

Targeter

CBE

PathFinder

Answer Booklet

ENGLISH

GRADE

7

8

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Wings of Excellence

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UNIT ONE

Conversational skills

Practice Exercise 1 Page 3

a. Polite expressions.

1. Excuse me.
 2. May we please come in?
 3. How may I help you, please?
 4. Thank you sir.
 5. Oh, welcome.
 6. I'm grateful for this warm welcome.
- b. My name is Salome Owino.
- c. Please allow me to introduce them to you.
- d. When introducing yourself you can use:
My name is Let me introduce myself, I'd like to introduce myself.
- When introducing others, you can use:
please allow me introduce....., I would like you to meet..... please meet....., let me introduce you to
- e. We should use polite language to enhance good relationship with others, to know how they are doing and to show a sense of good manners.

Practice exercise 2 Page 4

Column A	Column B
Two people introducing themselves to each other.	Irene: Hello, My name is Irene Omani.
	Kina: Hello, my name is Kina Farouk. It is my pleasure to meet you.
	Irene: Thank you. It is a pleasure to meet you too.

Introducing yourself to a group	Good morning everyone. I am Maria Pendo, a grade seven learner in Nairobi Junior school. I love writing. I am happy to meet you all.
Introducing people in a group	Good afternoon, parents. Please allow me to introduce our teacher. Beside me is Mr. Rondo, the class teacher of Grade seven. He teaches English. Next to him is Mrs. Rebecca. She teaches Agriculture and is in charge of sports. Over there is Mr. Hamas who teaches Kiswahili and is in charge of scouts.

1.2 Telephone Etiquette pg. 7

2. Polite words used are: how may I help you?, what can I do for you today?, I was hoping you could help me with the topic, could you please shed some light on the same?, could I perhaps email you a few follow up questions? , thank you so much, welcome.

3. Expressions used to receive a phone call	Expressions used to end a phone call
Hello, this is Mr. Jackson the human rights commissioner, how may I help you?	Thank you so much, Mr. Jackson. I really appreciate your time and help
	Welcome, all the best with your presentation
	Thank you sir, goodbye

4. The caller wanted the commissioner to provide him with clear information on how the bill of rights applies in real life.
5. Mr. Jackson is polite, resourceful and supportive because he used polite tone. He is also willing to help James in case of any more clarification concerning human rights.
6. The caller was satisfied when he said "Thank you Mr. Jackson, I really appreciate your time and help.
7. Other examples of human rights are: right to a fair trial, freedom of movement, freedom of speech, right to clean and safe place, right to education.
8. Telephone etiquette is important because it enhances respect and good relationship between the parties involved.

Practice exercise 1 pg. 11

1. Nina is struggling in English.
2. The secretary was laid off.
3. Juma's uncle is in a correctional facility.
- b. I would prefer using these sentences because they are respectful and less offensive.
- c. Euphemism is an indirect word or phrase that used in place of a word or expression that is considered inappropriate, embarrassing or offensive.
- d. Using embarrassing words can cause conflicts, bad relationships with others. It is also demeaning.
- e. (Learners to give correct words of euphemism) like under the weather- sick, senior citizen- elder, between jobs- unemployed, in the family way- pregnant.

Practice Exercise 2 Page 11

Euphemism words used are: under the weather, passed on, senior citizen, golden age, between jobs, special needs, pre-owned, less privileged families.

Practice Exercise 3 page 12.

1. Bankruptcy
2. Retrenched
3. In the family way
4. Less privileged
5. Pre-owned

1.2 Reading page 15

Practice Exercise 1

1. What to consider when identifying the appropriate reading materials:
 - a. Purpose: Are you reading for pleasure, study, information or inspiration? The text should explore issues that are relevant to your life
 - b. The level of language used should be suitable. It should not have many unfamiliar words and phrases.
 - c. Select interesting materials to read. The events, people and places that you are familiar with might interest you.
 - d. Recommendations: Are there reviews, teacher suggestions or peer recommendations?
 - e. Length and structure: Is the text manageable within the time available and your reading ability?
2. You can gauge the text is interesting depending on how the characters have been portrayed and whether it relates to what you like.
3. Skimming is reading to get general information by looking at pictures, titles, sub titles, while scanning is reading for specific details like figures, date, numbers, percentages etc.

4. It is important to have a reading goal in order to improve focus, encourage consistency and provides you with clear objectives in your reading experience.

Practice exercise 2 Page 15

Learners to come up with a reading log following the details given.

Practice exercise 1 pg. 20:

The iconic Freedom Fighter

- The main idea in the passage is about Dedan Kimathi as a hero who fought for the struggle of independence in Kenya by resisting the colonial rule.
- The passage is non-fiction because it is talking about a real person who existed.
- (Varied responses from the learners)
- How Dedan was loyal to his country: he did not forgive people who betrayed the cause of Mau Mau fight, He actively resisted the British colonial government advocating for the rights of Africans and their land. He was willing to face imprisonment and execution for his beliefs.

Grammar in use page 22

Practice exercise 1

Abstract nouns	Proper nouns
Perseverance	Njambi
Hard work	Mr. Nandi
Applause	Mr. Opat
Success	

Practice exercise 2 page 24

Common nouns	Concrete nouns
Airport	Window
Aircraft	Buildings
Sky	Plane
World	Foot
adrenaline	Ticket
People	Seat
Highways	Heart
	Engines

1.3 Grammar (Page 26 – 27)

Practice Exercise 4

- Doorbell
 - Keyhole
 - Eyesight
 - Passer-by
 - Check in
 - headache
 - Cow dung
 - Earring
 - Police station
 - Billboard

2.

One Word

Two words

Hyphenated

Earring

Cow dung

Passer-by

Doorbell

Police station

Headache

Check in

Keyhole

Billboard

Eyesight

3. Any relevant answer.

Plural Compound Nouns

Page 26-27

- Human rights
- Children's rights
- Armchairs
- Age-mates
- Fund-raisers
- Mothers-in-law
- Ladies-in-waiting
- Cupfuls
- Commanders-in-chief
- Firefighters

1.3.1 Gender Neutral Language

Practice exercise 1 Page 28

Gender biased words are:

- Chairman
- Headmistress
- Firemen
- Foreman
- Watchman
- Repairman

Practice Exercise 3 Page 28

Rewrite the following text to eliminate gender bias words.

The conference on good citizenship was held in Nairobi, the capital city of Kenya. However, the organizers of the event did not provide enough resources to cater for the needs of the attended. At the start of the event, the chairperson reminded everyone of the importance of citizenship in the community. He also emphasized that everyone should adhere to the goals of the event. Some attendees had come along with their families to the meeting.

Practice Exercise 1 Page 30

1. Trickster narrative
2. The hare, king lion, the crow, animals
3. Hare was cunning and lazy for pretending to be sick during working hours. King lion was responsible, he called the other animals over the hare's misconduct. The crow was foolish for easily trusting the hare, the animals were determined (they all agreed to disown the hare for his cunning behavior.
4. The hare lied to the crow that he was harvesting the nuts alone for he had been promised a lot of money since he works fast and diligently.
5. The crow wanted the money
6. The hare felt disowned and mistrusted. The crow felt foolish/ gullible for being deceived. King lion and the animals felt relieved as they had disowned the lazy hare.
7. (Varied responses. They should be arranged logically)
8. (Varied responses) .We should not trust easily, we should live and work well with others.

9. It can be a warning to lazy and cunning people as they can be mistrusted by the community.
10. We should take charge in whichever duty we have been given without complaining or creating excuses.

1.4 Intensive Reading – Short Stories (Page 31- 34)

Practice Exercise 2

COMPREHENSION QUESTIONS

1. She always seemed to be at the right place at the right time.
2. It made her feel helpful.
3. She feared that Nyambane would attack her too.
4. a) being beaten brutally/ tortured
b) not being taken to school.
c) Being treated like a slave.
5. a) he was an orphan.
b) His guardian used him for various errands.
c) His guardian did not take him to school.
6. He looked small for his age.
7. Waliaula carried him to her home where she sought for help.
8. Any relevant answer.
9. a) right to play
b) right to education
10. a) Waliaula goes to the farm to take care of her grandmother's farm.
b) Waliaula hears a young boy crying next to their farm.
c) Nyambane goes away after beating Mumo lifeless.
d) Waliaula looks for Mumo.
e) Mumo groans guiding Waliaula to where he was.

- f) Waliaula finds Mumo and carries him home.
- g) Mumo is rushed to the hospital.
- h) Waliaula informs Grandmother of what had transpired.
- i) Grandmother goes to report the matter.
- j) Nyambane is arrested and charged.

Play

Practice Exercise 2

Number	Event
1	Elizabeth wakes up Kaloki
2	Elizabeth first tells Kaloki to clean up the kitchen then go for fresh cabbages from Mrs. Amani's stall at Bora market.
3	Kaloki later meets Rashid on his way to the market and gives his support for purchasing the tree seedlings after his mother's consent.
4	Kaloki misses the fresh cabbages from Mrs. Amani but she offers to give him one from his own and advises him to buy onions and tomatoes from Bidii's stall.

- 2. a. In the morning, Kaloki is awakened by the mother. She tells him to first clean up the kitchen then would later go to Bora market. In the afternoon, Kaloki meets up with Rashid who is on the venture of purchasing tree seedlings. In the evening, kaloki goes to Mrs.Amani stall to purchase cabbages but doesn't find. Mrs. Amani offers to help him.
- b. At Kaloki's home, At Bora market, At Mrs.Amani's stall.
- c. The structure of the play provides the audience with a framework for the audience to follow the progression of the story.

- d. It is important to know where and when the actions take place as it helps us to progress the story.
- e. (Varied responses)
- f. (Varied responses)

UNIT TWO

2.1 Listening and Speaking.

Practice exercise 2 pg. 44

- a. Rabbit and fox
- b. In a jungle.
- c. The hare lied that he had found some few berries in a small bush and offered some to the fox to blind him from knowing he had a lot of special fruits from a farm he wouldn't disclose.
- d. Deception.
- e. This is a trickster narrative because the rabbit plays a trick on the fox.
- f. He could have asked the rabbit to take him where the fruit were.
- g. a) In the days of the old
b) That is the end of the story
- h.- Use of gestures
 - Change of tone
 - Maintaining eye contact
 - Changing facial expression
 - Asking rhetorical questions
- i. Learner to represent the narrative while using performance techniques.

2.1 Oral Presentations- Songs (Page 45-47)

- 1. Scientific innovations
- 2. 2 stanzas
- 3. 4
- 4. They search for
- 5. For emphasis and memorization

6. Oh the land that heal.....
 7. a) Mountaining appropriate eye contact
 - b) By clapping their hands
 - c) Joining in the singing
 - d) Nodding their heads
 - e) Maintaining appropriate body posture
 8. They end in similar sounds
 9. To create rhythm
 10. -Using tonal variation
 - Using relevant props
 - Using relevant costumes
- Any other relevant answer*

2.1.1 Literature: Short Forms

Practice Exercise 1 pg. 48

- a. Tongue twister - A Big black bug bit a big black bear.
- b. Proverb - practice makes perfect
- c. Riddle: My house is standing on a pole, who am I? Mushroom.

2.2 Reading

Practice Exercise 1 (Page 52)

2. A poem has stanzas and lines while a story is just written in prose.
3. The choice of words to convey emotions to the reader, use of metaphors, similes.
4. The poem is about the need to conserve nature. It has been well communicated through the choice of words.
5. A poem is short yet it can convey very strong message through the words chosen.
6. Repetition of words, the choice of words used.
7. To keep the environment clean because it sustains our health.
8. Poems have stanzas and lines while texts are separated using paragraphs.

2.2 Intensive Reading- Poems

Page. 53

1. Hope and facing challenges positively.
2. Challenges may rise let the spirit star courage bind and hope compass, embrace the dream.
3. A motivational speaker.
4. Spirit and dream.
5. To emphasize positivity, new beginning and to strengthen the message of perseverance.
6. Hope and courage helps us more / challenges are part of life.
7. I can use each day to start a fresh or even stay hopeful even when life gets difficult.

Practice Exercise 1 Page. 55

- a. Brent and Rars.
- b. Rars, mars, look and book. Ride pride, bike & like.
- c. Rhyme creates musicality; it makes the poem memorable and interesting.
- d. Repetition creates rhythm/ musicality.
- e. The sound of words at given intervals.
- f. "The moon was looking really bright", "A star came and asked them for a ride"
- g. Children, they are imagining how it feels like to visit Mars.

2.3 Grammar in use Page. 58

Practice assessment 1

(a)

Count Nouns	Non-count Nouns
Children	Gums
Kids	Care
Teeth	Fears
Patients	Trust
Visit	
Pediatric dentists	

Practice assessment 2

- a. Count.
- b. Non-count.
- c. Non-count.
- d. Non-count.
- e. Count.
- f. Non-count.
- g. Count.

Practice exercise 3 Page. 58

1. a. Dentists b. Teeth.
c. Viruses. d. Feet.
e. Fruits. f. Drugs.
g. Wards. h. Scientific innovations.
2. (Accept correctly written sentences).

2.3.1 Word classes- Collective Nouns. (Page 59-61)

Singular collective nouns.

1. Congregation 2. Set
3. Band 4. Litter
5. Gang 6. Caravan
7. Group 8. Parliament
9. Host/slew/series 10. Pile

Plural collective nouns.

1. Prides
2. Bales
3. Flocks
4. Beves
5. Shoals
6. Troops
7. Bouquets
8. Bales/ stacks/ bundles
9. Chests
10. Troupes

2.3.1 Nouns and Quantifiers

Practice assessment 1 pg. 62

1. Few 2. Little
3. A little 4. A few
5. Little 6. Little
7. Few 8. A few
9. Little 10. Few

Practice exercise 2 page. 62

- a. Count
- b. Count.
- c. Non-count.
- d. Count.
- e. Count.
- f. Non- count

Practice exercise 2 page 63.

- a. Non-count.
- b. Count.
- c. Count nouns can be counted while the Non-count cannot be counted.

Practice exercise 3 page 63

(Accept any relevant response).

Practice assessment 3

Count	Non count nouns
Ideas	Imaginations
Characters	Information
Readers	Nature
People	Interest

Practice exercise 4

(Accept any relevant answer).

2.4 Reading

Intensive Reading- Short story

(Page 66- 67)

1. Rural African village, during the term.
2. A new teacher observing and learning about the community.
3. They are taken for Female Genital Mutilation. Revealed through observation and whispering conversations.
4. Likely due to physical and emotional trauma following the procedure.
5. Traditional pain and secrecy – a place of cultural practice that causes harm.
6. Change starts when people, especially those affected speak out and support each other.
7. It shapes the entire story - the hills, the school, the tree, the village community identity.
8. Some traditions can be harmful and progress is possible when communities reflect, learn and act together.

2.4.1 Intensive Reading: Plot pg. 68

Practice exercise 1 &2

(Accept relevant responses)

2.5 Writing

Practice exercise 1

- i. Help! Help!
- ii. Are you ready to embrace healthy living?
- iii. The health officer has arrived.

Practice exercise 2

Have you ever imagined what we would do without science? The inventions we have today are because of scientific knowledge and growth, but wait a minute. Not all scientific innovations have been advantageous

to man. Some innovations have been very harmful for instance, who invented the poisonous nuclear weapons and for what use? How about the invention of the laboratory created viruses which kill people?

2.5.1 Mechanics of Writing:

Punctuation (page 70 – 72)

1. Out of all the participants who took part in the race, Kipyegon was outstanding.
2. “I am glad you are safe,” my sister said.
3. The learning areas in Junior School are English, Integrated Science, Business Studies and Agriculture.
4. Finally, everyone has arrived home safely.
5. Kathambi, my beloved sister, is a great soloist.
6. If I had time, I would start the story afresh.
7. The elephant, a huge beast, can be dangerous.
8. His time was up, however, he had to redo the sum.
9. While the patients were waiting, the doctor kept going through his phone.
10. She took a shower, grabbed a mug of porridge and switched on the television.

Apostrophe (Page 71)

1. The footballer’s knee was badly injured during the fall.
2. “You aren’t lucky today, the boss has just left,” the boss’ secretary said.
3. Since you aren’t sure of the arrival time for the meeting, call the girl’s teacher to confirm.
4. Its raining cats and dogs, let’s shelter for a while.
5. Due to lack of quorum, the men’s meeting was postponed to the following week.

UNIT THREE

Listening and Speaking

Practice Exercise 1 page. 75.

1. Personal hygiene
2. Keeping regular personal hygiene habits can make you feel more confident, and increase your self - esteem. It also keeps the body clean and healthy.
3. Having good personal hygiene can help a learner feel confident at school as there will be no fears of sweat or bad odor. Subconsciously when you are clean you keep healthy relationships with your classmates and teachers.
4. Keeping the environment clean helps to avoid infections.
5. Kitchen surfaces, classrooms and dormitories.
6. Twice a day.
7. It can lead to spread of infections.
8. Good hygiene prevents the spread of infections.
9. (Accept any relevant response)

Practice Exercise 1 page. 77

1. "Did you see that new movie?" asked my friend.
2. The professor asked, "When was the treaty signed?"
3. "How many of you like reading fiction stories?" The teacher asked.
4. "Mary is trying hard in school this term," her father said.
5. She asked, "Is time a magazine you read regularly?"
6. "I love horror movies," she said.
7. "I don't know what happened," said the learner.

6. The neighbour's dog attacked our visitor.
7. I've never heard of such a story before.
8. The girl's presentation was one of a kind.
9. It's advisable to stay indoors during this cold season.
10. The children's team will be here soon.

Capital letters. (Page 72)

1. It's not going to take long I believe.
2. My family will be visiting upcountry soon.
3. Nancy said that she will prepare dinner for us.
4. If the job is done by Wednesday, we will be safe.
5. My father's car is a German machine.
6. The Queen of England is known for her eloquence.
7. Have you read The Beast of Burden before?
8. Last week, we went to Mount Kenya for a hike.

Copy the passage below and punctuate it correctly using commas, apostrophe and capital letters.

Do you know that the Microscope was invented by Anton van Leeuwenhoek in the 17th century? His invention revolutionized Science by allowing humans to observe microscopic organisms. Before its invention, the existence of bacteria, cells and other minute life forms was unknown. Leeuwenhoek's simple single-lens microscope magnified objects up to 200 times their size, enabling the discovery of the microscopic world. This invention laid the foundation for microbiology and has since evolved into complex instruments used in various scientific fields.

8. "How many fiction stories have you heard?" asked Maria
9. "Have you ever travelled to the space?" asked Musa.
10. "The documentary stories on aliens was scary," said Peter.

Practice exercise 1 page 78

1. The man said he never wants to see them (his neighbours) again.
2. That story reminded me (I remember well) about the adventure we had.
3. World Health Organization (WHO) has warned against another pandemic.
4. Linda (my eldest sister) is a scientist.
5. The grade nine learners watched the fiction movie (in the afternoon.)
6. Ngugi Wa Thiong'o (the famous Kenyan writer) was born in the 20th century.
7. National Aeronautics and Space Administration (NASA) is responsible for science and technology related to air and space.
8. She lost her phone (the old one) while at the market.
9. The University of Nairobi (UoN) nurtures upcoming scientists.
10. "There is need for us to read (more) about future technology," she said.

3.1.3 Listening Comprehension

Practice Exercise 1 (Page 81)

- a. Environmental conservation measures
- b. The environment needs to be conserved because nature is what sustains humans and wildlife. A well conserved environment is an enjoyable place of abundance for all generations.
- c. An argumentative passage is the one in which the speaker lures the reader to his point of thinking through facts and evidences.

- d. The conservation of nature and its resources for a healthier and safe living.
- e. Environment conservation sustains the entire ecosystem
- f. i. Renewed - changed
ii. Ecosystem - environment
iii. Collective- combined

3.2.1 Reading: Information and meaning

Practice exercise 1 pg 83

1. Personal responsibility and good hygiene at school
- 2.- Using an improvised chewed stick with some water and salt when you lack a toothbrush and toothpaste.
 - Bathing every day and wearing clean clothes.
 - Picking litter in the environment and disposing in the dustbin.
 - Wiping the dusty table and chairs in the classroom.
3. (Varied responses)
4. I would advise him to wear clean socks everyday for good hygiene.
5. (Varied response)
6. They would get infections and diseases
 - i. Put up with- tolerate.
 - ii. Borrowed a leaf- imitated.
 - iii. Improvised - come up with a replacement.
7. Learners to write grammatically correct sentences.
8. Learners to write grammatically correct sentences.

3.2.1. Reading for Information and meaning . page 85

- a. Natural environment is the foundation upon which other human societal functions are built.

- b. It provides food, clean air, fresh water, fertile soil, and protection from harmful effects of ultra violet rays.
- c. Continued generation of wealth and poverty through strengthened economic growth.
- d. Dust storms, drought, semi-natural environmental catastrophes.
- e. The fourth paragraph.
- f. Overpopulation causes the ecosystems to be depleted and degraded.
- g. (Varied responses)
- h. Inevitable – unavoidable
Sustainable – workable
Acute – dangerous/ serious
- i. (varied responses).

3.3 Grammar in Use

Practice exercise 1 pg 87

1. Cut, slash, placed, broken, working, prune,

Verb	Cut	Will slash	Broken	Working	Will prune	Will help	Placed
Tense	Present	Future	Past	Present continuous	Future	future	Past
Status of the verb	Irregular	Regular	Irregular	Regular	Regular	Regular	Regular

Practice exercise 2 page 88

1. Swept- irregular
2. Taught- irregular
3. Kept- irregular
4. Visit – regular
5. Known- irregular
6. Wiping – regular
7. Prune –regular
8. Clearing –regular
9. Placed- regular
10. Wore- irregular

Practice exercise 3 page 88

Verb	Past Tense	Past participle
See	Saw	Seen
Bring	Brought	Had brought
Ring	Rang	Rung
Repair	Repaired	Had repaired
Buy	Bought	Had bought

3.3 Practice exercise 3

Primary auxiliaries (Page 89-91)

Underline the primary auxiliary verbs.

1. am 2. were 3. was
4. is 5. are 6. are
7. is 8. were 9. was
10. has

Fill the gaps with the correct form of primary auxiliary verb to be. (Page 89)

1. were 2. was
3. is/ was 4. am
5. are 6. are
7. were/ are 8. are/ were
9. is 10. were / are

Primary auxiliary verb have. (Page 90)

- a. has b. had
- c. have d. have
- e. had

Fill the gaps with the correct form of the primary auxiliary verb do. (Page 90)

- a) do b) did/ does
- c) did/ does d) did
- e) did/ do

Fill the gaps with the correct form of the primary auxiliary verbs given in bracket. Page 90

1. were 2. Have/has/had
3. Did 4. Is
5. Have 6. do
7. Did/do 8. Does/ did
9. Are/ were
10. Are/ were

Modal Auxiliaries

Practice exercise 1 page 92

Read the following dialogue. Identify the modal auxiliaries used

Rita: May I plant flowers on the edge of the garden?

Mother: Yes, go ahead. You shall only plant within the marked areas.

Rita: Thank you, but I might need help.

Mother: Joan may help you.

Rita: I have already asked her but she does not seem ready to help. Could you ask him?

Mother: She should help you. I have not assigned her any other duty today.

Rita: I know I can finish the job alone but it might take me the whole morning.

Mother: Could you start working as I talk to her? You should get the tools from the store first.

Rita: Would you mind giving me the keys to the store?

Mother: Here they are.

Rita: Thank you. I will begin preparing the seedling right away.

Practice exercise 3 page 93

1. May
2. Must
3. Will
4. May
5. Could
6. Could
7. Would
8. Will

Practice exercise 4 page 93

Sentences	Meaning
May I plant trees here please	Request
I should replant the trees you cut.	Obligation
You may use the lawn after you clean it.	Permission
Could we start by collecting any visible litter?	Request
You should not leave any litter behind.	Expectation
We can trim the grass to the right height.	Ability

Reading

Questions page 95

- Four stanzas
- Stanza one has 4 lines, stanza two has 5 lines, stanza three has 5 lines and stanza four has 9 lines.
- Pause; force, one; won,
- Clap hands
- Clap hands for hygiene, let us invite health
- Varied answers

Practice assessment 1 page 96

- It narrates how Gladys managed to help the victims of COVID 19.
-

Introduction	Body	Conclusion
Gladys arrives at St. Annes Hospital after alighting the train	She finds a lot of COVID 19 patients in the casualty wing, all of them want attention	Gladys offers to help sacrificially to an extend of missing time to take care of herself. She regrets some health workers died after being infected by the disease. Finally, a vaccine is developed and the virus is brought under control.

3.4 Intensive Reading - Poetry (Page 97)

- Power in Our Hands.
- Three
- 13
- Effects of pollution
- So let's be the wave that clears the shore.
- A citizen/ a person witnessing the effects of pollution.

Questions page 100

- a. First poem has 2 stanzas, second poem has 3 stanzas, and third poem has one stanza.
- b. First poem has 4 lines in each stanza, second poem has 5 lines in stanza one, 4 lines in stanza two, and 8 lines in stanza three.
- c. Sway, face
- d. Repetition in poem one; let there be, in poem two; How I love,
- e. Personification: hugging rocks, flowers smile, sun smiles with a radiant face.

3.5 Writing (Page 102 – 103)

3.5.1 Structure of a paragraph- conjunctions of sequence.

Join the pairs of sentences below using while, when, after or then.

1. The team leader each gave the instructions then the work began.
2. The learners had to seek permission from the chief before they started cleaning.
3. Some of the learners uprooted the weeds while others mulched the fruit trees.
4. The area chief thanked the youth when they finished cleaning.
5. The learners would be visiting their local market after they were granted permission by the principal.
6. We stopped washing the trenches after we ran out of water.
7. The county officials fixed the stalls at the market while the traders disposed refuse.
8. The villagers planted the trees then watered them.
9. The learners watered the earthen floor then swept it clean.
10. We all agreed to rest after seeing the good work we had done.

Questions page 103

- 1.a. A paragraph usually starts with a topic sentence that introduces the main idea.
- b. These parts of the story work together to explain, support or develop that idea.
- c. Steps to consider are:
 - Have a topic sentence: The function of the topic sentence is to describe what the paragraph will be about for the reader to know what to expect. It should contain one main idea.
 - The paragraph should be unified: all the sentences relate to one central point or idea. A sentence that is not in line with the paragraph should be put in a new paragraph.
 - It should be coherent: the sentences are logically organized and clearly connected.
 - It should be relevant: the paragraph supports the overall theme and purpose of the paper.

2.

Introductory sentence	Environmental conservation is the act of protecting the environment from harmful human activities.
Supporting sentence	It focuses on preserving natural resources, like forests, wildlife, water and energy, for present and future generations. It aims to curb pollution through a multi-pronged approach involving the responsible management of resources. At its core, environmental conservation aims to balance human needs with the health of the environment. This involves a range of activities, including preserving natural habitats, protecting endangered species, reducing pollution, and promoting sustainable resource management.
Concluding sentence	It's not just about saving trees or protecting cute animals; it's about maintaining the complex web of life that supports all living things, including humans.

UNIT FOUR

4.1 Listening and Speaking page 106

Activity 1

1. Nurturing leadership qualities
2. Schools play a pivotal role in providing opportunities for leadership through student councils, group projects and extracurricular activities. In these settings, learners have the chance to lead teams, plan events and make decisions that directly impact their peers.
3. Teachers can encourage leadership by assigning responsibilities, promoting group work and recognizing leadership potential in learners.
4. Parents also contribute to this development by fostering independence, encouraging decision-making and allowing their children to take on leadership roles in household activities.
5. Nurturing leadership qualities in schools.

Practice Assessment 1 page 112

- a. The leadership qualities of Kwame Nkrumah
- b. Skimming,
- c. Varied response
- d. Visionary, influential, patriotic, selfless
- e. -Achievement - success
-Wallowing - struggling
-Amass - gather
- f. (any relevant answer)

4.2 Intensive Reading

Exercise 2 (Page 113- 114)

The Faulty Toy

1. Leo's birthday present.
2. She was convinced by the seller's advertisement.
3. It had a smart sensor.
4. The drawn was a safety hazard. Its blades were sharp and the sensor didn't work.
5. The store refused to remove the product from their shelf.
6. Consumer Product Safety Commission (CPSC)

7. She got a refund and prevented serious injuries to children.
8. To protect the public from unreasonable risks of injury or death.

Practice assessment 1 page 117.

- a. The rights and responsibilities of a consumer.
- b. Fundamental privileges that individuals have when engaging in economic transactions.
- c. The right to safety, the right to be informed, the right to choose, the right to be heard and the right to redress. The right to safety ensures that products and services must be free from any hazards or risks that could potentially harm consumers.
- d. Obligations that individuals have when participating in the market place.
- e. (varied responses)
- f. (varied responses)

Practice assessment 2 page 119

1.
 - a. Redress - compensation
 - b. Stake - risk
 - c. Activism - involvement
 - d. Interconnected - connected/ consistent
 - e. Upholding - safeguarding

Practice Exercise 2 page 119

1. Pwani yoghurt (blueberry flavour) she expected an enriching flavor same to what she tasted during her cousin's birthday.
2. To satisfy her curiosity.
3. To have read the label on the yoghurt.
4. Natasha's uncle.
5. People should be aware of their consumer rights and responsibilities.

6. (varied response)
7. (varied response)
8.
 - a. Lamented –complained
 - b. Hastily –quickly
 - c. Exotic – colorful
 - d. Fell on deaf ears – ignored

4.3 Grammar

4.3.1 Verbs and Tenses

Practice assessment 1 page 121

- a. Arrive, check, prepare, go, assist, attend, participate, interact, organize, collaborate, create, working, understand.
- b. Arrived, checked, went, assisted, attended, participated, organized, collaborated, created, worked, understood.

Practice assessment 2 page 122

Present tense	Past tense
Play	joined
Sing	Followed
Setting	Got
Influencing	Believed
Tattling	Deserved
Preventing	Learnt
Tattletale	Continued
Hurting	Began
Talking	Went
	Mentioned
	Looked
	Laughed
	Frowned
	Narrated
	Told
	Realized
	Promised

Practice assessment 3 page 123

1. Fought
2. Settled
3. Listen/ listened
4. Rose / had
5. Elected, was
6. Buried, became ,solved

4.3.1 Grammar- Verbs and Tenses

(Page 123-125)

Simple present tense and Simple past tense.

Fill the gaps with the correct form of the verbs in brackets.

1. Sings
2. Like
3. Weed
4. Enjoy
5. Produce
6. Plays
7. Support
8. Takes
9. Asks
10. Prefer

Simple Past Tense. (Page 125)

1. followed
2. Supplied
3. Transferred
4. Acted
5. Responded
6. quarreled
7. Hurt
8. Put
9. Worried
10. Began

4.3.1 Present and Past perfect Aspect

Practice assessment 1 page 126

Present perfect tense

1. Has read.
2. Has returned.
3. Have advised.
4. Have stopped.
5. Has offered.
6. Have sued.
7. Has consulted.
8. Have complained.
9. Has been.
10. Had left.

Past perfect tense

11. Had read.
12. Had returned.
13. Had advised.
14. Had stopped.
15. Had offered.
16. Had sued.
17. Had consulted.
18. Had complained.
19. Had been.

Practice assessment 3 page 128

Present perfect aspect	Past perfect aspect
has opened	he had thought
have since explained	he had set
has fixed	had complained
have picked up	had realized
have been satisfied	

4.4 Intensive Reading

Practice Assessment 1 page 130

- a. In the long run, the hope of Miremi was restored.
- b. Policeman, miremi, Miremi's mother, Mr. Kilonzo, station manager nurse, mammoth crowd, Mrs. Leila, Mrs. Nuru
- c.

Character	Role
Policeman	Recorded a statement about Miremi
Miremi	A victim of child abuse that later gets help
Miremi's mother	She portrays the cruel image of Mr. Kilonzo basing on how she was battered
Station manager	Contacted the police to report of a lost child
Mr. Haki	Brings a new beginning for Miremi and his mother
Mr Kilonzo.	Through him, injustice and cruelty has been portayed
Nurse	Helped to nurse Miremi's mother
Mammoth crowd	They are part of the reason why Miremi and her mother got disconnected
Mrs. Leila & Nuru	Part of the people who brought a solution to miremi

- d. Miremi is the main character because the entire story revolves around him.

- e. Through his words, actions and decisions at every stage, the main character advances the story. Miremi is the main character in the story as he has been mentioned severally.
- f. Main characters are central figures round whom the story revolves while other characters are just part of it.
- g. (varied response)

4.4 Intensive Reading - Short Story

A Lesson At The Market

1.
 - a) Vanessa
 - b) Vanessa's mother
 - c) The seller
 - d) Market manager.
2. Observant, responsible and informed - she speaks up when she realizes their consumer rights have been violated.
3. She did not ask questions on the blender and did not check the expiry date on the cakes.
4. She refused to refund or replace the blender and tried to avoid responsibility saying it was on sale.
5. He explained the responsibilities of the seller and supported Vanessa's mother, which helped resolve the issue fairly.
6. Both of them understood and supported the idea of consumer rights and fairness in buying and selling.
7. The seller initially tried to avoid responsibility for selling a faulty item while Vanessa's mother was trying to correct a wrong after realizing the mistake.
8. She played a key role in identifying the problem and standing up for consumer rights which help resolve the issue and teaches a lesson
9. They learnt to be more careful when shopping like checking expiry dates etc.
10. Both sellers and consumers have important roles, consumers should be informed while sellers should be honest and responsible.

Practice assessment 1 page 136

- a. Mr. Busara, Mr. kamau, Omari, Tenge, Imani, Mr. kaput, Njoroge
- b. Mr. Busara- is a parent to Imani. A witness to his child's misconduct and provides a solution at the end of it.
 - Mr. kamau - The school principal who investigates through the matter and calms the tension.
 - Omari and Tenge - A classmate to Imani that exposes what has been going on with the magic energy drink.
 - Mr. Kaput - the gateman who didn't notice the hidden bottle in the learner's bag as he was checking.
 - Imani: The culprit who brings the "fruit juice" to school after being lured by Njoroge.
 - Njoroge- Imani's neighbor (student) that introduced him to the energy drink via whatsapp.
- c. Mr. Busara reflectively confessed that parenting is not as easy as it seems.
 - Mr. Kamau reassuringly confirmed to Mr. Busara that at Imani's age he could expect mistakes.
 - Imani apologetically said sorry to Mr. Kamau.
 - Mr. Kamau firmly said that he was disappointed with Imani's engagement in activities that defy school rules.
 - Imani respectfully thanked his father and Mr. Kamau.

Characters	Traits
Mr. Kamau	Calm, wise, considerate because he mend the fences between Imani and his father.
Mr. Busara	Understanding and responsible because he also vowed to repot Njoroge to his parents for them to guide him.
Imani	Gullible because he was easily swayed by Njoroge. He is also humble as he sought for forgiveness from his father.
Omari & Tenge	Honest because he brought the evidence of the bottle that Imani had carried to school.
Mr. Kaput	Irresponsible and reckless because he didn't check the bags carefully at the gate.

e. (varied response)

4.5 Writing

4.5 Writing (Page 137- 138)

Paragraphing- connectors of sequences.

1. To begin with
2. then
3. After that
4. Finally

Practice assessment 1 page 140

- Paragraph A is descriptive, Paragraph B is a narrative.
- The paragraph has:
 - The introduction
 - The body
 - The conclusion
- The Royal Masai Mara relevantly has a décor that is **absolutely beautiful** in its own way. The first eye capturing thing is the furniture, which is made from **red cedar, white,** and **olive** “Opodo” logs got from the Masai forest land. These logs are collected from fallen trees but have the strength and durability of its kind. The halls are decorated with **African wildlife carvings, bird and wildlife paintings,** and carvings are well arranged on the walls; the dining room, lounge, and bar are also built on **wooden decks** to provide a **magnificent view** of the rich wild habitat. With the table set in **painstaking bush style** with **red reserved checked linen** and **exquisite wildflowers,** a **candle gleaming** as a cool Kenyan song is sung in the background, you will definitely feel at peace. This is summed up with the neatly dressed up employees in their Masai insignia that comprises of **red-checked sheets,** called shukas, which they cover around their shoulder, ornaments such as bangles and earrings, and the women clad with beads around their necks.

UNIT FIVE

5.1 Listening and Speaking

Practice assessment 1 page 141

(Accept any relevant answer)

Practice assessment 2

P	b	K	g	l	lh
Parent	Big	Kinship	Grandparents	Big	
	Blood	Countryside	Group	sit	Feel
		Cousins		Mingle	
		Closely			
		Comes			

Practice assessment 3 page 142 -143

(Accept any valid responses)

Long and short vowel sounds.

ACTIVITY 1 page 144

Pronunciation of sound 'th' in think and that.

4. Words with sound 'th'

- those - thieves - them - thinking - than - others
- brother's - birthday - worth - thousands - three - feathers
- the

5. voiced 'th'

voiceless 'th'

- those thinking
- brothers birthday
- them worth
- than thousands
- others three
- thieves feathers

Emphatic stress (Page 145)

- a) It is he who explained the process not someone else.
- b) The explanation was easy to understand, not confusing.
- c) He fully explained the process, he did not summarize nor hint.
- d) He clearly explained a specific process not just any.
- e) He explained the process, not the result or purpose.

Practice assessment 1

page 147 -150

Guide the learners as they read the stressed words. (Accept any valid responses)

1. Practice assessment 3 page 150

Content words	Function words
They	Who , but
Happy	From, and
Stunning	What, yet
Leak	The, near, a,
Rapid, object	Your
Dance, amazing	To
Record, slowly	For
Softly, clearly	

2. Guide the learners to stress the words in bold.

Practice assessment 4 page 151

(Guide the learners to stress different words in every sentence.)

5.2 Reading

Practice assessment 1 page 151

1. Above, abnormal, bright, brown, cheap, cheer, deny, home
2. Guide the learners to use the resources appropriately.

Practice assessment 2 page 152

- | | |
|-----------------|---------------|
| 1. Industrious. | 2. Exhausted. |
| 3. Enormous. | 4. Beautiful. |
| 5. Inquired. | 6. Tiny. |
| 7. Happy. | 8. Indolent. |

Practice assessment 3

(Guide the learners to use thesaurus and dictionary to find the synonyms of the words given.)

Practice assessment 1 page 153

Practice assessment 1

1. Write the antonyms of the words below.
The first one has been done for you.

Word	Antonym
a) Busy	idle
b) Best	Worst
c) Popular	Rare
d) Daughter	Son
e) Present	Absent
f) foolish	Wise
g) up	Down
h) happy	Sad
i) despair	hope
j) illegal	Legal

5.2.1 Reference Materials: Dictionary, thesaurus, encyclopedia

Practice assessment 1 page 154

- a. Encyclopedia.
 - b. Dictionary.
 - c. Thesaurus.
 - d. Dictionary.
 - e. Thesaurus.
2. (Guide the learners to use the dictionary, thesaurus and encyclopedia).

Practice assessment 2& 3 page 155:

(Guide the learners on how to find the meaning of the words from the dictionary).

5.3 Grammar in Use

Practice assessment 1 page 156

(Accept any valid response).

Practice assessment 2 page 156

Adjective	Comparative	Superlative
Capable	More capable	The most capable
Expensive	More expensive	The most expensive
Important	More important	The most important
Intelligent	More intelligent	The most intelligent
Wet	Wetter	The wettest
Well	Better	Best
Healthy	Healthier	Healthiest

Practice assessment 3

(Accept any valid response).

5.3 GRAMMAR- Gradable and non-gradable adjectives. (Page 157)

Identify gradable and non-gradable adjectives in the passage below.

Gradable

Kind

Friendly

Good

Upset

Important

Common

Non-gradable

true

essential

vital

unacceptable

complete

5.3.1 Order of Adjectives

Practice assessment 1 page 159

Read the following passage and identify the adjectives

Huruma School is a **close-knit** community with a **strong** family culture. The learners are **responsible** and support each other all the time. They always look forward to opening school after holiday. They like to share stories of holiday happenings.

This term, when learning resumed, Keya could not wait to unveil his brand, **new, black home-made** guitar. Unlike his previous one, which was **tiny** and **old**, this one was a **magnificent big blue metallic** guitar. Its **plastic** frame made it look so unique. Keya felt proud as he explained that this instrument, used to create **soothing** music was made in Kenya.

Practice assessment 2

Number	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	Noun
	Beautiful	Short			Red		Cloth		Flag
	Modern				Purple		Silk		
	Magnificent						Wooden		House
	Classy				Blue	German		Sports	Car
	Expensive								
	Durable						Ceramic	Kitchen	Utensils

Practice assessment 3 page 159

- a. Ancient, massive, Greek
- b. Shiny, small, brown, leather
- c. Two strange, young, tall,
- d. A plump, handsome, intelligent 2 year old.
- e. Old, Shiny, tall, curved, brown.
- f. New, white, Brazilian, nylon, jogging.
- g. Strong, long, wooden.

5.4 Reading

5.4.1 Intensive reading: Oral Narratives.

Page 161

1. Lang'o, Luanda Magere, Luanda Magere's wife, Luo elders, Lang'o warriors.
2. Luanda Magere was courageous/ brave / loyal for he fought for his community. He was also foolish to be lured by a woman. He was defiant for he did not listen to the warning of his community. Luanda magere's wife was cunning/ nagging for she deceived him and knew the source of his strength. The Luo community were cautious/ wise as they warned him not to marry the wife. Lang'o community were deceiving as they lay a trap for Luanda Magere's strength.
3. He led the Luo community to war and defeated their enemies for many years.
4. Luanda Magere because his heroism was beneficial to the community. The wife was a betrayer.
5. Varied response.
6. Through peace missions, dialogue, mediation, etc.

5.4 Reading- Short Story (Page 162-164)

Dialogue and Repetition in a story.

1. She did not want to speak to him.
2. a) 'Is she awake?'.....
b) "Oh! So sorry.....
c) "What is it?".....

3. Mr. Njogu
 - Dr. Vitalis
 - Celine
 - Akinyi
 - Grandmother
4. Mr. Njogu

is arrogant and rude – calls the girls names even after they apologise.

selfish – wants to keep the niece's inheritance for himself.

malicious – orders the doctor to keep drugging his mother so that she keeps staying in hospital.

Dr. Vitalis

Crafty – agrees to keep Njogu's mother in hospital unlawfully drugging her.

Caring – stooped administering the drugs to Njogu's mother because it would be dangerous.

5. Grandmother is honest and cares about the granddaughter. She also knows the son's intentions.
Celine and Akinyi are.....
6. A dialogue helps in plot development and characterization.
7. To disclose a secret.
8. We should be cautious who we trust.

5.4.1 Style

Practice Assessment 1 page 167

- a.- When mother cow is chewing grass, its young ones watch its mouth.
 - You cannot teach an old dog new tricks
 - Change is as good as rest.
- b. *Wake up Maganzi from the soil,
From the land where light doesn't shine,
From the land where slow silence reigns and sings,
Oh Maganzi, wake up and see your Moses son,
Who defies our gods in broad daylight?*

*My heart is full of sorrow, Maganzi wake up!
Release a thousand hailstones Maganzi and
strike him*

- c. 'Lusungu', Chei! Chei!
- d. When Indangasi is reflecting about the white man's invasion.
- e. They have enhanced effective communication and also made the writer's work interesting
- f. Simile: stop beating you like a drum, lips as red as blood, walks tall like a giraffe, Metaphors : a black sheep
- g. They convey the message effectively and they make the story interesting.
- h. (varied responses from learners as they make summary on the features of style)

5.5 Writing

5.5.1 Writing Functional Writing: Friendly letter.

Activity 1 page 168

2. Brenda
3. Catherine
4. Marina Junior Secondary School,
P.O. BOX 103-00200,
Nakuru.
27th January, 2025.
5. One
6. Informal letter.
7. Features of a friendly letter
- a) **Address and the Date:** The address and the date when the letter is written placed at the top right corner of the page.
- b) **Salutation:** A friendly greeting to the recipient. (E.g. Dear (Brenda))
- c) **Body:** This is the main part of the letter that carries the message. It could highlight on the recent updates, inquire questions or a need to engage

in conversation. This should be personal, reflecting your relationship with the recipient.

- d) **Closing:** A friendly sign-off such as "be safe," or "your friend," followed by a comma.
- e) **Signature:** Your name, (usually handwritten).
9. (Varied responses).

Practice Assessment 1 page 169

(Guide the learners to write the letter following the correct format and features).

UNIT SIX

6.1 Listening and Speaking.

Practice assessment 1 page 174-175

1. Pause.
2. Would you please allow me to.... Sorry to interrupt you again, sorry to cut you short.
3. (Accept any valid response).
4. (Accept any valid response). She should have personally approached him instead of talking about it with Diana. Getting firsthand information from the main source reduces doubts and poor judgments.

Practice assessment 1 page 179 -180

1. Going to the theatre in the afternoon.
2. Maintain eye contact, smiling.
- 3.- They have great communication skills. Besides being good listeners, they seek clarification to avoid misunderstandings.
- They influence the other party by giving facts and persuading them why their opinion is favorable.
- They don't make rash decisions.

- They aim to reach an agreeable solution which allows a favorable outcome for both of them. (Both parties are satisfied).
 - They read and consider the other party's emotions and respond accordingly to avoid arguments or conflicts.
5. It avoids argument and enables the parties to reach a conclusion that benefits everyone involved.
 6. Using verbal and non-verbal cues.

6.2 Reading.

Practice assessment 1 PAGE 181

(Guide learners to read the poem aloud at the right speed, stressing the correct parts).

6.2 Reading page 182-183.

Reading fluency- poems.

1. Addiction and the journey from despair to hope.
2. Fading light symbolizes loss of hope.
3. They are trapped, hurting and long for freedom.
- 4.a) Endless nights show depression and feeling trapped.
- b) Alley cold with heavy breath symbolizes loneliness and fear.
- c) Walk again beneath clear skies symbolize hope and new beginnings.
5. Accepting support from kind and knowledgeable people can guide one out of a difficult situation.
6. To symbolize peace after struggles.
7. Supportive people.
8. From shadows to sunrise.

6.2.1 Reading Fluency.

Practice Assessment 1 page 184.

(Guide the learners to read the passage fluently).

Practice assessment 2

- a. Budget- a financial plan.
- b. Essential- necessary or important
- c. Leisure- free time
- d. Procrastinating- deferring or postponing
- e. Responsible- to be accountable or in charge.
- f. Perpetual- continuous.
- g. Dwindle- disappear, or reduce.

6.3 Grammar.

6.3.1 Word Classes: Adverbs.

Practice assessment 1 page 185

Place	Time	Manner
Here	Today	Vigorously
Outside	At midday	Eloquently
Abroad	Soon	Briskly , tightly

Practice assessment 2 page 186

1. Early.
2. Briskly.
3. Heavily.
4. Fluently.
5. Sadly.
6. Quietly.
7. Now.
8. Carefully.
9. Immediately.
10. Impatiently.

Questions page 187

Adverb of time	Adverb of manner	Adverb of place
Early	Slowly	Outside
Yesterday	Terribly	
	Drastically	

6.3 .1 Grammar

Adverbs of frequency and degree. (page 187 – 188)

Underline and identify the type of adverb

1. Rather – degree
2. Never - frequency
3. Fairly – degree
4. Daily – frequency
5. quite – degree
6. Extremely – degree
7. very – degree
8. Extremely – degree
9. Occasionally – frequency
10. Rather – degree

Fill the gaps with the best alternative.

1. Extremely
2. Rather
3. Occasionally
4. Usually
5. Very
6. Almost
7. Very
8. So
9. Frequently
10. Very

6.3.1 Comparison of Adverbs

Practice Assessment 1 page 189

Positive	Comparative	Superlative
Early	More clearly	Least
Quiet	Harder	Most
	Sincerely	Most carefully
	Handsomely	
	Wonderfully	
	More diligently	

Practice assessment 2 page 190

- a. Better.
- b. Most frequently.
- c. More courageously.
- d. Most wonderfully.
- e. More expertly.

Practice assessment 3 page 190

- a. Harder.
- b. Highest.
- c. Least.
- d. Faster.
- e. Slower.
- f. More diligently.

Practice assessment 4 Page 190

- a. Cynthia ran faster than Nekesa.
- b. He speaks softly than Irene.
- c. Between Kyle and Wayne, who swims skillfully?
- d. The weather yesterday was hotter than today.
- e. I am not sure who jumped the highest in the competition.
- f. Silas walked quietly than Dan.

6.4 Reading

Oral Literature Songs page 191.

1. Sleep,A big gourd of milk-breast.
2. A sibling to the child.
3. The song is lulling the baby to sleep.
4. Few steps close- closer.
5. A big gourd of milk-breast.

6.4 Reading

6.41 Sifa's Experience

1. Disobedience and punishment
2. a) Sifa asks questions about the car.
b) The car I stolen at night.

- c) Sifa's father informs the authorities.
 - d) Sifa's mother is informed of the happening.
 - e) Sifa goes missing.
 - f) The police stops Sifa and his friends.
 - g) Sifa and the friends get involved in an accident.
 - h) The boys' parents are informed of the accident.
3. He must have wanted to learn how to drive the car.
 4. They feared that whoever was attacking their neighbour may do the same to them.
 5. - She did not know how her children would go to school.
 - They had not finished paying for the car.
 6. He must have realized that it was Sifa who had driven away in his car.
 7. So that the police would not discover that it was an underage driving.
 8. Obedience is better than sacrifice.

6.5 Writing

Practice assessment 1 page 194

Write the plural forms of the following words;

- a. Father-in-law - fathers-in law
- B. Niece- nieces.
- c. Foot- feet.
- d. Child- children.
- e. Hoof- hooves.
- f. Radio- radios.
- g. Ox- oxen.
- h. Piano- pianos.
- i. Aircraft - aircraft.

Practice assessment 2 page 194

Grammer, fourty, refered, writting, burrier, definately, queue, greatful, mischievous.

Practice assessment 3 page 195

Choose the correct form of word from the brackets to complete the passage correctly.

When Musa's wife (past/ passed) away through a road (accident/acident), Musa was devastated.

He was now supposed to take care of (too, two) children alone. The younger (daughter/doghter) was (still /steal) learning to speak.

However, at (forty/ fourty) years, Musa refused to be trapped by the (passed/past). He looked into the future with a lot of hope.

Having no (bear/bare) minimum education, he was scared that no one (wood/would) (higher/hire) him for employment.

Practice Assessment 3

Mechanics of writing. (Page 195- 197)

Add prefixes to the words below and use them to fill the gaps.

- | | |
|---------------------|-----------------|
| 1. Misappropriation | 2. Misguided |
| 3. Disarm | 4. Incurable |
| 5. Ungrateful | 6. Misinform |
| 7. Imbalance | 8. Incompliance |
| 9. disappointed | 10. Misspell |

Add the correct suffixes to words below and use them to answer the questions.

- | | |
|-------------|--------------|
| 1. Restful | 2. Repeating |
| 3. vomited | 4. Married |
| 5. guidance | 6. Careless |
| 7. Tiresome | 8. Spoonful |

6.5 Writing

6.5.1 Mechanics of Writing: Spelling.

Practice assessment 1 page 198

- a. Annex
- b. Feet
- c. Wooden spoon.
- d. Stopped.
- e. Woolen.
- f. Annual.
- g. Narrow, corridors.
- h. Transmitted.
- i. Cheers, beginning.
- j. Wildebeest.

Practice assessment 2 page 199.

- a. Band.
- b. Blew, blue.
- c. Flew, flu.
- d. Flower, flour.
- e. Tie, tie.
- f. Weak, week.

Practice assessment 3

- a. Allowed, aloud.
- b. Pack, park.
- c. Son, sun.
- d. Hurt, heart.
- e. Threw, through.
- f. Ate, eight.

UNIT SEVEN

7.1 Listening and Speaking.

7.1.1 Listening Comprehension: Listening for Details.

Practice assessment 1 page 201.

(Accept any correctly written sentences.)

Practice assessment 1 page 203

1. Importance of coral reefs in marine ecosystem.
2. Coral reefs are among the most bio diverse ecosystems on Earth, harboring a quarter of all marine species despite covering less than 1% of the ocean floor.
3. harboring a quarter of all marine species, coral reefs act as natural barriers, protecting coastlines from wave energy, erosion, and storm surges, coral reefs support numerous economic activities, including fishing, tourism and recreation. Fisheries associated with reefs provide food and livelihoods for millions of people, coral reefs, along with mangroves and sea grass beds, play a role in carbon sequestration, helping to mitigate climate change.
4. (Accept any well written notes).
5. Rainforests of the sea- they harbor a lot of marine life.

Harboring- keeping.

Carbon sequestration- removal of carbon.

Invaluable ecosystems- expensive.

7.0 Intensive Reading -Visuals

Page 205

Guide learners to narrate a story basing on the visuals.

7.2.1 Interpretation and Evaluation.

Practice assessment 1 page 208

1. (Valid responses that highlight much on sea turtles.)
2. Guide learners to make notes on the key issues they have mentioned.
3. They have many natural predators including birds, crabs, fish, and mammals like raccoons.
4. Poaching and over-exploitation.
5. (Accept a well written paragraph).
- 6.a. Migratory - travelling
- b. Entanglement - difficulty
- c. Endangered - becoming scarce.
- d. Tipped the scales - to be the deciding factor.
- e. Habitat destruction - interfering with their natural homes.

Grammar in use

7.3.1

Personal and possessive pronouns.

Practice assessment 1 page 209.

- | | |
|------------|-----------|
| 1. She. | 2. He. |
| 3. We. | 4. They. |
| 5. He. | 6. They. |
| 7. It, us. | 8. I, we. |
| 9. She. | 10. We. |

Possessive pronouns

Practice assessment 1 page 211.

- | | |
|------------|----------|
| 1. Yours. | 2. Hers. |
| 3. Mine. | 4. Its. |
| 5. His. | 6. Her. |
| 7. Theirs. | 8. His. |
| 9. Their. | 10. Its. |

Practice assessment 2 page 211.

Their, his, our, we, its ,they

Personal - we, they.

Possessive- their, his, our, its.

7.3 Grammar (pg 212-213)

a) Indefinite pronouns

1. No one/ nobody
2. Each
3. Someone
4. Someone
5. Everything
6. Nowhere
7. No one
8. Someone
9. Someone
10. Nothing

b) Reflexive pronouns

- | | |
|--------------|---------------|
| 1. Herself | 2. Themselves |
| 3. Ourselves | 4. Themselves |
| 5. Yourself | 6. Itself |
| 7. Myself | 8. Himself |
| 9. Yourself | 10. Itself |

7.3 Grammar in use

7.3.1 Relative Pronouns: Interrogative pronouns.

Practice assessment 1 page 214.

- | | |
|-------------------|--------------------|
| 1. Relative. | 2. Interrogative. |
| 3. Interrogative. | 4. Relative. |
| 5. Interrogative. | 6. Interrogative. |
| 7. Interrogative. | 8. Relative. |
| 9. Interrogative. | 10. Interrogative. |

Practice assessment 3 page 215.

Relative pronoun	Interrogative pronoun
Who	What
Whose	Who
Which	
How	

7.4.1 Intensive Reading – Short story.

Page 218.

1. Jackline - narrator
- Willis - Isaac
- Mogotu - Sandra
- Mongare
2. All the characters are out having breakfast.
3. Jackline and the narrator - both are early risers.
Mongare- seems well informed about the wildlife.
Isaac - a happy soul who enjoys watching the wildlife.
Sandra - Seems not to be so much interested in the ongoing happenings.
4. Major characters - Willis, Mongare
Minor characters - Isaac, Ms. Mogotu, Sandra
5. Willis – inquisitive
Mongare – informed
Isaac – joyful, happy
Sandra – disinterested.

7.5 Writing

7.5.1 Composition: The writing process.

Practice assessment 1. & 2 Page 221.

(Guide the learners as they brainstorm on different topics about marine life.)

UNIT EIGHT

8.1 Listening and speaking

Oral Narratives – Myths (pg 223)

1. - Malaika - Asha
- the elder - Toma
- Asha's grandmother - spirit of the night
2. a) Asha
b) Malaika (The Sunbird)
c) Toma (The sky spirit)
3. The world was dark all the time with no sun, life was cold and hard.
4. She believed the people had forgotten to respect nature and didn't deserve daylight.
5. She had to carry a flame to a mountain and sing a sacred song. She stayed brave and kept the flame alive and never gave up.
6. It teaches us respect nature, courage and belief can lead to great change.
7. The world was filled with sunlight, plants grew and life became easier.
8. He believed in the people and helped Aisha begin her journey.
9. She brought light to the whole earth changing life for everyone by completing her task.
10. i) The world is in darkness
ii) Malaika refuses to shine
iii) Toma intervenes
iv) Aisha is chosen
v) Aisha's journey begins
vi) Aisha reaches the mountain and sings.
vii) Malaika hears the song and is moved
viii) Malaika brings light to the world.
ix) Asha returns to the village
x) The cycle of day and night begins.

8.1.1 Oral Poetry Travel (pg 224)

1. They were experiencing drought and so, food was scarce.
2. Miluma stole a portion of the meat stored for the cubs.
3. Tortoise followed the trail to Miluma's hidden cave, helping to identify the thief.
4. Miluma tried to run but he tripped over a stone and injured his leg.
5. Miluma - malicious, dishonest and greedy -he stole the meat meant for the cubs.
Tortoise - Wise, intelligent - was able to identify the thief.
6. We should think before we act/ we should be selfless.
7. Long time ago.....
8. From that day.....

Practice Assessment 1 page 226 - 227

1. Features of style.
 - a. Similes e.g your hair is like a flock of goats descending from a mountain, your teeth are as white as snow and your lips are like a scarlet ribbon.
 - b. Use of local language e.g mahamri, wali wa nazi, taarab
 - c. Repetition e.g how beautiful you are
2. The poem can be performed during a wedding occasion. This is because it praises and lures the bride.
3. Words that have been repeated are :
How beautiful you are, my darling there is no flaw in you
4. These words have been repeated to emphasize on the main idea and also create rhythm.
5. True love doesn't depend on economic status, it is usually in the eyes of the beholder. Weddings can be done based on trust and love.

6. The poem can be made interesting through the use of tonal variations, facial expressions, gestures and body movements, mimicry, use of instruments.
7. Use of costumes
- 8.a) Tutelage - education
 - b) bred and bond by love - They have been brought up with love and have been held together by love.
 - c) White collar cob - jobs that require professionalism and are done in an office setting.
 - d) mechanic fingers means the bridegroom uses his hands to work as a mechanic
9. mahamri, wali wa nazi. These local words have been used to show us the geographical setting of the poem (Coastal region).
10. Similes are: your hair is like a flock of goats descending from a mountain, your teeth are as white as snow, and your lips are like a scarlet ribbon. Metaphors used are: my dove, my star,
11. (Varied responses from learners).

8.2 Reading- Reading for interpretation Poem (Page 229)

1. - sweeping the floor
- fetching water
- milking goats
- working in the field
- cooking
2. i) Mama - cooks
ii) Speaker - helps with chores
iii) Papa - farms
iv) Brother - milks goats
3. Mama is preparing breakfast in the morning.
4. floor, door pail, fail hand, land
shade, made slit, lit

5. Yes, he says 'in them, I find the best of all'.
6. The poem has 5 stanzas of four lines each.
7. A school going child, a learner , a child
8. Anonymous

Reading – Poems (230)

1. The main theme of the poem is responsible tourism. It emphasizes that travel should be more than sightseeing but rather respect culture, preserving nature and learning.
2. The stylistic device used in the poem is imagery.
3. The poet means that tourism is not only the beautiful places we see but also empathy, knowledge and deeper appreciation for cultures.
4. 'Preserve their beauty with wise deeds'/ 'To leave no scars, no wounds to bear'/'Respect the cultures, lands and seas.
5. i) Forests breathe with life untold.
ii) Oceans guard their secrets bold
6. The tone is reflective and inspirational- It is serious about the duty of a traveler, but also hopeful about the positive impacts of travelling.
7. The poem has twenty lines.
8. It is calling for action for travelers to be mindful and restorative.
9. The poem has 5 stanzas of 4 lines each. It has a regular rhyme scheme.

10. Tourism/ Responsible tourism

8.2.1 Activity 1 page 231

1. The poem is talking about the beauty and magnificence of Notre Dame Cathedral.
2. An admirer/ tourist who has visited Notre Dame Cathedral.

3. Pronouns used are: you, your, they, their,
4. The persona admires its coat of many colours, splendor and magnificent form.

Practice Assessment 1 pg. 233

1. The poem is about the beauty of Centre of Pompidou.
2. Point of view is first person because of the first person pronouns I, We.
3. It helps us to connect with the emotions of the speaker.
4. a) haven - A place of safety,
b) escalators - stairs,
c) stark contrast- obvious/ noticeable difference.
5. The poem should be interpreted correctly to understand its meaning, separating facts from opinions.
6. (varied response)

8.3 Grammar in use page 234- 237

Simple prepositions

a) Prepositions of instrument page 234

- | | |
|---------|---------|
| 1. with | 2. with |
| 3. by | 4. with |
| 5. by | 6. with |
| 7. by | 8. by |

b) Prepositions of agent pg 234

- | | |
|-------|---------|
| 1. by | 2. with |
| 3. by | 4. with |
| 5. By | 6. with |
| 7. By | 8. with |

Prepositions of direction page 235

- | | |
|--------------------|------------|
| 1. to | 2. onto |
| 3. through | 4. down |
| 5. through/ out of | 6. towards |
| 7. through | 8. onto |
| 9. across | 10. up |

Use the correct prepositions to fill the blanks.

- | | |
|-------|--------|
| 1. in | 2. of |
| 3. of | 4. by |
| 5. by | 6. of |
| 7. of | 8. on |
| 9. of | 10. in |

i) Prepositions of position. Page 236

Fill the gaps below with the correct preposition of place.

- | | |
|------------|-----------|
| 1. in | 2. by |
| 3. on | 4. by |
| 5. under | 6. beside |
| 7. between | 8. over |
| 9. near | 10. near |

ii) Prepositions of place. Page 236

- | | |
|-------|-------|
| 1. at | 2. at |
| 3. in | 4. at |
| 5. in | |

iii) Prepositions of time pg 237

- | | | |
|-----------|----------|-----------|
| 1. in | 2. by | 3. during |
| 4. before | 5. until | 6. since |
| 7. after | 8. in | |

8.3.1 Practice assessment 1 pg 238

Complex prepositions in the passage are:
Thrill of, filled with, according to, lifted off,
view of, in awe of, lured by, a lot of

Practice assessment 2

1. As a result of
2. In the process of
3. Aside from
4. Because of
5. Instead of
6. In order for
7. Except for
8. Close to

Practice assessment 3 pg. 239

(varied responses from learners).

8.4 READING Page 239 - 240

Characters in poem

1. Adventurous and brave- she leans out over the ferry and laughs while others are nervous.
2. Jude is behaves carefully and cautiously.
3. She is curious/ inquisitive - She asks the crew a lot of questions.
4. Ben is nervous and unsure - he sits still with a friend and says, maybe we should.
5. Lena - excited and adventurous. Jude - cautious and worried.
6. Adventures are not calm or safe.
7. It show people have different personalities and ways of dealing with fear or excitement.
8. Ben - he was scared at the beginning but by the end continues and does not have fear.

Poetry – Inanimate characters. Pg 241

Kilimanjaro

1. The stone, the glacier and the wind.
2. A silver crown of snow.
3. The secrets of the mountains, past stored in it cracks.
4. Racing past Mt. Kilimanjaro and feeling the thrill of the mountain.
5. It symbolizes the snow at the top of Mt. Kilimanjaro suggesting majesty and greatness.
6. Personification helps the reader create a vivid mental picture of what the poet is talking about.
7. The poem has 3 stanzas with stanza 1 having 3 lines while stanzas 2 and 3 have 4 lines each.

8. Tone of awe and majesty showing the mountain as ancient powerful and all of wonders.

8.4.1 Poetry - Characters

Practice Assessment 1 Page 243

The charming beach Experience

1. A mother is the speaker because of "Mummy, mummy! Look! My eight year son curiously gazes at"
2. Other characters are the son to the speaker and friends.
3. People like touring the beach with their families and friends for a pause.
4. They are thrilled, excited, curious, joyous
5. With laughter and love, our spirits were content, We talk and laugh,
6. Characters help to build the main idea in a poem, they also help us know their character traits.
- 7.

Character	Character trait	Evidence
Mother	Fun loving	She had gone to the beach with son and friends to have a good time.
Son	Curious/ adventurous	He curiously gazed at the waves and shows his mother.
Friends	Fun loving/ creative	They all join in making the camp around the beach

8.5 Writing

8.5.1 Activity 1 page 244 - 245

- a. Qualities of a well written composition are:
 - It should be original and creative. The ideas should be expressed naturally with the right choice of words that communicate concretely to the main idea.
 - The words used should be carefully chosen. You can also include the captivating expressions such as similes, metaphors, humour, personification and proverbs 'beef up' the composition.
 - It also needs to be neat and legible. It should be free from grammatical errors, punctuation errors and spelling mistakes.
- b. (guide the learners to read the lists in turns)
- c. Coherence is the logical connections and consistency that holds the story together making it meaningful and understandable to the reader.

d.

Quality	How quality should be presented.
Relevance	The message should be related to real life and meaningful to the target readers.
Sentence variety	Include long and short sentences, questions, exclamation as appropriate
Creativity	Express your thoughts in innovative, unique and engaging ways.
Coherence and unity	Arrange your ideas in a logical and consistent way to hold the story together.

Grammar, spelling, punctuation marks	Ensure your work has no grammatical, spelling or punctuation mark errors.
Development of topic	Ensure that every word you choose aligns to the main idea of the topic.
Accuracy	The words used should be clearly understood to avoid ambiguity.

UNIT NINE

9.1 Listening and Speaking

a. Practice assessment 1 pg. 250

"au"
our
proud
crowd
aloud
shout
brow
around

Practice assessment 2

a. The unconquered heart pg. 251

"out"	"tour"
Sprout	Sure
Mounted	Truer
Hour	Pure
Shouted	Assurance
Proud	Cure
Cloud	Poor
Vow	Secure
Our	

b) Emphatic stress

Practice assessment 1 1-5

(Guide the learners to pronounce the stressed word in the bracket with emphasis).

9.2 Reading- Fictional materials.

Page 253 - 254

- Jacob felt that he was not good at anything.
- Jacob, Suleiman, Razick, school head
- Razick encouraged Jacob to believe in himself.
- Concerned - when he noticed that Jacob was not happy, he looked for him to find out what the problem was.
Caring - he encouraged Jacob when he felt unworthy.
- The accident was caused by a speeding motorcycle.
- Jacob had knowledge on how to perform first aid.
- Suleiman had experienced shock caused by the speeding motorcycle.
- The main characters are Suleiman and Jacob.
- One of the onlookers must have called the ambulance.
- We all are important in one way or the other/ No one is limited.

Extensive Reading page 255 - 256

- Mumbi
 - Mumbi's mother
 - Mumbi's father
 - Neighbours
 - Mumbi's brothers
 - Cult elder

2.

Character	Trait	Evidence
Mumbi	Sad and lonely	She sits in the kitchen alone sad about her life.
Mumbi's mother	Caring	She gives Mumbi the only money she had to save her from her father's wrath.
Mumbi's father	Irresponsible	Does not provide for the family and constantly beats them until the sons ran away.
	Selfish	Decides to marry off his young daughter.
Neighbours	Sympathetic	Occasionally sneaks food to Mumbi and the mother.

3. Mumbi's life took an unexpected turn when her father decided to join a sect.
4. They feared and were tired of their father's constant beating and ruthlessness.
5. Mumbi's mother who was the bread winner could no longer work at the market.
6. The neighbours were scared of what the sect would do to them if they took Mumbi's mother to hospital.
7. Mumbi's father had planned to marry her off to one of the cult members.
8. She was saving her from her father's brutality.

Practice assessment 1 page 256 - 257

- a. The things you need to consider when selecting a book to read independently are:
 - Title of the book
 - The headings
 - Vocabulary used
 - Explore random pages to see whether it will hold your interest.
 - Get reviews from your close contacts to know about it.

9.3 GRAMMAR

Word Classes - Conjunctions and, but and or pg 258

- | | |
|--------|---------|
| 1. but | 2. and |
| 3. or | 4. but |
| 5. or | 6. and |
| 7. but | 8. or |
| 9. but | 10. and |

Word classes conjunctions pg 259

- | | |
|----------|--------------|
| 1. If | 2. Therefore |
| 3. While | 4. Until |
| 5. Since | 6. So |
| 7. When | 8. Therefore |
| 9. Until | 10. When |

9.3.1 Correlative Conjunctions pg 260

- a. I like both ribbon and balloons
- b. The champion will not only attend the meeting but will also give a reward to the winner.
- c. Neither Hellen nor Moses did the test.
- d. Neither Lilian nor Mercy came to the meeting.
- e. Neither Shanice nor her sister knew she would win the race.

- f. The hero will neither advertise the product nor allow his picture to be used.
- g. Mother Teresa not only promoted peace but also opened homes for abandoned children.

9.4.1 Reading sequence of events

A day at the Great Rift Valley.

Page 261

1. The Great Rift Valley.
2. At exactly 7.00 am.
3. At the view point on the edge of the valley.
4. Lake Naivasha and Mt. Longonot.
5. Hippos and colourful birds.
6. Refreshed by the cool breeze from the lake.
7. Steam from the hot spring.
8. They went to the Viewpoint, Lake Naivasha then Hell's Gate National Park.
9. To learn as they explore one of the Kenya's tourist attractions.
10. A trip to the Rift Valley (Any other appropriate title)

d) Short stories – similes and metaphors. Pg 262

1. SIMILES

- Her spirit was as fierce as a wild fire.
- Her eyes sparkled like stars trapped in a jar.
- Her path was steep and twisted like a serpent.
- Melody as soft as moonlight.

METAPHOR

- Her hair was a waterfall of dark silk.
- Her determination was a flame that no wind could blow out.
- She is a flame wrapped in skin.

2. They help the reader create a vivid picture in the mind of what is being talked about.
3. She was neither strong nor a trained fighter but she was courageous enough to face danger differently.
4. A fire dragon threatened to destroy it.
5. Being a young inexperienced girl, they did not believe that she could defeat a dragon.
6. Using herbs and a peaceful song.
- 7.- She had a powerful unstoppable determination like a fire spreading quickly.
- She has great inner strength and Passion hidden within her ordinary appearance.
8. Fear and danger.
9. Courage can come in unexpected forms.
10. The brave and courageous Leila.

9.4.1 READING

9.4.1 Play: Style

Practice assessment 1 pg. 255-266

- a. Chebet had a loving mother whom she lost through a road accident.
- b. These events took place on the way to their aunt's house.
- c. Nekesa seems to have been overwhelmed with the loss of her mother.
- d. When she imagined how much they were going to be mishandled by their aunt for arriving late.
- e. She is thoughtful, responsible (promised the mother to take care of the siblings while she was still alive), and cautious (warns Nekesa to hurry as it was about to rain).

Practice assessment 2

- a. Guide the learners to come up with notes of what is anticipated.

9.5 Writing

Practice assessment 1 page 272

1. Guide learners to identify the introduction, body and conclusion according to the narrative.
2. Elements of narrative composition are: setting, theme, characters, plot and point of view. Practice assessment 2 (learners may come up with varied responses)

UNIT TEN

10.1 Speech page 274- 275

1. To congratulate students on their achievements as well as encourage them to continue working hard while recognizing the contribution of parents and teachers.
2. Students, teachers, parents/ guardians, guests.
3. They symbolize their success and potential for a bright future.
4. They work hard to nurture and shape the student's mind and contribute to their success.
5. He thanks them for their support and encouragement.
6. To support education by investing in skills, providing resources and creating opportunities for young people.
7. Education is the most powerful weapon which we can use to change the world.
8. It means learning is an ongoing process that continues throughout life.

10.1.1 Impromptu speech

Practice assessment 1 page 277

1. Guide the learners to assess their presentations using the table provided.

10.2 READING (page 278)

1. A way people express their ideas and feelings.
2. Drawing, painting.
3. Emotions like happiness, sadness, anger.
4. a) visual art
b) performing art
c) digital art
5. Visual art
6. Performing art
7. Computers and technology.
8. - to share culture
- to tell stories
- to show feelings
- to send message
- to entertain
9. - Art - Designer
- Musician - Actor
10. Helps people think creatively and solve problems.

10.2.1 NOTE MAKING

Reading

Practice Assessment 1 page 281

1. Social media is the reason for many of the world's problems and solutions since It can be used to raise awareness for an important cause, but it can also be used to spread hate. It all depends on how we use it.
2. The main cause of stress among teenagers is spending at least 2 hours and 20 minutes on social media every day. This consistency impedes them from planning their time well, connecting with friends, or even having meaningful discussions with their parents.
3. Social media deprives parents from having a thorough conversation with their children without them checking their phone.

4. Social media encourages the false images of how everything should be in a perfect world. This causes insecurities in young people since they feel incapacitated to achieve the illusions of “perfectionism on screens’.
5. Social media can both be beneficial or detrimental to the users depending on how it is used. It can be used to connect with friends and family. It can also lead to insecurities and stress among the use when used irresponsibly. It can be misleading since a majority of the posts are extremely insignificant and unimportant to our world. Social media can be addictive and teenagers should use it responsibly
6. Supporting details are:
 - Although social media can connect teens to the world and friends and family around them,
 - It can also be detrimental for those who don’t know how to use it wisely.
 - According to recent statistics, a teenager who spends more time outdoor is generally a happier and healthier.
 - Not only does it affect health, social media deprives parents from having a thorough conversation with their children without them checking their phone.
 - Even though the positive effect of having a social media profile is to communicate with friends/family, they don’t even have the decency to lift their head and engage in a conversation.
 - Additionally, social media encourages the false images of how everything should be in a perfect world.

Not only is social media misleading, it is also very unimportant. However, avoiding social media can be very difficult especially in a situation where one has become addicted.
7. The conclusion of the passage is we shouldn’t abandon social media just because it has the possibility of being misused but we need to observe cyber security and browse responsibly.
8. Yes. There are many supporting details on the benefits of social media as well as instances when it can also be misused.
9. (Learners to make notes using the SQ4Rs method).

10.3 GRAMMAR (pg 282-283)

Determiners -Articles

- | | |
|--------|--------|
| 1. the | 2. a |
| 3. the | 4. a |
| 5. a | 6. the |
| 7. the | 8. an |
| 9. An | 10. an |

Possessives

- | | |
|---------|---------------|
| 1. my | 2. our |
| 3. your | 4. his/ their |
| 5. his | 6. her |
| 7. his | 8. his |
| 9. my | 10. her |

Determiners and quantifiers. (Page 283)

Underline the demonstratives in each sentence.

- | | |
|----------|----------|
| 1. That | 2. These |
| 3. The | 4. This |
| 5. Those | |

Fill in the gaps with this, that, these, those. (Page 284)

- | | |
|----------|-----------------|
| 1. This | 2. These/ those |
| 3. Those | 4. This/ that |
| 5. That | 6. These/ those |
| 7. That | 8. That/this |
| 9. Those | 10. That |

Use little, a little, few or a few to fill the gaps. Page 284

- | | |
|-----------|-------------|
| 1. Few | 2. Little |
| 3. Little | 4. A few |
| 5. few | 6. a little |
| 7. A few | 8. Few |
| 9. Little | 10. Little |

Numerals and Ordinals

Practice assessment 1 page 284

Copy and complete the following table. The first one has been done for you.

Numerals	Ordinal	Ordinal used in a sentence.
9	Ninth	Selah will be celebrating her ninth birthday tomorrow.
34	Thirty-fourth	Open responses
23	Twenty-third	
41	Forty-one	
12	Twelfth	

Practice assessment 2 page 285

Numerals	Ordinals
Fourteen	First
Three	Second
	Third

Practice assessment 3 Page 285

- | | |
|------------|----------|
| a. First | b. Third |
| c. Seventh | d. Tenth |
| e. Fourth | |

Monster Narratives –

Characters and their traits. Page 286

- Never to go to the woods near the hill at dusk.

- There would be a steady drumming that would be heard.
- He was curious and believed the warning was just a story.
- Limo must have gone to the hill in the evening.
- Similes
 - with skin like bark and eyes like fire.
 - soft at fast like a heartbeat.
 - Personification
 - trees seemed to whisper.
- Limo must have been shocked at what he had seen.
- They must have learnt from Limo's experience.
- Ignoring warnings can lead to danger./ The elders know best.

Intensive Reading – Short Story page 287

- 13 years.
- She played by ear.
- Wooden spoon and a broken guitar.
- Her parents could not afford them.
- She watched videos online and practices daily.
- Take me to Canaan.
- They applauded loudly.
- A music teacher on the audience.
- A free music lesson.
- Hard work can create opportunities even without you having money.

10.4.1 Play Project

10.4.1

Practice Assessment 2 page 289

- Guide the learners as they discuss on props and costumes to use for the play project.

10.4 Writing

Practice assessment 1 pg. 292

- b. Features of a form are:
- Personal Information: Name, address, contact details.
 - Purpose: A section specifying the reason for the application.
 - Qualifications or Experience: Information about education, work experience or skills.
 - Questions: Specific queries related to the application, like availability or preferences.
 - Signature: A space for the applicant to confirm the accuracy of their information and agree to the terms.
- c. it is important to fill the form accurately in order to get higher chances of what you are applying for. It also enables you to be known fully in terms of your personal, academic or even professional details.

UNIT ELEVEN

Practice Assessment 1 pg. 296-298.

1. Linda owino
2. Yes, Mark was prepared.
3. The preparations he might have considered are:
Before the interview.
 - Find out the purpose of the interview.
 - Find out about the company or organization in which you are going for the interview and what is involved in the job.
 - Read through a list of questions that are frequently asked in an interview and prepare your answers.
 - Think about your strength and weaknesses so that you can explain them during the interview if need be.

- Practice answering questions clearly and concisely.
- Prepare the questions to ask the interviewer.

- Prepare the originals and copies of your relevant documents such as certificates.

During the interview

- Dress appropriately and arrive on time.
- Greet the panel confidently.
- Listen attentively and respond respectfully using polite language.
- Maintain eye contact and speak clearly.
- Ask for clarification if a question is unclear.

4.

Verbal cues	Non- verbal cues
Speaking clearly	Nodding the head
Speaking confidently	Maintaining eye contact
Using tonal variations when asking questions or seeking clarification.	Adopting a good sitting posture
Talking at the right speed	Good body language
Being loud enough when talking.	Firm handshake

5. Interviewer's questions:
- Could you tell me why you are interested in this position?
 - Well. Could you share samples of your best work?
 - What was your role in putting this work sample together?
 - How do you ensure accuracy in your work?
 - How often do you use the social media? Which sites do you use the most?
 - What role do you believe social media plays in modern journalism?

- Could you clarify what exactly interactive journalism is?
 - Describe a time when you had to meet a tight deadline
 - Talk of your strength and weakness you have encountered so far.
 - Where do you see yourself in the next five years in this career?
6. (Open responses from learners)
 7. Yes. Musa has clearly specified his achievements, strengths and motivations that fully aligns with the career.
 8. (Open response) There are no non-verbal cues between the parties. They are important as they send the right information and also keep the speakers in line with the interview's purpose.
 9. Excellent interview skills are: Effective communication, speaking clearly, answering the questions correctly and sufficiently, making direct eye contact.
 10. One should prepare for the job interview to send the right impression to the employer and increase the chances of being hired.

Practice assessment 2 pg. 298.

(Open responses from learners). Guide them as they come up with an engaging interview session to follow all the steps required.)

11.2 Reading – Non- Fiction Materials page 299

1. A person who brings news on television, on radio or in the newspaper.
2. Broadcaster - these are the journalists who work on the television or radio.
News reporter - These are the journalists who go out into the field to collect stories. Photojournalist- These are the journalists who tell stories using photographs.

3. An editor checks stories for grammar, accuracy and fairness before publishing.
4. - Honest - curious
- patient - hardworking
5. A journalist requires strong writing and speaking skills.
6. A news reporter gives facts while an opinion reporter shares personal thoughts.
7. Journalists keep people informed about current events and help public make good decisions.
8. Print, broadcast, digital platforms.

Extensive Reading – Non-Fiction

Page 300

1. Designs buildings and maintain computer programs.
2. Websites, mobile apps.
3. Tells a computer what to do.
4. Python, Java
5. Education and health.
6. Computer Science or Information technology.
7. Logical thinking and creativity, communication, attention to details.
8. In school, coding club, online platform.
9. Technology is needed in many industries.
10. A developer can work independently by working as a freelancer or starting their own business.

11.3 Grammar in use page 301

- | | |
|----------------|----------------|
| 1. Influential | 2. Criminal |
| 3. Furious | 4. Cautious |
| 5. Expensive | 6. ancestral |
| 7. Poisonous | 8. Humorous |
| 9. Friendly | 10. Courageous |

Adverbs formed from adjectives.

Page 302

- | | |
|----------------|---------------|
| 1. Badly | 2. Gradually |
| 3. Immediately | 4. Angrily |
| 5. Skilfully | 6. nobly |
| 7. Beautifully | 8. Stealthily |
| 9. Peacefully | 10. Excitedly |

Word Classes – Nouns

Practice assessment 1 page 303-304

- Accessories
- Application
- Invitation , exhibition
- Attendees/ attendants
- Competition
- Drawing
- Performance
- Assessment

Practice Assessment 2

(forming nouns from the verbs) Page 304

- Laughter
- Realization
- Preference
- Passage
- Teacher/ teaching
- Composition

Practice assessment 1

(Forming nouns from other nouns).

Page 304 - 305)

- Relationship
- Childhood
- Booklet
- Farmer
- Slavery
- Kingdom
- Historian

Practice assessment 2 page 305

- | | |
|----------------|---------------|
| a. Mountaineer | b. Villager |
| c. Brotherhood | d. Librarian |
| e. Marketer | f. Production |

Dilemma narrative

- Choosing between joining her friends into stealing mangoes or doing the right thing.
- Honesty, courage, respect for others property, strong personal values.
- She might have been punished
- She could have lost respect for others. She could have felt guilty.
- Ouma found it difficult to resist the mangoes.
- It is better to do the right thing even if you are alone.

Intensive Reading – Lesson learnt

Page 307

- Abdi Fara grew up in the dry heat of Garissa, North Eastern Kenya.
- There was no electricity so he had to use lamp light. He also went hungry for days without a meal.
- Mr. Hassan encouraged Abdi to apply for opportunities abroad.
- She was kind, generous, mindful, caring, considerate, and supportive.
- He wanted to change his village for the better.
- Mr. Hassan was motivating/ optimistic because he encouraged Hassan to apply abroad.
 - Mama Halima was caring/ understanding and considerate because she would offer Hassan tea and mandazi on credit.

11.4 Writing

Fill the gaps with the opposite of the coloured words. (page 308)

1. Kind
2. Worst
3. Concealed/ hidden
4. Superior
5. Friend
6. Refused
7. Admitted
8. Defeat
9. Quiet/ silent
10. Scarce

Synonyms (pg 308)

1. Quick/ fast / timely
2. Enough/ adequate/ ample
3. Choice/ alternative
4. Dispersed
5. Huge/ gigantic
6. Horrific
7. Conceal/ cover
8. Suddenly / unexpectedly
9. Kind, magnanimous
10. Serious/ weighty

Mechanics of Writing -

Prefix and suffix.

Word	Prefix	Root Word	Suffixes
Misbehaviour	mis	behave	iour
Reader		read	er
Antifreeze	anti	freeze	
Rearrangement	re	arrange	ment
hopeful		hope	ful
rewrite	re	write	
Preview	pre	view	
teacher		teach	er
Disagreement	dis	agree	ment
Discouragement	dis	courage	ment

11.5.1 Mechanics of writing.

Practice assessment 1 pg. 311

1. In groups, discuss the meanings of the following abbreviations

RAM	Random Access Memory
UNICEF	United Nations International Children's Emergency Fund
K.R.A	Kenya Revenue Authority
GMT	Greenwich Mean time
RSVP	Please reply
ASAP	As soon as possible
BA	Bachelor of Arts
IEBC	Independent Electoral and Boundaries Commission
Kg	kilograms
GOK	Government of Kenya

Practice Assessment 2 page 312

1. Abbreviations are: Mr. Mrs, UNEP, HDU, Dr. K.B.C, Mon, 2000l, 200m,

Abbreviation Word in full

Mr.	Mister
Mrs.	Missus/ Missis
UNEP	United Nations Environmental Programme
H.D.U	High Dependency Unit
Dr.	Doctor
K.B.C	Kenya Broadcasting Corporation
Mon	Monday
2000l	2000litres
200m	200metres

UNIT TWELVE

12.1

Practice assessment 1 page 315

1. The main idea is the importance of good grooming
2. It makes one feel Passionate about good grooming.
3. Enthralled, inspired, motivated about looking good
4. The person in the poem is passionate/ mindful/ about her looks.
5. So I tend myself with a grooming touch, I make my steps bold spreading elegance around, as I walk every step with sheer elegance
6. (Guide the learners as they take turns to recite the poem)
7. When a poem is recited well, the feelings portrayed through the words are conveyed to the audience expressively.

12.2 Reading page 316

1. It was their source of food and income.
2. Nkoyo hid it in a shed behind his uncle's home.
3. Sell the cow and buy a bicycle with the money he would get.
4. His friend Tumiso encouraged him to do the right thing.
5. Nkoyo felt guilty and unable to sleep.
6. He confessed and returned the cow.
7. They forgave him but asked him to help around the village.
8. Honesty is the best policy./ The truth will always set you free.

Practice Assessment 1 page 318

1. The writer was inspired by Sameer's neat looking appearance.
2. Personal grooming involves taking care of one's overall appearance to boost confidence and enhance social interactions.
3. The importance of being well groomed.
4. Habits that constitute to self-grooming are: brushing teeth, bathing, maintaining good oral hygiene, wearing clean well fitted clothes, trimming nails regularly and skin care.
- 5.a. Nails – keep them short and clean
- b. Feet - ensure they are completely dry before putting on socks(cotton) and shoes.
- c. Hair – cleaning with shampoo and applying hair oil regularly.
- d. Teeth- Brush teeth at least twice a day and visit the dentist regularly.
- e. To prevent germs, by washing hands frequently, keeping the nails trimmed and clean.
6. Long nails are possible hideouts for dirt and germs because they harbor dirt that may end up in mouth and cause possible stomach infections.
- a. Cotton socks are much better as they absorb sweat from the feet unlike the synthetic ones.
- b. so it is a good idea to.....
- 7.a. commendable –admirable
- b. crucial – important
- c. Boosts- improves
- d. Visual affirmation-visible indication
- e. Lingering – shining, glittering
- f. synthetic – manmade/ artificial
8. (The sentences and words that surround these new words can give a clue of what they mean).

12.3 Grammar in use

Use the correct phrasal verb to fill the gaps. (page 320)

1. Put up with
2. Put off
3. Gave in
4. Give up
5. Put out
6. Came by
7. Put on
8. Gave out
9. gave back
10. Put away/ put aside

Fill the gaps with the correct phrasal verbs. (pg 321)

1. made away/ ran away
2. Made up
3. Passed way/ on
4. Look down on/ Look down upon
5. Looking into
6. Pass up
7. Go through/over
8. Passed over
9. Passed out
10. Make out.

Write the words which mean the same as the underlined words. Page 322

1. Admire / respect
2. Long for/ anticipate
3. Manage the little
4. Check/ search for
5. Cancelled
6. Postponed
7. Regained consciousness
8. Compensated
9. Distribute
10. Moved towards

12.3. 1 Phrasal verbs

Practice assessment 3 pg. 324

(Open responses from learners as they construct sentences using the phrasal verbs).

12.4 Reading

Main idea

1. Nyokabi making a new outfit from old clothes.
2. The netizens talking about recycling fashion.
3. She was impressed with the way Nyokabi used her own creativity to design her own clothes.
4. She helped Nyokabi learn how to sketch designs, take measurements and use a sewing machine.
5. It took her the whole weekend to make the outfit. 6 Surprised/ astonished
7. It helps reduce wastes and protect the environment.
8. Creativity at its best/ Nyokabi the creative designer.

The Brave Mango Seller

Page 326

1. In the afternoon at the market of Nyangweso.
2. To sell the mangoes she and her grandmother had picked from the farm.
- 3.a. Grace is obedient, disciplined brave (she dared the boy who had picked her mangoes)
 - Determined, because she kept running after the boy that had stolen her mangoes,
 - She is kind because she offered a mango to the poor boy.
- b. Andrew is honest because he explained to Grace as the reason why he ran away with the mangoes.

- He is grateful, he thanked grace when she gave him a mango. He also came back with a gift of wild flowers to Grace that evening.
- 4. Grace has chosen to run after Andrew for taking one of her biggest ripe mangoes without paying for them.
- 5. (Open response).
- 6. Her grandmother had taught her how to pick the ripe fruits from the small farm.
- 7. Her warm greetings and the time she takes to select good fruits.
- 8. Grace was counting her coins.
- 9. Andrew must have realized Grace was determined and would soon catch up with him.
- 10. (Open responses) e.g. we should be determined to find a solution when faced with a problem. We should have good relationships with others, we should be kind, we should be grateful etc

12.5 Writing

Practice assessment 1 & 2 pg. 329

(Guide the learners come up with a dialogue using the right format.)

UNIT THIRTEEN

13.1 Extensive reading pg 330

1. Different modes of travel through land.
2. Buses and taxis
3. Train
4. Fresh green maize and fruit.
5. They plough the golden ground.
6. Click - clack wheels on iron feet - Train's wheels are compared to feet.
7. It starts at sunrise and ends in the evening.

8. Hum, spin, weave, glide, haul, plough, travel.
9. To show how important land travel is important for trade and delivery of goods.
10. It talks of, moving through roads, towns, bridges and plains ending at home.

13.2 Praise Songs Page 332

1. The song is praising Kenya, its beautiful transport system, people and landscape.
 2. Matatu - the matatus are brightly coloured, lively, vibrant and full of energy.
 - 3.a. Your roads stretch like veins across your skin - the roads spread throughout Kenya like veins in a body. Showing connection and life.
 - b) SGR hums like a proud bee – the SGR moves smoothly and powerfully producing a steady sound like a busy hardworking bee.
 - 4.- It personifies Kenya as a living body with roads functioning like veins.
 - It creates a picture of Kenya being connected, living and an active nation with roads reaching all parts of the country.
 5. A patriotic Kenyan praising their country.
 - 6.a) Exaggeration - swift like wind on wheels.
 - b) Repetition - 'Oh Kenya' 'We praise you'
 - c) Metaphor and similes – veins across your skin, hums like a proud bee.
 7. Praising Kenya for its beauty, culture, transport and people./ To show national pride/ promote unity and development.
 8. National celebrations, school events, cultural ceremonies, public functions honouring Kenya, storytelling, oral literature performance.
- (Any relevant answer)

13.1.1

Comprehension Strategies page 334

1. A small wooden door covered in ivy.
2. She wanted to know who had placed it there and what was inside.
3. It made her feel excited and encouraged to follow the map.
4. She found old letters and photographs.
5. They made her remember her grandmother's stories and feel close to her family.
6. She asked for her grandmother's assistance.
7. They valued love, courage and adventure.
8. It gave her family memories which were valuable to her.
9. She guessed, asked questions, imagined the scene etc
10. Different strategies help you understand better, stay interested and remember important details.

13.2.1 Intensive Reading: Visualizing and summarizing

Practice assessment 1 page 337

1. Tarkwa Bay
2. Sensory words used: stunningly superb, fresh air, blue ocean, light, bright red, fresh smell, soothing, slight breeze,
3. The words create mental images in the mind of the reader making it appear more real and interesting.
4. Pep talks- motivational talks to encourage someone
 - a. Calm your nerves - not to fear
 - b. Clamped -to fasten two things together
 - c. Boat operator- the one who controls the boat
 - d. Dock- an enclosed areas of water in a port for the loading, and unloading of ships.

- e. Visualization helps us remember what we read. When we create mental images, we recall details, understand characters and visualize sequence of events in the text.

13.3 Grammar in use

Sentence Structure –

Compound Sentences.

Join the sentences below using the coordinate conjunctions.

1. Julius was unhappy with the service so he filed a complaint.
2. Consumers must understand their rights and learn how to use them.
3. The Customer care department did not respond to emails, nor did they answer phone calls.
4. The seller refused to replace the iron box yet it was still under warranty.
5. Muli had produced a receipt on request so he was given a refund.
6. The customer checked the expiry date yet she still bought the expired bread.
7. When not happy, you can report the matter or check on another option.
8. The salesman got the highest sale for he was really convincing.

Fill in the blanks with suitable coordinating conjunctions.

1. but
2. or
3. and
4. nor
5. yet
6. but
7. and
8. yet/ but

13.3.1 Complex sentences

Practice assessment 1 page 341

Copy the sentences below. Underline the clauses in each sentence and indicate whether they are main or subordinate clauses.

1. A cruise ship would tell fascinating stories (main) if it were capable of talking. (subordinate)
2. They were not able to see (main) where the ship was anchored. (subordinate)
3. Though some people may discourage you (subordinate), a journey by sea is memorable. (main)
4. Sea travel expose you to different cultures (main) when you interact with different people. (subordinate)
5. The ship captain is not going to work (main) because he is sick. (subordinate)
6. Although the boat looks small, (subordinate) it will complete the journey. (main)
7. The government will issue a permit (main) if they follow the rules. (subordinate)

Practice assessment 2 page 341

- a. I cannot book a ticket since/ because I'm not registered in the system
- b. It is dangerous to board the ferry yet he agreed to cross the harbor by ferry.
- c. The ship was not offloaded since the crew was too tired
- d. He will not be able to travel until he renews his marine license.

Practice assessment 3 Page 341

1. Whenever an iceberg is seen, the captain is alerted
2. They will deny you entry, unless you have a permit

3. Even though you had planned for a boat trip, you dare not travel by sea in this weather
4. The crew gives safety measures to passengers, before the journey begins
5. Unless you have trained as a captain, you cannot steer a ship

Practice Assessment 4 Page 341

(varied responses from learners).

13.4 Reading

Short story – Style

1. Under an ancient Mugumo tree in Mugemba village.
- 2.- The tree finally spoke.
- Its voice like the hush of wind through dry grass.
3. Village life was rich with oral traditions, culture and beliefs.
4. She was thoughtful and deeply connected to the tree.
5. Family legacy and memory - The tree reveals that Wairimu's grandfather had dreams.
6. Curious and reflective - she wants to understand the past and sits under the tree sketching and listening.
7. It is a scene that interrupts the flow of the story. In the story, it is seen where the tree shows Wairimu her grandfather, his childhood and dreams.
8. Our past shapes our identity/ we carry the dreams of those who came before us.
9. It symbolizes wisdom, memory and connection between generations. It holds the dreams and stories of the past and helps guide the present.
- 10.- It might say that people have forgotten the importance of listening to nature.

- It might also warn that going forward without remembering the past can lead to losing one's identity.

13.4 Reading: Humor and Monologue page 344

Practice assessment 1

- Humor is a literary device that writers use to make their readers or audience laugh. Its main purpose is to entertain, lighten the mood and break the boredom to make the audience relax after a tense text or performance.
- Monologue is a long speech by one character in a play. The character dominates the conversation. The main role of a monologue is to give more details about a character, present the character's point of view or reveal the thoughts of the character.

13.5.1 Writing

Practice Assessment 1 Page 346

Explain the meaning of the words in bold.

- Rehema and Diana decided **to bury the hatchet** and became friends again. (Forget about their disagreement)
- Mother's best friend was waiting for her **with open arms.** (a warm welcome)
- Dylan was always fascinated his father's profession. He ended up **following his footsteps.** (being/ become like him)
- Travelling on the ferry always give me **peace of mind.** (relaxation)
- Punishing the children after warning them so harshly would have been like **adding insult to injury.** (making it worse)

Practice assessment 2

- The captain would not entertain anymore during the travel. (Monkey business)

- Since he was tired, he decided to go on a cruise for peace of mind
- Richard was advised not to burn bridges with his former employer.
- After three weeks of meditating, Rukia finally chose not to sit on the fence
- Brenda decided to follow in the footsteps of her mother.
- Bernard and Albert decided to bury the hatchet. They are new friends.

UNIT FOURTEEN

14.1.1 Question tags.

Practice Assessment 1 Page 349

- Wasn't he?
- Didn't they?
- Has it?
- Wasn't he?
- Isn't it?
- Didn't he?
- Wasn't it?

Practice assessment 2

Match Column A and B to make correct sentences. Then write the complete sentence in your Exercise book.

A	B
He does not like indoor sports	Does he?
Football is an interesting sport	Isn't you?
I hope you watched the 2010 FIFA World Cup in South Africa	Didn't you?
They are not home yet	Are they?
I love Brazilian football players	Don't I?

14.2 READING page 351

1. It leads to improved cardiovascular health, muscle strength and flexibility.
2. Sports keep the body fit through regular exercise.
3. Volley ball and rugby – they help promote communication, cooperation and trust among players.
4. Tennis and athletics – they promote self-discipline, personal goal setting and motivation.
5. Players guide and support each other towards achieving a common goal, this builds leadership skills.
6. Sports help in stress reduction, it boosts mental well- being and self-confidence.
7. They bring people together, help them form friendship and creates a feeling of belonging.
8. Sports help in character development, discipline and healthy lifestyle.
9. They invest in training programs and resources to help athletes compete in international levels.
10. Sports improve physical health, teach important life skills and support mental well- being. Team sports build cooperation and leadership while individual sports promote discipline and motivation. They also promote community ties. Countries, organizations and schools encourage participation in sports to bring up healthy and responsible individuals.

14.2.2

Practice assessment 1 page 355

1. List of important places, facts and personalities:
Qatar , 2022 World Cup, in 2010, in 12 years, Qatar spent close to \$220 billion, 10% of its \$180 billion

GDP, with only \$6-\$10 Billion spent on stadium infrastructure, the \$15 billion investment by the Brazilian Government into the World Cup ended up generating very little return, Qatar saw \$1.56 Billion in revenue simply for being the host country, while FIFA received \$7.5 Billion, Qatar was equipped with eight stadiums and 386,000 total seating capacity for the World Cup. Meaning, there were at least 386,000 potential new consumers. Officially, 3.4 million fans attended the World Cup games .It was also reported that Qatar welcomed 1.18 million international visitors, The 2022 World Cup welcomed 3.4 million live viewers.

2. Yes. World Cup is known to bring economic prosperity through tourism and international recognition, but it can also be a financial burden to the hosting nation like in the case of Brazil.
3. It can be a huge risk for a country to commit to spending billions of dollars in preparation to host a World Cup, with no telling how the economic impact can pan out.
4. The impact of World cup to the hosting nation.
5. (Varied responses from learners). Ensure they arrange the ideas logically and clearly).

Practice assessment 2

(Varied responses from learners as they make a summary from the main ideas and supporting details).

Grammar – Subject verb agreement.

(page 356)

- | | | |
|----------|---------|----------|
| 1. are | 2. were | 3. is |
| 4. plays | 5. sing | 6. plays |
| 7. have | 8. is | |

Active and Passive Voice. Page 357

Identify whether the sentences below are in active or passive voice.

1. The athletics competition was officially opened by the governor. Passive
2. I closed the gate at the stadium. Active
3. Jerotich finished the race first. Active
4. Their flag is being flown by the winners. Passive
5. Mildred won a gold medal in the race. Active
6. The spectators were entertained by the dancers. Passive
7. Kenya has been made proud by Faith Kipyegon. Passive
8. My team captain scored an equalizing goal. Active
9. The winning athletes were awarded medals. Passive
10. Most races were won by Kenyan athletes. Passive.

Change the sentences below into passive voice. Page 357

1. The 500 metre race was won.
2. My shirt has been washed.
3. The animals were being looked after.
4. The compound was swept clean.
5. Breakfast will be taken.
6. The house had been burnt down when I reached home.
7. The crops were sprayed.
8. Our books are marked.

9. The leftover food will be eaten.

10. The letter was read aloud.

14.3 Reading

14.3.1 Direct and Indirect Speech.

Practice assessment 1 page 359

Convert the following sentences to indirect speech

- a. Musa asked if I had seen that incredible goal.
- b. The fans wanted to organize a World Cup-themed party the following week.
- c. Rashid inquired if I had ever been to a live world cup match.
- d. Daniel asked if I had seen his soccer kit
- e. Coach Yuma said he was happy with our players.

Practice Assessment 2

Convert the following sentences to direct speech

- a. “I have watched live World Cup match before”, Peter explained.
- b. “We will celebrate the World Cup victory at the nearby restaurant,” Said John’s uncle.
- c. “The team has been practising for the upcoming World Cup”, explained the coach.
- d. “The atmosphere at the stadium has never been so electrifying”, the commentator announced.
- e. “I have bought the tickets to attend the World Cup final”, Linda told me.

Practice assessment 3

(varied responses from learners)

Intensive Reading pg 360 - 361

1. Similes
 - a) The air hung still like a breath held too long.
 - b) Her voice trembling like a leaf in the wind.
 - c) Dreams we cling to like broken canoes in a storm.
 - d) His robe shimmered like sunlight trapped in water.
 - e) Eyes glowing like twin moons. Among others....
2. Metaphors
 - a) He walks with clouds for shoes and speaks in thunder.
 - b) His staff was carved from lightning frozen in wood.
 - c) I am only a mirror of your hope.
3. Dialogues help in characterization and plot development.
4. Varied answers.
5. He probably did not know how the rain maker made it happen.

UNIT FIFTEEN

15.1 Exploring wonders of Africa page 362

1. Kenya is popular because of its breathtaking tourist attractions like wildlife, beaches, mountains and cultural sites.
2. While there, tourists can watch the wildebeest migration.
3. The migration takes place between July and October.
4. The ocean that borders Mombasa is The Indian Ocean.
5. The historical site is Fort Jesus.

6. To hike through the surrounding forests as well as climb to its peak.
7. Mount Kenya is the second highest mountain in Kenya.
8. 'Turquoise waters'
9. Watching wildlife in Maasai Mara and relaxing on Mombasa beaches.
10. Kenya attracts tourists with its wildlife, beaches and mountains. The Maasai Mara offers the famous wildebeest migration, while Mombasa has beaches and historic sites. Mount Kenya gives an opportunity to hikers to climb and hike.

15.1 Passage page 363

- a. Sensory words are electrifying, thrilling, bitter, thunderous, incredible, blistering, wild,
- b. (Varied responses). Guide learners as they write sentences using descriptive words.
- c. (varied responses) Guide learner to write a descriptive composition.

15.1.1

15.2 Reading page 366

1. The Giriama male dancers.
2. The Kenyan Coast (Malindi)
3. Gedi Ruins is a historical site.
4. Coral brick houses, an impressive palace, a well-constructed mosque.
5. Fishing and boating sports.
6. The National Museum of Kenya.
7. They visited the butterfly farms nearby.
8. They must have been enjoying their visit.

15.2.1 Reading fluency

The France Marvels

Practice assessment 1 page 367 - 368

- a. The passage is about the narrator's first trip to France.
- b. (Varied responses)

Practice assessment 2 page 369

There will be varied responses. Guide the learners to read a section of the passage at timed intervals.

Let them practice reading as they ignore any unfamiliar words. Allow learners to identify any words that are difficult to pronounce. Let them also identify unfamiliar words and find their meanings in the

Dictionary.

No. 5

Practice Assessment 2 Page 369

- a. Enigmatic – something mysterious
- b. Exhilaration- excitement
- c. Articulation –pronunciation
- d. Eccentric – strange
- e. Iconic –outstanding

15.3 Grammar in Use.

Affirmative and Negative sentences.

Page 370

1. She enjoys playing soccer during her free time. Affirmative
2. I do not like eating spicy food. Negative
3. The students completed their Science project on time. Affirmative.
4. She did not complete her homework at the required time. Negative
5. We are going to the museum tomorrow. Affirmative

6. They are not coming to the party tonight. Negative
7. He plays the guitar very well. Affirmative
8. He does not play basketball on weekends. Negative
9. They watched a movie after dinner last night. Affirmative
10. We have not seen such a scary movie. Negative

Types of sentences.

1. Have you ever visited any tourist attraction in your country? Yes/ no question
2. Where is the Great Wall of China located? Wh
3. Would you rather visit The Pyramids in Egypt or Burj Khalif in Dubai? Alternative
4. What do tourists mainly come to see in Kenya? Wh
5. Is Karen Blixen a museum or a place? Alternative
6. Is the Eiffel Tower located in Italy? Yes/ No
7. Why do people visit the Pyramids of Egypt? Wh
8. Do tourists usually take guided tours in historical places? Yes/ No
9. Who usually explains the history of attractions during a tour? Wh
10. Can visitors take photos inside the ancient temple? Yes/ No

QUESTION TAGS pg 371

1. Haven't they?
2. Couldn't they?
3. Won't they?
4. Didn't we?
5. Aren't there?
6. Does he?
7. Mustn't we?

8. Should we?
9. Haven't they?
10. Doesn't he?

15.3.1.1 Imperative, commands, requests

Practice assessment 1

1. List the kinds of rules that are likely to be applied in a national park.
(Varied responses)
2. Read the following sentences and indicate whether the imperative has been used to give a command or a request.
 - a. Do not move closer to the dark cave! - Command
 - b. Watch out! The great wall has uneven steps.-command
 - c. Do not entre the cages where snakes are kept.- request
 - d. Please ask the tour guide for more details.- request
 - e. Beware of the dangerous scorpions in the grasslands! – Command
 - f. Do not feed the monkeys!- command
 - g. Come back to the hotel before sunset.- request

15.3.1.2 Exclamatory

Practice assessment 2 pg. 373

1. Wow! What a lovely scenery.
2. Please close the gate behind you.
3. Hurray! We are at the top of the mountain.
4. Turn on the television.
5. Kindly pay the entrance fee.
6. Pay attention!
7. How beautiful is the beach!

15.4 Reading page 374-375

The Last Seed

1. The poem is about hope and perseverance.
2. The main character is the farmer.
3. The farmer was holding a seed.
4. The lack of rain and a strong sun.
5. He went ahead and planted the seed even though the soil was hard and cracked.
6. The rain finally fell.
7. Sprout represents new beginnings and a reward of patience.
8. A drop kissed Earth's dry face.
9. A feeling of hope and inspiration.
10. Using imagery and personification.

Africa's Wonders

1. Nile River is the longest river in the world and has been the source of water, transportation and fertile soil for many African civilizations.
2. Kilimanjaro's glaciers have been as a result of global warming.
3. Serengeti supports one of the largest and most spectacular wildlife migration on earth.
4. The Sahara as as the world's largest hot desert, has unique plants and animals contributing to Africa's ecological variety.
5. Climate change, poaching.

15.4.1 Intensive Reading - Poems

Practice Assessment 1 (Page 378)

1. Travelling around the world is refreshing and will lead you to many fascinating discoveries like the three world wonders.
2. Great Wall of China, Machu Picchu's ruins, The Taj Mahal, Sydney Opera House, The Colosseum.

3. The speaker is fascinated, enthused and eager to explore the wonders of the world.
4. Key ideas in the poem is inviting everyone to have a desire to explore the three world wonders
5. (varied responses)
6. (varied responses)
7. (varied responses)
8. Guide learners to discuss their first-time experiences when visiting a new place.

15.5 WRITING

15.5.1 Writing

Practice assessment 1 pg. 382

Guide the learners to write an email using the right format. They can exchange books after writing the email, then provide peer feedback.

KJSEA SAMPLE PAPERS

SAMPLE 1

PAPER 1

1. B
2. B
3. B
4. C
5. C
6. C
7. B
8. B
9. C
10. D
11. C
12. B
13. C
14. A
15. B
16. B
17. B
18. A
19. C
20. C
21. C
22. A
23. D
24. B
25. C
26. B
27. D
28. C
29. A
30. D
31. A
32. A
33. D
34. C
35. A

36. B
37. A
38. B
39. A
40. D
41. C
42. A
43. B
44. A
45. C
46. B
47. C
48. C
49. C
50. B

SAMPLE 2

PAPER 2

Oral Literature

- a. Opening and closing formula (2 marks)
Opening: "A long time ago"
Closing: "until today" (or "that is why until today...")
- b. Classify the narrative (2 marks)
Explanatory/ Etiological tale (explains why goat is still domesticated while antelope lives in the wild)
- b. Describe Antelope in your own words (2 marks)
Antelope is bold, independent, proud and intolerant of suffering. She prefers freedom in the bush to enduring constant beatings.
- d. Use of personification (1 mark)
Animals (Goat and Antelope) are given human qualities: they speak, reason, plead, feel insulted and make decisions like people.

- e. Main characters (2 marks)
Goat, Antelope, the owner/master, the owner's wife.
- f. Main ideas in the story (3 marks)
 - Some people endure suffering to survive while others choose freedom.
 - Pride/independence vs submission/ endurance.
 - Origin of why goats are domesticated and antelopes live in the wild.

POETRY - Western Civilization

- a. Situations that show poverty (4 marks) (any 4)
 - House made of sheets of tin nailed to posts and rags
 - Works 12 hours daily doing hard manual labour (breaking and shifting rock)
 - Old age comes early
 - Sleeps on a mat on dark nights
 - Dies gratefully of hunger / no proper burial or care
- b. Poetic devices and their function (4 mks) (any 2 devices with explanation)
 - Repetition ("breaking rock / shifting rock" repeated) – shows endless, monotonous, tiring labour.
 - Contrast (luxury of "Western civilization" vs extreme poverty) – highlights exploitation and irony.
 - Simple/short lines – For memorability
 - Imagery (tin house, rags, sun through cracks, mat) – paints a vivid picture of poverty.
- c. Who is the speaker? (1 mark)
An observer / third-person narrator who pities or criticises the suffering of the poor labourer.
- d. Kind of work (2 marks)
Hard manual labour / rock-breaking and shifting (quarry work or road construction).

NOVELLA EXCERPT

- a. What is happening in the excerpt?

(2 marks)

Rosemary is planning to temporarily employ Chebet as a cheap house-help while looking down on her and limiting her duties. She gets a phone call to meet a friend later.

- b. Describe the setting (2 marks)

Rosemary's office (or home compound office) in an urban or peri-urban area (Mombasa Road is mentioned).

- c. Economic activities of the people

(2 marks)

- Rosemary: appears wealthy, possibly in business (meeting to discuss a "deal").
- Chebet & guard: low-paying manual/ domestic work.
- Roselita: laundry/domestic helper.

- d. Features of style used (2 marks)

(any 2)

- Interior monologue / stream of Rosemary's thoughts
- Dialogue (phone conversation).
- Description (of Chebet as "filthy", "shady").

- e. What shows Rosemary looked down on Chebet? (2 marks) (any 2)

- Calls her "very shady", "filthy".
- Refuses to let her sleep in the compound or cook/wash clothes.
- Says she will break utensils.
- Hates the sight of Chebet with the old guard.
- Plans to employ a "learned person" instead for important tasks.

SAMPLE 2

PAPER 2

Oral Narrative

- a. Type of oral narrative (1 mark)

Monster tale / Ogre tales

- b. Performative techniques to make the story interesting (3 marks)

- Use different voices for the Ogre (deep, scary) and girls (high-pitched, excited).
- Dramatize the chair-trapping scene with gestures (e.g. acting stuck).
- Sing the Ogre's song with a creepy tone to build suspense.

- c. Two features of style used in the narrative

(2 marks)

- Dialogue: "My chair, hold her for me" (Ogre's song shows its control).
- Suspense: The bewitched chair and Ogre's arrival keep listeners guessing what will happen to Seera.

- d. Function of the song (2 marks)

- Builds suspense by signaling the Ogre's approach.

- Breaks monotony of narration

- Advances the plot

- e. Three traits of the Ogre (3 marks)

- Cunning: Sets a trap with the bewitched chair.
- Cruel: Devours Seera's family.
- Powerful: Uses magic to control the chair and enforce its will.

- f. A feature of style used in the narrative

(2 marks)

- Imagery: "Very beautiful chair" and "vegetables... very attractive" create vivid pictures in the listener's mind.

Poem (In the Heart of a Seed)

- a. Structure of the poem (2 marks)
Three stanzas with four lines each, written in free verse with no fixed rhyme scheme.
- b. What the poem is about (2 marks)
 - The poem describes a seed waking up, growing into a plant, and discovering the outside world with the help of sunshine and rain.
- c. Features of style used in the poem (4 marks)
 - Personification: The seed “lay fast asleep” and “heard” voices, making it seem human.
 - Dialogue: “Wake,” said the sunshine, adds a conversational tone.
 - Imagery: “Buried deep so deep” and “raindrops bright” create vivid pictures.
 - Repetition: “Wake” emphasizes the call to grow.
- d. Persona in the poem (2 marks)
An observer or narrator describing the seed’s journey to becoming a plant.
- e. Why the writer uses repetition (2 marks)
 - Repetition of “Wake” emphasizes the urgency and encouragement for the seed to grow and highlights the roles of sunshine and rain.

Novella (Bridges without Rivers)

- a. Main ideas in the excerpt (3 marks)
 - Broken political promises (Buheri fails to fix roads).
 - Disappointment of villagers with their leader.
 - Irony of children singing campaign songs while roads remain unusable.

- b. Why were the roads impassable? (2 mks)
 - Buheri failed to tarmac them as promised, and they became unusable, with bananas growing in the middle.
- c. Setting of the story (2 marks)
 - A rural village with poor, untarmacked roads, likely after an election.
- d. Describe Buheri in your own words (3 marks)
 - Buheri is a persuasive, charming politician who makes big promises but fails to deliver, disappointing his voters.
- e. How did the villagers react to Buheri’s promises? (2 marks)
 - They cheered wildly and ululated, showing excitement and belief in his words.

SAMPLE 4

PAPER 2

Oral Narrative

- a. Opening formula (1 mark)
A long time ago
- b. Characters in the story (2 marks)
 - Thunder (old mother sheep)
 - Lightning (her son, the ram)
 - The king
 - The people/villagers
- c. How would you describe Lightning? (2 marks)
Hot-tempered, destructive, rude and disobedient.
- d. Features of style used (2 marks)
 - Personification: Thunder and Lightning are given human and animal forms and can speak.
 - Repetition: “burnt/burn” houses, trees, farms – shows Lightning’s repeated bad behaviour.

- e. Moral of the story (2 marks)
 - Bad behaviour has consequences.
 - Disobedience and destructiveness lead to punishment or banishment.

Poetry – Matatu Driver

- a. Structure of the poem (2 marks)
 - Four stanzas of unequal length, written as a direct address/letter to matatu drivers.
- b. Speaker in the poem (2 marks)

A child (or young person) who depends on family members who travel by matatu.
- c. Message in the poem (4 marks)
 - Matatu drivers should drive carefully and treat passengers well because people's families depend on them arriving home safely.
 - Reckless driving and rudeness can destroy families.
 - Obeying traffic rules saves lives.
- d. Meaning of "drink from the teacher's river of knowledge" (2 marks)
 - To learn and gain knowledge/education from the teacher at school.

Novella Excerpt

- a. Setting of the story (2 marks)
 - Inside a school bus/van leaving the school compound for an outing.
- b. What is happening in the extract? (4 marks)
 - Students and the teacher are preparing to leave school for an outing.
 - The narrator (who has a limp) thanks Chao for covering up for him/her earlier.
 - The narrator is observing Chao organizing her bag and notices the school signboard is still missing/broken.

- c. What was the mystery in the excerpt? (2 marks)
 - The school signboard is still missing (not yet repaired).
- d. How would you describe the writer/ narrator? (2 marks)
 - Independent, proud (doesn't like pity or help), observant and a little cautious about friendships.
- e. Why was the writer surprised that the signpost was missing? (2 marks)
 - Because fixing it is a simple one-day job, yet it had not been done for a long time.

SAMPLE 5

Paper 1

1. B
2. A
3. D
4. A
5. D
6. A
7. A
8. D
9. B
10. B
11. B
12. B
13. C
14. D
15. B
16. A
17. B
18. D
19. A
20. C
21. C
22. C
23. B

24. A
25. A
26. A
27. B
28. C
29. A
30. D
31. A
32. A
33. A
34. A
35. C
36. C
37. C
38. C
39. D
40. B
41. C
42. A
43. C
44. C
45. B
46. C
47. A
48. A
49. B
50. C

SAMPLE 6

Paper 2

Task 2: Oral Literature

- a. Opening and closing formulae (2 marks)
Opening: "Once upon a time"
Closing: "To date, crocodile and monkey are enemies."
- b. Classify the narrative (2 marks)
Trickster / Aetiological tale (explains why monkeys and crocodiles are enemies today).

- c. Two features of style (4 marks)
 - Dialogue: e.g., Monkey says, "Why didn't you tell me that you wanted to eat my heart?" (shows cleverness and builds suspense).
 - Repetition: "Haa.....haaa....haaa...." (emphasizes crocodile's evil laughter and creates tension).
- d. Two traits of crocodile (2 marks)
 - Cunning: Tricks the monkey into visiting his home to eat him.
 - Greedy: Wants to eat the monkey's heart after months of friendship.

Task 3: Poetry

(The Walrus and the Carpenter)

- a. Structure of the poem (2 marks)
 - Three stanzas with six lines each, in ABCBDB rhyme scheme.
- b. Rhyming words in the third stanza
(2 marks)
sky/fly.
- c. Why were the walrus and the carpenter miserable? (1 mark)
It seemed like it was during the day yet it was night time.

Task 4: Play

- a. What is happening in the play? (3 marks)
 - Doga and Nina discover their son's grave has been vandalized (cracked, petrol smell)
 - They worry about their other son Jusper and suspect a clansman did it.
- b. Characters in the play (3 marks)
Doga (husband, strong and investigative).
Nina (wife, fearful and emotional).
Jusper (mentioned, their son who was supposed to guard the grave).

- c. How would you describe Nina? (2 marks)
Fearful and anxious: She retreats from the grave and worries about Jusper's safety.
- d. Where does the play take place? (2 mks)
At a lonely grave surrounded by thorny branches, early morning.

Task 5: Novella

- a. What made the boys collect their cattle and drive them home? (2 marks)
They did not want to be caught by darkness in the forest.
- b. Why one would get lost in the hills
(2 marks)
The forest looks the same everywhere, and many similar paths lead to scattered huts.
- c. Waiyaki's feelings towards his father with examples
(3 marks)
Fearful and uneasy: He is never at ease, keeps quiet, darts glances at the door, and speaks proudly to impress him.
- d. Character traits of Chege as a parent
(2 marks)
Strict and wise: Warns about danger in darkness and questions Waiyaki without looking up.
- e. Feature of style (2 marks)
Dialogue: e.g. Chege asks, "Why do you come home with darkness?" (shows tension and father-son dynamic)

7. D
8. B
9. B
10. C
11. A
12. A
13. B
14. C
15. B
16. D
17. B
18. A
19. C
20. A
21. B
22. A
23. A
24. B
25. B
26. B
27. D
28. A
29. A
30. C
31. B
32. D
33. C
34. B
35. A
36. C
37. A
38. D
39. B
40. A
41. D
42. B
43. D
44. D

Sample 7

Paper 1

1. C
2. C
3. C
4. C
5. C
6. B

- 45. C
- 46. C
- 47. D
- 48. A
- 49. A
- 50. C