

ENGLISH

SUMMARY NOTES

The following are topics that will be of help to you when answering grammar questions (number 1 – 25) in the English paper.

Study them carefully for your ease in answering these questions.

1. PARTS OF SPEECH

These are the 'backbones' in the English language. Any sentence in English should be formed using words from different parts of speech. There are eight parts of speech in English which include:-

- A. Nouns
- B. Pronouns
- C. Adjectives
- D. Verbs
- E. Adverbs
- F. Prepositions
- G. Conjunctions
- H. Interjections

NOUNS

- These are naming words. They name people, places, things or animals.
- Nouns can be divided into three main categories which include:-
 - a. Proper Nouns
 - b. Common Nouns
 - c. Collective Nouns

Proper Nouns:

- These are specific names of people, things, animals, or places. Proper Nouns must always start with a capital letter and do not form plurals.
- Examples: Nairobi, Kamau, John, Alliance Boys' High School, Kenyatta National Hospital, New York etc.

Common Nouns:

- These are names that refer to classes or groups of things / people
- They do not start with a capital letter unless when starting a sentence. They form plurals in different ways. E.g man-men, woman-women, boy-boys, girl-girls, desk-desks, book-books, teacher-teachers, sheep-sheep e.t.c.

Collective Nouns

- They are names which refer to a collection / group of similar things e.g
 - A herd of cattle
 - An army of soldiers
 - A bale of cotton
 - A wad of notes
 - A bevy of women / beautiful girls
 - A board of directors
 - A brood of chicken

- A caravan of travellers
- A Chest of drawers
- A cluster of stars / houses / grapes
- A clutch of eggs
- A code of conduct
- A fleet of ships
- A flock of sheep / birds
- A bench of magistrates
- A troop of monkeys / soldiers / scouts
- A troupe of dancers
- A congregation of worshipers
- A bouquet of flowers
- A gang of robbers / workers / labourers
- A grove of trees
- A hive of bees
- A quiver of arrows
- A pile of books
- A set of china / glasses / tools / rules
- A range of hills
- A shoal of fish
- A stud of horses
- A suite of rooms
- A swarm of bees / flies
- A stock of goods
- A regiment of soldiers
- A party of students
- A team of players / oxen
- A bunch of keys
- A battalion of troops / soldiers
- A crate of soda
- A couple of years
- A herd of cows / elephant etc
- A pride of lions / bears / cheetahs
- A galaxy of stars
- A bunch of grapes / keys
- A pack of wolves / cards / lies
- A litter of puppies / kitten / piglets
- A clump of bushes
- A bundle of laundry / firewood
- A panel / team of experts
- An assembly of church men
- A sheaf of wheat
- A tuft of hair / grass
- A kit of tools
- A crew of sailors etc
- Nouns can further be divided into countable and uncountable nouns.

Countable nouns – They have single entities and can be counted individually e.g

- Boy – Boys
- Man – Men
- Girl – Girls
- Sheep – Sheep
- Chair – Chairs
- Class – Classes

Uncountable Nouns – They cannot be counted and they exist in mass forms e.g. water, sugar,

Other forms of nouns are:-
Concrete Nouns - They can be seen, touched or felt. They have physical forms e.g. House, desk, chair, table, bed e.t.c.

Abstract Nouns - They cannot be seen, touched or felt. They have no physical forms. They exist in terms of feelings or emotions (illusions in the mind) e.g. love, hatred, wisdom, happiness e.t.c.

Compound Nouns: They are formed by joining two or more words. They are formed by use of an hyphen though others may not use a hyphen e.g. Mother-in-law, passer-by, schoolboy, baby-girl, fire-fighter e.t.c.

Group Nouns: - These are nouns that can encompass a large number of things which fall in the same category. They include:-

- i. **Furniture** - tables, chairs, cabinets, shelves etc
- ii. **Books** - dictionaries, atlases, novels, textbooks e.t.c
- iii. **Relatives** - grandmother, father, aunts, Uncles, brothers, sisters e.t.c
- iv. **Fruits** - bananas, apples, water melons, grapes etc
- v. **Cutlery** - spoons, forks, knives e.t.c
- vi. **Crockery** - bowls, plates, sufurias e.t.c
- vii. **Bedding** - bedsheets, blankets, pillows, mattresses e.t.c
- viii. **Cereals** - beans, maize, wheat, peas, millet e.t.c

Gender in Nouns - There are four genders, feminine, masculine, neuter and common gender.

Neuter gender - Nouns which are neither of the female or male sex e.g. book, pen, flower

Common gender - Nouns that refer to either males or females e.g. teacher, tailor.

Feminine - Nouns that refer to females e.g. queen, bitch, madam, hen, lass, nun, lioness, actress, sow, duck, hostess, ewe, female, mistress, wife, aunt etc.

Masculine - Nouns that refer to males only e.g. King, bitch, sir, cock, lad, monk, lion, actor, boar, drake, host, lamb, male, master, husband, uncle e.t.c.

Nouns form plurals - There are regular, irregular and zero plurals in nouns.

Regular plurals - formed by addition of 'S' or 'es'

e.g. boy - boys, desk - desks, teacher - teachers, chief - chiefs, hoof - hoofs / hooves, country - countries, radio - radios e.t.c.

Irregular plurals - formed in different ways which include;

- i. Addition of 'en' after changing the vowel e.g. Man - men, woman - women, ox - oxen e.t.c
- ii. Changing 'f' to 'v' and adding 'es' e.g. leaf - leaves, wife - wives, hoof - hooves
- iii. By retaining their foreign plurals - e.g.

Zero plurals - they do not change (remain the same both in singular and plural) e.g. sheep - sheep, deer - deer, stationery - stationery, equipment - equipment, bedding - bedding etc.

Nouns can also be formed using prefixes / suffixes e.g. Examine - examination

Smart - smartness

Care - carefulness etc

Nouns will mostly come after adjectives in sentences. So you should be careful / look out for this when answering questions.

E.g. This is a beautiful girl

Adjective noun

PRONOUNS

Pronouns replace nouns. There are objective and nominative (subjective) pronouns.

E.g. **Nominative** **Objective**

3rd person: He, she, it, they - him, her, it, them

2nd person: You - you

1st person: I, we - me, us

- There are personal, relative, reflexive, interrogative etc Pronouns

- i. **Personal** - they refer either to the speaker (first person pronoun), the listener (second person pronoun) or the person being spoken about (third person pronouns)
- ii. **Relative pronouns** - used to relate the noun to the action in the sentence. They include, who, whom, that, whose, which, why. e.g. This is the man who gave me the present. These are the cows whose owner was killed yesterday.
- iii. **Reflexive pronouns** - used to refer back to the subject / noun. Formed by addition of 'self' or 'selves' to other pronouns
E.g. my + self - myself
Them + selves - themselves e.t.c
E.g. The pupils did the work themselves.
- iv. **Interrogative pronouns** - used to ask questions
They are: when, where, what, why, which etc.
e.g. Which is the route to Mombasa?

ADJECTIVES

- Used to describe nouns. They can either be placed before or after the noun.

E.g. This is a smart boy.

This boy is smart.

- Adjectives are generally formed by addition of 'ful' to nouns.

E.g. beauty - beautiful, care - careful, faith - faithful, fruit - fruitful e.t.c

- Other adjectives are just there naturally e.g. slow, fast, quick, etc e.g. This is a slow bus.

- Adjectives are also used in comparison. There are three degrees of comparison.

i. **Positive degree** - compares two similar things. Uses the phrase 'as ... as' e.g.

As short as a hammer

Peter is as tall as John

- ii. **Comparative degree** – compares two different things. We add 'er' or 'more' to the main adjective. We also use 'than' in the sentence.

e.g Small – smaller, big – bigger, good – better e.t.c

Kamau is taller than Maina.

- iii. **Superlative degree** – compares three or more different things. We add 'est' or 'most' – to the main adjective.

e.g Short – shortest, big – biggest, good – best e.t.c

This is the best book that I have ever seen.

This is the tallest teacher in our school.

Jane is the most beautiful girl in that family.

VERBS

- These are doing words. They represent actions e.g walk, dig, learn, write e.t.c

There are regular and irregular verbs.

- Regular** – form their past tenses by the addition of 'ed/d'

e.g walk – walked, shout – shouted, examine – examined etc

- Irregular** – Do not add 'ed/d' when forming past tense. They form past tenses in different ways which include;

1. Changing the vowel e.g run – ran, dig – dug, strike – struck.
2. By not changing at all e.g shut – shut, burst – burst, hurt-hurt e.t.c
I was hurt by the knife yesterday.

ADVERBS

- These are words that describe verbs, adjectives or other adverbs. There are different types of adverbs viz.

- i. **Adverbs of time:** Tell us when an action took place. They answer the question when? E.g I went to the market yesterday.

- ii. **Adverbs of frequency:** – Tell us how often an action was/is done i.e the frequency at which an action happens e.g rarely, often, always, daily etc.

I visit my grandmother daily.

I seldom make mistakes.

- iii. **Adverbs of place:** – Tell us where the action took place. They answer the question, where? E.g here, there, at the market, at school e.t.c

I met him at the market.

- iv. **Adverbs of manner:** – Tell us how an action took place. They answer the question, how? Adverbs of manner are formed by the addition of 'ly' to adjectives. E.g slowly, quickly, smartly, cleverly, beautifully e.t.c (how did he answer the question) He answered the question cleverly.

- v. **Adverbs of degree:** – They tell us to what

cannot be used alone in the sentence. They include; very, too, so, extremely e.t.c.

- He walked very slowly to the market

- She arrived extremely early yesterday e.t.c

PREPOSITIONS

These are words that show relationship between two nouns in terms of place, position, time, means e.t.c.

e.g at, in, on, by, through e.t.c

There are many prepositions in English and one needs to know the implication of the preposition in the sentence before using it.

Examples are:-

1. Part from – (somebody) e.g I cannot part from my mother.

Part with – (something) I cannot part with my story book.

2. Agree with – (somebody)

Agree to – (opinion)

3. According to

4. In accordance with

5. Prefer to - I prefer oranges to bananas.

6. With a view to

7. Junior / senior – to

8. Inferior / superior to

9. Abide by - (follow)

You are supposed to abide by the rules.

10. Travel by

11. Walk on

12. Angry with (somebody)

Angry at (something)

13. Lean against

14. Divide among (three or more)

Divide between (two)

15. In addition to (besides)

16. Different from

17. Likeness to

18. Equal to

19. Apply for

20. Defective in

21. Experienced in

22. Invitation to

23. Deaf to

24. Applicable to

25. Popular with

26. Sympathize with

27. Desirous of / desire for

28. To die of

29. Accustomed to

30. Yield to

31. Submit to

32. On account of

33. With reference to

34. With regard to

35. Different from / indifferent to

36. Confident of / confidence in

37. Qualified for / disqualified from etc

38. Eligible for

39. Abstain from

40. Assent to

CONJUNCTIONS

These are joining words. They join sentences, words or clauses.

There are different conjunctions which include:-

- i. **Additional conjunctions** – they are used to join two similar statements i.e either both statements are positive or both are negative. They include; and, moreover, in addition to, and, also, as well as, not only – but also etc
E.g John is not only disciplined but also a bright boy.
(Both statements are positive)
John is not only rude but also a lazy boy.
(both statements are negative)
- ii. **Contrasting conjunctions** – they are used to join two different statements. i.e one is negative, the other is positive. They include: but, however, although, even though, though, nevertheless e.t.c.
e.g The man woke up early (positive).
He arrived at his work place late. (Negative)
The man arrived at his work place late although he woke up early.
- iii. **Conjunctions of cause / purpose / reason**
These conjunctions connect the cause of something to the result of the same.
They include: because, since, as, for, due to, as a result of etc e.g
(i) they came late (ii) they were punished
They were punished because they came late.
- iv. **Conjunctions of choice** – they give an alternative i.e one is given a choice between two or more things. They include; eitheror, neither nor (represents no choice), e.g You can take the oranges. You can take the bananas.
You can either take the bananas or the oranges.
- v. **Conditional conjunctions** – they are used to give a condition which must be fulfilled before any other action is done. They include; until, provided that, if only, not until, unless e.g I shall only go with you only if you pay my bus fare.
Unless you pay my bus fare, I shall not go with you.

INTERJECTIONS

- They are used to express surprise or disbelief. They should be followed by exclamation marks.
- They include; Alas! Oh god! What a day!
E.t.c.
e.g. Ouch! You have stepped on my toe.
Hurrah! We have won the match.

TENSES

- There are three main tenses in English Viz. Present tense, past tense and future tense.

Past tense refers to actions that took place in the past. There are four different categories of past tense.

- a. **Simple past / past participle** – talks of actions that have just happened i.e not long time ago. It uses the past tense form of the verb only. E.g walked, washed, kicked etc
e.g I kicked the ball
I washed my clothes
 - b. **Past continuous tense** – these are actions that went on for sometime in the past before another action took place. It uses a helping verb (past) + -ing form.
e.g I was driving carelessly when I met the accident.
Kameme was eating when the lights went off.
 - c. **Past perfect tense** – refers to actions that took place in the past and were completed before another action started.
We use: had + ed form of the verb
e.g I had completed my work before they came in.
The man had rested for a while before the pursuers got hold of him.
 - d. **Past perfect continuous tense** – refers to actions that took place in the past and were either completed or still going on before another action started.
We use: had + been + -ing form
e.g Mr. Mulei had been teaching mathematics for 40 minutes before the break time bell was rung.
- (ii) **Present Tense** – refers to actions that are taking place at the moment. There are four types.
- a. **Present simple tense** - Refers to actions that are done always or habitually. We either use the base form of the verb (plural) or add 's' to the base form – (singular)
e.g They draw good pictures (plural)
He draws good pictures (singular)
 - b. **Present continuous** – (Also called **present participle tense**).
Refers to actions which are going on now. We use a helping verb (present tense) + -ing form of the verb.
e.g I am learning English
Mr. Mutuku is teaching tenses in our class e.t.c
 - c. **Present perfect**: Refers to actions which have just been done and completed. We use has/have + ed form of the verb
e.g I have taken my lunch (action is already complete)
Lepic School has performed well this year.
 - d. **Present perfect continuous**: Refers to actions that have been going on and are either complete or still going on. We use has/ have + been + -ing form.
e.g Mr. Omwega has been practising with the school choir since morning.

Mrs. Muli has been teaching class 8 since morning.

iii. **Future tense** – refers to actions that will take place at a time to come.

There are three forms of the future tense.

a. **Future simple** – Refers to actions that will take place in the near future – not long from now (present). We use shall/will + present tense form of the verb. NB: 'Shall' is used with first person pronouns (I/We) while 'will' is used with any other word / pronoun.

e.g I shall visit you tomorrow.

They will watch the movie after news. etc

b. **Future continuous:** Refers to actions that will be going on for some time in the future. We use shall/will + be + -ing form.

e.g Njoroge will be watching football tomorrow afternoon.

Daldum will be celebrating his success next week when the results are out.

c. **Future perfect**

Refers to actions that will take place in the future and be completed before another one starts. We use shall / will + have + -ed form.

e.g Kamau will have arrived by the time the news starts.

Mutua will have completed his work before the lights go off.

NB: Some words have different past participle and past tense forms, Remember; past participle words are used after helping verbs:

Consider this data

Present tense	Past tense	Past participle
Swim	Swam	Swum
Ring	Rang	Rung
Dig	Dug	Dug
Eat	Ate	Eaten
Throw	Threw	Thrown
Steal	Stole	Stolen
Begin	Began	Begun
Choose	Chose	Chosen
Drink	Drank	Drunk
Sing	Sang	Sung
Wring	Wrung	Wrung
Run	Ran	Run

Sentence examples

I swam in the river yesterday.

I have swum in the river several times.

The bell rang at 4.00 o'clock.

The bell was rung at 4.00 o'clock.

I ate all the food I was given.

I had eaten the food before they came.

The match began at 4.00 pm.

The match had begun by the time we arrived.

The farmer dug the farm last week.

The farmer has dug his farm ready for planting.

DIRECT AND INDIRECT (REPORTED) SPEECH

A. DIRECT SPEECH

This refers to the actual words spoken by

from the speaker's mouth. Direct speech sentences must be well punctuated using capital letters, commas, speech marks and either fullstops, question marks or exclamation marks.

e.g John said, "I have finished the work, sir"

Note that the closing speech marks should be placed after the fullstop, comma, question mark or exclamation mark.

"My mother is a very good and understanding lady," said Juliana.

"Musyoka," the headteacher said, "is a very hard working boy."

B. INDIRECT / REPORTED SPEECH

This refers to reporting what the original speaker said. There is no use of speech marks / question marks / exclamation marks here. When changing from direct to indirect speech, the tense changes, the pronouns change, adverbs of time change, and other words also change. Observe this data.

	Direct speech	Indirect speech
1.	I	He/she
2.	We	They/them
3.	Me	Him/her
4.	Us	Them
5.	You	me, us, him, her
6.	Your	His, her, theirs
7.	This	That
8.	These	Those
9.	Here	There
10.	Come	Go
11.	Bring	Take
12.	Now	Then / that time
13.	Today	That day
14.	Yesterday	The previous day / the day before
15.	Tomorrow	The following day / the day after
16.	Last week	The week before / the previous week
17.	Next year/ month	The following year / month
18.	Shall	Should / would
19.	Will	Would
20.	Can	Could
21.	May	Might e.t.c
22.	Ago	Before
23.	My	His / her

Examples

1. "I want to leave now" Mary said

Mary said that she wanted to leave then.

2. "We shall go to Mombasa tomorrow," Said the teacher.

The teacher said that we/they would go to Mombasa the following day.

3. The politician said, "Please, sit down".

The politician requested them to sit down.

4. The boy said, "I saw the man yesterday".

The boy said that he had seen the man the previous day e.t.c

NB: Sentences with a universal truth do not change e.g. "Water boils at 100°C," Mr. Kitunda

change e.g. "Water boils at 100°C," Mr. Kitunda

ACTIVE AND PASSIVE VOICE

Active voice sentences are those which follow the normal English rules of sentence construction i.e subject + verb + object + complement (SVOC)

e.g Maina Kicked the ball yesterday
 S V O C

The dog chased the cat in the morning
 S V O C

- **Passive voice** sentences are those which don't follow the normal English rules of sentence construction. In passive voice, the subject and the object (of the active voice sentence) inter-change positions i.e the object takes the first (subject) position while the subject takes the third (object) position – (O V S C). You also need to introduce a corresponding helping verb. The subject is introduced by the word 'by'. Remember, the verb and complement retain their positions.

Active	Passive
Muthee kicked the ball yesterday.	The ball was kicked by Muthee yesterday.
The dog chased the cat in the morning.	The cat was chased by the dog
The woman is washing clothes.	Clothes are being washed by the woman.

NB: When changing from active to passive voice, the tense should not change.

QUESTION TAGS

- These are short questions added to statements. Rules to follow when forming question tags include;
 - i. If the statement is negative, the question tag is positive and vice versa.
 - ii. The tense of the statement should be retained.
 - iii. The helping verb is used in the formation of the question tag. If there is no helping verb, introduce the corresponding 'do' form.
 - iv. Pronouns are used to complete the question tag.
 - v. If the statement is either a command or a request, the question tag should be positive formed from will or shall (if the sentence has the word let we use shall)
 - vi. Words which have negative meanings take positive question tags if used in the sentence.
 - vii. Question tags should be well punctuated using a comma and a question mark.

Examples

I am tired, aren't I?
 Tom is a rude boy, isn't he?
 Peter walks home every evening, doesn't he?
 Please, open the door, will you? (Request)
 Shut your mouth up, will you? (Command)
 Let's go and visit our grandmother, shall we?

I rarely go to the market, do I?
 They did not complete their homework, did they?

NB:

When you use dare and need in the positive, you should introduce the 'do' form
 I need a better response, don't I?
 You dared touch him, didn't you?
 You need not come, need you? e.t.c

SUBJECT – VERB AGREEMENT (CONCORD)

This means that the subject and the verb of a sentence must agree in number (plural / singular) and tense.

Subject – verb agreement rules include:-

- i. When the subject is in singular, the verb is in singular and vice versa.
 e.g John is walking home.
 Singular singular
 Subject verb
 - ii. When two singular subjects are joined by and, a plural verb should be used.
 e.g Peter and Mary are going to the market.
The dog and the cat are playing in the field.
 - iii. If two singular subjects are joined by with, as well as, together with, not only – but also, etc the verb should be in singular form.
 e.g The man as well as the woman is walking on foot.
 Not only Jane but also Jamila is not listening.
 Mary together with her friends goes to church every Sunday.
 - iv. If you use either, neither, every, each, one of, none of etc. in a sentence, the verb should be in singular, but a plural noun.
 e.g Either of the boys, is being called.
 One of the directors is sick.
 Each of the girls requires assistance. etc
- NB:** Each of, one of, none of, either of, neither of e.t.c should be followed by plural subjects.
- v. If two subjects are joined by all but, the verb should be in plural.
 e.g All the pupils but Kevin are present.
All the teachers but Mr. Kamau are going out.
 - vi. When you join two subjects using either or, neither nor, the verb to be used is determined by the second subject i.e if the second subject is in singular, the verb will be in singular and vice versa.
 e.g Neither the pupils nor the teacher knows the answer.
 Either he or I am to be punished for the mistake.
 Either the Ministers or the assistant Ministers are worried.
 - vii. Some nouns which are plural in form but singular in meaning take a singular verb.
 These are: news, politics, Mathematics, Mumps, Civics, Physics etc.

e.g The News was very discouraging (not 'were')

Mathematics, is my father's favourite subject.

- viii. Collective nouns take singular verbs
e.g parliament is convening today.
A large herd of elephants was killed by the poachers.

ARTICLES

- Articles are normally used before a noun. There are two classes of articles; definite article and indefinite articles.

i. Indefinite articles: a/an

Indefinite articles are used to:

- (a) Introduce new nouns / subjects in a sentence i.e when a noun is being mentioned for the first time. They are used with singular countable nouns e.g a man, an egg, a lion e.t.c

'a' is used with nouns whose first sound is a consonant one.

'an' is used with nouns whose first sound is a vowel one.

e.g a cow	an elephant
a university	an honest person
a useful person	an intelligent animal
a European / house	an heir / hour e.t.c

e.g A University is an Institution for higher learning.

He is an honest man. e.t.c

ii. Definite article: 'the'

Used to:

- (a) Refer to nouns which have already been introduced.
e.g A man came here yesterday. The man was very kind to all of us.
- (b) Refer to things that are the only ones that exist.
e.g The sun is very hot today.
The earth is round. e.t.c
- (c) When a singular noun is used to refer to a whole class or species.
e.g
The lion is a flesh - eater.
The rich must help the poor.
The church should pray for the nation e.t.c.
- (d) Used before names of oceans, rivers, seas, deserts, mountain ranges, groups of islands, certain countries e.t.c.
e.g The Alps, the Nile, the Indian Ocean, the Sahara desert, the Ruwenzoris, the United Kingdom , the New Zealand e.t.c.

NB: We don't use 'the' before proper nouns or single mountains.

- (e) Used before superlatives e.g who is the best boy in the class?
Nairobi is the biggest city in East Africa e.t.c.

DETERMINERS

Determiners are words used with nouns to determine their number. Other determiners apart from a/an/the (already discussed above) are some, any, none, every, another, few, a few, little, alittle.

Some - used to show a small amount. Has a positive meaning.

e.g I have some mangoes.

Do you have some onions?

Any - used to give a negative meaning.

It means nothing or almost nothing.

e.g I don't have any mangoes.

Do you have any onions?

None - Used to mean nothing at all.

e.g I have none of the things you are asking for.

Every - Used to mean all.

e.g Every person is required in the hall. (all are required)

Another - Used to mean something else similar to what is already given or mentioned.

e.g May I have another mango?

Few - Used to give a negative meaning.

It means hardly anything i.e almost nothing. Used with countable nouns.
I have few oranges. (I have almost nothing / nothing at all)

A few - has a positive meaning. Used to mean a small number. Used with countable nouns.

e.g I have a few oranges (at least I have a small number).

Little - Has a negative meaning. Means almost nothing. Used with uncountable nouns.

A little - Has a positive meaning. Means a small amount. Used with uncountable nouns.

e.g I have a little sugar (I have a small amount)

Many - used to mean a big number of something. Used with countable nouns.

e.g I have many oranges (a big number)

Much - used to mean a large amount of something. Used with uncountable nouns.

e.g I have much sugar (a large amount)

PUNCTUATION MARKS

(a) **Full stops (.) is used:**

- To mark the end of a sentence.
I am going home.
He asked me if I would help him.
- After abbreviations, initials
e.g Mr.,(Mister) Mrs., Dr.,(Doctor) Prof., (Professor) H.E.,(His Excellency), M.P., (Member of Parliament) Cts. (Cents) Ltd. (Limited) e.t.c

(b) **Capital letters:**

They are used:

- At the beginning of a new sentence.

That man is called Joseph.

- ii. When writing the Pronoun I.
e.g He said I was rude.
- iii. For all proper nouns
e.g Nairobi, Ethiopia, Peter, everest,
President Moi etc
- iv. Titles of books e.g Things Fall Apart,
Treasure Island etc
- v. For titles given to God / plus their
pronouns.
e.g Lord, God, the Creator, Him, He etc
- vi. Days of the week, months of the year,
special days (Holidays) e.g Monday,
January, Madaraka Day, Easter etc)
- vii. When starting direct speech sentences.
e.g He said, "John is very obedient."

(c) Commas (,)

- i. Used in making a list of three or more things.
e.g I went to the market and bought
oranges, bananas and tomatoes.
Tom, Mary, Otieno and Kamau took part in
the debate.
NB: The last two items are joined using 'and'
and there should be no comma between
them.
- ii. Used for joining simple sentences.
e.g Although I was late, I was not punished.
When I saw the bus approaching, I waited
patiently.
- iii. Used before, (and after) words such as,
'perhaps', however, after all, 'all in all' e.t.c.
e.g He is, after all, not qualified to teach.
John, however, was late for the lecture.

(d) Inverted Commas or quotation marks (" ")

- (a) Used before and after direct speech
words.
e.g He said, "I deserve a better
treatment."
- (b) For titles of books, plays e.t.c
e.g I have read 'Merchant of Venice,'
'The pilgrims' and 'Things Fall apart'.

(e) Question mark (?)

Used at the end of a question.
e.g What is your name?

(f) Exclamation mark (!)

Used to mark surprises / commands
e.g What a day!
Oh my goodness! E.t.c

(g) Colon (:)

Used to introduce a list of items /
statements.
e.g for you to pass your exams you need to:
read wisely, work hard, be creative and
have a positive attitude towards your
studies.

(h) Apostrophe (')

Used to:
i. Show contracted / shortened forms of
words.

e.g Cannot – can't, have not – haven't,
could not – Couldn't e.t.c

- ii. Show ownership / possession e.g
The boys' dormitory (many boys)
The boy's pen (one boy)
The Ladies' room (Many ladies)
The lady's bag (One lady)
James' book (a book for James)
- iii. Indicate plurals of letters or figures
e.g P's and q's, Add the 3's and 5's in
this figure.
Kenya got independence in the 1960's etc

(i) Dash (-) / Brackets ()

- Used to indicate additional information in
the sentence.
e.g Mr. Mutuku – (our teacher of English) - is
very funny.

(j) Hyphen (-)

- Normally shorter than a dash.
- Used to form compound words.
e.g son-in-law, passer-by e.t.c

PHRASAL VERBS

These are phrases formed by joining a verb to a
preposition and which have deeper meanings.

Examples:

1. Make

- Make for – move towards.
- Make out - understand.
- Make out-see from a far distance.
- Make away with – steal and run away.
- Make off – walk away.
- Make up for – compensate for lost time.
- Make up – compose (esp a false story).
- Make do with – make ends meet with the
little you have.

2. Bring

- Bring about – cause to happen.
- Bring on – induce / include.
- Bring out – reveal.
- Bring up – introduce a point / raise (family)
- Bring forward – make it happen earlier than
scheduled.
- Bring back – restore
- Bring down – demolish

3. Take

- Take off – run away / start a journey / fly
away / undress
- Take up – start a job / bear responsibilities
- Take on – employ
- Take over – inherit
- Take after – resemble
- Take back – reverse the trend
- Take upon – attack / meet boldly
- Take down – write / jot
- Take away – exclude

4. Look

- Look after – take care of

- Look for – search
- Look into – Investigate
- Look forward to – await eagerly / expect
- Look upto – admire
- Look up – Seek information (from a dictionary)
- Look up on – respect / expect assistance
- Look down on – despise / mock

5. Put

- Put up – accommodate
- Put up with – tolerate / endure
- Put on – connect / dress
- Put off – Cancel / post-poner / disconnect
- Put away – refuse / deny entry / keep for future use
- Put across – suggest
- Put in for – apply
- Put down – write
- Put back – return to the original place / position
- Put forward – suggest
- Put out – extinguish (fire)

6. Stand

- Stand out – be exceptional / conspicuous
- Stand in for – represent
- Stand off – reach a stalemate
- Stand back – take caution before doing something / fail to get involved.
- Stand up for – defend

7. Keep

- Keep off – Stay away / fail to involve oneself
- Keep on – continue doing something
- Keep down – subdue
- Keep in – detain
- Keep up – continue with the same spirit

8. Let

- Let down – discourage
- Let in – admit
- Let out – release/produce
- Let go – release
- Let off – pardon

9. Go

- Go on with - continue
- Go off – stop lighting
- Go away – depart
- Go about – wonder
- Go out – leave a room
- Go in for – study
- Go over – revise
- Go up – ascend
- Go with – accompany
- Go back – return
- Go after – follow / try to get

10. Run

- Run across – Meet (accidentally)
- Run about – be restless
- Run away from – avoid
- Run down – mismanage / be ill / deplete
- Run out of – be short of something

- Run off – dash
- Run up – incur etc.

IDIOMS

These are groups of words with a deeper meaning.

They include to:-

- Lose heart – be discouraged.
- Keep the lead – keep the front position.
- Lose one's head – to lose one's reasoning power.
- Wake up at the crack of dawn – very early in the morning.
- Learn by heart – to memorise.
- Lend a hand – to help.
- Keep it dark – not to disclose.
- A red – letter day – a very important day.
- Be hard up – be in a difficult situation / have no money.
- Show the white flag – to surrender.
- Be at a loose end – nothing to do.
- A pocket Hercules – small but strong.
- At rest – dead
- Be in bad books – to displease someone.
- Sweep the board – to take all.
- Burn the candle at both ends – over do work and play.
- Burn the midnight oil – to study late into the night.
- Turn one's coat – To change one's principles.
- Throw cold water on – to discourage
- Make both ends meet – to manage financially.
- Sit on the fence – to avoid taking sides
- Bite the dust – to fall to the ground
- Nip in the bud – to cut off / discontinue at a tender age.
- Blow one's trumpet – to boast about one's achievements.
- Live from hand to mouth – to live in hardship
- Play with fire – tempt serious trouble
- Turn the tables – to reverse the result
- Act the goat – behave foolishly
- Smell a rat – be suspicious. etc

SYNONYMS

These are words with similar meanings.

Examples

- Vast – large
- Dislikes – hates
- Engaged – busy
- Power – authority
- Fast – quickly
- Hardly – rarely
- Obliges – requires
- Seldom – rarely
- Initial – original
- Valuable – invaluable/ priceless
- Industrious – hardworking
- Extravagant – wasteful
- Eventually – finally

- Beat ----- defeat
- Slender ----- thin
- Rumours ----- gossip
- Exhausted ----- worn out
- Adversity ----- enemy
- Jovial ----- Jolly
- Eminent ----- famous e.t.c

ANTONYMS

These are words with opposite meanings.

Examples are:-

- Valuable ----- valueless
- Priceless ----- cheap
- Humble ----- proud
- Coarse ----- fine
- Coward ----- hero
- Drunk ----- sober
- Dwarf ----- giant
- Bright ----- dull
- Bless ----- curse
- Bitter ----- sweet
- Build ----- demolish
- Admit ----- deny
- Accept ----- refuse
- Bravery ----- cowardice
- Generous ----- selfish / mean
- Fresh ----- stale
- Forbid ----- permit
- Famine ----- glut
- Folly ----- wisdom
- Plentiful ----- scarce
- Help ----- hinder
- Conceited ----- modest
- Celebrated ----- unknown
- Capture ----- release e.t.c

SIMILES

These are phrases used in comparison. Examples

Asas.....

- Agile -----a monkey
- Bitter -----gall
- Alike -----two peas
- Frisky -----a lamb
- Graceful -----a swan
- Hard -----iron / nails
- Keen -----mustard
- Mad -----a hatter
- Old -----hills / Methuselah
- Sour -----vinegar
- Steady -----rock
- Swift -----hare / deer
- Thick -----thieves
- Warm -----toast
- Quiet -----a mouse
- Poor -----a church mouse
- Pale -----death
- Patient ----- job
- Sharp -----razor
- Plain -----pike staff
- Pleased -----punch
- Plump-----a partridge
- Regular -----a clock

- Rich -----Croesus
- Red -----beet root
- Round -----Barrel
- Sound -----a bell etc

AFFIXES

These are phrases / groups of letters added before or after other words. The ones added before are called Prefixes while the ones added after are called suffixes.

Prefixes

Added before the word especially to give the opposite of the original word e.g

- Pleasant ----- unpleasant
- Popular ----- unpopular
- Accurate ----- inaccurate
- Experienced ----- inexperienced
- Possible ----- impossible
- Probable ----- improbable
- Perfect ----- imperfect
- Obedient ----- disobedient
- Organized ----- disorganized
- Advantages ----- disadvantage
- Appearance ----- Disappearance
- Satisfied ----- dissatisfied
- Regular ----- irregular
- Responsible ----- irresponsible
- Legal ----- illegal
- Literate ----- illiterate
- Legible ----- illegible etc

SUFFIXES

Added after the word mainly to change a word to a different part of speech or retain the same part of speech e.g.

- ship
- Friend ----- friendship
- hood
- Brother ----- brotherhood
- ice
- Coward ----- cowardice
- ness
- Clean ----- cleanliness
- tion
- Examine ----- examination
- Ant
- Inhabit ----- inhabitant
- **Others are;**
- Annonny ----- annoyance
- Peddle ----- peddler
- Rebel ----- rebellion
- Cruel ----- cruelty
- Work ----- worker
- Self ----- selfish
- Help ----- helpful
- Danger ----- dangerous
- Colour ----- colourless
- Emotion ----- emotional
- Custom ----- customary
- Example ----- exemplary

CO-RELATIVES

These are phrase or words which must always accompany one another in any correct English sentence.

1. Not only but also
 2. Too to
 3. So that
 4. No sooner had than
 5. Not until that
 6. Hardly when
 7. Scarcely when
 8. Barely when
 9. Either or
 10. Neither nor. e.t.c
- e.g Not only is he careless but also rude.
Hardly had I reached the market when it started raining.
Either Kamau or Karanja knows the culprit e.t.c.

ORDER OF ADJECTIVES IN A SENTENCE

- In some sentences, more than one adjective are used. To put them in the correct order, study the information below:

- i. Demonstrative / possessive adjectives usually come first e.g. The, those, his, my e.t.c.
- ii. Adjectives of number / quantity follow e.g. three, four, thrice, twice, several e.t.c.
- iii. Adjectives of age follow those of number e.g. new, old, aged, young e.t.c.
- iv. Next are adjectives of quality. e.g. smart, beautiful, clean, tidy e.t.c.
- v. Next are adjectives of size, shape or weight. e.g. round, rectangular, big, small, heavy, light e.t.c.
- vi. Next are adjectives of colour e.g red, blue, yellowish, greenish e.t.c.
- vii. Next are adjectives of material. e.g. metallic, woolen, silk, khaki, nylon, cotton, leather e.t.c.
- viii. Next are adjectives of origin / nationality. E.g. Kenyan, American, Japenese, Egyptian e.t.c.
- ix. Lastly are adjectives in form of gerunds (ending with - ing) which show the use of the thing being described.

Summary: Demonstratives/ possessives – number / quantity – age – quality – size / shape / weight – colour – material – origin – gerund – noun.

Example:

1. Mary bought a nice green woollen coat.
Quality colour material
2. At dinner, we had well-cooked tasty meat.
3. Just look at that lovely little yellow bird.
Quality size colour
4. Otieno wore an untidy brown leather jacket.
My father bought a brand – new green Japaness car.
She bought a new powerful insect – killing powder.
Gerund

the speaker. They are words already

USES OF COULD, WOULD, SHOULD, MIGHT

- (i) **COULD**: - used when we want to express ability / being able to do something. e.g.
He could lift that stone. (ability)
They could comfortably do the work e.t.c.
- (ii) **WOULD**: Used to show possibility / request. Also used to express wishes. e.g.
I would have succeeded if I worked hard.
If I were a doctor, I would treat people well.
Would you please assist me with your pen?
- (iii) **SHOULD**: Used to show obligation / and sometimes a command.
E.g. They should help their parents (obligation)
You should do this work, whether you like it or not. (Command)
- (iv) **MIGHT**: Express possibilities in the future i.e when you are not sure of what you want to say.
e.g. Driving carelessly might cause an accident.
I might visit you if I have the time e.t.c.

USE OF LIE, LAY, LAID, LIED, LAIN

Word	Meaning	Past tense	Past participle
Lie	(i) Be in a horizontal position.	Lay	Lain
	(ii) Cheat/ deceive	Lied	Lied
Lay	(i) Act of producing eggs.	Laid	Laid
	(ii) Set a table ready for a meal.	Laid	Laid
	(iii) Set up a foundation.	Laid	Laid
	(iv) Bury/ put into a grave.	Laid	Laid
	(v) Past tense of lie (i) above.	-	-

SENTENCE EXAMPLES

The sick man has lain in his bed for two hours.
The sick man lay in bed all day long.
Our late vice-president was laid to rest in his Kitale home.
Hens lay one egg everyday. e.t.c

HOMOPHONES / HOMONYMS

- Homophones are words that have the same pronunciation but different spelling and different meanings.

1. Hear – perceive a sound
Here – pronoun referring to a place.
2. There – pronoun referring to a place.
Their – possessive pronoun to show the people who own something.
3. Herd – a group of cattle
Hard – difficult / not easy / not soft
Heard – past tense of hear – perceive a sound.
4. Principal – the head of an institution.
Principle – A set rule to be followed.
5. Kettle – a container for storing liquids
Cattle – many cows
6. Loose – not tight

Lose – misplace something

7. **Bare** – naked / uncovered
Bear – to suffer / to give birth to / a wild animal.
8. **Council** – an assembly / group of selected people with a specific assignment.
Counsel – advice.
9. **Check** – to try and find out / to control the spread of something.
Cheque – an order to a bank to pay a certain amount of money
10. **Compliments** – regards / respect.
Complements – that which completes / takes the part of another.
11. **Decease** – death
Disease – a kind of sickness
12. **Dye** – colour
Die – to perish / lose life
13. **Lessen** – to make less
Lesson – something to learn
14. **Root** – the bottom part of something / main cause of something.
Route – way / path to be followed.
15. **Desert** – a sandy waste land
Dessert – fruits / sweets at the end of a meal.
16. **Fair** – Just / beautiful / not bad
Fare – money paid for a journey.
17. **Stationery** – Office equipment e.g. pencils, paper, rubber e.t.c.
Stationary – Not moving / unable to move.
18. **Brake** – halt the movement of something
Break – be destroyed / be smashed / shattered.
19. **Cite** – mention something
Sight – sense of seeing.
Site – a place where something happens / construction is going on.
20. **Course** – direction / unit of study
Coarse – rough / not smooth
21. **Heal** – cure
Heel – Back part of the foot.
22. **Peace** – harmony / no quarrels
Piece – a bit of something
23. **Weak** – not strong
Week – seven days
24. **Waist** – the centre part of the body just above the hips
Waste – misuse / fail to use profitably
25. **Night** – Opposite of day
Knight – an armed soldier / body guard

SOUNDS

<u>Creature</u>	<u>Sound</u>
1. Ass/ donkey	- brays
2. Bee	- hums / buzzes
3. Cat	- purrs / mews
4. Cock	- crows
5. Crow	- caws
6. Dog	- barks / yells
7. Elephant	- trumpets
8. Frog	- croaks

9. Horse – neighs
10. Lamb – bleats
11. Lion – roars
12. monkey – chatters
13. Pig – grunts
14. Snake – hisses
15. Bull – bellows e.t.c.

HOMES

The following are the living places for different animals and people.

<u>Creature</u>	<u>Home</u>
1. King	- Palace
2. Man	- house
3. Priest	- temple
4. Prisoner	- cell / prison
5. Soldier	- barrack / camp
6. Scout / guide	- tent
7. Nun	- nunnery / convent
8. Students	- hostel
9. Pupils	- dormitory
10. Bee	- hive
11. Bird	- nest
12. Cow	- byre / shed
13. Dog	- Kennel
14. Horse	- Stable
15. Lion	- Den
16. Spider	- Web
17. Thief	- Den
18. Beaver	- Lodge
19. Bear	- Den
20. Dove	- dovecote
21. Fox	- Lair / earth
22. Rector	- rectory
23. Squirrel	- drey
24. Wasp	- nest
25. Bishop	- palace
26. Convict	- prison
27. Eagle	- eyrie
28. Hare	- form
29. Lumber jack	- log cabin
30. Minister	- manse
31. Mouse	- Hole / nest
32. Person	- parsonage
33. Rabbit (tame)	- hutch
34. Rabbit (wild)	- Burrow /warren
35. Snail	- Shell

DIMINUTIVES / YOUNG ONES

1. Man	- baby / child
2. King	- prince / princess
3. Cow	- calf
4. Hen	- chick
5. Dog	- pup / puppy
6. Cat	- kitten
7. Lion	- cub
8. Tiger	- cub
9. Horse	- foal
10. Duck	- duckling
11. Bird	- nestling
12. Cock	- cockrel
13. Goose	- gosling

- | | | |
|--------------|---|---------|
| 14. Frog | - | tadpole |
| 15. Bear | - | cub |
| 16. Mare | - | filly |
| 17. Owl | - | owlet |
| 18. Stallion | - | colt |
| 19. Whale | - | calf |
| 20. Swan | - | cygnet |
| 21. Elephant | - | calf |
| 22. Eagle | - | eaglet |
| 23. Hare | - | leveret |

OCCUPATIONS

1. Acrobat – performs tricks on the trapeze, turns handsprings e.t.c.
2. Architect – designs buildings and supervises their erection.
3. Artist – Draws and paints pictures.
4. Auctioneer – sells goods to the highest bidder.
5. Caddy – carries a golfer's clubs, finds the ball.
6. Charwoman – does housework for payment by the hour.
7. Chauffeur – employed to drive a private motor car.
8. Chef – an expert male cook.
9. Clothier – sells various articles of clothing.
10. Collier – digs coal from the earth.
11. Cobbler – repairs boots and shoes.
12. Dustman – collects the rubbish from houses.

13. Detective – investigates crimes.
14. Decorator – paints and papers rooms.
15. Cutler – makes knives /forks/scissors/razors e.t.c
16. Cooper – makes barrels and caskets.
17. Confectioner – makes or sells sweets.
18. Farrier – a blacksmith who shoes horses.
19. Fishmonger – sells fish.
20. Florist – grows or sells flowers for a living.
21. Fruiterer - sells fruits and vegetables.
22. Glazier – fits glass into windows.
23. Green grocer – sells fruits and vegetables.
24. Grocer – sells butter, cheese, bacon, tea e.t.c
25. Herbalist – sells herbs and herbal remedies.
26. Hosier – sells stockings, socks and underwear.
27. Iron monger – sells tools, nails and screws.
28. Jockey – rides horses in a race as a profession.
29. Lawyer – an expert in the practice of the law.
30. Judge – an official appointed to preside over a law court.
31. Milliner – makes or sells ladies hats.
32. Porter – Railway servant who handles luggage / door keeper.
33. Saddler – makes and repairs saddles and harnesses.
34. Stevedore – loads and unloads ships e.t.c.

COMPREHENSION PASSAGE 1

The best way to tell if a child is healthy is simply to look at her. If you see bright eyes, a ready grin, relaxed body, with a hint of mischievousness, you have nothing to worry about. The attitude of some doctors has made parents think of children as being healthy when they are not ill and unhealthy when they are ill. This has meant that parents have been encouraged to focus too much attention and energy on illness as opposed to health.

Such narrow definition of health is misleading. A child's happiness is as important as his or her physical well being. This means that health demands a broad approach that should include home, family, relationships, progress at school and the encouragement of such qualities as courage, honesty and friendliness.

The basis of good health for a child, given that parents provide a healthy, balanced diet, plenty of play and exercise, a loving home, encouragement and help to cope with problems at school, peers and personal relationships, is to leave the child alone.

A perfectly healthy child will overcome the infection and recover normally with the help of perhaps aspirin to reduce the temperature, medicine to suppress a cough, rest and a light diet. Nothing more is necessary and even though the child has suffered an infection, his or her health has not been undermined.

Health is generally best protected by minimal interference. It is difficult to believe but overzealous washing, scrubbing, use of eye ointments and pain relieving sprays may do more harm than good. In addition, interfering with the natural self cleansing activities of the mouth, throat and eyes with the use of mouth washes and eye drops has several negative effects.

The most important thing you can do for a child is to make him or her happy. Research has proved that children are more likely to get infections when they are tense. For instance, small children suffer from respiratory infections just before their parents go away on a trip or move house, and many doctors believe that this is because their resistance is lowered by tension in the household.

More serious complaints such as headaches are associated with unhappiness and stress. Parents should understand the inevitable effects of stress in a growing child and search for ways to help the child cope so that her personality, emotions and physical well-being do not suffer.

1. Which of the following is NOT a sign of good health in a child?
 - A. Bright eyes
 - B. Broad smile
 - C. Malice
 - D. Mischief
2. Which of the following is TRUE according to the passage?
 - A. Parents should focus more on health.
 - B. Children are healthy when not sick.
 - C. Parents should be more focused on illnesses.
 - D. If children are sick, they are not healthy.
3. All the following contribute to a healthy child except _____.
 - A. honesty
 - B. regular visit to a doctor
 - C. family relationships
 - D. progress at school
4. What shouldn't parents provide to ensure good health of a child?
 - A. Balanced diet.
 - B. Hatred.
 - C. Play and exercise.
 - D. Encouragement.
5. According to the passage, a perfectly healthy child _____.
 - A. should have his health undermined
 - B. should keep visiting the doctor
 - C. prevails over infections and recovers normally
 - D. never gets sick
6. The underlined word suppress means _____.
 - A. put an end to
 - B. put off
 - C. put up end to
 - D. put an end too
7. For a parent to protect the health of his child, he should _____.
 - A. seek help of a nutritionist
 - B. have a permanent doctor
 - C. have minimal interference
 - D. always keep the child warm
8. In a bid to remain healthy, use of pain relievers should be _____.
 - A. minimally used
 - B. never used
 - C. used daily
 - D. used more often than not
9. Use of mouth washes and eye drops _____.
 - A. reduces infections
 - B. protects a child's health
 - C. interferes with natural self cleansers
 - D. makes a child healthy
10. When do small children suffer from respiratory infections?
 - A. Scarcely before parents leave for a journey.
 - B. When they settle in a new house.
 - C. In the mornings.
 - D. During cold seasons.
11. Complete the following statement. Complain is to complaint as advise is to _____.
 - A. advice
 - B. advise
 - C. advisee
 - D. advisory
12. The word inevitable as used in the passage means _____.
 - A. that which is brought about by stress
 - B. grave circumstances
 - C. dire consequences
 - D. that which cannot be avoided

PASSAGE 2

The grey light of early morning showed them a footpath wondering among the gorse, upon which stood a white figure. It paused a little and seemed to look about; and then at a slow pace, and bent almost double, it began to draw near across the heath. At every step the bell clanked. Face, it had none; a white hood, not even pierced with eye – holes, veiled the head; and as the creature moved it seemed to feel its way with the tapping of a stick. Fear fell upon the lads, as cold as death.

"A leper!" Said John hoarsely

"His touch is death," said Paul. "Let us run"

"Not so," returned Dick. "See! He is blind. He guides himself with a staff. Let us lie still, the wind blows towards the path, and he will go by and not hurt us".

The blind leper was now half-way and shone full on his veiled face. The dismal beating of the bell which he carried, the pattering of the stick, and the eyeless screen before his contenance filled the lads with dismay and at every step that brought him nearer, their strength and courage seemed to desert them. At last he came level with the pit, where he paused and turned his face full upon the lads for some seconds; then he began to move on again, and after crossing the remainder of the little heath disappeared into the woods.

1. At what time of day did this incident take place?
 - A. At dusk
 - B. At dawn
 - C. At twilight
 - D. In the evening
2. What covered the head of the leper?
 - A. A red hood
 - B. A white hood
 - C. A blue hood
 - D. A black hood
3. Why do you think this covering was not even pierced with eye holes?
 - A. Because of the bright sun

- B. It was the custom
 - C. The leper was blind
 - D. Because it was white
4. How did the leper give warning of his approach?
- A. By ringing a bell
 - B. By shouting
 - C. By running around
 - D. By saying he was near
5. How did the leper feel his way along the path?
- A. By tapping with a stick
 - B. By the help of a lad
 - C. By calling for help
 - D. By a small bell
6. Paul ran away because _____.
- A. he was a coward
 - B. he was worried
 - C. he believed the leper was a witch
 - D. He believed a touch of a leper meant death
7. Dick did not consider running away necessary because; _____.
- A. the leper was only harmful to cruel boys

- B. The wind was blowing away from them and the leper was passing by.
 - C. The wind was blowing towards them and the leper did not like it.
 - D. He was brave boy.
8. When the leper drew level with the pit _____.
- A. he jumped in
 - B. he asked the boys for help
 - C. he paused before turning his face full upon the boys for some seconds
 - D. he turned his face full upon the lads for a minute then paused.
9. Where did the leper go after crossing the little heath?
- A. He decided to go back the way he had come.
 - B. He vanished
 - C. He disappeared into the woods
 - D. He became a normal person
10. Which of the following could be the best suitable title for the passage?
- A. A blind man
 - B. A beggar
 - C. A leper
 - D. A blind leper

PASSAGE 3

What a horrible thing is fire? The tiniest spark, a carelessly thrown away cigarette end, a match stick left alight may start a huge fire which may ruin a beautiful building, a huge factory or a valuable forest in no time. The loss is not limited to this but there are more serious results. Much valuable material may be lost, thousands of workmen may be put out of work, and hundreds of people may lose lives.

In the olden days, when a fire broke out, it was sure that hundred thousands of pounds will go up in smoke. For there was no scientific method to fight fire. The bucket and the pump were the only instruments to fight a conflagration. Thanks to the application of science, now we have more efficient weapons to fight the great enemy of mankind – a fire out-of-control.

Fire is really a chemical change. It is caused when production of heat takes place. Production of heat can be brought about by rubbing or by striking a match stick. The flame is brought near some substance that easily catches fire. In other words, for all fires, heat must be produced. The realization of this fact helps greatly to fight a fire. In modern fire-fighting, reduction of heat production is aimed at and the fire is soon under control.

It is not necessary to use water. If a fire is caused by burning oil water is not only useless but dangerous. Water will continue to feed the flame with oxygen which is an element of air and which helps burning. Such a fire is put out by throwing sand over it or by covering the flame with a kind of foam so that the flame does not spread. A petrol pump or reservoir flame will require dust or sand to be put out and not water.

QUESTIONS

1. Why is fire-out-of-control a dangerous thing?
- A. It burns all property
 - B. It ruins people
 - C. It must kill many people
 - D. It cannot be controlled
2. "Go up in smoke" means
- A. Completely burn
 - B. Burn slowly with smoke all the time
 - C. Burn up completely and ending in cinders
 - D. Burn by lifting smoke up in the air
3. A conflagration is _____.
- A. A small fire
 - B. A huge fire out of control

- C. A fire burnt for amusement
 - D. Fire without smoke
4. How is a fire made these days?
- A. It is made by rubbing stones
 - B. By mixing chemicals
 - C. By striking a match
 - D. By rubbing sticks together
5. What is necessary before a fire can be started?
- A. Protection from winds
 - B. Match sticks and dry leaves
 - C. Friction
 - D. Production of heat

6. What is the real aim in fire-fighting?
- Reducing the production of heat
 - Putting out the fire
 - Saving life and property
 - Reducing the serious spreading of fire
7. How is petrol fire extinguished?
- By pouring oil on it
 - By pouring water on it
 - By pouring a kind of a foam
 - By throwing sand and dust on it
8. Which is the most important element in air which helps burning?
- Nitrogen
 - oxygen
 - Carbon dioxide
 - Hydrogen

9. How was fire fought in ancient days?
- With buckets of water
 - Using sand and dust
 - Pouring oil on it
 - Using twigs and leaves
10. It is true to say that _____.
- Man's carelessness in handling cigarette and match stick left alight can cause huge fires.
 - People did not know how to control fire in the past
 - Carbon dioxide and oxygen support burning
 - Oil controls the spread of fire

PASSAGE 4

Oliver was even less happy in the workhouse. He now had to work, which made him hungrier than ever. He had only three meals of thin soup everyday: the soup was made by boiling very little meat and a lot of other things and a lot of water. He had a small piece of bread on Sundays.

The room in which the boys were fed was a big hall. A large pot stood at one end. When it was time for meals, a master served the soup from the pot to the boys. He was helped by one or two women servants.

Each boy had one small bowl of soup and no more. The bowls never needed washing. The boys cleaned them with their spoons until they shone. When the boys had eaten their soup and cleaned their bowls, they sat looking at the pot with eager eyes as if they could have eaten all the soup in it.

Oliver Twist and his friends suffered from this terrible hunger for three months. At last they grew so wild with hunger that one boy, who was tall for his age, told the others that, unless he had another bowl of soup everyday, he might some night eat the boy who slept next to him.

He had an eager, hungry eye, and the other boys believed what he said. So they talked together, and they chose a boy to walk upto the master after supper and ask for more. The boy chosen was Oliver twist.

The evening arrived and the boys took their places. The master stood by the pot; the servants stood near him, and the soup was served.

It disappeared quickly. The boys whispered to one another, and made signs to Oliver. His neighbours pushed him. Although he was only a child, he was wild with hunger, and this gave him courage.

He rose from the table and went to the master, with his bowl and spoon in his hand. Almost afraid of his own courage, he said, "please, sir, I want some more."

The master was a fat, healthy man, but he turned very white. He looked with surprise at the small boy. The servants were silent with surprise and the boys were silent with fear.

"What?" said the master at length in a faint voice.

"Please, sir," said Oliver, "I want some more."

The master hit Oliver with his spoon, then seized him in his arms and cried for help. Mr. Bumble and some of the workhouse officers came rushing into the room. The master told them what Oliver had said.

"He asked for more!" they cried, "Do we understand that he wanted more than his usual supper?"

They could hardly believe it.

"That boy will live to be hanged!" cried one of them.

The following day a notice appeared on the gate of the workhouse. This notice offered five pounds to everybody who would take Oliver twist.

"I am sure that boy will live to be hanged!" cried one of the workhouse officers again.

QUESTIONS

1. What was particular in the workhouse for Oliver?
- Happiness
 - work
 - less hunger
 - meals were provided daily
2. How was the soup prepared?

- It was very little because a lot of things and meat were put in the water.
- It was very thin and so meat and other things were added.
- It was not properly cooked because the meat and other things were boiled for a little time.
- It was made by boiling very little meat and many other things in too much water.