

SENIOR FOUR SELF STUDY WORK

ENGLISH

DAY 1

TOPIC: SENTENCES AND CLAUSES.

1. DEFINITIONS

The term sentence can be defined as a meaningful segment bigger than a phrase and smaller than a paragraph.

A sentence must comprise of at least one clause.

A sentence may consist of two main parts: the **subject** part and the **predicate**.

e.g. The boy washed the dishes

Subject predicate

In this sentence, the predicate consists of the verb and the object.

The subject is usually the **doer** of the action stated by the verb. In the above sentence

‘The boy’ is the subject.

Predicate consists of the verb “washed” and object “dishes”

ACTIVITY 1

In the following sentences separate the Subject and the Predicate:

1. The cackling of geese saved Rome.
2. The boy stood on the burning deck.
3. Tubal Cain was a man of might.
4. Stone walls do not make a prison.
5. The singing of the birds delights us.
6. Miss Kitty was rude at the table one day
7. He has a good memory.
8. Bad habits grow unconsciously.

9. The earth revolves round the sun.

10. Nature is the best physician.

TYPES OF SENTENCES

Sentences may be classified as:

- a.* Imperatives
- b.* Interrogatives
- c.* Exclamatory
- d.* Declarative/affirmative and
- e.* Negative

(a) IMPERATIVES:

Most commands, requests, invitations and suggestions are expressed by the imperatives.

(i) Commands

The **second person** imperatives has the same form as the bare infinitive. e.g. (you)

hurry! Wait! run! etc.

The person addressed is often not mentioned but can be expressed by a noun at the end of the phrase. e.g. Shut up! Kioko.

‘do’ can be placed before the affirmative imperative. e.g. Do shut up – shut up!

Do be quick – be quick!

The **first person** imperative is expressed by let us (lets) + bare infinitive

e.g. Let’s go home.

The **third person** imperative is expressed by let him/her/it/them + bare infinitive.

e.g. Let him shut up.

Let him go home (i.e. He is to go home/ he must go home)

N.B The negative imperative is not in common usage (e.g. Let him not go home) Instead we use **must not, is/are not to**. e.g. He **must not** go home.

Commands are expressed by subject + shall.

This is often in official language and written English.

e.g. A student shall be required to speak in English whilst in school.

Subject + will

Examples

1. She will arrive at noon.

The person giving this type of order or command is sure that it will be obeyed

Commands are often expressed as obligations by 'must'

2. You must not smoke cigarettes within the school compound.

Instructions or orders can be expressed by be + infinitive. e.g.

3. You are to come to school on Monday.

Prohibitions may be expressed in written instructions by may not.

4. You may not keep food in the dormitory.

ACTIVITY 1

Construct 10 sentences in imperative form.

DAY 2

(ii) REQUESTS

These can be expressed with can / could / may / /might / might I / we + have + noun / Pronoun.

Can:

It is informal.

Example. Can I play outside?" said the boy.

Could I / we

This is the most generally used form.

Example. Could I have a cup of tea?

May/might:

These modal auxiliaries are more informal than could
They are possible with both spoken and written
English

Example. May I have an exercise book?

Might I have a copy of the letter?

Can/could/may/might I /met + verb.

e.g. Could I speak to Mr. Ouko please
Modal subject V

Could you:

This is a very common request form.

Example.

could you please close the door?

Couldn't.

This is used when the speaker hopes for a more favourable answer than has just been indicated.

Example. Couldn't you bring me four litres of milk?

Will / would you.

Example ‘Would you, please’ has the same meaning as ‘could you’

‘Will you’ is more authoritative and therefore less polite. E.g. will you sit down?

Would you mind + gerund.

Example. would you mind washing my car?

Or would you mind buying a cup of tea?

You might.

This can express a very casual request.

Example. You might throw these in the bin for me.

ACTIVITY 2

In each case construct five sentences using the words given below.

Could I / we, Would you, Would you mind, Couldn't.

(iii) INVITATIONS

These can be expressed in the following ways:

Will you have / would you like + noun

Example. Will you have coffee?

Would you like coffee?

Will / would / could you? / would you like?

Example. Could you have lunch with me?

Would you like to have lunch with me?

When the speaker doesn't really expect his offer / invitation to be accepted, he can

say,

You wouldn't like to have lunch with me, would you?

(iv) **ADVICE FORMS**

Must, ought to, should:

These can be used for advice.

Example.

The weather is cold. You should / must / ought to wear a woolen sweater.

You had better + bare infinitive

Example.

You had better wear school uniform.

You had better be in a woolen sweater.

If I were you

It I were you I'd wear a woolen sweater.

Why don't

Example. Why don't you trim your hair – I suggest (advice you to) that you trim your hair.

Why don't you wear a woolen sweater?

Its time you + past tense

Example.

Its time you wore a woolen sweater.

Its time you trimmed your hair.

(e) **EXPRESSION SUGGESTIONS**

Let's or shall I / we + infinitive.

Let's do the exercise

Shall we do the exercise?

Don't lets / let's not.

Don't let's attempt sneaking out of school
Let's not attempt sneaking out of school.

Why don't we / you + infinitive

Example. Why don't we draw a timetable?

Why don't we go to the field?

Why not + infinitive

Example. Why not meet for lunch at sunset?

What / how about + gerund / noun

How about borrowing money?

What about meeting for lunch at sunset hotel?

Suppose I / we / you + present or past tense.

e.g. Suppose we borrowed money?

Suppose we have lunch at sunset.

(b) INTERROGATIVE SENTENCES

These are question forms

In English, questions are introduced by:

(a) Relative pronoun

Example

Who came to school?

Whom did you see?

(b) Auxiliary verbs:

Example.

Did he come to school?

Have they found the bag?

Is she in school?

c. EXCLAMATORY SENTENCES

These may be expressed using inversion:

Example.

(i) I will never take beer –

Never will I take beer.

(ii) This is a very beautiful piece of art – The speaker uses inversion and the compliment comes before the noun.

In the first example, the subject **I** comes after the auxiliary ‘will’ and before the main verb ‘take’.

DECLERATIVE SENTENCES

These are the commonest type of sentence constructions.

These sentences are stative and they do not carry an exclamation, an interrogative, a negative aspect or even an Imperative. They are positive statements.

Example.

He came by bus.

She mopped the room.

D. NEGATIVE SENTENCES

Negative sentences can be formed in the following ways.

(i) **Adjective NO**

We may add the adjectives **no** to the declarative.

e.g. There were books in the library. (declarative)

There were no books in the library. (negative)

I had money for shopping. (Declarative)

I had no money for shopping. (negative)

(ii) **Pronoun none:**

e.g. Do you have any money with you? (Interrogative)

No, I have none (negative)

All / some boys came to class (affirmative)

None of the boys came to class (negative)

(iii) **Adverb Not + Any**

Example. I got some money from him

(affirmative) I did not get any money from him (negative)

(iv) **Coordinate conjunction neither ...nor**

e.g. Either Jane or Mary is in class (affirmative)

Neither Jane nor Mary is in class (negative)

N.B Neither nor and Either... or have a singular meaning.

The verb that follows them is therefore singular.

Example. Neither Wekesa nor Onyango has arrived.

ACTIVITY

Re-write the following sentences according to the instructions given after each.

1. Someone saw him. (Change into negative)
2. He came by bus. (Write the interrogative)
3. Either Sifuna or Wekesa saw the suspect. (change into negative)
4. They found all the books in class. (Change into negative)
5. Did they see her sneak? (Provide a negative answer)

DAY 3

CLAUSES

A clause is a segment of speech larger than a phrase and having a finite verb (verb with tense)

Sentences are comprised of clauses. Sentences may be classified according to the clauses that form them.

(a) **Simple sentences:**

These are sentences with only one clause.

e.g. John bought a book

S V O

Example. Odera came

S V

She is here

S V A

The above sentences consist of only one clause

(b) **Compound sentences**

These sentences comprise of two independent clauses joined by a coordinating conjunction.

An independent clause is able to stand on its own (meaningfully) in a sentence.

Example Kioko came. Kioko sat down

S V S V A

The above sentences can be considered to have two independent clauses.

We can join the two sentences using a coordinating conjunction.

Kioko came and sat down.

In the second clause, the subject 'Kioko' is not to be unnecessarily repeated.

(c) **COMPLEX SENTENCES**

These sentences consist of a main clause and one or more dependent (subordinate) clauses.

Example. Nelly sat where the books had been kept

Independent subordinate

He saw the man who abducted the girl.

Main clause	dependent clause
<p>1. The car was damaged.</p> <p>2. The car was damaged.</p> <p>3. The car was damaged.</p> <p>4. The car was damaged.</p> <p>5. The car was damaged.</p> <p>6. The car was damaged.</p> <p>7. The car was damaged.</p> <p>8. The car was damaged.</p> <p>9. The car was damaged.</p> <p>10. The car was damaged.</p>	<p>1. The car was damaged.</p> <p>2. The car was damaged.</p> <p>3. The car was damaged.</p> <p>4. The car was damaged.</p> <p>5. The car was damaged.</p> <p>6. The car was damaged.</p> <p>7. The car was damaged.</p> <p>8. The car was damaged.</p> <p>9. The car was damaged.</p> <p>10. The car was damaged.</p>

If you work hard, you will pass in exams.

Dependent (subordinate) independent

The first example has the subordinate clause acting as an adverb.

In the second sentence, the dependent clause is introduced by a relative pronoun and it is an adjectival clause.

In the third sentence, the subordinate clause is a conditional (if clause).

(d) **COMPOUND – COMPLEX SENTENCES**

These sentences consist of two or more main (independent clauses) and one or more dependent clauses.

Example. He came, sat down and smiled at the girls who stared at
him. **1** **2** **3** **4**

In the above sentence, clause 1, 2 and 3 are independent and clause 4 is dependent (subordinate)

ACTIVITY 3

Mention the type of underlined phrases in the sentences below and state their functions.

1. We saw him in the morning.
 2. The bright girls were all awarded.
 3. No one knows where it was hidden.
 4. They keep all sorts of things in the dilapidated building.
- (a)(b)
5. The shortest girl in class shouted.
 6. The man in a brown jacket grumbled loudly.
 7. They saw the wounded stray dog.

8. He admired the girl with a bracelet on her arm.
9. They went to the scene where the accident had occurred.
10. I saw her get into his house late in the evening.
(a) (b)

DAY 3

4. ACTIVE AND PASSIVE VOICE:

In the chapter on verbs, it was observed that some verbs are transitive. i.e. They allow objects after them.

Example. They opened the door.

S	V	O
<u>He kicked the ball.</u>		
S	V	O

The above sentences are in active form. Active sentences have the subject coming before the verb.

Sometimes however, a speaker or writer may not wish to focus on the 'subject' but on the 'object' of the sentence. e.g. The ball was kicked (by him)

The door was opened (by them)

When sentences are inverted in this manner, we say they are in the passive voice.

There are several reasons why writers may use the passive voice as opposed to the active voice.

- (i) When it is not necessary to mention who the doer of the action is.

Example. My shoes were stolen (by a thief)

He was arrested (by the police)

- (ii) When the doer of the action is not exactly known.

Example. The house was built ten years ago.

Streetlights in Nairobi have been improved.

(iii) When we are more interested in the action than the one who does it.

Example. A new hostel is being put up.

Students are required to buy books.

(iv) In official documents e.g. minutes, reports, official letters etc.

Example.

It was agreed that every member contributes a hundred shillings.

(v) When describing a process or procedure.

When the water boils, four handfuls of flour are added to it.

The flour is stirred three times after the temperature has risen.

More flour is added...

The above example could be an excerpt in the procedure for cooking porridge.

ACTIVITY 3

Change the following sentences into passive.

1. The school admits all sorts of students.
2. They will have been washing our clothes.
3. He saw her.
4. We have invited her to the party.
5. The headmaster gave a present to the best student.
6. Keep it inside the box
7. The researchers singled out indiscipline as the cause of poor academic performance in the district.
8. Maintain silence.
9. The headmistress allowed the girls to go home.

10. Someone had cleaned my shoes and ironed my shirt.
11. They were questioning her when the mother arrived.
12. I saw him shoot the animal.
13. He reminded me to wait patiently.
14. We find fish in water.
15. No one has told us to go home.
16. Who saw it?
17. The local council will tarmac all the major roads.
18. You must wash all your clothes.
19. Don't trouble me.
20. Where did they keep it?

DAY 4

5. CONDITIONAL CLAUSES

In the subtopic on complex sentences, it was observed that conditional clauses are subordinate clauses. Let us focus on conditional clauses in detail.

Conditional sentences have two parts:

The 'if- clause' and the main clause e.g.

If it rains, I shall stay indoors.

There are several types of conditional clauses.

TYPE 1: CONSTRUCTIONS IN PRESENT FORM

1. The verb in the `if clause` is in the present tense and the verb in the main clause is in the future simple.

It doesn't matter which clause comes first.

e.g. If it rains, I shall stay indoors.

This type of conditional sentence implies that the action in the 'if – clause' is quite probable.

Instead of if + present + future, we may have: (a) if + present + may/ might. This construction expresses **possibility**.

e.g. If my mother pays, I might go for the trip.

(b) If + present + may (permission)

e.g. If it rains, we may go out. (We are allowed to go out)

(c) If + present + must / should or any other imperative expression.

(i.e. To express command, request or advice)

e.g. If you want to pass, you must work hard.

(d) If + present + present.

This construction is used to express automatic or habitual results. e.g. If you immerse litmus into acid, it changes colour. If you heat ice, it melts into water.

Variation of if – clause:

Instead of if + present tense, we can have:

(a) If + present continuous.

This construction is used to indicate a present action or a future arrangement.

If you are making noise, please keep quiet.

If you are waiting for her, you'd better go home.

(b) If + present perfect.

e.g. If you have lost money, check with the accounts clerk.

TYPE TWO: CONSTRUCTIONS IN PAST FORM.

The verb in the 'if clause' is in the past tense and the verb in the main clause is in the conditional tense.

e.g. If I had money, I would buy a loaf of bread.

(But I haven't money. The meaning here is present)

This type may be used when the supposition (or wish) is contrary to known facts)

If I knew French, I would work with a different ministry.

(But I don't know French)

If I were you, I'd not listen to the young man.

(But I am not you).

This construction is also used when one, doesn't expect the action in the 'if clause' to take place.

e.g. If I contracted A.I.D S, I would tell everyone (but I don't expect to contract A.I.DS).

Other ways of expressing conditionals:

The following words may be used to express conditional clauses.

Whether, even if, unless, but for, otherwise, provided, suppose, even though and incase.

(a) **Even if = even though.**

You must go tomorrow, even if you are not ready.

(b) **Whether ...or = if ... or**

You must go whether you are ready or not.

You must go, if you are ready or not.

(c) **Unless + affirmative verb = if + negative.**

e.g. Unless you go to school, you will not succeed in future. You will not succeed in future if you won't go to school.

But for = if it were not for / if it hadn't been for.

But for my grandfather, I wouldn't have gone to school.

If it hadn't been for my grand father, I wouldn't have gone to school.

Otherwise = if this doesn't happen / didn't happen / hadn't happened.

We must be back before midnight, otherwise will be locked out.

Provided (that)

This can replace **if** when there is a strong idea of limitation or restriction.

It is chiefly used in permission.

You can go to class provided that you don't make noise.

Suppose / supposing...? = What if...?

Suppose the bus is late? = What will happen if the bus is late?

Suppose can also introduce suggestions.

Example.

Suppose we visit him in hospital? = Why don't we visit him?

Incase:

An in case clause gives a reason for the action in the main clause. e.g. I wrote a telegram in case my letter didn't arrive.

N.B An **in case** clause can be dropped without changing the meaning of the main clause. In a conditional sentence however, the action of the main clause depends on the action in the **if clause**.

If the, ` **if clause** ` is dropped, the meaning of the main clause changes.

If only.

This is used to indicate hope, wish or regret.

If only + 'present tense' will express hope.

e.g. If only I pass in the forthcoming exams. = I hope to pass in the forth-coming exams.

If only + past / past perfect = this will express regret.
e.g. If only I had known, I would have worked harder.

ACTIVITY4

Re-write the sentences below according to the instructions given in brackets.

1. If he comes, he will not be punished. (Begin: Unless)
2. (a) If he has a bicycle, he'll lend us.
(b) If he had a bicycle, he'd lend us.
(Give the difference in meaning)
3. If it hadn't been for my sister, I would have dropped out of school. (Begin: But.....)
4. (a) Don't visit me if you need help.
(b) Don't visit me unless you need help.
(Give the difference in meaning)
5. Unless you work hard, you will be disappointed. (Begin: If.....)
6. (a) You mustn't go home if you've completed your duty.
(b) You mustn't go home even though you've completed your duty.
(Give the difference in meaning)
7. (a) See the doctor if you are unwell.
(b) See the doctor in case you are unwell.
(give the difference in meaning)
8. Suppose the man doesn't come. (Begin: What.....)
9. We must be back by eight; otherwise the gate will be locked.
(Begin: If.....)
10. If it were not for the bank loan, I'd have run out of business.
(Begin: But for.....)

DAY 5

6. DIRECT AND INDIRECT SPEECH

When one is using the direct speech

(a) The exact words of each speaker are enclosed in inverted commas. e.g. “Father, please buy me an English text book,” I said.

(b) A comma is placed just before the closing inverted commas.

Example. She said, “come here.”

(b) Every time there is a change of speaker, one must begin on a new line. e.g. “ Did you write the essay?” the teacher asked.

“I’m sorry I was unwell,” I replied.

(c) Sometimes when there are only two speakers, we can tell whose speech comes next, so the writer does not always have to indicate the speaker by saying he said or she asked.

Example. “Are you calling your teacher a liar?

“No sir”

“Are you tired of working hard?

“No, sir”

“This record shows you’ve no real interest in English.”

(d) Speech tags may appear before, in the middle or at the end of the direct speech.

I said, “Father, there’s a snake in my bedroom.”

“Father, “I said, “there’s a snake in my bedroom.”

“Father, there’s a snake in my bedroom,” I said.

(e) The speech must always start with a capital letter but when the sentence is broken by a speech tag, the second half of the

sentence will start with a small letter.

A comma must also be placed immediately after the speech tag. e.g. “James,” Jane shouted, “our team has won!”

(f) When a speech tag comes after a complete statement, a question or an exclamation mark, the next word starts with a capital letter.

INDIRECT SPEECH

The indirect speech seeks to clarify information not quite understood.

The indirect speech uses the speech tags used in the direct speech, keeping the tense of the speech tag of the direct speech.

The speech tag of the indirect speech can also be suggested by the tone or intention of the indirect speech.

Some of the common speech tags are; **he said, she wondered, I replied, they reminded, she ordered, he commanded, she shouted, they said, I thought** e.t.c

The pronouns usually change in indirect speech depending on who is reporting the speech and to whom he is reporting. In changing pronouns, the general rule in reported speech is as follows:

PRONOUN: DIRECT SPEECH	PRONOUN: INDIRECT SPEECH
I We He/she You Us Them My Your Our Their Mine Yours Ours Theirs	He/she They/you He/she Him/her/me/us/them/they Them/you Them Her/his My/his/her/our/their Their/your Their Hers/his Mine/his/hers/ours/theirs Hers/yours Theirs

The time of the events usually changes according to the speech tag used and the time the original speech is supposed to have been made.

Below are some of examples:

DIRECT SPEECH	INDIRECT SPEECH
Today	That day
Now	Then /at that time
Two hours ago	Two hours before
Yesterday	The day before, the
Last week	previous day The week
This afternoon	before (then), the
Tomorrow	previous week
Next week /month	That afternoon
The day after tomorrow	The following day, the
	day after
	The following week /
	month
	Two days after

The number of verbs in direct speech remains the same in reported speech. This is necessary if the meaning of what is said is to be retained.

Re-write the following sentences below into direct.

- 1 JAMES accused Caesar of ambition.
- 2 The boy is climbing the cliff.
- 3 He taught me to read Persian.
- 4 One expects better behaviour from a college student.
- 5 They showed a video of 'The Titanic'.
- 6 . You must endure what you cannot cure.
- 7 The King reviewed the troops in the maidan.
- 8 The curator of the museum showed us some ancient coins.

9 They have pulled down the old house.

10 The rules forbid passengers to cross the railway line.

Re-write the following sentences below into in direct

1) He made his wife do the work.

2) Nature teaches beasts to know their friends.

3) All desire wealth and some acquire it.

4) Lincoln emancipated four million African slaves.

5) We expect good news.

6) They propose to build a dam for irrigation purposes.

7) I offered him a chair.

8) The French surrendered Quebec to the English in 1759.

9) He showed me the greatest respect.

10) Alas! we shall hear his voice no more.

DAY 6

SPEECH AND TENSE

(a) Single verbs in the present tense in direct speech change into single verbs in the past tense in the reported speech. e.g. “I feel sick” she said.

(b) She said that she felt sick.

(c) Compound verbs with two elements in the present tense change into compound verbs with two elements in the past tense. e.g. “I have been singing in the choir” she said.
She said that she had been singing in the choir.

(d) Statements in the direct speech already in the past tense retain their form of speech. e.g. “I saw him run” he said.

He said that he saw him run.

“I intended to become a writer” she said.

She said (that) she intended to become a writer.

Reported questions:

- When reporting questions, the rule about tense harmony applies to reported questions as to direct speech statements.

If the introductory part (he said, she remarked) are in the past tense, then the verb in direct speech becomes a past tense verb when reported. e.g. He asked, “where is Jane?” He asked where Jane was.

Questions in direct speech become statements in reported speech, therefore with a normal subject – verb relationship.

“What is your name?” “She asked.

She asked what my name was.

ACTIVITY 6

Re-write the sentences below in reported speech.

1. “Keep it in the box,” he told her.
2. “I am going to buy a bicycle next week,” he said.
3. “Lie down!” The robbers commanded us.
4. “We have been ordered to go home now.” The girl said.
5. “I will see you the day after tomorrow.” The teacher told her.
6. “We must go now.” The policeman said.
7. “This book is Kioko’s, I left mine in the library.” She said.
8. Do you know where Judith comes from?” He asked his mother.
9. “Do you love me.” Romeo asked her.
10. “No one will suspect us,” the robbers said.

INVERSIONS

Certain verbs and adverbial phrases can for emphasis be placed first in a sentence or clause and are then followed by the inverted form of the verb. Below are some of words and phrases commonly used in inversions.

Hardly ever:

This is a negative adverb of frequency (i.e. it expresses how often in a negative sense)

e.g. He hardly ever goes to see her.

Hardly ever does he go to see her? (Inverted)

Hardly scarcely and barely are almost negative in meaning. Hardly is mainly used with **any, ever, at all** or the modal **can**. e.g. I hardly ever use my mother tongue in school.

Inversion: hardly ever do I use mother tongue in school.

Other words used in inversion include:

Never, hardly...when, in no circumstances, neither...nor, no sooner...than, not only...but also, not till, nowhere, on no account, only by, only then... when, scarcely ever, scarcely...when seldom, so.

Examples:

She doesn't in any circumstance accept bribes.

In no circumstances does she accept bribes.

They had hardly alighted from the bus when the accident occurred. Hardly had they alighted from the bus when the accident occurred.

He had no sooner taken the water than he began complaining of stomach pains. No sooner had he taken the water than he began complaining of stomach pains.

It is written nowhere in the Bible.

Nowhere is it written in the Bible.

This book must not on any account be borrowed.

On no account must this book be borrowed.

He became so furious that he began shouting.

So furious did he become that he began shouting.

ACTIVITY 6

Re-write the following sentences according to the instructions given in brackets.

1. He doesn't in any circumstances accept bribes.
(Begin: In.....)
2. They had just walked out of the building when the bomb went off. (Begin: No sooner.....)
3. We had hardly arrived when we were ordered to go back home.
(Begin: Hardly.....)
4. They have never seen her. (Begin: Never.....)
5. Such hospitality cannot be found in any other member of the family. (Begin: In no.....)
6. She seldom uses her mother tongue. (Begin: Seldom.....)
7. The snail reached the ark only by perseverance. (Begin: Only.....)
8. Gold cannot be found anywhere in this district. (Begin: No where.....)
9. He never asked questions in class. (Begin: Never.....)

10. She rarely goes to the movies. (Begin: Rarely.....)
11. This book must never be borrowed on any account.
12. We must not give bribes. We must not get bribes.
(join into one sentence using 'neither')
13. No sooner had she walked out of the hall than someone
shouted at her to go
14. She never listens to good advice.
(Correct the sentence maintaining the same emphasis)
15. I him see ever never. (Rearrange the words to make a
meaningful sentence)
16. It is not written anywhere in the Bible that God helps those
who help themselves. (Begin: Nowhere.....)
17. They never go for practice. (Change into affirmative)
18. Hardly ever does he go to see her. (Begin: He....)
19. Do they write poems? (Begin: Are.....)
20. Do they write poems? (Re-write in the affirmative form)

DAY 7

8. SENTENCE CONNECTORS

Connectors are used to bring cohesion in a written text.

Below is a table containing the commonly used connectors.

CONNECTORS EXPRESSING:

SEQUENCE	ADDITION	CONTRAST	EMPHASIS	CONSEQUENCE	ILLUSTRATION
Firstly Secondly Thirdly Lastly Finally First Next To start with To add to that To sum up Then While When Subsequence e As e.t.c	Too Also In addition Another Further More Moreover to add to that Besides As well as Again Another point etc.	However Nevertheless, On the other hand But On the contrary Yet In spite of Despite Although Though In contrast etc.	Indeed In fact, Without doubt Really As a matter of fact Really etc.	So Therefore As a result Consequently Hence So that Thus etc.	For example, For instance Such as By way of Example To illustrate etc.

Below are a few sentences with some of the connectors listed above.

1. In spite of the hot weather, the scout walked twenty kilometers (contrast).
2. I was exhausted so I sat down to rest (Consequence)
3. Many insects for example the praying mantis can fly. (Illustration)
4. Mutua performed very well; as a matter of fact, he was the best in class. (Emphasis)
5. He washed the dishes then went to play (Sequence)
6. Besides poor pay, lack of proper training is a cause of poor job performance.

ACTIVITY 7 ,INTERGRATED GRAMMAR EXERCISES

EXERCISE 1

(a) **Re-write the sentences below according to the instructions given in brackets. Do not change the meaning of the original sentences.**

1. Don't pretend you don't know what I need. (Begin: It is no use.....)
2. "Don't talk to me like that!" He bellowed at him. (Re-write in reported speech)
3. Many countries have banned the taking of marijuana. (Begin: The taking.....)
4. John's leg had been broken by a log in his early teens. (Begin: John had had)
5. They keep tea in a thermos flask. (change into passive)

(b) **Replace the underlined words with one word.**

1. We had to call a man who repairs broken pipes.
2. Five people who travel in space perished.
3. My sister is training as a dealer in stocks and shares.
4. I have an enormous desire for food.
5. He was skilled in the game of shooting with bows and arrows.

(c) **Fill in the blank spaces in the sentences below with the correct form of words which have opposite meaning to the ones provided in brackets.**

1. He has _____ properly in this town. (lose)
2. The demonstrators _____ again to hold another meeting (disperse)
3. He was such a _____ looking man that the children avoided him. (harmless)

4. The police _____ the dead body. (bury)
 5. Everybody is _____ in God's eyes. (ugly)
- (d) **Re-write the following sentences in their inverted form.**
1. You can only pass in the exams by working hard.
 2. You shouldn't talk to your mother like that on any account.
 3. The car was so damaged that it was beyond repair.
 4. They scarcely visit her.
 5. This is a beautiful watch. (Begin: What.....)

DAY 8

ACTIVITY 8

EXERCISE 2

- (a) **Complete the following sentences using the correct form of the words in brackets.**
1. He spoke about it to _____ (humble) us.
 2. Exposing yourself to cold is _____ (injury) to your health.
 3. He had _____ (lie) on the bed.
 4. The hunt for the robbers has _____ (intense)
 5. She has _____ him a son. (bear)
- (b) **Write one word which replaces the underlined idioms.**
1. I wish Mutuku was not so full of himself.
 2. The boys were full of beans before they went into the field.
 3. He entered the boxing ring, his heart in his boots.
 4. Mwaura was in trouble but he refused to throw in the towel.
 5. Ouma says that most politicians are full of hot air.

(c) Fill the gaps below with appropriate phrasal verbs formed from the verbs in brackets.

1. A terrible problem _____ (crop) in the boys hostel.
2. His job application was _____ (turn)
3. He _____ (pick) her _____ at the bus stage yesterday.
4. They _____ (shout) their class master.
5. She is very brave. She hardly _____ (give).

(d) Re-write the following sentences according to the instructions given in brackets.

1. I like Physics more than Chemistry. (use prefer)
2. Health is preferable to wealth. (Begin: I'd rather be.....)
3. The road was very slippery. We couldn't reach it. (join the two sentences using 'too')
4. Neither peter nor Stanley (has/have) been paid. (use the correct verb)

EXERCISE 3

(a) Fill in the blank spaces with the correct alternatives provided in brackets.

1. (He / Him) _____ and (I / me) killed the snake.
2. It appears to be _____ (he / him)
3. (You / Me / I _____ and _____ (me / I / you) are good friends.
4. (I / Me) _____ went for a picnic.
5. (Me / I) _____ am available.

(b) use question tags to complete the following statements.

1. No one saw her, _____
2. Going to school while untidy is shameful, _____

3. James is your friend, _____
4. They don't sell books, _____
5. You cant swim, _____

(c) Re-write the following sentences according to instructions given after each.

1. The sick man ate less and less. He became weaker and weaker.

Begin: The lesser.....)

2. They were so upset that they could hardly speak. (Begin: So upset.....)
3. The people who were involved in the accident were hospitalized. (Replace the underlined clause with one word)
4. The refugees have been taken back to their original homeland.
5. Do go away. (Re-write this command in the interrogative)

DAY 9

SYNTHESIS OF SENTENCES

Combination of two or more Simple sentences into a single Simple sentence

Synthesis is the opposite of Analysis and means the combination of a number of simple sentences into one new Sentence-Simple, Compound or Complex.

The following are the chief ways of combining two or more Simple sentences into one Simple sentence: -

(i) By using a Participle.

Examples

1. He jumped up. He ran away.
Jumping up, he ran away.

2. He was tired of play. He sat down to rest.
Tired (or, being tired) of play, he sat down to rest.

ACTIVITY

Combine each set of sentences into one Simple sentence by using Participles: -

1. He hurt his foot. He stopped.
2. The thief had been in prison before. He received severe sentences.
3. He was unwilling to go any further. He returned home.
4. They saw the uselessness of violence. They changed their policy.
5. He was weary of failure. He emigrated to Africa.
6. The King was warned of his danger. He made good his escape.
7. He lost a large sum of money. He gave up speculation.
8. I received no answer. I knocked a second time.
9. His wife encouraged him. He persevered.
10. He gave up his situation. He was not satisfied with his salary.
11. He felt tired. He laid his work aside.
12. He went straight on. He saw Hari on the path.
13. The stable door was open. The horse was stolen.
14. The hunter took up his gun. He went out to shoot the Hon.
15. I went to Mumbai last year. I wished to see a dentist.
16. A crow stole a piece of cheese. She flew to her nest to enjoy the tasty meal.
17. The magician took pity on the mouse. He turned it into a cat.
18. A passenger alighted from the train. He fell over a bag on the platform.

19. My sister was charmed with the silk. She bought ten yards.
20. I did not hear his answer. It was spoken quietly.
21. The steamer was delayed by a storm. She came into port a day late.
22. He had resolved on a certain course. He acted with vigour.
23. The letter was badly written. I had great difficulty in making out its contents.
24. A hungry fox saw some bunches of grapes. They were hanging from a vine.
25. Cinderella hurried away with much haste. She dropped one of her little glass- slippers.

(ii) By using a Noun or a Phrase in Apposition.

1. This is my friend. His name is Rama.
This is my friend Rama.
2. I spent two days in Cox's Bazar. It is one of the most attractive spots in Bangladesh.
I spent two days in Cox's Bazar, one of the most attractive spots in Bangladesh.
3. This town was once a prosperous sea-port. It is now a heap of ruins.
This town, once a prosperous sea-port, is now a heap of ruins.

ACTIVITY 9

Combine each set of sentences into one Simple sentence by using Nouns or Phrases in Apposition:

1. There goes my brother. He is called Sohrab.
2. The cow provides milk. Milk is a valuable food.
3. Mr. Pundit was elected President. He is a well-known Sanskrit

scholar.

4. Coal is a very important mineral. It is hard, bright, black and brittle.
5. We saw the picture. It is a very fine piece of work.
6. Geoffrey Chaucer was born in 1340. He is the first great English poet.
7. Tagore's most famous work is the Gitanjali. It is a collection of short poems.
8. His only son died before him. He was a lad of great promise.
9. His uncle was a millionaire. He sent him to England for his education.
10. The dog bit the man. He was a notorious burglar.
11. Bruno is my faithful dog. I love him.
12. Jawaharlal Nehru died in 1964. He was the first Prime Minister of India.
13. De Lesseps made the Suez Canal. This Was a great work. He was a French engineer.
14. Mr. Pundit lives in Dustipore. He is the Collector. It is a large town.

DAY 10

(iii) By using a Preposition with a Noun or Gerund.

1. The moon rose. Their journey was not ended.
The moon rose before the end of their journey.
2. He has failed many times. He still hopes to succeed.
In spite of many failures he hopes to succeed.
3. Her husband died. She heard the news. She fainted.
On hearing the news of her husband's death, she fainted.

ACTIVITY 10

Combine each set of sentences into one Simple sentence by using Prepositions with Nouns or Gerunds: -

1. He attended to his duties. He earned promotion.
2. He must confess his fault. He may thus escape punishment.
3. He was ill last term. He was unable to attend school.
4. I forgave him his fault. That has not prevented him from repeating it.
5. The bugle sounded. The weary soldiers leapt to their feet.
6. The word of command will be given. You will then fire.
7. He set traps every night. He cleared his house of rats.
8. The judge gave his decision. The court listened silently.
9. He expects to obtain leave. He has already bought his steamer ticket.
10. He has a good record. It is impossible to suspect such a man.
11. Even a bird will defend its young ones. It then shows great courage.
12. There was a want of provisions. The garrison could hold out no longer.
13. You helped me. Otherwise I should have been drowned.
14. I have examined the statement. I find many errors in it.
15. He is free from disease. At least he appears to be so.
16. His son died. This gave him a shock. He never fully recovered from it
17. He took the law in his own hands. He was not justified in doing so.
18. It rained hard. The streets were flooded.
19. He made heroic efforts to succeed. He failed.
20. The weather is pleasant. It is a little cold however.

(iv) By using the Nominative Absolute Construction.

1. The soldiers arrived. The mob dispersed.

The soldiers having arrived, the mob dispersed.

2. The town was enclosed by a strong wall. The enemy was unable to capture it.

The town having been enclosed by a strong wall, the enemy was unable to capture it.

ACTIVITY 10

Combine each set of sentences into one simple sentence by using the Nominative Absolute construction: -

1. His friend arrived. He was very pleased.
2. The rain fell. The crops revived.
3. The storm ceased. The sun came out.
4. The troops were ordered out. The police were unable to hold the mob in check.
5. The holidays are at an end. Boys are returning to school.
6. The wind failed. The crew set to work with a will.
7. It was a very hot day. I could not do my work satisfactorily.
8. His house has been burned down. He lives in an hotel.
9. The king died. His eldest son came to the throne.
10. His father was dead. He had to support his widowed mother.
11. Rain was plentiful this year. Rice is cheap.
12. The secretaryship was vacant. Nobody was willing to undertake duties of the post. I offered my services.
13. The prisoner was questioned. No witness came forward. The Judge dismissed the case.
14. The sun rose. The fog cleared away. The lighthouse was seen

less than a mile away.

15. He fired his gun. The ball went high. The tiger sprang on him.

16. The master was out of the room. The door was shut The boys made a lot of noise.

DAY 11

(v)By using an Infinitive.

1. I have some duties. I must perform them.

I have some duties to perform.

2. We must finish this exercise. There are still three sentences.

We have still three sentences of this exercise to finish.

3. He wanted to educate his son. He sent him to Europe.

He sent his son to Europe to be educated.

4. He is very fat. He cannot run.

He is too fat to run.

ACTIVITY 11

Combine each set of sentences into one Simple sentence by using Infinitives: -

1. He had no money. He could not give any away.

2. I have told you all. There is nothing more to be said.

3. He cannot afford a motor-car. He is too poor.

4. I heard of his good fortune. I was glad of that.

5. The information is of no use to us. It has come too late.

6. Your father will hear of your success. He will be delighted.

7. You did not invest all your savings in one concern. You were prudent.

8. He did not have even a rupee with him. He could not buy a loaf of bread.

9. The Pathan took out a knife, His intention was to frighten the old man.
10. I speak the truth. I am not afraid of it.
11. He wants to earn his livelihood. He works hard for that reason.
12. The strikers held a meeting. They wished to discuss the terms of the employers.
13. He has five children. He must provide for them.
14. Napoleon was one of the greatest of generals. This is universally acknowledged.
15. His Majesty desired to kill Gulliver secretly. Various means were employed for this purpose.
16. I will speak the truth. I am not afraid of the consequences.
17. He is very honourable. He will not break his word.
18. He has some bills. He must pay them.
19. He must apologise. He will not escape punishment otherwise.
20. He keeps some fierce dogs. They will guard his house. They will keep away robbers.

(vi) By using an Adverb or an Adverbial Phrase.

1. He deserved to succeed. He failed.
He failed undeservedly.
2. The sun set. The boys had not finished the game.
The boys had not finished the game by sunset.

ACTIVITY11

Combine each set of sentences into one Simple sentence by using Adverbs or Adverbial Phrases: -

1. I accept your statement. I do it without reserve.
2. He answered me. His answer was correct.
3. He forgot his umbrella. That was careless.

4. He is a bad boy. This is certain.
5. The train is very late. That is usual.
6. I shall come back. I shall not be long.
7. He kicked the goal-keeper. It was his intention to do so.
8. He was obstinate. He refused to listen to advice.
9. He spent all his money. This was foolish.
10. He was not at the meeting. His absence was unavoidable.
11. He applied for leave. It was not granted.
12. He admitted his error. He expressed his regret.
13. I met him only once. It was in a railway carriage.
14. He has succeeded. His success has been beyond my expectation.
15. It must be done. The cost does not count.
16. I have read Bacon. It has profited me greatly.
17. He persevered. He was not deterred by obstacles.
18. The door was open. It looked rather suspicious.
19. He is not qualified for the post. He is not qualified in any degree.
20. The blow dazed him. That condition lasted only for a time.

DAY 12

Combination of two or more Simple sentences into a single Complex Sentence Subordinate Clause a Noun Clause

1. In the following examples the Subordinate clause is a Noun clause: -
 1. You are drunk. That aggravates your offence.
That you are drunk aggravates your offence.
 2. He will be late. That is certain.
It is certain that he will be late.

3. You are repentant. I will not forget it.
I will not forget that you are repentant.
4. He may be innocent. I do not know.
I do not know whether he is innocent.
5. He is short-sighted. Otherwise he is fit for the post.
Except that he is short-sighted he is fit for the post.
6. The clouds would disperse. That was our hope. Our
hope was cheering. Our hope that the clouds would
disperse, was cheering.
7. The game was lost. It was the consequence of his
carelessness. The consequence of his carelessness was
that the game was lost.

ACTIVITY 12

Combine each set of Simple sentences into one Complex sentence containing a Noun clause: -

1. He is wrong. I am sure of it.
2. You deceived him. That was his complaint.
3. The train will arrive at a certain time. Do you know the time?
4. All the planets except for Pluto travel round the sun the same way and in the same plane. I have often told you this truth.
5. He will waste his time. That is certain.
6. Where have you put my hat? Tell me.
7. He is short-tempered. I like him all the same.
8. Is it time for the train to start? Ask the guard.
9. It is going to rain. I am sure of it.
10. Something may be worth doing, It is only worth doing well.
11. He is a sincere worker. No one can doubt this fact.

12. He said something. I did not hear it.
13. 13. How did you find that out? Tell me.
14. You have made a mistake. I think so.
15. Who wrote Shakuntala? Can you tell me that?
16. You stole the purse. Do you deny it?
17. I am very sorry. I cannot adequately express my sorrow.
18. We have been deceived. That is the truth.
19. How did Netaji Subhash Chandra Bose die? It is a mystery.
20. He will succeed. We expect it.

DAY 13

ACTIVITY 13 INTERGRATED GRAMMAR EXERCISES

(a) RE-write the sentences below using an ‘if’ construction in each case. Do not change the meaning.

e.g. He eats too much; that’s why he is overweight. (If he did not eat so much, he would not be overweight)

1. Juma does not read books, that is why he’s poor at spelling.
2. He had not paid the rent; that is why he was evicted.
3. They haven’t any matches: so they can’t light a fire.
4. Our team had no time to practice: that’s why the lost.
5. You may get home before I do, so dot wait up for me.

(b) Use the correct phrasal verb forms of ‘put’ in each of the sentences below.

1. He just could not _____ his idea to the classmates.
2. Please do not feel _____ if I don’t invite you to my party.
3. The case was _____ to next week.
4. The rebellion was _____ by the army.
5. Of late, she has _____ a lot of weight.

(c) Re-write the sentences below according to the instructions given.

1. There was very little water in the cars radiator. (Re-write using ‘any’)
2. Children are not as polite as they used to be. (Re-write using ‘than’)
3. Jerono said that Jane had stolen her bag. (Begin: Jane.....)
4. He wouldn’t admit that he knew she was overworked. (use denied)
5. “ I can’t stand rice even if it is cooked very well” Mary said. (Re-write in reported speech)

(d) Fill in the blank spaces using the correct form of the word in brackets.

1. We had thought that the _____ (donations) would be more generous.
A lot of our college buildings are being _____ (modern)
2. Has Mutua always been _____ (fame.)
3. Although Jude was wealthy, she dressed _____ (expensive)
5. Our _____ (mobile) was greatly hindered by the bad weather.

(c) Fill in the blank spaces with the correct form of the word in brackets.

Kadilo is (i) _____ (rage) by the supervisor when he (ii) _____ (malice) accuses him of laxity. “How is it possible?” He asked himself. It is true that ever since Kadilo joined the organization he has been working with a lot of (iii) _____ (zealous). His promotion to a senior clerk has made some of his workmates (iv) _____ (envy) of

him. He has decided to go and talk to his head of department and he is (v) _____ that the director will soon learn the truth.

(d) Re-write the following sentences according to the instructions given after each.

1. He would rather pay the fine than be imprisoned. (Use ‘Prefer’)
2. “I will be travelling home tomorrow.” John told her. (Re-write in indirect speech)
3. The captain deserves more praise than any other member of the team. (Begin: No.....)
4. The head master did not make such a statement at any point in his speech (Begin: At no.....)
5. The speaker accepted an amendment _____ the motion. (use a preposition)

DAY 13

ACTIVITY 14.

(a) For each of the following sentences, replace the underlined word(s) with a phrasal verb which begins with the word in brackets.

1. When she told him the story, he got more cross. (work)
2. It took Kitilo several hours to regain consciousness. (come)
3. The detective penetrated the criminals disguise. (see)
4. The truck stopped at the barrier. (pull)
5. They surrendered to the police. (give)

(b) Add question tags to the statements below.

1. Mike left school last year,
2. I am the one who made you succeed,
3. She is one of us.,
4. Help me.
5. No one is coming,

(c) Re-write each of the following sentences according to the instructions given after each.

1. (a) Did you make that table yourself? (b) Did you make yourself that table?

(What is the difference in meaning)

2. It is amazing that he scored a gold medal.

Begin: That.....) 3. We have never had such heavy rains at this time of the year.

(Begin: Never before.....)

4. Is this the only grey car you have in stock? (Begin: Haven't....)

5. He is greatly admired because he is generous.

(Use 'because of' In place of Because)

(d) Use the correct form of words in brackets to fill the blanks in the sentences below.

1. I believe he _____ (work) in the office at this moment.
2. My grandfather _____ (work) as a shopkeeper when he was young.

3. I _____ (be) successful if I had taken my work seriously.
4. This year's cricket competitions _____ hold in South Africa.
5. She _____ (be) admitted in hospital last week.

(a) Use the correct alternative to fill in the blanks in the sentences below.

1. Neither _____ (he / him) nor _____ (I / me) _____ (is / are) to blame.
2. Bob is a good friend of _____ (me / mine)
3. A friend of _____ (our / ours / us) _____ (live / lives) in Britain.
4. All the expenses must be authorized by _____ (I / me / my)
5. Mutua and _____ (me / I) bought shares in the bank.

(b) Choose the word that best completes the sentences below.

1. The farmers were very angry _____ (about / with) the resolutions passed at the meeting.
2. We agreed _____ (with / on) the general procedure.
3. He is sitting _____ (on / at) the table for lunch.
4. They arrived _____ (in / on) time for the lesson.
5. He furiously drove _____ (in / into) the garage.

(c) Choose the option which is most nearly opposite in meaning to the underlined word.

1. It was a very exciting performance.

- | | |
|-------------------|-------------------|
| (a) Amateuristic. | (c) Objectionable |
| (b) Dreary | (d) Degrading |

2. The criminal was apprehended by the police.

- | | |
|------------------|----------------|
| (a) arrested. | (c) released. |
| (b) (b) charged. | (d) imprisoned |
| (e) . | |

3. It is obvious he was guilty.

- | | |
|---------------|-----------------|
| (a) pure. | (c) guideless. |
| (b) innocent. | (d) In mistakes |
| (e) . | |

4. This mechanism is very simple.

- | | |
|----------------|--------------|
| (a) ornate. | (c) hard. |
| (b) difficult. | (d) intricat |

5. Everybody likes to work with lazy people.

- | |
|-----------------------|
| (a) indolent. |
| (b) inactive. |
| (c) active. lethargic |

(b) Without changing the word order, punctuate the following verse to give it an opposite meaning.

To show our simple play we come.

In unkindness we do not come.

To make happy and give delight.

We are not here to make you sad.

Here are the actor.

(c) Choose the correct alternative to complete each of the following sentences.

1. You must _____ (advise / advice) your friend to learn to keep time.
2. You should _____ (devise / device) new methods of revising.
3. Mary wondered on what _____ (principal / principle) his behaviour was based.
4. Maisha Mapya bookshop has been supplying the school with _____ (stationery / stationary)
5. Muthoni is pursuing a _____ (course / coarse) In Mombasa Polytechnic.

(d) Provide the most suitable prepositions for the sentences below.

1. The soldier was punished _____ neglect of duty.
2. The thief was disguised _____ an official from the Ministry of Education.
3. They descended _____ a noble family.
4. My uncle disposed _____ his old car.
5. The man died _____ Malaria.

(a) Rewrite each of the sentences below according to the instructions given. Do not change the meaning of the original sentences.

1. The players played very well. They were each rewarded with a trophy. (Begin: So.....)

2. Catherine is brown. She is a University student. She is nineteen. She is cheerful.

(Re-write as one sentence without using a conjunction or relative pronoun)

3. President Kibaki's speech inspired me a lot. (Re-write using the word 'inspiration')

4. "Do you think it will rain today?" She asked her mother. (Re-write in reported speech)

5. Video programs are preferable to radio programs. (Use..... than.....)

(b) Use the correct form of the words in brackets to complete each of the following sentences.

1. I shall not admit any _____ (liable) whatsoever.

2. He smashed his small radio in _____ (furiously)

3. The _____ (broad) of this road is inappropriate for large trucks.

4. Of the two actresses, Carey was the _____ (good)

5. The plane crash was very _____ (horror)

(c) State the tense into which each of the following sentences falls.

1. I have just talked to the headmaster.

2. I had talked to the headmaster.
3. We need to be wary of A.I.D S.
4. They went away.
5. They are discussing about him.

(d) Choose the best alternative to fill in the gaps in the sentences below.

1. Her eyes were _____ lively that her face seemed illuminated.
(a) such (b) rather (c) so (d) as
2. Men given _____ crimes of violence and brutality must be imprisoned for life.
(a) by (b) to (c) with (d) at
3. A black and _____ cow were grazing.
(a) the white (b) a white (c) white (d) any white
4. I am _____ obliged to you.
(a) little (b) too (c) much (d) so
5. There were _____ books in the library. So we were required to buy our own.
(a) a few (b) some (c) few (d) many

DAY 16

ACTIVITY 16

ENGLISH P.2

SUMMARY WRITING

1. Read the story below and answer the questions after it.

The act of giving and helping people in need is fast dying. Occasionally, we talk about a good Samaritan having come out of the blue and helped us in our hour of need. It is not clear whether it is because people have become more egocentric or it because of the diminishing culture of communal living.

If we see someone dying beside a road, we are unlikely to help because we first of all think of all helping them would make us late. We would walk away thinking that the next person will be busy as we are, and will therefore rescue the person. Whether it is modern life that has made us busier than is really debatable. Have you ever noticed that people are always running around, immersed in deep thought with drooping shoulders and premature wrinkles attached on their foreheads? The common explanation for this is that we are so busy that we do not have time for ourselves, let alone others.

Our writer once said that people who claim to be busy, are not really busy. Being busy, he said, was a euphemism for an instable craving for money, power, status and overwhelming desire to have more and more material possessions. What this culture of being busy does is that it makes us lose some of the essential human values such as loving others, taking care of the sick and meeting other people's needs through generosity.

Let us take the example of hunger and starvation. The two kill many people, especially children and the elderly. It is easy to say that hunger and starvation are a as result of a fall in the supply of rain. We can say that this is all an issue of the climate. This is true to an extent. When rains fall, people's crops fail and they lose their sole source of food. For those who depend on livestock, their livestock die or become too famished to fetch enough money in the market to enable them buy food. The spiraling cost of foodstuffs does not lessen the pain and suffering of those faced with starvation.

However, there are people who die of hunger due to our own self-centeredness. For instance, when relief food is availed by the government to help those faced with hunger and starvation, some corrupt government officials hoard the food and conspire with unscrupulous business people to sell the food at exorbitant prices to the starving people! Secondly, amid hunger and

starvation, there are people who have more food than they can eat, but who see no value in sharing what they have with the less fortunate. If only such people who share donate some of the food they have, people wouldn't have to starve to death.

Indeed, the culture of being good Samaritans need not die. If we stopped being too busy and set aside time for our children, we would have time to watch them grow and understand their value system. We can then inculcate the culture of generosity; starting with highlighting small ways in which children can be generous. For example, a child can be encouraged to share food with another who does not have or who has come to school without. They can also be encouraged to donate clothes and shoes to children's home. This gesture will go a long way in clothing another fortunate child. Later in life, they can find bigger ways of reaching out those in need. Through small ways, we would have taught generosity to our children, created the good Samaritans that we all wish for when in need and ensured the act of giving lives on for generations.

Question

- a) In not more than 55 words summarize the characteristics of busy people
- b) In not more than 65 summarise the benefits of teaching children the need to share

2A. Read the passage below and answer questions after it

I woke up with a start. I thought I was dreaming but the ear – piercing screams were real. I hopped out of bed and stood by the window. There were no mistake-the screams were coming from my younger brother's house. I put on my gown and in a split of a second, I was at the doorstep of his house.

I stood panting and trembling at the open door. Could it be my nephew, Peter? Was there a snake? Could it be Penina? My

mind was a whirlwind of unanswerable questions. Then there was another scream that sent me limping into my brother's bedroom. There on the bed, breathing in pain, sat my brother. He was clutching his right shoulder with his left hand. There was blood everywhere: on the bed and on the wall. The sight of his dangling arm and blood jetting out like a burst water-pipe sent electrifying shivers through my body. Involuntarily, I produced a loud wail that reverberated through our usually quiet village. This sent all members of our home stead and the neighborhood dashing into my brother's house. Even my grandmother, Amunga, who always complained about her rusty bones and painful back ran like a young deer. Conspicuously absent was Penina, my brother's wife. "What is it?" "Who has died?" "Who did this?" "Where is Penina?" chorused everybody. However, there were no answers to these questions as my brother continued mourning and shivering.

"Call an ambulance at once!" My cousin shouted with urgency. I ran very fast to the nearest booth only to find it out of order. I then ran in the direction of Mr. Okirigiti, the head teacher of our village school.

Mr. okirigiti had a Volkswagen which the whole village usually used whenever there was an emergency. All you had to do was to fuel his car and he would be ready to take you to hospital at whatever hour of the night. Villagers sometimes referred to him as the village savior.

Within no time, we were in the homestead. He did not ask any questions, but quickly helped my brother into his car and drove as fast as he could to the nearest hospital, Mutibo Local Hospital

All the way to hospital, my brother mourned. Occasionally, he would mutter, "Penina...Penina...surely...could she... do this to me?"

That is how it dawned on me that there was a connection between my brother's dangling arm and Penina. "Is it really Penina who did this to you?" my mother asked, but no answer came. On arrival at the hospital, my brother was whisked away into the theatre where they amputated the dangling arm. He had to be admitted for about two weeks. The next morning, I sat there beside my brother and we talked until break time. Although he was drowsy, he told me how misery had enveloped his once cheerful life ever since his colorful wedding three years ago.

"Joyce," he said as he continued pouring out his heart to me, "do you remember when you asked me what had happened to my swollen lip and two missing upper teeth? What did I tell you?" I started talking but he stopped me.

"No, do not answer, I know what I told you. I told you that I had fallen at Muuluchu's bar." I stared at him perplexed.

"Yes, Joyce, it was Penina. We had a row and she hit me with a stool! Do you remember?" my brother continued, "when you asked me about the ugly tooth-bites on my cheek?" I told him I did. "Yes, I told you that a spider had walked on me. That was a lie, the spider was innocent; it was Penina who bit me!" Then told me to pull his hospital gown. On his body, there were all sorts of scars and marks, teeth bites, huge and small cuts.

"You see all these? Were these marks and scars there when you used to bathe me?"

"No they weren't there," I answered as tears streamed down my cheeks.

"This is the work of no other person, but my wife, Penina." He stopped talking and dozed off.

I was flabbergasted. Ondieki and Penina looked so happy or was it pretence? I kept asking myself. After about thirty minutes of sleep, he continued with his monologue, "Do you remember when you were in my house one Christmas day? I

asked for water to wash my hands, and she poured it on me.” He breathed hard fighting sobs, “I wept, didn’t I?” he said staring at me.

“Do you think I was weeping because Penina poured water on me? Oh no,” he said shaking his head. “I wept because of the shame of a man who is always battered by his wife but cannot let the cat out of the bag to anyone. After all, the society would think me weak, I feared being thought weak. Therefore, in silence I suffered.” My brother went on to tell me about what had happened the previous nights

He said he had let himself into their house at around 10:00p.m. and found Penina boiling with anger.

“I know all about your affairs,” she had burst out, “why don’t you marry her!” My brother told me he knew that kind of mood very well so he had not answered her; instead, he had quietly gone to their bedroom and slept. He had hardly slept for long when he felt an excruciating pain on his arm. He struggled to put on the lights, only to see his arm dangling and blood streaming out. He knew if he did not scream he would surely die.

By now, the lump that had been in my throat all along was so huge that it was threatening to choke me. I had read a lot and even witnessed violence against women. Hardly had I ever heard or thought about men being victims of domestic violence.

Violence against men was complicated due to reluctance of the victims to admit it. Here, before me, was a sample of those who suffer in silence.

Questions

2:1 What had woken up the narrator and what did he discover?

2:2 What kind of life do you think Odiek lived? Give evidence from the passage. *(2 marks)*

2:3 A victim of domestic violence always gives excuses as a cover up. Give excuses that Odiek gives for his wife’s acts of violence. *(2 marks)*

2:4 Why couldn't the narrator call an ambulance. (2 marks)

2:5 Explain the following as used in the passage. (2 marks)

(i) Trembling

(ii) Ear-piercing screams

(iii) Dawned

(iv) Flabbergasted

2B. Read the passage below and answer the questions after it.

The clock had struck half past eight when we sauntered into the house. Our aunt looked up.

"Where have you been?" she roared. We were tired, weak, too feeble to answer. My brother laboriously struggled to provide an explanation. We had taken longer than usual to put all the planks of wood into the house. She couldn't hear of it. We were a lazy pair. Her final verdict. We were eating a lot of food without earning it.

When I look back now, I realise how unfair she was. Surely, I am the one who interacted every so often with her children. They ate much more than we did. One reason for this was her sharp piercing eyes. She was so silly actually. She had divided the dining table in such a way that my brother and I sat opposite her. I wonder what her intentions were, but she did intimidate us with her eyes. It was not often that we served food more than once. Every day, there was little reason why we couldn't go to school. One day she decided we were actually not worthy educating. If our parents wanted us to go to school, they should have been more careful with the monster AIDS. The day she told us that, we cried our hearts out. The whole of that term, we stayed at home. We baby-sat, cooked, harvested maize and finger millet on our own. She had cheap labour finally. Oh, my, didn't we work!

I remember one particular day clearly. They had lacked water and sent one of us to inform her of the shortage. My brother ran very fast to inform her. Instead of coming to sort out the problem, she beat my brother so thoroughly that he collapsed. She poured a bucketful of cold water on him and he came round.

The next thing I knew, we had promptly been dispatched to the river. We were handed two twenty-liter jerricans to bring enough water from the river which was a kilometer away.

As I told you, she was very clever. She had to ensure that the public had no knowledge of what was happening to us. She would also send her children along with us but with five jerricans. They would accompany us but would carry no water. You see, no one would suspect and we wouldn't dare talk.

However, all was not lost for us. After three years, I think word got round that all was not well. My brother often told me, "My dear sister, one day we will be out of here." Our prayers were answered.

Out of the blue came our help. Some missionaries heard about our plight. They came for us despite my aunt's protestation. For the first time, there was a smile on our faces. We couldn't wait to go back to school. Although we had lagged behind, we worked very hard.

We turned out alright. My brother is a politician. Any time I listened to him talk in parliament, I realise that our experience made him a better and more compassionate politician. He has never failed to highlight the plight of orphans. He has been persistent with helping these poor ones that he has treasured since he first stepped in the parliament.

As for me, I write children's books and do some voluntary work with orphanages, besides being a director at Unicef. Both of us donate money monthly to the orphanage. He has provided with a home so warm. Am I doing too much for children? May be yes. My childhood experience was a good training ground for

the role I play in children's lives today. It is more of a personal crusade that no child should suffer, miss school or be in child labour because the parents are dead.

2:6 Why were the narrator and her brother coming back at half past eight?

- A. The clock had struck half past eight.
- B. They were too feeble to answer.
- C. They had struggled to provide an explanation
- D. The two had taken longer than usual to put the plunks of wood inside the house.

2:7 The narrator was sure they ate less food than their aunt claimed because.....

- A. She intimidated them with her eyes
- B. The author did not know her intentions
- C. Every day there was a reason for them to miss meals
- D. The brother and the sister sat opposite their aunt

2:8 What evidence is there in the story to show that the narrator's parents no longer lived?

- A. Every day, there was a little reason they couldn't go to school
- B. They had been dispatched to the river
- C. "they should have been more careful with the monster AIDS"
- D. "We cried out our hearts out"

2:9 When the missionaries came to help them.....

- A. Their aunt was happy
- B. Their aunt protested
- C. Their aunt chased them out of the house
- D. The girl worked with UNICEF while the boy became a politician.

2:10 ‘Sauntered’ as used in the passage could best be replaced by.....

A. Walked

C. Went

B. Walk

D. Go

3A. Rewrite the following as instructed without changing the meaning.

3:1 He is rather feeble-minded and cannot really be blamed for his actions (**use: responsible**)

3:2 I became friends with the class captain in our first year at school. (**use: made**)

3:3 We had got everything ready to start writing. The callous teacher came in with rather disorganizing programs. (**Join beginning: No sooner.....**)

3:4 Mr. Mulajje started the organization “Youths with mission”. I have a great admiration for Mr. Mulajje. (**Join the sentences turning one of them into a relative clause**)

3:5 He is brave but he cannot win against such overwhelming odds. (**Begin: In spite.....**)

3:6 “We were invited for our friend’s party that evening” (**Begin: The student said.....**)

3:7 I am very much afraid this arrangement may fail. (**rewrite to end..... anything.**)

3:8 They would have resigned if it had not been for their leader. (**Begin: Had**)

3:9 Preparing poorly for examinations can result in failure. It will result in panic on the day of the examinations. (**Join using an appropriate sentence connector**)

3:10 The teacher, encouraged by the applause of the students, repeated her favorite joke. (**Begin: Having.....**)

