



ANSWERS TO GRADE 9 ENCYCLOPEDIA



1.0 CITIZENSHIP

Let Us Begin *(Refer to page 83)*

1. Keeping the environment clean.
Protecting public property.
2. Respect teachers and learners.
Follow school rules.
Keep the school clean.
Take part in school activities.
3. It shows responsibility and respect. School property belongs to everyone.
4. Example: Picking up litter or returning a lost item.
5. It shows good character and integrity.
6. Lead by example.
Promote honesty.
Remind others of shared values.
7.
 - a) Citizenship: Being a recognised member of a country with rights and responsibilities, such as in Kenya.
 - b) Civic Duty: A responsibility citizens have towards their country or community.
 - c) Allegiance: Loyalty or commitment to one's country or institution.

A. Listening and speaking

Polite Language

Activity 1: *(Refer to page 83)*

1.

Citizenship requires us to treat all members of society with dignity and respect. For example, instead of saying that someone has **died**, we may say they have passed away. When referring to people who are **old**, we can politely call them senior citizens. In matters of justice, a person who is taken to a **prison** is said to be sent to a correctional facility. Communities should also support citizens who are **poor** by providing equal opportunities. We must appreciate the work done by **garbage collectors** who help keep our towns clean. In addition, we should show kindness to people who are **blind** by assisting them when necessary. Using polite expressions promotes respect and unity among citizens.

2. **Examples of polite words used in the passage:**
 - a) Passed away
 - b) Senior citizens
 - c) Correctional facility
3. They show respect, kindness and consideration for others.
4. A colleague once thanked me politely for my help. It made me feel appreciated and respected.
5. They build trust, reduce conflict and promote mutual respect.
6. **Other ways to show respect and good manners:**
 - a) Listening attentively
 - b) Helping others
 - c) Keeping promises
 - d) Being punctual
 - e) Following rules

Activity 2: *(Refer to pages 83-84)*

1. To show respect, promote understanding and maintain peace.
2. He remained calm, respectful and fair. He enforced the law while educating the rider.
3. He apologised, admitted his mistake and promised to obey traffic rules.
4. **Polite and respectful expressions used in the dialogue:**
 - Good afternoon, sir.
 - Could you please pull over?
 - I appreciate your honesty.
 - I apologise.
 - Thank you for your service.
 - Have a safe journey.
5. **Situations where it is appropriate to use polite words:**
 - Speaking to teachers or elders.
 - Talking to law enforcement officers.
 - Requesting help.
 - Resolving conflicts.

Activity 3: *(Refer to pages 84-85)*

1. They soften harsh statements and protect people's feelings.
2. **Situations where euphemisms are necessary and how to use them effectively:**
They are useful when discussing death, illness, age or personal hygiene. Use clear but gentle expressions that are not misleading.

Practice Exercise *(Refer to page 85)*

1. It shows respect, builds trust and promotes positive interaction.
2. I feel disrespected, unimportant or hurt.
3. Yes, due to distraction or not hearing properly.
4. **Ways to show politeness in communication:**
 - Greeting others properly
 - Listening attentively
 - Saying please and thank you
 - Speaking respectfully
5. It strengthens trust, reduces conflict and encourages mutual respect.

B. Reading

Activity 1 *(Refer to page 85)*

1. **Discussion of reading materials**
 - a) **Fiction texts** – Imaginary stories created by an author.
 - b) **Non-fiction texts** – Texts based on real facts and information.
 - c) **History** – Study of past events and people.
 - d) **Novels** – Long fictional narratives.
 - e) **Biographies** – Books written about a person's life by someone else.
 - f) **Autobiographies** – Books written by a person about their own life.
2. **Examples**

4

- a) Fiction: *Harry Potter and the Philosopher's Stone*
- b) Non-fiction: *A Brief History of Time*
- c) History: *The Second World War*
- d) Novel: *Things Fall Apart*
- e) Biography: *Long Walk to Freedom* (also an autobiography)
- f) Autobiography: *The Diary of a Young Girl*

3. **What to consider when selecting reading material**

- Age and reading level
- Interest or purpose
- Author's credibility
- Relevance to study or research

4. Fiction is based on imagination, while non-fiction is based on real facts and true events.

Practice Exercise *(Refer to pages 85-86)*

1. **Main idea of the passage**

Road safety is a shared civic responsibility, and all road users must follow rules to protect themselves and others.

2. **Specific details supporting the main idea**

- Drivers must obey speed limits and traffic lights.
- Road signs guide behaviour and promote safety.
- Pedestrians and cyclists must follow rules and use crossings.
- Ignoring rules can lead to accidents affecting others.

3. a) **Evidence that road safety is a shared civic responsibility**

- Drivers, pedestrians, and cyclists all have duties to follow rules.
- Ignoring rules by anyone can cause accidents affecting others.

b) Why drivers should obey speed limits

- To protect pedestrians, cyclists, and fellow motorists from accidents.
- It is both a legal obligation and a civic duty.

c) Who is a pedestrian and their role

- A pedestrian is someone walking on the road.
- They promote good citizenship by using crossings and obeying signals.

d) Meaning of “speeding could be seen as flirting with danger”

- Driving over the speed limit risks lives and shows disregard for others.

e) Meaning of “unfortunate incidents”

- Accidents or mishaps that result in injury or loss of life.

f) Why children and elderly are described as vulnerable

- They are less able to protect themselves from accidents.

g) Responsibilities of pedestrians

- Use designated crossings, obey signals, and cross safely.

h) Two values of good citizenship shown by road users

- Responsibility
- Respect for life and others

i) Meaning of words

- **Mishaps** – Accidents or minor incidents.
- **Disregard** – Ignoring or not caring about rules.
- **Restrictive** – Limiting or controlling behaviour.
- **Safeguard** – Protect or keep safe.
- **Vigilant** – Alert and watchful.
- **Designated** – Officially set or assigned for a purpose.

C. Grammar in use

Gender Neutral Language

Activity 1 (Refer to page 86)

1. It shows respect for all genders, avoids excluding anyone, and promotes fairness and equality in communication.
2. Use **neutral pronouns** such as “they/their”.
Use **gender-neutral job titles** like “chairperson” instead of “chairman”.
3. These terms assume the gender of the people in the group and can exclude or stereotype those who do not identify with that gender.
4. It fosters inclusion, reduces gender stereotypes, and makes everyone feel valued and recognised.
5. It ensures that all candidates feel welcome to apply, regardless of gender, and reduces bias in hiring.

Activity 2 (Refer to page 87)

1. Completed Table

Male	Female	Gender neutral word
Fireman	Firewoman	Firefighter
Policeman	Policewoman	Police officer
Businessman	Businesswoman	Businessperson
Waiter	Waitress	Server
Chairperson	–	Chairperson

2. Gender bias is unfair treatment or assumptions about people based on their gender.

3. Strategies to be gender sensitive when referring to parents or family members

- Use neutral terms like **parent** instead of mother/father when gender is unknown or irrelevant.
- Avoid assuming roles based on gender, e.g., both men and women can be caregivers.
- Alternate or rotate references to both genders to promote inclusivity.

4. It avoids limiting people to traditional roles, encourages equality, and prevents assumptions about abilities or responsibilities based on gender.

Activity 3 (Refer to page 87)

1. Language that unfairly favours one gender over others.
2. **Two words that refer specifically to males:**
 - Man
 - Chairman
3. **Pronoun repeatedly used:**
 - He
4. **Why “he” is considered gender biased:**
It assumes a good citizen is male and excludes women.
5. **Phrase suggesting only men can be leaders:**
 - “If elected as the chairman of a community-based group”
6. **Gender-specific job title:**
 - Policeman
7. **Gender-biased word describing a leader:**
 - Chairman
8. **Phrase that assumes a good citizen is male:**
 - “A good man is involved in his community affairs.”
9. **One sentence that excludes women:**
 - “A good man is involved in his community affairs.”
10. **Why “a good man” is gender biased:**
It suggests that only men can be good citizens.
11. **Expression suggesting leadership is linked to men:**
 - “Ordinary man or a leader”

12. Why replace gender-specific words when writing about citizens?

To promote equality and include all genders.

Practice Exercise (Refer to page 87)

1. A. chair or chairperson
2. Accepted gender-neutral alternatives to mankind:
B. human beings or humanity
C. people
3. Servers is a gender-neutral job title for:
A. waiters and waitresses
4. Gender-neutral alternative to grandmother or grandfather:
A. grandparent
5. Pronoun for a person whose gender is unknown:
C. they
6. Meaning of sibling:
B. brother or sister
7. Alternative to secretary:
B. administrative assistant
C. personal assistant (PA)
8. Meaning of spouse:
A. husband or wife
9. Example of gender-neutral informal address:
C. "Hello, everyone!"

D. Reading: Play**The Structure and Setting of a Play****Activity 1 (Refer to pages 88-89)**

1. Tom, Mary, James, Amina and Mr Kombo.
2. They were worried about corruption and tribalism and felt powerless to change them.

3. He acted as a guide and mentor who encouraged the students to take responsibility and lead change.
4. Start with small honest actions, reject corruption, avoid tribalism and lead by example.
5. Scene 3, when the students agree to organise a campaign.
6.
 - Scene 1: Classroom during break time.
 - Scene 2: Same classroom.
 - Scene 3: Classroom discussion.
 - Scene 4: School stage during an assembly.
7. Hopeful, inspired and united.

Practice Exercise (*Refer to page 89*)

1. **Beginning, middle and end of the play:**
 - **Beginning:** Students argue about corruption and tribalism during break time.
 - **Middle:** Mr Kombo advises and encourages them to start changing themselves.
 - **End:** The students organise and present a school campaign against corruption and tribalism.
2. **Purpose of each scene:**
 - **Scene 1:** Introduces the problem and conflict.
 - **Scene 2:** Provides guidance and develops the theme.
 - **Scene 3:** Shows planning and resolution of the conflict.
 - **Scene 4:** Presents the outcome and success of their actions.
3. **Where events take place and the influence of the school environment:**
 Events take place in a classroom and later on the school stage. The school setting encourages discussion, teamwork and leadership among students.
4. **When events happen:**
 - a) **Break time** – Scene 1.
 - b) **A few weeks later** – Scene 4.

5. In Scene 3, the students reflect on their teacher's advice and decide to take action. They plan a school campaign against corruption and tribalism by organising debates, making posters and involving the whole school.

Revision Exercise 1 (Refer to page 90)

1. Two examples of responsible citizenship:

- In school: Following rules and caring for school property.
- In the community: Obeying the law and participating in community activities.

2. Importance of polite language:

Polite language promotes respect, reduces conflict and strengthens unity among citizens.

3. Two examples of euphemisms and why they are preferred:

- *Passed away* instead of *died* – it softens the message.
- *Senior citizen* instead of *old person* – it shows respect.

4. One example of each reading material and what to consider:

- **Fiction:** *Things Fall Apart* – consider interest and reading level.
- **Non-fiction:** *A Brief History of Time* – consider the purpose and reliability of the author.

5. Three gender-biased words and neutral alternatives:

- Chairman – Chairperson
- Policeman – Police officer
- Fireman – Firefighter

6. Structure of the play *United for Change*:

a) Main conflict:

Students disagree on how to address corruption and tribalism.

b) Turning point:

Mr Kombo shares a story and encourages them to take small actions.

c) **Resolution:**

The students organise a school campaign to fight corruption and tribalism.

d) **Setting and influence:**

The play is set in a school classroom and stage. The school environment encourages discussion, leadership and collective action.

2.0 SCIENCE FICTION

Let us begin

(Refer to page 91)

- a) **Artificial intelligence** – The simulation of human intelligence in machines that are programmed to think, learn and make decisions.
- b) **Smart cities** – Urban areas that use digital technology and data systems to improve services, infrastructure and the quality of life for residents.
- c) **Virtual reality** – A computer-generated environment that allows users to experience and interact with a simulated world as if it were real.
- d) **Space station** – A large spacecraft placed in orbit around the Earth where astronauts live and conduct scientific research for extended periods.

A. Listening and Speaking

Activity 2

(Refer to page 92)

1. Correct Matches

- ii) I soar through space, shining bright, guiding travellers in the night. → A star
 - iii) I'm not from Earth, but I visit often. I come in peace, no need to soften. → An alien
 - iiii) I'm made of metal, but I'm not a car. I think, I move, I even spar. → Robot
 - iv) I'm faster than light, I bend through time. I take you to places that are quite sublime. → Spaceship
 - iv) I'm a future world, far from here, where the skies are purple and the oceans clear. → A distant planet.
- a) They use descriptive and figurative language.
They present clues indirectly, requiring the reader to think carefully.

- b) Imagination helps the reader to visualise the clues, while inference helps them to draw logical conclusions from the hints given.
- c) Riddles encourage learners to analyse clues, make connections, and evaluate possible answers before selecting the correct one.

2. Correct Matches

- ii) A stitch in time saves nine → Fixing a small problem right away prevents it from becoming a bigger issue.
 - iii) An apple a day keeps the doctor away → Eating healthy can help you avoid illness.
 - iiii) Action speaks louder than words → What people do is more important than what they say.
 - iv) Practice makes perfect → The more you practise, the better you become at it.
 - iv) Don't judge a book by its cover → Don't form opinions about people or things based on their appearance.
 - ivi) Two heads are better than one → Working together with someone can lead to better solutions than working alone.
 - ivii) Better late than never → It is better to do something late than not do it at all.
- a) A proverb gives a direct moral lesson or piece of advice, while a riddle is a puzzle that requires guessing or solving.
 - b) They are short and memorable statements.
They express wisdom or moral lessons based on experience.
 - c) Proverbs guide behaviour by teaching values such as honesty, patience and hard work. They pass down wisdom from one generation to another.
 - d) They preserve culture by passing on language, traditions, values and oral literature from one generation to the next.

Practice Exercise *(Refer to page 92)*

2. A riddle is a short puzzle or question that describes something cleverly or indirectly and requires careful thinking to solve.

3. Solve the following riddles.

- a) Water
- b) Sponge
- c) The moon
- d) An atom

e) A bridge

f) Wind

g) A mushroom

4.

- a) If someone is determined, they will find a way to achieve their goal.
- b) Telling the truth is the best way to build trust and avoid problems.
- c) A true friend supports you during difficult times.
- d) People who act quickly or start early are more likely to succeed.
- e) A person's character is more important than their physical appearance.

B. Reading

Simple Poems

Activity 1 (*Refer to page 93*)

1. The last words in each line rhyme. For example, *grow*, *flow* and *glow* have similar ending sounds.
2. The word “**joy**” is repeated.
3. The poem is memorable and interesting because it uses rhyme, repetition and vivid imagery to create a joyful and pleasant mood.

Activity 2 (*Refer to page 93*)

1. The poet repeats the line to emphasise that ideas grow through science.
2. Rhyming pairs: glow/know, try / sky.
3. The poem has three stanzas.
4. Repetition creates emphasis and makes the message memorable.
5. The speaker is a scientist or learner in a lab.
6. The main theme is the excitement of scientific discovery.
7. The poem shows curiosity and discovery through words like experiment, explore, ask questions, discover, create.

8. It encourages learners to be curious, explore, and think creatively in school.

Practice Exercise (Refer to page 93)

1. Science is compared to a magic show.
2. Activities mentioned: mixing, measuring, exploring nature, counting bees, studying plants.
3. Science helps us learn, grow, and see how things flow.
4. We can explore bees and plants in nature.
5. Science sparks our minds.

C. Grammar in use

Nouns and Quantifiers

Activity 1 (Refer to page 94)

1.
 - a) Please add some milk for me.
 - b) There are **many** cows in the cowshed.
 - c) Allow me **a little** time to complete the homework.
 - d) There are **a few** desks in the classroom.
2. The general term for the words in the box is **quantifiers**.

Activity 2 (Refer to page 94)

1. Nouns in the passage:

- farmer
- market
- apples
- pears
- vendor

- fruit
- vegetables
- tables
- honey
- milk
- home
- air
- smell
- goods
- aroma
- coffee
- morning

2.

Categorised into count and non-count nouns:

Count nouns	Non-count nouns
farmer	fruit
market	honey
apples	milk
pears	air
vendor	smell
vegetables	aroma
tables	coffee
goods	
morning	

Practice Exercise

(Refer to pages 94-95)

1. **Countable or uncountable nouns:**
 - a) milk → **uncountable**
 - b) room → **countable**
 - c) butter → **uncountable**

- d) song → **countable**
 e) music → **uncountable**
 f) minute → **countable**
 g) tea → **uncountable**
 h) child → **countable**
 i) key → **countable**
2. **Use a, an or some:**
- a) I have **a** good idea.
 b) That's **an** interesting job!
 c) They have found **some** gold in that old mine.
 d) Do the Smiths have **a** yellow van?
 e) Look! He's having **some** sandwiches.
 f) He always likes **a** piece of chocolate.
 g) I have **some** homework to do for tomorrow.
 h) There's **a** nice girl in the red car.
 i) Would you like **some** milk with your cookies?
 j) How about **some** grapes?
3. **Use "much" or "many":**
- a) There isn't **much** milk left in the fridge.
 b) You shouldn't eat so **many** sweets.
 c) My friend doesn't eat **much** fruit.
 d) I don't have **much** time to practice basketball.
 e) There aren't **many** people in the shops today.

D. Reading: Plot

Practice Exercise (Refer to pages 95-96)

1. Orwa's actions and mood at the beginning of Act II, Scene 1:
Orwa is pacing up and down, picking up and replacing cushions, and shaking his head. His mood is angry, frustrated, and distressed.
2. He is angry because his son Oka released all the workers from the farm, which Orwa sees as a challenge to his authority and a threat to his reputation.
3.
 - Orwa calls Tai angrily to summon Oka.

- Tai warns him to take it easy.
 - Orwa insists on calling Oka.
 - Kolla and Tai enter the room.
 - Kolla accidentally knocks over the flower vessels, which break.
 - Oka approaches and enters the living room.
4. Tai intervenes and steps between Orwa and Oka, trying to prevent Orwa from hitting his son.
 5. The letter explains that the workers are unhappy with the harsh working conditions, have decided to claim their rights and refuse to continue working, and may resort to action if conditions do not improve. Oka informs his father that he released the workers for their well-being.
 6. Correct order of events:
 - c) Orwa calls Tai angrily.
 - d) The flower vessels fall and break.
 - b) Tai reads the letter aloud.
 - a) Oka enters the living room.
 - e) Orwa threatens to discipline Oka.
 7. The letter introduces a conflict between Orwa's authority as the farm master and Oka's decision to empower the workers, creating a father-son tension over leadership and justice.

Revision Exercise 2 (Refer to page 97)

1. Fill in the blank spaces with the quantifiers:
 - a) **Both** David and Juma went to the cinema hall.
 - b) There isn't **enough** sugar in the tea.
 - c) Mr Mlafi left **a lot of** food on his plate.
 - d) **Each** child was given a new tablet.
 - e) If you add **more** sugar in the tea, it will affect your health negatively.
 - f) Maria bought **enough** meat for the whole family.
 - g) Mzito lost **little** money on gambling.
2. Construct sentences using the quantifiers:
 - a) **A few** students stayed after school to finish their project.
 - b) **Some** books were missing from the library shelf.

- c) **Many** people attended the village festival.
 - d) **Several** birds were seen flying over the farm.
 - e) **Lots of** water flowed down the river after the rain.
 - f) **None of** the answers on the test were correct.
3. **Insert speech marks or brackets correctly:**
- a) Mzee Jomo Kenyatta (1964 – 1978) was the first president of the Republic of Kenya.
 - b) The poem “**Peer Influence**” was written by David.
 - c) “We shall conduct a practical lesson tomorrow,” said the teacher to grade nine learners.
 - d) “We are not among them,” denied Leslie.
 - e) My best friend, now in senior school, is a very funny person.
 - f) “Can scientists find a solution to the problem of global warming?” inquired Muna.

3.0 ENVIRONMENTAL CONSERVATION

Let us begin (*Refer to page 98*)

3. Role of schools and young people in promoting environmental conservation:

- Educating peers and community members about conservation.
- Organising tree-planting and clean-up activities.
- Promoting recycling and proper waste management in schools and homes.

4. Possible effects of poor waste management in a community:

- Pollution of land, rivers, and air.
- Spread of diseases and health problems.
- Destruction of natural habitats for animals and plants.
- Unpleasant living conditions and foul smells.

5.

- a) Afforestation – The planting of trees in an area where there were no trees before.
- b) Recycling – The process of collecting and converting waste materials into new usable products.
- c) Waste management – The collection, transportation, treatment and proper disposal of waste materials.

- d) Soil erosion control – Methods used to prevent soil from being washed or blown away by wind or water.
- e) Sustainability – Using resources in a way that meets present needs without harming future generations.
- f) Environmental stewardship – The responsible use and protection of the environment through conservation and sustainable practices.
- g) Community clean-up – An organised activity where people work together to collect and dispose of litter in their area.
- h) Pollution prevention – Actions taken to reduce or eliminate the creation of pollutants in the environment.
- i) Conservation practices – Activities that protect and preserve natural resources such as water, soil, forests and wildlife.
- j) Climate action – Efforts taken to reduce climate change and its effects, such as reducing greenhouse gas emissions.

A. Listening and speaking

Activity 2 (*Refer to pages 98-99*)

1. The passage explains how different human activities contribute to environmental pollution in a coastal town.
2. The characters mentioned in the passage.
 - Farmers
 - Fishermen and their families
 - Factory workers
 - Factory owners
 - Motorists
 - Traders
3. How characters contribute towards environmental pollution
 - **Farmers** used hazardous fertilisers and pesticides that polluted the river.
 - **Factories** released harmful gases and dumped waste into the ocean.

- **Motorists** emitted smoke and fumes that polluted the air.
4. They start very early in the morning.
 5. They earn their living by fishing in the sea and selling fish.
 6. Places mentioned in the passage.
 - A small coastal town
 - Farms
 - River
 - Coast / sea / ocean
 - Factories
 - Town centre
 - Roads
 7. Meanings of words as used in the passage:
 - a) **Unravel** – To gradually become known or begin to go wrong.
 - b) **Expansive** – Large in size or covering a wide area.
 - c) **Hazardous** – Dangerous or harmful.
 - d) **Peanuts** – A very small amount of money.
 - e) **Oblivious** – Not aware of what is happening around you.

Practice Exercise (Refer to pages 99-100)

1. The speaker addresses oppressors or people who try to belittle and suppress her.
2. What expressions suggest a past time of suffering or oppression?

“Write me down in history with your bitter, twisted lies”

“Tread me in the very dirt”

“Out of the huts of history’s shame”

“Past that’s rooted in pain”

“Nights of terror and fear”

“Dream and the hope of the slave”

3. Places mentioned in the poem.
 - a) Living room

- b) Back yard
- c) Huts of history's shame
- 4. Two actions done against the speaker.
 - a) Shooting her with words
 - b) Cutting her with eyes
- 5. Similes that describe the speaker's strength and resilience?
 - a) "Like dust, I'll rise"
 - b) "Just like moons and like suns"
 - c) "With the certainty of tides"
 - d) "Like air, I'll rise"
- 6. Words or phrases showing emotional pain or struggle:
 - a) Bitter, twisted lies
 - b) Broken
 - c) Weakened
 - d) Soulful cries
 - e) Hatred
 - f) History's shame
 - g) Pain
 - h) Terror and fear

B. Reading

Reading for Information and Meaning

Activity 1 (Refer to page 100)

- a) Skimming
- b) Scanning
- c) Skimming
- d) Scanning

Practice Exercise (Refer to pages 100-101)

1. They got water for drinking, cooking and washing, watered their animals, and caught fish for food and income.

2. The main characters are Lucy, George, and Mr Jabedo.
(Answers about similar people in school/community will vary.)
3. At dawn and twilight.
4. It reduced or stopped their fishing activities, affecting their food supply and income.
5. Because it was very important to the villagers' daily lives and survival.
6. They were saddened and disturbed, and they decided to take action.
7. It provided jobs but polluted the river, threatening their water source and livelihood.
8. They knew they could not solve the problem alone and needed support.
9. He wanted to protect the factory and believed it was following the law.
10. He saw the pain and determination of the young people and realised the factory had been careless.
11. He stopped releasing waste into the river, installed better waste management systems, and supported river clean-up efforts.
12. Meanings of the terms:
 - a) Twilight – The time just before sunrise or after sunset when there is little light.
 - b) Bold – Brave and confident.
 - c) Foul-smelling – Having a very bad smell.
 - d) Lifeblood – The most important part that keeps something alive.
 - e) Propelled – Driven or pushed forward.
 - f) Confront – To face or challenge someone directly.
 - g) Stern-looking – Having a serious and strict appearance.
 - h) Remorse – Deep regret or guilt for doing something wrong.

C. Grammar in use

Activity 1 (Refer to page 101)

1. Explanation of each sentence
 - a) This means it is her duty or obligation to care for and conserve the environment.
 - b) This means John is certain or plans to bring the materials.
 - c) This means you are allowed to take a break after properly throwing away waste.
 - d) This means the dog has the ability or permission to move around freely in that area.
 - e) This means it is advisable or recommended to arrive early.
2. They are called **modal verbs** (or **modals**).

3. Sentences using each highlighted word

- a) **Must** – We must plant more trees to protect our environment.
- b) **Will** – The community will organize a clean-up tomorrow.
- c) **May** – You may join the environmental club if you are interested.
- d) **Can** – She can recycle plastic bottles at school.
- e) **Should** – We should keep our surroundings clean.

Practice Exercise (Refer to page 102)

The modal verbs in the passage are:

- a) **Must**
- b) **Could**
- c) **Should**
- d) **Can**
- e) **Might**
- f) **Will**

D. Reading

Structure of a poem

Activity 1 (Refer to pages 102-103)

1. The poem has five stanzas.
2. Each stanza has six lines.
3. "A world to protect, a future to save."
4. "Not for play alone,"
5. "Trees that whisper"
"The earth's quiet plea"
6. They are used to make nature seem alive and able to communicate, helping readers feel more connected and responsible for protecting the environment.
7. Meanings of the words as used in the poem:

- Whisper – To speak very softly (here, trees are described as speaking gently).
- Beneath – Under or below something.
- Roam – To move around freely.
- Converge – To come together in one place.

Revision Exercise 3 (*Refer to page 103*)

1. We **should** plant more trees to help reduce carbon dioxide in the atmosphere.
2. Everyone **must** reduce plastic use to protect marine life.
3. We **can** conserve water by fixing leaks in our homes.
4. Factories **must** limit their emissions to prevent air pollution.
5. People **should** recycle more to decrease waste in landfills.
6. You **might** consider using public transportation to reduce your carbon footprint.
7. Farmers **must** avoid using harmful pesticides to protect the soil.
8. We **should** not waste energy by leaving lights on when they are not needed.
9. Companies **can** invest in renewable energy to reduce reliance on fossil fuels.

4.0 CONSUMER PROTECTION

Let us begin (*Refer to page 104*)

1. The people are in an open-air market.
2. A consumer is a person who buys goods or services for personal use.
3. The government should protect consumers by making and enforcing laws that prevent exploitation, ensuring fair prices, checking the quality and safety of goods, and punishing traders who sell fake or harmful products.

A. Listening and Speaking

Selective Listening

Activity 1 (Refer to page 104)

2. A person is listening attentively if they maintain eye contact, nod, respond appropriately, and avoid distractions.
3. Listening attentively helps one understand information clearly, avoid misunderstandings, and respond correctly.

B. Reading

Intensive Reading

Activity 1 (Refer to page 105)

1. He boasted that he had exclusive, high-quality ingredients that would make her dishes very delicious.
2. She found that the ingredients were stale and expired.
3. She felt angry and disappointed.
4. She gathered other affected customers and reported Otoyoy to the Consumer Protection Unit.
5. He informed them about their rights as consumers and the importance of being informed and careful when buying goods.
6. He hid behind a stack of bags to avoid confrontation.
7. "However, among the honest vendors, there was a cunning shopkeeper called Otoyoy."
8. He was found guilty and was to face consequences for his fraudulent practices.
9. The right to receive quality products and the right to truthful information.
10. They lacked knowledge and awareness of their consumer rights.

Practice Exercise (Refer to page 106)

C. Grammar in use

Present Perfect and Past Perfect Tense

Activity 1 (Refer to page 106)

2. The function of the words in bold (has listened, have discussed, had experienced) is to show the perfect tense. They are helping verbs (has, have, had) used with past participles to show completed actions.
3.
 - Maimuna has listened to her parents since break time. – Present Perfect Tense.
 - They have discussed their summary notes since this afternoon. – Present Perfect Tense.
 - Kajembe had experienced difficulties in using her wheelchair on those stairs. – Past Perfect Tense.

Activity 2 (Refer to page 106)

2. The actions happened in the past, but the exact time is not mentioned.
3. The tense of the verbs is the Present Perfect Tense.

Activity 3 (Refer to page 107)

2. The actions happened in the past before another past event.
3. The tense of the verbs is the **Past Perfect Tense**.

Practice Exercise (Refer to page 107)

1. Past Perfect Tense:

- *“After Mr Odumbe had taken a seat, Mr Omullo began...”*
 - *“...events that had happened long before he was born.”*
2. Present Perfect Tense:
 - *“...your son, Omuga, has been doing badly in one of his subjects.”*
 - *“Since the beginning of the term, he has not done well in a single Social Studies assignment.”*
 3. Helping verb: **had**
Tense used: **Past Perfect Tense**
 4. Present Perfect Tense
 5.
 - a) *“The teacher had complained.”* – The complaint was made earlier before another past event.
 - b) *“The teacher has complained.”* – The complaint was made in the recent past and is still relevant now.
 6. *Had happened* refers to something that occurred before another past event.
Has happened refers to something that occurred in the past but is connected to the present.
 7.
 - a) Omuga **has** not done well this term.
 - b) The teachers **have** reported the issue.

D. Reading

Play: Identification of Characters

Practice Exercise (Refer to pages 108-109)

1. The characters are Mr Tom, Officer Maneno, and Ayoko.
2.
 - Mr Tom – A deceitful salesperson who misleads customers.

- Officer Maneno – A consumer protection advocate who educates and defends consumers.
- Ayoko – A consumer who is misled but becomes empowered and stands up for her rights.

3. The adverbs used are: firmly, nervously, and assertively.

4.

- a) Mr Tom – Dishonest and fearful.
 b) Mr Maneno – Confident and authoritative.
 c) Ayoko – Brave and determined.

5.

- Mr Tom is deceitful at first but later regretful and apologetic.
- Mr Maneno is knowledgeable, supportive, and assertive.
- Ayoko is inquisitive, courageous, and confident.

6.

- a) Mr Tom – A dishonest trader or fraudulent salesperson.
 b) Mr Maneno – A consumer protection officer or a lawyer.

7. The moral lesson is that consumers should know their rights and stand up against deception, and sellers should be honest in their business dealings.

E. Writing

Narrative and Descriptive Paragraph

Activity 1 (Refer to page 109)

1. Paragraph 1 (The laptop) describes an item.
2. Paragraph 2 (No warranty) gives a narrative of events that happened some time back.
3. The writer of the second paragraph is Daniel (the story is told from his perspective).
4. The subject pronoun used in paragraph one is it.
5. The subject pronoun used in the second paragraph is he.

Revision Exercise 4 (Refer to page 110)

1. Using has, have, or haven't
 - a) Ronny **has just gone** out to the market.
 - b) The clock **has just struck** twelve.
 - c) The glutton **has eaten** all the food in the sufuria.
 - d) The boys **have cut** their hair.
 - e) I **have done** my assignments.
 - f) **Has** Ben **seen** his friend?
 - g) They **haven't sung** yet.
 - h) **Have** they **travelled** to Europe before?
 - i) John **has not come** with any presents to the party.
 - j) I **have advised** my friend against trusting all the advertisements on the commodities.
2. Using had
 - a) My uncle **had worked** in Nairobi for thirty years before retiring.
 - b) They **had moved** to Nakuru last year.
 - c) My sister **had drawn** beautiful pictures.
 - d) I **had learned** Arabic in my early years.
 - e) My brother **had played** this game before.
 - f) By the time we arrived home, the rain **had stopped**.
 - g) By 2025, they **had stayed** in Kisumu for thirty years.
 - h) Ojijo **had consulted** a surveyor before paying for the parcel of land.
 - i) The firefighters **had arrived** before the house was completely razed.
 - j) The meteorologists **had warned** us of the mudslide long before the rains started.

5.0 RELATIONSHIPS: COMMUNITY

A. Listening and speaking

Pronunciation: Sounds

Activity 1 (Refer to page 111)

1. Complete the words in the pictures:

- A. Jar
 - B. Judge
 - C. Jet
 - D. Jug
 - E. Watch
 - F. Watermelon
 - G. Wood
 - H. Window
2. Listen carefully to how your friend pronounces the /j/ and /w/ sounds.
3. **Comment on lip shape:**
- For /j/ (as in *jar* or *judge*), the lips are slightly spread and the tongue is raised close to the roof of the mouth.
 - For /w/ (as in *watermelon* or *window*), the lips are rounded and protruded while the sound is produced.

Activity 2 (Refer to page 111)

Sound /ai/ as in *cry*

- Tail
- Sail
- Mail
- Brain
- Rein
- Chain
- Type
- Gain
- File
- Spy
- Kite

- Smile
- Sky

Sound /ei/ as in *vein*

- Neighbour
- Weigh
- Eight
- Sleigh
- Pain
- Gate
- Great
- Bait
- Veil
- Great

Activity 3 (Refer to pages 111-112)

1. Words with the same sounds as the highlighted ones:

- **stay** → *way, play, say* (long /eɪ/ sound)
- **fine** → *line, mine, sign* (long /aɪ/ sound)
- **job** → *sob, rob, mob* (short /ɒ/ sound)
- **waste** → *taste, paste, haste* (long /eɪ/ sound)

2. Complete the table using similar-sounding words:

stay fine job waste

way line sob taste

play mine rob paste

say sign mob haste

Stress on content and function words

Activity 4 (Refer to page 112)

1. Words that carry the primary meaning (main content words):

- a) Joseph, friends, take part, community, service
- b) easy, offer, advice
- c) meeting, ended, resolution, made
- d) lady, offered, food, water
- e) try, give, call, tomorrow

2. Words that show positions, connect ideas, or help sentences make sense (function words):

- a) and, his, in, often
- b) it, may, not, for, us, any
- c) the, soon, after, had, been
- d) a, us, and
- e) I, will, to, you

3. Table:

Main Words (Content)

Helping Words (Function)

Joseph, friends, take part, community, service and, his, in, often

easy, offer, advice

it, may, not, for, us, any

meeting, ended, resolution, made

the, soon, after, had, been

lady, offered, food, water

a, us, and

try, give, call, tomorrow

I, will, to, you

Practice Exercise (Refer to page 112)

1. Content words in the sentences:

- a) knew, chief, address, concerns
- b) wrong, man, take, spade, consent

- c) ceremony, held, main, hall
 - d) citizen, obliged, abide, law
 - e) communities, Kenya, live, harmoniously
2. Function words in the sentences:
- a) We, that, would, our
 - b) It, was, for, the, our, without, our
 - c) The, was, in, the
 - d) Every, is, to, by, the
 - e) Most, in
3. Meaning when different words are stressed:
- a) **We** support each other... → Not others, but *we* support each other.
 - b) We **support** each other... → We *actively help*, not just ignore.
 - c) We support **each** other... → Everyone supports *one another individually*.
 - d) We support each **other**... → Focus on *mutual support*.
 - e) We support each other **in** our community... → Support happens *within the community*.
 - f) We support each other in our **community**... → Support is in *our own community*, not elsewhere.

B. Reading

Activity 1 (Refer to page 113)

1. Three reference materials and their main purposes:
- Dictionary – Gives meanings, spelling, pronunciation, and usage of words.
 - Thesaurus – Provides synonyms and antonyms to help vary word choice.
 - Encyclopedia – Offers detailed information on a wide range of topics, events, people, or concepts.
2. You would use a dictionary instead of a thesaurus when you want to know the meaning, spelling, or pronunciation of a word.
3. In an encyclopedia, you would look for detailed factual information about people, places, events, history, science, or other subjects.

Activity 2 (Refer to page 113-114)

1. How the people of Upendo Village lived in harmony:

The villagers were kind-hearted, generous, and supportive. They shared in each other's joys and sorrows, helped one another in times of need, and lived peacefully together as a united community.

2. Synonyms (using a thesaurus):

- **Triumphs** → victories, successes, achievements
- **Tribulations** → difficulties, hardships, challenges
- **Fury** → rage, anger, wrath
- **Panic** → fear, alarm, hysteria
- **Catastrophe** → disaster, calamity, tragedy
- **Adversity** → misfortune, hardship, difficulties

3. Antonyms (using a thesaurus):

- **Prosperity** → poverty, hardship
- **Generous** → selfish, stingy
- **Respectable** → disreputable, dishonorable
- **Diminished** → increased, strengthened
- **Strength** → weakness, fragility

4. Word class (using a dictionary):

- **Tranquil** → adjective (peaceful, calm)
- **Ferocity** → noun (savagery, intensity)
- **Precious** → adjective (valuable, cherished)
- **Resonated** → verb (echoed, produced a lasting effect)
- **Reconstructed** → verb (rebuilt, restored)

Practice Exercise (Refer to page 114)

3. Arrange in dictionary order:

- Acquaintance
- Empathy
- Institution
- Resolution
- Volunteer

C. Grammar in use

Order of Adjectives

Activity 1 (Refer to page 114)

1. The main setting of the story is **the small open public park**.
2. The main person described is **a kind young community leader**.
3. One activity that brings people together is **sharing stories and laughter**.
4. Two describing words for the community leader are **kind** and **young**.
5. The park is described as **small** and **open**.
6. The word that tells us the colour of the shirt is **blue**.
7. Adjectives used to describe the shirt: **bright, blue, traditional**.
8. Adjectives used to describe the stories: **interesting, old, local**.
9. Adjectives used to describe the meetings: **peaceful, evening, social**.
10. In the phrase “bright blue traditional shirt,” the first adjective is **bright**.
11. “Blue” comes before “traditional” because **colour adjectives usually come before type or origin adjectives** in English.
12. The order of adjectives in the story follows a typical pattern: **opinion → size → age → colour → origin/type → purpose → noun**.

Practice Exercise (Refer to page 115)

1. The **large, old, round wooden** table was in the corner.
2. She wore a **beautiful, long red silk** dress to the party.
3. The **tall, young, friendly African** man greeted us warmly.
4. They adopted a **cute little fluffy brown** puppy.
5. She carried a **nice new black leather** handbag.
6. He bought a **beautiful, costly red Japanese** car.
7. She wore a **large warm green woollen** scarf around her neck.
8. The **tall, young, cheerful Kenyan** boy played in the park.
9. He lived in a **magnificent, large, modern block** city apartment.
10. They picked **juicy, small, red** apples from the tree.
11. The **brave, tall young African** soldier marched confidently.

D. Reading: Play

Activity 1 (Refer to page 115)

1. **Meanings of features of style in a play:**
 - a) **Tongue twisters** – Phrases or sentences designed to be difficult to say quickly, often used to create humour or showcase a character’s skill with language.
 - b) **Proverbs** – Short, traditional sayings that express common wisdom or moral lessons, often used to convey advice or values in a play.
 - c) **Narration** – A storytelling technique where a narrator explains events, provides background, or connects scenes, helping the audience understand the story.
 - d) **Riddles** – Puzzles or questions with hidden meanings, used in plays to entertain, challenge the audience, or teach lessons indirectly.
 - e) **Local language** – The use of the community’s native language or dialect in a play, making it relatable and authentic to the audience.
 - f) **Songs** – Musical pieces included in a play to enhance emotion, emphasise themes, or entertain the audience.
2. **Relation of these features to the message in a play:**
 - a) **Tongue twisters** make the play lively and show characters’ wit or humour.

- b) **Proverbs** reinforce morals, values, or lessons in the story.
- c) **Narration** guides the audience, clarifies events, and links scenes.
- d) **Riddles** engage the audience and teach problem-solving or critical thinking.
- e) **Local language** connects the audience to the culture and makes the play realistic.
- f) **Songs** highlight emotions, themes, and help the audience remember important messages.

Activity 2(Refer to page 115)

1. Themes addressed in the play:

- a) Honesty and integrity
- b) Justice and punishment for wrongdoing
- c) Community unity and cooperation
- d) Consequences of theft
- e) Wisdom and leadership

2. Stylistic devices:

- a) **Similes:** “like a river during a drought,” “as sly as a fox,” “like a shadow that creeps in the night”
- b) **Metaphors:** “a dark cloud has descended upon us,” “we are like the acacia tree, strong and rooted in unity”
- c) **Proverbs:** “A stitch in time saves nine,” “A thief will always be caught, even if he hides in the darkest cave”

3. Importance of non-English words:

- a) They reflect the local culture and language (Swahili), making the play authentic and relatable.
- b) They help express emotions and unity within the community.

4. Proverbs showing Ngetich had to be punished:

- a) “A thief will always be caught, even if he hides in the darkest cave”
- b) “A stitch in time saves nine”

5. Importance of narrating some sections:

- a) Narration explains the setting, actions, and background events clearly.
- b) It helps the audience understand the story and follow the plot.

6. Role of the song in the play:

- a) Encourages unity and collective action among villagers.
- b) Highlights community values and reinforces the message of standing together against wrongdoing.

Practice Exercise (Refer to page 116)

a) Features of style used in the play:

- ii) **Similes** – Comparisons using “like” or “as” (e.g., “as sly as a fox,” “like a shadow that creeps in the night”).
- iii) **Metaphors** – Direct comparisons without “like” or “as” (e.g., “we are like the acacia tree, strong and rooted in unity,” “a dark cloud has descended upon us”).
- iiii) **Proverbs** – Traditional sayings conveying wisdom (e.g., “A stitch in time saves nine,” “A thief will always be caught, even if he hides in the darkest cave”).
- iv) **Narration** – Stage directions and descriptions of actions, settings, and character emotions.
- iv) **Songs** – Swahili song sung by villagers (“Tuko pamoja, kijiji chetu...”)
- ivi) **Local language** – Use of Swahili phrases (e.g., “Jameni,” “Ndiyo! Kweli kabisa!”)

b) Effects of the features of style on the message/theme of the play:

- ii) They **enhance understanding of the story** and make the plot more engaging.
- iii) They **highlight key themes** such as unity, justice, honesty, and community cooperation.
- iiii) They **make the play culturally relatable** and emotionally impactful.
- iv) They **emphasise morals** and teach lessons effectively.

c) Effects of each feature of style with examples:

- ii) **Similes** – Create vivid imagery and help the audience visualise characters and situations.
 - Example: “He is as sly as a fox” shows how cunning Ngetich is.
 - Effect: Emphasises the deceitfulness of the thief, reinforcing the theme of justice.
- iii) **Metaphors** – Strengthen the message and make abstract ideas concrete.
 - Example: “We are like the acacia tree, strong and rooted in unity.”
 - Effect: Highlights the strength of community togetherness and unity.
- iiii) **Proverbs** – Provide moral guidance and underline the consequences of actions.
 - Example: “A thief will always be caught, even if he hides in the darkest cave.”

- Effect: Shows that wrongdoing has consequences, reinforcing the theme of justice.
- ii) **Narration** – Gives context, explains character emotions, and sets the scene.
- Example: “The stage darkens to show nightfall. Kiptoo, Chebet and other villagers are hidden...”
 - Effect: Builds suspense and helps the audience follow the story.
- iv) **Songs** – Encourage unity and participation among characters and audience.
- Example: Villagers sing, “Tuko pamoja, kijiji chetu...”
 - Effect: Reinforces the theme of cooperation and solidarity.
- ivi) **Local language (Swahili)** – Adds cultural authenticity and engages the audience.
- Example: “Jameni!” and “Ndiyo! Kweli kabisa!”
 - Effect: Makes the play relatable and emphasises community identity.

E. Writing

Activity 1 (*Refer to page 116*)

1. Discussion about writing an official letter:

b) Typically, **two addresses** are used:

- **Sender’s address** – Your address at the top of the letter.
- **Recipient’s address** – The address of the person or organisation you are writing to.

2. Reasons why we write official letters:

- To request information or clarification.
- To apply for jobs, scholarships, or opportunities.
- To make complaints or report issues formally.
- To seek permission from an authority or organisation.
- To submit proposals or official documents.

- To communicate formally with institutions or organisations.

Activity 2 (Refer to page 117)

1. Sandra Aketch wrote the letter.
2. The letter was written to the Principal of Okok Senior Secondary School.
3. The letter was written to apply for admission into Grade 10 at the school.
4. Components of an official letter:
 - **Sender's address** – Sandra Aketch, Got Ongoo Junior School, P.O. Box 231, Kisumu
 - **Date** – 12th September, 2024
 - **Recipient's address** – The Principal, Okok Senior Secondary School, P.O. Box 46, Kisumu
 - **Salutation** – Dear Sir/Madam
 - **Subject line** – Re: Application for Grade 10 Placement
 - **Body of the letter** – Introduction, purpose, supporting details, and conclusion
 - **Closing** – Yours sincerely
 - **Signature and name of sender** – Signature, Sandra Aketch
 - **Enclosures (if any)** – Academic records, letters of recommendation

Revision Exercise 5 (Refer to page 117)

1. Position of the lips when pronouncing /w/:
 - The lips are **rounded and pushed forward** while the back of the tongue rises slightly toward the soft palate.
2.
 - (a) Two words with the /ai/ sound:
 - *Fine, stay*
 - (b) Two words with the /ei/ sound:
 - *Vein, waste*

(c) Sentence using one of the words:

- *I will stay at my friend's house this weekend.*

3. Difference between content words and function words:

- **Content words** carry the main meaning in a sentence (nouns, verbs, adjectives, adverbs).
- **Function words** help connect the sentence and show grammatical relationships (prepositions, conjunctions, articles, pronouns).

4. From the sentence: "Joseph and his friends often take part in community service."

- **Content words:** Joseph, friends
- **Function words:** and, his

5. One difference between a print dictionary and a digital dictionary:

- A **print dictionary** is physical and may take longer to search; a **digital dictionary** is online or on a device and allows **quick, instant searches**.

6. Correct order of adjectives:

- *She wore a beautiful, long, blue cotton dress.*

7. Why adjectives follow a particular order in English:

- Adjectives follow a standard order (opinion, size, age, shape, colour, origin, material, purpose) to make sentences **natural, clear, and easy to understand**.

6.0 LEISURE TIME

A. Listening and Speaking

Conversational Skills – Negotiation Skills

Activity 1 (Refer to page 118)

1. Polite phrases used in the conversations:
 - a) *“Can we play tennis this afternoon?”*
 - b) *“I would wish to go and play with my friends for a few minutes today.”*
 - c) *“It is fine to play with your friends, but I think you should do your homework first.”*
2. It is called a **dialogue**.

Practice Exercise (Refer to page 119)

1. Polite words and phrases from the conversation:
 - a) *“That sounds great.”*
 - b) *“I’d love to hang out.”*
 - c) *“I understand.”*
 - d) *“Sure, nine o’clock works for me.”*
 - e) *“I’m looking forward to it.”*
2. Wilson wanted to visit the orphanage.
3. Mungai wanted to go swimming.
4. They compromised by agreeing to visit the orphanage in the morning and go swimming in the afternoon, and settled on meeting at nine o’clock.

B. Reading

Reading Fluency

Activity 1 (Refer to page 119)

1. Reading at the right speed helps us understand the text better and avoid missing important information.

2. Accurate reading ensures we pronounce words correctly and grasp the true meaning of the text.
3. Reading with expression makes the text interesting and engaging, and helps convey the feelings and tone of the story.
4. We can practice reading regularly, listen to fluent readers, read aloud, and learn new vocabulary.

Practice Exercise (Refer to page 120)

2 e) Which non-verbal cues did you use as you were reading the passage? Name them.

- Eye movement along the lines, facial expressions, hand gestures, and pauses for punctuation.

C. Grammar in use

Comparison of adjectives

Activity 1 (Refer to page 120)

2. The highlighted words (*more fluently, hardest, earlier*) are used to compare actions or qualities. They show comparative or superlative forms.

3. Identify more adjectives that can be used for comparison:

- *taller, tallest*
- *smarter, smartest*
- *faster, fastest*
- *brighter, brightest*
- *stronger, strongest*
- *happier, happiest*

Activity 2 (Refer to page 121)

1. **Degrees of comparison of adverbs** from the passage:

Positive degree (basic form of the adverb):

- often

- sometimes

Comparative degree (used to compare two actions):

- more than (help me relax **more than** anything else)
- more peaceful
- more immersed
- more relaxing
- more accomplished

Superlative degree (used to compare more than two actions):

- most enjoyable
- most refreshing
- most entertaining
- most (used in “We enjoy each other’s company **most...**”)

3.

- The lion roars **loudly**.
- The artist paints **beautifully**.
- The moon shines **brightly**.
- He slept **soundly**.
- The thief crept **quietly**.
- We have waited **patiently**.

Activity 3 (*Refer to page 121*)

1. Corrected sentences

- She completed the assignment **faster** than her classmates.
- James runs **more quickly** than anyone else on the team.
- The teacher explained the lesson **more clearly** than before.
- They arrived **earlier** than expected.
- Mary speaks English more fluently than her sister **does**.

2. Categorisation of words

Positive	Comparative	Superlative	Regular/Irregular
easily	more brightly	loudest	Regular
quickly	more frequently	most smoothly	Regular
careful	better	best	Irregular (good)
happily		most	Regular
little			Irregular
sharply			Regular
wonderfully			Regular
		nearest	Regular

Practice Exercise (Refer to page 121)

1. Comparative and Superlative of the Adverbs

Adverb	Comparative	Superlative
briefly	more briefly	most briefly
clearly	more clearly	most clearly
well	better	best
badly	worse	worst
carefully	more carefully	most carefully
freely	more freely	most freely
fast	faster	fastest

2. Complete the sentences with the correct degree of adverbs

- a) Nancy's train leaves **later** than Jane's but **earlier** than mine.
- b) Benjamin talks very loudly, but his brother talks even **louder**.
- c) When I moved **farther/further** from where I stood, I saw the bracelets.
- d) The patient was **worse** yesterday than he is today.
- e) The team is **more willingly** to play today than yesterday.
- f) She ran **faster** than in her previous race to secure a better time.
- g) Out of all the learners in the class, Amos performed the **best** on the exam.
- h) This cake tastes **better** than the one we had last week.
- i) He works **harder** during the holiday than he does during the school year.
- j) Our school typist types **more quickly** than she writes.

3. Corrected comparative adverbs in sentences

- a) Toby runs **faster** than Emmanuel.
- b) Of the twins, Nyaboke reads **most flu**
- c) The teacher explained the instructions **more clearly**.
- d) Betty works **more slowly** than all of us.
- e) He dresses **better** than his brother.

D. Intensive Reading: Play

Activity 2 (Refer to pages 122-123)

1. The importance of balancing work and leisure for well-being.
2. Bosire and Wafula encourage Onyango to take a break and enjoy leisure activities. Onyango initially resists but eventually joins, showing the positive impact of relaxation.
3. The author believes that taking time off from work for leisure is beneficial and helps refresh the mind.
4. Onyango, who initially refuses to play due to work, eventually decides to join the game, showing a change in his perspective.
5. Balancing work and leisure to maintain health and happiness.
6. Onyango starts hesitant and focused solely on work but gradually enjoys the game, suggesting that breaks improve mood, energy, and productivity.
7. The playground and park setting visually represent relaxation and fun, reinforcing the idea that leisure activities help people unwind and enjoy life.

Practice Exercise

E. Writing

A. Words with double consonants and double vowels

Activity 2 (Refer to page 123)

- A. Balloon
- B. Moon
- C. Puppy
- D. Soap
- E. Parrot

Activity 3 (Refer to page 123)

2.

a) The **colour words** in these sentences (little, good, smooth, balloon) all **describe nouns**. They are either **adjectives** (like “little” describing “girl”) or **nouns with descriptive features**. They also often contain **double letters** in spelling.

b)

- **little** → **tt**
- **balloon** → **double l**

c) A **double vowel** is when the same vowel appears twice in a row.

- **good** → **double o**
- **smooth** → **double o**
- **balloon** → **double o**

B. Homonyms and Homophones

Activity 4 (Refer to page 123)

1. The highlighted words: **bat, bark, ring** appear **more than once** in the sentences. They are spelt the **same** and pronounced the **same**, but they are used in **different contexts with different meanings**.
2. Even though the meanings are different:
 - The **spelling stays exactly the same**.
 - The **pronunciation stays exactly the same**.
 - Only the **meaning changes depending on the context** of the sentence.
3. **Answer: Homonyms** – words that are spelt and pronounced the same but have different meanings.

Activity 5(Refer to page 124)

1. Underlined homonyms:
 - a) She made a right turn at the traffic light because it is important to do what is right.
 - b) She didn't feel well after spending some time fetching water from the well.
 - c) Please sink the dishes in the water before washing them in the sink.
 - d) Obiero sat under the palm tree as the sun gently heated his palm.

Activity 6 (Refer to page 124)

2. The highlighted words in each pair:

- **flowers / flour**
- **two / too**
- **blew / blue**

They **sound exactly the same** when spoken.

- 3.

- The **spelling is different** for each word.
- The **meanings are different** depending on the context:
 - **flowers** → plants; **flour** → powder for baking

- **two** → number; **too** → also / very
- **blew** → past tense of blow; **blue** → color

4. These words are called **homophones**: Words that sound the same but have different spellings and meanings.

Activity 7 (Refer to page 124)

1. Underlined the homophones:

- a) The man wearing a pair of glasses sells the sweetest pear in this town.
- b) I stood at the top of the hill to see what was happening at the seashore.
- c) I rode my bicycle on that busy road.
- d) Tom threw a Frisbee through the window.
- e) The plane carrying the president touched down on the plain.

Revision Exercise (Refer to page 124)

1. Sentences with double letters underlined:

- a) His letters were filled with sweet messages.
 - **Double consonants:** letters (**tt**)
 - **Double vowels:** sweet (**ee**)
- b) The coffee was too hot to drink.
 - **Double consonants:** coffee (**ff**)
 - **Double vowels:** too (**oo**), coffee (**ee**)
- c) That interesting game can make you very happy.
 - **Double consonants:** happy (**pp**)
- d) The forest is covered with evergreen trees.

- **Double vowels:** trees (**ee**)

e) We went **swimming** on a **sunny** day.

- **Double consonants:** swimming (**mm**), sunny (**nn**)

f) I keep a **parrot** as my pet.

- **Double consonants:** parrot (**rr**)

g) We **travelled** to Kisumu and back on the Musyokae day.

- **Double consonants:** travelled (**ll**)

h) The head of state will address the nation in the **afternoon**.

- **Double vowels:** afternoon (**oo, ee**)

3. Fill in the blanks with the correct word

- He decided to **write** a letter to his friend.
- I need to **buy** a new shirt for the event.
- The **meat** was cooked perfectly for supper.
- My bicycle **tyre** needs replacement.
- Kombo bought a **new** pair of shoes.
- The flower produces a nice **scent**.

7.0 NATURAL RESOURCES: MARINE LIFE

Let us begin (Refer to page 125)

- Beneath the deep blue ocean, in a coral reef.
- Marine life (the coral reef ecosystem).
- It provides food and shelter for sea creatures.
- Marine life must be conserved to prevent it from disappearing.

3. Vocabulary Meanings

- A. **Coral reef** – A ridge of rock in the sea formed by coral, providing habitat for marine life.
- B. **Marine ecosystem** – A community of living organisms interacting in the ocean environment.
- C. **Predator** – An animal that hunts and eats other animals.
- D. **Biodiversity** – The variety of plant and animal life in a particular habitat.

A. Listening and speaking

[Listening for Details; Picking out the main idea and the details](#)

Activity 1 (*Refer to page 125*)

1. **The main idea** – Marine life faces serious threats such as pollution and overfishing, which require urgent action.
2. **Marine life comprises** – A wide range of organisms, from the smallest plankton to the largest whales.
3. **Oceans get polluted** – Through waste such as plastic, chemicals, oil, pesticides and heavy metals.
4. **Plastic pollution affects marine life** – By entangling animals, being eaten and causing poisoning or blockages, and disrupting food chains through microplastics.
5. **Oil spills are dangerous** – Because they coat animals and plants, disrupting their growth and habitats.
6. **The main idea in the last paragraph** – Global cooperation and action are needed to protect and preserve marine ecosystems.

B. Reading

[Intensive Reading: Interpretation and evaluation](#)

Activity 1 (Refer to page 126)

1. I read carefully to understand the main idea, key details and the writer's message. I look at vocabulary, tone, context and implied meanings to understand what the text truly communicates.
2. I examine the accuracy, relevance and reliability of the information. I judge whether the arguments are logical, the evidence is strong and whether the text is credible and well-written.
3. a) Grading essays written by your friends – **Reading for evaluation**
 b) Assessing arguments during debates – **Reading for evaluation**
 c) Assessing the reliability of online information – **Reading for evaluation**
 d) Reading poems, plays and short stories – **Reading for interpretation**

Practice Exercise

1. They illustrate examples of marine life and show the effects of pollution mentioned in the passage.
2. They produce a large percentage of the oxygen we breathe.
3. It depletes fish populations, making it difficult for species to survive and reproduce, thus disrupting ecosystems.
4. They are called 'rainforests of the sea' because they support many species. They protect coastlines and provide habitats.
5. Pollution, overfishing and climate change.
6. Using reusable bags, bottles and straws; supporting sustainable fishing; buying eco-friendly products.
7. Because humans depend on oceans for food, oxygen and climate regulation.
8. Yes. The author gives clear examples such as food supply, oxygen production and climate regulation.
9. They are effective if widely practised. Reducing plastic use would have the most significant impact.
10. Larger-scale efforts are more impactful because they enforce laws and protect vast marine areas, though individual actions also contribute.
11. Protecting marine life ensures the survival of all life on Earth.

C. Grammar in use

Activity 1 (*Refer to page 127*)

1. They are used at the beginning of questions or to introduce clauses giving more information.
2. They are trying to find out about a person.
3. Who, which, whose and what.
4. 'Who' as a relative pronoun, introduces extra information about a noun; as an interrogative pronoun, it begins a direct question.

Practice Exercise (*Refer to pages 127-128*)

1. Correct words

- a) **Who**
- b) **Who**
- c) **Which**
- d) **That**
- e) **Whom**
- f) **that**

2. Interrogative pronouns

- a) **Who**
- b) **Whom**
- c) **Whose**
- d) **Where**
- e) **How**
- f) **What**
- g) **Which**
- h) **Why**
- i) **Where**
- j) **Who**

D. Intensive Reading: Play

Practice Exercise (Refer to pages 128-129)

1. Kiptoo, Apiyo, Mwangi, Fatuma and the Beach Vendor.
2. They were swimming, resting and eating snacks.
3. He threw a plastic bottle and wrappers into the ocean.
4. They pollute the water and harm marine animals.
5. He realised that small actions cause great harm.
6. Everyone has the duty to protect marine life.
7. Because they cleaned the beach and protected the ocean.
8. Positive and responsible.
9. I would advise them to stop and dispose of the litter properly.

E. Writing

The Writing Process

Revision Exercise 7 (Refer to page 129)

1. Fill in the blanks

- a) Jim can't remember the room **where** he left his glasses.
- b) He showed us the car **which** he wants to buy.
- c) That's the man **who** stole my bag.
- d) I still remember the moment **when** I first saw her.
- e) We have never met the neighbours **whose** flat is above ours.

2. Choose the best answer

- a) The festival **which** lasted all day ended with a banquet.
- b) I am looking for someone **who** can watch my dog while I go on vacation.

- c) The police needed details **that** could help identify the robber.
- d) The clubhouse, in **which** the dance was held, housed about 200 people.

8.0 TOURISM: INTERNATIONAL

Activity 1 (Refer to page 130)

1. Mountain Gorillas; Victoria Falls; Burj Khalifa.
2. Rwanda; Zambia; United Arab Emirates.
3. Tourist attractions.
4. It generates income, creates employment and earns foreign exchange.
5. A tourist.
6. Victoria Falls.

A. Listening and Speaking

Oral Poetry

Activity 2 (Refer to page 130)

1. Travelling and adventure.
2. A traveller encouraging others to explore the world.
3. Clear expression and lively delivery.
4. By varying tone, pitch and volume appropriately.
5. Used gestures, facial expressions and eye contact.
6. By increasing confidence and improving voice projection.

Practice Exercise (Refer to page 131)

1. Touring Kenya and appreciating its beauty and culture.
2. “When I tour Kenya” is repeated at the beginning of each stanza.

3. To emphasise the theme and create rhythm.
4. Bright–light; roam–home; flow–blow; grand–stand; spice–nice; feast–increased; views–hues; soar–forevermore.
5. When describing exciting parts such as wildlife, food and adventure.
6. When mentioning dances, songs and delicious food.
7. Smiling, hand gestures to show size and beauty, and expressive facial expressions.

B. Reading

Reading for interpretation: Point of view in a poem

Activity 2 (Refer to page 131)

1. The internet and global connectivity.
2. Stanza One Explanation:
 - There is a place I love to visit – The persona enjoys going to a special place.
 - Far, far away beyond the desert – The place seems distant.
 - From my continent quite apart – It is outside his continent.
 - Even when I'm within my gate – He can access it from home.

Main message: The internet connects him to distant places while at home.
3. First-person point of view. Pronouns: *I, my, I'm*.
4. It reflects how people use the internet to access global information and experiences from home.

Activity 3 (Refer to page 132)

2. The speaker is a netizen (internet user).
3. The growth and use of the internet for global communication.
4. The poem presents a person using a computer to explore the world online, accessing information and entertainment from different continents while at home.

Practice Exercise (Refer to page 132)

1. A third-person narrator.
2. Outside.
3. Thoughts.
4. Clock.
5. Leading runner.
6. Sweating.
7. The fifth-place runner.
8. Anguished.
9. Different.
10. Strong and clear.
11. To watch.
12. Won the race.

C. Grammar in use

Complex Prepositions

Activity 1 (Refer to page 133)

2. They show position or location in the sentences.
3. Prepositions (or prepositional phrases).

Activity 2 (Refer to page 133)

- a) The tourists stood **in front of** the museum.
- b) She decided to go to school **instead of** staying home.
- c) The cat crept **underneath** the table to escape **from** the dog.
- d) He finished his project **in addition to** his regular duties.
- e) We found the book **amongst** the old magazines on the shelf.
- f) We were all excited **about** the trip.
- g) Grace placed her backpack **next to** the door.

Practice Exercise (Refer to page 133)

1. Tom is going to be promoted **because of** his hard work.
2. Everybody went to bed early **except for** Jenny, who decided to watch YouTube videos all night.
3. Phillip decided to go out for a walk **in spite of** freezing weather.
4. The teacher spoke to Jack's parents **with regard to** their son's performance at school.
5. I'm very good friends with your new boss **thanks to** you!
6. You should use olive oil **instead of** butter. It's healthier.
7. If you want to improve the taste of this dish, you should use pepper **as well as** salt. The more spices, the better!
8. The supermarket is open every day until 8 pm **except for** Sunday, when it closes at 5 pm.
9. Only couples are allowed at the party, so take Emma **along with** you.
10. It's going to be a sunny day today, **according to** the weather forecast.
11. I'm travelling this week, but you can call me **in case of** a problem.

Reading

Poetry: Characters

Activity 1 (Refer to pages 133-134)

1. One voice.
2. The speaker is a person praising Africa.
3. Africa.
4. Vast, beautiful, rich in culture and nature, proud and strong.
5. Meaning of the lines:
 - i) Victoria Falls, a sight to behold – It is an impressive and breathtaking natural wonder.
 - ii) A jewel of the Earth – Africa is precious and valuable like a gem.

Practice Exercise (Refer to page 134)

1. The persona is addressing the Lord (God).
2. The death of the child and the burning of the house.
3. A little rain so that the grass will grow.
4. The persona asks for a little rain so that the grass will grow.
5. Repeated line: "For grass will grow."
Reason: To show hope and renewal even after loss.
6. Steadfast. The persona trusts God to provide comfort and guidance despite tragedy.
7. It shows the persona can face grief directly and endure emotional pain without losing control.
8. By accepting loss, asking for tears instead of madness, and seeking ways to cope rather than giving in to despair.
9. Lessons: Even in suffering, one can maintain faith, hope, and emotional resilience; acknowledge grief without letting it destroy the mind or spirit.

Revision Exercise 8 (Refer to page 135)

- a) The baby sat **in front of** the television.
- b) She made her decision **in accordance with** the advice of her friends.
- c) We chose this restaurant **because of** its popularity for delicious food.
- d) The children played **in the shade of** a mango tree.
- e) **In spite of** the rain, the outdoor concert continued as planned.
- f) The meeting was **scheduled for** next Monday at noon.
- g) We travelled to the island **out of** a desire for adventure.

9.0 HEROES AND HEROINES: WORLD

Let us begin (Refer to page 136)

1. Nelson Mandela, Raila Odinga, Martin Luther King Jr., Mother Teresa
 2. They all show **service to humanity** and a commitment to improving society.
 3. Courage, leadership, selflessness, resilience, and compassion.
 4. It motivates us to **help others, stand for justice, and make positive changes** in society.
5. a) **Patriot** – A person who loves and serves their country.
- b) **Selflessness** – Putting others' needs before your own.
- c) **Democracy** – A system where people choose their leaders through voting.
- d) **Dignity** – The state of being worthy of respect.
- e) **Compassionate** – Showing kindness and concern for others.

A. Listening and speaking

Activity 1 (Refer to page 136)

1. Answers:

- a) **Shape of lips:** Rounded for words like *out, round, about, cloud, cow, now, down, how, brown*; slightly relaxed for words like *sure, cure, mature, soul, though, tour, tourist*.
- b) **Position of tongue:** For /ʊə/ sounds (*sure, cure, mature, tour*), the tongue is raised towards the roof of the mouth. For /aʊ/ sounds (*out, cow, now*), the tongue starts low and moves upward slightly.
- c) **Vowel sounds realised:** Two main vowel sounds – /ʊə/ and /aʊ/.

2. Classification Table:

Sounds /ʊə/ as in *tour* Sounds /aʊ/ as in *cow*

sure	out
cure	round
mature	about

Sounds /ʊə/ as in tour Sounds /aʊ/ as in cow

tour	cloud
tourist	cow
soul	now
though	down
	how
	brown

Activity 3 (Refer to page 136)**1. Meaning of the sentences:**

- a) **Heroes** → It is heroes who inspire, not others.
- b) **Inspire** → Heroes motivate, not just exist.
- c) **Young people** → Young people are inspired, not adults.
- d) **Communities** → They serve their communities, not other groups.
- e) **Courage** → They serve bravely, not hesitantly.

2. Why we stress words:

- To show importance or emphasise key ideas.
- To change or clarify the meaning of a sentence.

3. Example sentence: *I didn't eat the cake.*

- Stress **I** → Someone else ate it, not me.
- Stress **didn't** → I did not eat it.
- Stress **eat** → I did not eat it; maybe I touched it.
- Stress **the** → I didn't eat *that* cake, maybe another.
- Stress **cake** → I didn't eat the cake; I ate something else.

Practice Exercise (Refer to page 137)

1. Answers:

c) **Stressed words in poem:** Heroes, rise, save, fight, hope, courage, strength, sure, heroes, lost, tour, spirit, brave, pure.

2. Words with a different two-vowel sound:

- Culture, picture → /ʌ/ + /ə/ sound

3. Words to be stressed in sentences:

- You are **not** going to that **place**, are you?
- Alice** made an **appointment** with the **dentist** on **Wednesday**.
- Nelson** wants to be an **actor**, so he wants to live in **Hollywood**.
- Most people** are fully aware that **motorcycles** can be **dangerous** to ride.
- What did you do **yesterday**?
- I like **Colombia**.
- Why is **everybody** so **serious**?

B. Reading

Activity 2 (Refer to page 137)

- Main idea:** Basanga bravely confronts and defeats the monster Mang'ang'a to protect his village.
- Character trait in first paragraph:** Kindness.
- Why villagers were unwilling to confront Mang'ang'a:** They feared it and believed it was invincible.
- What shows Basanga was daring:** He decided to face the monster alone despite its danger.
- Weapons Basanga carried:** A spear and a wooden shield.
- Motivation to fight without giving up:** Determination to protect his village and its people.
- How Basanga defeated the monster:** He dodged attacks, persevered, and thrust his spear into the monster's heart.
- Why Basanga was regarded as a hero:** He faced the monster no one else dared to and saved the village.
- Meanings of words:**
 - **Invincible:** Cannot be defeated.

- **Unwavering:** Steady; not changing.
- **Falter:** To hesitate or lose strength.
- **Stench:** A strong, unpleasant smell.

C. Grammar in use

Correlative conjunctions

Activity 1 (*Refer to page 138*)

1. Conjunctions are words that connect words, phrases, or sentences.
3. To link words, phrases, or sentences and show their relationship.

Activity 2 (*Refer to page 138*)

1. Words used in pairs to join equal parts of a sentence (words, phrases, or clauses).
2.
 - neither...nor
 - not only...but also
3. It shows negative connection, meaning both ideas are absent.
4. It shows addition and emphasis (something extra or more important).
5. It shows alternatives or options between two possibilities.
6. classmates and teachers
7. Because they work together to link equal ideas clearly and correctly.
8. They help to connect ideas, show relationships, and make sentences clear and balanced.
9. "Either local businesses or generous families made donations to support the cause."

Practice Exercise (Refer to page 138)**Joined sentences using correlative conjunctions:**

- a) No sooner had we finished our assignment than we went out to play.
- b) It was so cold that I could not go to school without a sweater.
- c) Both my brother and my sister are very good basketball players.
- d) Neither the teacher nor the head teacher liked the idea of selling the rabbits.
- e) Hardly had the referee blown the whistle when the match ended.
- f) Pamela wants to visit either the Maasai Mara Game Reserve or Lake Nakuru National Park.
- g) Not only is Martin a talented musician, but he is also a very good football player.
- h) You must finish your chores whether you like it or not.
- i) Not until we heard the bell ringing did we go out to play.

D. Reading: Play

Activity 1 (Refer to page 139)

1. Lucy, Joseph, Mercy, Kelvin, Achieng, Martin, Felix.
2.
 - When Lucy narrates the football finals.
 - When Joseph and Lucy describe Achieng scoring the winning goal.
3. She scored the winning goal and helped the school win the regional football tournament.
4. He gave first aid to a snake-bitten student and stayed calm, possibly saving his life.
5. Mercy predicts that Felix will represent the school and win awards in a national public speaking contest.
6. A hero is someone who does something great, helps others, or makes a positive impact in different ways.

Activity 2 (Refer to page 139)

1. **Characters:** Lucy, Joseph, Mercy and Kelvin.
2. **Flashback:** The scene describing the football finals when Achieng scored the winning goal (from “Flashback begins” to “Flashback ends”).
3. **Why Achieng was a hero:** She scored the winning goal that helped the girls’ team win the regional tournament.
4. **What Martin did:** He gave first aid to a snake-bitten pupil and kept him calm until teachers arrived.
5. **Flash-forward:** Mercy predicting that Felix will represent the school nationally and win awards.
6. **Students’ understanding of a hero:** A hero is someone who shows courage, skill or selflessness to help others or bring honour to the school.

E. Writing

Narrative composition

Activity 2 (Refer to pages 140-141)

1. **Parts of the composition:**
 - a) **Introduction:** The first paragraph introduces the setting, characters and Maina.
 - b) **Body:** The middle paragraphs describing the kidnapping and Maina’s brave action.
 - c) **Conclusion:** The final paragraph showing reunion and reflection.
2. Suspense, danger, vivid description and unexpected heroic action.
3. Planning, organising ideas, writing the draft, revising and proofreading.
4. To correct grammatical, spelling and punctuation errors.
5. Clear introduction, well-developed plot, descriptive language, suspense, dialogue/action, clear climax and proper conclusion.

10.0 SOCIAL AND MASS MEDIA

Let us begin (Refer to page 141)

1. Social media allows people to interact and share content online, while mass media communicates information to a large audience through television, radio and newspapers.
2. Facebook, Instagram, X, WhatsApp and TikTok.
3. It enables communication, sharing of information, learning and networking.
4. It informs, educates and entertains the public.
5. Cyberbullying, misinformation, addiction, invasion of privacy and exposure to harmful content.
6. Sharing educational content, promoting businesses, raising awareness, responsible communication and accessing reliable information.

A. Listening and Speaking:

Impromptu Speeches

Activity 1

1. The pictures show people giving speeches.
They are standing on a stage or at a public speaking event.
2. Each speaker is likely delivering a speech to inform, persuade or motivate the audience.
Clues include the microphone, podium, audience setting and formal posture.
3. They stand upright, maintain eye contact and use confident facial expressions.
They use microphones or podiums properly, showing preparation and effective speaking skills.

Activity 2

1. a) Quick preparation:
Draft key points, organise ideas, practise briefly and dress appropriately.
- b) How the speech would look:
A clear introduction, main points on gratitude, and a short conclusion.
- c) How to present it:
Speak clearly and confidently, maintain eye contact, use gestures and control my voice.
2. Impromptu speech: A speech delivered without prior preparation or planning.

Activity 3

1. The benefits of teamwork.
2. The speaker says, "Today, I want to talk about the importance of social media."
3. Teamwork fosters collaboration which leads to more creative solutions.
4. Working with a team during a project helped them brainstorm diverse ideas.
5. It builds trust and friendship, enhancing productivity.
6. Effective teamwork produces better results and strengthens relationships.
7. It is organised into an introduction, main points with examples, and a conclusion.

Practice Exercise

1. An impromptu speech is a speech delivered without prior preparation.
2. An impromptu speech is unplanned, while a prepared speech is written and practised in advance.
3. Confidence helps the speaker think clearly and speak effectively without preparation.
4. The speaker may struggle with nervousness, lack of ideas, poor organisation and hesitation.

B. Reading

Note making: Argumentative Passage

Activity 1

1. Important details are recorded by taking notes, highlighting key ideas and summarising the main points.

2.

a) **Main point:**

Social media has more benefits than drawbacks.

Supporting points:

- It enhances communication.

- It builds communities.
- It raises awareness about global issues.

b) **Key points:**

- Social media improves communication across distances.
 - It strengthens relationships through constant connectivity.
 - It creates online communities for shared interests and support.
 - It helped people connect during the COVID-19 pandemic.
 - It spreads awareness about global issues quickly.
 - Responsible use creates a connected and informed society.
3. An argumentative passage is a piece of writing that presents a clear opinion and supports it with reasons and examples.

Activity 2

1. **Advantages of social media:**

- Enhances communication.
- Strengthens relationships.
- Builds communities.
- Raises awareness of global issues.
- Spreads information quickly.

2. **Disadvantages of social media:**

- May have negative effects if misused.
- Can spread harmful or misleading content.

3. **SQ4R Notes:**

Survey: The passage discusses the benefits of social media.

Question:

- How does social media improve communication?

- How does it build communities?
- How does it raise awareness?

Read:

Identify main idea and supporting points.

Recite:

Social media connects people, builds communities and spreads awareness.

Review:

Benefits outweigh drawbacks if used responsibly.

Record (Notes):

- Improves communication across distances.
- Creates online communities.
- Supports global awareness campaigns.
- Must be used responsibly.

4. **Notes read through.**5. **Summary:**

Social media plays a vital role in communication, community building and raising awareness. When used responsibly, it creates a more connected and informed society.

C. Grammar in use

Determiners: Numerals and Ordinals

Activity 1

2.

- Third shows position (ordinal).
- Six shows number (numeral).

3.

- Numerals: Words or symbols that show quantity or number.
- Ordinals: Words that show position or order in a sequence.

- a) There are **27** learners in the class.
- b) She finished the race in **2nd** place.
- c) His birthday is on the **5th** of March.
- d) There are **100** pages in the book.
- e) This is my **1st** time visiting the museum.
- f) My favourite numbers are **9, 10 and 11**.
- g) He is the **3rd** child in his family

D. Reading

Play: Project

Activity 1

1. They are performing on stage.
2. They are wearing hats, face masks, and jewellery.
3. During a theatre play or drama performance.
4. To help portray characters and make the performance realistic.
5. 'Props' are objects used on stage by actors during a performance.

Practice Exercise

1. a) Kazungu, Kihara, Musyoka
b) Excessive use of social media and screen time
c) Three smartphones, a laptop, a couch, a coffee table with snacks
d) They show the characters' interaction with technology and support the theme of screen time effects

11.0 INCOME GENERATING ACTIVITIES

Let us begin

1. The people are buying and selling goods in a market.
2. The market stalls have fruits, vegetables, clothes, and household items.
3. These activities are taking place in an open-air market or local marketplace.
4. Selling goods allows people to earn income from customers who buy their products.
5. Meanings:
 - a) **Retailing** – Selling goods directly to consumers in small quantities.
 - b) **Hawking** – Selling goods by moving around in public places.
 - c) **Catering** – Providing food and drinks for people at events or gatherings.
 - d) **Loan** – Money borrowed from a bank or lender that must be paid back.
 - e) **Supplier** – A person or company that provides goods to sellers or businesses.
 - f) **Producer** – A person or business that makes or grows products to sell.

A. Listening and speaking

Conversation Skills: Job Interviews

Activity 1

2. Prepare by researching the President, the country's issues, and current policies; write clear questions; dress appropriately; and practice confidence.
3. Behave politely, maintain eye contact, listen carefully, answer clearly, and show confidence.
4. Body movements convey confidence, interest, and professionalism; they support communication and help make a good impression.

Activity 2

2.
 - a) Mr Andako applied for the position of Customer Care Officer.
 - b) Key requirements likely included customer service experience, communication skills, problem-solving ability, empathy, and handling financial information.
 - c) The manager asked many questions to assess Mr Andako's skills, experience, suitability, and ability to handle challenging situations.

- d) Yes, he prepared well; he gave clear, detailed answers with examples and demonstrated knowledge and confidence.
- e) He was well-suited because he had relevant experience, handled challenges effectively, showed empathy, and understood financial processes.
- f) The manager could have asked about teamwork, career goals, availability, adaptability, and technical skills.
- g) If I were Mr Andako, I would ask:
 - i. What are the main responsibilities of this role?
 - ii. What opportunities are there for training and growth?
 - iii. How is performance measured in this position?
 - iv. Can you describe the team I will be working with?
 - v. What challenges does the company currently face in customer care?

Practice Exercise

1. The interviewing panel might want to know about the applicants' academic performance, interests, skills, achievements, behaviour, motivation and suitability for the scholarship.
2.
 - a) I would revise my studies, research the school, practice common interview questions and dress neatly.
 - b) During the interview, I should greet politely, listen carefully, answer clearly, stay confident and show good manners.
3. Speaking clearly and confidently helps the interviewer understand you, shows self-assurance and creates a positive impression.

B. Reading

Extensive reading; Fiction

Activity 1

1. I enjoyed reading "**Rabbit Hub**" because it was exciting, inspiring, and showed how teamwork and creativity can lead to success.

2. **Fiction:** *Rabbit Hub*

Nonfiction: *Facts about rabbits*

3. **Fiction** is a made-up story that is imaginative and may not be true. **Nonfiction** is factual and provides real information.

4. **Main idea:**

- *Rabbit Hub:* Teamwork and entrepreneurship helped students turn a simple idea into a successful business.
- *Facts about rabbits:* Rabbits require proper care, a good diet, exercise, and attention to stay healthy.

5. **Word meanings in context:**

- **Potential:** Ability or possibility to succeed (*Rabbit Hub*)
- **Purchased:** Bought (*Rabbit Hub*)
- **Setbacks:** Problems or difficulties (*Rabbit Hub*)
- **Flourished:** Grew and became successful (*Rabbit Hub*)
- **Predators:** Animals that can attack rabbits (*Facts about rabbits*)
- **Essentials:** Basic necessities (*Facts about rabbits*)
- **Grooming:** Cleaning and maintaining fur and nails (*Facts about rabbits*)

C. Grammar in Use

Word Classes: Nouns

Activity 1

1. Examples of word formation:
 - a) Appear → Appearance
 - b) Assign → Assignment
 - c) Art → Artist
 - d) Free → Freedom
2. Common suffixes to form nouns: **-ance, -ment, -ist, -dom, -tion, -ity, -ness**

Activity 2

- a) The **appearance** of the new student surprised everyone.
- b) Her **assignment** was submitted on time.
- c) The **artist** displayed his painting proudly.
- d) We celebrated our country's **freedom**.
- e) The teacher praised his **movement** in class.

Activity 3

Nouns formed from verbs or other words in the passage:

- **Youth** (from young)
- **Rearing** (from rear)
- **Sustainability** (from sustain)
- **Determination** (from determine)
- **Research** (from research – verb and noun form)
- **Care** (from care – verb and noun form)
- **Nutrition** (from nourish)
- **Hygiene** (from hygienic)
- **Responsibilities** (from responsible)
- **Feeding** (from feed)
- **Monitoring** (from monitor)
- **Teamwork** (from work – combined with team)
- **Commitment** (from commit)
- **Increase** (from increase – verb and noun form)
- **Impact** (from impact – verb and noun form)
- **Organisation** (from organise)
- **Dedication** (from dedicate)
- **Responsibility** (from responsible)

- **Entrepreneurship** (from entrepreneur)
- **Achievement** (from achieve)
- **Initiative** (from initiate)

Practice Exercise

1. development
2. strength
3. neighbourhood
4. justice
5. artist
6. performance
7. agreement
8. patience
9. membership
10. wisdom

D. Reading

Play: Lessons Learnt

Activity 1

2. Some of the central societal issues you have come across in the play.

Some common societal issues in plays include corruption, poverty, injustice, gender inequality and conflict in families or communities

Activity 2

1. Joyce, Maxwell, Luke, Joseph and Sarah.
2. To start a business and make money.

3. "I'm so happy we started this business together! I know we'll be successful."
4. They worked together to run and improve the business.
5. The business started making losses.
6. She wanted to find out why they were losing money.
7. He gave fruits to his friends for free.
8. They forgave Luke after he admitted his mistake.
9. Be honest, work as a team and learn from mistakes.

E. Writing

Abbreviations

Activity 1

1. Doctor – **Dr.**
2. Mister – **Mr.**
3. Street – **St.**
4. Road – **Rd.**
5. Avenue – **Ave.**
6. For example – **e.g.**
7. Before Christ – **B.C.**
8. And so on – **etc.**

Revision Exercise 11

1. The **Kenya Wildlife Service** officers managed to arrest the poachers.
2. One of the roles of the **Kenya Medical Research Institute** is to conduct research and improve healthcare in the country.

3. Everyone was happy at how the **Kenya National Examinations Council** had conducted the year's assessments.
4. All the learners who sat for the **Kenya Primary School Education Assessment** have got their certificates.
5. My grandfather managed to get his pension from the **National Social Security Fund**.
6. Everyone has been left wondering why the **Kenya Power and Lighting Company** cannot address the cases of constant power failure in the area.
7. Many students from disadvantaged families got bursaries from the **Constituency Development Fund**.
8. The **Kenya Broadcasting Corporation** provides both news and entertainment to the people of Kenya.
9. My neighbour works as an accountant at the **Kenya Revenue Authority**.
10. It took the **Independent Electoral and Boundaries Commission** four days to conduct elections and release the results.

12.0 PERSONAL GROOMING

A. Listening and speaking

Activity 1

1. By listening to them, speaking kindly and avoiding hurting their feelings.
2. The person becomes upset and loses control. I feel sad or uncomfortable.

Activity 2

1. Yes, sometimes I feel like this when I am upset or disappointed.
2. The poem was written by Kenn Nesbitt.

3. The writer feels angry and upset.
4. His forehead turns red and he starts sweating.
5. Red.
6. Yes, but people should control their anger.
7. The theme is anger. Words include *angry, mad, upset, tantrum, and scream*.
8. No, it is not a good feeling.

Practice Exercise

1. Personal cleanliness is important for good health.
2.
 - Stanza 1: Washing the face.
 - Stanza 2: Washing hands before eating.
 - Stanza 3: Taking a shower and cleaning the body.
 - Stanza 4: Brushing teeth.
 - Stanza 5: Keeping the whole body clean.
3. The writer feels happy, fresh and proud.
4. Learners recite the poem using actions and facial expressions.
5. Facial expressions help show feelings and make the poem interesting.
6. Example: A poem about washing hands or brushing teeth. Recite it while showing the feelings in the poem.

B. Reading

Comprehension

Activity 1

1. He becomes more productive and prepared for the day.

2. He neatly makes his bed and arranges his room.
3. He believes a tidy room gives him a clear mind.
4. To save time in the morning.
5. He brushes his teeth carefully and uses mouthwash.
6. Because he is very organised and responsible.
7. He wants to look neat and make a good impression.
8. Be clean, organised, disciplined and responsible.
9. Meanings of the words:
 - a) Rejuvenated – feeling fresh and energetic.
 - b) Cultivated – developed a habit.
 - c) Immense – very great.
 - d) Precision – great care and accuracy.
 - e) Meticulously – very carefully and neatly.
 - f) Flawless – perfect without mistakes.
 - g) Impeccably – perfectly neat or clean.
 - h) Haste – doing something quickly.
 - i) Scrutinise – examine carefully.
 - j) Flawless – perfect without faults.
 - k) All and sundry – everyone.
 - l) Unanimously – agreed by everyone.

C. Grammar in use

Phrasal verbs

Activity 1

2. They are phrasal verbs.
3.
 - a) She cried after hearing the news.
 - b) Please end the phone call after the call.

- c) She left the group to answer a phone call.
- d) She asked her friend for advice.
- e) The smell of paint remained in the classroom all day.
- f) The teacher repeated the instructions again.

Activity 2

- 1. Take back
- 2. Check out
- 3. Pick out
- 4. Take off
- 5. Sit down
- 6. Look over
- 7. Run into
- 8. Catch up

Practice Exercise

- 1. Meanings of the underlined words:
 - a) Broke down – stopped working (for a machine).
 - b) Turn down – refuse or reject.
 - c) Hang up – end a phone call.
 - d) Broken out – started suddenly (for something unpleasant like a disease).
 - e) Ran into – met unexpectedly.
 - f) Turned up – arrived or came.
 - g) Run after – chase.
 - h) Hang on – wait or be patient.
- 2. Complete the sentences with the correct phrasal verb:
 - a) The branch broke off from the tree during the storm.
 - b) You should not just hang around doing nothing instead of helping me with the chores.
 - c) They will soon run out of patience if you cannot keep your promises.

- d) The goat that had been run over by a van died on the spot.
- e) Maina always tends to hang back when it comes to group activities.
- f) Some thieves broke into the head teacher's office and stole a laptop.
- g) Turn on the light if you want to see what you are reading.
- h) It turned out that the boy was lying.

D. Reading

Play: Characterisation

Activity 1

1. They are called narrators.
2. Characters show the story through their actions, words and decisions. Their experiences, struggles and interactions reveal the main themes and messages of the play.

Activity 2

1. Emmy's attitude shows she is dismissive and uninterested in learning about hygiene.
2. Sarah demonstrates responsibility and leadership by calmly explaining the importance of hygiene and encouraging others to understand its benefits.
3. John's impatience is shown in: *"Ugh! Let's just get this over with. I don't see why we have to keep repeating the same thing over and over."*
4. Mercy is curious and thoughtful, asking questions to understand more.
5. George exhibits responsibility and conscientiousness by explaining personal grooming and giving practical advice.
6. Lucas is kind, shown in: *"Emmy, don't be so harsh. It's actually a good idea. Sometimes, we forget simple things, especially when we're busy. A checklist helps."*
7. Emmy's sarcastic remark (*"Wow, Sarah, you're always so perfect, aren't you?"*) suggests she is mocking and somewhat jealous of others' discipline.
8. John's sense of fairness is shown in: *"Yeah, I guess. But it's so annoying when others don't do their part. What if I clean my desk, but the person next to me leaves trash everywhere?"*

Revision Exercise 12

1. Can you come up with a better idea?
2. She pointed out that the shops would already be closed.
3. I wish I hadn't taken on so much work!
4. I went out for dinner with my husband last night.
5. He came into the kitchen and made some tea.
6. Where did you grow up?
7. I'd love to set up my own business.
8. I really want to get out of this office and go for a walk.
9. As I arrived, he came out of the door.
10. She picked up some dinner on the way home.

13.0 SEA TRAVEL

Let us begin

1. The vessel shown is a ship (or cargo/passenger ship, depending on the picture).
2. The vessel is travelling on the sea or ocean.
3. There is water surrounding the ship, and possibly other ships, waves, or coastline depending on the picture.
4. Important safety measures during sea travel include:
 - a) Wearing life jackets
 - b) Following crew instructions
 - c) Checking weather conditions
 - d) Keeping emergency equipment handy
 - e) Avoiding overloading the ship

5. Meanings of the words/phrases;
 - a) Voyage – a long journey by sea.
 - b) Maritime – relating to the sea or ships.
 - c) Cargo – goods or merchandise carried by a ship.
 - d) Dock – a place where ships load and unload.
 - e) Tourism – the activity of travelling for leisure or sightseeing, often by sea.

A. Listening and speaking

Activity 3

1. Theme of the speech: Safety during sea travel.
2. Audience: Passengers, travellers, or anyone planning to travel by sea.
3. Necessary preparations for presenting a speech:
 - Research the topic and gather information.
 - Organise ideas clearly.
 - Practice speaking aloud.
 - Prepare any visual aids (if needed).
 - Know your audience and adjust the message accordingly.
4. Safety measures to observe when travelling by sea:
 - Always wear a life jacket.
 - Listen carefully to crew safety instructions.
 - Know the location of lifeboats, emergency exits, and life rafts.
 - Check the weather forecast before travelling.
 - Avoid overloading the vessel with people or cargo.
 - Familiarise yourself with the ship's layout and safety equipment.
 - Follow emergency procedures if needed.

B. Reading

Visualising and summarising

Activity 1

1. The first thing to do while writing a summary is to read the text carefully to understand the main ideas.
2. When rereading, it is essential to identify the key points and ensure you understand the meaning before summarising.

Activity 2

Sea travel is an interesting **topic** that has shaped trade and exploration for centuries. When studying a text about sea travel, it is important to first **skim** through the passage to get the **main** idea.

Good readers pay attention to important **details** such as dates, routes and destinations. Maps often **include** ports and oceans clearly so that travellers can understand the journey. To fully **interpret** the information, one must read carefully and make an **accurate** understanding of the facts.

During long voyages, sailors experienced a **transition** from calm waters to stormy seas. Historians may form a **hypothesis** about why certain sea routes were preferred. Finally, students should **critique** the information they read and **label** examples of famous voyages in their notes.

Practice Exercise

1. The title “A Maiden Voyage” tells us that the story is about the writer’s first journey by ship.
2. The phrase that shows the sound made by the ship is: “The ship groaned and swayed gently”.
3. The ship moved swiftly because of the wind filling the sails.
4. The phrase describing the brightness of the night is: “a blanket of stars, twinkling like tiny lanterns in the sky”.
5. At the end of the voyage, the writer felt peace and wonder.
6. Five phrases that create mental images:
 - “The sky painted in shades of soft pink and glowing gold”

- “Its sails billowing like the wings of a giant bird”
- “The water sparkled like a field of diamonds”
- “The horizon stretched out before us like a blank canvas”
- “Nightfall brought with it a blanket of stars, twinkling like tiny lanterns in the sky”

7. Meanings of words:

- Colossal – very large or enormous.
- Transformed – changed completely.
- Scurried – moved quickly with short, hurried steps.
- Expanse – a wide, open area.
- Hues – shades or colours.

C. Grammar in use

Sentences: Complex sentences

Activity 1

2. The bolded words (Because, after, Although, if, Since) are conjunctions. They connect clauses or ideas in the sentences.
3. Types of conjunctions:
 - Because – subordinating conjunction (shows reason).
 - After – subordinating conjunction (shows time/sequence).
 - Although – subordinating conjunction (shows contrast).
 - If – subordinating conjunction (shows condition).
 - Since – subordinating conjunction (shows reason/time).

Activity 2

1. Subjects and verbs in the sentences:

- a) Subjects: the waves, the captain, the ship
Verbs: were, remained, sailed
- b) Subjects: the sailors, they, the storm
Verbs: spotted, adjusted, reached
- c) Subjects: The passengers, the vessel, the island
Verbs: cheered, approached, had been marked
- d) Subjects: the journey, the crew members
Verbs: was, relied
- e) Subjects: the lighthouse, the navigator, the charts
Verbs: guided, studied, showed

2. Conjunctions used in the sentences:

- Although
- As
- When
- Before
- Because
- While

3. Type of conjunctions used:

All the conjunctions above are subordinating conjunctions because they join a dependent clause to an independent clause and show relationships like time, reason, or contrast.

Activity 3

a) **Main clause:** The horse galloped.

Subordinate clause: after it jumped the fence.

b) **Main clause:** Mr Richardson ate some cheese.

Subordinate clause: who was feeling ravenous.

Activity 4

1. **The bar fight finished with a bang.**
 - Subordinate clause: **None**
 - Subordinating conjunction: **None**
2. **After the boy swept up the broken glass.**
 - Subordinate clause: **after the boy swept up the broken glass**
 - Subordinating conjunction: **after**
3. **As the sun fell over Frisco.**
 - Subordinate clause: **as the sun fell over Frisco**
 - Subordinating conjunction: **as**
4. **And they walked around the rainy streets.**
 - Subordinate clause: **None**
 - Subordinating conjunction: **None** (*and* is a coordinating conjunction).

Practice Exercise

1. **Complete the sentences with the correct subordinating conjunction**
 - a) **Although** it was raining, we went for a walk.
 - b) **After** I passed my examinations, my parents took me on a trip.
 - c) **When** the storm subsided, everyone felt relieved.
 - d) **Since** it was getting late, we decided to go home.
 - e) **Unless** they prepare well, they will not win the competition.
 - f) **If** you practise every day, you will get better.
 - g) **When** the bell rang, the students rushed out of the classroom.
 - h) **When** the sun sets, the sky turns orange and pink.
 - i) **Because** there was a bad storm, we decided to travel the next day.
 - j) **Whenever** he travels by ferry, he develops sea sickness.
2. **Eight correct sentences**
 - a) We need to finish our homework **before** we can go outside to play.

- b) You will not get the boat **unless** you put on a life jacket.
- c) They will miss the train **unless** they leave immediately.
- d) Mercy was sleeping during the voyage **whereas** her parents were chatting happily with the crew.
- e) The boy continued swimming **although** he was very tired.
- f) I listen to exciting music **whenever** I feel bored.
- g) The captain had to reassure the passengers **because** they were scared of the storm.
- h) My father is not sure **whether** he will join us to the tour or not.

3. Subordinate clause and subordinating conjunction

- a) **Subordinate clause:** although their feathers aren't yet waterproof
Subordinating conjunction: although
- b) **Subordinate clause:** until it was time for bed
Subordinating conjunction: until
- c) **Subordinate clause:** if he improved his juggling skills
Subordinating conjunction: if
- d) **Subordinate clause:** although their feathers aren't yet waterproof
Subordinating conjunction: although

D. Reading

[Play: Style](#)

Activity 2

1. A character or situation can make people laugh in a play through funny actions, exaggerated behaviour, misunderstandings or humorous dialogue that surprises the audience.
2. A monologue is a long speech delivered by one character in a play while other characters listen or remain silent.

Practice Exercise

1. The setting of the play is on a ship sailing across the sea during a journey that later encounters a storm.
2. Instances of humour in the play include:
 - Mr. Kamau saying Captain Masinde is “as solid as Githeri on a cold day.”
 - Mr. Kamau saying the storm is an adventure and compares it to living through ten elections.
 - Mrs. Ochieng joking about trusting life jackets and wondering if she wore one.
 - Mr. Kamau saying he was worried because he left his snacks below deck.
3. Character traits:
 - Mr. Kamau: Cheerful, humorous, adventurous and optimistic even during danger.
 - Captain Masinde: Calm, confident, responsible and reassuring to the passengers.
4. Mrs. Ochieng was worried because she noticed the quiet wind, dark clouds and approaching storm, which made her feel that something bad might happen.
5. If I were one of the characters, I would feel frightened during the storm but relieved and happy after the storm passed.
6. The characters who have monologues in the play are Kerubo and Mr. Mokuu.
7. Main information in their monologues:
 - Kerubo’s monologue: She thinks about bravery and wonders how she can be brave like the heroes in stories.
 - Mr. Mokuu’s monologue: He reflects on his fear during the storm and his responsibility to appear strong for his family.

E. Writing

Activity 1

1. Meanings of the idioms

- a) A red-letter day – A very important or happy day.

- b) To be at loggerheads – To strongly disagree or be in conflict.
- c) To bell the cat – To take a risk or perform a dangerous task that others avoid.
- d) To be caught between a rock and a hard place – To face a difficult choice between two unpleasant options.
- e) To show a clean pair of heels – To run away quickly from someone or something.
- f) To turn over a new leaf – To start behaving in a better or more responsible way.
- g) To turn the tables – To change a situation so that you gain the advantage over someone who had the advantage before.
- h) To take the lion’s share – To take the largest or biggest portion of something.
- i) To fall out – To quarrel or stop being friends with someone.
- j) To receive with open arms – To warmly welcome someone.

Activity 3

1. **Feeling ill or unwell** – *Under the weather.*
2. **To give up or admit defeat** – *Throw in the towel.*
3. **To work late into the night** – *Burn the midnight oil.*
4. **Something that seems bad at first, but turns out to be good** – *A blessing in disguise.*
5. **To take a risk** – *Take a leap of faith.*
6. **To be upset about something that cannot be undone** – *Cry over spilt milk.*
7. **It is up to you to take the next step or make a decision** – *The ball is in your court.*
8. **Being faced with two difficult choices** – *Between a rock and a hard place.*
9. **To be jealous or envious of someone** – *Green with envy.*
10. **To be absolutely certain** – *As sure as eggs is eggs.*

Revision Exercise 13

1. The Spanish founded San Francisco in 1776, when they built a mission and a fort.
2. When the California Gold Rush began in 1848, San Francisco grew rapidly.
3. Although the great earthquake and fire of 1906 destroyed much of San Francisco, the city was quickly rebuilt.
4. Although foggy weather is common in June and July, most people don’t mind it.

5. Many visitors return to San Francisco because it is one of the most beautiful cities in America.

14.0 SPORTS: WORLD CUP

Let us begin

1. The FIFA World Cup takes place every four years.
2. Some countries that have won the World Cup and the years they won include:
 - Brazil – 1958, 1962, 1970, 1994, 2002
 - Germany – 1954, 1974, 1990, 2014
 - Argentina – 1978, 1986, 2022
 - France – 1998, 2018
 - Spain – 2010
3. Meanings of the words in relation to football:
 - a) **Knockout stage** – The stage of a tournament where a team is eliminated if it loses a match.
 - b) **Substitute** – A player who replaces another player during the match.
 - c) **Corner kick** – A kick taken from the corner of the field when the ball crosses the goal line after last touching a defending player.
 - d) **Offside** – A rule where an attacking player is penalised for being closer to the opponent's goal than both the ball and the second-last defender when the ball is passed to them.

A. Listening and speaking

Intonation in Sentences: Question Tags

Activity 1

1. When reading sentence (a) aloud, the voice goes down (falls) at the end.
2. The short question added at the end of a statement is called a question tag.
3. Question tags are used to confirm information, not to ask for completely new information.
4. If you are sure about something and only want confirmation, your voice falls.

5. If you are not sure and are asking a real question, your voice rises.

Activity 2

1. He never scores goals for his team, **does he?**
2. Diana will be chosen as the team captain, **won't she?**
3. Few players will be ready for the match, **will they?**
4. The coach has shown little patience, **has he?**
5. I am planning to watch the team play, **aren't I?**
6. My sister is a very reliable striker, **isn't she?**

Practice Exercise

1. They are planning to attend the event, **aren't they?**
2. He seldom goes for training, **does he?**
3. We have to prepare well for the event, **don't we?**
4. George does not like anyone who treats him unkindly, **does he?**
5. It may rain before we set off, **mayn't it?**
6. Nobody told me that the event had been cancelled, **did they?**
7. You do not have to wait for long, **do you?**
8. The children are clearing the field, **aren't they?**
9. They refused to play with us, **didn't they?**
10. Sandra will score a goal, **won't she?**

B. Reading

Summarising: Argumentative texts

Activity 1

1. **Main idea:**

An African nation can win the next FIFA World Cup due to progress, young talent, and increased football investment.

2. **Supporting points:**

- African teams like Senegal, Morocco, and Nigeria perform well internationally.
- Morocco reached the 2022 World Cup semifinals.
- African players like Sadio Mané, Mohamed Salah, and Victor Osimhen play for top European clubs.
- Investment in football academies and infrastructure is growing.
- Passion and determination of players and fans boost performance.

3. **Best African team in 2022 World Cup:**

Morocco.

4. **Why African players are 'global superstars':**

They play for top European clubs, gain high-level experience, and are internationally famous.

5. **Challenges faced by African countries:**

- Poor infrastructure.
- Limited resources compared to Europe and South America.

C. Grammar

Sentences: Direct and indirect speech

Practice Exercise

1. Direct speech → Indirect speech

- a) Mercy enquired if Helen would visit them the next day.
- b) Daniel said that his brother and he would attend the match that evening.
- c) Solomon asked what had happened to me last weekend.
- d) Doreen says that they may do the test next week.
- e) Tim told Richard that he must prepare well for the match.
- f) The teacher enquired what Joshua had done the previous evening.
- g) Sandra said that her friend and she had been watching a football match the day before.
- h) Eddy lamented that they had begun their practice rather late.
- i) George inquired if I thought the coach would arrive early.
- j) Danson asked Felister why her team had lost the match.

2. Indirect speech → Direct speech

- a) The coach asked John, "Can you play as a goalkeeper?"
- b) Pauline said, "I will train every day."
- c) Melissa enquired, "Martin, have you prepared well for the tournament?"
- d) Nekesa said, "I will visit my aunt next week."
- e) Felix said, "My friends and I watched an entertaining match yesterday."
- f) Mrs Mungai asked Rashid, "Why do you look upset?"
- g) Eunice asked, "How did you manage to finish your chores earlier than expected?"
- h) The boy said, "I might join your team next month."
- i) Triza said, "Water evaporates when heated."
- j) The man asked, "Why did you not tell me where my parents were?"

D. Reading: Play

Activity 1

1. Characters in the play

- Wanyonyi
- Kazungu

- Ahmed
- Adhiambo
- Mwhaki
- Cheronono

2. Favourite character

- **Adhiambo** – she confidently challenges the stereotype that football is only for men.
- **Lines to memorise:**
 - “Why do you think football is only for men? Women can play just as well. Have you heard of Marta from Brazil? She’s won more awards than most male footballers.”

3. Characters opposed to girls’ involvement in football

- Ahmed
- Kazungu (initially skeptical)

4. Three themes in the play

1. **Gender equality** – Girls can play football just like boys.
2. **Breaking stereotypes** – Challenging the belief that some activities are only for men.
3. **Teamwork and inclusion** – Everyone is encouraged to participate regardless of gender.

5. Suggested costumes

- School uniforms or casual school clothes for all characters.
- Football jerseys or sportswear for the match scene.
- Backpacks as props for the schoolyard setting.

E. Writing

Activity 1

1. Meaning of descriptive paragraphs

Descriptive paragraphs are paragraphs that describe a person, place, object, or event in detail so that the reader can clearly imagine it. They use vivid words and sensory details such as sight, sound, smell, taste and touch.

2. Writing processes from first to last

- a) Prewriting – The writer generates and organises ideas before writing. This may involve brainstorming, listing or outlining.
- b) Drafting – The writer writes the first version of the work, putting ideas into sentences and paragraphs.
- c) Editing – The writer checks and corrects grammar, spelling, punctuation, and sentence structure.
- d) Revision – The writer improves the content and organisation by adding, removing, or rearranging ideas to make the writing clearer.
- e) Publishing – The writer produces the final copy and shares it with readers (for example, through printing, presenting, or displaying)

Revision Exercise 14

A. Direct to Indirect Speech

1. The teacher enquired Joshua what he had done the previous evening.
2. Sandra said that her friend and she had been watching a football match the previous day.
3. Eddy lamented that they had begun their practice rather late.
4. George inquired whether the coach would arrive early.
5. Danson asked Felister why her team had lost the match.

B. Indirect to Direct Speech

1. Mrs Mungai asked, “Rashid, why do you look upset?”
2. Eunice asked, “How did you manage to finish your chores earlier than anticipated?”
3. The boy said, “I may join your team next month.”
4. Triza said, “Water evaporates when heated.”

5. The man asked, “Why have you not told me where your parents are?”

15.0 TOURIST ATTRACTION SITES

A. Listening and speaking

Activity 1

1. How do you know your audience is listening attentively to your oral presentation?
You know the audience is attentive when they maintain eye contact, keep quiet, nod in agreement, and respond or ask relevant questions.
2. What should you do to make your presentation interesting?
Use clear voice projection, proper gestures, eye contact, visual aids, and engaging examples.
3. Organisation of a good oral report
 - Introduction – Introduce the topic and purpose of the presentation.
 - Body – Present the main points with explanations or examples.
 - Conclusion – Summarise the key ideas and close the presentation.

Activity 2

1. Body language is important because it helps clarify the message, emphasise ideas, and keep the audience interested.
2. Eye contact creates connection, shows confidence, and makes the audience trust and pay attention to the speaker.
3.
 - Facial expressions such as smiling or raising eyebrows.

- Hand gestures to emphasise important points.
4. A newsreader may use hand movements, open palms, or nodding of the head to highlight important information.

Activity 3

1. To help monitor reading speed and improve fluency.
2. The pace was either too fast or too slow.
3. It helps the audience follow and understand the message clearly.
4. The pronunciation was clear but the pace should be slightly slower.
5. I would maintain a steady pace and pronounce words more clearly.

B. Reading

Activity 2

- 1.
2. Practising reading regularly, pronouncing words correctly and maintaining a steady pace.
3. It introduces the story about the writer's amazing family adventure.
4. Facial expressions help to show emotions and make the reading more engaging to the audience.
5. The writer's first experience travelling by plane to South Africa with the family.
6. Characters: the writer, Opiyo, dad and mum. Places: Kenya, South Africa, Johannesburg and Kruger National Park.
7. The writer saw many animals such as elephants, zebras, giraffes and lions and felt excited and amazed during the safari.
8. To support conservation work such as researching and rehabilitating injured animals.
9. Because he loved photography and wanted to capture memorable moments of the animals.

C. Grammar in use

a) Imperatives: commands and requests

Activity 1

1. The sentences are giving instructions or asking someone to do something.
- 2.

Commands:

- Switch off that tablet, Abby!
- The road is safe to cross now.

Requests:

- Please open the gate for us.
 - Kindly join us for our group work.
3. Commands give direct instructions that must be followed, while requests politely ask someone to do something.

Activity 2

1. They are **imperative sentences**. Some express **commands** while others express **requests**.
2.
 - a) Let me use your camera.
 - b) Do not mention that topic to me again.
 - c) Get your hands off my storybook!
 - d) Allow me to talk to you briefly.
 - e) Do not talk to me like that.
 - f) Leave my family out of your problems.
 - g) Give him more time to prepare his speech.
 - h) Kindly show him where to buy vegetables.

- i) Stop wandering about.
- j) Help me with the tasks.

b) Exclamatory Sentences

Activity 1

1. Joy, sadness, excitement and praise.
2. An exclamatory sentence is a sentence that expresses strong feelings or emotions.
3. The exclamation mark (!).

Practice Exercise

1.
 - Stand still and admire the view from the top. – Imperative sentence
 - Take a photograph and capture the moment. – Imperative sentence
 - Listen carefully to the tour guide. – Imperative sentence
 - Do not touch the ancient stones. – Imperative sentence
 - Walk slowly and enjoy the fresh air. – Imperative sentence
 - Respect the rules of the site. – Imperative sentence
 - Visit these places and discover the beauty of our world. – Imperative sentence
2.
 - Declarative sentence: “Last holiday, Amina and her brother decided to explore some of the most famous tourist attraction sites in the world.”
 - Exclamatory sentence: “The city of Paris looked peaceful and beautiful beneath them.”
3.
 - Follow the marked paths at all times.
 - Do not litter the site.

- Take photographs and enjoy the scenery.

D. Intensive Reading

Poems

Activity 1

1. The beauty of nature and wildlife in different national parks around the world.
2. Kruger National Park, Yala National Park, Hwange National Park, the Pantanal and Serengeti National Park.
3. Wildlife, birds, rivers, wetlands, landscapes and natural scenery.
4. They are all famous wildlife conservation areas with rich natural environments.
5. Serengeti National Park because it offers the spectacular view of the great migration of animals.
6. By taking photographs, writing a travel journal and keeping souvenirs.
7.
 - Distant – far away
 - Vast – very large or wide
 - Drift – move slowly through the air or water
 - Wander – move around slowly without a fixed direction
 - Intertwine – twist or join together

Practice Exercise

1. A political leader or Member of Parliament speaking to the citizens (Mwananchi).
2. The poem criticises corrupt and oppressive leaders who misuse power and ignore the needs of the citizens.
3.
 - **Repetition:** The word “Mwananchi” is repeated to emphasise the address to the citizens.

- **Simile:** “Like a frightened dog” compares the citizen to a scared dog to show fear.
4. The tone is threatening and defensive.
 - 5.
 - **Bold and questioning:** Mwananchi questions the leader about his wealth and leadership.
 - **Angry and protesting:** He shows dissatisfaction and protests against the leader’s actions.
6.
 - a) **Inflated stomach** – a symbol of greed, wealth and overindulgence.
 - b) **Scare you out of your wits** – frighten someone greatly.

Revision Exercise 15

1. Jack agreed to do it again.
2. Jim offered to drive me home.
3. The boss promised to pay me on Friday.
4. The teacher threatened to punish us if we did not keep quiet.
5. Father asked me to close the door.
6. He begged me not to hit the dog.
7. The instructor commanded us to move to our right.
8. Mother forbade me to come home after eleven.
9. The cook instructed me to mix the eggs with flour.
10. Dad reminded me to turn off the lights.
11. Mother ordered me not to leave my room again.