on how to groom and dress decently. You should appear presentable to feel confident.

**Grabbing and Keeping Audience Attention**

Your opening determines how long your audience will listen to your presentation. Of they are bored from the beginning; the chance that your message will effectively get across is very little.

The most commonly used methods are:

1. Asking a question. The question should make them think about the topic. For example, ‘***How many of you would like to be millionaires?’***
2. Stating an impressive fact connected to the topic of your presentation. For example: ‘***About 30% of Kenyans are millionaires.***’
3. Telling a story closely connected to the topic. It should neither be too long nor intended to try to glorify the speaker. For example: **“Dear audience, before I begin I would like to tell you a short story about Maina Wa Kamau became a millionaire. Don’t worry, it’s not too long. …..”**

Other methods of beginning a speech are:

* Using humour
* Starting with a quote that ties with your topic.
* Using sound effect.

**Presentation of Speech**

There are various techniques of delivering speech. They are what will ensure understanding of your message. Some of these techniques include:

1. Use gestures effectively to reinforce the words and ideas you are trying to communicate to your audience. For example, when talking about love, you can use your hands to form a cup shape to indicate how tiny something is.
2. Make eye contact with your audience members to study their reactions to you. If you sense boredom, you need to improve and if you sense enthusiasm, it will help pump you up.
3. Use movements to establish contact with your audience. Getting closer to them physically increases their attention and interest, as well as encouraging response if you are asking questions.
4. Your posture should be upright. The way you conduct yourself on the platform will indicate you are relaxed and in control. Do not lean or slouch.
5. Wear appropriate facial expressions to show feelings and emotions. Smile to show happiness, for example.
6. Speak loud enough to be heard by all your audience members.
7. Pronounce the words correctly and speak clearly for your message to be understood.
8. Pause at key points to let the message sink.

**Stage Fright**

Almost all speakers are nervous. Even the most experienced do. Fear of addressing a group is not wrong, but how we deal with it is what is possibly not good enough. Those speakers who seem relaxed and confident have learnt how to handle anxiety.

**Symptoms of Nervous Speakers**

An anxious speaker can be identified in case of:

* Shaking hands
* Sweating palms
* Dry mouth
* Rapid heartbeat
* Squeaky voice
* Knocking knees
* Facial flushes
* Watery eyes
* Mental confusions
* jitters

**Causes of Fear**

1. Past failures during presentation. Plan to succeed instead.
2. Poor or insufficient preparation. Nothing gives you more confidence than being ready.
3. Discomfort with your own body and movement.

**Dealing with Anxiety**

A speaker can try the suggestions below to deal with anxiety before and on the day of speech.

**Before the day;**

1. Know your topic by doing adequate and thorough research. You will be sure of presenting accurate information and be able to answer questions asked by audience members.
2. Practice delivering your speech several times. This helps you be sure of your organization of the main points.

**On that day;**

1. Do some physical exercises like press ups, push walls, etc. to reduce anxiety.
2. Use simple relaxation techniques like taking deep breath, tightening and relaxing your muscles, etc.
3. Wear clothes that you feel confident in. when you feel good about of you feel, your confidence level is boosted. You don’t need to adjust your clothes or hair during your speech.
4. Spot friendly faces in the crowd. These are people who give you positive feedback (e.g. nodding, smiling). Such faces give you encouragement to speak.
5. Come up with ways to hide your anxiety. For example,

* When mouth goes dry, drink some water
* Incase of excessive sweating, wear clothes that will not allow your audience detect
* If your hands shake, use gestures to mask the shaking.

**Exercise 1**

In the next three days, you are presenting a speech on the topic: **Effects of HIV/AIDS.**

1. Write down any three ways you would prepare for the speech delivery.
2. State the techniques you would employ to ensure your audience listens to you throughout and that they understand the message during the presentation.

**Exercise 2**

Makufuli is presenting his speech. Your friend, Makwere claims that Makufuli is not confident.

1. What could have warranted this claim?
2. State four reasons that could be behind Makufuli’s state?

**DISCUSSION**

* Discussion is a process where exchange of ideas and opinions are debated upon in a group.
* A group which comprises a small number of people is given a topic to discuss.

**Preparation for Group Discussion**

Do the following before you start the discussion:

1. Select/choose group leaders. Choose the secretary to write the points down and the chair to lead the discussions.
2. Research round the topic to make sure you have the points. You can get the points from the sources including:

* Newspapers and magazines
* Friends, relatives and teachers
* Text books
* Internet
* Television

1. Arrive early for discussions. It is advisable you do so so that you start early and finish early.
2. Gather writing materials – pen and note book.
3. Prepare with questions to ask.

**Participating in a Group Discussion**

Remember the tips below for success during the discussion:

1. Learn to listen to each other and respond to what other people have to say.
2. Speak with moderation. What you say is usually more important than how much you say. Quality is needed rather than the quantity.
3. Back up each point you put across. You can explain your points in a number of ways including:

* Providing facts or statistics to support it;
* Quoting expert opinion;
* Explain why said what you said; and
* Referring to your own experience.

1. Stay calm and polite. Use polite words like ‘May I ….?, please …, etc.’
2. Take notes of important words and ideas.
3. Speak clearly.
4. Speak loud enough to be heard by all the group members.

**The Common Discussion Mistakes**

Having learnt what you should do during the discussion, let us now learn what under no circumstances y do. You should never:

* Dominate the discussion;
* Interrupt abruptly;
* Be inaudible;
* Carry out mini-meetings; or
* Talk over each other.

**Exercise**

You and your group members have been assigned the topic: ‘**Responsibilities of a Good Citizen**’ by your teacher of History and Government. You are supposed to discuss this before you give the presentation in two days.

1. State three ways in which you would prepare before you start discussing the topic.
2. How would you ensure your group members and yourself benefit from this discussion?

**ORAL REPORTS**

* From the heading, an oral report is spoken, not written.
* Being oral, it doesn’t mean writing is not involved. As part of preparation, you have to write notes on the topic or at least an outline of points.
* When asked to present an oral report you get the opportunity to practice your speaking skills.
* A spoken report has various elements including an introduction, body and conclusion.

**Preparation for Oral Reports**

You can prepare by:

1. Researching on the topic. Get all the facts about what is known and unknown by your audience.
2. Take notes on the facts about the topic. Choose your words appropriately in the process.
3. Practice the report before presenting it. You may

* Practice in front of a mirror.
* Practice in front of friends or relatives.
* Videotape your rehearsals.

More practice is required if it has to be memorized.

1. Plan on how to dress and groom.
2. Prepare the visual aids if you plan to use the them. Select the appropriate chart, picture, etc. that will make abstract ideas concrete.

**Reporting**

1. Stand up straight. Your upper body should be held straight, but not stiff. Do not fidget.
2. Make eye contact in order to look surer of yourself and to ensure your audience listens better.
3. Vary your tone appropriately and speak clearly.
4. Use gestures to make your points well understood and to keep the audience interested.
5. Pause at key points to let the point sick.
6. Speak loud enough for everyone to hear you.
7. If you have visual aids use them appropriately.

**Exercise**

You have seen thieves robbing your neighbor’s house. During this time you have your phone that you have used to capture one of the two robbers. The next day you are called at the police station to report on what occurred.

1. State any three ways you would prepare to deliver this oral report.
2. What three details would you include in your report?
3. How would you deliver the report to ensure the information is understood?

**ETIQUETTE**

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

**USE OF COURTEOUS LANGUAGE**

* When one uses courteous language, he/she uses a language that is very polite and polished to show respect.
* At no time should you allow yourself be rude, ill-mannered, impolite, inconsiderate, or even thoughtless.
* Being and remaining polite will go a long way in building relationships.
* To show politeness and respect:
* Use the word please in request;
* Say thank you to those who help or compliment you.
* Start your requests or interrogatives beginning with words such as can, could, may, will, or would.
* Say excuse me when you interrupt other people or intrude into their time or privacy.
* Use question tags.
* In this section, we shall learn the words and phrases that show respect.

1. 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.**

1. Thank you

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

1. 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.

1. 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?

1. Pardon me

Almost as ‘excuse me’

**Exercise 1**

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

**Exercise 2**

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

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

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

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

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

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

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

**TELEPHONE ETIQUETTE**

Telephone etiquette are the rules that demonstrate the proper and polite way to use your phone/telephone.

It starts from how you prepare for phone calls to when you end the call.

**Preparation for Phone Call**

The following should be done before placing a call:

* Ensure you have enough time. It will not auger well to suddenly end the conversation because of insufficient airtime.
* Go to a place where there is silence. Too much noise will distract your attention.
* Think through exactly what you want to say. Write it down if possible so you don’t forget what to say or ask and look as though you didn’t have anything to say.

**Tips to Display When Making a Call**

Whether at work, at home, or on your mobile phone, remember to display the tips below at all times:

1. Identify yourself at the beginning of the call.
2. Speak clearly and slowly especially when leaving the message.
3. Speak with a low tone of voice. Be sure to know how loud you may be.
4. Always end with a pleasantry, for example,’ **Have a nice day.’**
5. Let the caller hang up first.
6. Stay away from others while talking on the phone. They don’t need to hear your private conversation.

**What to Avoid**

1. Avoid being distracted by other activities while speaking. Some of these activities include:

* Rustling papers
* Chewing
* Driving
* Speaking with someone
* Shopping
* Working on the computer

1. Avoid allowing interruptions to occur during the conversation.
2. Do not engage in an argument with the caller.
3. Talking too loudly.

**Not at these Places**

The following are places you should not make a call. You should even have your cell phone in a silent mode or switch it off altogether.

* Bathrooms
* Hospitals
* Waiting rooms
* Meetings
* Museums
* Places of worship
* Lectures
* Live performances
* Funerals
* Weddings

**Telephone Conversations**

Here we shall focus on majorly business telephone conversations. It should be noted that there are patterns that are followed; but not all will follow this rigid pattern. The six patterns include:

1. The phone is answered by someone who asks if he/she can help.
2. The caller makes a request either to be connected to someone or for information.
3. The caller is connected, given information or told that that person is not present at the moment.
4. The caller is asked to leave a message if the person who is requested for is not in.
5. The caller leaves a message or asks other questions.
6. The phone call finishes.

**Exercise 1**

***Read the telephone conversation below and then answer questions that follow.***

**Pauline:** (a form two student, Wajanja School) ring ring… ring ring …

**Secretary:** Hello, Wajanja School, this is Ms Esther speaking. How may I be of help to you?

**Pauline:** Yes, this is Pauline Karanja a form two student calling. May I speak to the principal, please?

**Secretary:** I am afraid MsKaluma is not in the office at the moment. Would you like to leave a message?

**Pauline:** I would really want, thanks. When she comes back, tell her I wanted to ask for one day permission. My brother is sick and I would like to request her that I report one day after the opening day. It is I who will be left with my siblings as the brother goes to the hospital. That is all.

**Secretary:** Sorry for that, I wish him quick recovery. I would give her the message as soon.

**Pauline:**I would be grateful madam. Thanks again.

**Pauline:**Welcome Pauline. Just ensure you report as stated here.

**Secretary:** Ok have a nice day madam.

**Pauline:**You too have a perfect day. Goodbye

1. **With examples, outline the patterns of telephone conversation in above.**
2. **Identify evidences of telephone etiquette tips displayed by Pauline in the conversation above.**

**Exercise 2**

Your sibling is very sick. You are planning to make a doctor a phone call to come to your home to provide medication.

1. **State any three preparations you would put in place before making this important call.**
2. **Give four bad habits you would avoid when making this call.**

**Exercise 3**

Joan has just called the parent to ask them to pay the school fee. Unfortunately, the parent is not happy with the way she has made the call. Identify any four telephone etiquette tips shecould have failed to display.

**APPROPRIATE CHOICE OF REGISTER**

* Register denotes the choice of language, whether that be formal or informal.
* It is the choosing of appropriate language for the context.
* There are factors that determine the language we use.
* It is important to select the right language for the right situation.
* The choice of register is affected by:

1. The setting of the speech;
2. The topic of the speech;
3. The relationship that exists between the speakers; and
4. The age.

**The Setting**

There are words we use depending on the field. There are those we use in the field of medicine, in the field of law etc. they are also those that we use at home when talking to family members. A chemist, for example, will ask for ‘sodium chloride’ while at the laboratory, while at home she will request for ‘salt’. At work place, people tend to use formal language while informal language at home.

**Topic**

* If, for example, you want to ask for something valuable from a brother you would say: ‘***I was wondering if you could lend me….***’. This is a formal language even though it is your family member you are talking to.
* When offering your boss tea or coffee, you will still use formal language for example: ‘***Would you mind being served tea or coffee?*** ’ and to a friend you will say: ‘***Tea or coffee?***’

**Relationship**

There are words you use when speaking to different people in different situations. More often than not, an intimate couple will use words like ‘**darling**’, ‘**honey**’, etc. These words cannot be used to address your colleague at work place; or even your pastor.

**Age**

There are ways to speak to a child and those of speaking to adults. To a baby, we use words like ‘popopoo’ while to an adult ‘long call’, etc.

**The Words used in Different Fields**

**Field of Medicine**

Some words used in the hospitals, clinics and other health stations include: X-ray, syringe, paracetamol, doctor, nurse, mortuary, patient, etc.

**Police Station**

Lockup, cell, bond, etc.

**Airport**

Aircraft, flight, air hostess, etc.

**Information Technology**

Computer, laptop, CPU, Monitor, software, hardcopy, hard disk, etc.

**School**

The words used by the teachers, students and others at school are: chalk, ruler, blackboard, senior teacher, deputy principal, dean of studies, etc.

**Law**

Technical terms used by lawyers and in the courts of law include: adult probation, affidavit, alimony, Amicus Curiae brief, annulment, appeal, appellant, appellee, arrest, plaintiff, defendant, dismissal, oath, revocation hearing, learned friend, etc.

**Exercise**

**Read the conversation below and then answer question that follow.**

**Caller:**Is this the Credex?

**Receptionist:**Yes, how may I be of help to you?

**Caller:**It’s Dorothy calling.

**Receptionist:**Oh, Dorothy! How is the going?

**Caller:** Lunch today?

**Receptionist:** Of course..

**Caller:** what time then?

**Receptionist:** After I have seen the deputy principal. There are packets of chalk I am supposed to deliver.

1. Giving the reasons, where is the Credex?
2. What is the relationship between the caller and the receptionist?
3. Explain the formality of the language the receptionist and the caller use.
4. Give illustrations for (c) above.

**TURN-TAKING**

Being a cyclical process, turn taking starts with one person speaking, and continues as the speaker gives control to the next individual. This is then offered to another person and then back to the original speaker. Orderly conversation has to take place.

A turn is a crucial element within turn taking. Each person takes turn within the conversation – either in person or on phone.

**Achieving Smooth Turn Taking**

It is achieved with:

1. Using specific polite phrases, for example, those for,

* Interrupting
* Accepting the turn when offered it
* Keeping your turn
* Getting other people speaking, etc.

1. Using gestures to indicate you have completed what you are saying or that you want to say something. You drop your arm when you have completed and raise it when you want to say something.
2. Varying the intonation to show you have or have not finished speaking.
3. Use noises like ‘uming’ and ‘ahing’ while thinking so as not to lose your turn.

**Turn Taking Cues**

There are various ways of signaling a finished turn. They might be indicated when the current speaker:

1. Asks a question, for example, ‘ ***Did you want to add anything?’***
2. Trails off (his/her voice becomes weaker to the extent you may not hear his words)
3. Indicates they are done speaking with a closing statement, for example, ‘***That’s all I wanted to say.***’or ’***I think I have made my point.***’
4. Uses marker words (those that allow the other a chance to speak), for example, ‘well…’ or ‘so…’
5. Drops the pitch or volume of their voice at the end of their utterance. This is the use of falling intonation.
6. Uses gestures to signal that another can contribute.

**Violations in Turn-Taking**

There are **five** well known turn-taking violations in a conversation. They are: interruptions, overlaps, grabbing the floor, hogging the floor, and silence. Do you know what they really are? If you don’t, read the explanations for the violations in that order.

1. Inhibiting the speaker from finishing their sentences during their turn.
2. Talking at the same time as the current speaker. This is interruptive overlap. However, cooperative overlap is encouraged as it shows you are interested in the message.
3. Interrupting and then taking over the turn before being offered it.
4. Taking over the floor and ignoring other people’s attempt to take the floor.
5. Remaining without saying anything for quite some time.

**The List of Turn-Taking Phrase**

**To interrupt;**

* Before I forget, …
* I don’t like to interrupt, but ….
* I wouldn’t usually interrupt, but …
* I’m afraid I have to stop you there.
* I will let you finish in a minute/second/moment ….
* May I interrupt?

**To accept the turn when offered it;**

* Thanks. I won’t take long.
* What I wanted to say was …

**To stop other people from interrupting you during your turn use;**

* I have just one more point to make
* I have nearly finished
* Before you have your say …
* I haven’t quite finished my point yet
* I know you’re dying to jump in, but….

**To offer the turn to another use;**

* …., right?
* But that’s enough from me.
* Can you give me your thoughts on …?
* Does anyone want to say anything before I move on?
* How about you?

**To take the turn back after being interrupted;**

* As I was saying (before I was interrupted)
* To get back on topic…
* Carrying on from where we left on…

**Note:** The list is endless, and you can come up with other appropriate phrases.

**INTERRUPTING AND DISAGREEING POLITELY**

* English is a polite language. For this reason, it is advisable to indirectly contradict a person. It is rude to do it directly.
* Although conversation is a two way street, interrupting a speaker is usually regarded as rude. However, at times you need to interrupt. When then can one interrupt?
* You can only interrupt to:

1. Ask a question;
2. Make a correction;
3. Offer an opinion; and
4. Ask for clarification.

In this section, we shall learn how to interrupt and disagree politely.

**Steps to Interrupting**

It is important to take note of the following steps when interrupting a speaker during a conversation or during a discussion:

1. Signal to the speaker that you have something to contribute by implementing the body language such as:
2. Making eye contact;
3. Slightly raising your hand;
4. Sitting forward on your seat;
5. Quietly clearing your throat; or
6. Coughing quietly.
7. Wait patiently until the speaker pauses or incase of a lull in the conversation.
8. Speak clearly using polite phrases. These phrases will be learnt later.
9. Wait for the speaker to acknowledge your request to speak before you do so.
10. After you have spoken, thank the speaker and allow them continue.
11. Take a deep breath and calm yourself before interrupting when you feel angry or annoyed.
12. Take care to use low tone of voice.

**Avoid:**

1. Unnecessary interruptions.
2. Finishing speaker’s sentences.
3. Interrupting to correct the speaker unnecessarily.
4. Speaking harshly or using disparaging comments.

**Phrases used in Interruption**

Below is the list of phrases which you can use to politely interrupt someone:

* May I say something here?
* I am sorry to interrupt, but …
* Excuse me, may I add to that…?
* Do you mind if I jump in here?
* Before we move on to the next point, may I add …?
* Sorry, I didn’t catch that, is it possible to repeat the last point?
* I don’t mean to intrude ….
* Sorry to butt in, but …
* Would this be a good time to ….?
* Excuse the interruption, but …
* I hate to interrupt, but …
* I know it is rude to interrupt, but …

**How to Disagree Politely**

The tips that follow will help you handle disagreements without annoying the other person in a discussion or discussion:

1. Actively listen to the other person’s point of view. This helps in showing respect and understanding of the other person’s perspective.
2. Stay calm even if you feel angry.
3. Acknowledge the other person’s point of view before the buts.
4. Disagree only with the person’s idea but not he person.
5. Use polite phrases to respectfully disagree.
6. Speak in a low tone.
7. Give some credence to the other person’s point of view before challenging it. For example, say: **It’s partly true that I bought this phone at a cheap price, but …**

**Disagreeing Politely Expressions**

* I agree up to a point, but …
* I see your point, but …
* That’s partly true, but …
* I’m not so sure about that.
* That’s not entirely true
* I am sorry to disagree with you, but …
* I’m afraid I have to disagree
* I must take issue with you on that
* It’s unjustifiable to say that..

**NEGOTIATION SKILLS**

* This is the process of discussion between towo or more disputants, aimed at finding the solution to a common problem.
* It is a method by which people settle their differences.
* It is also the process by which a compromise or agreement is reached while avoiding arguiment.
* There could be a difference between people with different aims or intentions, especially in business or politics. When this happens, they have to reach an agreement.
* Negotiation skills will be helpful when:
* Haggling over the price of something;
* Negotiating with your employer e.g. for higher salary;
* Negotiating for peace/ solving conflict;
* Negotiating for better services; etc.

**Stages Of Negotiation**

1. Preparation comes first. During this time, ensure all the pertinent facts of the situation is known in order to clarify your own position. It will help in avoiding wasting time unnecessarily.
2. Discussion then follows. This is the time to ask questions, listen and make things easier to understand. At times, it is helpful to take notes to record all points put forward.
3. Negotiate towards a win-win outcome. Each party has to be satisfied at the end of the process.
4. Agreement comes after understanding both sides’ viewpoints and considering them.
5. Implement the course of action. If for example, paying the amount, it has to be paid.

**Points Every Negotiator Should Consider**

1. Ask questions, confirm and summarise. These three activities ensure that there is no confusion on what each party wants.
2. Acknowledge each other’s point of view. Show that you have listened to and understood their perspective. Show appreciation of the other person’s point of view.
3. Listen attentively to the other person.
4. Respond to negative comments and complaints. Avoid confrontational language.
5. Behave in a confident way, but don’t be rude. Make polite but firm requests.
6. Give options/alternatives. You can both win if you recognise that you share a common ground.

**Exercise**

**You are planning to buy a new model car.**

1. Write down three relevant facts you would want to know before going to buy the car.
2. State any three hints for the negotiators you would consider when haggling over the price of that car.

**PAYING ATTENTION (LISTENING)**

Listening is different from hearing. When you listen, you understand both the verbal and non verbal information.

*Why should you listen?* You listen:

* To obtain information
* To understand the message
* For enjoyment
* To learn

In this section, we shall learn the techniques of active listening.

**Techniques of Paying Attention**

In order to benefit from a talk as the listener, you should take note of the following key tips:

1. keep an open mind. Listen without judging the speaker or mentally criticizing their message they pass. You just have to hold your criticism and withhold judgment.
2. Familiarize yourself with the topic under discussion. Audience tend to listen more if they have idea of the topic being discussed. How then can one familiarize himself/ herself with the subject? They can do this by:
3. Reading from the books.
4. Reading from the internet.
5. Asking for ideas from those who know.
6. Use the speaker responses to encourage the speaker to continue speaking. You will also get the information you need if you do so. Some of the speaker responses we use include:
7. Slightly nodding the head, but occasionally.
8. Smile occasionally.
9. Using small verbal comments like yes, uh huh, mmmh, I see, etc.
10. Reflecting back e.g. you said …
11. Take notes on the important points. This can in itself be a distractor. You should therefore know when to and when not to take notes.
12. Listen for the main ideas. These are the most important points the speaker wants to get across and are repeated several times.
13. Wait for the speaker to pause before asking a clarifying question. Just hold back.
14. Avoid distractions. Don’t let your mind wander or be distracted by other people’s activities. If the room is too cold or too hot get the solution to that situation if possible.
15. Sit properly. Sit upright
16. Make eye contact with the speaker. when you do this you will be able to understand the non verbal messages too.

**Signs of Inactive Audience**

You can easily tell whether your audience listens or not. The inattentive listeners tend to posses the following characteristics:

1. Fidgeting
2. Doodling
3. Playing with their hair
4. Looking at a clock or watch
5. Picking their fingernails
6. Passing small pieces of paper to one another
7. Shifting from seat to seat
8. Yawning

**Barriers to Effective Listening**

There are many things that get in the way of listening and you should avoid these bad habits so as to become a more effective listener. These factors that inhibit active listening include;

1. Lack of interest in the topic being discussed.
2. Unfamiliarity with the topic under discussion.
3. Fear. One might fear being asked a question and in the process fail to look at the speaker.
4. Noise. In case of noise the listeners might not get what the speaker is saying.

**Exercise 1**

MwangiMwaniki, the author of one of the set text you study, is coming to your school to give a talk on the themes in his novel.

1. How would you prepare for this big day?
2. State what you would do to ensure you benefit from the talk during the presentation.

**ORAL NARRATIVES**

**FEATURES OF ORAL NARRATIVES**

Oral narratives have many features. The main ones include:

* Use of opening formula. This is used to indicate the beginning of a story. It also remove the audience from the world of reality and take them to the world of fantasy. A world of fantasy is where bones speak, a king is the lion, etc. some commonly used opening formula phrases are ‘ **a long time ago…**’, ‘**once upon a time**’, ‘**there once was ….**’, and ‘**long, long ago…**’
* Use of Closing formula. It makes the end of a story. It also removes the audience from the world of fantasy and take them back to the world of reality. Here are examples of closing formulae:
* And that is why …
* And there ends my story.
* From then onwards …
* To come to the end of my story …
* Use of idiophones. There is the use of words that imitate the movement or sounds made by characters in the story. For example,
* The bees flew buzz buzzbuzz.
* The woman laughed hahahahaha.
* The branch was cut kacha.
* Repetition. A word, phrase, a song, or even a sentence can occur more than once in a story. The repetition is meant to bring out the meaning.
* Use of songs. Many narratives have songs. The songs perform the following functions:

1. Brings out the character traits.
2. Brings out the theme.
3. To entertain.

* Fantasy.
* Use of suspense. Here the audience is left wondering what will happen next.
* There is also the use of dialogue. A character speaks directly to the other. Dialogue is used to bring out the theme, character traits as well as to develop the plot of the story.

**TECHNIQUES OF STORY TELLING**

* There are several story telling devices a narrator can decide to use when delivering an oral narrative.
* The techniques a narrator can use include:
* **Use of gestures.** Gestures are meant to reinforce the idea. For example when talking about a character going, you can stretch your arm to show that.
* **Altering your facial expressions** according to the emotion and feelings in the story. Do not frown when the emotion happy.
* **Varying the tone of your voice** depending on what you are saying and who is saying it. The tone should be low when for example a small animal talks, and high when a big one speaks.
* **Changing the pace of narration.** There are those unimportant details that can be said faster.
* **Involving the audience in the narration.** Asking them to join you when singing will be okay.
* **Use of mimicry.** Here a narrator imitates the walking style of a character, etc.

**NON VERBAL SKILLS IN LISTENING AND SPEAKING**

**IMPORTANCE OF RESPECTING PERSONAL SPACE**

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

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

The personal space varies depending on factors such as:

1. Gender
2. Trust
3. Relationship
4. Familiarity with the person.

**Why Respect People’s personal Space?**

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

**General Personal Space Rules**

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

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

**Dealing with Space Intrusion**

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

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

**Exercise**

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

**FACIAL EXPRESSIONS**

* The face you wear is a great component of emotion and feeling.
* The various facial expressions represent various feelings. A smile for example, represents joy, while a scowl, anger.
* When speaking or listening, flex your facial muscles as appropriate. You can’t smile when the speaker is talking about incidence of tragedy. Doleful face will do.
* Remember your face is like a switch and will keep changing depending on the feelings and emotions.

**Some words for Describing Facial Expressions**

|  |  |
| --- | --- |
| **Emotion/ Feeling** | **Facial Expression** |
| Approval/ agreement | **Appealing** |
| Happy and peaceful | **Beatific** |
| Angry or unhappy | **Black, grave** |
| Worried | **Bug-eyed** |
| Sad | **Doleful** |
| Confused | **Quizzical** |
| Surprised | **Wide-eyed, quizzical** |
| Extremely happy | **Radiant** |
| Embarrassed | **Withering** |

**GESTURES**

* A speaker will always move part of their body especially a hand, arm or the head when speaking.
* This is done to express the idea or meaning.
* As a speaker you can use illustrators of what you are saying using your hands. They will add mental image to what is being conveyed. For example,
* Headshake to mean ‘no’.
* Use hands to form the shape of heart to express love.
* Use the hands to form the bow shape to show the big belly. Etc.

**EYE CONTACT**

* Did you know you can use your eyes to listen? We use the eyes to listen to another person’s body language – gesture included.
* An eye is a powerful tool of effective communication.
* Let us learn some situations that demand different uses of the eyes. For example:

1. When arguing, hold your gaze.
2. When deferring, lower your eyes.
3. When loving someone, stare in the pool of their eyes.

* Making eye contact is very vital as you can get the feedback from your listeners, on your message. When you notice they are bored you know you have to make adjustments and when they show enthusiasm then this will help in pumping you up.
* Too much eye contact by the listener indicate they have interest in either you or the information you are putting across.
* Speakers tend to look up:

1. At the end of their utterances.
2. To indicate to the others to have their turn.

* Speakers tend to look away when:

1. Talking non-fluently.
2. Thinking
3. Not sure of the topic.

**BOWING/CURTSYING**

* A curtsy is a polite gesture of respect or reverence made chiefly by women and girls.
* It is the female equivalent of males’ bowing.

**When to Bow or Make Curtsy**

* To end a performance.
* To show respect.

**How to Curtsy**

* Lower your head.
* Hold your skirt at the edges with both hands.
* Place your right foot behind the left.
* Bend your knees outward

**APPERANCE AND GROOMING**

How you look when speaking in front of an audience or when going for an interview is very crucial. It both boosts your confidence level and build respect.

Your appearance involves the clothes you wear as well as how you groom.

Grooming on the hand involves what you do to your body other than the clothing. Your personal hygiene is the simplest term that can replace the term grooming.

**Clothing**

The kind of clothe you wear will depend on such factors as:

1. Your occupation;
2. Weather;
3. Location; and
4. Your preference.

**Guidelines for Clothing**

1. Your cloth should fit comfortably.
2. The cloth should also be neat and clean.
3. Wear the right cloth for appropriate occasion.

**Grooming**

Read the grooming checklist below.

1. Your hair should be lean, trimmed and neatly arranged.
2. If you are a man, ensure your facial hair is freshly shaved.
3. Fingernails should be neat, clean and trimmed.
4. Teeth should brushed and with fresh breath.
5. Body should be freshly showered.
6. If a woman, use make up sparingly and be natural looking.
7. Use perfumes/aftershave/colognes sparingly or even use non at all.

**Exercise**

Ayub has been invited to an interview. State four grooming mistakes he should be careful to avoid.

**INSTRUCTIONS TO FRIENDS AND RELATIVES**

**GIVING AND RECEIVING INSTRUCTIONS**

Giving clear instructions is one of those things that seems easy to do but actually are more complex.

The tips that follow will help you in giving clear instructions:

1. Get the attention of the other person. Be sure you have the attention of the person, or people, you are giving instruction. This is one way in which you will tell whether they are listening. Do you know ways to get the attention of a child or even a group of people in some noisy place? Here are some suggestions;

* Ring the bell
* Bang the table/door
* Switch off the lights
* Clear your throat
* Blow the whistle, and many others.

1. Use simple language that can be understood. Avoid using too much vocabulary.
2. Break instructions down and deliver them in steps. Give one instruction at any given time to avoid any confusion.
3. Repeat instructions to them.
4. Be loud enough.
5. Give instruction beginning with a verb i.e. use the imperative forms. For example: **Take three cups…**
6. Ask them repeat instructions to you in their own words.
7. Make eye contact.

**Exercise**

You are a mother. On a certain day, very early in the morning, you want to go to pay your friend a visit. Before you leave, you have decided to leave your 6-year old son instructions on how to prepare his lunch.

1. Make a list of methods you would use to get his attention before giving instructions.
2. Other than getting his attention, how else would you ensure you leave him clear and understandable instructions?

**GIVING DIRECTIONS**

Once in a while people will ask you to lead them to their destination. If it is not possible to do this then the best thing to do will be to give them directions to those places. The most important thing to do is to be brief and clear.

Let us learn the steps to giving the clear directions.

**Steps to Giving Clear Directions**

1. Give the direction with few turns. Remember shortcuts may be faster, but at times are complicated especially in the case of many turns.
2. Indicate the turns—whether left or right. Tell them to turn a left or a right. For those who know cardinal points, you can use north, south, west, or east.
3. Mention the landmarks, for example, a large clock, a school, a river, e.t.c. Tell them: `you will see a blue church…
4. Specify distance. Offer the Ballpark Figures (rough estimates of the time and length of travel). The three ways of specifying the distance are:
5. Telling them how many streets or buildings to pass;
6. Giving them distance in kilometres, metres , or miles;and
7. Telling them how much time in minutes or hours it will take them to reach their destination.
8. Warn them about any confusing parts of the route. For example, let them know of a narrow road that people normally miss.
9. Say which side of the street or road their destination is on. There could be two houses that look alike on either sides of road. Tell them: My house is on the right.
10. Repeat directions to them and allow them repeat back directions to you.
11. Draw a simplified map if paper and pencil or pen are available.
12. Give them a drop-dead point. This is the place when if you reach you know you are lost and have to make a U-turn. For example, tell them: if you see a big black billboard you have gone too far.

**Exercise**

Your church is in the same estate you live. Your mother goes to a different church. On this particular Sunday she has decided to join you later in your church. For that reason, she asks you to give her the direction to the church.

1. Mention three ways you would specify her the distance from your home to the church.
2. Apart from specifying the distance, how else would you ensure she reaches the church when giving her the direction?

**ANSWERS ON ORAL SKILLS**

**PRONUNCIATION OF VOWEL SOUNDS**

/ᶦ/

* Hill
* Sit
* Still
* Blip
* Fill
* Blink
* Thrill

/i:/

* Jeep
* Creek
* Greased
* Teal
* cheat

/e/

* jet
* bed
* wet

**PRONUNCIATION OF CONSONANT SOUNDS**

**Exercise 1**

Sound /s/: seven, students, first, test, licen**c**es

Sound /z/ : driver’s, licence**s,** Thursday

**Exercise 2**

1. Garage
2. Gift
3. Go
4. Digit
5. Entangle
6. Gecko

**Exercise 3**

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

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

**Exercise 4**

**Sound /f/ : fo**rgive, **f**or, **f**orgetting, le**f**tover, **f**ood

**Sound /v/ :**forgi**v**e, lefto**v**er

**DIPHTHONGS**

1. Gate
2. Made
3. Male
4. Pail
5. Pane
6. Plane
7. Sail
8. Tail
9. Vane/vein
10. Waste
11. Weight
12. Ate
13. Sow
14. Know
15. Tow
16. Groan

**MINIMAL PAIRS**

**Exercise 1**

1. Heat
2. Shit
3. Teen
4. Pitch
5. Leap
6. Knit
7. Keep
8. Ill
9. Grid
10. Peel
11. Skid
12. Scheme

**Exercise 2**

1. Hid
2. Mess
3. Hem
4. Led
5. Fin
6. Led
7. Din
8. Pig

**Exercise 3**

1. Fail
2. Pen
3. Hell
4. Sail/sale
5. Whale
6. Met
7. Read/red
8. Debt
9. Main
10. Stead

**Exercise 4**

1. Bat
2. Much
3. Mud
4. Flash
5. Come
6. Dam
7. Sung
8. Ankle
9. Crush
10. Suck
11. Damp
12. Tag

**Exercise 5**

1. Merry
2. Bland
3. Kettle
4. Vet
5. Sex
6. Track
7. Tread
8. Mat

**Exercise 6**

1. Fir/fur
2. Hard
3. Purse
4. Firm
5. Shirk
6. Cart

**Exercise 7**

1. Ban
2. Vote
3. Best
4. Bowels
5. Bent
6. Very
7. Lobes
8. Verb

**Exercise 8**

1. Very
2. Leave
3. Fast
4. Vine
5. Halve
6. Prove
7. Fail
8. Grieve
9. Carve
10. Vault
11. File
12. Strife

**Exercise 9**

1. Bad
2. Got
3. Ride
4. Ant
5. add
6. Bet
7. Bought
8. Aid
9. Bed
10. feed
11. Hid
12. Heard
13. Mad
14. Meant
15. need
16. Not
17. Said
18. Plate
19. Sad
20. Debt

**Exercise 10**

1. Tag
2. Flock
3. Tuck
4. Come
5. Cash
6. Jag
7. Gave
8. Sack
9. League
10. Grab
11. Glass
12. Could
13. Coat
14. Block
15. Gill
16. Duck
17. Cut
18. Lock
19. Rag
20. got

**HOMOPHONES**

1. bee, be
2. see, sea
3. aye, eye
4. pee, pea
5. tea, tee
6. ewe, you

**SILENT LETTERS**

1. b
2. s
3. c
4. t
5. c
6. b
7. s
8. h
9. d
10. d
11. n
12. t
13. t
14. h
15. t
16. t
17. t
18. b
19. t
20. e
21. p
22. x
23. m
24. b
25. z
26. ue
27. e
28. th
29. th
30. s

**STRESS**

**Exercise 1**

1. Bamburi cement was used to cement the bridge.
2. After leaving us his address, he will address those students over there.
3. He had to permit us to do business since we had a business permit.
4. The content of the letter will content the man.
5. Sert, de
6. es, cort
7. re, sume
8. test, con
9. vict, con

**Exercise 2**

* I – no one else loves your sister’s handwriting.
* Love – I don’t hate your sister’s handwriting
* Your – Not any other person’s sister
* Sister’s – not your brother’s or your uncle’s
* Handwriting – It I only your sister’s handwriting I love, not her walking style or her cooking.
* You – all the others came early
* Came – you did not leave late
* Late – Not early
* Yesterday – the rest of the days you came early

**INTONATION**

1. Falling
2. Falling
3. Falling
4. Falling
5. Rising
6. Rising
7. Rising
8. Falling
9. Falling
10. Rising
11. Falling
12. Falling
13. Rising
14. Falling
15. Rising
16. Falling
17. Falling
18. Falling

**PUNS**

1. Interest has multiple meanings. Interest is the state of wanting to do something. It is also amount paid at a particular rate for money borrowed from the bank.
2. There is a twist on the word ‘tired’ which is originally supposed to be spelt ‘tyred.’
3. Up to something means doing something wrong. It also means the stairs could be leading him to another floor.
4. The word ‘Santa’s’ has been twisted. It is supposed to be spelt ‘sentence’.
5. Charged means passing electric current. It also means being formally accused in the court.

**TONGUE TWISTERS**

**Exercise 1**

* Alliteration: **c**ough, **c**arries, **c**offin, **c**arry
* Consonance: cou**gh**, o**ff**, co**ff**in, o**ff**
* Repetition: off
* Alliteration**: w**itches, **w**ere, **w**atching, **w**atches, **w**hich, **w**itch, **w**ould, **w**atch, **w**hich, **w**atch
* Consonance: wi**tch**es, wa**tch**ing, wa**tch**es, whi**ch**, wi**tch**, wa**tch**, whi**ch**, wa**tch**
* Repetition: watch, which, two
* Alliteration: **b**lack, **b**ug, **b**leeds, **b**lack, **b**lood, **b**lue, **b**ug, **b**leed
* Consonance: b**l**ee**d**s, b**l**oo**d**, b**l**ee**d**
* Repetition: black, blood, bug repeated
* Sibilance: wi**sh**, wa**sh**, Iri**sh** …. Or consonance
* Alliteration**: w**ish, **w**ash, **w**atch

**Exercise 2**

1. It is a tongue twister.
2. The sound /s/ and /ᶴ/

**RIDDLES**

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

**RHYME**

**Exercise 1**

1. Violently
2. Day
3. shaking
4. terror
5. Forget

**Exercise 2**

aabcddbceeccffccgghh

**ALLITERATION AND ASSONANCE IN POEMS**

**Alliteration**

* **B**lack **B**reweries **b**raveness /b/
* Tracers ticking Time /t/
* Black braveness baselessly /b/
* Mirror, my emotion moves momentarily /m/
* And others

**Assonance**

* **I**n **i**nk **i**ncorporat**i**ve **i**nd**i**vidualism
* D**i**rected d**i**agonal
* Etc.

**Consonance**

* Little, black, baselessly /l/
* Black believes /l/
* Determined, destinies /t/

**DEBATE**

**I could have:**

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

**INTERVIEWS**

**Exercise 1**

1. Questions

* How would you handle cases of indiscipline among the students?
* Will you appoint prefects in charge of discipline?
* What punishment will you mete out on those who are indiscipline? Etc.

1. **I would;**

* Inform him about the interview.
* Arrive early for the interview.
* Prepare the place to interview him..

1. **I would;**

* Allow him enough time to respond to the questions.
* encourage him to speak by slightly nodding my head.
* Make eye contact with him.

**Exercise 2**

1. Ms Naomi is a good interviewer because;

* She warmly welcomes Mr. Josh, hence making him feel free to speak.
* She also offers to take Mr. Josh along with her for lunch.

1. Mr. Josh:

* Explains her answers well.
* Is honest. When asked whether he has written in any scientific journal he says not yet.

**SPEECHES**

**Exercise 1**

1. **I would;**

* Do some research on the topic.
* Practice adequately.
* Write down my points.
* Dress and groom well.

1. **I would;**

* Effectively use gestures to reinforce my ideas.
* Make eye contact with my audience.
* Wear appropriate facial expressions.
* Speak loud enough to be heard by all.
* Pronounce my words correctly.
* Pause at key points to let the information sink.
* Speak slowly to allow my points be processed.

**Exercise 2**

1. Makufuli could have:

* Had shaking hands
* Sweating palms
* Dry mouth
* Rapid heartbeat
* Squeaky voice
* Knocking knees, etc

1. Makufuli probably:

* Could have dressed uncomfortably.
* Could have failed to research on the topic.
* Could have failed the first time and could have feared to fail again.
* Could not have rehearsed his speech.

**DISCUSSION**

* Choose group leaders.
* Do research on the topic to get facts.
* Write the points.
* Arrive early for the discussion.
* Gather writing materials to use.
* Ensure each point given is backed up.
* Ensure members speak with moderation.
* Speak clearly.
* Take notes on what is discussed.
* Ensure members listen to each other.

**ORAL REPORTS**

* Prepare the photo to show the police.
* Ask the neighbours questions to get more facts.
* Practice how to report.

1. **I would:**

* Vary my tone appropriately.
* Make eye contact with the officer.
* Use gestures effectively.
* Pause at key points.
* Speak loud enough enough.
* Speak slowly.

**USE OF COURTEOUS LANGUAGE**

**Exercise 1**

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

**Exercise 2**

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

**TELEPHONE ETIQUETTE**

**Exercise 1**

1. The patterns include;

* Answering of the phone – Hello, …
* Request -- May I speak to the principal, please?
* The caller is told the principal is not in the office at the moment.
* Pauline is asked to leave a message.
* Pauline leaves the message for the principal.
* The call finishes with pleasantry – have a nice day.

1. Evidences:

* She introduces herself to the secretary.
* She ends the call with pleasantry.
* She speaks politely to the secretary.

**Exercise 2**

1. I would:

* Ensure I have adequate airtime.
* Go to a quiet place.
* Jot down what to tell the doctor.
* Ensure the place to make the call has network.

1. I would avoid:

* Talking too loudly
* Engaging in an argument with the doctor.
* Interrupting the doctor.
* Being distracted by other activities.

**Exercise 3**

Joan could have failed to:

* Identify herself at the beginning of the call.
* Speak clearly and slowly.
* Speak with a low tone of voice.
* End the call with a pleasantry.

**APPROPRIATE CHOICE OF REGISTER**

1. Credex is a school. There is the use of words such as ‘pieces of chalk’, and the ‘deputy principal’.
2. The two are friends .
3. At first it is formal. But when the receptionist realizes it is Dorothy calling it becomes informal.

**Formal**

Is this the credex?

**Informal**

How is the going?

Lunch today?

**NEGOTIATION SKILLS**

* Know the prices elsewhere
* Whether I can get discount
* Whether the purchase of the car comes with any offer
* Whether the car is in high demand
* Whether the car is readily available. Etc.

1. I would:

* Make polite but firm requests.
* Ask questions and summarise to avoid confusions.
* Respond to negative comments from the seller.
* Give alternatives.
* Show appreciation of the seller’s viewpoint.
* Listen attentively to the seller.
* Ensure we arrive at a clear agreement acceptable to both of us.

**PAYING ATTENTION**

1. I would:

* Read the set book to remind myself of the themes.
* Ensure I sit where I would be comfortable.
* Prepare questions to ask him.

1. I would:

* Take down the main points.
* Make eye contact with the author.
* Hold back until the speaker pauses before I interrupt.
* Encourage the speaker to continue speaking by using some responses.
* Avoid interruptions.

**IMPORTANCE OF RESPECTING PERSONAL SPACE**

He could have failed to:

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

**APPEARANCE AND GROOMING**

I would avoid:

* Dirty unarranged hair
* Dirty fingernails
* Foul breath teeth
* Unbathed body
* Excess make up
* Excess perfumes or colognes

**GIVING AND RECEIVING INSTRUCTIONS**

* Switch off the lights in his room
* Call his name
* Bang the table beside him
* Clap my hands
* Use simple language
* Give one instruction at a time
* Be loud enough
* Repeat the instruction.
* Ask him if he has any question
* Ask him repeat instructions back to me.
* Make eye contact.

**GIVING DIRECTIONS**

* Giving the distance in metres.
* Telling her time in minutes.
* Telling her the number of streets to pass.
* I would give her the route with minimal turns.
* I would indicate the turns.
* Mention the landmarks.
* Warn her about any confusing part of the route.
* Have her repeat directions back to me.
* Draw a simplified map.