ENGLISH GRAMMAR

CHAPTER ONE
PARTS OF SPEECH

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

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

NOUNS

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

Many nouns name things you can see:

Persons	**Places**	**Things**
boy	lake	boot
student	country	shadow
John Kamau	Nairobi	chair
stranger	Jupiter	sweater
writer	Kenyatta Market	calendar
Barack Obama	Sierra Leone	short story

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

Feelings	**Ideas**	**Characteristics**
excitement	freedom	curiosity
fear	justice	cowardice
anger	fantasy	courage
happiness	faith	imagination
surprise	evil	self-confidence

Exercise 1

What words in each sentence below are nouns?

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

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

Exercise 2

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

Example: river – place

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

Exercise 3

Write down each noun in the following sentences.

Example: Kenya is a beautiful country – Kenya, country

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

There are different kinds of nouns:

Common and proper nouns

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

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

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

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

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

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

Common and Proper Nouns

Common	**Proper**	**Common**	**Proper**
street	Kerugoya	city	Raila Odinga
author	South Africa	ocean	Wanjohi
policeman	Asia	bed	Moi Avenue
country	Indian Ocean	wardrobe	Lake Victoria

mountain	England	continent	Dr. Frank Njenga
lake	Mandela	assistant	Professor Saitoti

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

Exercise 4

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

Example: kenya **Proper: Kenya**

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

Exercise 5

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

Example: Nancy welcomed the guests.

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

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

Singular and Plural Nouns

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

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

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

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

Rules for forming plurals

The following are guidelines for forming plurals:

1. To form the plural of most singular nouns, add **-s**.
   Examples: Street–streets, house–houses, painter–painters, shelter–shelters, event-events, hospital–hospitals.
2. When a singular noun ends in **s**, **sh**, **ch, x**, or **z**, add **-es**.

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

3. When a singular noun ends in **o**, add **-s** to make it plural.
   Examples: Piano-pianos, solo-solos, cameo–cameos, concerto–concertos, patio-patios, studio-studios, radio-radios, rodeo–rodeos.
4. For some nouns ending with a consonant and **o**, add **-es**.
   Examples: hero-heroes, potato-potatoes, echo-echoes, veto-vetoes, tomato-tomatoes.
5. When a singular noun ends with a consonant and **y**, change the **y** to **i** and add **-es**.
   Examples: Library – libraries, activity – activities, story – stories, city – cities, berry – berries.
6. When a singular noun ends with a vowel **(a,e,i,o,u)** followed by **y**, just add **-s**.
   Examples: Valley – valleys, essay – essays, alley – alleys, survey – surveys, joy – joys.
7. To form the plural of many nouns ending in **f** or **fe**, change the **f** to **v** and add **-es** or **s**.
   Examples: Wife – wives, thief – thieves, loaf – loaves, half – halves, shelf – shelves, leaf – leaves, scarf – scarves, life – lives, calf – calves, elf – elves.
8. For some nouns ending in **f**, add **-s** to form the plural.
   Examples: proof – proofs, belief – beliefs, motif – motifs, cliff – cliffs.
9. Some nouns remain the same in the singular and the plural.
   Examples: deer – deer, sheep – sheep, series – series, species – species, moose – moose, trout – trout.
10. The plurals of some nouns are formed in special ways.
    Examples: foot – feet, child – children, mouse – mice, man – men, woman – women, ox-oxen, tooth – teeth.

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

Exercise 6

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

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

Exercise 7

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

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

1. I used two different _____ to cut the rope. (knife)
2. She peeled the _____ with a knife. (potato)
3. They are feeding the noisy _____. (goose)
4. The tools are placed on the _____. (shelf)
5. Mukami cut a few _____ for the salad. (tomato)
6. The _____ are playing in the field. (child)
7. Some _____ are hiding in the ceiling. (mouse)
8. The _____ of the buildings must be repaired. (roof)
9. The music helped them imagine the strange _____. (story)
10. Koech used creative _____ to help young people sharpen their imagination. (activity)

Countable and Uncountable Nouns

Countable Nouns

These are nouns that take plurals and can be counted.

Examples:

Egg – eggs One egg, three eggs, ten eggs
Potato - Potatoes Twenty potatoes
Onion - Onions Two hundred onions

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

Uncountable Nouns

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

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

We do not say:

Two butters*
Ten milks*
Three breads*

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

Exercise 8

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

orange	coffee
furniture	tea
water	gold
chair	team
friend	music

Plurals with uncountable Nouns

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

Example:

a piece of information - **pieces of** information
a loaf of bread - **four loaves of** bread
a tin of soup - **three tins of** soup
a piece of furniture - **several pieces of** furniture
a litre of milk - **twenty litres of** milk
a bottle of beer - **ten bottles of** beer

Exercise 9

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

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

Collective Nouns

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

Some collective nouns can take plural forms

Examples:

crowd (s) flock (s)
group (s) herd (s)
team (s) committee (s)
pair (s)

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

Examples:

furnitures* beddings*
equipments* informations*
luggages* baggages*

Exercise 10

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

COMPOUND NOUNS

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

Examples:

Joined: bookcase, blackboard, pushcart

Separated: high school, rabbit hutch, radar gun

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

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

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

Examples:

tableroom(s)	grass root(s)	prize-fighter(s)
cupboard(s)	policeman/men	rubber-stamp(s)
bookcase(s)	farmhouse(s)	sanitary towel(s)
cowshed(s)	fruit machine(s)	shoulder blade(s)

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

Examples:

breakfast(s)	push-up(s)	rundown(s)
takeaway(s)	knockout(s)	slip-up(s)
sit-up(s)	meltdown(s)	

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

Examples:

hotdog(s)	polar bear(s)	safe guard(s)
blackboard(s)	quicksand	
highway(s)	remote control(s)	
nuclear power	right angle(s)	

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

Examples:

driveway(s) playground(s) spend thrift(s)
breakdance(s) pushchair(s) go-getter(s)
mincemeat screwdriver(s)
password(s) spare wheel(s)

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

Examples:

overdraft(s) overcoats(s) backyards(s)
backbencher(s) undercoat(s) backbone(s)
backlog(s) underwear(s) oversight(s)

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

Examples:

outbreak(s) backlash(es) output(s)
outburst(s) outcast(s) input(s)

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

Examples:

nosedive(s) nightfall(s)

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

Examples:

commander(s)-in-chief sergeant(s)-at-arms
mother(s)-in-law sister(s)-in-law
play(s)-within-a-play

Exercise 11

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

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

10. He attempted a creative writing workshop.

Possessive Nouns

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

Singular possessive nouns

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

Example:

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

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

Other examples:

the child’s toy **the fish’s fins**

Mark’s bike **the horse’s tail**

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

Example:

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

BETTER: **Papa’s dog** is barking.

Plural Possessive Nouns

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

Example:

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

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

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

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

Examples:

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

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

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

Example:

Thing – Koki’s raincoat Brian’s umbrella

Quality – the judge’s fury Bob’s courage

Exercise 8

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

Example: the claws of the leopard

the leopard's claws.

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

Summary of rules of forming Possessive Nouns

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

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

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

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

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

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

Singular Noun	**Singular possessive**	**Plural Noun**	**Plural possessive**
boy	boy's	boys	boys'
child	child's	children	children's
mouse	mouse's	mice	mice's
deer	deer's	deer	deer's

Exercise 9

Write the following phrases to show possession.

Example: teachers – pens = **teachers' pens**

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

Exercise 10

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

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

The teams' players practised after school.

1. Each day **the wealth of the couple** increased.
2. There was a **team of men** and a **team of women**.
3. The **uniforms that the teams** wore were new.

4. Numbers were printed on **the shirts of the athletes**
5**. Scores made by the team-mates** were put on the scoreboard.
6. The players enjoyed **the cheers of their friends**.
7. **The whistles of the coaches** stopped the game.
8. **The eyes of the children** were full of tears of joy.
9. **The soothing voices of their mothers** calmed them.
10. However, **the houses belonging to their neighbours** were destroyed.

PRONOUNS

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

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

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

Personal pronouns

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

Example:

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

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

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

Person

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

(i) **First person** – I, my, me, we, our and us.

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

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

(ii)**Second person** – you, your, yours

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

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

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

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

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

Gender

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

Examples:

Joseph cleaned **his** car. (**his** is the third person, masculine gender).
Isabel said the dress was **hers** (**hers** is the third person, feminine gender).
The dog wagged **its** tail. (**its** is the third person, neuter gender).

FORMS OF PERSONAL PRONOUNS

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

Examples:

She is a painter. (subject form)
He praised **her**. (Object form)
It is **her** best painting. (Possessive form)

Subject Pronouns

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

(i) Singular forms – I, you, he, she, it
(ii) Plural forms – we, you, they

Examples:

Noun	**Subject Pronoun**
The housegirl takes care of her.	**She** takes care of her.
The dog guards the house.	**It** guards the house.
Mark and Francis love swimming.	**They** love swimming.

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

Examples:

The watchman today is **he**.
The composers were **they**.

Exercise 1

Underline the subject pronouns in the following sentences.

Example: **She** ate a water melon

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

Exercise 2

Replace the underlined words with subject pronouns.

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

1. **The glasses** were under the table.
2. **Emma** fed the chicken.
3. **The pears** were juicy.
4. **Uncle Ben and Lillian** visited the orphans.
5. The new waitress is **Jane**.
6. The fastest runners were **Tecla and Kirui**.
7. **Lisa** went to the hall.
8. **The chicken** was slaughtered.
9. **Lucky Dube and Brenda Fasie** were South African Singers.
10. Samuel **Wanjiru** has won many athletics medals.

Object pronouns

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

(i) Singular – me, you, him, her, it

(ii) Plural – us, you, them

Examples:

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

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

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

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

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

Examples:

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

The delivery is for **me**.

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

Exercise 3

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

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

1. Lisa asked (he, him) for a picture.
2. Adam sketched Lisa and (I, me).
3. He gave a photo to (us, we).
4. Ann and (she, her) saw Dave and Bob.
5. Adam drew Lisa and (they, them).
6. Mark helped (I, me) with the packing.

7. Loise praised (him, he) for his good work.
8. Everyone spotted (they, them) easily.
9. That night Mike played the guitar for (us, we).
10. (We, Us) drove with (they, them) to the mountains.

Possessive pronouns

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

Example: My pen is black.

There are two kinds of possessive pronouns:

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

Singular: My, your, his, her, its

Plural: Our, your, their

Examples:

My shirt is yellow. **Your** food is on the table.
His bag is green. This is **her** dress.
Its fur is soft. These are **our** parents.
Pay **your** bills. They removed **their** bats.

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

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

Singular: mine, yours, his, hers, its

Plural: ours, yours, their

Examples:

The yellow shirt is **mine**. The food on the table is **yours**.
The green bag is **his**. This dress is **hers**.
Its is the soft fur. These crops are **ours**.
These bills are **yours**. Those hats are **theirs**.

Exercise 4

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

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

1. (My, mine) journey to Mombasa was enjoyable.
2. Florence said (her, hers) was the best.
3. Are the pictures of Fort Jesus (your, yours)?
4. (Her, Hers) were taken at Jomo Kenyatta Beach.
5. Tomorrow we will make frames for (our, ours) pictures.
6. (My, mine) class is planning a trip to Mt. Kenya.
7. (Our, ours) trip will be taken on video.
8. Micere is excited that the idea was (her, hers).

9. Koki and Toti cannot hide (their, theirs) excitement.
10. (My, mine) dream is to climb to the highest peak of the mountain.

POINTS TO NOTE

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

Examples:

Subject: **I** travel by bus.

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

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

Examples:

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

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

You are coming **with me**.

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

Examples:

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

Who appointed Chege and **me**?

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

CONTRACTIONS WITH PRONOUNS

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

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

Pronoun + verb	**Contraction**	**Pronoun + verb**	**Contraction**
I am	I’m	I have	I’ve
He is	he’s	he has	he’s
It is	it’s	it has	it’s
You are	you’re	you have	you’ve
They are	they’re	they have	they’ve
I will	I’ll	I had	I’d
You will	you’ll	you had	you’d
We would	we’d	we had	we’d

Note:

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

Examples:

he is, he has = he’s

we had, we would = we’d

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

Examples:

Possessive pronouns	**Contractions**
its	it’s
your	you’re
their	they’re
whose	who’s

Incorrect: The team celebrated **it’s** victory.
Correct: The team celebrated **its** victory.
Incorrect: **Your** late for the preps.
Correct: **You’re** late for the preps.
Incorrect: **Whose** the fastest runner in the world?
Correct: **Who’s** the fastest runner in the world?

Rules of using possessive pronouns and contractions correctly:

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

Exercise 5

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

1. You will	3. He had	5. You have
2. We would	4. I am	6. They will

Exercise 6

What pronoun and verb make up each of the following contractions?
Example: It’s = it is, it has

1. I’ll	3. you’d	5. they’re
2. we’re	4. he’s	6. she’d

Exercise 7

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

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

INDEFINITE PRONOUNS

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

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

Singular Indefinite Pronouns

another	anything	everybody	neither	one
anybody	each	everyone	nobody	somebody
anymore	either	everything	no one	someone.

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

Examples:

Agreement with verbs

Correct: Everyone **has** heard of Lake Turkana.
Incorrect: Everyone **have** heard of Lake Turkana.
Correct: Nobody **knows** what happened to Samuel Wanjiru.
Incorrect: Nobody **know** what happened to Samuel Wanjiru.
Correct: Everything about the old man **remains** a mystery.
Incorrect: Everything about the old man **remain** a mystery.

Agreement in number with possessive pronouns

Correct: Neither believed **his/her** eyes.
Incorrect: Neither believed **their** eyes.
Correct: Each strained **his/her** neck to see.
Incorrect: Each strained **their** neck to see.

Plural indefinite pronouns

both	many	few	several

These indefinite pronouns use plural verbs and possessive pronouns.

Examples:

Plural verbs

Correct: Few **know** about Lake Olbolosat.
Incorrect: Few **knows** about Lake Obolosat.
Correct: Both **stand** by what they believe.
Incorrect: Both **stands** by what they believe.

Plural possessive pronouns

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

Both singular and plural indefinite pronouns

all	some	any	none

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

Examples:

All of my story **is** true. – singular
All of the guests **are** here. – plural
None of the lake **is** foggy. – singular
None of the photos **are** spoiled. – plural.

EXERCISE 8

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

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

DEMONSTRATIVE PRONOUNS

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

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

Examples:

This is a gazelle.
These are the students of Kianjege West Secondary School.

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

Examples:

That is the city square.
Those are the lodging rooms.

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

Exercise 9

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

1. (This, That) is the canteen we are entering now.
2. (This, That) is the dispensary across the street
3. (These, Those) are beautiful flowers on the counter over there.

4. Are (those, these) chocolate bars on the far counter?
5. I think (these, those) are called Vuvuzelas.

INTERROGATIVE PRONOUNS

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

Examples:

Who is the mayor of this town?
Whose is the red car?
Which is her blouse?
What did she ask you?
Whom should I trust with my secret?

USING WHO, WHOM, AND WHOSE

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

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

Examples:

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

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

Examples:

Whom did you meet? (**Whom** is the object of the verb **did meet**).
For **whom** is this trophy? (**whom** is the object of the preposition **for**).

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

(i) To modify a noun

Example:

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

(ii) Alone as the subject or object of a verb

Examples:

Whose are those water melons? (**whose** is the subject of the verb **are**)
Whose did you admire? (**whose** is the object of the verb **did admire**)

Exercise 10

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

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

Exercise 11

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

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

REFLEXIVE AND INTENSIVE PRONOUNS

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

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

Examples:

Monicah bought **herself** a new dress.

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

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

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

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

Exercise 12

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

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

SPECIAL PRONOUNS PROBLEMS

1. Double subjects

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

Incorrect	Correct
Jane she is my cousin.	**Jane** is my cousin. **She** is my cousin.
Her scarf it is pretty.	**Her scarf** is pretty. **It** is pretty.

Jane and **she** should not be used as subjects together.
The subject **her scarf** should not be used together with **it**.
Use only a noun or a pronoun to name a subject.

2. Pronouns and their Antecedents

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

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

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

Examples:
We met **Mureithi**. **He** is the medical doctor.
(**He** stands for **Mureithi**. **Mureithi** is the antecedent).
The students had come to school with **their** mobile phones.
(**Their** stands for **students**. **Students** is the antecedent).

Pronouns may be the antecedents of other pronouns.

Examples:
Does **everybody** have **his** booklet?
(**everybody**, which is a singular indefinite pronoun, is the antecedent of **his**).
All of the students have brought **theirs**.
(**All**, which is a plural indefinite pronoun, is the antecedent of **theirs**).

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

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

Examples:
Correct: The **scientists** tested **their** new discovery.
(**Scientists** is plural; **their** is plural.)

Incorrect: **The scientists** tested **his** new discovery.
Correct: **Mr. Kiama** turned on **his** TV.
(**Mr Kiama** is singular; **his** is singular)
Correct: **Nobody** left **her** workstation.
(**Nobody** is singular, **her** is singular)

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

3. Use of we and us with nouns.

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

Problem: (We, Us) boys study hard.
Solution: We study hard. = **We boys** study hard.
Problem: The DC praised. (us, we) students.
Solution: The DC praised us. = The DC praised **us students**

4. Using the pronoun Them

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

Examples:
Correct: The president greeted **them.** (direct object of the verb **greeted**)
Correct: She gave **them** a sandwich. (Indirect object of the verb **gave**)
Correct: The information was useful to **them.** (object of the preposition **to**)
Incorrect: **Them** they arrived late.

5. Using Those

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

Examples:
Those are the new desks that were bought. (**Those** is a **pronoun**, the subject of the verb **are**).
Those desks are attractive. (**Those** is an **adjective** modifying the noun **desks**).

Exercise 13

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

1. Papa Shirandula he is a good actor.
2. Many people they find him funny.
3. The show it was on television for many years.
4. Their daughter she is also in that show.
5. The shoes they are beautiful.
6. People they like our hotel.
7. My brother he drives a matatu.

8. Our hotel it is open seven days a week.
9. The TV it is very clear today.
10. My brother and sister they work in Nairobi.

Exercise 14

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

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

VERBS

A **verb** is a word that:

(i) expresses an action

(ii) expresses the state that something exists, or

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

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

ACTION VERBS

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

Examples:

Cats **drink** milk.

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

The farmer **tills** the land.

Robert **ran** to the house.

The action may be one that you can see.

Example:

They **crowned** their new King.

The action may be one that you cannot see.

Example:

She **wanted** recognition.

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

LINKING VERBS

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

(i) express(es) the subject's state of being

Example:

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

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

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

Examples:

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

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

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

A linking verb does not tell about an action.

Common linking verbs

Am	look	grow	are	feel	remain
is	taste	become	was	smell	sound
were	seem	will	be	appear	

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

Examples:

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

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

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

The food **smelled** wonderful. – LINKING

EXERCISE 1

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

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

VERB PHRASES

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

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

Examples:

Mark Francis **has passed** the examinations.

H.V. M.V.

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

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

His parents **are happy** with him.
H.V. M.V.

Common helping verbs

am will can would is shall could
must are have may was has should
were had might

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

Examples:

As main verbs	**As helping verbs**
I will **do** the job.	I **do** like the job.
Who **has** a pen?	He **has** lost his pen.
They **are** my friends.	They **are** coming today.

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

Examples:

I **do** not **ride a** bicycle any more.
Can we ever **be** friends again?
We **should** definitely **apologise** for the mistakes.

Exercise 2

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

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

VERBS TENSES

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

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

The Present Tense

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

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

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

Examples:
The bird **hatches** in the nest.
The stream **flows** down the hill.
The boys **rush** for their breakfast.
We **talk** a lot.

Rules for forming the Present Tense with Singular Subjects

1. Most verbs: add **–s**
   get – gets play – plays eat – eats
2. Verbs ending in **s**, **ch**, **sh**, **x**, and **z**: add **-es**
pass – passes mix – mixes
punch-punches buzz – buzzes
push – pushes
3. Verbs ending with a **consonant** and **y**: change the **y** to **i** and add **-es**
   try – tries empty – empties

Exercise 3

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

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

The Past Tense

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

Example:
Tito **liked** his grandmother's story.

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

Rules for forming the Past Tense

1. Most verbs: Add **-ed**
   play – played
   talk – talked
   climb – climbed
2. Verbs ending with **e**: Add **-d**
   praise – praised
   hope – hoped
   wipe – wiped

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

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

Exercise 4

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

1. John _____ his house burn into ashes. (watch)
2. The baby _____ loudly. (cry)
3. The teacher _____ at the naughty student. (yell)
4. The chef _____ a delicious cake. (bake)
5. We _____ for a present for our grandmother. (shop)

The Future Tense

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

Examples:

Evans **will take** his car to the garage.
She **will** probably **come** with us.

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

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

Exercise 5

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

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

More Tenses

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

1. The simple tenses - Present simple tense
- Past simple tense
- Future simple tense

2. The perfect tenses - Present perfect tense

- Present perfect progressive
- Past perfect tense
- Future perfect
- Future perfect progressive

3. **The progressive tenses**
- Present progressive tense
- Past progressive tense
- Progressive tense
- Future perfect progressive tense.

The simple Tenses

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

1. Present simple tense.

Look at the following sentences.

(a) I **know** Kisumu.
(b) He **goes** to school every day.
(c) The sun **rises** from the east.

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

(i) To state **a personal fact**
Example: I **know** Kisumu.
(ii) To point out **a regular habit**.
Example: He **goes** to school every day.
(iii) To state **a known scientific fact**
Example: The sun **rises** from the east.

Exercise 6

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

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

2. Past Simple Tense

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

Examples:

We **cleaned** our classrooms yesterday.
He **drove** the car this morning.
She **planned** the whole incident.

Exercise 7

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

start	breathe
add	roam
trap	obey
annoy	worry
pity	fit

3. Future Simple Tense

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

Examples:

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

She **will eat** the bananas alone.

The dancers **will entertain** them.

Exercise 8

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

see	develop
go	begin
exist	consume
introduce	hunt
bring	become

The Perfect Tenses

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

Examples:

1. Present Perfect Tense:

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

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

2. Present Perfect Continuous Tense

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

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

3. Past Perfect Tense

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

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

4. Past Perfect Continuous Tense

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

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

5. Future Perfect Tense

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

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

6. Future Perfect Continuous

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

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

Exercise 9

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

John comes here every year.

The Progressive Verb Forms

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

Examples:

I **am singing**

She **was dancing**.

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

Examples:

1. Present Progressive Tense

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

Her mother **is preparing** dinner.

2. Present Perfect Progressive

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

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

3. Past Progressive Tense

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

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

4. Past Perfect Progressive Tense

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

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

5. Future Progressive

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

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

6. **Future Perfect Progressive**

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

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

Exercise 10

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

Jane plays the guitar well.

SUBJECT – VERB AGREEMENT

Present tense

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

Examples:

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

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

Rules for subject-verb Agreement

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

The **man drives** a bus.

She teaches in a primary school.

He studies his map.

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

The **men drive** buses.

They teach in primary schools.

We study our maps.

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

I hate books.

You like dogs.

I admire actors.

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

Examples:

John and James work at Naivas Supermarket.

The teachers and the students respect one another a lot.

Subject-verb Agreement with be and have

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

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

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

Exercise 11

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

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

REGULAR AND IRREGULAR VERBS

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

Examples:

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

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

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

Examples:

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

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

Examples:

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

Exercise 12

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

1. prevent
2. donate
3. hurry
4. worry
5. train
6. aid
7. relieve
8. share
9. enrol
10. save

Irregular Verbs

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

Examples:

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

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

Common irregular Verbs

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

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

throw	threw	had thrown
ring	rang	had rung

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

Exercise 13

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

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

ACTIVE AND PASSIVE VERB FORMS

ACTIVE VOICE

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

Examples:

Our teacher punished us for making noise in class.

Subject action

Players arrived for their first match early in the morning.

Subject action

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

PASSIVE VOICE

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

Examples:

We were punished by the teacher for making noise.

Sub action

He was helped by a passer-by.

Sub action

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

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

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

Examples:

Active	**Passive**
Baabu explored the sea.	The sea **was explored** by Baabu.
	Be + past participle
The captain helped him.	He **was helped** by the captain.
	Be+past participle

Exercise 14

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

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

9. The K.I.E is developing support materials for the 8-4-4 system of education.
10. A fishing pond was started by the Wildlife Club in the school.

TRANSITIVE AND INTRANSITIVE VERBS

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

Example:

The sun shines.

Subject Action verb

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

Example:

The goalkeeper caught the ball.

Subject action verb direct object

Transitive verbs

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

Examples:

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

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

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

Exercise 15

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

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

Intransitive verbs

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

Examples:
The ship sailed.
Subject action verb
The child smiled.
Subject action verb

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

Examples:
The ship sailed smoothly. (**How** did it sail? **Smoothly**)
The child smiled repeatedly. (**How often** did the child smile? **Repeatedly**)

Both transitive and intransitive verbs

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

Examples:
We **cheered** our team noisily. (Transitive)
We **cheered** noisily. (Intransitive)
He **broke** the window pane. (Transitive)
The glass **broke**. (Intransitive)

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

Examples:

Active	**Passive**
He **kicked** the ball.	The ball **was kicked** by him.
She **bought** a new dress	A new dress **was bought** by her.
She **wailed** loudly	??
They **danced** well	??

Exercise 16

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

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

TROUBLESOME PAIRS OF VERBS

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

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

EXERCISE 17

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

1. Studying spiders closely can (learn, teach) us how they get their food.
2. An insect that (lays, lies) motionless on a leaf can become prey to some other animal.
3. The lion will (lay, lie) there waiting for its prey.
4. The monster spider (sits, sets) patiently near its web.
5. Experience has (taught, learned) me not to take things for granted.
6. A bird (raises, rises) its body using its wings.
7. This (raises, rises) another question,
8. Nature has (learned, taught) spiders new tricks.
9. The watchman instantly (raises, rises) the alarm when there is danger.
10. The trappers have (lain, laid) fresh traps for the porcupines.

ADJECTIVES

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

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

Adjectives tell:

1. What kind?

Examples:

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

The **old** man walked slowly.

2. How many?

Examples:

Three zebras were resting.

He has **few** friends.

3. Which one(s)?

Examples:

This painting is attractive.

These farmers are clearing the field.

There are 5 main kinds of adjectives, namely:-

1. Descriptive adjectives
2. Definite and indefinite adjectives

3. Demonstrative adjectives
4. Interrogative adjectives
5. Articles and possessive adjectives

Descriptive adjectives

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

Examples of descriptive Adjectives:

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

Descriptive adjectives are of two types:

1. Common descriptive adjectives – these are adjectives that give general features of somebody or something. They are the adjectives of size, shape, age, colour, weight, height, make and nature. Refer to the examples in the diagram above.
2. Proper adjectives – These ones are formed from proper nouns. They are always **capitalized**. They always appear **last** in a string of adjectives modifying the same noun, just before the noun itself.

Examples:

The **Japanese** ambassador
A **Mexican** carpet
An **Italian** chef

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

Examples:

A **South African** farmer
A **North American** cowboy

Exercise 1

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

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

Demonstrative Adjectives

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

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

Examples:

This picture is very beautiful.
Singular noun
That one is not as beautiful.
Singular noun
These drawings are very old.
Plural noun
Those ones were painted in Uganda.
Plural noun

Exercise 2

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

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

9. My car is moving faster than (these, those) buses over there.
10. (These, Those) goats grazing over there are my uncle's.

Definite and indefinite adjectives

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

Examples:

Three elephants were killed by the game rangers.
He bought **several** houses in Kileleshwa.
Don't put **much** sugar in the tea!

More examples

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

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

Examples:

Two calves were born yesterday.
Five chimpanzees performed funny tricks.
Many children like dinosaurs.

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

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

Examples:

Do you have **any** water in the house?
How **much** flour did you buy?

Interrogative Adjectives

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

Examples:

What movie do you want to see?
Which leaves turn colour first?
Whose son is he?

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

Exercise 3

Underline the adjectives in the following sentences.

1. Twenty bulls were slaughtered for the wedding.
2. Few people know the name of our president.
3. They stole all the money in the safe.
4. There isn't much sugar in the dish.
5. Numerous disasters have hit China this year.
6. What game is playing on TV tonight?
7. Whose car is that one over there?
8. Which house was broken into?
9. I don't know what misfortune has faced him.
10. Nobody knows which table was taken.

Articles and Possessive Pronouns

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

Articles

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

Examples:

A student rang the bells. (No specific student)

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

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

Examples:

An hour an heir

A hall

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

Examples:

The tourist was robbed. (A particular tourist).

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

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

Examples:

The tourist, the tourists, a tourist

The adjective, the adjectives, an adjective

Exercise 4

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

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

Possessive Pronouns

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

Examples:

My brother likes Sean Paul, but **his** sister does not.
Of **his** songs, *Ever Blazing* is **his** favourite.
Our school produces heroes, **its** fame is widespread.

Exercise 5

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

1. In her lifetime, Brenda Fasie composed many songs.
2. Her early songs entertained her fans all over the world.
3. Our first performance was successful.
4. Her coughing grew worse with time.
5. They agreed that it was their best goal in ten years.

Position of adjectives in sentences

1. Most adjectives appear immediately **before** the nouns they are modifying e.g.
Descriptive: The **beautiful** house belongs to my uncle.
Demonstrative: **That** house belongs to my uncle.
Numerals: **Two** houses were burned down.
Articles: **The** house on fire belongs to her sister.
Possessive pronouns: **Their** house was burned down.

2. Predicate Adjectives

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

Examples:
Joyce seemed **lonely.**
Her brother was **upset.**
He became **concerned.**

Exercise 6
Identify the predicate adjectives in the following sentences.

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

COMPARING WITH ADJECTIVES

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

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

Examples:
ONE PERSON: Kimenju is **tall.**
TWO PERSONS: Kimenju is **taller** than James.
THREE OR MORE: Kimenju is **the tallest** of all.

THE COMPARATIVE

The comparative form of the adjective is used to compare one thing, person or place with another one. It is formed in two ways.
1. For **short** adjectives, add **-er**.

Examples:
great + er = greater sweet + er = sweeter
big + er = bigger light + er = lighter.

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

Examples:
More handsome more remarkable
More attractive more hardworking

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

Examples:
More successful more curious more ferocious
More beautiful more generous more prosperous

THE SUPERLATIVE

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

Examples:

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

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

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

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

Examples:

great + est = greatest sweet + est = sweetest

big + est = biggest light + est = light

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

Examples:

most mysterious most awkward

most successful most attractive

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

Adjective	**comparative**	**superlative**
strong	stronger	strongest
quick	quicker	quickest
adventurous	more adventurous	most adventurous
co-operative	more co-operative	most co-operative

Summary of rules comparing with adjectives:

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

	add **-er** or **-est**	Flattest slimmest fattest
5.	For most adjectives with two or more syllables: Use **more** or **most**	careful generous more careful more generous most careful most generous

Points to note about Adjectives:

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

Examples:

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

Buffaloes are **larger** than domestic cows

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

Examples:

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

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

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

Examples:

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

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

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

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

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

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

Exercise 7

Write the adjectives in brackets in the following sentences correctly.

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

Irregular comparisons

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

Examples:

Adjectives	**Comparative**	**Superlative**
good	better	best
well	better	best
bad	worse	worst
ill	worse	worst
little	less or lesser	least
much	more	most
many	more	most
far	farther	farthest

Example of use in sentences:

The presentation of our play was **good**.
Our second performance was **better**.
But our last performance was the **best**.

Exercise 8

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

1. The comedy was the _____ show of the three. (good)
2. Mary had a _____ cold yesterday. (bad)
3. It was her _____ performance this year. (good)
4. Her illness is getting _____ every day. (bad)
5. The old woman received the _____ amount of money from the MP. (little)
6. Smoke your cigarette _____ away from the children. (far)
7. There was _____ noise in the classroom than yesterday. (little)
8. The musician said that that was a very _____ year for him. (good)
9. This year's songs were much _____ than last year's. (good)
10. He has the _____ pairs of shoes in the school. (many)

SPECIAL PROBLEMS WITH ADJECTIVES

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

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

Examples:

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

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

Examples:

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

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

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

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

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

Examples:

"This here job"

"That there house"

"These here books"

"Those there carpets"

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

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

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

Examples:

I like **this** kind of story.

She likes **that** sort of food.

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

Examples:

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

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

Exercise 9

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

1. A robot is one of (those, them) machines that looks and acts human.
2. (These, This) sorts of machines are very strange.
3. (This, This here) church was built in 1921.
4. (Them, Those) mushrooms are very delicious.
5. (Them, Those) soldiers won the battle.
6. People call (these, this) kinds of songs Soul.
7. John needed a name for (them, those) songs.
8. (This, this here) play is called Aminata.

9. Human beings have a fascination with (those, that) kind of machine.
10. (These, This) sort of a car is meant for ministers.

ADVERBS

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

Examples:

HOW: The man walked **quickly**.
WHEN: It will rain **soon**.
WHERE: We shall meet **here** at 2 p.m.
TO WHAT EXTENT: He is **extremely** rude.

Other examples:

HOW	WHEN	WHERE	TO WHAT EXTENT
happily	sometimes	underground	fully
secretly	later	here	extremely
together	tomorrow	there	quite
carefully	now	inside	very
sorrowfully	finally	far	rarely
painfully	again	upstairs	
fast	often	downstairs	
hard	once	somewhere	
slowly	first	forward	
hurriedly	next	behind	
quietly	then	above	

Adverbs used to describe verbs

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

Examples:

HOW: John waited **patiently** for his turn.
WHEN: He is **now** walking into the office.
WHERE: He will eat his lunch **there.**
TO WHAT EXTENT: He is **very** pleased with himself.

Adverbs make the meaning of the verb clearer.

Example:

He will eat his lunch. (Without adverb)
He will eat his lunch **there**. (The adverb makes it clear where the action of eating will take place.)

Exercise 1

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

1. The tourist travelled far.
2. They cheerfully greeted their grandmother.
3. Tina hurried downstairs when she heard the knock.
4. He worked carefully and skilfully.
5. She was extremely agitated.
6. The scientist looked curiously at the creature.
7. Soon the bell was rung.
8. The hall was fully occupied.
9. They hugged their grandmother adorably.
10. He brought the cake down.

Adverbs used to describe adjectives

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

Examples:

The cave was **very dark**.
adv adj

The tea was **extremely hot**.
adv adj

Other adverbs used with adjectives

Just nearly somewhat most

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

Example:

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

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

Exercise 2

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

1. He is a highly successful businessman.
2. The extremely cold weather made me shiver.
3. They are quite difficult to deal with.
4. The house is barely visible from here.
5. He is a very old man by now.
6. She is mysteriously secretive about her activities.
7. Jackline is horribly mean with her money.
8. The book was totally exciting.
9. The secretary was completely mad when the money was stolen.
10. The boss is never punctual for meetings.

Adverbs used to describe other adverbs

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

Examples:

The student spoke **very softly**.
adv adv

The cold subsided **very gradually**.
adv adv

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

Examples:

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

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

Exercise 3

Identify the adverbs modifying other adverbs in the following sentences.

1. The mourners covered the casket with earth very gradually.
2. He appeared on her surprisingly quickly.
3. The sun appeared somewhat closer that day.
4. He drinks extremely irresponsibly.
5. The driver sped the car totally carelessly.

Specific categories of Adverbs

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

Examples:

He joined the class **yesterday**.

Today, I will go to the cinema.

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

Examples:

Mrs. Kilome has gone **out**.

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

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

Examples:

She **often** leaves without permission.

He **always** works hard.

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

Examples:

Many ran **fast** to catch the bus

He painted the house **badly**.

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

Examples:

Luka is **extremely** intelligent.

She is **very** ill.

FORMATION OF ADVERBS

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

Examples:

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

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

Examples:

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

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

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

Examples:

fast tomorrow soon first later

next inside somewhere quite

Note:

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

Examples:

The school will **soon** open.

The holiday was **quite** well spent.

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

Examples:

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

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

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

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

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

(i) Which word does the modifier go with?

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

Examples:

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

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

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

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

Examples:

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

He was **quiet.** – with a pronoun.

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

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

Examples:

He will come **tomorrow.** – When?

He will come **here**. – Where?

He will come **secretly.** – How?

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

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

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

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

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

(iii) Adverbs and predicate adjectives

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

Examples:

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

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

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

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

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

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

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

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

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

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

Examples:

The singer **looked up**.

v adv

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

v adv

The principal **appeared suddenly**.

V adv

(iv) Good and well

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

Example:

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

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

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

Example:

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

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

Examples:

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

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

Exercise 4

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

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

COMPARING WITH ADVERBS

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

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

Examples:

ONE ACTION: Maree swims **fast**.

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

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

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

THE COMPARATIVE FORM

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

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

Examples:
The bird flew **higher** than the helicopter.
The president arrived **sooner** than we expected.
2. For most adverbs ending in **-ly**, use **more** to make the comparative.
Examples:
She visited him **more frequently** than Martin.
The tractor towed the lorry **more powerfully** than the bull-cart.

THE SUPERLATIVE FORM

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

Examples:
Of the three athletes, Kipruto runs the **fastest**.
The lion roars **the loudest** of all the big cats.

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

Examples:

Adverbs	**Comparative**	**Superlative**
long	longer	longest
fast	faster	fastest
softly	more softly	most softly
politely	more polite	most polite

Points to Remember

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

Examples:
Comparative: He sat **nearer** to the window than him
Superlative: He sat **nearest** to the window than all the others.
2. Do not leave out the word **other** when comparing one action with every other action of the same kind.

Examples:
Incorrect: The lion roared **louder** than any lion.
Correct: The lion roared the **loudest** of all.
3. Do not use both **-er** and **more** or **-est** and **most**.
Incorrect: The dancer moved **more faster** than before.
Correct: The dancer moved **faster** than before.

Summary of rules for comparing with Adverbs

1 1	For most adverbs Add **-er** or **-est** to the adverb	hard harder hardest	late later latest	deep deeper

.		deepest
2	For most adverbs comprising of two or more syllables: Use **more** or **most** with the adverb	Skilfully firmly rudely more skilfully more firmly more rudely most skilfully most firmly most rudely

Exercise 5

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

1. Does she cry _____ (often) than the baby does?
2. She crosses the river _____ (slowly) than her son does.
3. James jumps into the swimming pool _____ (quickly).
4. Charles swims _____ (skilfully) than all of us.
5. Of all the athletes, Tecla Lorupe is _____ (fast).
6. The antelope disappeared _____ (swiftly) than the gazelle.
7. Chicharito scored the goal _____ (accurately) of all.
8. Mange and Marto stayed in the hall _____ (long) of all.
9. Sarah walks _____ (gracefully).
10. Ng'ang'arito sang _____ (sweetly) of all participants.

PREPOSITIONS

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

Examples:

The cat lay **under** the table.

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

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

More examples:

She gave it **to** me.

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

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

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

COMMON PREPOSITIONS

about	before	except	on	toward
above	behind	for	onto	under
aboard	below	from	out	underneath

across	beneath	in	outside	until
after	beside	inside	over	up
against	between	into	past	upon
along	beyond	like	since	with
among	by	near	through	within
around	down	of	throughout	without
at	during	off	to	

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

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

Example:

The cat lay **under** the table.

The cat lay **on** the table.

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

Exercise 1

Write the preposition in each of the following sentences and say what relationship it indicates.

1. Sometimes they lie on the ground.
2. They have grown maize for food.
3. The children played with the dolls.
4. A man found some treasure in the cave.
5. They make clothes from cotton.

Exercise 2

Use the most appropriate preposition to complete the sentences below.

1. Driving had been my dream _____ years.
2._____ 1990, I bought a second-hand car.
3._____ that year, I learned how to drive.
4. I rolled the car _____ the road _____ more than two kilometres.
5. I was really thrilled _____ the experience.

PREPOSITION PHRASES

A **prepositional phrase** consists of a **preposition**, its **object** and **any words that modify the object**.

Examples:

The school children waited **for the green light**.

In this sentence, the preposition is **for**, its object is **light**, and the modifier, or adjective, is **green**. The entire preposition phrase modifies the verb **waited**.

Sometimes two or more nouns or pronouns are used as objects in a prepositional phrase.

Example:

He needs a worker **with diligence** and a good **character**.

The preposition **with** has two objects: **diligence** and **character**.

Exercise 3

Identify the prepositional phrase in each of the following sentences. Underline the preposition once and its objects twice.

1. Donkeys help people in many ways.
2. They bring happiness to the people around them.
3. In large cities, they help to carry water.
4. On farms, they carry heavy loads.
5. How could you travel across a river?
6. You might swim to the other side.
7. You might cross at a shallow place.
8. You can cross by boat.
9. Bridges are a better solution to the problem.
10. Most bridges are built over water.

Types of prepositional phrases

Prepositional phrases can either be:

(i) Adjective prepositional phrases - these prepositional phrases, just like adjectives, modify **nouns** and **pronouns**.

Example:

A scout leader wears a uniform **with many badges**.

In this sentence, **with many badges** is an adjective prepositional phrase modifying the noun **uniform**.

(ii) Adverb prepositional phrases – these ones, just like adverbs, modify **verbs**, **adjectives** or **other adverbs**.

Examples:

Scouts rain **for many hours**.

(The adverb prepositional phrase **for many hours** modifies the verb **train**.)

They are active **in all public functions**.

(The adverb prepositional phrase **in all public functions** modifies the adjective **active**.)

The scout leader commands forcefully **with a loud voice**.

(The adverb prepositional phrase **with a loud voice** modifies the adverb **forcefully**.)

We have seen that the object of a preposition is the **noun** or **pronoun** that follows the preposition. When the object of the preposition is a pronoun, we use an **object pronoun** like **me**, **you**, **him**, **her**, **it**, **us**, and **them**. (And **not** a subject pronoun like **I**, **he**, **she**, **we**, and **they**).

Examples:

Correct: I gave a present to **her**.
Incorrect: I gave a present to **she**.
Correct: I gave a present to Jane and **her**.
Incorrect: I gave a present to Jane and **she**.

Exercise 4

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

1. The dog chased after Travis and (her, she).
2. Cleaning the house was a tasking job for Evans and (I, me).
3. We planned a family picture of our parents and (us, we).
4. The victory belonged to (he, him).
5. Michael and Bernard stood behind Mom and (she, her).
6. The crowd around (we, us) started cheering.
7. My little sister ran behind Sammy and (I, me).
8. The toys belong to Karen and (him, he).
9. Johnny sat between James and (me, I).
10. I went to the cat race with Jim and (she, her).

Sometimes one prepositional phrase immediately follows another.

Examples:

The thief entered the house **through the door on the right**.
(**through the door** modifies the verb **entered** and tells **where**. **on the left** modifies the noun **door** and tells **which one**.)

A prepositional phrase can be at the **beginning**, in the **middle**, or at the **end** of a sentence.

Examples:

BEGINNING: **At dusk** we closed the shop.
MIDDLE: The chief **of the area** was helpful.
END: The path went **through the village**.

Preposition or Adverb?

Sometimes the same word can be used as either a preposition or an adverb. How can you tell the difference between the two?

Examples:

PREPOSITION: He has a box **inside** the house.
ADVERB: They ran **inside**.

You can tell the difference by remembering the following:

(i) A preposition **never** stands alone. It is always followed by **its object**, a noun or a pronoun.

Examples:

The helicopter flew **past** the airport. (Preposition)

The aircraft was parked **inside** the hangar. (Preposition)

(ii) An adverb is **never** followed by a noun or a pronoun, may be by an adverb.

Examples:

The helicopter flew **past**. (Adverb)

The aircraft was parked **inside**. (Adverb)

The helicopter flew **past** noisily. (Adverb)

Therefore, if a word begins a prepositional phrase, it is a preposition. If it stands alone or is followed by an adverb, it is an adverb.

Some words that can be used either as prepositions or adverbs.

above	down	over
along	in	out
around	Inside	outside
below	near	under
by	off	up

Exercise 5

Indicate after each of the following sentences if it has a preposition or an adverb.

1. Jack stood outside the shop.
2. He was curious and went inside.
3. He saw strange things in every corner.
4. An old coat and several sweaters lay over a chair.
5. Blue and green umbrellas stood above the fire place.
6. He looked up suddenly.
7. He sat down heavily.
8. Then he lifted the curtain and peeped outside.
9. A jogger ran by
10. Jack ran out.

NEGATIVES

Negatives are words that mean “no” or “not”. These words are **adverbs** and not prepositions!

Examples:

She has **no** more work.

There are **none** left.

Other common negatives

not	nowhere	nobody	aren't	haven't
never	nothing	no one	doesn't	wouldn't

The combination of a **verb** and **not** also form a contraction which is also a negative. The letters **n't** stand for **not**.

Examples:

They **won't** be able to attend the funeral.

He **couldn't** make a speech.

Double negatives:

A sentence should have only **one negative**. Using double negatives in a sentence is usually incorrect. A **double negative** is the use of two negative words together when only one is needed.

Examples:

Incorrect	**Correct**
We **don't** need **no** money.	We **don't** need any money.
She **hasn't** bought **nothing**.	She **hasn't** bought anything.
Mark **hasn't no** homework.	Mark **hasn't** any homework. Or Mark has **no** homework.

When you use contractions like **don't** and **hasn't**, **do not** use negative words after them. Instead, use words like **any**, **anything**, and **ever**.

Examples:

We **don't** have **any** work.

He **hasn't any** work.

I **won't ever** respond to the summons.

Other negatives include **hardly**, **barely**, and **scarcely**. They are **never** used after contractions like **haven't** and **didn't**.

Examples:

Incorrect: We **couldn't hardly** continue with the work. **Correct:** We **could hardly** continue with the work.

Incorrect: The child **can't barely** walk.

Correct: The child **can barely** walk.

Exercise 6

Write the following sentences choosing the correct negatives from the ones given in brackets.

1. They (have, haven't) nothing to eat.
2. Isn't (anyone, no one) at home?
3. Didn't you (ever, never) swim in that river?
4. There isn't (anybody, nobody) weeding the farm.
5. Ann and Martin haven't (anywhere, nowhere) to sleep.
6. Our friends (had, hadn't) none of the fun.

7. Isn’t (anybody, nobody) watching *Tahidi High*?
8. Hasn’t (anyone, no one) thought of washing the utensils?
9. Tabby (hasn’t, has) had no luck.
10. We haven’t (ever, never) tried.

CONJUNCTIONS

A **conjunction** is a word that **connects** words or groups of words. Like prepositions, conjunctions show a **relationship** between the words they connect. But, unlike prepositions, conjunctions do not have objects.

There are 3 main categories of conjunctions;

(1) Coordinating conjunctions
(2) Subordinating conjunctions
(3) Correlative conjunctions

COORDINATING CONJUNCTIONS

Coordinating conjunctions connect **related** words, groups of words, or sentences. There are **three** coordinating conjunctions: **and**, **but** and **or**. **And** is used to join words, groups of words, or sentences together. **But** shows contrast while **or** shows choice.

Examples:

The bull **and** the cart are inseparable. (Connects two subjects).
The cart carries the farmer **and** his tools. (Connects two direct objects).
The food was hard **and** tasteless. (Connects two predicate adjectives).
Each night, the dancers danced in a circle **or** in several other patterns. (Connects two prepositional phrases).
Some people died in the fracas, **but** most managed to escape, alive. (Connects two sentences).

Exercise 1

Complete each of the following sentences using the most appropriate coordinating conjunction

1. Bats and insects fly, _____ only birds have feathers.
2. Eagles build nests on cliffs _____ in tall trees.
3. Parrots live in wild places _____ in zoos.
4. Swallows _____ sparrows often build nests in buildings.
5. Hummingbirds are tiny _____ very brave.
6. Many birds fly south in winter, _____ others do not.
7. Their feathers keep them warm _____ dry.
8. A bird can fly forward _____ backward.
9. Many birds shed old feathers _____ grow new ones.
10. Their legs are weak _____ their wings are strong.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions connect two or more clauses to form **complex sentences**. (Refer to Part Two of this handbook). Subordinating conjunctions **introduce** subordinate clauses. They include **because**, **since**, **if**, **as**, **whether**, and **for**.

Examples:

If I go home, my dog will follow me.

(The subordinating conjunction **if** connects the subordinate clause **I go home** with the main clause **my dog will follow me**.)

The stayed inside the church **because** it was raining.

He was always rude **since** he was a child.

The rain fell **as** they entered the building.

The pastor asked the congregation **whether** they were happy.

The man rejoiced **for** he had won a prize.

Exercise 2

Join the following pairs of sentences using the most appropriate subordinating conjunctions.

1. They arrived late. It was raining heavily.
2. John worked hard. He wanted to buy a house.
3. I won't carry the umbrella. You need it.
4. I drove the car madly. I was late for the meeting.
5. He will come. The meeting ends.

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are conjunctions that are used in pairs to connect sentence parts. These include **either ….. or**, **neither ….. nor**, **not only……. but also**, **whether ……. or** and **both …… and**.

Examples:

Both boys **and** girls attended the conference.

People brought **not only** food **but also** clothes for the victims of the floods.

The students ride **either** on bicycles **or** motorbikes.

The sailor had to decide **whether** to sail on **or** head back when the weather changed.

Neither John **nor** James was moved by the shocking news.

Exercise 3

Join the following pairs of sentences using the correlative conjunctions in brackets.

1. The vehicles stopped for repairs. The vehicles stopped for fuel. (either…..or)

2. The drivers knew they had to travel more than fifty kilometres. If they did not travel more than fifty kilometres, they would have to endure harsh storms. (either….or).
3. Many people build their own homes. Many people grow their own food. (not only…but also)
4. Men wanted to buy the pictures. Women also wanted to buy the pictures.(both…. and)
5. Maize is an important part of a Kenyans' diet. Meat is important too. (both… and)

INTERJECTIONS

An interjection is either **a single word** or **a short group of words** that is used to express a **feeling** or **emotion**. Interjections can express such feelings as **urgency**, **surprise**, **relief**, **joy**, or **pain**. An interjection that expresses **strong emotion** is often followed by an **exclamation mark**. An interjection that expresses **mild emotion** is usually followed by a **comma**.

Examples:

Let's go! We can't sleep before we find the missing boy. (urgency)
Phew! I was afraid we would never find him. (relief)
Oh, you have grown so big. (surprise)
Well, I have never been so happy. (joy)

Exercise 1

Identify the interjection in the following sentences and indicate what feeling or emotion it expresses.

1. Say, have you heard about Nameless and Jua Kali, the famous Kenyan musicians?
2. Wow! Seeing the calf being born was exciting.
3. "All right!" I yelled to him. "This is not the right thing to do."
4. Boy! Some people felt wonderful being in the air balloon, but I felt nervous.
5. Oh, did that boat rock back and forth for a while.

CHAPTER TWO
FORMATION AND ORIGIN OF WORDS

Some words in the English language have unique origins and formations.

1. Sound words (onomatopoeias)

Some of the words imitate the sounds they represent. These words are called **sound** or **onomatopoeic** words. For example, the words **bang** and **crash** describe a loud, sudden noise. The word **murmur** describes a low, soft noise that keeps going.

Many English words imitate noises made by animals. For example, the word **chirp** imitates the short, high sound made by a small bird or a cricket.

Other examples of sound (onomatopoeic) words

beep	gobble	neigh	squeal
blast	growl	purr	tick
buzz	hiss	quack	zip
clang	honk	rip	
clatter	hum	roar	
crack	meow	smash	
crunch	moo	splash	

Exercise 1

Write a sound word for each of the following descriptions.

1. The sound of something breaking
2. The loud, deep sound of a lion.
3. The sound of a clock.
4. The sound of an angry dog.
5. The sound of a loud bell.
6. The sound made by a duck.
7. The sound of a bottle opening.
8. The sound of a cat drinking milk.
9. The sound of a bomb exploding.
10. The sound of a snake.

2. Words that come from names of people and places (Eponyms)

Some of the words in the English language come from the **names of people** and **places**.

Examples:

Word	Meaning	Named after
Sandwich	Two or more slices of	John Montagu, the fourth Earl of

	bread with meat between them.	Sandwich, who liked eating meat between slices of bread.
Maverick	A person who breaks from conventional actions	Samuel Maverick, a Texas cattle owner who refused to brand the calves of one of his herds as per the requirements.
Saxophone	A musical wind instrument	Adolphe Sax, the Belgian inventor of the musical instrument.
Madras	A cotton cloth with a design or pattern on plain background	Madras, a city in India, where it was invented.
Rugby	A game	Rugby school, England, where rugby was invented.
Tarantula	A large, hairy spider	Taranto, a town in Italy where Tarantulas are found.
Shylock	A greedy money-lender	The relentless and vengeful money-lender in Shakespeare's play, The Merchant of Venice.
Sousaphone	A musical instrument	John Phillip Sousa, an American composer who invented the Sousaphone.

There are many more words in the English language which originated from names of people or places.

Exercise 2

Find out from your dictionary the origins and meanings of the following English words.

1. lima bean	6. guppy	11. guillotine
2. cardigan	7. cheddar	12. macadam
3. bloomer	8. quisling	13. pasteurisation
4. canary birds	9. silhouette	14. watt
5. Ferris wheel	10. Marxism	15. ohm

3. Words formed from blending two or more words (portmanteau words)

Some words in the English language are **a blend** of two or more words or morphemes.

Examples:

Word	Combination of	Meaning
Smog	Smoke + fog	A combination of smoke and fog in the air.
Fantabulous	Fantastic + fabulous	Incredible, astonishing, unbelievable, wonderful
Brunch	Breakfast + lunch	A late breakfast taken some hours before lunch

Wikipedia	Wiki + encyclopaedia	A website
Comcast	Communication + broadcast	A television system that more than the usual number of lines per frame so its pictures show more detail.
Spork	Spoon + fork	An eating utensil that is a combination of a spoon and a fork.
Skort	Skirt + shorts	An item of clothing that is part skirt and short.
Simulcast	Simultaneous + broadcast	To broadcast a programme on television and radio at the same time
Cyborg	Cybernetic + organism	A fictional or hypothetical person whose physical abilities are superhuman
Motel	Motor + hotel	A roadside hotel

Exercise 3

Identify the words that are blended to form the following words. Find out their meanings from your dictionary.

1. slithy
2. chortle
3. galumph
4. bash
5. blog
6. breathalyser
7. cable gram
8. camcorder
9. edutainment
10. email

4. Words formed by use of prefixes and suffixes

Some words are formed by addition of prefixes and suffixes to other words.

Prefixes

A prefix is a word part that is added to the **beginning** of a word to form another word or to change its meaning. The word to which the prefix is added is called the **base word**.

Examples:

Prefix	**Base word**	**New word**
un	friendly	unfriendly
pre	pay	prepay

A prefix changes the meaning of the base word. For example, the prefix **un-** above means “not”. Hence, unfriendly means “not friendly”. Each prefix has its own meaning.

More examples of common English prefixes

Prefix	Meaning	Examples
mis-	wrong, incorrectly	misspell – to spell incorrectly
re-	again	revisit – visit again

pre-	before, in advance	preschool – before school
ante-	before, preceding	antecedent, ante-room
anti-	opposing, against, the opposite	anti-aircraft, antibiotic, aticlimax
contra-	against	contraceptive, contraband
counter-	opposition, opposite direction	counter-attack, counteract
en-	put into or on	engulf, enmesh
extra-	outside, beyond	extraordinary, extracurricular
inter-	between, among	interact, interchange
intra-	inside, within	intramural, intravenous
non-	absence, negation	non-smoker, non-alcoholic
over-	excessively, completely	overconfident, overjoyed
post-	after in time, or order	postpone, post-mortem
pre-	before in time, place order or importance	precondition, preadolescent
pro-	favouring, in support of	Pro-African
re-	again	repaint, reawaken
semi-	half, partly	semicircle, semi-conscious
trans-	across, beyond	transnational, transatlantic
un-	not	unacceptable, unreal, unhappy, unmarried
under-	beneath, below	underarm, undercarriage

Exercise 4

Give the meaning of the following prefixes and write two examples each of words in which they are used. Use your dictionary.

1. ultra-
2. syn-
3. sub-
4. peri-
5. out-
6. infra-
7. hypo-
8. hemi
9. ex-
10. dia-

Suffixes

A **suffix** is a word part that is added to the **end** of a base word to form a new word or to change its meaning.

Example:

Enjoy + able = enjoyable

Each suffix has its own meaning. The suffix “able” means “capable of”. Hence **enjoyable** means “**capable of being enjoyed”.**

Common English suffixes

Suffix	**Meaning**	**Examples**
Noun Suffixes		

-acy	state or quality	privacy, advocacy
-al	act or process of	refusal, dismissal
-ance, -ence	quality of	Maintenance, eminence
-dom	place or state of being	freedom, kingdom
-er, -or	one who	trainer, protector
-ism	doctrine, belief	Communism, Marxism
-ist	one who	chemist, pharmacist
-ity, -ty	quality of	veracity, curiosity
-ment	condition of	argument, armament
-ness	state of being	heaviness, fearlessness
-ship	position held	fellowship, headship
-sion, -tion	state of being	concession, transition
Verbs suffixes		
-ate	become	eradicate, fumigate
-en	become	enlighten, freshen
-ify, -fy	make or become	terrify, specify
-ize, ise	become	civilize, apologize
Adjective suffixes		
-able, -ible	capable of being	edible, presentable
-al	pertaining to	regional, sectional
-esque	reminiscent of	picturesque
-ful	notable for	fanciful, colourful
-ic, -ical	pertaining to	musical, mythic
-ious, ous	characterized by	nutritious, portentous
-ish	having the quality of	fiendish, greenish
- ive	having the nature of	creative, abusive
-less	without	endless, pointless
-y	characterized by	sleazy, cheeky

Exercise 5

Add an appropriate suffix to each of the following words and then give the meaning of the new word.

1. hope
2. read
3. child
4. grey
6. green
7. wear
8. fear
9. kind

5. play 10. wash

WORDS USAGE

Words in English language have various meanings depending on their usage in sentences.

1. HOMOGRAPHS

Homographs are words which are **spelled the same** but have **different meanings**. They usually appear as separate entries in a dictionary.

Examples:

The man dug a **well** in his compound.

They worked **well** together.

In the first sentence, the noun **well** means **"a spring of water"**. In the second sentence, the adverb **well** means **"in a good manner".**

Examples of common homographs in the English Language

Homograph	**Meaning**	**Examples**
bear	(V) to support or carry (N) an animal	I will **bear** the burden. The **bear** killed the hunter.
sow	(V) to plant seed (N) female pig	The farmer **sow**ed the seeds. The **sow** is very fat.
lead	(V) to guide (N) a metal	The mother duck can **lead** her ducklings around. Gold is heavier than **lead**.
close wind	(Adv)near (V) lock (V) turning something around (N) moving air	The tiger was now so **close** that I could smell it. "Will you please **close** that door?" **Wind** your watch. The **wind** howled through the woodlands.
date	(V) to determine the age (N) to "go out" (N) a kind of fruit (N) a calendar time	Can you **date** this sculpture? I have a **date** with Mary. **Dates** are grown in South Africa. What is the **date** today?
fast	(Adj) quick (V) to choose not to eat food	He is a **fast** runner. The Christians **fast** just before Easter.

hide	(N) animal skin (V) to conceal	He is tanning the **hide**. They **hide** their money under their pillows.
net	(N) woven trap made of rope or cord (Adj) amount remaining after deductions.	They caught fish using a **net**. His **net** pay is thirty thousand shillings per month.
pick	(N) a kind of tool (V) to choose	He used a **pick** to dig the hole. **Pick** the dress that you want.

Some homographs are spelled the same but pronounced differently.

Example:

The **wind** is strong today.

This path **winds** through the hills.

Exercise 6

Write two meanings of the following homographs and use each of them in sentences of your own.

1. pen
2. tire
3. dove
4. wound
5. mean
6. act
7. arms
8. block
9. box
10. bank

2. **HOMOPHONES**

Homophones are words that **sound the same** but have **different spellings** and **meanings**.

Example:

She will **buy** music composed **by** my favourite artist.

Homophones are often confused when writing by many students because of similarity in pronunciation.

Examples of common homophones in English

Homophones	**Meaning**	**Examples**
aisle isle	(V) the walkway (N) island	I quickly walked down the **aisle.** He grew up on the **isle** of Elba.
allowed aloud	(V) permitted (Adv) not silently	His mother **allowed** him to stay up late. She read the story **aloud**.
ate	(V) past tense of "eat"	She **ate** a quick lunch.

eight	(N) number	I bought **eight** tickets.
ball bawl	(N) a round object used in games (V) to cry	He took the **ball** to the beach. Please don't **bawl**! It's not that bad.
Bear bare	(V) to stand something (Adj) naked	He can't **bear** exams. He stood outside in the rain completely **bare**.
base bass	(N) the bottom support of something (N) the lowest pitches in music	We need a new **base** for that lamp. I sang **bass** in the church choir.

More examples of homophones

lead, led	wear, where	cereal, serial
least, leased	weather, whether	check, cheque
loan, lone	week, weak	chord, cord
male, mail	weight, wait	cite, site, sight
meet, meat	while, wile	coo, coup
mind, mined	wood, would	cue, queue
morning, mourning	write, right	dam, damn
naval, navel	yew, you	dew, due
new, knew	your, you're	die, dye
no, know	acetic, ascetic	doh, doe, dough
one, won	axle, axial	earn, urn
pear, pair	formerly, formally	ewe, yew, you
pie, pi	ion, iron	faint, feint
piece, peace	loch, lock	fair, fare
pier, peer	holy, wholly	feat, feet
poor, pour	heal, heel	few, phew
rain, reign	ad, add	find, fined
raw, roar	ail, ale	fir, fur
read, reed	all, awl	flaw, floor
road, rode	alms, arms	flea, flee
sale, sail	altar, alter	flew, flue
saw, sore	arc, ark	flour, flower
see, sea	aren't, aunt	for, fore, four
sun, son	anger, augur	foreword, forward

tail, tale	aural, oral	fort, fought
tea, tee	away, aweigh	gait, gate
there, they’re	awe, oar, or, ore	genes, jeans
they’re, there	bale, bail	gnaw, nor,
tide, tied	band, banned	gorilla, guerrilla
too, to	bean, been	grate, great
two, too	blew, blue	groan, grown
wail, whale	brake, break	guessed, guest
warn, worn	cell, sell	hale, hail
weal, wheel	cent, scent, sent	hair, hare

Exercise 7

Give the homophones and the meanings of the following words.

1. in
2. heard
3. horse
4. hey
5. need
6. knight
7. knows
8. tick
9. rung
10. sees

3. SYNONYMS

Synonyms are words that have **almost the same meaning** but **different spelling** and **pronunciation**.

Examples:

Slender–thin finish–end sick–ill

Some words have several synonyms. For example, **happy** has such synonyms words like **light-hearted**, **pleased**, and **cheerful**.

Synonyms help vary the writing, just like pronouns do. For example, the word **happy** and its synonyms help vary the writing.

Daniel felt **happy** – Daniel felt **light-hearted**.

She was **happy** with her grade – She was **pleased** with her grade.

They sang a **happy** song – They sang a **cheerful** song.

Examples of common synonyms in English

about, approximately	formerly, previously	lousy, awful
accomplish, achieve	fragrance, perfume	madness, insanity
administer, manage	function, operate	magnify, exaggerate
admit, confess	garbage, rubbish	manmade, artificial
almost, nearly	gay, homosexual	material, fabric
annoy, irritate	grab, seize	merciless, cruel

answer, reply	gut, intestine	midway, halfway
arise, occur	hard, tough	mind, intellect
arrive, reach	hashish, cannabis	mirror, reflect
begin, start	hawk, peddle	mistrust, distrust
belly, stomach	hint, trace, tip	modern, contemporary
bizarre, weird	homicide, murder	movie, film
brave, courageous	hunger, starvation	murderer, assassin
chop, cut	hurry, rush	naked, bare
clerk, receptionist	idler, loafer	nameless, anonymous
close, shut	if, whether	nightfall, dusk
contrary, opposite	illustrate, demonstrate	noon, midday
correct, right	imitate, mimic	numerous, many
daybreak, dawn	immediate, instant	object, thing
demonstrate, protest	immobile, motionless	outside, external
denims, jeans	impartial, neutral	overlook, miss
desert, abandon	impasse, deadlock	peaceable, peaceful
devil, Satan	impolite, rude	poisonous, toxic
disappear, vanish	inconsiderate, thoughtless	post-mortem, autopsy
eager, keen	infamous, notorious	praise, compliment
emphasize, stress	informal, casual	reasonable, fair
enormous, huge, immense	inheritor, heir	refrain, chorus
enquire, investigate	instructions, directions	religious, devout
evaluate, assess	jealous, envious	respond, reply
fanatic, enthusiast	joy, delight	scarcity, shortage
fool, idiot	lacking, missing	signal, sign
sincere, honest	lethal, deadly	silly, foolish
skull, cranium	ultimate, final	vain, useless
soiled, dirty	uncommon, unusual	vary, differ
suggest, propose	uncooked, raw	vast, huge
sunrise, dawn	unforeseen, unexpected	winery, vineyard
temper, mood	unfortunate, unlucky	withstand, resist
trustworthy, reliable	unmarried, single	zenith, peak
	untimely, premature	

Exercise 8

Give the synonyms of the following words:

1.start
2.come
6. collect
7. assist

3.lengthy 8. build
4.shattered 9. reply
5.Fix 10. purchase

4. ANTONYMS

Antonyms are words that have **opposite meanings**. Antonyms also add variety to your writing.

Examples:

Cold-hot heavier – lighter fearful – brave.

Some words have more than one antonym. Some of these antonyms can be formed by adding a prefix to a base word.

Examples:

Kind – cruel, unkind like – hate, dislike

Examples of common antonyms in English

absent – present	enemy – friend	permit – forbid
absurd – sensible	evil – good	polite – rude
abundant – scarce	exhale – inhale	positive – negative
accidental – intentional	expensive – cheap	private – public
accuse – defend	fail – succeed	push – pull
accurate – incorrect	fat – skinny	question – answer
admit – deny	fertile – barren	quick – slow
advance – retreat	floor – ceiling	reckless – cautious
after – before	former – latter	rival – friend
alien – native	funny – serious	sane – insane
alone – together	generous – stingy	servant – master
always – never	genuine – fake	sick – well
amuse – bore	guilty – innocent	simple – complex
anger – kindness	humble – arrogant	slavery – freedom
applaud – boo	husband – wife	smart – dumb
asleep – awake	illegal – lawful	solid – gas
beautiful – ugly	import – export	spend – save
beg – offer	indoor – outdoor	stranger – friend
below – above	inferior – superior	strong – weak
bitter – sweet	intelligent – stupid	sudden – gradual
buy – sell	joy – grief	suffix – prefix
careful – careless	kind – mean	tame – wild
cease – begin	king – commoner	temporary – permanent
civilian – military	lazy – industrious	thaw – freeze
closed – open	lock – unlock	tough – tender
condemn – praise	majority – minority	unique – common

crooked – straight dangerous – safe dead – alive deep – shallow destroy – create drunk – sober east – west	man – woman merciful – cruel moist – dry nervous – calm obey – disobey original – copy patient – impatient	vacant – occupied victory – defeat villain – hero war – peace young – old

Exercise 9

Give the antonyms of the following words:

1. easy
2. whisper
3. triumph
4. dull
5. dangerous
6. sweat
7. stationary
8. strengthen
9. precious
10. naked

5. **IDIOMS AND SAYINGS**

An idiom is a phrase that has **a special meaning** as a whole. The meaning of an idiom is different from the meanings of its separate words.

Examples:

It was **raining cats and dogs.**

(The idiom **raining cats and dogs** does not mean that cats and dogs were falling out of the sky! It means **"raining heavily".)**

I **put my foot in my mouth** today.

(The idiom **put my foot in my mouth** means **"to say the wrong thing"**. Sometimes the context in which an idiom is used can give a hint of its meaning.)

Example:

Jeff is **talking through his hat** when he says that he can spell every word in the English language.

(This idiom clearly means that Jeff cannot possibly spell every word in the English language. Hence, the idiom **talking through his hat** means **talking nonsense.)**

More examples of idioms in the English language

	Idiom	**Meaning**
1	It was **a blessing in disguise**.	Something good that is not recognised at first.
2	He is **a doubting Thomas**.	A sceptic who needs physical or personal evidence in order to believe something.
3	That scandal was **a drop in the bucket**.	A very small part of something big or whole.

4	The punishment was **a slap in the wrist**.	A very mild punishment.
5	The thief received **a taste of his own medicine**.	He was mistreated the same way he mistreats others.
6	Don't **add fuel to the fire**!	When something is done to make a bad situation even worse than it is.
7	The principal is just **all bark but no bite**.	When someone is threatening and/or aggressive but not willing to engage in a fight.
8	The theory is **all Greek to me**.	Meaningless and incomprehensible.
9	We are **all in the same boat**.	When everyone is facing the same challenges.
10	The house cost him **an arm and a leg**.	Very expensive. A large amount of money.
11	The teacher has **an axe to grind** with the bursar.	To have a dispute with someone.
12	Joyce is the **apple of my eye**.	Someone who is cherished above all others.
13	The boy did the work **at the drop of a hat**.	Willing to do something immediately
14	The politician is **a back seat driver**.	People who criticize from the sidelines
15	They were **back to square one** in their search for the treasure.	Having to start all over again.
16	The government has to **go back to the drawing board** on the issue of the New	When an attempt fails and it's time to start all over again.

	Constitution.	
17	The exam was **a piece of cake.**	A task that can be accomplished very easily.
18	The investigator realised he was **barking the wrong tree.**	A mistake made in something you are trying to achieve.
20	Stop **beating around the bush**.	Avoiding the main topic, not speaking directly about an issue.
21	I will **bend over backwards** to see you through school.	Do whatever it takes to help. Willing to do anything.
22	She was **caught between a rock and a hard place.**	Stuck between two very bad options.
23	You are **biting off more than you can chew.**	To take on a task that is way too big.
24	John decided **to bite his tongue.**	To avoid talking.
25	Tom has **a cast iron stomach.**	Someone who has no problems, complications, or ill effects with eating or drinking anything.
26	That is **a cock and bull story.**	An unbelievable tale.
27	I will have to win, **come hell or high water.**	Any difficult situation or obstacle.
28	Don’t **cry over spilt milk.**	When you complain about a loss from the past.
29	He likes **crying wolf.**	Intentionally raise a false alarm.

30	Tim is **a dark horse.**	One who was previously unknown and now is prominent.
31	Kinyua is **a devil's advocate.**	Someone who takes a position for the sake of argument without believing in that particular side of the argument.
32	My father **drinks like a fish.**	To drink very heavily.
33	This problem is **driving me up the wall.**	To irritate or annoy very much.
34	The students **had a field day** with the visiting guests.	An enjoyable day or circumstance.
35	The food was **finger licking good.**	Very tasty food or meal.
36	He changed **from rags to riches**.	To go from being very poor to being very wealthy.
37	I need to **get over it.**	Move beyond something that is bothering you.
38	She **got up on the wrong side of the bed**	To someone who is having a horrible day.
39	Joan is **a good Samaritan.**	Someone who helps others when they are in need without expecting a reward.
40	I **have a gut feeling** she will die.	A personal intuition you get, especially when you feel something may not be right.
41	The player **lost his head** when he missed the goal.	Angry and overcome by emotions.
42	He was **head over heels in love** with her.	Very excited and joyful, especially when in love.
43	He gave her **a high five** when he won the contest.	Slapping palms above each other's heads as a celebration gesture.
44	Let us **hit the books!**	To study, especially for a test or exam.
45	I will **hit the hay** now.	Go to bed or go to sleep.
46	The preacher **hit the nail on the head**.	Do or say something exactly right.

47	She **hit the sack** after a hard day's work.	Go to bed or sleep.
48	**Hold your horses**, the speaker is coming.	Be patient.
49	The certificate was **an icing on the cake** after the monetary reward.	When you already have it good and get something on top of what you already have.
50	The girl became careless **in the heat of the moment.**	Overwhelmed by what is happening at the moment.
51	The policeman **kept an eye** on him.	Carefully watch somebody.
52	He **kept his chin up** during the burial.	To remain joyful in a tough situation.
53	The old man **kicked the bucket**.	Die
54	**Lend me your ear.**	To politely ask for someone's full attention.
55	You **let the cat out of the bag.**	To share a secret that wasn't supposed to be shared.
56	The by-election was not **a level playing field.**	A fair competition where no side has an advantage.
57	He ran all over **like a chicken with its head cut off.**	To act in a frenzied manner.
58	Mr. Gumo is **a loose cannon**.	Someone who is unpredictable and can cause damage if not kept in check.
59	I am not interested in his **mumbo jumbo.**	Nonsense or meaningless speech.

60	She is the **new kid on the block**.	Someone new to the group or area.
61	He started off **on the wrong foot**.	Getting a bad start on a relationship or task.
62	The accused man is now **off the hook**.	No longer have to deal with a tough situation.
63	I said that **off the record**!	Something said in confidence that the speaker doesn't want attributed to him or her.
64	I was **on pins and needles**.	Anxious or nervous especially in anticipation of something.
65	The prefects **sit on the fence** when there is a strike.	Undecided.
66	The dog appeared **out of the blue**.	Something that suddenly and unexpectedly occurs or appears.
67	You will get the job **over my dead body**.	When you absolutely will not allow something to happen.
68	Mark is fond of **passing the buck** to his brother.	Avoid responsibility by giving it to someone else.
69	Dennis is **a peeping Tom**.	Someone who observes people in the nude or sexually active people, mainly for his own gratification.
70	"**Pipe down**! We have heard you!	To shut up or be quiet.
71	You are **pulling my leg**.	Tricking someone as a joke.
72	**Rise and shine**! It's time to go to school.	Time to get out of bed and get ready for work or school.
73	The businessman has **run**	To be completely out of energy.

	out of steam nowadays.	
74	The convict was **saved by a bell**.	Saved at the last possible moment.
75	He was **a scapegoat** for the amorous politician.	Someone else who takes the blame.
76	The naughty boy got away **scot-free**.	To escape and not have to pay.
77	She was **sick as a dog**.	To be very sick (with flu or a cold).
78	He has **a sixth sense**.	A paranormal sense that allows you to communicate.

Common idiomatic expressions and sayings

1. A bird in the hand is worth two in the bush. – Having something that is certain is much better than taking a risk for more, because chances are you might lose everything.
2. A fool and his money are easily parted. – It's easy for a foolish person to lose his/her money.
3. A house divided against itself cannot stand. – Everyone involved must unify and function together or it will not work out.
4. A leopard can't change his spots. – You cannot change who you are.
5. A penny saved is a penny earned. – By not spending money you are saving money (little by little).
6. A picture paints a thousand words. – A visual presentation is far more descriptive than words.
7. Actions speak louder than words. – It's better to actually do something than just talk about it.
8. Curiosity killed the cat. – Being inquisitive can lead you into a dangerous situation.
9. Don't count your chickens before they hatch. – Don't rely on it until you are sure of it.
10. Don't look a gift horse in the mouth. – When someone gives you a gift, don't be ungrateful.
11. Don't put all your eggs in one basket. – Do not put all your resources in one possibility.

12. Drastic times call for drastic measures. – When you are extremely desperate you need to take extremely desperate actions.
13. Elvis has left the building. – The show has come to an end. It's all over.
14. Every cloud has a silver lining. – Be optimistic, even difficult times will lead to better days.
15. Great minds think alike. – Intelligent people think like each other.
16. Haste makes waste. – Doing things quickly may result in a poor ending.
17. Idle hands are the devils' tools. – You are more likely to get it trouble if you have nothing to do.
18. If it's not one thing, it's another. – When one thing goes wrong, then another, and another ….
19. It takes two to tango. – A conflict involves two people and both must cooperate to have it resolved.
20. It's a small world. – You cannot hide from your evil deeds in this world.
21. Let bygones be bygones. – To forget about a disagreement or argument.
22. Let sleeping dogs lie. – To avoid restarting a conflict.
23. Never bite the hand that feeds you. – Don't hurt anyone that helps you.
24. Practice makes perfect. – By constantly practising, you will become better.
25. Rome was not built in one day. - If you want something to be completed properly, then it's going to take time.
26. The bigger they are, the harder they fall. – The bigger and stronger opponent may be more difficult to beat, but when he does, he suffers a much bigger loss.
27. Variety is the spice of life. – The more experiences you try the more exciting life can be.
28. When it rains, it pours. – Since it rarely rains, when it does it will be a huge storm.
29. You are what you eat. – In order to stay healthy, you must eat healthy foods.
30. You can't judge a book by its cover. – Decisions shouldn't be made primarily on appearance.

Exercise 10

Give the meaning of the italicized idioms in the following sentences.
1. I was completely *at sea* when the Prime Minister visited my house.
2. Jane *has* her *hands full*. She can't take on more work.
3. Do you have *a bone to pick* with me?
4. I can't *make heads or tails* of this story.
5. The test was *as easy as pie*.
6. I am *sick and tired* of doing nothing at work.
7. I am *broke*! I have to borrow some money.
8. She *dropped* me *a line* yesterday.

9. He *filled in* for her when she fell sick.
10. My business is *in the red*.

CHAPTER THREE
PHRASES

A **phrase** is a group of words without a **subject** or a **predicate** or **both** and does not express **a complete thought**. Therefore, a phrase can never stand on its own as a complete sentence. Using different kinds of phrases enables a writer or a speaker to create informative and descriptive sentences that vary in structure. Phrases combine words into a larger unit that can function as a sentence element.

The most common kinds of phrases in English are: **Noun phrases**, **verb phrases**, **prepositional phrases**, **gerund phrases** and **participial phrases**.

1. NOUN PHRASES

A **noun phrase** consists of a **noun** and **all its modifiers**. It can function as a **subject**, **object**, or **complement** in the sentence. The modifiers may include **articles, prepositions** and **adjectives**.

Examples:

(a) Noun phrases as subjects

The lazy old man sleeps all day long.

Some school boards reward teachers who produce good results.

(b) Noun phrases as objects

Teachers rejected **the proposed performance contracts**.

Critics opposed **the controversial marriage bill**.

(c) Noun phrases as complements

Teaching is **a valuable profession**.

Sheila is a **hardworking no-nonsense lady**.

Exercise 1

Identify the noun phrases in each of the following sentences and indicate whether it functions as a subject, object or complement.

1. I saw a TV show yesterday.
2. Playful animals really fascinate me.
3. Yesterday, I had a thrilling adventure.
4. Swimming is an exciting activity.
5. Twenty university students were expelled last month.
6. She is a certified public health officer.
7. Many of the soldiers were killed in the battle.
8. The old woman carried a heavy load of firewood on her back.

9. Peter seems a very complicated man to understand
10. A devastating earthquake hit China yesterday.

2. VERB PHRASES

A **verb phrase** consists of **a main verb** and **its helping verbs**. It can function as the **predicate** of a sentence. The predicate tells what the subject **does** or **is**. (It tells something about the subject).

Examples:

John **was born** in Malindi.
This problem **may have contributed** to the collapse of the economy.
Without highly-trained workers, many Kenyan companies **would be forced** to close down.

Sometimes the parts of a verb phrase are separated from each other by words that are not verbs.

Examples:

He **is** finally **buying** a new house.
Salesmen **must** occasionally **travel l**ong distances.

Some words are joined with other words to make contractions.

Examples:

He **hasn't turned up** for the meeting. (has + not)
We **couldn't tell** what had killed the cow. (could + not)
I've ordered them to leave the house. (I + have).
NB: The word **not** and the contraction **n't** are **adverbs**. They are never part of a verb or verb phrase.

Exercise 2

Write the verb phrase in each of the following sentences.
1. We should have taken pictures of the wild animals.
2. You must have seen the posters of the event.
3. They should have been told to come with flowers to plant in the school compound.
4. Mr. Muchira would have told some interesting stories.
5. Scientists must've visited the Menengai Crater.
6. He must have seen some wonderful places.
7. Many advocates do fear the new Chief Justice.
8. The scouts have often made camp here.
9. The bull fighters would sometimes stampede noisily.
10. I could have read the book if he had allowed me.

3. PREPOSITIONAL PHRASES

A **prepositional phrase** is made up of a **preposition**, the **object of the preposition**, and **all the words between them**. It often functions as an **adjective** or **adverb**, but it can function as a **noun** as well.

Examples:

We carried the fruits **in our school bags**. (Adverb telling where)

The plane flew **through the cloud.** (Adverb telling where)

Almost half of Africa's population suffers **from water – related diseases**. (Adverb modifying suffers).

The water supply **in the United States** is expected to decline dramatically. (Adjective modifying water supply).

The best time to practise water conservation is **before a water shortage.** (Noun functioning as a complement).

In sentence 1 above, the preposition is **in**, the object of the preposition is **bags**, and the modifiers or adjectives are **our** and **school**.

Sometimes two or more nouns or pronouns are used as objects in a prepositional phrase.

Example:

He needs a wife **with** diligence and a good character.

Diligence and **character** are objects of the preposition **with**.

When prepositional phrases function as adjectives and adverbs in sentences, they are called **adjectival** and **adverbial** phrases respectively.

(a) **An adjectival prepositional phrase** modifies **nouns** or **pronouns**.

Examples:

The woman wears shoes **with sharp heels**. (An adjectival phrase modifying the noun **shoes**)

The man **with a funny-looking dog** crossed the road. (An adjectival phrase modifying the noun **man**)

(b) **An adverbial prepositional phrase** modifies **verbs**, **adjectives**, or **other adverbs**.

Examples:

Soldiers train **for many months**. (An adverbial phrase modifying the verb **train**)

People are lazy **in the afternoons**. (An adverbial phrase modifying the adjective **lazy**.)

She arrived late **in the night**. (An adverbial phrase modifying the adverb **late**).

Sometimes one prepositional phrase immediately follows another.

Example:

The man led him **through the door on the left**.

Note that the prepositional phrase **through the door** is an adverbial phrase modifying the verb **led** and tells **where**? The second prepositional phrase **on the left** is an adjectival phrase modifying the noun **door** and tells **which one**?

A prepositional phrase can be at the beginning, in the middle, or at the end of a sentence.

Examples:

At dusk, we began to walk home.
The map **of the area** was very helpful.
The path went **by a forest and a large lake**.

Exercise 3

Underline the prepositional phrases in the following sentences and indicate what type each of them is.

1. The oldest building is found in Mombasa.
2. Five companies around the country have bought new fire engines.
3. The barking of the dog scared the strangers.
4. Bulls are bred for hard work.
5. Most bridges are built over water.
6. Travellers were spared many miles of travel.
7. I went by bus to the market.
8. At the market, I saw beautiful and unusual people.
9. I also saw a display of colourful clothes.
10. She took him through the lesson with professional expertise.

4. GERUND PHRASES

A **gerund** is a verb form **used as a noun**. It is formed by adding **-ing** to the present tense of a verb. Gerunds can be used as subjects, direct objects, objects of prepositions, and complements.

Examples:

Subject: **Fishing** is a popular activity in Nyanza Province.
(**Fishing** is a gerund, the subject of the verb **is**)
Direct object: The sport involves **riding**. (**riding** is a gerund, the direct object of the verb **involves**)
Object of preposition: The sport is similar to **fencing**. (**fencing** is a gerund, the object of the preposition **to**).

A **gerund phrase** includes a gerund, its modifiers, objects or complements. It always functions as a noun.

Examples:

Becoming a Tusker Project fame finalist was Msechu's lifetime dream. (The gerund phrase is the **subject** of the sentence.)

Msechu dreamt all his life about **winning the top award.** (The gerund phrase is an **object** of the preposition **about**).

One of Msechu's biggest disappointments was **losing to Alpha**. (The gerund phrase is a **complement**).

The game involves **jumping over hurdles.** (The gerund phrase is an **object** of the verb **involves**).

Exercise 4

Underline the gerund or gerund phrases in the following sentences and label each one subject, direct, object, object of preposition, or complement accordingly

1. In early days, golfing was a game for the rich.
2. The rich were mostly interested in protecting their status.
3. Playing golf with a commoner would mean lowered status.
4. Much of the rich people's time was spent playing the game.
5. Training thoroughly improved a golfer's accuracy in the game.
6. There he learned about playing the game.
7. Later, he started contesting with other junior golfers.
8. At fifteen or sixteen, he began playing with the professionals.
9. Participating in international tournaments was the golfer's dream.
10. But the greatest dream was winning an in international title.

5. PARTICIPIAL PHRASES

A **participle** is a verb form that always acts as **an adjective**. There are two types of participles:

(a) The past participle – it is usually formed by adding **–d,** or **-ed** to the present tense.

Examples:

Fooled, the shopkeeper bought fake products. (**Fooled** is a past participle modifying the noun **shopkeeper**)

Shaken, he dashed to the police station.

(**Shaken** is a past participle modifying the pronoun **he**)

The participles of irregular verbs, however, do not follow the above rule: run-run, throw-thrown.

(b) The present participle – it is usually formed by adding **-ing** to the present tense of any verb.

Examples:

Smiling, the conman stepped out of the shop. (**Smiling** is a present participle modifying the noun **conman**).

Using participles is a simple way of adding information to sentences and to vary sentences beginnings.

A **participial phrase** consists of a **present** or **past participle** and **its modifiers**, **objects**, or **complements**. It always functions as an **adjective**.

Examples:

Rounding the corner, the conman met two policemen.

(**Rounding the corner** is a present participial phrase modifying the noun **conman**).

Surprised by the appearance of the conman, the policemen started blowing their whistles.

(**Surprised by the appearance of the conman** is a past participial phrase modifying the noun **policemen**).

A participle or participial phrase is **not always** at the **beginning** of a sentence. Sometimes it may appear in the **middle** but it should be **near** the noun or pronoun it modifies.

Examples:

The skilled policemen, **seeing a chance of a lifetime**, arrested the conman.

The conman, **losing control**, fought the policemen fiercely.

Points to note

Both the gerund and the present participle are created by a adding **-ing** to the present tense of a verb. BUT how can you tell whether a word is a gerund or a participle? It all depends on **how** the word is used in a sentence.

(i) A **participle** is used as a **modifier** in a sentence.

Example:

Gaining courage, the conman attempted to escape. (**Gaining courage** is a participial phrase modifying **conman**).

(ii) A **gerund** is used as a **noun** in a sentence.

Example:

Gaining courage made the conman look aggressive. (**Gaining courage** is a gerund phrase, the **subject** of the verb **made**).

Exercise 5

Underline the participial phrases in the following sentences, indicating whether it is a past or present participial phrase and the noun or pronoun it modifies.

1. Defying all odds, Kisoi Munyao attempted to climb to the highest peak of Mt. Kenya for seven times.
2. Failing each time, he refused to give up.
3. Seeing his passion to scale the peak, the government offered him financial assistance.
4. The climber ascended slowly, making steady progress.
5. Pleased with his progress, he camped at eleven thousand feet.
6. The climber, determined to hoist the Kenyan flag, progressed on the following morning.

7. Slipping on the snow, Munyao fell on a dry tree trunk.
8. A rope worn from too many climbs then broke.
9. One of his hot water bottles, slipping to the bottom of the cliff, broke into pieces.
10. Munyao, overcome with joy, finally hoisted the flag at Point Batian.

6. INFINITIVE PHRASES

An **infinitive** is a verb form that usually appears with the word **to** before it. **To** is called **the sign of the infinitive**.

Examples:

to lift to eat to launch to register

To is a **preposition** if it is followed by a noun or noun phrase, but it is **a sign of the infinitive** if it is followed by a verb or verb phrase.

Examples:

Joseph longed for a flight **to the moon**. (Prepositional phrase)
Not until 1985 was he able **to succeed**. (Infinitive)

An **infinitive phrase** consists of **an infinitive** and **its modifiers**, **objects** or **complements**. It can function as a **noun**, **adjective**, or **adverb**.

Examples:

To write clearly and concisely can be difficult sometimes. (Infinitive phrase functioning as **a noun** and the **subject** of the sentence).
Proofreading your writing is a good way **to ensure the absence of typing mistakes**. (Infinitive phrase functioning as **an adjective** modifying the noun **way**).
To greatly increase the amount of stress in your life, leave your writing task until the night before it is due. (Infinitive phrase functioning as **an adverb** modifying the verb **leave**).

Exercise 6

Underline the infinitive phrases in each of the following sentences and state whether it is functioning as a noun, adjective or adverb.

1. To climb Mt. Kenya was the dream of Kisoi Munyao.
2. The freedom hero decided to climb the mountain on the eve of the country's independence.
3. He was one of the first Kenyans to try this risky climb.
4. His determination helped him to make rapid progress to reach Point Batian.
5. Munyao was able to reach the peak with very limited climbing gear.
6. To reach Point Batian was Munyao's ultimate goal.
7. At first few other climbers bothered to listen to Munyao.
8. He was even forced to finance much of his expedition himself.
9. Munyao worked hard to achieve his dream of hoisting the Kenyan flag.
10. His success made it easier for other climbers to scale the tallest mountain in Kenya.

CHAPTER FOUR
SENTENCES

What is a sentence?

A **sentence** is a group of words that expresses a complete thought. A complete thought is clear. A sentence always begins with a capital letter. It ends with a full stop (.), a question mark (?) or an exclamation mark (!).

Examples:

Ted sent me a letter.
Jane slept soundly.

Sentence fragments

A **sentence fragment** does not express a complete thought. The reader or listener cannot be sure what is missing in or the meaning of a sentence fragment. He or she will be left wondering: What is this about? What happened?

Examples:

Fragment: The huge boat. (What happened?)
Sentence: The huge boat sails down the river.

You can correct a sentence fragment by supplying the missing information.

Subjects and predicates

The two fundamental parts of every English sentence are **the subject** and **the predicate**.

A **subject** can be described as **the component that performs the action** described by the predicate. It tells **who** or **what** does or did the action. It may also name the **topic**.

The **predicate** tells about the subject. It tells what the subject does or is.

Examples:

Subject (Who or what)	**Predicate (What is said about the subject)**
The antelope	jumped over the high fence.
Pigs	eat anything is sight when hungry.

In a sentence, a few **key** words are more important than the rest. These key words make the basic framework of the sentence. The **verb** and its **subject** are the key words that form the basic framework of every sentence. The rest of the sentence is built around them.

Examples:

Sentence	**Key words**
The young **kids jumped** playfully.	kids, jumped
Their **faces shone** brightly.	faces, shone

To find out the **subject**, ask **who** or **what** before the verb.

Examples:
Who jumped playfully? – kids
What shone brightly? – faces

To find out the **verb**, ask **what** after the subject.

Examples:
The young kids did what? – jumped
Their faces did what? – shone

The key word in the subject of a sentence is called the **simple subject**. For example, **kids**, **faces**. The **complete subject** is the simple subject plus any words that modify or describe it. For example, **The young kids**, **Their faces**.

The key word in the predicate is called the **simple predicate**. For example, **jumped**, **shone**. The **complete predicate** is the verb plus any words that modify or complete the verb's meaning. For example, **jumped playfully**, **shone brightly**.

The simple subjects and predicates may sometimes be more than one word. For simple subjects, it may be the name of a person or a place.

Examples:
Barack Obama won the US presidential race.
South Africa is the home of many bats.

The simple predicate may also be more than one word. There may be a main verb and a helping verb.
Tanya **has acted** in many TV shows.
She **will be performing** again tonight.

Objects

An **object** in a sentence is a word or words that complete the meaning of a sentence. It is involved in the action but does not carry it out. The object is the person or thing **affected** by the action described in the verb. It is always a **noun** or a **pronoun** and it always comes after the verb.

Example:
The man climbed **a tree**.

Some verbs complete the meaning of sentences without the help of other words. The action that they describe is complete.

Examples:
It **rained**.
The temperature **rose**.

Some other verbs do not express a complete meaning by themselves. They need to combine with other words to complete the meaning of a sentence.

Examples:
Christine saw **the snake**.
Rose wears **goggles**.

He opened **the door**.

In the above examples, **the snake**, **goggles** and **the door** are **the objects** as they are the things being affected by the verbs in the sentences.

(Refer to the topic on **Transitive** and **Intransitive** Verbs under the main topic **VERBS** in **Chapter One**).

Exercise 1

Which groups of words are sentences and which ones are sentence fragments?

1. A huge storm was coming.
2. Behind the wattle tree.
3. After the earthquake.
4. The wind broke several houses.
5. Surprised by a loud noise.
6. Winds of high speed.
7. Rescue workers arrived.
8. From different parts of the world.
9. Many people were injured.
10. In the weeks after the earthquake.

Direct and indirect objects

Objects come in two types, **direct** and **indirect**:

Direct objects

The **direct object** is the word that **receives** the action of a verb.

Examples:

Christine saw **a snake.** (**a snake** receives the action of **saw**)

Rose wears **goggles.** (**goggles** receives the action of **wears**)

Sometimes the direct object tells the **result of an action**.

Examples:

Tecla won **the race**.

She received **a trophy**.

To find the direct object first find the verb. Then ask **whom** or **what** after the verb.

Examples:

Christine saw a snake.	Rose wears goggles
Verb: **saw**	verb: **wears**
Saw what? **a snake**	wears what? **goggles**
Tecla won the race	She received a trophy
Verb: **won**	verb: **received**
Won what? **the race**	received what? **a trophy**

Remember, we said earlier that a verb that has a direct object is called a **transitive verb** and a verb that does not have an object is called an **intransitive**

verb. We also said that a verb may be intransitive in one sentence and transitive in another. Other verbs are strictly intransitive, e.g. disagree.

Indirect objects

The **indirect object** refers to a person or thing who **receives** the **direct object**. They tell us **for whom** or **to whom** something is done. Others tell **to what** or **for what** something is done.

Examples:

I gave **him** the book.

He is the **indirect object** as he is the beneficiary of **the book**.

Direct object or adverb?

Direct objects are sometimes confused with adverbs. The direct object tells **what** or **whom** as we have seen earlier. Adverbs on the other hand tell **how**, **where**, **when** or **to what extent**. They modify the verbs.

Examples:

Brian Swam **slowly.** (**slowly** is an adverb telling **how**)

Brian Swam **a tough race**. (**race** is a direct object telling **what**).

Verbs can also be followed by a phrase that tells **how**, **when**, or **where**. This kind of a phrase is **never** a direct object but an **adverbial phrase**.

Example:

Brian swam **across the pool**. (**across the pool** tells **where** Brian Swam).

Therefore, to decide whether a word or a phrase is a direct object or adverb, decide first what it tells about the verb. If it tells **how**, **where**, **when** or **to what extent**, it is an **adverb**. If it tells **what** or **whom**, it is a **direct object**.

Exercise 2

Identify the objects or the adverbs/adverbial phrases in the following sentences. If the sentence has two objects, indicate the direct object and the indirect object.

1. Nanu sings pop music.
2. Nanu sings sweetly.
3. He spoke very quietly.
4. I have read that book three times.
5. She has gone to the bank.
6. David gave her a present.
7. David disagreed bitterly.
8. The player sat on his heels.
9. She made a list of the items to buy.
10. They offered him help.

Complements

Some sentences do not take objects or adverbs (or adverbial phrases) after the verbs. Instead, they take **complements**. **A complement** is the part of the sentence that

gives more information about the subject (subject complement) or about the object (object complement) of the sentence.

Subject complements

Subject complements normally follow certain verbs like **be**, **seem**, **look**, etc.

Examples:

He is **British**. (**British** gives more information about **he**)

She became **a nurse**. (**a nurse** gives more information about **she**)

Object complements

Object complements follow the direct objects of the verb and give more information about those direct objects.

Examples:

They painted the house **red**. (**red** is a complement giving more information about the direct object **house**)

She called him **an idiot**. (**an idiot** is a complement giving more information about the direct object **he**).

The complement often consists of an **adjective** (e.g. red) or a **noun phrase** (e.g. an idiot) but can also be a **participle phrase**.

Example:

I saw her **standing there.** (**standing there** is a complement telling more about **her**).

Exercise 3

Pick out the complements in the following sentences and indicate whether subject, object or participial complements.

1. The tourist is a German citizen.
2. She seems a very arrogant lady.
3. You look tired.
4. They painted the car green.
5. James nicknamed Lucy the queen.
6. I saw him stealing the mango.
7. They beat the thief senseless.
8. The priest looks a kind person.
9. We left her crying.
10. Job left her trembling.

TYPES OF SENTENCES

Sentences can be categorised in terms of **structure** or in terms of **purpose**.

(A) IN TERMS OF STRUCTURE

Sentences can be categorised into 3 main types:

(i) Simple sentences

(ii) **Compound sentences**

(iii) **Complex sentences.**

(i) SIMPLE SENTENCES

A **simple sentence** contains a **single subject** and **predicate**. It describes only **one** thing, idea or question, and has only **one verb**. It contains **only** an independent (main) clause. Any independent clause **can stand alone** as a sentence. It has **a subject** and **a verb** and **expresses a complete thought.**

Examples:

Bill reads.

Jack plays football.

Even the addition of adverbs, adjectives and prepositional phrases to a simple sentence does not change its structure.

Example:

The **white** dog **with the black collar always** barks **loudly**.

Even if you join several nouns with a conjunction, or several verbs with a conjunction, it remains a simple sentence.

Example:

The dog barked **and** growled loudly.

(ii) COMPOUND SENTENCES

A **compound sentence** consists of **two or more simple sentences** joined together using **a co-ordinating conjunction** such as **and**, **or** or **but**.

Example:

The sun was setting in the west **and** the moon was just rising.

Each clause can stand alone as a sentence.

Example:

The sun was setting in the west. The moon was just rising.

Every clause is like a sentence with a subject and a verb. A **coordinating conjunction** goes in the middle of the sentence; it is the word that joins the two clauses together.

Other examples:

I walked to the shops, **but** my wife drove there.

I might watch the film, **or** I might visit my aunt.

My friend enjoyed the film, **but** she didn’t like the actor.

Note

Two simple sentences should be combined to form one compound sentence **only if the ideas they express are closely related**. If the ideas are not closely related, the resulting sentence may not make sense.

Examples:

Incorrect: The car is old, **and** Dan likes sociology.

Correct: The car is old, **but** it functions superbly.

Punctuating compound sentences

When writing some compound sentences, a **comma** is used before the conjunction. The comma tells the reader **where to pause**. Without a comma, some compound sentences can be quite confusing.

Examples:

Confusing: Jane studied the specimen and her sister took notes.

(The sentence might cause the reader to think that Jane studied both the specimen and her sister).

Better: Jane studied the specimen, and her sister took notes.

(The comma makes the sentence to be clear).

Sometimes the parts of a compound sentence can be joined with **a semicolon (;)** rather than a comma and a conjunction.

Example:

Jane studied the specimen**;** her sister took notes.

Never join simple sentences with a comma alone. A comma is not powerful enough to hold the sentences together. Instead use a semicolon.

Example:

Incorrect: My father enjoyed the meal**,** he didn't like the soup.

Correct: My father enjoyed the meal**;** he didn't like the soup.

Correct: My father enjoyed the meal**, but** he didn't like the soup.

(iii) COMPLEX SENTENCES

A **complex sentence** contains **one independent (main) clause** and **one or more subordinate (dependent) clauses**. They **describe more than one thing or idea** and have **more than one verb** in them. They are made up of more than one clause, an independent clause (that can stand by itself) and a dependent clause (which cannot stand by itself).

Example:

The picture looks flat because it is colourless.

(**The picture looks flat** is the independent (main) clause whereas **because it is colourless** is the subordinate (dependent) clause)

What is a clause?

A **clause** is a group of words that contains a **verb** and its **subject**. There are two types of clauses – **main clauses** and **subordinate clauses**.

MAIN CLAUSES

A **main clause** is a clause that **can stand as sentence by itself**. A compound sentence contains two or more main clauses, because it is made up of two or more simple sentences. Each of these simple sentences is a main clause.

Example:

Robots operate machines, and **they solve many labour problems**.

Robots operate machines and **they solve many labour problems** are both main clauses. They are also simple sentences. Main clauses are sometimes called **independent clauses**.

SUBORDINATE CLAUSES

Subordinate clauses are clauses that do **not express a complete thought**. So they **cannot stand by themselves.**

Examples:

If technology will improve When robots can do the work
While electronics will work After the system is complete

None of the above clauses express a complete thought. They are **sentence fragments** that leave the reader wondering **then what?**

Subordinate clauses are introduced by **subordinating conjunctions** such as **if**, **when**, **while**, and **after**.

Other examples of subordinating conjunctions:

Although	because	so that	until
as	before	than	whatever
as if	in order that	though	wherever
as long as	provided	till	whenever
as though	since	unless	where

Now we can understand a complex sentence better. We have said that it contains one main clause and one or more subordinate clauses.

Main clause	**subordinate clause**
The bell started ringing	before we were out of bed.
The battery needs recharging	so that it can work tonight.

The subordinate clause can sometimes appear **before** the main clauses.

Examples:

When the power failed, the computer stopped.

Before you know it, your flat screen television will be stolen.

The subordinate clause can also sometimes appear **in between** the sentence.

Example:

The medicine man, **who knew many tricks**, cheated the man that he had been bewitched.

TYPES OF SUBORDINATE CLAUSES

Subordinate clauses may be used in sentences as **adjectives**, **adverbs** and **nouns** in complex sentences. Such clauses are called **adjectival**, **adverbial** and **noun clauses** respectively. They add variety to one's writing. They can also make one's writing more interesting by adding details.

Examples:

Without subordinate clause: The bushman told us about the hidden cave.

With subordinate clause: The bushman, **who knew the forest well**, told us about the hidden cave.

(i) **Adjectival clauses**

An **adjectival clause** acts as **an adjective** in a sentence, that is, it **modifies** a noun or a pronoun.

Examples:

The bushman, **who knew the forest well**, told us about the hidden cave.
(**who knew the forest well** is an adjectival clause that modifies the noun **bushman**).

The bushman told us a legend **that involved the cave.**
(**that involved the cave** is an adjectival clause that modifies the noun **legend**).

An adjective clause usually comes immediately **after** the noun it modifies.

More examples:

People still search for the treasure **that the pirate hid**.

As can be seen from the above examples, adjectival clauses, like adjectives, modify nouns or pronouns answering questions like **which?** or **what kind of?**

Adjective	**Adjective clause**
The **red** coat	the coat **which I bought yesterday**

Like the adjective **red**, the adjectival clause **which I bought yesterday** modifies the noun coat. Note than an adjectival clause usually comes **after** what it modifies while an adjective comes **before**.

Relative pronouns

Besides use of subordinating conjunctions, adjectival clauses can be introduced by **relative pronouns**. Relative pronouns are the words **who**, **whom**, **whose**, **that** and **which**. These words relate the subordinate clauses to the word it modifies in the main clause.

Examples:

The books **that people read** were mainly religious.
Some fire-fighters never meet the people **whom they save**.
The meat **which they ate** was rotten.

In the last sentence, the relative clause (called so because it is introduced by the relative pronoun **which**) **which they ate** modifies the noun **meat** and answers the question **which meat?**

More examples:

They are searching for the one **who borrowed the book**.

The relative clause **who borrowed the book** modifies the pronoun **one** and answers the question **which one?**

Besides relating the adjectival clause to a noun or pronoun in the main clause, a relative pronoun may also act as the **subject**, **object**, **predicate pronoun**, or **object of a preposition** in the clause.

Examples:

Subject: This is the forest **that has a secret cave**.
(**that** is the subject of **has**)

Object: The map, **which you saw**, guides the way.
(**which** is the object of **saw**)

Object of a preposition: The map leads to the cave **of which the bushman spoke.**
(**which** is the object of the preposition **of**)

In **informal** writing or speech, you may leave out the relative pronoun when it is not the subject of the adjectival clause, but you should usually include the relative pronoun in **formal** academic writing.

Examples:

Formal: The books **that** people read were mainly religious.

Informal: The books people read were mainly religious.

Formal: The map **which** you saw guides the way.

Informal: The map you saw guides the way.

But **never** omit the relative pronoun if it is in the clause.

Examples:

Correct: This is the forest **that** has a secret cave.

Incorrect: This is the forest has a secret cave.

Commas are put around adjectival clauses **only if** they merely add additional information to a sentence.

Example:

The map, **which you saw**, shows the way.

This adjective clause can be left out without affecting the grammatical structure of the sentence. It is merely adding information to the sentence by telling us **which map?**

The map shows the way.

(ii) **Adverbial clauses**

An **adverbial clause** is a subordinate clause which takes the place of **an adverb** in a sentence. Just like adverbs and adverbial phrases, adverbial clauses answer the questions **where**, **when**, **how**, **to what extent**, **with what goal/result** and **under what conditions**. In addition, an adverbial clause may tell **why**.

Note how an adverb clause can replace an adverb and an adverbial phrase in the following example:

Adverb: The Prime Minister gave a speech **here**.

Adverbial phrase: The Prime Minister gave a speech **in the afternoon**.

Adverbial clause: The Prime Minister gave a speech **where the workers were striking**.

Usually, an adverbial clause is introduced by a **subordinating conjunction** like **because**, **when**, **whenever**, **where**, **wherever**, **since**, **after** and **so that**.

Note that a subordinate adverb clause can **never** stand alone as a complete sentence.

Example:

after they left dining hall

The above adverbial clause will leave the reader asking **what happened after they left the dining hall?**

Adverbial clauses express relationships of **cause**, **effect**, **place**, **time** and **condition**.

Cause

Adverb clauses of cause answer the question **why**?

Example:

Njoroge wanted to kill his uncle **because he had murdered his father**.

Effect

Adverbial clauses of effect answer the question **with what goal/result**?

Example:

Njoroge wanted to kill his uncle **so that his father's murder would be avenged**.

Time

Adverbial clauses of time answer the question **when**?

Example:

After Njoroge's uncle married his mother, he wanted to kill him

Condition

Adverbial clauses of condition answer the question **under what conditions**?

Example:

If the uncle cooperates, Njoroge may decide to pardon him.

Place

Adverbial clauses of place answer the question **where**?

Example:
Njoroge organised a demonstration **where his father's murder occurred**.
Note that an adverbial clause can appear either **before** or **after** the main clause of the sentence.

(iii) **Noun clauses**

A **noun clause** is a clause which takes the place **of a noun** or **a noun phrase**. It can be used in any way that a noun is used. That is, it can act as the **subject**, **object**, **object of a preposition**, or **predicate noun** in a sentence. Just like a noun, a noun clause answers the questions **who**, **when**, or **what**?

Examples:
As subjects
Noun: Kamau is unknown
Noun phrase: Their destination is unknown
Noun clause: Where they are going is unknown.

The noun clause **where they are going** is the subject of the verb **is**.

As objects
Noun: I know **French.**
Noun phrase: I know **the three ladies**.
Noun clause: I know **that Latin is no longer spoken as a native language**.

In the first sentence, the noun **French** acts as the **direct object** of the verb **know**. In the third sentence, the entire clause **that Latin is no longer spoken as a native language** is the direct object of the verb **know**.

As objects of the preposition
Noun: He talked about **him**.
Noun phrase: He talked about **the funny items.**
Noun phrase: He talked about **what you bought at the supermarket**.

In the first sentence the pronoun **him** is the object of the preposition **about**. In the third sentence, **what you bought at the supermarket** is the object of the preposition **about** and answers the question **about what?**

As predicate nouns
Her first day in school was **what shaped her life**.

The adverbial clause **what shaped her life** gives more information about the subject of the sentence **Her first day in school**.

Words often used to introduce noun clauses

that	when	whose
what whatever	whoever	
how	who	whoever
where	whom	

Note:

You **cannot** tell the kind of a clause from the word that introduces it. You **can** tell the kind of clause **only** by the way it is used in a sentence. If the clause is used as a **noun**, it is a **noun clause**. If the clause is used as a **modifier**, it is an **adjectival clause** or an **adverbial clause**.

Examples:

Whoever built the house was not an expert. (**Noun clause** as a subject)
No one knew **where he came from**. (**Noun clause** as a direct object)
He left the construction site **whenever he wished.** (As an adverbial clause)
This is the layout **which he left behind**. (As an adjectival clause).

Exercise 4

Identify the following sentences as simple, compound or complex. If it is a complex sentence, indicate whether it has an adjective, an adverb or a noun subordinate clause.

1. The hotel is not very old.
2. The hotel is not very old; it was constructed in 1987.
3. It has a strange name, but it attracts many tourists.
4. Whoever broke the mirror will have to pay for it.
5. The Gor Mahia fans hope that the team will win again.
6. Did I tell you about the author whom I met?
7. They are searching for the man who stole the cow.
8. People began riding horses at least five thousand years ago.
9. Some people watch the moon as though it affects their lives.
10. Some superstitions were developed when people felt helpless about the world around them.
11. The parachute was really a sail that was designed for skiing.
12. The moon orbits the earth every $29^{1}/_{2}$ days.
13. My dog loves bread crusts.
14. I always buy bread because my dog loves the crusts.
15. Whenever lazy students whine, Mrs. Ndegwa throws pieces of chalk at them.
16. The lazy students whom Mrs. Ndegwa hit in the head with pieces of chalk complained bitterly.
17. My dog Shimba, who loves bread crusts, eats them under the kitchen table.
18. A dog that drinks too much milk will always be alert.
19. You really do not want to know what Aunt Lucy adds to her stew.
20. We do not know why, but the principal has been away from school for two months.

(B) **IN TERMS OF PURPOSE**

We have seen how sentences are categorised into **simple**, **compound** and **complex** depending on their **internal structures**. Now, we shall see how they can be categorised in terms of **purpose**.

There are **five** kinds of sentences classified **according to their end marks** and the different jobs they do:

(i) Declarative sentences
(ii) Interrogative sentences
(iii) Exclamatory sentences
(iv) Imperative sentences
(v)Conditional sentences

(i) Declarative sentences

A **declarative sentence** simply **states a fact** or **argument** without requiring either an answer or action from the reader or listener. It is punctuated with **a simple period.** (**fullstop**)

Examples:

Nairobi is the capital of Kenya.
He asked which path leads back to the park.
Deserts are dry.

The declarative sentence is the most important type of sentences. You can write an entire essay or report using **only** declarative sentences, and you should always use them more often than any other type. Some declarative sentences contain **indirect questions** but this does not make them into interrogative sentences.

Examples:

He asked **which path leads back to the park**.

(ii) Interrogative sentences

An **interrogative sentence asks a direct question** and always ends in a **question mark**.

Examples:

How many roads lead into Mombasa city?
Does money grow on trees?
Do you like deserts?

Note that an indirect question does not make a sentence interrogative.

Examples:

Direct/interrogative

When was Professor Saitoti the Vice President of Kenya?

Indirect/Declarative

I wonder when Professor Saitoti was the Vice President of Kenya.

A direct question **requires an answer** from the reader or listener, while an indirect question **does not**. A special type of direct questions is **the rhetorical question**. A rhetorical question is one that you do not expect the reader or listener to answer.

Example:

Why did the Mau Mau war take place? Some people argue that it was simply a way of Kenyan Africans saying “enough is enough”.

Rhetorical questions can be very effective way to introduce new topics or problems in one’s writing or speech. But if you use them too often, you sound patronising or even monotonous or mediocre!

(iii) Exclamatory sentences

An **exclamatory sentence** expresses **strong feeling**, **emphasis** or **emotion**. It is actually a more forceful version of a declarative sentence that is marked at the end with **an exclamation mark**.

Examples:

It was so cold!
How beautiful this picture is!
You look so lovely tonight!

Exclamatory sentences are very common in speech and sometimes in writing (but rarely).

Note that an exclamation mark can appear at the end of an imperative sentence, but this does not make it into an exclamatory sentence.

(iv) Imperative sentences

An **imperative sentence** gives **a direct command** to someone. This sentence can end either with **a period** or with **an exclamation mark**, depending on **how forceful** the command is.

Examples:

Sit!
Read this book tomorrow.
Always carry water.
Wash the windows!

Note

You should **not** usually use an exclamation mark with the word “please”.

Example:

Close that door, please!
Please close that door.

In an imperative sentence, **you** is always the subject. It is usually not stated in the sentence. We say that **you** is the **“understood”** or **“implied”** subject.

Examples:
(You) Please bring my camera.
(You) Take your medicine before going to bed.

(v) Conditional sentences

A **conditional sentence** expresses **what one would do if a condition were or were not met**.

The condition in the conditional **if-clause** will determine the fulfilment of the action in the main clause.

Examples:
If I had a million dollars, I would buy a Hummer.
John would be very successful if he had more brains.
In sentence 1, the condition of **having a million dollars** will determine whether the speaker **will buy a hummer** or not. In sentence, the condition of **John not having more brains** determines that **he is not very successful**.

Exercise 5
Label each of the following sentences declarative, imperative, exclamatory, interrogative or conditional
1. There is a terrible storm tonight.
2. Try to cover yourself with a blanket.
3. How strong the winds are!
4. If the storm continues, we shall have to go down into the bunker.
5. Do you think it will rip off the roof?
6. Look at that that flash of lightning!
7. What an amazing sight that is!
8. The night looks dark and scary.
9. Please tell the children to stop screaming.
10. Susan will sit beside me if the storm continues.
11. We are hopeful all will be well.
12. Dive under the table if it breaks the roof.
13. How will I find my way?
14. Can I take a glass of water?
15. John wants to know what will happen if our house collapses.
16. There goes the thunder!
17. We shall have to move to another city if we get out of this alive.
18. Tell me a good city where we can move to.
19. The storm is subsiding.
20. Hooray! Safety at last!

DIRECT AND INDIRECT SPEECH
DIRECT SPEECH

Direct speech is used to give a speaker's **exact words**. It is also referred to as direct quotation. Direct speech is always enclosed within quotation marks.

Examples:

Hemedi announced, "My aunt works in a biscuit factory."

"Creating jobs will be my first priority," the governor said.

A **comma** always separates the quoted words from the speaker's name, whether the name comes before or after the quotation

Examples:

Jim asked, "Who are you voting for?"

"I don't know yet," answered Carol.

A direct quotation always begins with a capital letter

Example:

Senator Karaba said, "You must believe in the new constitution."

When a direct quotation is divided by speech tags, the second part of the quotation must begin with a small letter.

Example:

"Register to vote," said the senator, 'before the end of the day".

If the second part of the quotation is a complete sentence, the first word of this sentence is capitalized.

Example:

"I did register," said Carol. "It took only a few minutes"

Commas and full stops are placed inside quotation marks

Example:

"Last night," said Joyce," I listened to a debate."

Quotation marks and exclamation marks are placed inside a quotation mark if they belong to the quotation. If they do not, they are placed outside the quotation.

Examples:

Joyce asked, "Whom are you voting for?"

Did Carol say, "I don't know yet''?

I can't believe that she said, "I don't know yet'!

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

Examples:

He said, "You know quite well that you have to vote."

"You know quite well," he said, "that you have to vote."

"You know quite well that you have to vote," he said.

Exercise 6

Rewrite the following sentences correctly in direct speech. Ensure you punctuate them accordingly.

1. John said there was a terrible accident in Nairobi.
2. Petro added it happened in Umoja Estate.
3. It involved a train and a bus added John.
4. Sarah asked did anyone die.
5. No one died, but the railway line was destroyed answered Peter.
6. Over the months said John the railway line has been rebuilt.
7. How lucky that no one died exclaimed Sarah.
8. I think they should put a railway-crossing sign board Petro said it would help bus drivers a lot.
9. Or they should put bumps on both sides of the railway line to slow down the buses John suggested
10. Who knows what might happen next wondered Sarah

INDIRECT SPEECH

Indirect speech is used to refer to a person's words **without quoting him or her exactly**. It is also referred to as **indirect quotation** or **reported speech.** The original spoken words are not repeated. The exact meaning is given without repeating the speaker's words.

Example:

Direct speech: The governor said, "Creating new jobs will be my first priority."
Indirect speech: The governor said that creating new jobs would be his first priority.

Several changes do occur when changing a sentence from direct to indirect speech

A. **Quotation marks**

Quotation marks are left out when writing a sentence in direct speech.

Example:

Direct: Hemedi announced, "My aunt works in a biscuit factory"
Indirect: Hemedi announced that his aunt worked in a biscuit factory.

B. **Tense** - The tense of a verb in the direct sentence will change in indirect speech

Examples:

1. Simple present changes to past simple

Direct: John said, "She **goes** to school early."
Indirect: John said that she **went** to school early.

2. Simple past changes to past perfect

Direct: John said, "She **went** to school early."
Indirect: John said that she **had gone** to school early.

3. Present progressive changes to past progressive

Direct: "The baby **is eating** a banana," the nurse said.
Indirect: The nurse said that the baby **was eating** a banana.

4. Present perfect changes to past perfect

Direct: "South Sudan **has become** a republic," the new president declared.
Indirect: The new president declared that South Sudan **had become** a republic.

5. Past progressive changes to past perfect progressive

Direct: "I **was dreaming** when the fire started," the boy said.
Indirect: The boy said the he **had been dreaming** when the fire started.

6. Future simple changes to modal

Direct: "I **will visit** you tomorrow," my desk mate said.
Indirect: My desk mate said the he **would visit** me the following day.

7. May changes to might

Direct: I **may** also visit you too," I replied.
Indirect: I replied that I **might** also visit him too.

Sometimes the verb in indirect speech **does not change tense**. This occurs in sentences that are universal truths

Direct: Our Geography teacher said "The earth **rotates** round the sun."
Indirect: Our Geography teacher said that the earth **rotates** round the sun.

C. **Words referring to place also change**

Examples:
Direct: "I live **here**," retorted the old man.
Indirect: The old man retorted that he lived **there.**
Direct: "**This place** stinks," noted the boy.
Indirect: The boy noted that **that place** stunk.

D. **Words referring to time also change**

Examples:
Direct: "I will visit you **tomorrow**," he shouted.
Indirect: He shouted that he would visit me the **following/next day.**
Direct: "He died last year," the policeman reported.
Indirect: The policeman reported that he had died the **previous year/ the year before.**

E. **Demonstrative pronouns also change:**

Examples:
Direct: "**This** book is mine," Jane claimed.
Indirect: Jane claimed that **that** book was hers.
Direct: "**These** are hard times," observed the president.

Indirect: The president observed that **those** were hard times.

F. **Pronouns also change**

Examples:

Direct: "**My** car is better than **yours**," the teacher bragged.

Indirect: The teacher bragged that **his/her** car was better that **his/hers/theirs**.

Exercise 7

Change the following sentences from Direct to Indirect speech.

1. "Did you see the fire at the West gate Mall?" asked Joel.
2. Njagi said, "Ten fire-engines arrived in fifteen minutes."
3. Patty exclaimed, "It destroyed an entire block of building!"
4. "One fire fighter was slightly injured," said Joel.
5. Njagi said, "Several people working in the building escaped unhurt."
6. "Tell me what will happen to them," said Patty.
7. "Other people are giving them food and clothes," replied Joel.
8. Njagi added, "They are resting in the school for now."
9. "These terrorists will finish us!" exclaimed Patty.
10. "Don't worry," Joel said "They will be apprehended tomorrow."

QUESTION TAGS

A **question tag** or a **tag question** is a phrase that is added at the **end of a statement to turn into a question**. When a speaker uses a question tag at the end of a statement, he/she is seeking for **approval, confirmation or correction.**

Examples:

APPROVAL: I look smart today, **don't I?** Yes you do.

CORFIRMATION: These are the new students, **aren't they?** Yes they are.

CORRECTION: I paid your money yesterday, **didn't I?** No you didn't.

Many learners face a problem of supplying the correct question tags to sentences. This is because they fail to observe the following rules of question tags:

1. **A comma** must be put to separate the statement with the question tag. A question **mark** must be placed at the end of the question tag.

Examples:

Rufftone has released a new album**,** hasn't he**?**

He is pushing for a decision by tomorrow**,** isn't he**?**

2. **The auxiliary verb** in the statement **must be repeated** in the question tag

Examples:

Nelson Mandela **was** in prison for 27 years, **was**n't he?

The people of South Africa **have** lost a great hero, **have**n't they?

3. When there is **no auxiliary verb** in the statement, the appropriate form of the auxiliary verb **Do** must be used in the question tag

Examples:
Mark Francis **wakes** up very early, **do**esn't he?
Peter Bryan **bought** an I-pad phone, **did**n't he?

4. **The subject** in the statement must be **repeated** in the question tag. If it is a noun in the statement, it changes to the appropriate pronoun. If it is a pronoun in the statement, it remains a pronoun in the question tag.

Examples:
Fatou Bensouda is a prosecutor in ICC, isn't **she**?
She does her work meticulously, doesn't **she**?

5. When **the statement is positive** (i.e. It does not have the word **not** in it), **the question tag must be negative** (i.e. must use the negative word **not**) and vice versa.

Examples:
David Rudisha **has** broken another record, **hasn't** he?
Catherine Ndereba **hasn't** been very active, **has** she?
Douglas Wakiihuri **does not** run any more, **does** he?
Ezekiel Kemboi **entertains** the audience after winning, **doesn't** he?

You will note from the above examples that the auxiliary verb is usually contracted (joined) with the negative indicator **not** when using question tags. However, this does not apply when using primary auxiliary verb **am** and the modal auxiliary verbs **will** and **shall**. **Am** does not allow contraction with **not**, **will** and **shall** usually change their forms to allow contraction.

Examples:
WRONG: I am the next speaker, **amn't I?**
CORRECT: I am the next speaker, **am I not?**
WRONG: They will be late for church, **willn't they?**
CORRECT: They will be late for church, **won't they?**
WRONG: We shall attend the Memorial service, **willn't we?**
CORRECT: We shall attend the memorial service, **shan't we?**

6. Whereas there is no inversion in the statement, **inversion** must occur in the question tag i.e. the auxiliary verb comes before the subject

Examples:
President Uhuru Kenyatta has won the case, **has**n't **he**?
Subject verb verb subject
He **can** now relax and attend to his duties, **can**'t **he**?
Subject verb verb subject

7. For sentences that are in form of **requests and commands**, the question tags will commonly take the auxiliary verb **will** or **shall** followed by the appropriate pronoun.

Examples:

Please help me with your pen, **will you**?
Let us go for a swim, **shall we**?
Bring me that chair, **will you**?
Stop that noise, **will you**?
Kneel down right away, **will you**?

Those are the rules that govern question tags and if followed well, the learners will not have any problems with question tags.

Exercise 8

Supply the appropriate question tags in the following sentences.

1.The marriage caused a rupture in her relationship with her mother, _____?
2.She didn't think anyone would be interested in a woman like her, _____?
3.The troops are on standby in case chaos erupt, _____?
4.The Prime Minister must take a firm stand against extremists in his party, _____?
5.I am the best so far, _____?
6.The amendments will strengthen the bill, _____?
7.The new tax is tantamount to stealing from the poor, ____?
8.Please send all your remarks to Prof Kibwana as soon as possible, _____?
9.She raised the gun and pulled the trigger,_____?
10.We need to learn to prioritize, _____?
11.Get out of this room now, _____?
12.We've made a reservation for next week, _____?
13.They couldn't conceal the secret any more, _____?
14.We shall not accept anything less, _____?
15.I am not a conman, _____?
16.Jonny wanted to pursue a career in theatre, _____?
17.Sharon's parents claim that the house is legally theirs, _____?
18.I haven't told you my name, _____?
19.Come and visit us tomorrow, _____?
20.Time will tell whether he made the right choice, _____?

CHAPTER FIVE
CAPITALIZATION AND PUNCTUATION
Capitalization

Capitalization is the writing of a word with its first letter as an upper case and the remaining letters in lower case. The following are the cases when capitalization is used:

A. **Abbreviations**

Abbreviations begin with a capital letter.

1. **Titles of persons**

Examples:

Prof. George Saitoti	**M**r. Stephen Kiama
Dr. Ephantus Maree	**M**rs. Teresa Ndegwa
Lt. James Conary	**M**s. Jacinta Atieno

Note that all the above abbreviations **end with a period**. Miss is not an abbreviation, so it doesn't end with a period.

2. **Words used as addresses**

Examples:

St. (street)	**B**lvd. (Boulevard)
Ave. (Avenue	**R**te. (Route)
Rd. (Road)	**A**pt. (Apartment)

3. **Words used in businesses**

Examples:

Co. (Company)	**I**nc. (Incorporation)
Corp. (Corporation)	**L**td. (Limited)

4. **Some abbreviations are written in all capital letters, with a letter standing for each important word.**

Examples:

P.**O**. (Post Office) **USA** (United States of America)

P.**D**. (Police Department) **E**.**A**. (East Africa)

5. **Initials of names of persons**

Examples:

E.**W**. Gichimu	**D**.**M**. Weyama
W.**W**. Muriithi	Everlyne **A**. Kira

B. **Titles of books, newspapers, magazines, TV shows and movies.**

Examples:

The **M**inister's **D**aughter (book) **T**ahidi **H**igh (TV show)

The **D**aily **N**ation (newspaper) **H**arry **P**otter (movie)

Drum **M**agazine (magazine) **T**he **D**ay of the **J**ackal (book)

Capitalize the **first** and **last** words only. Do not capitalize little words such as a, an, the, but, as, if, and, or, nor etc.

C. **Titles of shorts stories, songs, articles, book chapters and most poems.**

Examples:

Half a **D**ay (short story)

Kigeugeu (song)

Three **D**ays on **M**t. **K**enya (short story)

The **N**oun **C**lauses (chapter in a book)

Grass **W**ill **G**row (a poem)

D. **Religious names and terms**

Examples:

God **A**llah **J**esus the **B**ible the **K**oran

Do not capitalize the words **god** and **goddess** when they refer to mythological deities.

E. **Major words in geographical names**

Examples:

Continents – **A**frica, **A**sia, **E**urope, **A**ustralia

Water bodies – the **I**ndian **O**cean, the **A**tlantic **O**cean, the **N**ile **R**iver, **R**iver**T**ana, **L**ake **V**ictoria.

Landforms – the **R**ocky **M**ountains, the **A**berdares Mountains, the **R**ift **V**alley, the **S**ahara **D**esert.

Political Units – the **K**irinyaga **C**ounty, the **C**entral **P**rovince, **I**noi **S**ub-location.

Public Areas – **N**airobi **N**ational **P**ark, **W**ajee **N**ature **P**ark.

Roads and Highways – **J**ogoo **R**oad, **K**enyatta **A**venue, **U**ganda **R**oad.

F. **Names of organisations and institutions**

Examples:

Kianjege **W**est **S**econdary **S**chool, **U**nited **N**ations, **U**niversity of **N**airobi, **N**airobi **W**omen's **H**ospital

Note that here you capitalize only the important words. Do not capitalize such words such as **a**, **in**, and **of**. Do not capitalize such words as school, college, church and hospital when they are not used as parts of names.

Example:

There will be a beauty contest at school.

G. **Months, days and holidays**

Examples:

June **L**abour Day

Tuesday **D**ecember

Kenyatta Day **M**ashujaa Day

Do not capitalize names of seasons: **autumn**, **summer**, **winter**, **spring**

H. **Languages, races, nationalities and religions**

Examples:

Chinese	**K**ikuyu	**C**hristianity	**C**aucasian
Bantu	**N**igerian	**M**uslim	**O**riental

I. **The first word of every sentence**

Example:

What an exciting day it was!

J. **The pronoun I**

Example:

What should **I** do next?

K. **Proper Nouns**

Examples:

Lang'ata **C**emetery **A**nn **P**auline **N**yaguthii

Kangaita **W**omen's **G**roup **M**uhigia **T**eachers **S**acco

L. **Proper Adjectives**

Examples:

We ate at an **I**talian restaurant.

She is a **G**erman.

M. **The first word in greetings and the closing of a letter**

Examples:

Dear **M**ark,	**Y**ours sincerely,
Dear **B**ryan,	**Y**ours faithfully,
My dear **M**um,	**V**ery truly yours,

N. **Quotations**

Examples:

Jamlick exclaimed, "**T**his book would make a great movie!"

"**W**here," asked the stranger, "is the post office?"

"**I**t's late," Billy said. "**L**et's go home!"

O. **First word of each main topic and subtopic in an outline**

Examples:

1. **P**arts of speech
   A. **N**ouns
      (i) **P**roper nouns

Exercise 1

Correct all errors of capitalization in the following sentences.

1. this play is a revision of shakespeare's earlier play, the merchant of venice.
2. john kiriamiti wrote my life in crime
3. i admire women who vie for parliamentary seats

4. benard mathenge and his wife have travelled to america.
5. my grandmother grew up in witemere.
6. the nile river is one of the largest rivers in africa.
7. each year tourists visit maasai mara national park.
8. the tv show papa shirandula has attracted many viewers.
9. uganda and kenya have signed an agreement over the ownership of migingo islands.
10. our country got its independence in december 1963.
11. on christmas day, all my relatives gathered at my home.
12. waiyaki is a fictional character in ngugi wa thiongo's novel, the river between.
13. the city of mombasa gets its water from river tana.
14. i would like to become a famous writer like sydney sheldon.
15. they captured the stark beauty of hell's gate national park in their movie.

Punctuation

Punctuation is the **system of symbols** that we use to separate sentences and parts of sentences, and to make their meaning clear. Each symbol is called a **punctuation mark**. For example (. , ! - : etc)

Punctuation marks can be grouped into:

1. End marks
2. The comma
3. The semicolon and the colon
4. The hyphen
5. The apostrophe
6. Quotation mark

1. **End Marks**

There are three kinds of end marks: **the full stop** (**.**), **the question mark** (**?**), and **the exclamation mark** (**!**). End marks show where sentences end.

a. **The full stop** (.)

A full stop is used **to end a complete sentence**. We use a full stop to end:

(i) A declarative sentence- a sentence that makes a state

Example:

The highest skyscraper in Nairobi is Times Tower**.**

(ii) An imperative sentence – a sentence that makes a request or tells someone to do something.

Example:

Please climb the stairs carefully**.**

Note: An imperative sentence is followed by an exclamation mark when it expresses a strong emotion.

Example:
Be careful!
(iii) At the end of an indirect question – one that tells what someone asked, without using the person's exact words.
Example:
The naughty boy wanted to know **why there was no mid-term break**.
Other uses of the full stop
Full stops are also used:
(iv) After initials and after most abbreviations
Examples:

L.L. Coo J.	Mr. Sammy Njagi	11:00 A.M.
Sept.	Wed.	2hr. 12min

Note that some abbreviations do not require full stops:
Examples:
M (metres) FM (frequency modulation) Km kilometres)
(v) After each number or letter that shows a division of an outline or precedes an item in a list.
Examples:

Outline	**List**
1. Parts of speech	1. Water – borne diseases
A. Nouns	2. Air-borne disease
1. Types of nouns	3. Sexually – transmitted diseases
2. Uses of nouns	4. Skin diseases
B. Verbs	5. Hereditary diseases
1. Types of verbs	6. Lifestyle diseases
2. Uses of verbs	7. Infectious diseases

(vi) Between numerals representing dollars, cents, before a decimal and in percentages
Examples:

$ 25.65	165.42	25.3%

b. **The question mark (?)**
The **question mark** is used **at the end of an interrogative sentence** (a sentence that asks a question).
Examples:
When was the Times Tower built**?**
Who built it**?**
c. **The Exclamation mark (!)**
The **exclamation mark** is used **at the end of the exclamatory sentence** and **after an interjection**. (An exclamatory sentence expresses strong feeling, emotion

or emphasis. An interjection is a word or group of words that expresses strong feelings).

Examples:

Exclamatory sentence: Oh, what a tall building it is**!**

Interjections: Superb**!** Fantastic**!** Impressive**!**

An exclamation mark can also be used **at the end of an imperative sentence** that expresses strong feeling.

Example:

Sit**!** And stay in that chair if you know what's good for you**!**

2. **The comma (,)**

There are a number of uses of the comma in English. A comma generally tells the reader where to pause. They are used:

(i) To separate words in a series except the last

The three or four items in a series can be nouns, verbs, adjectives, adverbs, phrases, independent clauses, or other parts of sentences.

Examples:

Nouns: John**,** Jim**,** Jack walk to school every day.

Verbs: He located**,** patched**,** and sealed the leak in the tyre.

Adverbs: She walked quickly**,** steadily**,** and calmly.

Prepositional phrases: He walked through the park**,** over the bridge**,** and onto the streets.

Independent clauses: The match was over**,** the crowd cheered**,** and Barcelona received the first- place trophy.

Adjectives: The fresh**,** ripe fruit was placed in a bowl.

Note in the above examples that a comma must be used just before the conjunction.

(ii) Before the conjunction in a compound sentence

Examples:

Some students were taking their lunch**,** but others were studying.

Marto photographed the accident scene**,** and he sold the pictures to the newspaper.

Would she be a lawyer**,** or would she be a doctor?

Note: A comma is not required in very short compound sentence in which the parts are joined by **and**. However, always use a comma before the conjunctions **but** and **or.**

Examples:

Marto photographed the accident scene and Toni reported it.

Marto photographed the accident scene**,** but Toni reported it.

Note also: A comma is not required before the conjunction that joins **the parts of a compound verb** unless there are more than two parts.

Examples:
Mary entered and won the beauty contest.
That camera focuses**,** flashes**,** and rewinds automatically.
(iii) After introductory words phrases or clauses

Special elements add specific information to a sentence, but they are not essential. A comma is used to separate a special element from the rest of the sentence.

Examples:
Word: Cautiously**,** he entered the building.
Phrase: After his failure, he disappeared from the public scene.
Clause: Because he had practised daily, he presented his new song perfectly.

Note: If the pause after a short introductory element is very brief, you may omit the comma.

Examples:
At first he was unsure of his singing ability.
Finally it was his turn.

Commas are also used after introductory words such as **yes**, **no**, **oh** and **well** when they begin a sentence.

Examples:
Well**,** it's just too cold out there.
No**,** it isn't seven yet.
Oh**,** you have spilled the milk.
(iv) With interrupters

Interrupters are words that **break**, or **interrupt** the flow of thought in a sentence. The commas are used **before** and **after** the interrupter to indicate pauses.

Examples:
I didn't expect**,** however**,** to lose the job.
So many people assumed**,** unfortunately**,** that he sings as well as he does.
He was chosen**,** nevertheless**,** as the new band leader.
(v) To set off nouns of direct address

Examples:
Yes**,** Kamau**,** you can borrow my book.
Serah**,** do you know where I kept my phone?
How is your leg**,** grandpa?
(vi) To set off the spoken words in a direct sentence or quotation from the speech tag

Examples:
Jackson said**,** "After my injury I had to learn to walk again."
"The therapists urged me to keep trying**,**" he continued.

If the speech tag interrupts the spoken words, commas are used after the last word of the first part of the spoken words and after the last word in the speech tag.

Example:

"After a while**,**" he added**,** "I was walking without a cane".

Note: When a sentence is indirect or reported, no commas are used.

Example:

He added that after a while he was walking without a cane.

(vii) When writing dates

Place a comma after the day of the month.

Examples:

July 3**,** 1965 December 12**,** 2010

(viii) When referring to geographical location

Place a comma between the name of the town or city and the name of the state, district, or country.

Examples:

Kibingoti**,** Kirinyaga County Mombasa**,** Kenya

(ix) After the salutation and closing of a friendly or business letter

Examples:

Dear Rose**,** Yours sincerely**,**

3. **The semicolon (;) and the colon (:)**

The semicolon (;)

The semicolon is used:

(i) To separate the parts of a compound sentence when no conjunction is used

Example:

Mountain climbing is exciting**;** it can also be dangerous.

Note that the semicolon replaces the comma and the coordinating conjunction. Conjunctions that are commonly replaced by semicolons are **and**, **but**, **or**, **for**, and **nor**. (ii) Before a conjunctive adverb that joins the clauses of a compound sentence

(Conjunctive adverbs are words like **therefore**, **however**, **hence**, **so**, **then**, **moreover**, **nevertheless**, **yet**, **consequently**, and **besides**).

Example:

The competition takes place in July**;** however, I prefer August.

(iii) To separate the parts of a series when commas occur within the parts

Example:

Last year I flew to Johannesburg, South Africa**;** Cairo, Egypt**;** and Kingston, Jamaica.

The colon (:)

The colon is used:

(i) To introduce a list of items

Example:

My school bag contains the following items**:** exercise books, text books, pencils, pens, a geometrical set, and a packet of crayons.

(ii) After the greeting of a business letter

Example:

Dear Mr. Mututho**:**

(iii) Between numerals that represent hours and minutes and between chapter and verse in a biblical reference

Examples:

9**:**00 A.M. 6:00 P.M. Exodus 2**:**1-3

4. **The Hyphen (-)**

The hyphen is used:

(i) To divide a word at the end of a line of writing

Example:

When walking along the streets of Naivasha, he met Waina-
ina.

Note that only words with **two or more** syllables may be divided at the end of a line and words should be divided only between syllables. Never divide a word of one syllable and do not divide words to leave a single letter at the end or beginning of a line.

Incorrect: a-ttraction

Correct: attra-ction.

(ii) In compound adjectives that come before the nouns they modify and in certain compound nouns

Examples:

Samuel Wanjiru was a world-famous athlete.

She is my sister-in-law.

(iii) In compound numbers from twenty-one through ninety-nine and in fractions

Examples:

seventy-three relatives one-quarter full

5. The Apostrophe (’)

The apostrophe is used:

(i) To form the possessive of a singular noun

Add an apostrophe and an s.

Examples:

the baby**’**s cot James**’**s car Joseph**’**s radio

(ii) To form the possessive of a plural noun that does not end in s

Add an apostrophe and an s.

Examples:
children’s men’s women’s
(iii) To form the possessive of a plural noun that ends in s
Add only the apostrophe.
Examples:
tricksters’ tenants’
(iv) To form the possessive of an indefinite pronoun
Use an apostrophe and an s.
Examples:
everybody’s somebody’s nobody’s
Note: Never use an apostrophe with a possessive pronoun like our, yours, hers, theirs.
(v) In names of organisations and business
Show possession in the last word only.
Example:
the United Nations’ brochure
(vi) In hyphenated terms
Show possession in the last word only.
Example:
My mother-in-law’s photograph album
(vii) In cases of joint ownership
Show possession in the last word only.
Example:
Peter and Patrick’s Limousine
(viii) In forming contractions
In contractions, apostrophes replace omitted letters.
Examples:
she’s = she is aren’t = are not I’m = I am
it’s = It is isn’t = is not we’ll = we will
can’t = cannot won’t = will not they’ve = they have
(ix) To show that part of a date has been omitted
Examples:
The tribal clashes of ’08 (the tribal clashes of 2008)
The ’82 coup attempt (the 1982 coup attempt)

6. Quotation Marks (“ ”)

The quotation marks are used:

(i) To enclose the spoken words in a direct sentence. Indirect sentences need no quotation marks

Example:
Direct speech: The presidential candidate promised, **"**Creating new jobs for the youths will be my first priority.**"**
Indirect speech: The presidential candidate promised that creating new jobs would be his first priority.
Note:
1. Always begin a direct quotation with a capital letter.
Example:
The minister said, **"Y**ou must conserve our environment.**"**
2. When the spoken words are divided by the speech tag, begin the second part of the quotation with a small letter.
Example:
"Bring me the money,**"** said the moneylender, **"b**efore the end of the day.**"**
2. If the second part of the quotation is a complete sentence, the first word of this sentence is capitalized.
Example:
"I am scared,**"** said the borrower. **"T**hat moneylender is a brute.**"**
4. Place commas and fullstops **inside** quotation marks
Place semicolons and colons **outside** quotation marks.
Examples:
"Last month**,"** the borrower explained, **"**I borrowed some money from the moneylender**."**
Carol said to the borrower**, "**And you refused to repay back on time**";** however, the borrower did not agree.
These candidates were suggested in the article **"**Our Country's Future**":** Raila Odinga, Uhuru Kenyatta, William Ruto, and Martha Karua.
5. Place question marks and exclamation marks **inside** quotation marks if they belong to the quotation. Place them **outside** if they do not belong to the quotation.
Examples:
Carol asked, "How much money did you borrow**?**"
Did the borrower say, "I can't remember"**?**
"You are a fool**!**" exclaimed Carol.
6. Use single quotation marks to enclose a title or quotation within a quotation.
Example:
"Carol heard the borrower say, **'**I can't remember**'** before she lost her temper.**"**
7. If the title or quotation within the quotation ends the sentence, use both the single and the double quotation marks after the last word of a sentence.
Example:
"Carol heard the borrower say, **'**I can't remember.**'"**

8. In a quotation of more than one paragraph, use quotation marks at the **beginning** of each paragraph and the **end** of the final paragraph.

Exercise 1

Punctuate each of the following sentences appropriately.

1. He earned about three million dollars that year
2. You know who Jomo Kenyatta was, don't you
3. What a wonderful and inspired leader he was
4. He was also a person who helped many people
5. Some people write stories but others write poems.
6. Try to write a concise informative and interesting letter.
7. Also make sure your letter has a heading an inside address a salutation a body a closing and your signature.
8. One of the most exciting modern developments I believe is the computer.
9. Today is July 2 2011. I will never forget this date.
10. I have lived in Sagana Kirinyaga County since 2008.
11. Try submitting your work to these Publishers Longhorn Publishers Jomo Kenyatta Foundation or Oxford University Press.
12. Remember a writing career requires the following traits confidence perseverance and a thick skin!
13. Long ago people used hand sharpened straws or reeds as pens.
14. Fountain pens were invented in our great grandparents time
15. Soft tip pens and rolling ball pens were invented twenty five years ago
16. What would you do if you couldn't build a house for yourself
17. Youd find someone who could built it for you wouldn't you.
18. These archives are important to modern historians research.
19. In his play shreds of tenderness, John Ruganda said people who have never lived through a coup d'etat have romantic ideas about it.
20. Mr. Mureithi said a short letter to a friend is an insult.

ANSWERS FOR ALL CHAPTERS
CHAPTER ONE
ANSWERS ON NOUNS

Exercise 1

1. students, party
2.boys, songs
3. Excitement, air
4. Joyce Chepkemoi, prize
5. Otieno, house, street

Exercise 2

1. candle – thing
2. wrestler – person
3. joy – idea
4. Menengai Crater – place
5. guitar – thing
6. China – place
7. hatred – idea
8. Masanduku arap Simiti – person

Exercise 3

1. musicians, drums, trumpets
2. family, village
3. Petronilla, trip
4. festival, Kenyatta University
5. people, costumes, streets
7. holiday, excitement
8. Taxi, family, airport
9. Maryanne, castle, sand
10. mother, water

Exercise 4

Proper nouns	**Common nouns**
July	book
England	face
Kendu Bay	crocodiles
John Hopkins	student
Johannesburg	life
America	business
East Africa	day
	Calendar

Exercise 5

1. Proper – Lucky Dube Common – singer
2. Proper – London, Paris Common – dancer
3. Proper – Mediterranean sea Common – flight

4. Proper – Second World War Common – nurse
5. Common – goal, students, world
6. Proper – Europe Common – accident
7. Proper – Bill Gates, Microsoft
8. Common – pilot, woman, ocean
9. Common – kettle, water
10. Proper – Professor Wangari Maathai, Nobel Peace Prize

Exercise 6

1. tooth – teeth	9. cliffs	17. moose	25. bosses
2. wives	10. deer	18. children	26. foxes
3. giraffes	11. cliff	19. echoes	27. bunches
4. heroes	12. autos	20. babies	28. ferries
5. radios	13. studios	21. Skies	29. flashes
6. potatoes	14. men	22. beaches	30. ships
7. beliefs	15. roofs	23. Eyes	
8. thieves	16. rodeos	24. volcanoes/volcanos	

Exercise 7

1. knives	2. potatoes	3. geese	4. Shelves
5. tomatoes	6. children	7. mice	8. roofs
9. stories	10. activities		

Exercise 8

1. the lion’s tail
2. Cliff’s dog
3. my mother’s hat
4. Evan’s book
5. the child’s pet
6. the doll’s name
7. Lucy’s mobile phone
8. Kimani’s shoes
9. the fox’s teeth
10. my friend’s rabbit

Exercise 9

1. cook’s aprons
2. men’s boots
3. countries’ flags
4. guests’ coats
5. athlete’s medals
6. women’s sports
7. carpenter’s nails
8. sailors’ uniforms
9. musicians’ instruments
10. neighbours’ pets

Exercise 10

1. The couple’s wealth

2. a men’s team, a women’s team
3. The teams’ uniforms
4. the athletes’ shirts
5. The team-mates’ scores
6. their friends’ cheers
7. The coaches’ whistles
8. The children’s eyes
9. Their mothers’ soothing voices
10. their neighbours’ house

ANSWERS ON PRONOUNS

Exercise 1

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

Exercise 2

1. **They** were under the table.
2. **She** fed the chicken.
3. **They** were juicy.
4. **They** visited the orphans.
5. The new waitress is **she**.
6. The fastest runners were Tecla and **she**.
7. **She** went to the hall.
8. **It** was slaughtered.
9. Lucky Dube and **she** were South African singers.
10. **He** has won many athletics medals.

Exercise 3

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

10. **We** drove with **them** to the mountains.

Exercise 4

1. **My** journey to Mombasa was enjoyable.
2. Florence said **hers** was the best.
3. Are the pictures of Fort Jesus **yours**?
4. **Hers** are about Jomo Kenyatta Beach.
5. Tomorrow we will make frames for **our** pictures.
6. **My** class is planning a trip to Mt. Kenya.
7. **Our** trip will be taken on video.
8. Micere is excited that the idea was **hers.**
9. Koki and Toti cannot hide **their** excitement.
10. **My** dream is to climb to the highest peak of the mountain.

Exercise 5

1. You will = You'll
2. we would = we'd
3. he had = he'd
4. I am = I'm
5. you have = you've
6. they will = they'll

Exercise 6

1. I'll = I will
2. we're = we are
3. you'd = you would, you had
4. he's = he is, he has
5. they're = they are
6. she'd = she would, she had

Exercise 7

1. its
2. who's
3. They're
4. whose
5. it's

Exercise 8

1. All – are
2. Anybody – has
3. Many – believe
4. Each – makes
5. All – indicates
6. Everyone – his
7. Several – their
8. Anyone – her
9. Another – his
10. Somebody – her

Exercise 9

1. This
2. That
3. Those
4. those
5. these

Exercise 10

1. Who
2. Whom
3. What
4. What
5. whom

Exercise 11

1. Who
2. Whom
3. whom
4. Whose
5. Who
6. whom
7. Whose
8. Who
9. Who
10. Whose

Exercise 12

1. myself – intensive
2. himself – intensive
3. herself – reflexive
4. herself – reflexive
5. yourself – reflexive

Exercise 13

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

Exercise 14

1. We
2. Those
3. those
4. us
5. us

ANSWERS ON VERBS

Exercise 1

1. seems - Linking verb
2. watched – Action verb
3. cheered – Action verb
4. seems – Linking verb
5. is – Linking verb
6. aimed – Action verb
7. blew – Action verb

8. was – Linking verb
9. is – Linking verb
10. seems – Linking verb

Exercise 2

	Helping verb	Main verb
1.	is	singing
2.	has	begun
3.	can	travel
4.	had	waited
5.	will be	visiting
6.	have	come
7.	must	buy
8.	has	chosen
9.	is	hitting
10	will	go

Exercise 3

1. studies
2. splashes
3. washes
4. hurries
5. discuss

Exercise 4

1. watched
2. cried
3. yelled
4. baked
5. shopped

Exercise 5

1. will write
2. will stop
3. will decide
4. shall practice
5. will multiply

Exercise 7

1. started
2. added
3. trapped
4. annoyed
6. breathed
7. roamed
8. obeyed
9. worried

5. pitied
10. fitted

Exercise 8

1. will/shall see
2. will/shall go
3. will/shall exist
4. will/shall introduce
5. will/shall bring
6. will/shall develop
7. will/shall begin
8. will/shall/consume
9. will/shall hunt
10. will/shall become

Exercise 9

1. John has come here every year. - present perfect
2. John has been coming here every year. - present perfect progressive
3. John had come here every year. – past perfect
4. John had been coming here every year. – past perfect progressive
5. John will have come here every year. – future perfect
6. John will have been coming here every year. – future perfect progressive.

Exercise 10

1. Jane is playing the guitar. – present progressive
2. Jane has been playing the guitar. – present perfect progressive
3. Jane was playing the guitar. – past progressive
4. Jane had been playing the guitar. – past perfect progressive
5. Jane will play the guitar. – future progressive
6. Jane will have been playing the guitar. – future perfect progressive

Exercise 11

1. guard
2. stands
3. cross
4. use
5. feed
6. cleans
7. study
8. visits
9. wed
10. run

Exercise 12

	Present	**Past**	**Past participle**
1.	prevent	prevented	prevented
2.	donate	donated	donated
3.	hurry	hurried	hurried
4.	worry	worried	worried
5.	train	trained	trained
6.	aid	aided	aided
7.	relieve	relieved	relieved
8.	share	shared	shared
9.	enrol	enrolled	enrolled
10.	save	saved	saved

Exercise 13

	Present	Past	Past participle
1.	arise	arose	arisen
2.	tear	tore	torn
3.	wear	wore	worn
4.	lay	laid	lain
5.	see	saw	seen
6.	fall	fell	fallen
7.	blow	blew	blown
8.	freeze	froze	frozen
9.	fly	flew	flown
10.	write	wrote	written

Exercise 14

1. presented – active
2. were taken – positive
3. ordered – active
4. restored – passive
5. cleared – active
6. was harvested – passive
7. stressed – active
8. were urged – passive
9. is developing – active
10. was started – passive

Exercise 15

	Action verbs	direct object
1.	carried	his bag
2.	discussed	the examination paper
3.	took	a trip
4.	splashed	me
5.	gave	interesting facts
6.	searched	the house
7.	cheered	the team
8.	bought	a camera
9.	admires	Papa Shirandula
10.	viewed	the shooting star

Exercise 16

1. Transitive
2. Transitive
3. Intransitive
4. Transitive
5. Intransitive
6. Intransitive
7. Transitive
8. Intransitive
9. Transitive
10. Intransitive

Exercise 17

1. teach
2. lies
6. raises
7. raises

3. lie
4. sits
5. taught
8. taught
9. raises
10. laid

ANSWERS ON ADJECTIVES

Exercise 1

1. largest
2. Alaskan
3. tallest
4. tiny
5. small, scattered
6. vast
7. American, wild
8. huge
9. Australian
10. beautiful, Egyptian

Exercise 2

1. those
2. Those
3. that
4. That
5. This
6. Those
7. This
8. This
9. those
10. Those

Exercise 3

1. Twenty
2. Few, our
3. all
4. much
5. Numerous, this
6. What
7. Whose
8. Which
9. what
10. which

Exercise 4

1. A
2. a
3. the
4. The
5. an
6. the
7. an
8. the
9. the
10. A

Exercise 5

1. many – songs
2. Her, early – songs, her – fans
3. Our, first – performance
4. Her – coughing
5. their, best – goal, ten – years

Exercise 6

1. quiet, serious
2. popular
3. calm, peaceful
4. brilliant

5. extraordinary

Exercise 7

1. more beautiful
2. funniest
3. most enjoyable
4. most energetic
5. most helpful
6. stranger
7. more curious
8. higher
9. more creative
10. simpler

Exercise 8

1. Best
2. Bad
3. Best
4. Worse
5. Least
6. Farther
7. Less or lesser
8. Good
9. Better
10. Most

Exercise 9

1. those
2. These
3. This
4. Those
5. Those
6. these
7. those
8. This
9. that

ANSWERS ON ADVERBS

Exercise 1

	Adverb	What it indicates
1.	far	where
2.	cheerful	how
3.	downstairs	where
4.	carefully, skilfully	how
5.	extremely	how
6.	curiously	how
7.	soon	when
8.	fully	to what extent
9.	adorably	how
10.	down	where

Exercise 2

	Adverb	Adjective
1.	highly	successful
2.	extremely	cold
3.	quite	difficult
4.	barely	visible

5. very old
6. mysteriously secretive
7. horribly mean
8. totally exciting
9. completely mad
10. never punctual

Exercise 3

	Adverb	Adverb
1.	very	gradually
2.	surprisingly	quickly
3.	somewhat	closer
4.	extremely	irresponsibly
5.	totally	carelessly

Exercise 4

1. quickly
2. gradually
3. good
4. rapidly
5. strange
6. odd
7. reasonable
8. rapidly
9. well
10. well

Exercise 5

1. more often
2. more slowly
3. quickly
4. more skilfully
5. the fastest
6. more swiftly
7. most accurately
8. the longest
9. gracefully
10. the most sweetly

ANSWERS ON PREPOSITIONS

Exercise 1

1. on – where
2. for – purpose
3. with – use
4. in – place
5. from – place

Exercise 2

1. for
2. In
3. In
4. down, for
5. by

Exercise 3

	Preposition	Object/objects
1.	in	ways
2.	to	people
3.	In	cities
4.	On	farms
5.	across	river
6.	to	side
7.	at	place
8.	by	boat
9.	to	problem
10.	over	water

Exercise 4

1. her
2. me
3. us
4. her
5. us
6. us
7. me
8. him
9. me
10. her

Exercise 5

1. outside – preposition
2. inside – adverb
3. in – preposition
4. over – preposition
5. above – preposition
6. up – adverb
7. down – adverb
8. outside – adverb
9. by – adverb
10. out – adverb

Exercise 6

1. have
2. anyone
3. ever
4. Anybody
5. anywhere
6. had
7. anybody
8. anyone
9. Has
10. ever

ANSWERS ON CONJUNCTIONS

Exercise 1

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

Exercise 2

1. They arrived late because it was raining heavily.
2. John worked hard as he wanted to buy a house.
3. I won’t carry the umbrella for you need it.

4. I drove the car madly since I was late for the meeting.
5. He will come before the meeting ends.

Exercise 3

1. The vehicles either stopped for repairs or for fuel.
2. The drivers knew they had either to travel more than fifty kilometres or endure harsh storms.
3. Many people not only build their own homes but also grow their own food.
4. Both men and women wanted to buy the pictures.
5. Both maize and meat are important parts of a Kenyan's diet.

ANSWERS ON INTERJECTIONS

Exercise 1

1. Say – wonderment
2. Wow! – joy
3. All right! – urgency
4. Boy! – fear
5. Oh – surprise

CHAPTER TWO

Exercise 1

1. crack
2. roar
3. tick
4. growl
5. chime
6. quack
7. pop
8. lap
9. boom
10. hiss

Exercise 2

1. Lima bean – a broad, flat, pale-green or white bean used as a vegetable – named after Lima, the capital of Peru where it was grown first.
2. Cardigan – a kind of a pullover or sweater that buttons down the front – named after J.T. Brudwell, the 7th Earl of Cardigan.
3. Bloomer – a woman's baggy and long garment for the lower body – named after Amelia Bloomer, an American women rights and temperance advocate.
4. Canary birds – yellow songbirds – named after Canary Islands, Spain, where they are found in large numbers.
5. Ferris wheel – a special wheel for an amusement park – named after the inventor G.W. Ferris.
6. Guppy – the most popular freshwater tropical fish – named after R.J.L. Guppy, the man who introduced it in England.
7. Cheddar – A firm Cheese – named after the English village of Cheddar, where it was first made.

8. Quisling – a person who treacherously helps to prepare for enemy occupation of his own county, a traitor – named after Vidkum Quisling, a Norwegian politician.
9. Silhouette – an outline portrait or profile – named after a French minister of finance, Etienne de Silhouette.
10. Marxism – the political and economic theories of Karl Marx and Friedrich Engels – named after Karl Marx.
11. Guillotine – a device used for carrying out executions – named after Dr. Joseph Guillotine, the designer.
12. Macadam – small, broken stones that are used for making roads – named after John L. McAdam, a Scottish engineer who invented this kind of a road.
13. Pasteurisation – the process of heating milk, wine, beer, or other liquids hot enough to kill harmful bacteria and to prevent or stop fermentation – named after Louis Pasteur, a French chemist, who invented the process.
14. Watt – Unit of measuring electric power – named after James Watt, a Scottish engineer, who pioneered in the development of the steam engine.
15. Ohm – a measure of electrical resistance – named after George S. Ohm, a German physicist.

Exercise 3

1. slithy – lithe + slimy
2. chortle – chuckle + short
3. galumph – gallop + triumph
4. bash – bang + smash
5. blog – web + log
6. breathalyser – breath + analyser
7. cablegram – cable + telegram
8. camcorder – camera + recorder
9. edutainment – education + entertainment
10. email – electronic + mail

Exercise 4

1. utra – beyond – ultraviolet, ultrasonic
2. syn – in union – synchronize, symmetry
3. sub – at a lower position – submarine, subsoil
4. peri – round, about – perimeter
5. out – surpassing, exceeding – outperform
6. infra – below – infrared, infrastructure
7. hypo – under – hypodermic, hypothermia
8. hemi – half – hemisphere
9. ex – previous – ex-wife, ex-policeman
10. dia – across, through – diagonal

Exercise 5

1. hopeful – full of hope
2. reader – a person who reads
3. childish – having manners of a child
6. greenish – having green colour
7. weary – tired
8. fearless – lacking fear

4. greyish – having grey colour
5. playful – fond of playing
9. kindness – the quality of being kind
10. washable – can be washed

Exercise 6

1. Pen – a device for writing
   – an enclosure for sheep
2. Tire – to make weary
   – the rubber material on the wheel of an automobile or bicycle.
3. Dove – past tense of dive
   – a bird
4. Wound – past tense of wind
   – an injury.
5. Mean – stingy
   – average
6. Act – a dramatic performance
   – doing something
7. Arms – upper limbs
   – weapons
8. Block – a building
   – obstruct
9. Box – a carton
   – fight with gloves
10. Bank – edge of a river
    - a money depository

Exercise 7

1. in –inn
2. heard – herd
3. horse – hoarse
4. key – quay
5. need – knead
6. knight – night
7. knows – nose
8. tick – tic
9. rung – wrung
10. sees – seize

Exercise 8

1. start – begin
2. come – arrive
3. lengthy – long
4. shattered – broken
5. fix – repair
6. collect – gather
7. assist – help
8. build – construct
9. reply – answer
10. purchase – buy

Exercise 9

1. easy – hard
2. whisper – yell
3. triumph – fail
6. sweet – sour
7. stationary – mobile
8. strength – weaken

4. dull – interesting
5. dangerous – safe
9. precious – worthless
10. naked – clothed

Exercise 10

1. at sea – confused
2. has his hands full – is busy
3. have a bone to pick with me – have a quarrel
4. make heads or tails – make sense
5. as easy as pie – very easy
6. sick and tired – can't stand, hate
7. broke – to have no money
8. dropped me a line yesterday – sent me a letter or email
9. filled in for her – did her work while she was away
10. in the red – losing money, not profitable

CHAPTER THREE

Exercise 1

1. a TV show – object
2. Playful animals – subject
3. a thrilling adventure – object
4. an exciting activity – complement
5. Twenty university students – subject
6. a certified public health officer – complement
7. Many of the soldiers – subject
8. The old woman – subject, a heavy load – object
9. a very complicated man – complement
10. A devastating earthquake – subject

Exercise 2

1. should have taken
2. must have seen
3. should have been told
4. would have told
5. must've visited
6. must have seen
7. do fear
8. have made
9. would stampede
10. could have read

Exercise 3

1. in Mombasa – adverbial modifying the verb found.
2. around the country – adjectival modifying the noun companies.
3. of the dog – adjectival modifying the noun barking.
4. for hard work – adverbial modifying the verb bred.
5. over water – adverbial modifying the verb built.
6. of travel – adjectival modifying the noun miles.
7. by bus – adverbial modifying the verb went.

to the market – adverbial modifying the verb went.

8. At the market – adjectival modifying the noun.
9. of colours clothes – adjectival modifying the noun display.
10. with professional expertise – adverbial modifying the phrasal verb took through.

Exercise 4

1. golfing – complement
2. protecting their status – object of the preposition in.
3. Playing golf with a commoner – subject
4. playing the game – direct object
5. Training thoroughly – subject
6. playing the game- object of preposition
7. contesting with junior golfers – subject
8. playing with the professionals – direct object
9. Participating in international tournaments – subject
10. Winning an international title – complement

Exercise 5

1. Defying all odds – present participial phrase – Kisoi Munyao
2. Failing each time – present participial phrase – he
3. Seeing his passion to scale the peak – present participial phrase - government
4. making steady progress - present participial phrase – climber
5. Pleased with his progress – past participial phrase – he
6. determined to hast the Kenya flag - past participial phrase – climber
7. Slipping on the snow - present participial phrase – Munyao
8. worn from too many climbs - past participial phrase – rope
9. slipping to the bottom of the cliff- present participial - bottles
10. overcome with joy - past participial phrase – Munyao

Exercise 6

1. To climb Mt. Kenya –noun
2. to climb the mountain – noun
3. to try this risky climb – adjective modifying the noun Kenyans
4. to make rapid progress – adverb modifying the verb helped
5. with very limited climbing gear – adverb modifying the verb reach
6. To reach Point Batian – noun
7. to listen to Munyao – noun
8. to finance much of his expedition – adverb modifying the verb forced
9. to achieve his dream of hasting the flag – adverb modifying the verb worked
10. to scale the tallest mountain in Kenya – adverb modifying the verb made.

CHAPTER FOUR

Exercise 1

1. A huge storm was coming. – sentence
2. Behind the wattle tree- sentence fragment
3. After the earthquake – sentence fragment
4. The wind broke several houses. – sentence
5. Surprised by a loud noise – sentence fragment
6. Winds of high speed – sentence fragment
7. Rescue workers arrived. – sentence
8. From different parts of the world – sentence fragment
9. Many people were injured. – sentence
10. In the weeks after the earthquake – sentence fragment

Exercise 2

1. pop music – object
2. sweetly – adverb
3. very quietly – adverbial phrase
4. that book – object, three times – adverbial phrase
5. to the bank- adverbial phrase
6. her – indirect object, a present – direct object
7. bitterly – adverb
8. on his heels – adverbial phrase
9. a list of the items to buy – object
10. help – object

Exercise 3

1. a German citizen – subject complement
2. a very arrogant lady – subject complement
3. tired – subject complement
4. green – object complement
5. the queen – object complement
6. stealing the mango – participial complement
7. senseless – object complement
8. a kind person – subject complement
9. crying – participial complement
10. trembling – participial complement

Exercise 4

1. Simple sentence
2. Compound sentence
3. Compound sentence
4. Complex – whoever broke the mirror – noun clause

5. Simple sentence
6. Complex sentence – whom I met – adjectival clause
7. Complex sentence – who stole the cow – adjectival clause
8. Simple sentence
9. Complex sentence – as though it affects their lives – adverbial clause
10. Complex sentence - when people felt helpless about the world around them – adverbial clause.
11. Complex sentence – that was designed for skiing – adjectival clause
12. Simple sentence
13. Simple sentence
14. Complex sentence – because my dog loves crusts – adverbial clause
15. Complex sentence – whenever lazy students whine – adverbial clause
16. Complex sentence – whom Mrs. Ndegwa hit in the head with pieces of chalk – adjectival clause
17. Complex sentence – who loves bread crusts – adjectival clause
18. Complex sentence – that drinks too much milk – adjectival clause
19. Complex sentence – what Aunt Lucy adds to her stew – noun clause
20. Compound sentence

Exercise 5

1. Declarative
2. Imperative
3. Exclamatory
4. Conditional
5. Interrogative
6. Exclamatory
7. Exclamatory
8. Declarative
9. Imperative
10. Conditional
11. Declarative
12. Imperative/conditional
13. Interrogative
14. Interrogative
15. Declarative
16. Exclamatory
17. Conditional
18. Imperative
19. Declarative
20. Exclamatory

Exercise 6

1. John said, “There was a terrible accident in Nairobi.”
2. Petro added, “It happened in Umoja Estate.”
3. “It involved a train and a bus,” added John.
4. Sarah asked, “Did anyone die?”
5. “No one died, but the railway line was destroyed,” answered Peter.
6. “Over the months,” said John, “the railway line has been rebuilt.”
7. “How lucky that no one died!” exclaimed Sarah.
8. “I think they should put a railway-crossing sign board,” Petro said. “It would help bus drivers a lot.”

9. “Or they should put bumps on both sides of the railway line to slow down the buses,” John suggested.
10. “Who knows what might happen next?” wondered Sarah.

Exercise 7

1. Joel asked him if he saw the fire at the West Gate Mall.
2. Njagi said that ten fire-engines had arrived in fifteen minutes.
3. Patty exclaimed that it had destroyed an entire building.
4. Joel said that one fire fighter had been slightly injured.
5. Njagi said that several people working in the building had escaped unhurt.
6. Patty wanted to know what would happen to them.
7. Joel replied that other people were giving them food and clothes.
8. Njagi added that they were resting in the school at that time.
9. Patty exclaimed that those terrorists would finish them.
10. Joel told them not to worry; they would be apprehended the following day.

Exercise 8

Supply the appropriate question tags in the following sentences.

1. The marriage caused a rupture in her relationship with her mother, **didn’t it**?
2. She didn’t think anyone would be interested in a woman like her, **did she**?
3. The troops are on standby in case chaos erupts, **aren’t they?**
4. The Prime Minister must take a firm stand against extremists in his party, **mustn’t he?**
5. I am the best so far, **am I not?**
6. The amendments will strengthen the bill, **won’t they?**
7. The new tax is tantamount to stealing from the poor, **isn’t it?**
8. Please send all your remarks to Prof Kibwana as soon as possible, **will you?**
9. She raised the gun and pulled the trigger, **didn’t she?**
10. We need to learn to prioritize, **don’t we?**
11. Get out of this room now, **will you?**
12. We’ve made a reservation for next week, **haven’t we?**
13. They couldn’t conceal the secret any more, **could they?**
14. We shall not accept anything less, **shall we?**
15. I am not a conman, **am I?**
16. Jonny wanted to pursue a career in theatre, **didn’t he?**
17. Sharon’s parents claim that the house is legally theirs, **don’t they?**
18. I haven’t told you my name, **have I?**
19. Come and visit us tomorrow, **will you?**
20. Time will tell whether he made the right choice, **won’t it?**

CHAPTER FIVE

Exercise 1

1. This play is a revision of Shakespeare's earlier play, The Merchant of Venice.
2. John Kiriamiti wrote My life in Crime.
3. I admire women who vie for parliamentary seats.
4. Bernard Mathenge and his wife travelled to America.
5. My grandmother grew up in Witemere.
6. The Nile River is one of the largest rivers in Africa.
7. Each year tourists visit Maasai Mara National Park.
8. The TV show Papa Shirandula has attracted many viewers.
9. Uganda and Kenya have signed an agreement over the ownership of Migingo Islands.
10. Our country got independence in December, 1963.
11. On Christmas Day, all my relatives gathered at my home.
12. Waiyaki is a fictional character in Ngugi wa Thiongo's novel, The River Between.
13. The city of Mombasa gets its water from River Tana.
14. I would like to become a famous writer like Sidney Sheldon.
15. They captured the stark beauty of Hell's Gate National Park in their movie.

Exercise 2

1. He earned about three million dollars that year.
2. You know who Jomo Kenyatta was, don't you?
3. What a wonderful and inspired leader he was!
4. He was also a person who helped many people.
5. Some people write stories, but other write poems.
6. Try to write a concise, informative, and interesting letter.
7. Also make sure that your letter has a heading, an inside address, a salutation, a body, a closing, and your signature.
8. One of the most exciting modern developments, I believe, is the computer.
9. Today is July 2, 2011. I will never forget this date.
10. I have lived in Sagana, Kirinyaga County, since 2008
11. Try submitting your work to the following publishers: Longhorn Publishers, Jomo Kenyatta Foundation, or Oxford University Press.
12. Remember, a writing career requires the following traits: confidence, perseverance, and a thick skin!
13. Long ago, people used hand–sharpened straws and reeds as pens.
14. Fountain pens were invented in our great–grandparents' time.
15. Soft-tip pens and rolling-ball pens were invented twenty-five years ago.
16. What would you do if you couldn't build a house for yourself?

17. You’d find someone who could build it for you, wouldn’t you?
18. These archives are important to modern historians’ research.
19. In his play Shreds of Tenderness, John Ruganda said, “People who have never lived through a coup d’etat have romantic ideas about it.”
20. Mr. Mureithi said, “A short letter to a friend is an insult.”

ORAL SKILLS

SECTION 1 : PRONUNCIATION
PRONUNCIATION OF VOWEL SOUNDS

In English, we have various vowel sounds. We shall study them one after the other.

Sound /æ/

Consider the letter ‘a’ in the words below. Each says this sound.

- Pan
- Fan
- Ban
- Brash
- Cat
- Pat
- Dad
- Ham
- Mat
- Rash
- Track
- Cram
- Fanned
- Flash
- Pack
- Rag
- Sand
- Slam
- Tag
- Man

Sound /ɜ:/

- This sound is more like the sound you make when you are disgusted.
- The letters in boldface say this sound. Study them carefully.

- Bird
- Shirt
- Flirt
- Turn
- Learn
- First
- Berth
- Her
- Heard
- Hurt
- Purse
- Birth
- Cur
- Fur
- Firm
- Herd
- Burn
- Curt
- Pert
- Stir
- Blur
- Shirk
- Surge

Sound /ɑ:/

- It is pronounced by having a much wider open mouth position.
- Inside your mouth is shown in the process of saying this sound.
- Examples of words bearing this sound include:

- Far
- Farm
- Guard
- Heart
- Hard
- Bar
- Bard
- Cart
- Car
- Dart
- Card
- Par

Sound /ə/

- This sound (referred to as schwa) is a short vowel sound.
- It mostly found in words containing letter ‘o’, for example,

- Confuse
- Contemptuous
- Continue
- Condolence

- Also in words such as:

Business

Sound /ʌ/

Examples of words containing this sound include:

- Sun
- Son
- Some
- Pun
- Fun
- Cum
- Cup
- But
- Much
- Begun
- Fun
- Sung
- Swum
- Bug
- Bunk
- Brush
- Hum
- Rung
- Truck
- Stunned
- Drum
- Dumb
- Fund

Sound /ɔ:/

- It is a long sound.
- The mouth doesn't move while saying this sound, and it can be pronounced as long as you have breath.
- It is said in words such as:

- Or
- More
- Chores
- Dorm
- Pork
- Door
- Four
- Fore
- Nor
- Law
- Cord
- Form
- Horn
- Lord
- Saw
- Shore
- Chalk
- Jaw
- Scorn

Sound /ɒ/

- It is a short sound.
- The mouth doesn't move.
- Each of the words below bear this sound:

- Got
- On
- Cost
- Lost
- Odd
- Boss
- Stock
- Plot
- Block
- Cock
- Cop
- Mop
- Rod
- Sock
- Shot
- Pot
- Blot
- Crock
- Frog
- Swat
- Swatch

Sound /ʊ/

bosom

Sound /u:/

Sound /I:/

- Long sound
- Said in words such as the ones below:
  - Sheep
  - Feet
  - Meat

- Tweet etc.

Sound /ɪ/

It is a short sound.

In words such as:

- Fit
- Bit
- Quit
- Blip etc.

Exercise

The table below has columns with different sounds. Pronounce each of the words in the list and classify, according to the highlighted letter(s), under the column that bears that sound.

Chip	Greased	Still	cheat
Jeep	Teal	Blip	blink
Creek	Hill	Fill	thrill
Wet	Sit	Bed	jet

/i:/	/ɪ/	/e/

PRONUNCIATION OF CONSONANT SOUNDS

The sound /ʧ/

- Made by releasing the stopped air through your teeth by the `tip of your tongue.
- It is voiceless because vocal cords do not vibrate when you say it.
- Most words with letters '**CH**' say this sound, for example,

Church	Teach	Crunch
Chips	Pinch	Much

- There are those with letters '**TCH**' for example,

Catch	Batch	Kitchen
Watch	Itch	witch

- Some are with letters '**TU**', for example,

Century

Spatula

The Sound /ʤ/

- Pronounced the same way as /ʧ/. It is just that it is voiced.
- Letters representing this sound include:

(a)**Letters 'DG'**

- Fudge
- Budge
- Bridge
- Judge

(b) **Letter 'J'**

- Judge
- Joy
- Eject
- Jake
- Jump
- Joke
- July
- Project

(c)**Letters 'DU'**

- Procedure
- Graduate
- Individual

(d) **When letter 'G represents the sound**

It does that when it is in front of an '**e**', '**i**', or '**y**'

(i) Letters 'GE', for example,

- Agent
- Germ
- Gem
- Budget
- Gel
- Angel
- Danger
- Emergency
- Gentle
- Bilge
- Urgent
- Knowledge
- Large
- Singe
- Enlarge
- Challenge
- Ridge
- Emerge

(ii) Letters 'GI', for example,

- Agile
- Allergic
- Apologize
- Contagious
- Gist
- Digitize
- Eligible
- Giraffe
- Engineer
- Fragile
- Fugitive
- Legion
- Original
- Vigilant

(iii) Letters 'GY', for example,

- Allergy
- Clergy
- Egypt
- Analogy
- Zoology
- Stingy
- Gym
- Liturgy
- Panegyric

The Sound /f/

- The sound is unvoiced or voiceless.
- Air is stopped by pushing the bottom lip and top teeth together. The air is then pushed through to produce this sound.

- The /f/ sound has the following letters saying it:

(a)**Letter 'F'**

- Four
- Wife
- Knife
- Life
- Family
- Staff
- Puff
- Five

(b) **Letters 'PH'**

- Phone
- Graph
- Paragraph
- Phrase

(c)**Letters 'GH'**

- Cough
- Rough
- Laugh
- Enough
- Tough
- Draught

The Sound /v/

- The same mouth shape as /f/ is formed when pronouncing the sound /v/.
- It is voiced.
- Your top teeth is put on your bottom lip.
- Words bearing this sound include:

- Van
- Vehicle
- Vice
- Unvoiced
- Voice
- Obvious
- Previous
- Drive
- Save
- Jovial
- Virtue
- Care
- Wolves
- Knives

The Sound /d/

- /d/ is voiced. The vocal cords vibrate.
- The low of air is stopped at the front of the mouth by tongue.
- Practice speaking the words below:

- Dad
- Do
- Did
- Dog
- Mad
- Sad
- Bad
- Done
- Loud
- And

Sound /t/

- To make this sound, your tongue stops the flow of air at the front of your mouth.
- It is a voiceless/unvoiced sound.
- It said in words like:

- To
- Top
- Get
- Hot
- Pot
- Butter
- Later
- What
- Today
- Tuesday

The sound /k/

There are various letters that say the sound /k/. let's study these letters.

- Letter '**K**' always say this sound. Examples of words include:
  - Kill
  - Key
  - Kick
  - Sake
- Letter '**C**', for example,
  - Call
  - Corn
  - Cane
  - Campaign
  - Camp
  - Confusion
  - Cucumber
  - Colic etc.
- Letters '**CK**' for example
  - Kick
  - Mock
  - Truck
  - Back etc.
- Letter '**Q**' for example,
  - Quack
  - Quail
  - Quartz
  - Quarter
  - Quick
- Letters '**CH**', for example,
  - Chaotic
  - Character
  - Ache

The Sound /g/

Found in words such as:

- Galaxy
- Game
- Gate
- Gibbon
- Give
- Goat
- Gazelle
- Gecko
- Gold
- Gown
- Girl
- Ghost
- Geyser
- Garbage

The Sound /ʃ/

- This sound is unvoiced – only air passes through the mouth when said.

- The teeth are put together and the corners of the lips are brought together towards the middle.
- Most words with letters '**sh**' this sound. For example,

Shape Shop bishop

- There are words with letters '**CH**' that say this sound, for example,

Brochure	Chute	Chicago	Quiche
Cache	Chef	Michigan	chaise
Cachet	Chiffon	Chevrolet	
Chagrin	Niche	Fuchsia	
Champagne	Ricochet	Cliché	
Charade	Charlotte	Chivalry	

- Some words with '**SU**' also say it, for example,

Sugar	Sure	Pressure
Surmac	Issue	

- There are yet those with letters '**TIO**', for example,

Nation	Option
Motion	Caution

- Then there are those with letters '**SIO**', for example,

Submission Commission Confession

Sound /θ/

- Pronounced with your tongue between your teeth.
- It is unvoiced.
- The words bearing this sound include:

- Mouth
- Thing
- Faith
- Fourth
- Thick
- Think
- Three
- Thought
- Tenth
- Math
- Myth
- Thumb
- Youth
- Thrive
- Growth
- North
- Truth
- Pith
- Thank
- Thorn
- Thimble
- Three
- Theme
- Therapist
- Thigh
- Thickness

Sound /ð/

- Unlike /θ/, it is voiced.
- It also pronounced with tongue touching or between your teeth.
- It is found in such words as:

- With
- There
- Clothing
- These
- Thence
- Then
- Their
- they

Sound /s/

- This is a hissing sound like a snake.
- It is voiceless.
- The few rules for some of the common spellings that say the sound /s/ are:

(a)Letter '**S**', for example,

Sit	Say	Boss	Misty
Wise	Sad	This	Sunday
Dogs	Sound	Lips	

(b) Letter '**SC**', for example,

Muscle	Descend	Science	Scream

(c)Letter '**X**', for example,

Fix	Fox	Next	Mix

(d) Letter '**C**', for example,

Face	City	Fence
Practice	Circle	License

Sound /z/

- The /z/ is like the sound of buzzing bees.
- It is voiced.
- Most words with the letter '**Z**' say /z/, for example,

- Zoo
- Zip
- Zebra
- Quiz
- Buzz
- Freeze
- Doze
- prize

- There are those words with letter '**S**' saying this sound, for example,

- Is
- Was
- His
- Hers
- Nose
- Noise
- Noises
- Rose
- Roses
- Frogs
- Girls
- Friends
- Lies
- Busy
- Tuesday
- Wednesday
- Sounds
- Pose
- Reason
- Rise
- Eyes
- These
- Days
- Says
- Ties
- Has
- Flows
- Because
- Shoes
- Visit
- Those
- Bananas
- cows

- The other group of words are those with letter '**X**', for example,

Exist
Anxiety

Sound /ʒ/

- Words bearing this sound are borrowed from French.
- Pronounced in the same way as /ʃ/ only that is voiced.
- The examples of words with this sound are:

Garage	Seizure	Amnesia	Cashmere
Beige	Leisure	Collision	Asia
Massage	Persian	Division	Visual
Sabotage	Conclusion	Version	Vision
Genre	Casual	Television	Lesion
Measure	Casually	Exposure	Decision
Treasure	Usual	Occasion	Caucasian
Closure	Usually	Persuasion	

Practice in sentences

(a)Measure the beige door on the garage.
(b) It was my decision to fly to Asia to seek treisure.

Sound /l/

Sound /r/

- Raise the back of your tongue to slightly touch the back teeth on both sides of your mouth. The centre part of the tongue remains lower to allow air to move over it.
- It is voiced.
- It is found in words with letter '**R**' e.g.
  - Red
  - Friday
  - Worry
  - Sorry
  - Marry
- It is also said in words with letters '**WR**' e.g.
  - Write
  - Wrong
  - Wrath
  - Wry
  - Wring

Sound /w/

- Your lips form a small, tight circle when making the sound /w/.

➢ Letters representing the /w/ sound are:

- **Letter 'W'**

Woman	New	Win	Towel
Wife	Sweet	Rewind	Wait

- **Letters WH**

Why	When	What	Whom	Whole
Where	While	White	Who	

- **Letters 'QU'**

Quit	Quite	Queer	Quota
Quick	Quiet	Queen	Quickly

- **Others**

One
Choir

Sound /m/

➢ Made by pressing the lips lightly.

➢ The words that follow contain the sound:

• Mum	• Me	• Farmer	• Meat
• Mine	• Morning	• Shame	• Myself

Exercise 1

Read the sentence below pronouncing each word correctly and then group the words in their appropriate columns. Consider the highlighted letters.

*The **s**even student**s** took the fir**s**t **te**st for their driver'**s** licen**ce**s**s**on Thur**s**day.*

/s/	**/z/**

Exercise 2

Considering the pronunciation of highlighted letters, pick the odd word out.

(a)**J**udge, **g**esture, **g**arage

(b) **J**ump, **g**ift, **g**eological

(c)Fun**g**i, **j**ust, **g**o

(d) Di**g**it, **g**ame, **g**amble

(e)Hy**g**iene, prodi**g**y, entan**g**le

(f) **G**ecko, **g**em, zoolo**g**y

Exercise 3

Pronounce each word correctly and then group it under the column containing the sound that the highlighted letter(s) bear.

Tis**su**e	Cau**tio**us	Per**s**ian	Deci**sio**n
Cauca**s**ian	Lei**su**re	Ca**su**al	Coll**isio**n
Divi**sio**n	Solu**tio**n	**Ch**ef	**S**ure
Pas**s**ion	Pres**su**re	Conclu**sio**n	Pre**cio**us
O**c**ean	Vi**sio**n	Televi**sio**n	Expo**su**re

/ʃ/	/ʒ/

Exercise 4

Circle the letter(s) that say /f/ and underline those saying /v/ in the sentences below.

(a)Please forgive me for forgetting the leftover food.

(b) Save the four wolves that live in the cave.

DIPHTHONGS

- A diphthong is a combination of two vowel sounds.
- Some of the diphthongs include:
  - /əʊ/
  - /aʊ/
  - /eɪ/
  - **/ɔʊ/**

In words like;

-

- Role
- Bone
- Phone
- Stone
- Close
- Note
- Notice
- Lonely
- Home
- Hope
- Open
- Ocean
- Remote
- Solar
- Polar
- Modal
- Total
- Motor
- Moment
- Bonus
- Focus
- Vogue
- Social
- Soldier
- Coworker
- Most
- Post
- Host
- Ghost
- Both
- Low
- Know
- Mow
- Sow
- Show
- Tow
- Owe
- Own
- Bowl
- Blow
- Grown
- Throw
- Go
- Ago
- No
- So
- Toe
- Hero
- Zero
- Veto
- Ego
- Echo
- Radio
- Studio
- Mexico
- Potato
- Tomato
- Logo
- Motto
- Cold
- Gold
- Bold
- Sold
- Told
- Roll
- Poll
- Control
- Bolt
- Colt
- Folk
- Comb
- Won’t
- Don’t
- Soul
- Shoulder
- Road
- Load
- Boat
- Coast
- Coat
- Oak
- Soak
- Approach
- Boast
- Ok
- Obey
- Omit
- Hotel
- Motel

/aʊ/

Said in words such as:

- How
- Cow
- Now
- Allow
- Owl
- Brown
- Down
- Town
- Clown
- Drown
- Crown
- Crowd
- Powder
- Browse
- Loud
- Proud
- Cloud
- Out
- Shout
- About
- Doubt
- Foul
- Noun
- House
- Mouse
- Mouth
- South
- Couch
- Found
- Ground
- Around
- Pound
- Sound
- Count
- Amount
- Mountain
- Announce
- Bounce
- Allowing
- Towel
- Bowel
- Power
- Tower
- Flower
- Shower
- Hour
- Our
- Sour
- Flour
- coward

/eɪ/

The words containing this diphthong are:

- wait
- late
- bait
- date
- tale
- bail
- bale
- sale
- gate
- waste
- wade
- baby
- bacon
- paper
- April

- Danger
- Angel
- Stranger
- Basis
- Lazy
- Crazy
- Fail
- Mail
- Sail
- Rail
- Raise
- Raid
- Afraid
- Wait
- Straight
- Faint
- Paint
- Fate
- Rate
- Kate
- Race
- Base
- Place
- Lake
- Take
- Name
- Ache
- Rage
- Patient
- Racial
- Nation
- Nature
- Fatal
- Patriot
- Radio
- Vacant
- Weight
- Eight
- Vein
- Neighbour
- Break
- Steak
- Age
- Wage
- Save
- Cave
- Wave
- Ray
- Gray
- Play
- Lay
- Day
- May
- Pray
- Convey
- Survey
- Stain
- Change etc.

Exercise

Write another word pronounced the same way as:

a) Gait
b) Made
c) Mail
d) Pale
e) Pain
f) Plain
g) Sale
h) Tale
i) Vain
j) Waist
k) Wait
l) Eight
m) Sew
n) No
o) Toe
p) Grown

MINIMAL PAIRS

Study the pairs of words below carefully.

Fit – feet

Let – late

Van – fan

Pun – pan

- What do you notice? You realize that only one sound makes the pronunciation of one word distinct from the other. Each pair is called a ***minimal pair***.
- **A** minimal pair is therefore a pair of words that vary by only one sound especially those that usually confuse learners, such as /**l**/ and /**r**/, /**b**/ and /**p**/, and many others.

Minimal Pairs of Vowel Sounds

Sound /i/ and /i:/

1. Bid – bead
2. Bit – beat
3. Bitch – beach
4. Bin – bean/ been
5. Chip – cheap
6. Fit – feat/ feet
7. Fist – feast
8. Fizz – fees
9. Gin – gene
10. Sin – seen/ scene
11. Still – steal/ steel
12. Sick – seek

13. Is – ease
14. Itch – each
15. Risen – reason
16. Piss – piece/ peace
17. Pick – peak/ peek
18. Mill – meal

Exercise

Write another word in which either sound /i/ and /i:/ will make it vary from the one given.

(a) Hit (b) Sheet (c) Tin (d) Peach (e) Lip (f) Neat (g) Kip (h) Eel (i) Greed (j) Pill (k) Skied (l) Skim

Sounds /i/ and /e/

1. Did – dead
2. Disk – desk
3. Built – belt
4. Bit – bet
5. Lipped – leapt
6. Middle – meddle
7. Fill – fell
8. Bid – bed
9. Bill – bell
10. Lit – let
11. List – lest
12. Clinch – clench

Exercise

Complete the table below with a word in which either the sound /e/ or /i/ brings the difference in pronunciation.

	/e/	**/i/**
1	Head	
2		Miss
3		Hymn
4	Led	
5	Fen	
6		Lid
7	Den	
8	Peg	

Sounds /e/ and /ei/

The following words vary by one having the vowel sound /e/ and the other a diphthong /ei/

1. Wet – wait
2. Bread – braid
3. Fen – feign
4. Bed – bade
5. Get – gate/ gait
6. Let – late
7. Met – mate
8. Lest – laced
9. Tech – take
10. West – waste/ waist
11. When – wane
12. Edge – age

13. Gel – jail
14. Lens – lanes
15. Breast – braced
16. Sent – saint
17. Test – taste
18. Best – based
19. Wren – rain/ reign
20. Led – laid
21. Bled – blade
22. Fed – fade

Exercise

Each word below has another word in which either the sound /e/ or /ei/ will bring the distinction in pronunciation. Write that word.

(a) Fell
(b) Pain
(c) Hail
(d) Sell
(e) Well
(f) Mate
(g) Raid
(h) Date
(i) Men
(j) Stayed
(k) Bet
(l) Jail

Sounds /æ/ and /ʌ/

1. Batter – butter
2. Cap – cup
3. Cat – cut
4. Back – buck
5. Brash – brush
6. Dabble – double
7. Rang – rung
8. Track – truck
9. Bad – bud
10. Began – begun
11. Bag – bug
12. Pan – pun
13. Drank – drunk
14. Fan – fun
15. Hat – hut
16. Badge – budge
17. Hang – hung
18. Massed – must
19. Rash – rush
20. Sank – sunk
21. Ran – run
22. Swam – swum
23. Ban – bun
24. Ham – hum

Exercise

Complete the table below with the minimal pair of the word. Consider the sound indicated in each column.

	/æ/	/ʌ/
(a)		But
(b)	Match	
(c)	Mad	
(d)		Flush
(e)	Cam	
(f)		Dumb
(g)	Sang	
(h)		Uncle
(i)	Crash	

(j)	Sack	
(k)		Dump
(l)		Tug

Sounds /æ/ and /e/

look at the list below.

1. Bad – bed
2. And – end
3. Had – head
4. Jam – gem
5. Pat – pet
6. Sat – set
7. Shall – shell
8. Man –men
9. Bag – beg
10. Ham – hem
11. Pan – pen
12. Sad – said
13. Manned – mend
14. Land – lend

Exercise

Complete the table with appropriate word that vary with the sound indicated in the column.

	/æ/	/e/
(a)	Marry	
(b)		Blend
(c)	Cattle	
(d)	Vat	
(e)	Sacks	
(f)		Trek
(g)	Trad	
(h)		met

Minimal Pairs of /ɑː/ and /ɜː/

1. fast – first
2. bath – berth/birth
3. heart – hurt
4. bard – bird
5. car – cur
6. card – curd
7. guard – gird
8. pa – per
9. bar – bur
10. barn – burn
11. carve – curve
12. dart – dirt
13. par – purr
14. park – perk
15. star – stir
16. arc – irk

Exercise 6

Considering the sounds /ɑː/ and /ɜː/, write the minimal pair of:

(a)far
(b) heard/herd
(c)pass
(d) farm
(e)shark
(f) curt

Minimal Pairs of /b/ and /v/

1. bat – vat
2. beer – veer

3. bowl – vole
4. bow – vow
5. gibbon – given
6. bale – veil
7. bane – vein
8. curb – curve
9. bolt – volt
10. bowl – vole
11. broom – vroom
12. dribble – drivel
13. dub – dove
14. jibe – jive
15. rebel – revel

Exercise 7

There is another word that will vary with the one written below with just one sound. Depending on the sounds /b/ and /v/, write that word.

(a) Berry
(b) Leaf
(c) Vast
(d) Fail
(e) Sail
(f) Proof
(g) Veil
(h) Curtail
(i) Calf
(j) Thigh
(k) Vile
(l) Strive

Minimal Pairs of Sounds/s/ and /θ/

- Mouse – mouth
- Sing – thing
- Face – faith
- Force – fourth
- Sick – thick
- Sink – think
- Sort – thought
- Tense – tenth
- Mass – math
- Miss – myth
- Pass – path
- Saw – thaw
- Seem – theme
- Some – thumb
- Song – thong
- Worse – worth
- Gross – growth
- Sigh – thigh
- Sin – thin
- Sum – thumb
- Piss – pith
- Sawn – thorn
- Symbol – thimble
- Sore – thaw
- Truce – truth
- Suds – thuds
- Sought – thought
- Moss – moth
- Sank – thank
- Sump – thump

Sounds /t/ and /d/

- Town – down
- Touch – Dutch
- Tear – dare
- Ten – den
- Tongue – dung
- Tart – dart
- Tech – deck
- Tin – din
- Toe – doe
- Tough – duff
- Tuck – duck
- Tab – dab
- Tank – dank
- Tick – dick
- Tine – dine
- Hat – had
- Spent – spend
- Too/ to/two – do
- Train – drain
- Tide – dyed/died
- Torn – dawn
- Teal – deal
- Teen – dean
- Tyre/tire – dire
- Toes – doze
- Tout – doubt
- Tug – dug

Minimal pairs of /f/ and /v/

- Fan – van
- Off – of
- Fat – vat
- Fee – v
- Foul – vowel
- Fender – vendor
- Serf/Surf – serve
- Duff – dove
- Fie – vie
- Foal – vole
- Guff – guv
- Waif – waive
- Gif – give
- Life – live
- Safe – save
- Belief – believe
- Feel – veal
- Staff – starve
- Feign – vain/ vein
- Foist – voiced
- Fox – vox
- Reef – reeve

Exercise 8

Write the minimal pair of the word below with consideration being either the sound /f/ or /v/.

- Tale/ tail – dale
- Teed – deed
- Tier – deer
- Tint – dint
- Sheet – she'd
- Wait – weighed
- Tie – die
- Try – dry
- Tear – dear
- Tip – dip
- Tame – dame
- Team – deem
- Tent – dent
- Toast – dosed
- Tomb – doom
- Tower – dour
- Tux – ducks
- Tamp – damp
- Tell – dell
- Till – dill
- Tusk – dusk
- Sight – side
- Beat – bead

Exercise 9

Each word below has another word in which all the sounds are the same except either the sound /t/ or /d/ is different. Write that word.

(a) Bat
(b) God
(c) Write
(d) And
(e) At
(f) Bed
(g) Bored
(h) Eight
(i) Bet
(j) Feet
(k) Hit
(l) Hurt
(m) Mat
(n) Mend
(o) Neat
(p) Nod
(q) Set
(r) Played
(s) Sat
(t) Dead

Minimal Pairs of /k/ and /g/

Initial

- Came – game
- Card – guard
- Cold – gold
- Clean – glean
- Crate – great
- Cap – gap
- Coast – ghost
- Kale – gale
- Can – gone
- Course – gorse
- Cram – gram
- Crepe – grape
- Crew – grew
- Croup – group
- Crow – grow
- Key – ghee
- K – gay
- Clamour – glamour
- Clad – glad
- Crane – grain
- Creed – greed
- Krill – grill
- Cunning – gunning
- Cab – gab
- Cape – gape
- Clam – glam
- Cord – gored
- Coup – goo
- Crate – grate
- Cuff – guff

Final

- Clock – clog
- Dock – dog
- Frock – frog
- Muck – mug
- Brick – brig
- Broke – brogue
- Crack – crag
- Prick – prig
- Puck – pug
- Shack – shag
- Slack – slag
- Snuck – snug
- Stack – stag
- Whack – wag
- Wick – wig
- Jock – jog
- Lack – lag
- Luck – lug
- Beck – beg
- Cock – cog
- Hack – hag
- Pick – pig

Exercise 10

Complete the table with appropriate word that only differs with one sound with the one given. Consider the sounds in the columns.

	/k/	**/g/**
(a)	Tack	

(b)		Flog
(c)	Tuck	
(d)		Gum
(e)		Gash
(f)	Jack	
(g)	Cave	
(h)		Sag
(i)	Leak	
(j)	Crab	
(k)	Class	
(l)		Good
(m)		Goat
(n)		Blog
(o)	Kill	
(p)		Dug
(q)		Gut
(r)		Log
(s)	Rack	
(t)	Cot	

HOMOPHONES

Words pronounced the same way but have different spellings and meanings are the homophones. The list below is English homophones.

1. Accessary accessory
2. Ad, add
3. Ail, ale
4. Air, heir
5. Aisle, I'll, isle
6. All, awl
7. Allowed, aloud
8. Alms, arms
9. Altar, alter
10. Ante, anti
11. Arc, ark
12. Aural, oral
13. Away, aweigh
14. Awe, oar, or, ore
15. Axel, axle
16. Aye, eye, I
17. Bail, bale
18. Bait, bate
19. Baize, bays
20. Bald, bawled
21. Ball, bawl
22. Band, banned
23. Bard, barred
24. Bare, bear
25. Bark, barque
26. Baron, barren
27. Base, bass
28. Bay, bey
29. Bazaar, bizarre
30. Be, bee
31. Beach, beech
32. Bean, been

33. Beat, beet
34. Beau, bow
35. Beer, bier
36. Bell, belle
37. Berry, bury
38. Berth, birth
39. Bight, bite, byte
40. Billed, build
41. Bitten, bittern
42. Blew, blue
43. Bloc, block
44. Boar, bore
45. Board, bored
46. Boarder, border
47. Bold, bawled
48. Boos, booze
49. Born, borne
50. Bough, bow
51. Boy, buoy
52. Brae, bray
53. Braid, brayed
54. Braise, brays, braze
55. Brake, break
56. Bread, bred
57. Brews, bruise
58. Bridal, bridle
59. Broach, brooch
60. Bur, burr
61. But, butt
62. Buy, by, bye
63. Buyer, byre
64. Call, caul
65. Canvas, canvass
66. Cast, caste
67. Caster, castor
68. Caught, court
69. Caw, core, corps
70. Cede, seed
71. Ceiling, sealing
72. Censer, censor, sensor
73. Cent, scent, sent
74. Cereal, serial
75. Cheap, cheep
76. Check, cheque
77. Choir, quire
78. Chord, cord
79. Cite, sight, site
80. Clack, claque
81. Clew, clue
82. Climb, clime
83. Close, cloze
84. Coarse, course
85. Coign, coin
86. Colonel, kernel
87. Complacent, complaisant
88. Complement, compliment
89. Coo, coup
90. Cops, copse
91. Council, counsel
92. Cousin, cozen
93. Creak, creek
94. Crews, cruise
95. Cue, queue
96. Curb, kerb
97. Currant, current
98. Cymbol, symbol
99. Dam, damn
100. Days, daze
101. Dear, deer
102. Descent, dissent
103. Desert, dessert
104. Deviser, divisor
105. Dew, due
106. Die, dye
107. Discreet, discrete
108. Doe, dough
109. Done, dun
110. Douse, dowse

111. Draft, draught
112. Dual, duel
113. Earn, urn
114. Ewe, yew, you
115. Faint, feint
116. Fair, fare
117. Farther, father
118. Fate, fete
119. Faun, fawn
120. Fay, fey
121. Faze, phase
122. Feat, feet
123. Ferrule, ferule
124. Few, phew
125. File, phial
126. Find, fined
127. Fir, fur
128. Flair, flare
129. Flaw, floor
130. Flea, flee
131. Flex, flecks
132. Flew, flu, flue
133. Floe, flow
134. Flour, flower
135. Foaled, fold
136. For, fore, four
137. Foreword, forward
138. Fort, fought
139. Forth, fourth
140. Foul, fowl
141. Franc, frank
142. Freeze, frieze
143. Friar, fryer
144. Furs, furze
145. Gait, gate
146. Gamble, gambol
147. Gays, gaze
148. Genes, jeans
149. Gild, guild
150. Gilt, guilt
151. Gnaw, nor
152. Gneiss, nice
153. Gorilla, guerrilla
154. Grate, great
155. Greave, grieve
156. Greys, graze
157. Groan, grown
158. Guessed, guest
159. Hail, hale
160. Hair, hare
161. Hall, haul
162. Hangar, hanger
163. Hart, heart
164. Haw, hoar, whore
165. Hay, hey
166. Heal, heel, he’ll
167. Hear, here
168. Heard, herd
169. He’d, heed
170. Heroin, heroine
171. Hew, hue
172. Hi, high
173. Higher, hire
174. Him, hymn
175. Ho, hoe
176. Hoard, horde
177. Hoarse, horse
178. Holey, holy, wholly
179. Hour, our
180. Idle, idol
181. In, inn
182. Indict, indite
183. It’s, its
184. Jewel, joule
185. Key, quay
186. Knave, nave
187. Knead, need
188. Knew, new

189. Knight, night
190. Knit, nit
191. Knob, nob
192. Knock, nock
193. Knot, not
194. Know, no
195. Knows, nose
196. Laager, lager
197. Lac, lack
198. Lade, laid
199. Lain, lane
200. Lam, lamb
201. Laps, lapse
202. Larva, lava
203. Lase, laze
204. Law, lore
205. Lay, ley
206. Lea, lee
207. Leach, leech
208. Lead, led
209. Leak, leek
210. Lean, lien
211. Lessen, lesson
212. Levee, levy
213. Liar, lyre
214. Licker, liquor
215. Lie, lye
216. Lieu, loo
217. Links, lynx
218. Lo, low
219. Load, lode
220. Loan, lone
221. Locks, lox
222. Loop, loupe
223. Loot, lute
224. Made, maid
225. Mail, male
226. Main, mane
227. Maize, maze
228. Mall, maul
229. Manna, manner
230. Mantel, mantle
231. Mare, mayor
232. Mark, marque
233. Marshal, martial
234. Mask, masque
235. Maw, more
236. Me, mi
237. Mean, mien
238. Meat, meet, mete
239. Medal, meddle
240. Metal, mettle
241. Meter, metre
242. Might, mite
243. Miner, minor
244. Mind, mined
245. Missed, mist
246. Moat, mote
247. Mode, mowed
248. Moor, more
249. Moose, mousse
250. Morning, mourning
251. Muscle, mussel
252. Naval, navel
253. Nay, neigh
254. None, nun
255. Od, odd
256. Ode, owed
257. Oh, owe
258. One, won
259. Packed, pact
260. Pail, pale
261. Pain, pane
262. Pair, pare, pear
263. Palate, palette, pallet
264. Paten, pattern,
265. Pause, paws, pores, pours
266. Pawn, porn

267. Pea, pee
268. Peace, piece
269. Peak, peek
270. Peal, peel
271. Pearl, purl
272. Pedal, peddle
273. Peer, pier
274. Pi, pie
275. Place, plaice
276. Plain, plane
277. Pleas, please
278. Plum, plumb
279. Pole, poll
280. Practice, practise
281. Praise, prays, preys
282. Principal, principle
283. Profit, prophet
284. Quarts, quartz
285. Quean, queen
286. Rain, reign, rein
287. Raise, rays, raze
288. Rap, wrap
289. Raw, roar
290. Read, reed
291. Read, red
292. Real, reel
293. Reek, wreak
294. Rest, wrest
295. Retch, wretch
296. Review, revue
297. Rheum, room
298. Right, rite, write
299. Ring, wring
300. Road, rode
301. Roe, row
302. Role, roll
303. Roux, rue
304. Rood, rude
305. Root, route
306. Rose, rows
307. Rota, rotor
308. Rote, wrote
309. Rough, ruff
310. Rouse, rows
311. Rung, wrung
312. Rye, wry
313. Saver, savour
314. Spade, spayed
315. Sale, sail
316. Sane, seine
317. Satire, satyr
318. Sauce, source
319. Saw, soar, sore
320. Scene, seen
321. Scull, skull
322. Sea, see
323. Seam, seem
324. Sear, seer, sere
325. Seas, sees, seize
326. Sew, so, sow
327. Shake, sheikh
328. Shear, sheer
329. Shoe, shoo
330. Sic, sick
331. Side, sighed
332. Sign, sine
333. Sink, synch
334. Slay, sleigh
335. Sloe, slow
336. Sole, soul
337. Some, sum
338. Son, sun
339. Sort, sought
340. Spa,spar
341. Staid,stayed
342. Stair,stare
343. Stake,stoak
344. Stalk,stork

345. Stationary,stationery
346. Steal,steel
347. Stile,style
348. Storey,story
349. Straight,strait
350. Sweat,sweet
351. Swat,swot
352. Tacks,tax
353. Tale,tail
354. Talk,torque
355. Tare, tear
356. Taught,taut,tort
357. Tea,tee
358. Team,teem
359. Teas, tease
360. Tare, tear
361. Tern,t urn
362. There,their, they're
363. Throw,through
364. Throes,throws
365. Throne, thrown
366. Thyme,time
367. Tic,tick
368. Tide,tied
369. Tire,tyre
370. To,too,two
371. Toad,toed,towed
372. Told,tolled
373. Tole,toll
374. Ton,tun
375. Tor,tore
376. Tough,tuff
377. Troop,troupe
378. Tuba,tuber
379. Vain,vane,vein
380. Vale,veil
381. Vial,vile
382. Wail,wale,whale
383. Wain, wane
384. Waist, waste
385. Waive, wave
386. Wall, waul
387. War, wore
388. Warn, worn
389. Wart, wort
390. Watt, what
391. Wax, whacks
392. Way, weigh
393. We, wee
394. Weak, week
395. We'd, weed
396. Weal, we'll, wheel
397. Weather, whether
398. Weir, we're
399. Were, whirr
400. Wet, whet
401. Weald, wheeled
402. Which, witch
403. Whig, wig
404. While, wile
405. Whine, wine
406. Whirl, whorl
407. Whirled, world
408. Whit, wit
409. White, wight
410. Who's, whose
411. Wood, would
412. Yaw, yore, your, you're
413. Yoke, yolk
414. You'll, yule

Exercise

Write two words pronounced the same way as each of the following words.

(a)B (b) C (c)I (d) P (e)T (f) U

SILENT LETTERS

In English there are letters that are usually not pronounced in certain words. Let us have a look at these letters and words in which they are silent.

Letter ‘A’

- Logically
- Musically
- Romantically
- Stoically
- Artistically

Letter ‘B’

- Aplomb
- Bomb
- Climb
- Comb
- Crumb
- Debt
- Jamb
- Lamb
- Limb
- Numb
- Plumb
- Subtle
- Succumb
- Thumb
- Tomb
- Womb

Letter ‘C’

- Ascend
- Abscess
- Ascent
- Conscience
- Conscious
- Crescent
- Descend
- Descent
- Discipline
- Fascinate
- Fluorescent
- Isosceles
- Luminescent
- Muscle
- Obscene
- Resuscitate
- Scenario
- Scene
- Scent
- Scissors

Letter ‘D’

- Wednesday
- Hedge
- Dodge
- Pledge
- Grudge
- Sandwich
- Handkerchief

Letter ‘E’

- Hate
- Name
- Like
- Hope
- Lessen
- Surprised

Letter ‘G’

- Align
- Assign
- Benign
- Campaign
- Champagne
- Cologne
- Consign
- Gnarl
- Gnash
- Gnaw
- Gnome
- Gnu
- Reign
- Sign

Letter ‘H’

- Honest
- Hour
- Heir
- Honour
- Ache
- Anchor
- Archeology
- Architect
- Archives
- Chaos
- Character
- Cholera
- Charisma
- Chemical
- Chemist
- Chorus

- Choir
- Echo
- Loch
- Shepherd
- Monarch
- Scheme
- psych

Letter ‘I’

- Business
- Parliament

Letter ‘K’

- Knock
- Knapsack
- Knave
- Knead
- Knee
- Kneel
- Knell
- Knew
- Knickers
- Knife
- Knight
- Knit
- Knob
- Knock
- Knot
- Know
- Knowledge
- Knuckle

Letter ‘L’

- Calm
- Half
- Talk
- Walk
- Would
- Should
- Calf
- Salmon
- Yolk
- Folk
- Balk

Letter ‘N’

- Autumn
- Column
- Condemn
- Damn
- Hymn
- Solemn

Letter ‘O’

- Lesson

Letter ‘P’

- Psychology
- Pneumonia
- Pseudo
- Psychiatrist
- Psychotherapy
- Psychotic
- Receipt
- Corps
- Coup

Letter ‘S’

- Island
- Aisle
- Apropos
- Bourgeois

Letter ‘T’

- Apostle
- Bristle
- Bustle
- Castle
- fasten
- glisten
- hustle
- jostle
- listen
- moisten
- mortgage
- nestle
- rustle
- thistle
- trestle
- whistle
- wrestle

Letter 'U'

- baguette
- biscuit
- build
- built
- circuit
- disguise
- guess
- guide
- guild
- guile
- guillotine
- guilt
- guilty
- guilty
- guise
- guitar
- rogue
- silhouette
- colleague
- tongue

Letter 'W'

- awry
- playwright
- sword
- wrangle
- wrap
- wrapper
- wrath
- wreak
- wreath
- wreck
- wreckage
- wren
- wrench
- wretched
- wriggle
- wring
- wrinkle
- wrist
- writ
- write
- wrote
- wrong
- writhe
- wrong
- wrought
- wrung
- wry

Exercise

Identify the silent letter(s) in:

i. debtor
ii. isle
iii. mock
iv. depot
v. acquit
vi. womb
vii. patios
viii. thyme
ix. handsome
x. sandwich
xi. government
xii. listen
xiii. Christmas
xiv. Whether
xv. Rapport
xvi. Ballet
xvii. Chalet
xviii. Aplomb
xix. Ricochet
xx. Clothes
xxi. Cupboard
xxii. Faux
xxiii. Mnemonic
xxiv. Numb
xxv. Rendezvous
xxvi. Catalogue
xxvii. Vegetable
xxviii. Asthma
xxix. months
xxx. debris

STRESS

Not all syllables in a word are given equal emphasis. By the same token, not all words in a sentence are said with equal length.

The relative emphasis that may be given to certain syllables in a word, or certain words in a sentence is what we refer to as **stress**.

You say a syllable or a word is stressed when it is said louder or longer than the rest.

Stress is studied in two levels:

(a)Word level; and

(b) Sentence level.

Stress at the Word Level

A part of a certain word when said louder or longer then it is stressed.

Rules of Word Stress

1. For two-syllable nouns and adjectives, stress the first, for example

   Cloudy carton table
2. For verbs with two syllables and prepositions, emphasize the second syllable, for example
3. Words with three syllables.

   (a)Those ending in –er, -ly, emphasis put on the first syllable, for example,

   (b) Stress the first, for those ending in consonants and in –y, for example,

   (c)Stress the last syllable if the word ends in –ee, -ese, -eer, -ique, -ette, for example,

   (d) Look at the ones with the suffixes below, where stress is placed on the second,

   -ary: li**bra**ry
   Cial: ju**di**cial, com**mer**cial
   -cian: mu**si**cian, cli**ni**cian
   -tal : ca**pi**tal, re**ci**tal

Stress is important in studying the heteronyms. A pair, or group of words is referred to as heteronym when those words are spelled the same way but have different pronunciation and meaning. We have two main categories of heteronyms:

(a)Noun- verb pairs; and

(b) Verb -and-adjective pairs.

We stress the first syllable if noun and the second if verb.
Examples of noun-and-verb pairs are included in the table below:

Noun	Verb	Noun	Verb
Abuse		Graduate	
Record		Cement	
Convert		Wind	
Abuse		Sin	
Contest		Produce	
Duplicate		Excuse	
Polish		Insult	
Rebel		Permit	

In sentences;

(a)Many factories **produce** the **produce** we import.

(b) Allan became a **convert** after deciding to **convert** to christianity.

Sentence Stress

Sentence stress is accent on certain words within a sentence.
Most sentences have two basic word types:

(a) **Content words** which are the key words carrying the sense or meaning-message.

(b) **Structure words** which just make the sentence grammatically correct. They give the sentence its structure.

Look at the sentence below:

Buy milk feeling tired.

Though the sentence is incomplete, you will probably understand the message in it. The four words are the content words. Verbs, nouns, adjectives, are content words. You can add words to the sentence to have something like:
Will you buy me milk since I am feeling tired?
The words: will, you, me, since, I, are just meant to make the sentence correct grammatically. They can also be stressed to bring the intended meaning.
Now let's study the sentence below:
Joan doesn't think Akinyi stole my green skirt.
Each word in the sentence can be stressed to bring the meaning as illustrated in the table.

Sentence	**Meaning**
Joan doesn't think Akinyi stole my green skirt.	She doesn't think that, but someone else does.
Joan **doesn't** think Akinyi stole my green skirt.	It is not true that Joan thinks that.
Joan doesn't **think**Akinyi stole my green skirt.	Joan doesn't think that, she knows that.
Joan doesn't think **Akinyi** stole my green skirt.	Not Akinyi, but someone else. Probably Njuguna or Adhiambo.
Joan doesn't think Akinyi**stole** my green skirt.	Joan thinks Akinyi did something to the green skirt, may be washed it.
Joan doesn't think Akinyi stole **my** green skirt.	Joan thinks Akinyi stole someone else's green skirt, but not mine.
Joan doesn't think Akinyi stole my **green** skirt.	She thinks Akinyi stole my red skirt which is also missing.
Joan doesn't think Akinyi stole my green **skirt**.	Joan thinks Akinyi stole my green shirt. She mispronounced the word.

Exercise 1

1. **The words that follow can be nouns or verbs dependingon the stressed syllable. Use each as both the verb and noun in a single sentence.**

   (a)Cement (b)Address (b) Permit (c)Content

2. **Underline the part of the word in boldface you will stress in each of the following sentences.**
   (a)The boy has been asked to **de.sert** the **de.sert**.
   (b) My handsome **es.cort**will**es.cort** me to the dance.
   (c)After updating my **re.sume**, I will **re.sume** my job search.
   (d) They have to **con.test**in the annual Math **con.test.**
   (e)If you **con.vict** me, I will remain a **con.vict** for 5 years.

Exercise 2
Each word in the sentences below can be stressed to bring the meaning. What will be the meaning when each word is stressed?
   (a)I love your sister's handwriting.
   (b) You came late today.

INTONATION

- It is the rise and fall of voice in speaking.
- Intonation is crucial for communication.
- In English there are basically two kinds of intonation: **rising** and **falling.**
- We can use arrows to show the intanotion – whether rising or falling. ↘ represents falling intonation while ↗ represents the rising one.

Falling Intonation
- Falling intonation is when we lower our voice at the end of a sentence.
- This usually happens in:

(a)**Statements,** for example,
- I like↘ bananas.
- It is nice working with ↘you.
- She travelled to↘ Eldoret.

(b) **W/H Questions**
- What is your ↘name?
- Where do you ↘live?
- How old are↘ you?
- Who is this young↘ man?

(c)**Commands**
- Get out ↘now.

- Give me the ↘money.
- Close your ↘books.

(d) **Exclamatory sentences e.g.**

- What a wonderful ↘present!
- How ↘nice of you

Rising intonation

- When we lower our voice.
- Used in:

- **General Questions** e.g.

Do you visit them↗ often?
Have you seen ↗her?
Are you ready to ↗start?
Could you give me a↗ pen, please?

- **Alternative questions** e.g.

Do you want ↗coffee or ↘tea?
Does he speak↗ Kiswahili or ↘English?

- **Before tag questions** e.g.

This is a beautiful ↘place, ↗isn't it?
She knows↘ him,↗ doesn't she?

- **Enumerating** e.g.

↗One, ↗two,↗ three, ↗four,↘ five.
She bought ↗bread, ↗cheese, ↗oranges, and ↘apples.

Exercise

Using an arrow, determine whether rising or falling intonation is used in the sentences.

(a)This music sounds good.
(b) I love watching horror movies.
(c)My sister's name is Amina.
(d) Blue is my favourite colour.
(e)Is that tv good?
(f) Do you like that movie?
(g) Are you hungry?
(h) Get me my shoes.
(i) Study your lessons now.
(j) Are you insane?

(k) How many more hours before you are done with your work?
(l) Which novel is the best for you?
(m) He is a little bit nervous, isn't he?
(n) You should listen to your parents' advice.
(o) Did you finish your homework?
(p) Water is good for the body.
(q) This is good!
(r) What a crazy show.

SECTION 2: SHORT FORMS

PUNS/WORD PLAY

A pun is a form of word play that suggests several meanings, by either exploiting the multiple meanings of a word, or substituting a word for another similar sounding word, the result of which is humorous.
A pun is also known as paronomasia.
There are two main types of puns:

(a)**Homophonic puns**

This is where a word is substituted for another similar sounding word or word pronounced almost in the same way . For example,
Fishermen are reel men.
Explanation: There is a twist on the word 'reel' which is originally supposed to be spelt 'real'.
Can you now explain the pun in the following homophonic puns?

1. What do sea monsters eat for lunch? Fish and ships.
2. I am on a seafood diet. Every time I see food, I eat it.
3. Did you about the Italian chef with terminal illness? He past away.
4. Beauty is in the eye of the beer holder.
5. What tea do hockey players drink? Penalttea
6. What do ghosts serve for dessert? I scream.
7. What did the tree sya to the autumn? Leaf me alone.
8. What did the boy cat say to the girl cat on valentine's day? You're purr-fect for me.
9. What day does an Easter egg hate the most? Fry-days.
10. Why did the scientist install a knocker on his door? He wanted to win the No-bell prize!

(b) **Homographic puns**

Homographic pun is formed by using a word that has multiple meanings. You might not tell what exactly what the speaker means.

For example;
Rose is the flower of my life.
Explanation: The word ‘Rose’ is a female name. it could be the person the speaker loves.
It is also a type of flower.
The other examples are;

1. My math teacher called me average. How mean!
2. What do prisoners use to call each other? Cell phones.
3. No matter how much you push the envelope, it’ll remain stationery.
4. Have you ever tried to eat a clock? It’s very time consuming.
5. A waist is a terrible thing to mind.
6. I am reading a book about anti-gravity. It’s impossible to put down.
7. What part of football ground is never the same? The changing room.
8. I want to tell you a chemistry joke but I know I will not get a reaction.
9. Why did the bee get married? Because he found his honey.
10. Did you hear about the guy who got hit in the head with a can of soda? He was lucky it was a soft drink.

Features of Puns
Puns are characterized by;

1. They are short.
2. They are humorous.

Functions of Puns
They serve functions such as:

(a) Teaching pronunciation. For example, homophones.
(b) Enhancing creativity. One has to think in order to form their puns.
(c) Entertaining. When said one wonders what the speaker intends, the audience will laugh.

Exercise
Explain the pun in:

(a) I used to be a banker but I lost interest.
(b) A bicycle can’t stand on its own because it is two-tired.
(c) I don’t trust these stairs because they are always up to something.
(d) Santa’s helpers are known as subordinate clauses.
(e) The man who drank battery acid got charged.

TONGUE TWISTERS

- A phrase or a sentence which is hard to speak fast because of alliteration or a sequence of nearly similar sounds is the **tongue twister.**
- It is worth noting that there is usually the use of mnemonic feature (sound devices or sound patterns) in the tongue twisters.
- Let us read the following tongue twisters fast.
    - She sells sea shells on the sea shore.
    - Any noise annoys an oyster but noisy noise annoys an oyster more.
    - Kindly kittens knitting mittens keep kazooing in the king's kitchen.

Sound Patterns in Tongue Twisters

1. Read the tongue twister below fast.

She saw a fish on the seashore and I am sure the fish she saw on the sea shore was a saw-fish.

In the words: she, shore and sure, there is the repetition of the consonant sound /ʃ/ at the beginning of the words. This is **alliteration**.

Alliteration is the repetition of the initial consonant sound in the nearby words.

Can you identify any other instance of alliteration in the above tongue twister?

2. **Read this other tongue twister and take note of the highlighted letters.**

   A sku**nk** sat on a stump and tha**nk** the stump stu**nk,** but the stump tha**nk** the sku**nk** stu**nk.**

   The sound pattern here is **consonance.**

   Consonance is the repetition of the inner consonant sound in the nearby words.

   An inner sound is that which comes after the first.

   There is another instance of consonance. Can you illustrate it?

3. **Repetition**

- In most tongue twisters, there is repetition of words or phrases. In (1) above, the words 'saw', 'fish', etc. have been repeated.
- Now pick out the words and phrases repeated in these tongue twisters.

   (a)If you tell Tom to tell a tongue twister, his tongue will be twisted as tongue twister twists tongues.

   (b) The sixth sick Sheik's sixth sheep's sick.

4. **Assonance**

   Let's look at:

   How much wood could a wood chopper chop, if a wood chopper could chop wood?

   There is repetition of the /u:/ in the words; w**oo**d,c**ou**ld. This is **assonance.**

   Assonance is the repetition of vowel sounds in the nearby words.

Features of Tongue Twisters

A tongue twister will have the following features:

(1) it is short and brief.

(2) It is alliterative.

Functions of Tongue Twisters

1. They entertain. When one confuses the pronunciation of sounds, the audience will laugh.
2. They teach pronunciation. We can, for example, learn the pronunciation of the sounds /f/ and /v/, /s/ and /ʃ/ etc.
3. Enhance creativity.

Exercise 1

With illustrations, identify the sound patterns in:

(a)It's not the cough that carries you off, it's the coffin they carry you off in!

(b) If two witches were watching two watches, which witch would watch which watch?

(c)If a black bug bleeds black blood, what colour of blood does a blue bug bleed?

(d) I wish to wash my Irish watch.

Exercise 2

Read the item below and then answer questions after it:

We surely shall see the sun shine soon.

(a)Identify the genre.

(b) Which two sounds has the item been used to teach?

RIDDLES

- A riddle is a statement or a question with veiled meaning posed as a puzzle to be solved.
- The riddles play functions such as:
  - They boost the creativity of kids.
  - They entertain.
- Some examples of riddles include:
  - What gets wetter and wetter the more it dries? A towel.
  - What can you catch but not throw? A cold.
  - What goes around the world but stays in a corner? A stamp.
  - Give me food, and I will live; give me water, and I will die. What am I ? Fire.

Riddling Process

- There are two parties involved: the audience (respondents) and the challenger(or the riddler).
- There are basically four stages of a riddling process, but at times six.

- The parts of the riddling process are:

(1) The riddlerchallenges the audience. The challenge differs from community to community. Some phrases used here include: riddle riddle!, I have a riddle! Etc.
(2) The respondents accept the challenge. The invitations include: riddle come! Throw it! Etc.
(3) The riddler then poses the riddle.
(4) The guess or guesses. The audience tries to come up with the solution. If they are unable, then the next part follows.
(5) The challenger asks for a prize. The prize can be a town or city, or any other thing. The challenger accepts the prize.
(6) Then the solution is given by the challenger.

Exercise
Read the riddling convention below and then identify its six parts.
Challenger: I have a riddle!
Respondent: Throw it.
Challenger: What comes down but never goes up?
Respondent: Wind
Challenger: no, try again.
Respondent: Bird
Challenger: What will you give me if I offer the solution?
Respondent: You will have the entire fire to yourself.
Challenger: The answer is **rain.**

SECTION 3: SOUND PATTERNS IN POEMS

ASSONANCE AND ALLITERATION IN POEMS

Assonance and alliteration are sound patterns used in the poem. While assonance makes use of vowel sounds, alliteration makes use of consonant sounds. These sounds are repeated in the words close to one another.

Now read the poem below aloud by Steven Henderson.

Path Choices

Best, Boy, Believe
That, There, Two
Placed, Possible, Paths
Willing, Wanting, Waiting
Appraising, Asking, Applying

Lessons, Learned, Leads
Compass, Chosen, Course
Fools, Find, Fate
Sin, Street, Set
Driven, Determine, Destiny
Searching, Seeking, Seeing
Offering, Openly, Often

In the poem you realize there is repetition of the beginning consonant sounds. Look at the illustrations:

- Best, Boy, Believes – sound /b/ has been repeated.
- Placed, Possible, Paths – sound /p/ is repeated

This repetition of initial consonant sounds is **alliteration**. Illustrate other instances of alliteration in the poem.

There is also repetition of vowel sounds in the words close to each other. Examples we have seen are:

- Seeking, seeing – the sound /i:/ has been repeated.
- Openly, Often – the sound /e/ has been repeated.

This repetition on vowel sounds in the nearby words is **assonance** .

Further Practice

Pick out all the instances of assonance and alliteration in the poem that follows.

My Puppy Punched Me in the Eye

My puppy punched me in the eye
My rabbit whacked my ear
My ferret gave a frightful cry
And roundhouse kicked my rear
My lizard flipped me upside down
My kitten kicked my head
My hamster slammed me to the ground
And left me nearly dead

So my advice? Avoid regrets;
No matter what you do
Don't ever let your family pets
Take lessons in kung Fu

CONSONANCE

Just like alliteration, consonance makes use of consonant sounds, only that these sounds are in in the inner parts of the words (middle or end, but not beggining). There are illustrations for this in the two poems we have read. In the poem '**My Puppy Punched me in the Eye**' there are the illustrations as follow.

- rabbit, wacked – the sound /t/ has been repeated.
- hamster slammed – there is repetition of the sound /m/

Note: Alliteration, assonance, and consonance don't have to have the same letters – it is the sound that must be repeated.

Role Played by Alliteration, Assonance, and Consonance

1. Provide musical rhythm.
2. Make poem interesting.
3. Make the poem easier to memorize.

Exercise

Read the poem below and then identify, with illustrations, instances of alliteration, assonance and consonance.

BLACK BREWRIES BRAVENES

By John Chizuba

Black breweries braveness
In ink incorporative individualism
Those tinny tracers ticking Time
Be-little black braveness baselessly
Mirror my motion moves momentously
Directed diagonal deeply
Hurt humans heart heavy
Because better black believes
Dedication, determined destinies
Of our oddity, obviously occupied
We welcome world words with warrant
Blacks built braveness buxom butterflies
Enlightment enchanting ego enlarged
Decade braveness debut delightfully.

RHYME

- Rhyming words are the words that sound the same at the ends. Examples of rhyming words are:
- When a poem has rhyming words at the end of its lines, these are called '**end rhymes**'. Look at these two lines:

That keep me locked up tight

All of the things that make me feel not right
The words '**tight**' and '**right**' rhyme.

- By contrast, **internal rhyme**/ **middle rhyme,** is a rhyme that occurs either when:
  - Two or more rhyming words occur within the same line;
  - Two or more rhyming words appear in the middle of two separate lines, or sometimes more;
  - A word at the end of a line rhymes with one or more in the middle of the following line.
- **Read the poem below and then try to identify the instances of rhyme in it.**

Mystic Travel
Mystic travel time
Too endless islands in your mind

Tiny lights majestic and free
Open the skies soar me

Travel your minds unseen road
To mysterious lands secrets untold

The mountains valley lay quiet
As a shower carries away

The warmth of an evening breeze
Built from within a day

Heat dances shadows on the lakes fiery bay
Constructing temples where gods could play

Today is the finest piece
For tranquil emptiness

Suggestions of fluent sensations
Congregated illusions of masturbations

Sympathize the richness of the truth
Energize the expected thoughts of youth

Reading the poem aloud, we can point out several rhyming couplets. They include among others:

- Free and me
- Away and day
- Sensations and masturbations
- Truth and youth

Internal Rhyme in Separate Lines

Here is are two examples of pairs of lines with middle rhymes in separate lines.

I see a red boat that has a red flag
Just like my red coat and my little red pail
*The words '**boat**' and '**coat**' rhyme.*
I'd like to jump into the ocean
But don't dump me instead.

The rhyming words are '**jump**' and '**dump**'.

Now read the stanza below from the poem 'The Raven' and identify all the pairs of rhyming words.

Once upon a midnight dreary, while i
Pondered, weak and weary
Over many a quaint and curious volume of
Forgotten lore.
While I nodded, nearly napping, suddenly
There came a tapping
As if someone gently rapping, rapping at
My chamber door
''Tis some visitor,'' I muttered, ''tapping at
My chamber door;
Only this, and nothing more.''

Rhyme Scheme

- This is a way of describing the pattern of the end rhymes in a poem.
- The points below will help you in reading and notating the rhyme scheme.
  - Each new sound at the end of a line is given a letter.
  - The letters start with '**a**' , then '**b**', and so on.
  - If an end sound repeats the end sound of an earlier line, it gets the same letter as that earlier line.
- Here are four different stanzas, each with a different rhyme scheme, that can help you understand rhyme scheme.

1. **From Voices in My Head, by Ivor Davies**

   Suddenly a voice appears
   I hear it in my mind
   Within my head not in my ears

Not of the normal kind
The rhyme scheme is: **abab**
It is regular rhyme scheme as it is easy to predict when the sound will next appear.

2. **From Falling Raindrops' Prayer for the Broken**

I pray for the crying
For the hurt and the dying
For those burned and screaming
For each helper crying
The rhyme scheme is **aaaaa**
This too is regular.

3. From the poem by Robert Broadbent.

Early or late,
Patient …can't wait
Lost or your found
The world goes around
The rhyme scheme here is **aabb.** This is a **Regular scheme**

4. **From Happy Holidays by John Lumber**

Christmas Eve
Oh how supreme!
When Santa comes
Every night!
Then, next day,
I just can't wait,
When the tree is all alight.
The rhyme scheme is **abcdedd.** This is irregular.
The irregular rhyme scheme occurs when you can't predict when the end sound will be repeated.

Why Rhyme?
(a)Rhyme creates rhythm in the poem.
(b) It also makes reading or reciting the poem interesting.
(c)The poem is also made easy to memorize.

Exercise 1
Describe the rhyme scheme of the poem below by Robert Broadbent.
One Day at a Time
Happy or sad
Good days or bad

Cherry or down
The world goes around

Give up or try
Out going or shy
A smile or a frown,
The world goes around

Early or late,
Patient …can't wait,
Lost or your found,
The world goes around

Angry, serene
Out spoken, unsent
Tense or unwound,
The world goes around
All future days,
Are hidden in haze,
Don't worry, just learn,
To let the world turn.

Exercise 2

The incomplete poem below has the rhyme scheme: *aabccbddebfe.* Complete it with appropriate words.

Death did not take Paris silently
Rumbled the grave screaming _____
No child slept easy that _____
Twenty minutes of terror waking
Wee ones from sleep in cold sweats _____
Stealing their peaceful birthright.

Indelible imprints of _____
Ingrained in young psyches forever;
Post traumatic stress syndrome.
They may age, but they will not _____
The bloody death that evil begets
Shadows lurk in dreaming's gloam.
(By ***Catie Lindsey***)

RHYTHM IN POETRY

SECTION 4: MASTERY OF CONTENT

DEBATE

- A formal contest of argumentation between two sides is what debate is.
- Debate embodies the ideals of reasoned argument, and tolerance for divergent points of view.
- There are two sides in the debate: **the proposition** and the **opposition.**
- These two teams are presented with a resolution, such as, '**Girls and Boys Should play in a mixed football team.**'
- The teams are given enough preparation time.
- The team affirming the resolution speaks first.
- The opposing team then must refute the arguments offered by the affirming team and offer arguments rejecting the resolution.
- Both sides are given the opportunity to present their positions and to directly question the other team.
- Neutral judge (s) then evaluate the persuasiveness of the arguments and offer constructive feedback.

Preparation Time

This is the time you have from when the motion is announced to the beginning of the debate. During this time:

1. Research on the motion to get facts. The facts can be got from the teachers, other students, etc.
2. Write notes on the facts. You can once in a while look at them during your presentation.
3. Practice how to speak. Do it in front of friends and relatives, as well as in front of a mirror.
4. If anxious, do some physical exercise. You can also take a deep breath just before your presentation.
5. Dress decently.

Points Delivery

Here are the points that will help you be successful during your points delivery:

1. Deliver your points in a confident and persuasive way.
2. Vary your tone to make you sound interesting. Listening to one tone is boring.

3. Speak quite loudly to be comfortably heard by everyone in the room. Shouting does not win debates.
4. Make eye contact with your audience, but keep shifting your gaze. Don't stare at one person.
5. Concisely and clearly express your points to be understood by your audience members.
6. Provide a proof for each point you put across. If you don't you will not earn a point.
7. Speak slowly and enunciate your words. When you slow down your speech, you give your audience and the judge more time to process your strong points.
8. Use gestures to elaborate on your points.
9. Pause to divide your major points.

Heckling

- Only supportive and argumentative heckling is permitted.
- Heckling is a brief phrase (about two words) or other non- verbal actions that are directed to the judge of the debate.
- They are reminder to the judge to pay close attention to the message immediately expressed by the speaker.
- There are two types of heckles:

- Those that are non-verbal, such as,
  (a)Rapping the knuckles on the desktop.
  (b) Rapping the palm on the desk.
  (c)Stamping the feet

  They are meant to encourage the judge to heed a particularly strong point being made by the speaker.
- Those that are verbal, such as,
  (a)Objective
  (b) Evidence
  (c)Point of information

They are said after standing up by one member of the opposing side. These are meant to alert the judge to a problem in the opposing side's argument.

Exercise

After you deliver your points during the debate, everyone claps for you. How could you have delivered your points to earn their heckling?

INTERVIEWS

Have you ever attended the formal meetings where you are asked questions and are expected to respond to them? More than once you will be invited to attend interviews. You can also invite someone to interview. For this reason, you should some interview tips.

The two participants in an interview are the interviewer (at times a panel of interviewers), and the interviewee.

Tips for the Interviewees

Job Interview Preparations

If you really want to be considered for a particular job following an interview, you have to adequately prepare to succeed. The following are the preparations the interviewee would put in place before the interview:

(a) Contact your referees to alert them that you will be interviewed and they are likely to receive a call.
(b) Prepare your documents. Make sure they are neat and well arranged.
(c) Know the location where you are having the interview. It will help you know how long it will take you to reach there.
(d) Do some research about the organization.
(e) Prepare what to wear and how to groom.
(f) Anticipate potential questions and prepare answers correctly.
(g) Arrive early enough for the interview.
(h) Prepare questions to ask the interviewer at the end. It will show how much you are interested in working there.

During the Interview;

(a) Greet the interviewer.
(b) Knock on the door and wait for response before you enter. Shut the door behind you quietly.
(c) Wait until you are offered the seat before sitting.
(d) Sit or stand upright and look alert throughout.
(e) Make good eye contact with the interviewer to show you are honest.
(f) Explain your answers whenever possible and avoid answering questions with yes/no as answers.
(g) Answer questions honestly. Don’t ever lie!

Common Blunders you MUST Avoid

Avoid falling foul of the following:

1. Turning up late for the interview.
2. Dressing and grooming inappropriately.
3. Giving simple yes/no as answers.

4. Speaking negatively about your previous employer.
5. Sitting before invited.
6. Discussing time-off or money.

As an Interviewer

Before the Interview:

1. Write down questions to ask.
2. Call the prospective employee's referees.
3. Prepare the place for the interview.
4. Alert the interviewee about the interview. Mention the time and place.
5. Arrive early for the interview.

During the Interview:

1. Allow them enough time to respond to questions.
2. Encourage them to speak by, for example, nodding your head when they answer questions.
3. Speak and ask questions politely. Be friendly but formal as much as you can.
4. Make eye contact with the interviewee to show you are listening to them.

Exercise 1

you are the secretary of journalism Club at Maembe Dodo Mixed School. On Friday you would like to interview your school Deputy Principal on the issue of Students' Discipline.

(a)**Write down any three questions you would ask him/her.**

(b) **Other than writing down questions to ask, how else would you prepare prepare for this day?**

(c)**State four things you would do as you interview him.**

Exercise 2

Read the conversation below and then answer questions after it.

Ms Naomi: Welcome to our Doctor's office.

Mr. Josh: Nice to be here.

Ms Naomi: I see from your resume that you are a cardiologist with 10 years of practice.

Mr. Josh: That's right.

Ms Naomi: This interview is just to get to know you a little and then there are follow up interviews. So what do you do in your free time?

Mr. Josh: I like golfing and swimming. I also like to read newspapers.

Ms Naomi: Why did you want to be a doctor?

Mr. Josh: Actually I love helping people get well. I think cardiology has made great strides recently and I would like to share my findings with others.

Ms Naomi: Have you written in any scientific journals so far?
Mr. Josh: Not yet. But hopefully soon.
Ms Naomi:OK, we'd like to learn more about you. Let's go for lunch wwith our colleagues, if that's OK.
Mr. Josh: That's fine, I am free.
(a)What two things qualify Ms Naomi as a good interviewer?
(b) Identify two evidences of interview tips displayed by Mr. Josh.

SPEECHES

Have you ever stood in front of a big group of people to present your talk? Well here we shall learn how to prepare your speech and deliver it effectively.

Preparation for Speech Delivery

There are steps any speaker should follow in preparation for presentation of speech. They include:

1. Doing some research on the topic to present. Get the facts about the topic. If you do enough research, your confidence level will be boosted.
2. Practice in front of a group of friends or relatives. This can also be done in front of a mirror, or videotaping your rehearsals. You will be able to correct your gestures, postures etc.
3. Write down the points about the topic on a note pad. You can refer to them when giving the speech.
4. Plan on how to groom and dress decently. You should appear presentable to feel confident.

Grabbing and Keeping Audience Attention

Your opening determines how long your audience will listen to your presentation. Of they are bored from the beginning; the chance that your message will effectively get across is very little.

The most commonly used methods are:

1. Asking a question. The question should make them think about the topic. For example, '***How many of you would like to be millionaires?'***
2. Stating an impressive fact connected to the topic of your presentation. For example: '***About 30% of Kenyans are millionaires.***'
3. Telling a story closely connected to the topic. It should neither be too long nor intended to try to glorify the speaker. For example: **"Dear audience, before I**

begin I would like to tell you a short story about Maina Wa Kamau became a millionaire. Don't worry, it's not too long. ….."

Other methods of beginning a speech are:

- Using humour
- Starting with a quote that ties with your topic.
- Using sound effect.

Presentation of Speech

There are various techniques of delivering speech. They are what will ensure understanding of your message. Some of these techniques include:

1. Use gestures effectively to reinforce the words and ideas you are trying to communicate to your audience. For example, when talking about love, you can use your hands to form a cup shape to indicate how tiny something is.
2. Make eye contact with your audience members to study their reactions to you. If you sense boredom, you need to improve and if you sense enthusiasm, it will help pump you up.
3. Use movements to establish contact with your audience. Getting closer to them physically increases their attention and interest, as well as encouraging response if you are asking questions.
4. Your posture should be upright. The way you conduct yourself on the platform will indicate you are relaxed and in control. Do not lean or slouch.
5. Wear appropriate facial expressions to show feelings and emotions. Smile to show happiness, for example.
6. Speak loud enough to be heard by all your audience members.
7. Pronounce the words correctly and speak clearly for your message to be understood.
8. Pause at key points to let the message sink.

Stage Fright

Almost all speakers are nervous. Even the most experienced do. Fear of addressing a group is not wrong, but how we deal with it is what is possibly not good enough. Those speakers who seem relaxed and confident have learnt how to handle anxiety.

Symptoms of Nervous Speakers

An anxious speaker can be identified in case of:

- Shaking hands
- Sweating palms
- Dry mouth
- Rapid heartbeat
- Squeaky voice
- Knocking knees
- Facial flushes
- Watery eyes
- Mental confusions
- jitters

Causes of Fear

1. Past failures during presentation. Plan to succeed instead.
2. Poor or insufficient preparation. Nothing gives you more confidence than being ready.
3. Discomfort with your own body and movement.

Dealing with Anxiety

A speaker can try the suggestions below to deal with anxiety before and on the day of speech.

Before the day;

1. Know your topic by doing adequate and thorough research. You will be sure of presenting accurate information and be able to answer questions asked by audience members.
2. Practice delivering your speech several times. This helps you be sure of your organization of the main points.

On that day;

1. Do some physical exercises like press ups, push walls, etc. to reduce anxiety.
2. Use simple relaxation techniques like taking deep breath, tightening and relaxing your muscles, etc.
3. Wear clothes that you feel confident in. when you feel good about of you feel, your confidence level is boosted. You don't need to adjust your clothes or hair during your speech.
4. Spot friendly faces in the crowd. These are people who give you positive feedback (e.g. nodding, smiling). Such faces give you encouragement to speak.
5. Come up with ways to hide your anxiety. For example,
   - When mouth goes dry, drink some water
   - Incase of excessive sweating, wear clothes that will not allow your audience detect
   - If your hands shake, use gestures to mask the shaking.

Exercise 1

In the next three days, you are presenting a speech on the topic: **Effects of HIV/AIDS.**

(a) Write down any three ways you would prepare for the speech delivery.

(b) State the techniques you would employ to ensure your audience listens to you throughout and that they understand the message during the presentation.

Exercise 2

Makufuli is presenting his speech. Your friend, Makwere claims that Makufuli is not confident.

(a)What could have warranted this claim?

(b) State four reasons that could be behind Makufuli's state?

DISCUSSION

- Discussion is a process where exchange of ideas and opinions are debated upon in a group.
- A group which comprises a small number of people is given a topic to discuss.

Preparation for Group Discussion

Do the following before you start the discussion:

1. Select/choose group leaders. Choose the secretary to write the points down and the chair to lead the discussions.
2. Research round the topic to make sure you have the points. You can get the points from the sources including:
    - Newspapers and magazines
    - Friends, relatives and teachers
    - Text books
    - Internet
    - Television
3. Arrive early for discussions. It is advisable you do so so that you start early and finish early.
4. Gather writing materials – pen and note book.
5. Prepare with questions to ask.

Participating in a Group Discussion

Remember the tips below for success during the discussion:

1. Learn to listen to each other and respond to what other people have to say.
2. Speak with moderation. What you say is usually more important than how much you say. Quality is needed rather than the quantity.
3. Back up each point you put across. You can explain your points in a number of ways including:
    - Providing facts or statistics to support it;
    - Quoting expert opinion;
    - Explain why said what you said; and
    - Referring to your own experience.
4. Stay calm and polite. Use polite words like 'May I ….?, please …, etc.'
5. Take notes of important words and ideas.
6. Speak clearly.

7. Speak loud enough to be heard by all the group members.

The Common Discussion Mistakes

Having learnt what you should do during the discussion, let us now learn what under no circumstances y do. You should never:

- Dominate the discussion;
- Interrupt abruptly;
- Be inaudible;
- Carry out mini-meetings; or
- Talk over each other.

Exercise

You and your group members have been assigned the topic: '**Responsibilities of a Good Citizen**' by your teacher of History and Government. You are supposed to discuss this before you give the presentation in two days.

(a) State three ways in which you would prepare before you start discussing the topic.

(b) How would you ensure your group members and yourself benefit from this discussion?

ORAL REPORTS

- From the heading, an oral report is spoken, not written.
- Being oral, it doesn't mean writing is not involved. As part of preparation, you have to write notes on the topic or at least an outline of points.
- When asked to present an oral report you get the opportunity to practice your speaking skills.
- A spoken report has various elements including an introduction, body and conclusion.

Preparation for Oral Reports

You can prepare by:

1. Researching on the topic. Get all the facts about what is known and unknown by your audience.
2. Take notes on the facts about the topic. Choose your words appropriately in the process.
3. Practice the report before presenting it. You may
    - Practice in front of a mirror.

- Practice in front of friends or relatives.
- Videotape your rehearsals.

More practice is required if it has to be memorized.

4. Plan on how to dress and groom.
5. Prepare the visual aids if you plan to use the them. Select the appropriate chart, picture, etc. that will make abstract ideas concrete.

Reporting

1. Stand up straight. Your upper body should be held straight, but not stiff. Do not fidget.
2. Make eye contact in order to look surer of yourself and to ensure your audience listens better.
3. Vary your tone appropriately and speak clearly.
4. Use gestures to make your points well understood and to keep the audience interested.
5. Pause at key points to let the point sick.
6. Speak loud enough for everyone to hear you.
7. If you have visual aids use them appropriately.

Exercise

You have seen thieves robbing your neighbor's house. During this time you have your phone that you have used to capture one of the two robbers. The next day you are called at the police station to report on what occurred.

(a)State any three ways you would prepare to deliver this oral report.

(b) What three details would you include in your report?

(c)How would you deliver the report to ensure the information is understood?

SECTION 5: ETIQUETTE

Etiquette is the rules that indicate the proper and polite manner to behave.

USE OF COURTEOUS LANGUAGE

- When one uses courteous language, he/she uses a language that is very polite and polished to show respect.
- At no time should you allow yourself be rude, ill-mannered, impolite, inconsiderate, or even thoughtless.
- Being and remaining polite will go a long way in building relationships.
- To show politeness and respect:
  - Use the word please in request;
  - Say thank you to those who help or compliment you.

- Start your requests or interrogatives beginning with words such as can, could, may, will, or would.
- Say excuse me when you interrupt other people or intrude into their time or privacy.
- Use question tags.

➢ In this section, we shall learn the words and phrases that show respect.

(a) Please

➢ We use it when you want someone to do something for you. For example: **Can you pass that cup, please?**
➢ also used when you want something from someone. For example: **Lend me ten shillings, please.**

(b) Thank you

➢ Use it whenever someone does something for you.
➢ Use it when someone commends you.

(c) Sorry

➢ Say it any time you inconvenience someone.
➢ Say it when step on someone's toes, etc.
➢ Also when someone asks you something you cannot do.

(d) Excuse me

To introduce a request to someone, or to get past someone, use this phrase. For example
Excuse me, can you show me where Amina lives?

(e) Pardon me

Almost as 'excuse me'

Exercise 1

Jennifer has gone to the shop to buy a bar of soap. The shopkeeper tells her to be polite the next time she comes to buy from him. Showing where, which polite phrases could Jennifer have failed to use?

Exercise 2

Read the dialogue below and then explain how Jacinta expresses politeness.

John: I would like to send this letter to japan by airmail, how much is the charge?
Jacinta: It's one pound, do you need extra stamps?
John: I do, I have been also expecting a package from New-York. Here is my identity card and receipt.
Jacinta: Would you mind signing this form? Here is the package.
John: Finally, I would like to send this registered letter to London.

Jacinta: Please fill in the complete address in capital letters.

TELEPHONE ETIQUETTE

Telephone etiquette are the rules that demonstrate the proper and polite way to use your phone/telephone.

It starts from how you prepare for phone calls to when you end the call.

Preparation for Phone Call

The following should be done before placing a call:

- Ensure you have enough time. It will not auger well to suddenly end the conversation because of insufficient airtime.
- Go to a place where there is silence. Too much noise will distract your attention.
- Think through exactly what you want to say. Write it down if possible so you don't forget what to say or ask and look as though you didn't have anything to say.

Tips to Display When Making a Call

Whether at work, at home, or on your mobile phone, remember to display the tips below at all times:

1. Identify yourself at the beginning of the call.
2. Speak clearly and slowly especially when leaving the message.
3. Speak with a low tone of voice. Be sure to know how loud you may be.
4. Always end with a pleasantry, for example,' **Have a nice day.'**
5. Let the caller hang up first.
6. Stay away from others while talking on the phone. They don't need to hear your private conversation.

What to Avoid

1. Avoid being distracted by other activities while speaking. Some of these activities include:
    - Rustling papers
    - Chewing
    - Driving
    - Speaking with someone
    - Shopping
    - Working on the computer
2. Avoid allowing interruptions to occur during the conversation.
3. Do not engage in an argument with the caller.
4. Talking too loudly.

Not at these Places

The following are places you should not make a call. You should even have your cell phone in a silent mode or switch it off altogether.

- Bathrooms
- Hospitals
- Waiting rooms
- Meetings
- Museums
- Places of worship
- Lectures
- Live performances
- Funerals
- Weddings

Telephone Conversations

Here we shall focus on majorly business telephone conversations. It should be noted that there are patterns that are followed; but not all will follow this rigid pattern. The six patterns include:

1. The phone is answered by someone who asks if he/she can help.
2. The caller makes a request either to be connected to someone or for information.
3. The caller is connected, given information or told that that person is not present at the moment.
4. The caller is asked to leave a message if the person who is requested for is not in.
5. The caller leaves a message or asks other questions.
6. The phone call finishes.

Exercise 1

Read the telephone conversation below and then answer questions that follow.

Pauline: (a form two student, Wajanja School) ring ring… ring ring …

Secretary: Hello, Wajanja School, this is Ms Esther speaking. How may I be of help to you?

Pauline: Yes, this is Pauline Karanja a form two student calling. May I speak to the principal, please?

Secretary: I am afraid MsKaluma is not in the office at the moment. Would you like to leave a message?

Pauline: I would really want, thanks. When she comes back, tell her I wanted to ask for one day permission. My brother is sick and I would like to request her that I report one day after the opening day. It is I who will be left with my siblings as the brother goes to the hospital. That is all.
Secretary: Sorry for that, I wish him quick recovery. I would give her the message as soon.
Pauline:I would be grateful madam. Thanks again.
Pauline: Welcome Pauline. Just ensure you report as stated here.
Secretary: Ok have a nice day madam.
Pauline: You too have a perfect day. Goodbye

(a) With examples, outline the patterns of telephone conversation in above.

(b) Identify evidences of telephone etiquette tips displayed by Pauline in the conversation above.

Exercise 2

Your sibling is very sick. You are planning to make a doctor a phone call to come to your home to provide medication.

(a) State any three preparations you would put in place before making this important call.

(b) Give four bad habits you would avoid when making this call.

Exercise 3

Joan has just called the parent to ask them to pay the school fee. Unfortunately, the parent is not happy with the way she has made the call. Identify any four telephone etiquette tips shecould have failed to display.

APPROPRIATE CHOICE OF REGISTER

- Register denotes the choice of language, whether that be formal or informal.
- It is the choosing of appropriate language for the context.
- There are factors that determine the language we use.
- It is important to select the right language for the right situation.
- The choice of register is affected by:

(a)The setting of the speech;
(b) The topic of the speech;
(c)The relationship that exists between the speakers; and
(d) The age.

The Setting

There are words we use depending on the field. There are those we use in the field of medicine, in the field of law etc. they are also those that we use at home when

talking to family members. A chemist, for example, will ask for 'sodium chloride' while at the laboratory, while at home she will request for 'salt'. At work place, people tend to use formal language while informal language at home.

Topic

- If, for example, you want to ask for something valuable from a brother you would say: '***I was wondering if you could lend me….***'. This is a formal language even though it is your family member you are talking to.
- When offering your boss tea or coffee, you will still use formal language for example: '***Would you mind being served tea or coffee?*** ' and to a friend you will say: '***Tea or coffee?***'

Relationship

There are words you use when speaking to different people in different situations. More often than not, an intimate couple will use words like '**darling**', '**honey**', etc. These words cannot be used to address your colleague at work place; or even your pastor.

Age

There are ways to speak to a child and those of speaking to adults. To a baby, we use words like 'popopoo' while to an adult 'long call', etc.

The Words used in Different Fields

Field of Medicine

Some words used in the hospitals, clinics and other health stations include: X-ray, syringe, paracetamol, doctor, nurse, mortuary, patient, etc.

Police Station

Lockup, cell, bond, etc.

Airport

Aircraft, flight, air hostess, etc.

Information Technology

Computer, laptop, CPU, Monitor, software, hardcopy, hard disk, etc.

School

The words used by the teachers, students and others at school are: chalk, ruler, blackboard, senior teacher, deputy principal, dean of studies, etc.

Law

Technical terms used by lawyers and in the courts of law include: adult probation, affidavit, alimony, Amicus Curiae brief, annulment, appeal, appellant, appellee, arrest, plaintiff, defendant, dismissal, oath, revocation hearing, learned friend, etc.

Exercise

Read the conversation below and then answer question that follow.

Caller: Is this the Credex?
Receptionist: Yes, how may I be of help to you?
Caller: It's Dorothy calling.
Receptionist: Oh, Dorothy! How is the going?
Caller: Lunch today?
Receptionist: Of course..
Caller: what time then?
Receptionist: After I have seen the deputy principal. There are packets of chalk I am supposed to deliver.

(a)Giving the reasons, where is the Credex?
(b) What is the relationship between the caller and the receptionist?
(c)Explain the formality of the language the receptionist and the caller use.
(d) Give illustrations for (c) above.

TURN-TAKING

Being a cyclical process, turn taking starts with one person speaking, and continues as the speaker gives control to the next individual. This is then offered to another person and then back to the original speaker. Orderly conversation has to take place. A turn is a crucial element within turn taking. Each person takes turn within the conversation – either in person or on phone.

Achieving Smooth Turn Taking

It is achieved with:

1. Using specific polite phrases, for example, those for,
   - Interrupting
   - Accepting the turn when offered it
   - Keeping your turn
   - Getting other people speaking, etc.
2. Using gestures to indicate you have completed what you are saying or that you want to say something. You drop your arm when you have completed and raise it when you want to say something.
3. Varying the intonation to show you have or have not finished speaking.
4. Use noises like 'uming' and 'ahing' while thinking so as not to lose your turn.

Turn Taking Cues

There are various ways of signaling a finished turn. They might be indicated when the current speaker:

1. Asks a question, for example, ' ***Did you want to add anything?'***
2. Trails off (his/her voice becomes weaker to the extent you may not hear his words)

3. Indicates they are done speaking with a closing statement, for example, '***That's all I wanted to say.***'or '***I think I have made my point.***'
4. Uses marker words (those that allow the other a chance to speak), for example, 'well…' or 'so…'
5. Drops the pitch or volume of their voice at the end of their utterance. This is the use of falling intonation.
6. Uses gestures to signal that another can contribute.

Violations in Turn-Taking

There are **five** well known turn-taking violations in a conversation. They are: interruptions, overlaps, grabbing the floor, hogging the floor, and silence. Do you know what they really are? If you don't, read the explanations for the violations in that order.

1. Inhibiting the speaker from finishing their sentences during their turn.
2. Talking at the same time as the current speaker. This is interruptive overlap. However, cooperative overlap is encouraged as it shows you are interested in the message.
3. Interrupting and then taking over the turn before being offered it.
4. Taking over the floor and ignoring other people's attempt to take the floor.
5. Remaining without saying anything for quite some time.

The List of Turn-Taking Phrase

To interrupt;

- Before I forget, …
- I don't like to interrupt, but ….
- I wouldn't usually interrupt, but …
- I'm afraid I have to stop you there.
- I will let you finish in a minute/second/moment ….
- May I interrupt?

To accept the turn when offered it;

- Thanks. I won't take long.
- What I wanted to say was …

To stop other people from interrupting you during your turn use;

- I have just one more point to make
- I have nearly finished
- Before you have your say …
- I haven't quite finished my point yet
- I know you're dying to jump in, but….

To offer the turn to another use;

- …., right?
- But that's enough from me.
- Can you give me your thoughts on …?
- Does anyone want to say anything before I move on?
- How about you?

To take the turn back after being interrupted;

- As I was saying (before I was interrupted)
- To get back on topic…
- Carrying on from where we left on…

Note: The list is endless, and you can come up with other appropriate phrases.

INTERRUPTING AND DISAGREEING POLITELY

- English is a polite language. For this reason, it is advisable to indirectly contradict a person. It is rude to do it directly.
- Although conversation is a two way street, interrupting a speaker is usually regarded as rude. However, at times you need to interrupt. When then can one interrupt?
- You can only interrupt to:
  (a)Ask a question;
  (b) Make a correction;
  (c)Offer an opinion; and
  (d) Ask for clarification.

In this section, we shall learn how to interrupt and disagree politely.

Steps to Interrupting

It is important to take note of the following steps when interrupting a speaker during a conversation or during a discussion:

1. Signal to the speaker that you have something to contribute by implementing the body language such as:
   (a)Making eye contact;
   (b) Slightly raising your hand;
   (c)Sitting forward on your seat;
   (d) Quietly clearing your throat; or
   (e)Coughing quietly.
2. Wait patiently until the speaker pauses or incase of a lull in the conversation.
3. Speak clearly using polite phrases. These phrases will be learnt later.

4. Wait for the speaker to acknowledge your request to speak before you do so.
5. After you have spoken, thank the speaker and allow them continue.
6. Take a deep breath and calm yourself before interrupting when you feel angry or annoyed.
7. Take care to use low tone of voice.

Avoid:

1. Unnecessary interruptions.
2. Finishing speaker's sentences.
3. Interrupting to correct the speaker unnecessarily.
4. Speaking harshly or using disparaging comments.

Phrases used in Interruption

Below is the list of phrases which you can use to politely interrupt someone:

- May I say something here?
- I am sorry to interrupt, but …
- Excuse me, may I add to that…?
- Do you mind if I jump in here?
- Before we move on to the next point, may I add …?
- Sorry, I didn't catch that, is it possible to repeat the last point?
- I don't mean to intrude ….
- Sorry to butt in, but …
- Would this be a good time to ….?
- Excuse the interruption, but …
- I hate to interrupt, but …
- I know it is rude to interrupt, but …

How to Disagree Politely

The tips that follow will help you handle disagreements without annoying the other person in a discussion or discussion:

1. Actively listen to the other person's point of view. This helps in showing respect and understanding of the other person's perspective.
2. Stay calm even if you feel angry.
3. Acknowledge the other person's point of view before the buts.
4. Disagree only with the person's idea but not he person.
5. Use polite phrases to respectfully disagree.
6. Speak in a low tone.
7. Give some credence to the other person's point of view before challenging it. For example, say: **It's partly true that I bought this phone at a cheap price, but …**

Disagreeing Politely Expressions

- I agree up to a point, but …
- I see your point, but …
- That's partly true, but …
- I'm not so sure about that.
- That's not entirely true
- I am sorry to disagree with you, but …
- I'm afraid I have to disagree
- I must take issue with you on that
- It's unjustifiable to say that..

NEGOTIATION SKILLS

- This is the process of discussion between towo or more disputants, aimed at finding the solution to a common problem.
- It is a method by which people settle their differences.
- It is also the process by which a compromise or agreement is reached while avoiding arguiment.
- There could be a difference between people with different aims or intentions, especially in business or politics. When this happens, they have to reach an agreement.
- Negotiation skills will be helpful when:
    - Haggling over the price of something;
    - Negotiating with your employer e.g. for higher salary;
    - Negotiating for peace/ solving conflict;
    - Negotiating for better services; etc.

Stages Of Negotiation

1. Preparation comes first. During this time, ensure all the pertinent facts of the situation is known in order to clarify your own position. It will help in avoiding wasting time unnecessarily.
2. Discussion then follows. This is the time to ask questions, listen and make things easier to understand. At times, it is helpful to take notes to record all points put forward.
3. Negotiate towards a win-win outcome. Each party has to be satisfied at the end of the process.
4. Agreement comes after understanding both sides' viewpoints and considering them.
5. Implement the course of action. If for example, paying the amount, it has to be paid.

Points Every Negotiator Should Consider

1. Ask questions, confirm and summarise. These three activities ensure that there is no confusion on what each party wants.
2. Acknowledge each other's point of view. Show that you have listened to and understood their perspective. Show appreciation of the other person's point of view.
3. Listen attentively to the other person.
4. Respond to negative comments and complaints. Avoid confrontational language.
5. Behave in a confident way, but don't be rude. Make polite but firm requests.
6. Give options/alternatives. You can both win if you recognise that you share a common ground.

Exercise

You are planning to buy a new model car.

(a)Write down three relevant facts you would want to know before going to buy the car.

(b) State any three hints for the negotiators you would consider when haggling over the price of that car.

PAYING ATTENTION (LISTENING)

Listening is different from hearing. When you listen, you understand both the verbal and non verbal information.

Why should you listen? You listen:

- To obtain information
- To understand the message
- For enjoyment
- To learn

In this section, we shall learn the techniques of active listening.

Techniques of Paying Attention

In order to benefit from a talk as the listener, you should take note of the following key tips:

1. keep an open mind. Listen without judging the speaker or mentally criticizing their message they pass. You just have to hold your criticism and withhold judgment.

2. Familiarize yourself with the topic under discussion. Audience tend to listen more if they have idea of the topic being discussed. How then can one familiarize himself/ herself with the subject? They can do this by:
   (a)Reading from the books.
   (b) Reading from the internet.
   (c)Asking for ideas from those who know.
3. Use the speaker responses to encourage the speaker to continue speaking. You will also get the information you need if you do so. Some of the speaker responses we use include:
   (a)Slightly nodding the head, but occasionally.
   (b) Smile occasionally.
   (c)Using small verbal comments like yes, uh huh, mmmh, I see, etc.
   (d) Reflecting back e.g. you said …
4. Take notes on the important points. This can in itself be a distractor. You should therefore know when to and when not to take notes.
5. Listen for the main ideas. These are the most important points the speaker wants to get across and are repeated several times.
6. Wait for the speaker to pause before asking a clarifying question. Just hold back.
7. Avoid distractions. Don't let your mind wander or be distracted by other people's activities. If the room is too cold or too hot get the solution to that situation if possible.
8. Sit properly. Sit upright
9. Make eye contact with the speaker. when you do this you will be able to understand the non verbal messages too.

Signs of Inactive Audience

You can easily tell whether your audience listens or not. The inattentive listeners tend to posses the following characteristics:

(a)Fidgeting
(b) Doodling
(c)Playing with their hair
(d) Looking at a clock or watch
(e)Picking their fingernails
(f) Passing small pieces of paper to one another
(g) Shifting from seat to seat
(h) Yawning

Barriers to Effective Listening

There are many things that get in the way of listening and you should avoid these bad habits so as to become a more effective listener. These factors that inhibit active listening include;

1. Lack of interest in the topic being discussed.
2. Unfamiliarity with the topic under discussion.
3. Fear. One might fear being asked a question and in the process fail to look at the speaker.
4. Noise. In case of noise the listeners might not get what the speaker is saying.

Exercise 1

MwangiMwaniki, the author of one of the set text you study, is coming to your school to give a talk on the themes in his novel.

(a)How would you prepare for this big day?

(b) State what you would do to ensure you benefit from the talk during the presentation.

SECTION 6: ORAL NARRATIVES

FEATURES OF ORAL NARRATIVES

Oral narratives have many features. The main ones include:

- Use of opening formula. This is used to indicate the beginning of a story. It also remove the audience from the world of reality and take them to the world of fantasy. A world of fantasy is where bones speak, a king is the lion, etc. some commonly used opening formula phrases are ‘ **a long time ago…**’, ‘**once upon a time**’, ‘**there once was ….**’, and ‘**long, long ago…**’
- Use of Closing formula. It makes the end of a story. It also removes the audience from the world of fantasy and take them back to the world of reality. Here are examples of closing formulae:
  - And that is why …
  - And there ends my story.
  - From then onwards …
  - To come to the end of my story …
- Use of idiophones. There is the use of words that imitate the movement or sounds made by characters in the story. For example,
  - The bees flew buzz buzzbuzz.
  - The woman laughed hahahahaha.
  - The branch was cut kacha.
- Repetition. A word, phrase, a song, or even a sentence can occur more than once in a story. The repetition is meant to bring out the meaning.

- Use of songs. Many narratives have songs. The songs perform the following functions:
  (a)Brings out the character traits.
  (b) Brings out the theme.
  (c)To entertain.
- Fantasy.
- Use of suspense. Here the audience is left wondering what will happen next.
- There is also the use of dialogue. A character speaks directly to the other. Dialogue is used to bring out the theme, character traits as well as to develop the plot of the story.

TECHNIQUES OF STORY TELLING

- There are several story telling devices a narrator can decide to use when delivering an oral narrative.
- The techniques a narrator can use include:
  - **Use of gestures.** Gestures are meant to reinforce the idea. For example when talking about a character going, you can stretch your arm to show that.
  - **Altering your facial expressions** according to the emotion and feelings in the story. Do not frown when the emotion happy.
  - **Varying the tone of your voice** depending on what you are saying and who is saying it. The tone should be low when for example a small animal talks, and high when a big one speaks.
  - **Changing the pace of narration.** There are those unimportant details that can be said faster.
  - **Involving the audience in the narration.** Asking them to join you when singing will be okay.
  - **Use of mimicry.** Here a narrator imitates the walking style of a character, etc.

SECTION 7: NON VERBAL SKILLS IN LISTENING AND SPEAKING

IMPORTANCE OF RESPECTING PERSONAL SPACE

A personal space is an imaginary area between a person and their surrounding area. This space makes the person feel comfortable and should therefore not be encroached.
The distance can exist at work, at home and in our social circles.
The personal space varies depending on factors such as:
(a)Gender

(b) Trust
(c)Relationship
(d) Familiarity with the person.

Why Respect People's personal Space?

1. To make them feel comfortable.
2. To maintain good relationships.
3. To enhance listening. Especially during a talk.

General Personal Space Rules

The personal space guidelines below will help enhance listening and speaking:

1. Respectfully keep your distance if you walk into a room and see two people in private conversation.
2. Pay attention to your volume when you speak, whether on the phone or in person, to ensure you don't distract attention of others.
3. Maintain physical space at table and chair rows so the people around you have enough room to write, raise their hands, etc.
4. Be mindful of amount of perfume or cologne you wear as if it is in excess it might distract others.
5. Never lean on the other person's shoulder unless invited to.
6. Don't eavesdrop on another person's phone conversation. In case you overhear details of the conversation, keep it confidential.

Dealing with Space Intrusion

Depending on the nature of the intrusion, you would deal with space encroachment in different ways. Here are the steps of dealing with a person who leans on your shoulder:

1. Lean away or take a step back away from the person hoping they would take a hint.
2. Come right out and say you feel discomfort being too close.
3. Explain why you need more space. You can for example tell them you need more space to write.

Exercise

You have attended a one day seminar. The person sitting next to you is said to be intruding your personal space. What four personal space guidelines could this person have failed to follow?

FACIAL EXPRESSIONS

- The face you wear is a great component of emotion and feeling.
- The various facial expressions represent various feelings. A smile for example, represents joy, while a scowl, anger.

- When speaking or listening, flex your facial muscles as appropriate. You can't smile when the speaker is talking about incidence of tragedy. Doleful face will do.
- Remember your face is like a switch and will keep changing depending on the feelings and emotions.

Some words for Describing Facial Expressions

Emotion/ Feeling	**Facial Expression**
Approval/ agreement	**Appealing**
Happy and peaceful	**Beatific**
Angry or unhappy	**Black, grave**
Worried	**Bug-eyed**
Sad	**Doleful**
Confused	**Quizzical**
Surprised	**Wide-eyed, quizzical**
Extremely happy	**Radiant**
Embarrassed	**Withering**

GESTURES

- A speaker will always move part of their body especially a hand, arm or the head when speaking.
- This is done to express the idea or meaning.
- As a speaker you can use illustrators of what you are saying using your hands. They will add mental image to what is being conveyed. For example,
  - Headshake to mean 'no'.
  - Use hands to form the shape of heart to express love.
  - Use the hands to form the bow shape to show the big belly. Etc.

EYE CONTACT

- Did you know you can use your eyes to listen? We use the eyes to listen to another person's body language – gesture included.
- An eye is a powerful tool of effective communication.
- Let us learn some situations that demand different uses of the eyes. For example:
  (a)When arguing, hold your gaze.
  (b) When deferring, lower your eyes.
  (c)When loving someone, stare in the pool of their eyes.
- Making eye contact is very vital as you can get the feedback from your listeners, on your message. When you notice they are bored you know you have to make adjustments and when they show enthusiasm then this will help in pumping you up.

- Too much eye contact by the listener indicate they have interest in either you or the information you are putting across.
- Speakers tend to look up:
  (a)At the end of their utterances.
  (b) To indicate to the others to have their turn.
- Speakers tend to look away when:
  (a)Talking non-fluently.
  (b) Thinking
  (c)Not sure of the topic.

BOWING/CURTSYING

- A curtsy is a polite gesture of respect or reverence made chiefly by women and girls.
- It is the female equivalent of males' bowing.

When to Bow or Make Curtsy

- To end a performance.
- To show respect.

How to Curtsy

- Lower your head.
- Hold your skirt at the edges with both hands.
- Place your right foot behind the left.
- Bend your knees outward

APPERANCE AND GROOMING

How you look when speaking in front of an audience or when going for an interview is very crucial. It both boosts your confidence level and build respect. Your appearance involves the clothes you wear as well as how you groom. Grooming on the hand involves what you do to your body other than the clothing. Your personal hygiene is the simplest term that can replace the term grooming.

Clothing

The kind of clothe you wear will depend on such factors as:

(a)Your occupation;
(b) Weather;
(c)Location; and
(d) Your preference.

Guidelines for Clothing

1. Your cloth should fit comfortably.
2. The cloth should also be neat and clean.

3. Wear the right cloth for appropriate occasion.

Grooming

Read the grooming checklist below.

1. Your hair should be lean, trimmed and neatly arranged.
2. If you are a man, ensure your facial hair is freshly shaved.
3. Fingernails should be neat, clean and trimmed.
4. Teeth should brushed and with fresh breath.
5. Body should be freshly showered.
6. If a woman, use make up sparingly and be natural looking.
7. Use perfumes/aftershave/colognes sparingly or even use non at all.

Exercise

Ayub has been invited to an interview. State four grooming mistakes he should be careful to avoid.

SECTION 8: INSTRUCTIONS TO FRIENDS AND RELATIVES

GIVING AND RECEIVING INSTRUCTIONS

Giving clear instructions is one of those things that seems easy to do but actually are more complex.

The tips that follow will help you in giving clear instructions:

1. Get the attention of the other person. Be sure you have the attention of the person, or people, you are giving instruction. This is one way in which you will tell whether they are listening. Do you know ways to get the attention of a child or even a group of people in some noisy place? Here are some suggestions;

- Ring the bell
- Bang the table/door
- Switch off the lights
- Clear your throat
- Blow the whistle, and many others.

2. Use simple language that can be understood. Avoid using too much vocabulary.
3. Break instructions down and deliver them in steps. Give one instruction at any given time to avoid any confusion.
4. Repeat instructions to them.
5. Be loud enough.
6. Give instruction beginning with a verb i.e. use the imperative forms. For example: **Take three cups…**
7. Ask them repeat instructions to you in their own words.

8. Make eye contact.

Exercise

You are a mother. On a certain day, very early in the morning, you want to go to pay your friend a visit. Before you leave, you have decided to leave your 6-year old son instructions on how to prepare his lunch.

(a)Make a list of methods you would use to get his attention before giving instructions.

(b) Other than getting his attention, how else would you ensure you leave him clear and understandable instructions?

GIVING DIRECTIONS

Once in a while people will ask you to lead them to their destination. If it is not possible to do this then the best thing to do will be to give them directions to those places. The most important thing to do is to be brief and clear.

Let us learn the steps to giving the clear directions.

Steps to Giving Clear Directions

1. Give the direction with few turns. Remember shortcuts may be faster, but at times are complicated especially in the case of many turns.
2. Indicate the turns—whether left or right. Tell them to turn a left or a right. For those who know cardinal points, you can use north, south, west, or east.
3. Mention the landmarks, for example, a large clock, a school, a river, e.t.c. Tell them: `you will see a blue church…
4. Specify distance. Offer the Ballpark Figures (rough estimates of the time and length of travel). The three ways of specifying the distance are:
   (a)Telling them how many streets or buildings to pass;
   (b) Giving them distance in kilometres, metres , or miles;and
   (c)Telling them how much time in minutes or hours it will take them to reach their destination.
5. Warn them about any confusing parts of the route. For example, let them know of a narrow road that people normally miss.
6. Say which side of the street or road their destination is on. There could be two houses that look alike on either sides of road. Tell them: My house is on the right.
7. Repeat directions to them and allow them repeat back directions to you.
8. Draw a simplified map if paper and pencil or pen are available.
9. Give them a drop-dead point. This is the place when if you reach you know you are lost and have to make a U-turn. For example, tell them: if you see a big black billboard you have gone too far.

Exercise

Your church is in the same estate you live. Your mother goes to a different church. On this particular Sunday she has decided to join you later in your church. For that reason, she asks you to give her the direction to the church.

(a)Mention three ways you would specify her the distance from your home to the church.

(b) Apart from specifying the distance, how else would you ensure she reaches the church when giving her the direction?

ANSWERS ON ORAL SKILLS

PRONUNCIATION OF VOWEL SOUNDS

/ɪ/

- Hill
- Sit
- Still
- Blip
- Fill
- Blink
- Thrill

/i:/

- Jeep
- Creek
- Greased
- Teal
- cheat

/e/

- jet
- bed
- wet

PRONUNCIATION OF CONSONANT SOUNDS

Exercise 1

Sound /s/: seven, students, first, test, licen**c**es

Sound /z/ : driver's, licence**s,** Thursday

Exercise 2

(a)Garage (b) Gift (c)Go

(d) Digit (e)Entangle (f) Gecko

Exercise 3

Sound /ʃ/ :tissue, passion, ocean, cautious, solution, pressure, Persian, chef, sure, precious

Sound /ʒ/ : Caucasian, division, leisure, vision, casual, conclusion, television, decision, collision, exposure

Exercise 4

Sound /f/ : forgive, **f**or, **f**orgetting, le**f**tover, **f**ood

Sound /v/ :forgi**v**e, lefto**v**er

DIPHTHONGS

(a)Gate	(e)Pane	(i) Vane/vein	(m) Sow
(b) Made	(f) Plane	(j) Waste	(n) Know
(c)Male	(g) Sail	(k) Weight	(o) Tow
(d) Pail	(h) Tail	(l) Ate	(p) Groan

MINIMAL PAIRS

Exercise 1

(a)Heat	(d) Pitch	(g) Keep	(j) Peel
(b) Shit	(e)Leap	(h) Ill	(k) Skid
(c)Teen	(f) Knit	(i) Grid	(l) Scheme

Exercise 2

(a)Hid	(c)Hem	(e)Fin	(g) Din
(b) Mess	(d) Led	(f) Led	(h) Pig

Exercise 3

(a)Fail	(d) Sail/sale	(g) Read/red	(j) Stead
(b) Pen	(e)Whale	(h) Debt	
(c)Hell	(f) Met	(i) Main	

Exercise 4

(a)Bat	(d) Flash	(g) Sung	(j) Suck
(b) Much	(e)Come	(h) Ankle	(k) Damp
(c)Mud	(f) Dam	(i) Crush	(l) Tag

Exercise 5

(a)Merry	(c)Kettle	(e)Sex	(g) Tread
(b) Bland	(d) Vet	(f) Track	(h) Mat

Exercise 6

(a) Fir
(b) Hard
(c) Purse
(d) Firm
(e) Shirk
(f) Cart

Exercise 7

(a) Ban
(b) Vote
(c) Best
(d) Bowels
(e) Bent
(f) Very
(g) Lobes
(h) Verb

Exercise 8

(a) Very
(b) Leave
(c) Fast
(d) Vine
(e) Halve
(f) Prove
(g) Fail
(h) Grieve
(i) Carve
(j) Vault
(k) File
(l) Strife

Exercise 9

(a) Bad
(b) Got
(c) Ride
(d) Ant
(e) add
(f) Bet
(g) Bought
(h) Aid
(i) Bed
(j) feed
(k) Hid
(l) Heard
(m) Mad
(n) Meant
(o) need
(p) Not
(q) Said
(r) Plate
(s) Sad
(t) Debt

Exercise 10

(a) Tag
(b) Flock
(c) Tuck
(d) Come
(e) Cash
(f) Jag
(g) Gave
(h) Sack
(i) League
(j) Grab
(k) Glass
(l) Could
(m) Coat
(n) Block
(o) Gill
(p) Duck
(q) Cut
(r) Lock
(s) Rag
(t) got

HOMOPHONES

(a) bee, be
(b) see, sea
(c) aye, eye
(d) pee, pea
(e) tea, tee
(f) ewe, you

SILENT LETTERS

i.	b	vii.	s	xiii.	t	xix.	t	xxv.	z
ii.	s	viii.	h	xiv.	h	xx.	e	xxvi.	ue
iii.	c	ix.	d	xv.	t	xxi.	p	xxvii.	e
iv.	t	x.	d	xvi.	t	xxii.	x	xxviii.	th
v.	c	xi.	n	xvii.	t	xxiii.	m	xxix.	th
vi.	b	xii.	t	xviii.	b	xxiv.	b	xxx.	s

STRESS

Exercise 1

1.

(a)Bamburi cement was used to cement the bridge.
(b) After leaving us his address, he will address those students over there.
(c)He had to permit us to do business since we had a business permit.
(d) The content of the letter will content the man.

2.

(a)Sert, de
(b) es, cort
(c)re, sume
(d) test, con
(e)vict, con

Exercise 2

(a)

- I – no one else loves your sister's handwriting.
- Love – I don't hate your sister's handwriting
- Your – Not any other person's sister
- Sister's – not your brother's or your uncle's
- Handwriting – It I only your sister's handwriting I love, not her walking style or her cooking.

(b)

- You – all the others came early
- Came – you did not leave late
- Late – Not early
- Yesterday – the rest of the days you came early

INTONATION

(a)Falling
(b) Falling
(c)Falling
(d) Falling
(e)Rising
(f) Rising
(g) Rising
(h) Falling
(i) Falling
(j) Rising
(k) Falling
(l) Falling
(m) Rising
(n) Falling
(o) Rising
(p) Falling
(q) Falling
(r) Falling

PUNS

(a)Interest has multiple meanings. Interest is the state of wanting to do something. It is also amount paid at a particular rate for money borrowed from the bank.
(b) There is a twist on the word ‘tired’ which is originally supposed to be spelt ‘tyred.’
(c)Up to something means doing something wrong. It also means the stairs could be leading him to another floor.
(d) The word ‘Santa’s’ has been twisted. It is supposed to be spelt ‘sentence’.
(e)Charged means passing electric current. It also means being formally accused in the court.

TONGUE TWISTERS

Exercise 1

(a)

- Alliteration: **c**ough, **c**arries, **c**offin, **c**arry
- Consonance: cou**gh**, o**ff**, co**ff**in, o**ff**
- Repetition: off

(b)

- Alliteration**: w**itches, **w**ere, **w**atching, **w**atches, **w**hich, **w**itch, **w**ould, **w**atch, **w**hich, **w**atch
- Consonance: wi**tch**es, wa**tch**ing, wa**tch**es, whi**ch**, wi**tch**, wa**tch**, whi**ch**, wa**tch**
- Repetition: watch, which, two

(c)

- Alliteration: **b**lack, **b**ug, **b**leeds, **b**lack, **b**lood, **b**lue, **b**ug, **b**leed
- Consonance: b**l**ee**d**s, b**l**oo**d**, b**l**ee**d**
- Repetition: black, blood, bug repeated

(d)

- Sibilance: wi**sh**, wa**sh**, Iri**sh** …. Or consonance
- Alliteration**: w**ish, **w**ash, **w**atch

Exercise 2

(a)It is a tongue twister.
(b) The sound /s/ and /ʃ/

RIDDLES

- Challenge – I have a riddle!

- Acceptance – Throw it.
- Pose/ Riddle – What comes down but never goes up?
- Guesses – wind, bird
- Prize – Fire
- Solution – rain

RHYME

Exercise 1

(a)Violently
(b) Day
(c)shaking
(d) terror
(e)Forget

Exercise 2

aabcddbceeccffccgghh

ALLITERATION AND ASSONANCE IN POEMS

Alliteration

- **B**lack **B**reweries **b**raveness /b/
- Tracers ticking Time /t/
- Black braveness baselessly /b/
- Mirror, my emotion moves momentarily /m/
- And others

Assonance

- **I**n **i**nk **i**ncorporat**i**ve **i**nd**i**vidualism
- D**i**rected d**i**agonal
- Etc.

Consonance

- Little, black, baselessly /l/
- Black believes /l/
- Determined, destinies /t/

DEBATE

I could have:

- Spoken confidently

- Varied my tone appropriately
- Spoken loud enough to be heard by everyone
- Made my contact with my audience
- Provided proofs for my points in persuasive way.
- Spoken slowly and enunciated words correctly
- Used gestures that reinforced my ideas
- Paused at key points

INTERVIEWS

Exercise 1

(a)Questions

- How would you handle cases of indiscipline among the students?
- Will you appoint prefects in charge of discipline?
- What punishment will you mete out on those who are indiscipline? Etc.

(b) **I would;**

- Inform him about the interview.
- Arrive early for the interview.
- Prepare the place to interview him..

(c)**I would;**

- Allow him enough time to respond to the questions.
- encourage him to speak by slightly nodding my head.
- Make eye contact with him.

Exercise 2

(a)Ms Naomi is a good interviewer because;

- She warmly welcomes Mr. Josh, hence making him feel free to speak.
- She also offers to take Mr. Josh along with her for lunch.

(b) Mr. Josh:

- Explains her answers well.
- Is honest. When asked whether he has written in any scientific journal he says not yet.

SPEECHES

Exercise 1

(a)**I would;**

- Do some research on the topic.

- Practice adequately.
- Write down my points.
- Dress and groom well.

(b) **I would;**

- Effectively use gestures to reinforce my ideas.
- Make eye contact with my audience.
- Wear appropriate facial expressions.
- Speak loud enough to be heard by all.
- Pronounce my words correctly.
- Pause at key points to let the information sink.
- Speak slowly to allow my points be processed.

Exercise 2

(a)Makufuli could have:

- Had shaking hands
- Sweating palms
- Dry mouth
- Rapid heartbeat
- Squeaky voice
- Knocking knees, etc

(b) Makufuli probably:

- Could have dressed uncomfortably.
- Could have failed to research on the topic.
- Could have failed the first time and could have feared to fail again.
- Could not have rehearsed his speech.

DISCUSSION

(a)

- Choose group leaders.
- Do research on the topic to get facts.
- Write the points.
- Arrive early for the discussion.
- Gather writing materials to use.

(b)

- Ensure each point given is backed up.
- Ensure members speak with moderation.
- Speak clearly.

- Take notes on what is discussed.
- Ensure members listen to each other.

ORAL REPORTS

(a)

- Prepare the photo to show the police.
- Ask the neighbours questions to get more facts.
- Practice how to report.

(b) **I would:**

- Vary my tone appropriately.
- Make eye contact with the officer.
- Use gestures effectively.
- Pause at key points.
- Speak loud enough enough.
- Speak slowly.

USE OF COURTEOUS LANGUAGE

Exercise 1

- Failed to use ‘thank you’ after being given the bar of soap.
- Failed to use ‘please’ when asking to be given the bar of soap.
- Failed to use ‘excuse me’ to get the shopkeeper’s attention.

Exercise 2

- She has used ‘please’ when asking John to fill the address.
- She has used ‘would’ in asking questions.

TELEPHONE ETIQUETTE

Exercise 1

(a)The patterns include;

- Answering of the phone – Hello, …
- Request -- May I speak to the principal, please?
- The caller is told the principal is not in the office at the moment.
- Pauline is asked to leave a message.
- Pauline leaves the message for the principal.
- The call finishes with pleasantry – have a nice day.

(b) Evidences:

- She introduces herself to the secretary.
- She ends the call with pleasantry.

- She speaks politely to the secretary.

Exercise 2

(a)I would:

- Ensure I have adequate airtime.
- Go to a quiet place.
- Jot down what to tell the doctor.
- Ensure the place to make the call has network.

(b) I would avoid:

- Talking too loudly
- Engaging in an argument with the doctor.
- Interrupting the doctor.
- Being distracted by other activities.

Exercise 3

Joan could have failed to:

- Identify herself at the beginning of the call.
- Speak clearly and slowly.
- Speak with a low tone of voice.
- End the call with a pleasantry.

APPROPRIATE CHOICE OF REGISTER

(a)Credex is a school. There is the use of words such as ‘pieces of chalk’, and the ‘deputy principal’.

(b) The two are friends .

(c)At first it is formal. But when the receptionist realizes it is Dorothy calling it becomes informal.

(d)

Formal

Is this the credex?

Informal

How is the going?

Lunch today?

NEGOTIATION SKILLS

(a)

- Know the prices elsewhere
- Whether I can get discount

- Whether the purchase of the car comes with any offer
- Whether the car is in high demand
- Whether the car is readily available. Etc.

(b) I would:

- Make polite but firm requests.
- Ask questions and summarise to avoid confusions.
- Respond to negative comments from the seller.
- Give alternatives.
- Show appreciation of the seller's viewpoint.
- Listen attentively to the seller.
- Ensure we arrive at a clear agreement acceptable to both of us.

PAYING ATTENTION

(a)I would:

- Read the set book to remind myself of the themes.
- Ensure I sit where I would be comfortable.
- Prepare questions to ask him.

(b) I would:

- Take down the main points.
- Make eye contact with the author.
- Hold back until the speaker pauses before I interrupt.
- Encourage the speaker to continue speaking by using some responses.
- Avoid interruptions.

IMPORTANCE OF RESPECTING PERSONAL SPACE

He could have failed to:

- Speak in a low voice during the talk.
- Maintain the physical distance between the two of us at the table.
- Resist leaning on my shoulder or chest.
- Resist eavesdropping on my phone conversation.

APPEARANCE AND GROOMING

I would avoid:

- Dirty unarranged hair
- Dirty fingernails
- Foul breath teeth
- Unbathed body
- Excess make up

- Excess perfumes or colognes

GIVING AND RECEIVING INSTRUCTIONS

(a)

- Switch off the lights in his room
- Call his name
- Bang the table beside him
- Clap my hands

(b)

- Use simple language
- Give one instruction at a time
- Be loud enough
- Repeat the instruction.
- Ask him if he has any question
- Ask him repeat instructions back to me.
- Make eye contact.

GIVING DIRECTIONS

(a)

- Giving the distance in metres.
- Telling her time in minutes.
- Telling her the number of streets to pass.

(b)

- I would give her the route with minimal turns.
- I would indicate the turns.
- Mention the landmarks.
- Warn her about any confusing part of the route.
- Have her repeat directions back to me.
- Draw a simplified map.

BETRAYAL IN THE CITY BY FRANCIS IMBUGA

THE AUTHOR

Francis David Imbuga (1947- November 2013) was a literary giant. For three decades, he taught at Kenyatta University where he was the Directo r of Quality Assurance, Chairman of the Department of Literature and the Dean of the Faculty of Arts. Francis Imbuga studied at Alliance High School in the 1960's where he wrote and acted a play, which won the National Beat Actor's Award. Professor Imbuga published several plays including Betrayal in the City 1976, The Successor 1979, Man of Kafira 1984, Aminata 1988, and The Return of Mgofu 2011. He has also authored two novels, Shrine of Tears, 1993 and Miracle of Remera 2005.

In his works, he addresses the problems of independent and post colonial African states, family relations, tradition, religion, change among other issues affecting our society today.
Imbuga passed on in the year 2013.

THE TITLE

The title, Betrayal in the City, fits the events of the play as this is what the people of Kafira have to live with daily.
Betrayal in the City reflects the political, cultural and personal betrayal witnessed in the fictitious state of Kafira. Boss, the head of state, works alongside other strong cronies and sycophants like Mulili, Tumbo, Kabito, and Nicodemo to let down their citizens through: abuse of power, negligence of duty, senseless killings, and inefficiency, to create a nation of hopelessness, corruption and disregard to the local citizens hence betrayal in the nation of Kafira.
The government is run by scandalous and corrupt leaders and under whose leadership the hopes of independence for the people of Kafira are dashed.
Betrayal in the City is characterized by all sorts of ills in society, namely: murder, misrule, tribalism, Nepotism, corruption, highhanded-ness, inefficiency, incompetence and a general atmosphere of rebellion and defiance.
As the title suggests, betrayal breeds suspicion and intolerance and this creates a highly unstable environment for decent and safe living. One cannot safely determine who to trust with information hence the general feeling of betrayal among the people.

THE SETTING

Betrayal in the City was first published in 1976 at a time when African states had attained their independence and were undergoing serious problems in adjusting to self-rule.
The play is set in the fictional country of Kafira, ruled by Boss, who surrounds himself with kinsmen like Mulili and the sharing-the-pie government officials, Tumbo, Kabito and Nicodemo.
Betrayal in the city is a perfect example of many failed states in the third world, and especially in Africa.

SYNOPSIS

Betrayal in the City is a political play. The writer examines the problems of independence and freedom in post-colonial states in Africa. The play talks about military regimes that were common in the African continent after independence. Many of such regimes were later overthrown by coup de tats. Francis Imbuga's major concern is betrayal at two levels: at a personal and government level.

Betrayal in the City shows a decay in morals and greed for power. Doga and Nina lament as they mourn their dead son, Adika and wish to perform a ritual for their dead son. This effort is hampered by express directi-ons from the government brought by Mulili and Jere claiming that the ritual should not go on in the interest of peace; but Doga and Nina are adamant. Their only remaining son, Jusper, is imprisoned. This shows

us what is happening in Kafira - the corruption, injustice and oppression of the people.

Critics of the government are not tolerated. Jere and Mosese are henceforth put into prison over false charges. They both suffer the pain of the government's betrayal.

Government officials make use of any opportunity to make money through unfair means.

Tumbo for instance declares Jusper the winner of the play writing competition and awards him the winner's prize money. One third of the six hundred pounds to finance the play-writing competition is given to Jusper and his girlfriend, Regina; and the remaining two thirds to put records straight emphasizing that everything is being done in strict confidence.

Despite all this, Jusper vows to revenge someday even if it means going it alone since he knows that a University student is not a very welcome person in Kafira and is looked at as a nuisance.

Government officials first think of what they are going to benefit before deliberating on matters of state. What first preoccupies their mind is how much they are going to gain.

Being a relative to Boss gives Mulili a chance to despise his colleagues in service. Mulili falsely accuses Kabito knowing that Boss will believe what he says since he has been made to be his eyes and ears on the ground as he puts it. He is also favoured by Boss in many ways.

The semi-literate Mulili sometimes completely misunderstands and distorts what is said to him and yet threatens to act basing on the strength of that misunderstanding.

Boss' trust of those who advise him especially Mulili makes him give unbearable directives to silence those presumably against his government including the simple old couple who were innocent. Boss also tries to take advantage of Regina forcefully. Such scandals speak unfavorably of the Head of State. Nicodemo and Tumbo discuss the state of affairs and how people are being killed: "We have no choice. Like caged animals, we move, but only inside the cage. It has become infectious-the desire to eliminate others…" This clearly implies that there are serious consequences of criticizing the government's plans.

The play within the play, Betrayal in the City, brings about the desired change that everybody has been waiting for. The rehearsal for the play intended to entertain the visiting Head of state becomes a real confrontation arrived at effortlessly by Jusper, Mosese, and Jere; taking everyone by surprise.

SUMMARY OF THE ACTS

ACT ONE

SCENE ONE

The scene is at Adika's grave, which is surrounded by dry thorny branches.

It is early morning. Doga and Nina are next to the grave of their late son, Adika who was murdered. Doga suspects that their son's murderer still lives among them. His suspicion arises from the smell of petrol at the site and the fact that the grave has a crack, an indication

that the murderer's intention was to burn Adika's body to rid himself of Adika's ghost haunting him in future. Their only living son, Jusper, was to guard the grave but this morning he cannot be traced. Nina is fearful for her son, who, according to them is not of sound mind.

Her fears are heightened when she is made to notice that there seems to have been a struggle at the grave. Doga wants to cover up the crack on the grave so that the shaving ceremony planned to take place later in the day goes on but Nina will hear none of this. After much persuasion from the husband, she gives in and goes for soil to cover up the crack.

From Doga's speech, we hear that Adika was shot four times during a demonstration by Kafira University students who were protesting that most of the Kafira university lectures are expatriates. During Adika's burial, his brother, Jusper, was taken away by govern-ment agents for being a 'threat' to peace-loving people and after retu-rning three months later, he is never the same.

Jusper enters, dressed in a red gown. He is obviously disturbed by his brother's death. He is seen addressing his dead brother. Nina comes back with soil and finds Jusper at the grave.

Doga is hiding behind the bush. She tells Jusper to go and remove the red gown as the shaving ceremony was about to start. Jusper tells his mother that he cannot put on a clean shirt after the murder and proceeds to show his parents the crack (river) where he threw the person he murdered but all this time, they think he is mad. Nina even, innocently and ignorantly, tells him to go and confess the act! Jusper has killed Chagaga, the person who is suspected to have killed Adika, and thrown his body in the river but Doga and Nina think he is mad.

The couple's prayerful mood is interrupted by Jere and Mulili who inform them that the ceremony has been cancelled to their utter disappointment. They also inform the couple that Jusper has killed Chagaga and confessed the crime. The two order the couple to leave the grave as it no longer belongs to them. Jere tries to persuade Mulili to allow Doga and Nina to conduct the ceremony but Mulili will hear none of this despite the fact that Jere had helped hide Mulili's secret when he allowed Mustafa an inmate to escape. Mulili is boss's (head of state) cousin and since he has been promised a reward for being loyal to Boss, he does not wish to disappoint boss. Mulili even threatens Jere that should he allow the ceremony to take place, he (Mulili) will not keep quiet. Before they leave the stage, they are involved in a violent confrontation where Jere shoots at Mulili who dives off stage.

REVISION QUESTIONS FOR THE SCENE SCENE ONE

1. *Where is this scene set?*
2. *What are the two characters Doga and Nina doing at the grave and whose grave is it.*
3. *What is so strange about the grave's condition that morning?*
4. *Where was Jusper when the grave was being meddled with?*
5. *What are we told about Jusper's condition and why is it so?*
6. *Who killed Adika and what is his relationship with the sub chief?*
7. *What led to the death of Adika and how was he killed?*
8. *According to Jusper what is the difference between the sun Jupiter and Jusper and what does it represent*

9. Jusper tells Nina that he is going to address the rally, which rally is he talking about and what does he want to tell them.
10. Why does Mulili and Jere come to the grave side and what is their mission?
11. Mulili speaks poor / non-standard English , what does this tell us about him.
12. What does Mulili and Jere reveal to Doga and Nina about Jusper
13. Why does Jere support the old couple's continuing with the ceremony?
14. Mulili had allowed Mustafa to escape, what does this tell us about justice in Kafira.
15. Identify at least two character traits of Mulili, Doga, Nina, Jere and Jusper f rom this scene.
16. Identify the aspects of style used in this scene: identify the proverbs, instances of irony, use of cross purpose, monologue, and puns among others.
17. What are some of the themes brought out in this scene?
18. Identify the instances of Betrayal brought out in this scene

SCENE TWO

ACTION TAKES PLACE IN A PRISON CELL

Jere is pushed by an askari into a cell where he finds Mosese. Askari is fed up with Jere's inquisitive nature. He tells him that he is mad and that his inquisitive nature will not be
entertained in prison and that it would make his life unbearable in prison. Jere is later informed that all inmates have to go through rehabilitation in order to be re-integrated in the society. He does not have any mental illness that would make him need any rehabilitation therefore he sarcastically tells askari that he is truly grateful and that he didn't know they took such pains. It is apparent that Mosese has decided to remain silent because silence can as well be a weapon but should he be so, the prisons authorities will demand an explanation as to what is he keeping quiet about. It is not surprising that the prison authorities do not entertain prisoners asking questions.
Askari informs Mosese that Jusper has been released from jail but has nothing to go back to since his parents were found dead in their hut. When Jere and Mosese are left alone, Jere informs Mosese of the events of the previous night where he and his cellmate decided to play Pilate and Jesus. According to Jere, Pilate had humiliated Jesus by stripping him and caning him on the buttocks. Jere's co-actor cried out after receiving the canes, alerting the prison authorities who moved Jere to the cell where Mosese was after stripping him and caning him.

The two cellmates (Jere and Mosese) take time to know each other.
Mosese tells Jere how he ended up in prison. He had attended Adika's funeral where he saw firsthand the oppression by the political elite. He couldn't keep quiet, so after telling the politicians his mind, he was arrested and charged with trumped up charges of possessing drugs. He changes his name because the person who implicated him with the drugs shared a name with him. We learn of the regime's way of silencing dissenting voices, through the experiences of inmates.
Mosese has been informed by askari to cooperate in the performance of a play organized for a visiting head of state and in return he might be among the six hundred prisoners who are to be released. He doesn't want to do this as acting in the play means kneeling in front of boss and pleading for mercy yet he is not guilty. Prisoners are also denied foodand only the ones who show signs of cooperating with prison authorities are allowed privileges. This is evident when askari brings a mug of tea.
The citizens of Kafira had been waiting for the 'kingdom' for years and at last they were told it had come. According to Mosese, it was an illusion. He wonders how many people had seen the kingdom and what colour it is. Mosese is disillusioned. He says they have killed their past and were busy killing the future. He laments about the oppressive nature of boss' regime. For instance, soldiers had beaten up Regina and had forced her to give false evidence against her brother, Mosese. Mosese violently wriggles and as if in a trance rises and addresses the imaginary audience. His words portray his confused state of mind. On one hand he is faced with the choice of participating in the play, a sacrificial act that will lead to the release of 600 prisoners or on the other hand hold on to his principles and reject the request to participate in the play.

REVISION QUESTIONS FOR THE SCENE

SCENE TWO

1. Where do the events of this scene take place?
2. Why do you think Jere has been brought into the cell?
3. How would you describe the treatment by the askari on Jere?
4. Jere says that "the outside of this cell may well be the inside of another" what does this tell about the situation in Kafira
5. Link Pilate's situation to Jere like he puts it on page 23
6. Why does Mosese keep staring at the wall even when Jere and the askari are talking?
7. Give the reasons why Mosese is in prison

8. Mosese says words have lost meaning to him and asks for the meaning of Africanisation what does this tell about the people's situation in the country
9. To what level has the askari learnt and why is he doing such a job
10. Why is Jusper being released and hat has just happened to his parents?
11. Why did Jere carry a bible to the cells and how does it bring him trouble
12. Apart from being a police officer, which are the other two professions that Jere was in before?
13. Which is item number three in the development plan and what is ironical about it?
14. Mosese says he saw betrayal in Regina's eyes, why is this so?
15. Why is the foreign dignitary visiting and why are the prisoners supposed to perform a play for him?
16. The askari talks of selective breeding and says you need a tall relative to get anything in the country what does this tell about Kafira
17. Mosese says" it was better while we waited. Now we have nothing to look forward to…" what were they waiting for that they don't have and why has he lost hope?
18. Mosese sleeps and talks and in his dream. What does this tell about him and what message do we get from his conversation with an imaginary person.
19. Jere says, "when the madness of an entire nation enters a solitary mind then it's not enough to say that person is mad" what does Jere mean by this.
20. Identify the character traits of; Jere, Askari and Mosese in this scene.
21. Identify the themes brought out in this scene.
22. Identify and illustrate the stylistic devices used in this scene.
23. Identify the elements of betrayal in this scene.

SCENE THREE

Jusper stealthily enters Regina's room without her notice and scares her. He is in his red academic gown and this heightens Regina's anger at him. She requests him to rest but he says he can't rest because the death of his whole family is in his mind. Apart from Adika, Nina and Doga were murdered in exchange for Jusper's release. He says that he will get his revenge someday. Jusper was among the university students who protested on the streets and
as they did this, people shouted abusive words at them in addition to telling that they were wasting time with the protests, it is also apparent that the government will not allow Adika's photograph to be printed in the newspapers.

Regina would be happy if Jusper was to keep off from trouble with the authorities. She tells him that she has only him and Mosese left in the world and if anything went wrong, they would all be wiped out. Jusper insists that they have to talk of the masses that have no voices.

Regina tells Jusper of the scheduled visits to Kafira by a certain head of state. If this is to happen, then, there will be three days holiday for all in addition to the prisoners being released to mark the occasion. She has a letter from Tumbo, who is boss' right-hand man. In it, boss has promised to facilitate the release of Mosese. This does not go down well with Jusper who can read mischief in the act but who nevertheless promises to beat him at his own game.

Tumbo, a fat, overconfident man, enters the house. He notices through Jusper's dressing that he is among the university students who were being known for rioting. Tumbo is already familiar with Jusper's name which was signed against a student's prayer that was all about asking God to help them drop their Christian names. Tumbo warns him that if the prayer by any chances suggested changing names, Jusper would be behind bars. Jusper sarcastically wonders why this would be the case yet since change of names was item number three in the new development plan. Furthermore, boss himself has substituted his Christian name to something that no one could pronounce. Tumbo defends boss by saying that a leader requires

a mysterious name that the common tongues will bleed trying to pronounce. This is pointer to Tumbo's sycophantic nature.

Tumbo revisits the issue of the visit by a certain head of state to Kafira. He learns from Regina that Jusper writes plays and since they require a one-act play for the entertainment, he concludes that Jusper can write one for the occasion. Tumbo says that he would have written one himself, but being a socialist, he thought of extending the opportunity to others to show them light, to 'eat and let eat': from their talk, we learn that boss is a fearful and insecure man who has let advisers rule Kafira while pretending to be tough, he is hated by his own guards who will not talk about it. The worst of his advisers is his cousin Mulili who has been rewarded with a large farm for his "services to the nation" Boss is said to be of short temper

and has a weakness for women.

When Jusper is back from buying drinks, the three talked about the idea of writing a play for the entertainment of the visiting head of state, Tumbo would be glad if Jusper wrote the intended play that would highlight the achievements the

country has made. Money has been set aside for a play-writing competition, now that he knows what play ought to be organized.

He declares Jusper the winner of that competition and informs him that he and his sister would be given a third of the money that was to finance the competition and that Jusper would be given his prize money once the results of the competition are made public. Jusper is to write the play and ensure that the words 'progress and 'achievements' appear on every other page.

After Tumbo and Regina leave, Jusper reminds the audience what he holds, 'the fruits of independence. We get them second hand.'

REVISION QUESTIONS FOR THE SCENE

SCENE THREE

1. Where is this scene set?

2. Why does Jusper imitate the ricocheting of guns as he enters?

3. Why is Regina uneasy about Jusper's dressing in the red gown?

4. What does the red gown symbolise?

5. For what does Jusper criticize Regina and even the beggars in the streets?

6. For what does Jusper criticize the media?

7. According to Jusper why was Adika killed and why is Mosese and Jere in prison.

8. Why is Regina critical about people voicing their concerns against the government?

9. What do we deduce/learn from Jusper and Regina's conversation about the intended visit by the foreign head of state?

10. Why does Jusper pretend to be Regina's cousin when Tumbo calls in?

11. Jusper asks Regina "are you sure this is not a trick-some sort of a trap?" why is Jusper critical about Tumbo's helping her and what do you think the trap is?

12. What's wrong with Christian names and why does Jusper criticize them?

13. Why does Tumbo call the university students red guards?

14. Jusper is said to have written an interesting prayer, what was it about?

15. Tumbo says a leader should have a mysterious name that the common people will bleed trying to pronounce. What does this tell about the kind of leaders in Kafira.

16. When asked about his university days Tumbo mumbles, rumbles and stutters almost confusing himself, what do we deduce from this behaviour.

17. Tumbo says that education doesn't matter and that there are opportunities only that they do not come on a silver platter. What does this reveal about Kafira?

18. Regina reveals to Tumbo that Jusper can write plays; why is Tumbo happy about this? He says that there is a good potato in it. What does this mean?
19. How much money has been allocated for the play and how much will Jusper remain with. What happens to the remaining amount?
20. What aspects does Tumbo insist that should be covered in the play?
21. Why does Tumbo want Regina to visit Boss and what is the visit about?
22. Why have many publishers rejected Jusper's works? What does this say about them?
23. How does Tumbo plan to cover up not having conducted a play writing competition?
24. Identify the main themes brought out in this scene.
25. Identify the aspects of style in this scene?
26. What do we learn about the character traits of Jusper, Regina and Tumbo from this scene.
27. Identify the elements of betrayal in this scene.

ACT TWO:
SCENE ONE

The scene begins with two members of a committee formed to plan for the entertainment of a visiting head of state are conversing. In their conversation, one of them, Kabito is bitter because he has lost a tender despite having spent a whole night 'being nice' to people in order to get it. They feel that Mulili does not qualify to be in the committee but they can't raise the issue with Boss, as Mulili is his cousin. Nicodemo is also uncomfortable sitting with the prisoners on the dais during the visit by the head of state. He is particularly uncomfortable with Mosese's release since he is the one that had planted an illegal drug on him that led to his arrest and incarceration! Tumbo joins the pair and reminds them of the need to please the visitor as it is through that that the voice of their negotiator will continue to be heard. They are not comfortable starting any formalities until they are told the size of the potato they will get. On being told that the potato will be determined by the number of days they work, they suggest ways to ensure that they have a maximum number of days; meeting every day until the visitor arrives and meeting after the visit for the purpose of review.
Mulili comes to the meeting later and apologizes for being late. He says that he has gone to make a follow-up on his tender which had been cancelled and after boss made threats to the university which had given the tender, Mulili gets the tender back. The committee members make recommendations on what should be included

in the program, one of them being that school children as well as all adults' line up the road to welcome the visitor. This is despite the fact that it is third term and most of the children are sitting for their exams. They even recommend that the day be made a holiday to ensure their recommendations are implemented. Tumbo disagrees with the suggestion that the head of stat e visits upcountry to see the projects he supported. Kabito and Mulili disagree on the issue of forcing the drama department of the university to act in the play. Mulili accuses Kabito of calling him primary kid and when Kabito refuses to apologize, Tumbo recommends a one hour break for the members to let off steam. Nicodemo had suggested a three hours break! As the scene ends, Mulili swears at Kabito and issues a chilling threat to him.

REVISION QUESTIONS FOR THE SCENE

SCENE ONE

1. Kabito is the first to arrive and sleeps in one of the chairs , what does this symbolize?
2. Where does this scene take place?
3. Why is kabito asleep and why is he in foul mood?
4. Why was Mulili given the tender?
5. Why is Nicodemo against the use of prisoners to entertain the guests?
6. Why is mulili part of this committee?
7. According to Tumbo what is the role of the committee?
8. From the set up of the committee explain the theme of cronyism.
9. From the discussion on their payment, what do we learn about the members of this committee?
10. Mulili says he used Boss to get the tender at the university, what does this tell about leadership in Kafira?
11. Why are the university students not willing to participate in the entertainment program?
12. What brings about the conflict between Mulili and Kabito?
13. Why does the committee go for a break and for how long is the break?
14. Identify the aspects of style evident in this scene.
15. Identify the themes in this scene.
16. Identify and illustrate the character traits of Tumbo, Nico-demo, Mulili and Kabito from this scene.
17. Identify the elements of betrayal from this scene.

SCENE TWO

During the one hour break, Mulili rushes to Boss to inform him about Kabito's 'ill deeds.' He finds boss pulling grey strands of hair from his head. He maligns Kabito to boss by telling him that Kabito is a green snake in the grass, has coloured boss' name in blood in front of the committee, came to the meeting drunk, was shouting to everybody that Boss has denied him the milk tender, says that Boss has ruined Kafira's economy by hiding millions in a foreign country and that Boss had tried to get Regina by force. This irks Boss who accuses Kabito of sowing seeds of discord among the people. He orders Mulili to do what must be done; to silence Kabito. Mulili is only too glad to do it. In fact, he tells him it is a small matte r having silenced the old couple (Nina and Doga)

REVISION QUESTIONS FOR THE SCENE

SCENE TWO

1. Where is this scene set?
2. Why does Boss boast about his grey hair?
3. Why has Mulili come to see Boss?
4. What five allegations does Mulili present against Kabito?
5. From Mulili's allegation, what ills on leadership do we learn about Boss?
6. Who is Mercedes and what makes her rude to Boss?
7. What does Boss decide shoud be done against Kabito?
8. Mulili says "that be small. You remember that old couple…?" what did Mulili do to the old couple, on whose instructions and for what reason?
9. Identify the themes evident in this scene.
10. Identify the aspects of style evident in this scene.
11. What are the character traits of Mulili and Kabito from this scene?
12. Identify the elements of betrayal in this scene.

SCENE THREE

News about boss' attempt to rape Regina has reached Jusper who now feels he can't go on with the play as he had earlier on promised Tumbo. The latter warns Jusper that this would be deemed as sabotage, hence would be too dangerous. He is warned that if he makes any mistake, he could end his university studies even after he has already lost one year. Jusper leaves but he doesn't promise boss that he is going to hide the truth. When Tumbo and Nicodemo meet to continue with the meeting after the 'break' they are aware of Kabito's murder but they dare not say anything. Tumbo says they are aware of Kabito's murder but they dare not say anything. Tumbo says they are like caged animals who move but only inside the cage. They pretend not to know anything

about the death when Mulili enters. He pretends to be shocked and saddened by Kabito's death which he says was as result of Kabito being under the influence of alcohol.

Nicodemo wonders how one can get drunk in the space of one hour and Mulili foolishly says that people said that his breath smelled of spirits. When presses further by Nicodemo who wonders about the mention of breath yet Kabito was dead, Mulili retorts that he didn't say breath but his body smelled whiskies. He goes ahead to say that boss wept when he heard of the death and has already declared one road to be called Kabito road. Nicodemo suggests that they should call off the meeting and wonders whether the day would be counted. Despite the solemnness of the occasion, the members of the committee seem to be more pre-occupied with concerns of seeking avenues of making money. This is a pointer to their greed and materialistic nature.

REVISION QUESTIONS FOR THE SCENE

SCENE THREE

1. Where is this scene set?

2. What had happened to Regina, why was it necessary for Regina to meet Boss and what transpired after that?

3. Why is Boss's wife locked up after the incident?

4. Why does Jusper want to pull out of the programme?

5. What does Jusper stand to lose if he withdraws from the directing of the play?

6. Why does Tumbo caution Jusper against standing for truth and justice?

7. What has happened to Kabito during the break?

8. What is the cause of Kabito's death according to Mulili?

9. What do you gather from Mulili's incoherent and apparent confused explanation of Kabito's death?

10. Explain Tumbo's assertion that "like caged animals , we move,but only inside the cage"

11. Why is the meeting called off?

12. How do the other committee members express their respet for the dead Kabito?

13. Nicodemo asks whether they will be paid for that day, what does that tellus about his character?

14. Identify the themes evident in this scene.

15. Identify the aspects of style used in this scene.

16. Identify the character traits of Jusper, Tumbo, Mulili and Nicodemo from this scene.

17. Identify the elements of betrayal from this scene.

SCENE FOUR
THE REHEARSAL

The stage is set for the final rehearsal of the play meant to entertain the visiting head of state.

Tumbo wants everything to go on well as he fears to disappoint boss who is already in a foul mood. Boss, has, as a result of his bad temper, locked up his wife in the palace cell. Jusper informs Tumbo that all will go on well and that Mosese was cooperative during the previous night's rehearsal. Jusper says that he is in the play because he realized that the problems of kafira cannot be solved by isolation. According to him, if the play succeeds, he will have demonstrated that determination is greater in worth than numbers. Tumbo would prefer that boss doesn't know that the play is written by Jusper who hopes that the release of a few prisoners, after the success of the play, will change Kafira. Jusper is able to see the hypocrisy of the ruling elite. The release of a few prisoners is meant to improve the image of Kafira to the eyes of the world. This according to him is only the truth.

Boss joins them in the preparation of the rehearsal and Jusper tells him the play is about an army cadet who is promoted to the rank of captain within six months of enrolment. During the pass-out parade he shoots his colleague accidentally because he doesn't know how to handle a gun. It is later realised that he is not a relative of the army commander as it had been thought.

As the rehearsal starts, Boss volunteers to read the part of the chief of staff since the prisoner who had been allocated the role could not be present as he had stomach troubles. He also orders askari to untie the hands of Jere and Mosese so that they can join the rehearsal, Mosese (the junior soldier) argues with Jere (the captain) over which gun is shorter than the other; a. 32 or a 28. They go to their chief of staff (boss) to help unravel the mystery. He tells them to each take a gun and show it to him. The guns are now in the hands of Jere and Mosese! Their plan has succeeded. On realizing that he has been tricked, boss shouts to the guards but Jere tells him he has no guards. Jusper thinks that boss is dead and is about to go and design a coffin but is stopped by Mosese who tell boss to see what he had done to Jusper. Because of fear, Mulili betrays boss. He says that boss ought to be killed because he has taken everything in his hands, has spoiled Kafira's economy, and has ruled for too long and killed Kabito.

Boss cannot stand the betrayal so he tells Jere to shoot him.

Jere tells boss that their interest is not to see human blood but to provide a mirror for Kafira to reflect the real faces of Kafira's front men. He says that they must also learn to sacrifice themselves for a better future. Mosese says that their achievement is largely because of the inefficiency of Tumbo. Jere gives boss the gun that he can shoot him (Jere) but boss declines.

Jusper then takes the gun and shoots Mulili dead. He says that he did it for Kafira. Before the play ends, the ghosts of Doga and Nina enter the stage. Mulili's death seems to have appeased Doga and Nina.

REVISION QUESTIONS FOR THE SCENE

SCENE FOUR

1. Where is this scene set?
2. Why is Boss's wife locked up?
3. What is the level of preparedness for the presentation of the play?
4. Tumbo doesn't know what the play is even about, what does this tell us about him?
5. Why was Jusper thown out of his position as student leader why does Tumbo suggest that they keep the fact that Jusper is the writer of the play a secret?
6. Jusper says that he doesn't want the prisoners to come from the prison into another prison, what does this tell us about the society of Kafira?
7. What warning does Boss give to Jusper for the university students?
8. Why is Boss scornful of the university students?
9. What did Boss do as a reaction to the students protest on employment of expatriates?
10. According to Jusper's explanation to Boss what is the play the prisoners are going to present about?
11. Jusper's play within a play exposes the character traits of several characters. Identify and explain them.
12. Why does Boss offer himself for the position of chief of staff and what happened to the one supposed to take that role?
13. Why are the prisoners given real guns and what does this tell us about the state officials?
14. Give a synopsis of the play the prisoners enact.
15. How do the prisoners manage to take over the government?
16. Why does Mulili try to escape?
17. How does Mulili betray Boss and what allegations does he present against Boss?
18. Why is Boss spared and Mulili killed?

19. After killing Mulili, Jusper says “I did it for Kafira, I did it for all of you people.” What is the meaning of this statement?
20. What is the significance of the reappearance of Doga and Nina and their freezing as they point at Mulili’s body at the end of the play?
21. Identify the stylistic devices used in this scene.
22. Identify the elements of betrayal in this scene.

THEMES
BETRAYAL

Betrayal is the act of being disloyal or being deceitful towards someone. It’s about going against the trust that someone has on another.

The head of state in Kafira (Boss) has betrayed the people’s trust in him. He is supposed to protect the country’s sovereignty by creating job opportunities for his subjects, but instead he has facilitated the influx of expatriate personnel into the country. When the university students protest he deliberately sends in an order for three hundred more expatriate personnel.

Under his rule, sycophancy, cronyism, corruption, nepotism, and persecution of perceived opponents have become the order of the day. He orders the killing of Kabito. He is also responsible for the death of Doga and Nina as well as the arrest of Mosese, Askari says ‘.....we calculated that two mature strokes would ease the tension. It worked perfectly. This is where the research stations come in,’ (pg 19)

Appointments are not based on merit. According to Tumbo, member-ship of the entertainment committee is based on the appointees unflinching loyalty to Boss who buys loyalty by handsomely rewarding individuals. For instance, Mulili is rewarded with acres of land and grade cattle.

Another incident of betrayal is when Kabito, a fellow member of the entertainment committee is betrayed to Boss by Mulili. Mulili comes up with fictitious reasons for getting rid of Kabito. The allegations are outrageous to say the least. He says that Kabito has complained that Boss has robbed him of the milk tender, he has ruined the economy, he hides millions in foreign countries, and that he tried to get Regina by force. In fact, Mulili should be the “green snake on the grass’ that he refers to. By having Kabito killed, he betrays both men.

Mulili betrays his colleague, Jere who gets arrested because he opposed the farmer’s brutality towards Doga and Nina, A part from his name-calling and

callous nature; he gets Jere into trouble when all he wanted to do was to assist the old couple.

Boss betrays the trust Regina has for him. Regina honours her meeting with Boss since she believes he is the only one who can secure the release of her brother Mosese. Unfortunately, Boss forcefully tries to get her and she is forced to escape by jumping out of a ten foot high window.

Mosese thinks that it would be an act of betrayal for Regina to plead for his release. Pleading to Boss for mercy would mean that he is guilty yet he is not. According to Mosese acting is tantamount to betraying their cause. He further argues that they are out to cause change in Kafira and even silence to him is a weapon.

REVENGE

Many characters are seen to be involved in various actions against each other in an attempt to avenge wrongs done against them. Jusper avenges the death of his brother Adika by killing Chagaga, the sub chief's brother, the man who had apparently killed Adika by shooting him four times. Jere tells Jusper's parents that "people had seen him drag the body to the river…" pg 12

Jere pleads with Mulili to allow the old couple continue with the ceremony. Mulili vehemently refuses and even imitates a priest's burial liturgy an action that infuriates Jere who chases him away and even threatens to shot him. Mulili threatens him that he shall pay for his actions and true to his words Jere s put behind bars.

After killing Chagaga and being put behind bars, Jusper's parents are found dead an indication that someone had further avenged the killing of Chagaga. Jusper further says, "I will revenge someday…" pg 33 to which we see him killing Mulli at the end of the play who must have been involved in the killings.

During the meeting by the committee organizing for the entertainment for the visiting dignitary, there is a quarrel and bitter exchange over an apparent misunderstanding between Kabito and Mulili. Muili reports Kabito to Boss with many false allegations and this leads to the killing of Kabito.

At the end of the play Jusper is seen shooting Mulili dead. His is because Mulili is a symbol of the ills that have affected the state of Kafira. In fact Jusper says on p74 that "I did it for Kafira"

THE ROLE OF THE ELITES

The elites in any society should be actively involved in emanci-pating their societies from downfall especially occasioned by poor leadership. The same happens in the state of Kafira through various characters.

The university students led by Adika are seen demonstrating against the influx of expatriates in the country. This is because this has been the leading cause of unemployment. This however leads to the death of Adika but it's important to notice that they had expressed their misgivings against the government.

Through Mosese we also find that the elites are almost giving up on the government and even turning their backs to the going ons in the state. This is seen in Mosese's words when asked why he is showing his back to Jere and the askari to which he answers I have no front.

However, we see him speaking out his mind against the oppression in the state which leads to his imprisonment on trumped up charges.

Mosese, in his trance/dream, agrees to participate in the play together with Jere, another elite. It is evident that it is through their role in the play that they manage to bring order to the state of Kafira by ousting and killing the evil element in government in Mulili.

Jusper, an elite, is actively involved in ousting the oppressive regime it is he who writes the controversial play through which they overthrow the government. It is him still who shoots Mulili the evil element and hence hope for Kafira as he says at the end of the play that, "I did it for Kafira. I did it for all of you people." Pg 74

CORRUPTION

The government officials are corrupt through and through. The head of state (Boss) puts Mulili, a cousin of his, in a senior government position so that he can inform him on every intricate detail in the government. The man is illiterate and a non-performer who is

determined to amass wealth for himself. He is inconsiderate and will do anything to earn acres of farmland and cattle.

Boss is corrupt. He practices nepotism and gives high government positions to unqualified relatives who work as his spies. He also employs many expatriates in public universities at the expense of the local citizens. Boss has amassed so much wealth from the state through corrupt deals and kept millions in foreign bank accounts.

Tumbo also fails to conduct a play writing competition and instead chooses Jusper and pays him only a third of the money. He pockets the rest claiming that it is for settling records straight. He does not read through the written play and out of his inefficiency, it turns out to be an avenue for the prisoners to eliminate Mulili and expose Boss. He also intends to extend the entertainment committee's session in order to earn more sitting allowance.

Jusper is a frustrated student who, like all the rest, has no hope of finding a job in Kafira since most of them go to expatriates. He tells Tumbo that during the holiday he would sit in the house and vegetate since the state regards the youth as neither children nor adults but fence sitters. Boss' intention is to use the expatriate as an opportunity to gain more foreign
aid.

There is tribalism and nepotism within the government. While offering Mosese tea in the cell Askari says, 'Here, tea with milk yet you don't even belong to my tribe. You need a tall relative to get anything these days' (pg 27) only those with relatives working in the government can survive in this state.

While the entertainment committee meets Nicodemo tries to find out about what they will make out of it. He asks, "What size of potato per hour?" He is also interested in finding out how many days they would use. "How many working days....." Kabito suggest that they should meet every day until the visiting head of state arrives and even after the visit.

Government officials are corrupt. Each is thinking of how to amass wealth.

Mulili is granted the milk tender because he is boss' cousin. It is not given to those that qualified. Kabito is corrupt. He spends the whole night trying to bribe the tendering committee yet he lost the tender. He says '.....I spent the whole of last night being nice to people."

To get money in this state in this state one doesn't have to be educated, One must have brains to this of unscrupulous ways of getting money. Tumbo tells Jusper on pg 50 '.....you need a different kind of this."

LACK OF TRUTH AND JUSTICE

There is an inherent fear of speaking the truth a-in the entire play thus leading to miscarriage of Justice. Those who have spoken the truth have not lived to see their tomorrow but have been brutally exterminated like vermin.

A case in point is Adika, a student leader who is shot dead to silence the students who are protesting about the influx of expatriate personnel into the country. A Young man's life is so
brutally brought to an abrupt end because he chooses to purse the truth in order to attain justice for the greater good of Kafira state.

The student's lecturer decides to speak the truth during the burial by telling the politicians off when they decide to place restrictions on the mourners. But because speaking one's mind is not a crime, they plant a drug, one kilogram of opium in his

car and get him imprisoned, This is a serious case of intolerance and miscarriage of justice.

Doga and Nina are murdered in their own hut because they dared challenge one of Boss; closest advisers, Mulili, who is also his relative. They intended to carry out a simple shaving ceremony by the graveside of their murdered son but Mulili declared it a govern-ment property. When they seem not to notice his authority, he has them murdered just to prove who holds sway in this country.

When Adika's murderer, Chagaga he visits the grave to burn the body with petrol, he least expects Jusper to be guarding it. In the struggle that ensues, he gets killed and his body is dumped in the river by Jusper, A court of law should have ordered for a medical examination

to determine the mental health of the young man prior to the killing. However, because Chagaga happens to be the sub-chief's brother, Jusper is locked up in prison.

Mulili cannot tolerate an argument, even a logical one from Kabito with whom he holds a grudge. He misreports him to Boss who orders his death. There is no way a truthful person like Kabito would survive in these circumstances.

Boss' own wife, Mercedes, is locked up in a cell for protesting against her husband's moral standing. He even blames Kabito for inciting the woman to defy him.

MISUSE OF POWER/BAD GOVERNANCE AND MISRULE

The ruling elite in Kafira is perpetuating cronyism, nepotism, corruption and intimidation of opponents in order to cling to power. Mulili yields a lot of influence due to the fact that he is Boss' cousin. Kabito refers to him as an army-drop out and a second rate farmer.

Ordinary people cannot carry out their normal ceremonies without government interference.

Doga and Nina, two innocent and bereaved citizens cannot carry out a simple ceremony for their dead son. The government sends two soldiers, Jere and Mulili to bar them from doing so. They are even murdered as a result.

Individuals are forced to take law into their hands since justice favours those connected to those in power. Jusper kills Chagaga in order to avenge the killing if his brother Adika.

Chagaga happens to be the sub-chief's brother. Mulili says "All small murders get arrested."

Like Jusper faces the full brunt of the law while big murderers like Mulili get away scot free due to political patronage.

The fact that Boss relies on the likes of Mulili, Tumbo, Kabito and Nicodemo to render good and sustainable opinion and advice to the government tells the extent of the rot in this system.

Mulili is barely coherent and there are lots of inconsistencies in his utterances. He is a liar and a cheat, a fraud who any right thinking leader should distance himself from. Tumbo,

Kabito and Nicodemo only think about their daily allowances and are determined to meet as long as it takes in order to reap as much.

Tumbo's remark at the end of the play puts what ails the state in plain terms, "I am truly sorry, but I am not entirely to blame, I was trained, but given the wrong job…." (pg 74) This remark points an accusing finger at the appointing authority. The likes of Mulili should not be in government.

Mulili uses his relationship with Boss to secure tenders and amass wealth. He manages to reverse the termination of his tender by soliciting assistance from boss. Nicodemo says that Mulili bullied his way into securing the university tender (pg 51) Appointments to government positions are based on one's closeness to Boss. Tumbo tells members of the entertainment committee, "I trust gentlemen that you know why you sit on this committee.

You were nominated for one reason: Your unflinching support for our government "(pg 52-53) It is evident that Mulili, Tumbo, Kabito and Nicodemo are Boss' sycophants.

Mulili's unflinching support for Boss is rewarded with farm land and grade cattle. Tumbo is mandated to organize a play writing competition but instead declares Jusper the winner of proposed play writing compete-tion one third would go to Jusper and Regina and the other two thirds will be used to put the records straight.

FEAR/SUSPICION

Fear is the unpleasant feeling caused by the possibility of danger or evil. Actions or inaction by several characters on the play are motivated by fear. The people of Kafira live in great fear. They lack freedom of expression. They cannot understand why the likes of Jusper, Adika, and Moses talk too much and put themselves in unnecessary trouble.

Beggars feel that the protestors are wasting time.

Regina warns Jusper against talking too much. She does not want him to end up dead like Adika or in prison like Mosese. Jusper's red academic gown is a source of constant fear for Regina. Tumbo too gets scared of the students' red gowns and he calls them the red guards.

Askari warns Jere and Mosese that silence is all they need to stay out of trouble. Suspicion is created when prisoners either remain silent or talk too much.

No publisher is willing to publish Jusper's play since his plays has exposed the truth too much. They can only be published if he can hide or cover the truth. Jusper says that nobody wants things put in black and white. You need a little grey and blue here and there. (pg 47)

Tumbo confesses that Jusper has a point when he says that you can't clothe truth in lies, but adds that they know better than to shout about it. They know the truth but can't dare shout about it.

Tumbo is fearful of boss. He does not wish to disappoint. He says that Boss is in a foul mood.

He wants the play to go on as scheduled. He also wouldn't want Boss to know that the writer of the play to be acted is Jusper.

Boss' advisers hate him but they do not want to talk beyond whispers. Tumbo says that until people like Mulili are out, it is dangerous to do things differently from what is expected in Kafira.

Regina fears going to see Boss to plead for Mosese's release because she is afraid of him. She fears that something will go wrong if he see her.

Regina fears for Juspers safety. She pleads with him to stop clashing with the authorities. She tells him, "Jusper, no good will come out of this struggle. Like you I only have two close friends left in this world. You and my brother, but my brother is inside. If anything should go wrong, we'll be wiped out." (pg 34)

Mulili is threatened by Jusper and Mosese at the end of the play to a point of denying having any close relationship with Boss. He is fearful that he might he killed but sure enough he is shot dead. Earlier he had intended to sneak out purportedly to go for a call of nature. The head of state is shocked by the turn of events and fears that all evils will be exposed by the prisoners. He begs to be killed. He would rather face death than the consequences of his deeds.

When Nicodemo suggests that Kabito should report the issue of losing his tender, Kabito remarks that reporting Mulili to Boss is tantamount to digging one's own grave.

When Kabito questions Mulili's presence on the committee, Tumbo says that Kabito should know better than that and in any case, the question was not in the agenda.

Tumbo and Nicodemo know that Mulili is responsible for Kabito's death but they cannot dare say anything. "Like caged animals, we move, but only inside the cage." (pg 62)

HYPOCRISY

Hypocrisy refers to pretence that one has qualities, beliefs or feelings that they do not really have. Prisoners are taking part in the play to entertain the visiting head of state to show national unity. The government is trying to show the impression that prisoners are actively involved in nation building. This may have not been the case earlier since Nicodemo says they are now being treated as if they do not belong to this world. The main reason for Boss' decision to have the prisoners take part in the play is to potray the country in positive light to ensure foreign investment. A successful visit will make it possible for the role of the negotiators to be heard.

Mulili pretends to be shocked by the news that Kabito is dead. He informs Tumbo and Nicodemo that Kabito has been involved in a fatal accident during the one hour break. He pretends to be saddened by the news. He claims that the accident was caused by the victim driving under the influence of alcohol. He further claims that Boss was in tears when he heard of Kabito's death and that he had declared that a road be named after Kabito. (pg 63)

By criticizing the excesses of Boss, Tumbo is being hypocritical since he is a beneficiary of Boss and his government. Tumbo seems to be making an attempt to distance himself from Boss when he says, 'Things will change; Boss is not at all bad at heart. His main problem is

that he gets scared off too easily." (pg 44) As a result of his loyalty he is made the chairman of the committee mandated to organize for the entertainment of a visiting head of state. He also owns apartments courtesy of Boss.

Tumbo pretends to be doing Regina a favour by introducing her to Boss yet he knows his (Boss) ridiculous weakness for women. When she gets into trouble and jumps out of a tenfeet high window, he belatedly says he will apologize to her. He pretends to be sorry for

Regina while all along he had known what Boss was up to.

Tumbo claims to be a socialist at heart and says he could have written the play for the entertainment of the visiting Head of State himself but decides to

extend this opportunity to someone else. “Tumbo, you have not done badly, why don’t you lead the pack of them…..show them light, eat and let eat.” (pg 44)

Boss claims to understand truth and justice, while in fact, he least does. He alleges that the rioting students and the dissenting lecturers have no idea what truth and justice are all about.

This hypocrisy is self-serving in the sense that he intends to suppress their freedom of expression to create an opportunity to gain from foreign governments.

Mulili misreports Kabito to Boss for allegedly maligning Boss’ reputation yet his real intention is to have Kabito punished for opposing him during the meeting. When Boss gives him the go –ahead to eliminate Kabito which he does, he later acts shocked and saddened by his death.

Askari pretends to be doing Jere a favour by putting him on rehabilitation after only two days and tells him that the government was giving his future some consideration even though he was contributing to the national headache.

HOPELESSNESS/DISILLUSIONMENT

To be disillusioned is to be disappointed when you realize that something is not as good as you had expected to a point of completing losing hope and giving up.

The masses in Kafira are disillusioned by the state of affairs in their country. Mosese says that they had waited for the kingdom for years, then it was said it had come but it was all an illusion. He wonders how many people had set eyes on that kingdom and what colour it is.

According to Mosese it was better while they waited for the Kingdom because then they had hope, now they have nothing to look forward to. He feels that they have killed the past and are busy killing the future. He says in the past, they had celebrations once a year and they had a reason to celebrate, but now there is nothing to celebrate about. People are busy shedding blood everywhere. (pg 27-28)

The masses have resigned to their fate after realizing the futility of fighting the government.

As the students protest in the streets, people shout at them and beggars tell them they are wasting their time. (pg 33) Regina feels that Jusper and those others protesting against the

government are easting time and that no good will come out of their struggle with the government. She feels that they are fighting stones. (pg 34)

Doga and Nina have lost hope in life after their son; Adika is shot dead during the university riots. Their son Jusper seems to have lost his mind after his brother’s

death and is currently considered as good as ‘dead.’ Nina concludes that the authorities have robbed them all they had and blinded them.

After Kabito’s murder, Tumbo and Nicodemo realize that their tenures as government officials hang in the balance. Tumbo says, “We have no choice, like caged animals, we move but only inside the cage.” (pg 62) He says the elimination of citizens has become so rampant that one is not sure of seeing the next day.

Jere argues with Askari over the issue of freedom. He tells him that the outside of his cell may be well the inside of another, which implies there is no freedom in Kafira and even those who think they are free are not.

Jusper bemoans the fact that Regina too has been affected by the street disease, that is giving up. It is even pointed out that the beggars in the streets laugh at the university students because they believe that they could achieve nothing for Kafira.

OPPRESSION/SOCIAL INJUSTICE

The leadership of Kafira is dictatorial. It is oppressive. The government in a bid to perpetuate its continued stay in power has resulted in silencing its critics. The educated elite in particular pay the heaviest price for being at the fore front of criticizing the excess of Boss’ regime.

Assassinations, arrests, imprisonments and torture of prisoners are the order of the day.

Boss must always have his way and will eliminate anyone who appears to be a stumbling block to his schemes. He does not entertain any freedom of expression of whatever kind. For example, the academic staff members should not weep in public for whatever reason, and if they do, they end up in prison like Mosese.

Freedom of expression is curtailed. Jere says “the outside of this cell may be the inside of another’ (pg 21) Prisoners are not allowed to ask questions. It only makes one’s life more unbearable.

When one asks questions he is subjected to beating as in the case of Jere. Prisoners are denied food only those who co-operate with authorities enjoy certain privileges. Jere is denied tea then Mosese is presented with a cup of tea.

During Adika’s funeral Mosese says of the orders room the govern-ment. ‘The funeral would not take more than ten minutes, the coffin could not be carried by students and weeping in public was illegal for the academic staff.” When Mosese protested against this high handedness, he is arrested and imprisoned on trumped up charges of possessing illegal drugs.

Prisoners are denied food and only those who co-operate with prison authorities.
In a bid to secure conviction for Mosese, his sister (Regina) is subjected to beating by soldiers as people watch, forcing her to give evidence against him. As a result the beating she loses hearing in one ear.
Doga and Niana lose their lives after protesting the government's decision to prevent them from conducting the shaving ceremony for their late son Adika.
Tumbo and Nicodemo know that Mulili killed Kabito but they cannot say anything about it.
"Like caged animals we move, but inside the cage' (pg 62)
Boss' regime has established research stations meant to rehabilitate perceived opponents of the state before they are re-integrated into the society. Askari tells Jere, "You see we have research stations dotted all over the countryside." (pg 17)
Boss tells Jusper that when he goes back to the University he should tell the leaders that it is his (Boss') duty to decide on the magnitude of Kafira's Africanization programme and that they have no right to chant about it.
When the students demonstrate against the influx of expatriate personnel, Boss warns that the result will always be the same, deaths and imprisonment.
Jere protests the mistreatment of Nina and Doga by the government. He successfully tries to convince Mulili to allow them to conduct the shaving ceremony for their son Adika. An altercation ensues between him and Mulili when he insists that the ceremony will go on as planned resulting in his arrest and imprisonment.
Jusper's unstable state of mind can be attributed to the physical as well as psychological suffering he has undergone. He has been arrested twice, first during the burial of his brother Adika and seconds the murder of Chagaga who killed his brother. Doga says "then they came and took him away…..when they brought him back after three months he was no longer the son we knew (pg 4-5) The death of his brother took a heavy toll on him and he could not come to terms with it.
Prisoners must perform a play that must entertain the visiting head of state in order to earn amnesty.

CHARACTER, CHARACTERIZATION AND ROLES OF CHARACTERS

JERE

He is an ex-soldier and now a prisoner. He was a colleague of Mulili. He taught religious knowledge for three years before he was drafted into the army. He can be described as:

Reasonable

Jere is reasonable as he listens to Doga and Nina and understands their predicament. He even tells them that Mulili does not belong with them and does not know their ways when Nina threatens to curse them by stripping naked and Mulili makes fun of her.

He pleads with Doga to understand that he and Mulili are simply obeying orders when they say that the ceremony cannot go on. He says, 'old man, if I had the power, I would let you go on. I would even take part in the ceremony. I knew Adika well.

Patriotic

He aspires for a prosperous Kafira and advocates for unity among all citizens. He tells Boss, "No, your excellency, we shall not shoot you. Kafira needs each one of us, you included." (pg 73)

Friendly/Sociable/Understanding

He hits it off with the other prisoner with whom he enacts the episode of Pilate and Jesus from the Bible.

He easily makes friends with Mosese in prison. They quickly find that they have a lot to talk about because they are like minded as far as the administration of Kafira is concerned.

He empathizes with the old couple and wishes to allow them to carry out their shaving ceremony.

Secretive/cautious

He does not let out the secret that Mulili allowed Mustafa to escape across the border.

When Mosese tells him about the circumstances that brought him to prison, the events of Adika's funeral, Jere does not let Mosese know that he knows Jusper.

Daring

He is unperturbed by the threats directed to him by Askari. When Askari tells him, "……I have killed a man once in this very cell, he replies, congratulations! How did you manage?" (pg 30)

Intelligent/Cunning/clever/tactful

He and Mosese clearly carry out a palace coup to expose the villains like Mulili in the government.
He says they have no intentions of getting rid of Boss because they want the act to be' a mirror that will reflect the real faces of Kafira's front men.'
He compares the prison department with Meteorological Depart-ment which confuses the public by giving contradictory information.

Philosophical

After observing Mosese's reverie, Jere aptly summarizes the state of the society thus, "When the madness o an entire nation disturbs a solitary mind, it is not enough to say the man is mad.'
Mosese's behavior is a result of what the authority has put its citizen through-that is, oppression to the point of madness.

Role

i) He plays a significant role in the development of the plot of the story.
ii) He enhances the character of other characters in the play. For instance, through him, the Askari is portrayed as brutal and intimidating.
iii) Several themes have been brought out using him, for instance the themes of self-sacrifice and oppression.
iv) He is used by the writer to highlight several stylistic devices such as play within a play, suspense and biblical allusion.

JUSPER WENDO

He is a philosophy student at the university. He is the son of Doga and Nina. His brother Adika was shot dead during a demonstration held by the university students. He can be descri-bed as:

Arrogant/disrespectful

Jusper talks arrogantly to people who do not make sense to him. He talks back at Tumbo regardless of his powerful office. He openly shows his disrespect by talking negatively about the evils of the government. At some point, Tumbo thinks he is drunk.

Vengeful/vindictive

He kills Chagaga, the sub-chief\s brother who also killed Adika, his brother. He shoots Mulili for having caused all the pain and suffering in the society. He is over -excited that they have successfully carried out the coup.

He vows to avenge the killing of his brother Adika. He tells Regina, "I will get my revenge someday, even if it means doing it alone." (pg 33)

Sarcastic

When asked by Tumbo what achievement he is going to highlight in the play meant for entertaining the visiting head of state, he says, "the number of expatriate professionals had steadily increased over the year, signifying the full extent of our potential progress…." (pg 48)

On the issue of name changing, he says, "but there is nothing wrong with that. Changing names is item number three in the new development plan, isn't it? In fact, Boss himself gave us a fine example when he substituted his Christian name with something none of us can pronounce.' (pg 40)

After being told by Tumbo that he has won the nonexistent play writing competition, he remarks that out of ten plays submitted, his came first and that the other entries have of course been returned to their authors. (pg 49)

Open/Outspoken/candid

Jusper speaks his mind when he finds his parents at the graveside; he openly confesses having killed someone. Nina thinks he is drunk and only to find out later that he actually killed Chagaga.

When asked by Tumbo how much beer he drinks he retorts that it is as much as he (Tumbo) drank off the pocket money he got during his university days.

He talks to the president candidly as he gives him a summary of his play. He is not afraid to reveal to him that he has written the play.

Intelligent/creative

Jusper is a university student. He is also a playwright who depicts the society so clearly that publishers dread publishing his work. He is able to trick the president to provide real guns so that he can find a chance to avenge the deaths of his parents and brother. He also succeeds in

tricking Tumbo and taking advantage of inefficiency. He writes an ingenious play that deceives Tumbo completely.

Stubborn

Jusper refuses to remove his red gown despite his girlfriend's nagging. She says it makes him appear dangerous. Students are always treated suspiciously whenever they put them on but he is ready to face the consequences. He is unapologetic to Tumbo for wearing it.

Role

i) Major events in the play revolve around him

ii) His experiences expose the Boss' regime.

iii) His brother Adika is brutally murdered during a student's demonstration. He is arrested when he revenges his brother's killing and is released in exchange for his parent's murder.
iv) His unstable state of mind points to an individual who has undergone both physical and emotional trauma.
v) He highlights the themes of suffering, disillusionment, betrayal and self-sacrifice. The writer has used Jusper to highlight aspects of style such as play within a play, allusion and satire.

MULILI

Mulili is an ex-soldier and now a farmer. He is cousin to Boss and is a member of the visitor's entertainment committee.

Unfeeling/inhuman/Callous

He makes fun of Doga and Nina's sorrow due to the loss of their son and forbids them to carry out the shaving ceremony at the graveside. Even when Nina threatens to strip naked in protest , a traditional curse, Mulili asks, "....How many naked body I have seen and I am still Mulili with my two eyes, natural?" (pg 9)
He is insensitive to Doga's feelings that Doga finally tells him, ".....may you die the way Adika did." (pg 10)
He has Doga, Nina and Kabito killed in cold-blood.
He declares that there is no reason why Boss should not be killed.

Disrespectful

He shows disrespect for the elder couple (Doga and Nina) when he dares Nina to go ahead and strip after she had threatened to do so. He says he has seen many naked bodies and he is still Mulili with two eyes, natural. (pg 9)

Vengeful/Vindictive

He bears a grudge against Kabito because he feels belittled by Kabito whom he alleges has called him a primary school kid. As if that is not enough, he goes ahead to tell lies about Kabito to Boss leading to his elimination.
He threatens Jere for failing to enforce the instructions they had to prevent Doga and Nina from carrying out their late son's shaving ceremony. This act lands Jere in prison

Corrupt

Being Boss' cousin he is promised many acres of land and grade cattle. He will therefore do anything to ensure he gets this.

When the tender for the supply of milk to the university is awarded to somebody else (Kabito), Mulili reports to Boss who revokes it and gives it to him. Mulili goes on to have
Kabito killed after lying to Boss that Kabito had maligned his name.
He allows a fugitive, Mustafa, to escape across the border.

Comical/funny

His ungrammatical English makes him a funny character provoking laughter in the reader every time he speaks. For example, in reference to Doga's statement that an innocent man is in prison because of Adika, Mulili says, That no matter, he go against law and order, tell us new thing or make clear out of here. You are trespasser.' (pg 10)
When Nina says that they do not want to be shown letter because their hope has been killed, Mulili tells them, "Your people full of primitive; instead going to find how the other is, they come and get stick with dead one." (pg 10)
He mixes up simple sayings. For example, when he comes late for the meeting of the entertainment committee that is preparing for the head of state, he tells the other, "Gentlemen, I am very sorrowful, but I always say, better never than late' (pg 54) When telling Boss about Kabito, he says, 'The one, he be a green grass in the snake.' (pg 59)
He quickly changes things he had said to suit himself. For instance, he reports that Kabito died in an accident because he was driving while under the influence of alcohol. Nicodemo asks, "His breath did you say?" He retreats, "who said breath I said his body smelled
whiskies?" (pg 63)

Short tempered/temperamental

Mulili falls out with people on many occasions because of his short temper. For example, when Doga pleads with him to let him carry on with the shaving ceremony, he loses his temper.
Nina gets angry with him and threatens to strip naked, but he is not moved.
Doga curses him to die like Adika but he responds, ".....you tell him me I am a man with action not words, come on tell....." (pg 10)
Mulili abuses Kabito a goat when the latter refuses to apologise to him (pg 57)

Sycophant/fanatical

He does all he can to please the authority (Boss). For example, he does not agree with Jere to let Doga and Nina perform the shaving ceremo-ny for their late son even when Jere feels they can allow the couple to do it under supervision.
He is very proud of having undeservingly won the milk tender. This is because he is Boss' cousin. He is impressed by the way he got the tender. "What happen to Mr. Mulili tender supply for milk? You knows who is speaking! I it's me, Boss himself and no bloody vice-deputy." (pg 54)
He does everything to impress Boss and make him think he is loyal. He even suggests that people should go on holiday during the visit by the foreign head of state, so that everyone can line up along the road to receive him. This is against logic because, according to Kabito, this
is the final term and most school children will be sitting their exams and cannot afford to line up along the road.
He was a soldier and now a farmer but still insist on being part of the authority. For example, he has the audacity to criticize university lecturers for allegedly going against policy. He also says that university students should co-operate with the government because, "We pays for their fees, we pays for their luxury, we give them all necessary, who are they?" (pg 56)
When he goes for the rehearsal, he tells Boss, "Yes, your excellent. I say myself: go and be with cousin as he sees the final one." (pg 69)

Role

- Mulili symbolizes the excesses of Boss
- He is portrayed as cruel, greedy, vengeful and dictatorial. Tumbo says of him, 'the most of the advisers is that of his, Mulili." (pg 44)
- Through him the character of Jere is brought out a principled when the latter amidst Mulili's objections insists that Adika's shaving ceremony will proceed as scheduled.
- He enhances the themes of misuse of power, corruption and self-preservation. The writer has effectively employed use of humour through Mulili.

TUMBO

Tumbo is a government official and a confidant of Boss, the Head of state. He is Regina's landlord and chairman of the committee charged with the responsibility of organizing entertainment for the visiting of head of state. Despite his limited education, he has managed to acquire wealth and enjoys immense influence owing to his close association to the Boss.

Hypocritical/insincere

He is a beneficiary of Boss' government yet given an opportunity he criticizes his regime and those working for it. About Mulili he says, "That is why he retired from the army. Until people like him are out, it is dangerous to seem to do things differently in Kafira.' (pg 44-45)

Corrupt

He says that he would not have acquired the blocks of buildings he has if he had 'depended on empty talk' like the university students who he feels talk too much. He says, 'you were born alone and when you die, you will die alone...." This implies that he has used fraudulent means to acquire property.

He pretends to be a socialist when he offers Jusper the chance to write the play to entertain the visiting head of state. He says, 'You see, the whole program has cost the government some quarter of a million shillings. In fact, I had a mind of writing the play myself, but I thought better of it.....eat and let eat.' (pg 44)

He says a sum of money has been allocated for a play-writing completion but he does not organise the competition. Instead he gives the opportunity to Jusper, of the six hundred pounds meant to finance the competition, he gives one third to Jusper and Regina and says the rest 'will be used to put records straight' (pg 49)

Sycophantic

He has secured his place in the entertainment committee by virtue of his unflinching support for the government. He tells the other committee members, " I trust, gentlemen, that you know why you are in this committee. You were nominated for one reason, your unflinching support of our government (pg 52-53)

Cowardly

He does not live up to what he believes in. He strongly believes that until people like Mulili are out of the government, 'It is dangerous to seem to do things differently in Kafira." (Pg 44-45)

He convinces Regina to go and see Boss even though he knows well Boss' weakness for women. When Regina is hesitant, he tells her, 'We can't afford to make him angry at this stage.' (pg 46)

When Kabito is eliminated and Jusper insists on standing for truth and justice even if it will cost him another year at the university, Tumbo tells him. 'if you knew what has happened to one of us at the committee, I am sure you would postpone your eagerness to stand by truth and justice.' (pg 62)

Ignorant/inefficient/careless

He does not know who Soyinka is. He thinks he is a prime minister of a certain country he purports to have forgotten. He even insists he is a politician.
He does not realize that the achievement Jusper says will he highlight-ed in the play is meant to portray the government that Tumbo serves in bad light.
Mosese says that it is out of his inefficiency that they are able to carry out the palace coup.

Gullible

He played along to Mosese, Jere and Jusper's plot to bring down Boss. Mosese says that it was largely through his inefficiency that they achieved their objective. (pg 74)
Jusper is able to convince him that he is Regina's cousin.

Illiterate

When Jusper tells him that he drinks as much as he (Tumbo) drank off the pocket money he got during his university days, a visibly embarrassed Tumbo attempts to justify his limited
education by claiming that though he qualified for university admission, he sold the scholarship since his family was poor (pg 41)

Role

Tumbo contributes significantly to the development of the plot of the play:
i) Being Boss' confidant he comes out as a major beneficiary of Boss' regime.
ii) Towards the end of the play, he confesses that he was trained but given the wrong job. This aspect portrays him as sycophantic.
iii) It is through his inefficiency that the plot by Mosese, Jusper and Jere to topple Boss succeeds.
iv) Through him, we get to know Jusper's character as daring and outspoken and Regina as trusting.
v) He also highlights the themes of fear, self-preservation and misuse of power.
vi) Through him several aspects of style have been effectively used by the writer. They include foreshadow, satire, play within a play and suspense.

BOSS

He is the president of Kafira and cousin to Mulili. He plays the role of the chief of staff in the rehearsal. His wife is called Mercedes.

Authoritative/over-strict

Boss leads the country with an iron fist. He wants everything to go his way and cannot stand anyone who appears to block his orders and decisions and he cannot

brook dissent. He has signed the death warrants of very many innocent people including Kabito, Adika, Doga and Nina.

He warns Jusper against students' protests during the rehearsal. He even brags of having given three hundred jobs to expatriates just to prove a point to the protesters.

Corrupt

According to Mulili, Boss has acquired a lot of wealth and banked the money in foreign accounts. When Mulili tells him that Kabito was spreading such allegations he shouts, "who gave him that information, just how much does Kabito know about me?" (pg 59). This seems to confirm his corrupt nature.

He orders that the tender awarded to Kabito be revoked and goven to Mulili. Boss is also notorious for nepotism. He assigns powerful positions to his uneducated and inexperienced kinsmen in order to secure his interests. He also gives jobs to expatriates in return for foreign donations and funding.

He demands that prisoners stage a play for the guest president in order to portray national unity and the involvement of prisoners in national matters. He does this to make an impression that would attract funding.

Through Mulili we get to learn that he has stashed huge amounts of money in foreign accounts which has brought down the economy of Kafira.

Temperamental/impatient/cruel/brutal

Regina says that boss is reported to have a short temper. Tumbo says that Boss is known to make hasty decisions and stand by them. When instructing Mulili to get rid of Kabito, he impatiently orders Mulili out of the palace. Tumbo says that when Boss is angry he does not differentiate between a human being and a rat. He also refers to him as an animal.

Proud/conceited

He says that students do not understand what truth and justice is. He says that their protest against foreign expatriates led to the death of a student leader and the imprisonment of a lecturer.

To put them in their place, he brings in three hundred more expatriate personnel just to prove his point. He says that five of them are his own personal appointments.

Immoral/amorous

He has a ridiculous weakness for women according to Tumbo. He also attempts to rape Regina who is forced to escape by jumping a ten foot high window.

Incompetent/ inefficient

He relies on hearsay and propaganda to run the affairs of the state. He admits that Kabito has been one of his loyal servants.

He allows prisoners to handle fire arms during the rehearsal which they use to stage the palace coup.

Vengeful/Vindictive

He is averse to criticism. He orders the killing of Kabito since it is alleged that he (Kabito) raised serious allegations about his integrity. He tells Jusper that since the university students questioned his appointment of expatriate personnel, just to put them in their place, he orders three hundred more expatriate personnel.

Gullible

He falls for Mosese, Jere, and Jusper's trick and orders the guards to surrender their guns to be used as props.

Suspicious

He has deliberately put Mulili on the entertainment committee to report directly to him if something should seem to be going wrong. He suspects Tumbo of being behind Kabito's action to discredit him. 'Tumbo must have a hand in this' (pg 59)

ROLE

i. Boss is the architect of the misrule in Kafira.

ii. He has allowed his advisers such as Mulili to unleash terror to innocent civilians.

iii. He is a central character since the events in the story centre around his misrule.

iv. He brings out the character of Mulili as vindictive when Mulili convinces him on the need to eliminate Kabito. He also helps brings out the character of Tumbo as sycophantic.

v. Though him several themes are highlighted such as misuse of power, betrayal, and social injustice.

vi. He enhances several stylistic devices such as play within a play, suspense, satire and symbolism.

ASKARI

He is a prison warder and is mandated to keep watch over Jere and Mosese.

Cruel/intimidating

Even though Jere was once a soldier like him, he threatens to teach him a lesson or two if Jere calls him his friend again.

He also warns Jere that he has once killed a man in that very cell

Hypocritical

He tells Jere that they are giving consideration to his future 'despite his contribution to the national headache.' He pretends to be doing Jere a favour and says he should be filling in forms for his rehabilitation.

He says that experts have to be called in to give meaning to data collected in the various research centres that the government has put up and which show that rehabilitation of prisoners is invaluable. He goes ahead to say that this is not the type of work 'any of these local pretenders would handle.' (pg 17)

MOSESE

He is a former university lecturer who is later imprisoned for criticizi-ng the ruling elite.

Friendly/sociable

He easily makes friends with Jere in prison. He also shares his views with Jere . For example, when Jere tells him that he was a soldier before he came to face to face with reality, Mosese tells him that fire has always been there. (pg 22)

He explains to Jere the reason he had changed his name –an illegal drug was planted on him by a man bearing the same name as him (Nicodemus) leading to his imprisonment.

Intelligent/observant

He was a university lecturer. He is also able to see through the scheme that the authorities have. They intend to use prisoners to act a play to entertain a visiting Head of state to symbolize national unity and therefore build confidence in the visitor to encourage him to invest more in Kafira.

Together with Jere and Jusper, he intelligently carries out a palace coup.

Principled

Initially, he refuses to participate in a play to be performed for the visiting head of state. "I will not bend so low." (pg 26). 'I cannot do it. Among my friends, that would be equivalent to kneeling in front of Boss and pleading for mercy.' (pg 27)

His change of name was influenced by Boss decision to change his. He changed his name since the man who planted a drug on him to implicate him shared a name with him (Nicodemus) (pg 25)

Selfless

Even though he is not related to Adika who is just one among his many students, he protests his killing and fights injustice but the reward for his effort was imprisonment.

Daring

Together with Jusper and Jere he agrees to take part in a potentially dangerous plot to bring down Boss through a play meant for entertaining the visiting head of state. The plan may not work hence they may be labelled traitors.

Sceptical/Hopeless/pessimistic

After being sent to prison on trumped up charges, he loses faith in the freedom of Kafira.

When told that the release of six hundred prisoners will depend on his participation in the play to entertain the visiting head of state, it only makes him feel like he is betraying what he believes in. He feels it would be like kneeling down 'in front of Boss and pleading for mercy' for something he has not done. (pg 28)

He does not believe in the Bible teachings that Jere seems to believe in. For example, he says, 'That is why I don't believe in such crap as the last shall be first, and blessed are the poor for they shall inherit the kingdom of heaven!....." (pg 28)

When Jere tells him that things will change, he says, '.....that is why I prefer to wait and see. I will stay here and remain loyal to my principles. (pg 28)

Role

i. Mosese helps highlight the plight of the educated elite in Kafira.

ii. Boss' regime seems to deliberately persecute university lectu-res like Mosese and university student's whom he perceives as his most potent critics. Mosese is arrested and imprisoned for protesting the mistreatment of the family of his late student (Adika) during the funeral, weeping in public is made illegal for the academic staff.

iii. Through him, the character of Askari is brought out as brutal and inhuman.

iv. He helps develop among other themes the themes of selflessness and misuse of power.

v. He also highlights play within a play, satire and suspense among other stylistic devices.

REGINA

She is sister of Mosese and Jusper Wendo's girlfriend. Her concern for her brother and boyfriend is responsible for her confrontational nature. She pleads with Jusper as well as Mosese to co-operate with the authorities.

Fearful/cowardly

She is so afraid of the laid down rules that she demands that Jusper removes the red gown as it makes him appear dangerous. She fears that he might be killed for being a 'red guard'

She pleads with Jusper not to talk of revenge for the death of his parents and brother. She says, 'Jusper, you promised. You promised to be a good boy. Do you now talk of revenge?" (pg 33)
Jusper tells her that she seems to have lost her fighting spirit like everyone else in the street.

Principled

She refuses to succumb to Boss' compromising demands and escapes by jumping from a ten foot high window.

Trusting

She believes that Tumbo will speak to Boss on her behalf. She is convinced that boss will replace the political prisoners to mark the visit of foreign head of state. When Jusper asks her, 'do you think he means it?" she responds, 'he does. He says he will be in charge of the whole thing himself. And don't forget he is Boss' right hand man.' (pg 37)

ROLE

i. Regina highlights major problems affecting Kafira, which is a disillusioned citizenry.
ii. She berates her boyfriend Jusper for being critical of Boss, According to her, nothing good will come out of Jusper's continued antagonism towards the government. She is willing to allow the status quo to remain out of fear for the well-being of her loved ones.
iii. She pleads with Jusper to stop his agitation, pointing out that Jusper and her brother Mosese are the only people she has in this world, but Mosese was in and that left Jusper to either build or destroy her. (pg 32)
iv. She brings the character of as traitorous. Out pd good will she agrees to meet him only for Boss to try to rape her.
v. She also brings put the portrayal of Jusper as principled and selfless. Through her, the author successfully brings out the themes of betrayal, sexual immorality and misuse of power. The author's effective use of stylistic devices such as satire and humour can also be attributed to her.

DOGA

He is Nina's husband and father to Jusper and the later Adika.

Suspicious

Doga believes that the individual responsible for the death of their son Adika lives among them. His suspicion is raised by evidence on Adika's grave. (pg 1)

Forthright/open/candid

He tells his wife to calm down when she acts nervous about the viola-tion of their late son's grave and says, "What sort of a mother are you?"

He also disagrees with his wife about informing the sub-chief about the crack on the grave.

He can't imagine informing the sub-chief because it is his brother who killed his son.

He would rather cheat the ancestors than follow protocol of a wicked government.

He also curse Mulili when he proves adamant about allowing them to carry on with the shaving ceremony. He tells him, 'May you die the way Adika did.' (pg 10)

Optimistic

He believes that Jusper is Okay where he is. 'Jusper is alright where he is. '(pg 2)

Perceptive

He is able to identify Jere as Kaleka's son despite the later wearing a cap. (pg 9)

Dishonest

He is determined to cover up any evil on his son's grave by filling the crack on the grave with soil so that the shaving ceremony can go on.

Stubborn/determined

He is determined to have his late son's shaving ceremony go on despite the pleas from his wife that people might boycott the ceremony if they knew about the crack in the grave.

Grateful/appreciative

He is grateful to Jere for informing them about the whereabouts of Jusper. As a form of gratitude he offers him a pocket bible. 'Kaleka's son, I have nothing to give you, (handing him a pocket bible) take this.' (pg 12)

Rational/realistic

He tells his wife that they need not to cry since tears are for the young and their own wells are dry.

Devoted/religious

His devotion id depicted by the song he sings with his wife and the prayer he says with her. Later on, he gives Jere a bible.

NINA

She is Doga's wife and mother to Jusper and the late Adika.

Motherly/concerned

She mourns the death of her son and wonders why people would kill him. She is heart broken by the people who come to interfere with his grave and she cannot stand it.

The death of her son sends her into mourning. She begs Mulili to allow them to allow them to carry on with the shaving ceremony.

She is concerned about the whereabouts of Jusper when she finds that he is not guarding the grave.

Emotional

She weeps besides her son's grave

Determined/daring

When Mulili refuses to allow her to carry out the shaving ceremony, she threatens to strip naked and cause him blindness.

Honest

She feels that the evil done to her son's grave should not be hidden. According to her, one cannot outwit their ancestors. She suggests to her husband that they report the evil to the sub chief. 'It would be wrong for us to sit on this evil.' (pg 3)

Religious

She tells her husband that they need to commit the day on God's hands. They sing and later she invokes a prayer.

Fearful

She is concerned about her son Jusper's safety when they fail to find him at Adika's grave.

'But where is he now? Doga, my heart fails me. (pg 2)

STYLE AND LANGUAGE

SATIRE

Satire is a form of writing where an individual or society is ridiculed or where the foolishness of an idea, practice or custom is shown. It's a form of criticism of vices through or by use of humour.

The writer portrays the evils of the society in a rather humorous way. From the beginning of the play, he depicts the government as insensi-tive to the needs of its own people. Adika is shot dead by the sub-chief's brother for leading a demonstration against the employment of many expatriates. Chagaga is jailed and later released because he shot Adika in 'self-defence' other than listen to the

protest of the people and consider their demands; the government executes those who oppose its ideas.

Government officials such as Askari and Mulili are satirised for their cruelty. They have little regard for human life. Askari mistreats pri-soners under his watch such as Jere. He repeatedly threatens Jere and even informs him that he has killed a man in the very cell Jere is in. Mulili has no qualms taking away human life.

Mulili and Boss have been satirized for being traitorous. Boss betrays the trust bestowed on him by his subjects. Instead of being a servant leader, he has become a tyrant. A peaceful demonstration by university students is violently dispersed leading to the death of a student; Adika. Instead of securing jobs for the citizens of his country he has resorted to importation of expatriates. His leadership is also characterized by intimidation, assassination and corruption. Mulili is a beneficiary of Boss' misrule. Ironically, when tables are turned on Boss by Jere, Jusper and Mosese, he betrays Boss and blames him for the ills in Kafira as well as for killing Kabito. He urges Jere to Kill Boss.

Tumbo, a government official's inefficiency, is satirized. He uses his position to benefit himself. He claims that the reason he never got proper education is that his parents were poor and so he sold his scholarship. He fails in his duty to set up a writing competition, feigns ignorance that it took place and gives the opportunity to Jusper who grabs it to turn against the president and his cronies. When he visits Regina, Tumbo sends Jusper for beer claiming that it is tough being a government official. When we do not quite see what is tough in his line of duty. Tumbo is happy when Jusper highlights in the play the influx of expatriate is a sign of potential progress.

Mulili is satirised for being insensitive to the rights of children. He suggests that during the head of state's visit, all children and adults should line up on the road to welcome the visitor despite the fact that it's the final term and most of the children will be sitting for exams.

IRONY

SITUATIONAL IRONY

After the death of Adika, Jusper went wild singing songs of vengeance and as a result he is taken away by agents of the government to be cooled down. He was said to be dangerous to peace loving people. It is ironical that when he was brought back after three months, he has instead worsened and people said he was mad. (pg 4-5)

In prison, one is not allowed to talk too much. It doesn't pay to talk a lot. It is ironical that askari takes great exception to Mosese's silence and tries to force him to talk. Due to the fact that the prison authorities know Mosese as being talkative they will not allow him to keep quiet and demand that he explains what he is keeping quiet about.

It is ironical that though while in prison one is expected to show consistency of character and a market improvement, one cannot afford to stick to one's principles otherwise he will never leave jail.

According to Jere, the character in the Pilate story (his fellow inmate) did not want to be Pilate and instead insisted on being Jesus. The said character did not know that being Jesus meant receive-ng canes and when Jere caned him, he wailed and Jere was subsequently punished (it was an eye for an eye and a tooth for a tooth) (pg 23)

It is ironical that it will take a state visitor to have political prisoners released in Kafira. Jere tells askari that innocence can be an offence. This statement is given credence by the fact that Jere and Mosese are in prison, not because of committing an offence but standing for the truth.

Tumbo says that a sum of money has been allocated for a play-writing competition and adds that the democratic part of it is that anyone has to participate yet in actual sense, there is no competition. He goes ahead to pronounce Jusper as the winner of the non-existence competition. News of Jusper's win will be in the papers the following week.

It's ironical that Tumbo will not accept the suggestion that the visiting head of state visits the upcountry to see the progress in agriculture despite the fact that the head of state offered technicians for the said progress.

Kabito's attack on the government that Mulili and his likes choke Kafira is ironical since he is a major beneficiary of the system. His appointment to the entertainment committee is reward for his loyalty to Boss. It is also ironical that by pointing out the truth, he is accused of sowing seeds of discord among the other people.

According to Boss, grey hair symbolizes wisdom. It is therefore ironic that he is determined to remove all strands of grey hair, claiming that a leader should have grey hair. (pg 58)

DRAMATIC IRONY

As Jusper enters, Doga hides behind the bush. The audience as well as Nina is awake of Doga's whereabouts but Jusper is not.

Jusper asks Tumbo if he had come to see his (Jusper's) cousin, The readers as well as Jusper know that Regina is the girlfriend to Jusper and not his cousin but Tumbo doesn't.

Mulili is not aware that Tumbo and Nicodemo are already aware of Kabito's death. Tumbo tells Nicodemo, "Here he comes. Remember we know nothing.' (enter Mulili) (pg 62)

Boss, Tumbo and Mulili are not aware of the plot by Mosese, Jere, and Jusper to topple Boss who is duped into ordering the guards to surrender their guns to be used during the final rehearsal of the play. The readers on the other hand are awake of the plot by the three.

IMAGERY

The writer has employed the use of figurative language in the play. Metaphors and similes have been used as follows:

I. Similes

"He was slaughtered like a goat." This shows how Adika was killed mercilessly. While referring to this co-actor in the Pilate story, Jere says of him, 'he wailed like a woman in a death home' (pg 23) This is a pointer of the cowardice of the individual.

While referring to the terror inflicted on the citizens by Boss and his henchmen, Jusper tells Regina, they come quietly when you are least expecting and before you realize it, they have pounced on you like hungry leopards.' (pg 32)

Jusper goes on to say, "I defended his remains like a man.' (pg34) This shows his determination and bravery in ensuring that his brother's grave was not desecrated.

II. Metaphor

Mulili tells Jere, "Big coward Jere, you a woman' (pg 10) The implication here is that Jere is a coward for sympathising with Nina and Doga.

Jusper tells Regina, "Adika died for the truth.....he was killed for asking whether or not we were on the right train' (pg 34). Jusper here is adverting that Adika died for questioning how the country was being governed.

Tumbo tells Jusper that there is a good potato in the work they are about to do in reference to money.

Mulili refers to Jere as chicken hearted (pg 44)

ALLUSION

Allusion refers to reference to something or someone else without the context of a given text.

The writer makes several allusions in reference to the Bible. When Jere canes his cell mate as they act out the part of Jesus Christ and Pilate, he finds himself in trouble when the cell mate cries out. He is stripped naked and caned. He tells them it was a case of an eye for an eye and
a tooth for a tooth. This is a verse in the Bible.
The above story is an allusion to the Biblical crucification of Jesus. Many citizens of Kafira have been crucified innocently just like Jesus and many others are the pilates that beat up
Christ. Doga, Nina and Kabito are among those who die needless deaths. The pilates are exemplified by the likes of Boss and Mulili.
Mosese alludes to the biblical inheritance of the Kingdom of heaven in reference to their high expectations after independence. When they are told that their kingdom (independence) has come, it turns out to be an allusion.
Mosese also alluded to the bible when he says '.....the last shall be first and blessed are the poor for they shall inherit the kingdom of heaven.' (pg 27) Mosese questions the validity of this bible verse by pointing out the disappointment of the masses. He is disillusion-ned that people had placed their hope in Boss' regime, only to be disappointed by the turn of events.
Boss tells Jusper that when he was acting, he used to be given bad roles. He would die for mistakes that were not his. Jusper tells him, "I would say it's sacrifice" A kind of death for a future. The sort of role Christ played' (pg 66)
While referring to this mother, Mosese tells Jere, "once every year she slaughtered a cock to mark the birth of Christ" (pg 28) Christmas is alluded here.

SYMBOLISM

After Adika's burial following his killing Nina says that his death has made them blind and left them in blindness. This words 'blind' and blindness symbolize the state of hopelessness or disillusionment of Doga and Nina.
Reference is made to the word 'potato'. Nicodemo asks Kabito "did you get the potato?"
Potato refers to the university tender.
Kabito insists on knowing their terms of service and Nicodemo proceeds to ask the size of potato per hour they are entitled to (pg 53) This is in reference to allowanced due to them.
"Potato" symbolizes corruption that is rampant in Kafira.

Boss orders an Askari to untie the hands of Mosese and Jere (pg 70) The act of untying the two symbolizes their freedom and by extension salvation or the citizens of Kafira.

Askari is a symbol of oppression. Political prisoners like Jere and Mosese are mistreated while in prison. The brutality of the regime is evident when askari says of Mosese '.....when they brought him in last night , he was all questions. We calculated that two mature strokes would ease the tension (pg 19) He informs Jere that he has once killed a man in that very cell.

(pg 30)

The gun is a symbol of power. The moment the askaris surrender their guns to Jere, Mosese and Jusper, power shifts from Boss to the three. Mulili, Boss and Tumbo are at the mercy of the three.

The reappearance od Doga and Nina at the end of theplay after the killing of Mulili is a symbol of change in Kafira, their reappearance at the graveside which now is for Mulili shows that the social order of injustice and misrule exemplified by poor advisors like Mulili has been done away with and now they expect a new Kafira with better leadership and justice.

HUMOUR

The writer has employed humour in his play. He portrays Mulili humorously. His broken English and barely comprehensible talks ease the tense moments that keep building in the play. Some of the funny statements he makes include:

"The green grass in the snake" instead of "the green snake in the grass" to refer to hypocrites.

"Sometimes I wonder why you possession that thing between your legs"

"You must apology to me this, now (pg 57)You play with fire you goat!"

Mulili's attempt to communicate in English is laughable. "Who you call child eeh? Jere you tell him. Tell him what I does with stubborn old mens" (pg 8)

"Big coward. Why you doesn't let her get on with it. How many I have seen and I am still Mulili with my two eyes, natural? Look, no goggles" (pg 9)

Mulili's disjointed English is a pointer to his limited education. This is an indication of Boss' leadership which regards individuals not on the basis of their qualifications but on the basis of blood relationship and perceived loyalty.

Mosese says he has no front when asked by Askari, "What do you think you are doing showing us your back?' (pg 18)

While responding to Tumbo's question whether Jusper drinks, Regina replies, 'there is no brand of beer he hasn't tasted.' (pg 41)

In a bid to cover up the heinous crime he has committed Mulili says, "I also ask that, people say his breath smelled full of spirits. That hard stuff" (pg 63) When cornered by Nicodemo he says, "Who said breath, I said his body smelled whiskies." Humour here is used to portray the
wicked and cruel nature of Mulili and clearly points out his direct involvement in the killing of Kabito.

On realizing that tables have been turned in his cousin Boss and the guns are now in the hands of Jere and Mosese, Mulili says, "I go for short call" (pg 72)

Jusper refers to Regina as girlfriend number one (pg 6). Here humour is used to relieve the tension building up following the desecration of Adika's grave.

It is ridiculously funny how Tumbo confuses Wole Soyinka a renown-ed writer, for a Prime minister and a politician.

PROVERBS

Proverbs are pithy statements that are mainly employed to give advice or to caution. Several instances of proverbs are evident in the text.

The writer has used proverbs to illustrate the wisdom of Doga and his realistic nature. He says, "a mouse does not share a bowl with a cat.' (pg 3) which implies that they cannot share mutual relationship with the sub-chief whose brother, Chagaga, is responsible for the death of Adika

When Nina suggests that they should report to the sub-chief what has just happened to the grave, Doga uses a proverb to explain her failure to see the futility of her actions. Thus he says, '....when dry thunder tears the sky before our eyes, do we forget the storm of yesterday?" (pg3)

Doga insists that the shaving ceremony must go on regardless of the obstacles that they face.

He uses a proverb. "A cloudy sky does not always cry rain' (pg 3)

Kabito tells Nicodemo, "the tree climber begins from the bottom, not top' (pg 53). Through this proverb, Kabito wishes to be informed the terms of service of the committee before their meeting. The potrayal of Kabito is that of a materialistic, greedy and self-centred individual.

FORESHADOW

A foreshadow is a premonition that something is going to happen. Authors use words, signs or events to prepare readers for something that is just to occur.

Doga foreshadows Mulili's death when he says 'Empty words will be your downfall. May you die the way Adika did' (pg 10) His words come to pass when Jusper shoots Mulili.

After his parents are murdered in exchange for his release, Jusper says, "I will get my revenge someday, even if it means going alone" (pg 33) His words are fulfilled when he shoots Mulili dead.

While reacting to Tumbo's insistence that she must personally see Boss to secure her brother's release , Regina says, "I have this funny feeling that something will go wrong' (pg 45) Her fears are justified when later on Boss forcefully tries to get her and she is only able to escape by jumping out of a ten foot high window.

Mulili foreshadows the arrest and imprisonment of Jere when he threatens him; "Hey you.....you shall pay for it" (pg 15)

Boss foreshadows his near death when he says, just before the rehearsal; 'In four out of five cases I had to die for little, mistakes that were not my own....."(pg 66)

The reappearance od Doga and Nina at the end of theplay after the killing of Mulili foreshadows the change in Kafira, their reappearance at the graveside which now is for Mulili shows that the social order of injustice and misrule exemplified by poor advisors like Mulili has been done away with and now they expect a new Kafira with better leadership and justice.

PLAY WITHIN A PLAY

The play written by Jusper is entitled Betrayal in the City and captures the event of the palace coup so aptly, In this play prisoners stage a palace coup and exposes the villains in the government who are finally gotten rid of.

Tumbo, the inefficient government official is ordered out of the centre of power and Mulili, the embodiment of evil is killed.

Boss' life is spared even when he offers himself to be shot- as a sign that there is hope for change in Kafira.

USE OF SONG

The writer has used a song on pg 8;

When we walk with the Lord
In the light of his way...
.....But trust and obey.

This song and the subsequent prayer indicate that the couple can only turn to God for solace after all else has failed. Generally, it is their hope in life because under the Kafira government, they can only trust and obey.

It portrays them as religious despite the challenges they are facing. They are seeking for answers through divine intervention.
The song and the prayer summarize their total sense of loss and their deep religious devotion

CROSS PURPOSE

This style is used in reference to individuals talking about different things in the course of their conversation without realizing it.
The first incident of cross purpose is when Doga, Nina and Jusper appear not to communicate and their statements overlap. When Jusper is at cross purpose with Doga and Nina. Jusper
appears not to communicate with his parents and their statements overlap. When Jusper is referring to a murder he committed at night, his mother thinks that he imagines killing his father. Doga tells Nina not to detain Jusper and instead allow him to go for he is a nuisance.
Jusper responds, "he can't go he is dead' (pg 6) Jusper is referring to Adika;s murderer (Chagaga) while his mother means that Doga is dead.
Jusper and Nina also speak in cross purpose on (pg 7) when Jusper asks "...shall I go and confess idid it?" to which Nina answers, "Yes my son, go and put on a clean shirt and then you can confess" Nina thinks Jusper is talking about the ceremony whereas Jusper is talking about confessing that he had killed Chagaga.
Mosese and Jere talk at cross purpose. (pg 30-31) While Mosese in his reverie, seems to be talking to imaginary persons. Jere's questions punctuate his reverie. In his attempt to understand Mosese's talk, he finally concludes,
When the madness of an entire nation disturbs a solitary mind, it is not enough to say the man is mad. (pg 33)

BETRAYAL IN THE CITY ESSAY QUESTIONS

1. The Elites play a major role in salvaging countries marred by poor governance.
Explain the truth of the above assertion with reference to Francis Imbuga's Betrayal in the City.
2. The government of Kafira is a dictatorial regime that doesn't mind the suffering of the masses. Explain the truth of the above assertion with reference to Francis Imbuga's Betrayal in the City.
3. Revenge is a vicious cycle that needs to be stopped since it hinders development.

Explain the veracity of the above assertion with reference to Francis Imbuga's Betrayal in the City.

4. Kafira is an epitome of corruption in the developing countries. Explain the truth of the above assertion with reference to Francis Imbuga's Betrayal in the City.

5. Deceit reigns in situations of poor governance and with them comes conflict. Explain the truth of the above assertion with reference to francis Imbuga's Betrayal in the City.

6. A state can be brought down if its leadership thrives on cronyism and poor advisors.
Explain the truth of the above assertion with reference to Francis Imbuga's Betrayal in the City.

7. Kafira's woes can be attributed to the inefficiency of its leadership. Explain the truth of the above assertion with reference to Francis Imbuga's Betrayal in the City.

8. Betrayal in the city is a perfect satire of the ills in third world countries. .
Explain the truth of the above assertion with reference to Francis Imbuga's Betrayal in the City.

9. Bad governance creates room for economic opportunism. Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

10. Mulili is an embodiment of evil attributes. Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

11. Many people in Kafira are traitorous. Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

12. Strikes come with many adverse effects. Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

13. Write an essay explaining the relevance of the title BETRAYAL IN THE CITY from the play Betrayal in the City by Francis Imbuga.

14. "THE OUTSIDE OF THIS CELL MIGHT AS WELL BE THE INSIDE OF ANOTHER" from instances in the play write as essay justifying Jere's assertion drawing illustrations from the play Betrayal in the City by Francis Imbuga.

15. Oppression breeds misery and conflict. Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

16. The situation in Kafira has bred despondency amongst its citizens. Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

17. Many eventsand actions in Betrayal in the City are triggered by the need for revenge.

Write an essay in support of this statement drawing illustrations from the play Betrayal in the City by Francis Imbuga.

THE CAUCASIAN CHALK CIRCLE BY BERTOLT BRECHT

THE AUTHOR

Bertolt Brecht was a German poet, playwright and theatrical reformer. He was born in 1898 and became one of the most prominent figures in the 20th -century theater. Bertolt Brecht was concerned with encouraging audiences to think rather than becoming too involved in the story line and to identify with the characters. Bertolt Brecht was born in Augsburg, the son of Beltold Brecht, the director of a paper company, and Sophie Brezing, the daughter of a civil servant. His father was a Catholic, and his mother a Protestant. Both parents hailed from Achern in the Black Forest. Brecht began to write poetry as a boy, and had his first poems published in 1914. Between 1919 and 1921 he wrote theatre criticisms for the left-wing Socialist paper Die Augsburger. After military service as a medical orderly, he returned to his studies, but abandoned them in 1921. During the Bavarian revolutionary turmoil of 1918, Brech wrote his first play, Baal. From this period also dates his poem, 'Legend of the Dead Soldier'. It was cited by the Nazis as one of their strong reasons to deprive him of German citizeship in 1935. Like several other poems, it was set to music by the author, and sung to the accompaniment of his guitar in a Berlin cabaret. Brecht's works have be en translated into 42 languages and sold over 70 volumes. The Caucasian Chalk Circle was written in 1944 in
Hollywood. Drawing on the Greek tradition, he wanted his theater to represent a forum for debate hall rather than a place of illusions. He aimed to take emotion out of the production, persuade the audience to distance from the make believe characters and urge actors to dissociate from their roles. Then the political truth would be more easy to comprehend. Once he said: "Nothing is more important than learning to think crudely.Crude thinking is the thinking of great men." Brecht formulated his literary theories much in reaction to Georg Lukács (1885-1971), a Hungarian philosopher and Marxist literary theoretician. He disapproved Lukács attempt to distinguish between good realism and bad naturalism. He died in 1956.

SETTING

The Caucasus is a region that bridges Europe and Asia. The Caucasus is divided by the Caucasian mountain ranges into two regions:

The northern slopes of the mountains reach into Chechnya and other border states of the former Soviet Union. On the southern side of the mountains are the modern-day countries Georgia, Armenia and Azerbaijan. Grusinia, where The Caucasian Chalk Circle takes place, is a fictionalized version of the modern day countries; Georgia and Azerbaijan towards the end of the WWII in 1944.
The play was translated to English by Eric Bentley.
The play is a comedy, with a happy ending.
The play is based on communism i.e. whoever can make the best use of resources in order to provide for others deserves to get the best of the resources.

Brecht shows communism through three stories:

i) The ownership of a piece of land between goat herders and fruit farmers. In the end througharbitrators, the fruit farmers get the valley because they will use the land better.

ii) The story about Grusha the kitchen maid, through the use of Solomonic law: Solomon and the baby (from the bible). Grusha gets the baby because she deserves him.

iii) The story about Judge Azdak. His fair judging in favour of the peasants made him very popular especially among the poor.

THE TITLE

The Caucasian Chalk Circle is derived from a circle Judge Azdak orders Shauwa to draw, ".....get a piece of chalk and draw a circle on the floor." (pg 97). Its purpose is to determine Michael's real mother. Both Natella Abashwili and Grusha Vashnadze desire custodian of the child.
Shauwa is directed to place the child in the circle and the mother to hold him by the hands and pull him out. Whoever pulls him out of the circle would retain him.
It is ironical that Natella, Michael's biological mother, is denied custody of the child when she pulls him out. Grusha declines to tear the child and consequently ends with the child. The title symbolically signifies the possibility of surrendering what might be rightfully yours for better utilization.
The play infers from both a Chinese play (Circle of chalk written in 1300 AD) and a biblical story (*The judgment of Solomon- 1 Kings 3: 16-28)*
In the Chinese story, a young girl, HAi-tang, bears a child as the second wife of a wealthy man. His first wife claims the child is her own. However, the second wife is judged the true mother when she refuses to pull the child apart in the test of the Chalk Circle.

In the biblical story, two women live in the same house and both bear a child. One baby dies in the night and its mother swaps him for the living baby. Both claim the living child is their own. Solomon orders that the child be cut in two and each half be given to each mother. The real mother of the child gives up the child rather than see him harmed and is judged to be the true mother.

The agriculturist and herders are seated in circles as they negotiate and in the end the herders agree to surrender their claim on the valley of Rosa Luxemburg since they would put it to better use.

SYNOPSIS

The Caucasian Chalk Circle begins with a prologue which captures a dispute between two communities; the fruit growing and the goat farming one. The clash is over who should own and manage the valley. The Goat Farm Commune Group is the original owner who had relocated due to the advancing Hitler's army. The fruit growing Commune has demonstrated interest in the piece of land. A delegate from Tiflis-the capital of the Soviet State of Georgia-has been sent to settle the dispute.

The Fruit Growing Collective Farm has made elaborate arrangements of irrigating the valley so as to make it more productive. The delegate awards the land to the fruit growers because they have plans to use the resources better despite the land originally belonging to the goat farming group.

Act one begins when the city of Grusinia has been taken over by the iron shirts and the governor, Georgi Abashwili, is beheaded in a coup that has been planned by his brother, the Fat Prince and his head fastened on a wall. The governor's wife Natella flees and in the process abandons her child, Michael.

Fortunately, the kitchen maid Grusha salvages the child from the soldiers and the Fat Prince and escapes with him to her brother's place in the Northern Mountains, pursued by soldiers. She endures

great suffering in the way, including hostile and uncooperative people. She finally gets to her brother's place but he (the brother) insists that she must be married to an almost 'dying' man by the name Jussup. Jussup has faked illness to avoid taking part in the war. When it is announced that the war is over, Jussup miraculously recovers. Grusha is stuck with a husband she did not want. When Simon (Grusha's lover) returns from the war, he discovers that Grusha is married and suspects that Michael is her child. Later, the child is taken away from her by some soldiers who claim that he belongs to Natella and he is taken back to the Caucasian village.

Through a flashback, the writer explains how the Grand Duke is sheltered by Azdak, later to be judge, soon after he escapes the bloody coup. However, Azdak is not aware that he is hiding a dangerous fugitive and fearing he might be branded a traitor he presents himself to the soldiers to be tried and soon wins their favour and is installed as judge.

Azdak judges four very weird cases, ruling in each case in favour of the poor. He soon gains reputation for supporting the poor. He serves for two years as a judge, befo re the return of the Grand Duke. He is arrested for being a 'traitor' and as the soldiers are about to kill him, he is saved by the Grand Duke who recalls that he saved his life. He reappoints him to be the judge.

The major case that Azdak handles is that of Grusha and the child. The governor's wife wants Michael back because without him, she cannot take over the former Governor's wealth. However,

Grusha wants to keep the child because she has raised him for the past two years. Interestingly, even Simon offers to support her in the trial. When Azdak listens to the case, he orders a Chalk Circle to

be drawn, after he learns what Grusha has done to the child. The child is placed in the middle and orders the two women to pull saying that whoever can pull him out of the circle will get him.

The governor's wife pulls whereas Grusha lets go. This is repeated and finally, AZDAK gives Michael to Grusha. The governor's wife is ordered to leave. Michael's wealth is taken and made into public gardens.

The message the author is passing across is that resources should belong to those who make better use of them- the child to Grusha, just the same way the valley goes to those who will take care of it.

In the end, Azdak divorces Grusha from Jussup, paving way for her to get married to Simon. Azdak disappears never to be seen again.

PROLOGUE

Summer of 1945

The play begins with a prologue (an introduction to a play) that captures a conflict between members of two collective farms both who claim a stake in a disputed valley. The two rivals are: Goat Farm Rosa Luxemburg and Fruit Farm Galinsk. The two are neighbours.

The goat herding commune claims to be the original owners of the disputed land until Hitler's armies forced them to relocate. The fruit growing commune has laid

down an elaborate plan to irrigate the valley for agricultural purposes. They intend to use a dam across the mountain lake and water seven hundred acres of infertile land and plan to plant vineyards and orchards there

A delegate from the State Reconstruction Commission from Tiflis-the capital city- has been sent to arbitrate on the dispute. He intimates that Goat Farm Rosa Luxemburg occupied the valley before moving East on orders from the government.

The Goat herding commune is now dissatisfied with their new grazing land which they claim is not palatable to their animals. They claim that the valley belongs to them from eternity and the law attests to that. However, members from the Fruit Farm Galinsk explain the reason why they deserve to own the valley.

An amicable solution is finally reached when the land is awarded to the Fruit growing commune and the two groups settle down to eat and drink. Entertainment soon follows when a legendary singer Arkadi- is invited to perform an old Chinese song entitled, The Chalk Circle. This song is about two stories which have a bearing on their resolved dispute.

The prologue serves several functions; first, it gives the play a unique structure, secondly, enables the playwright to pass on his/her key message and the moral of the play to the reader or audience before

he or she watches or reads it. Bertolt roots for communism, that whoever can make good use of something should keep it.

THE NOBLE CHILD

This part opens with Arkadi- the singer narrating a story about Georgi Abashwili, the governor in Grusinia and a rich man who owns numerous horses and soldiers. He is married to Natella and they have a son, Michael.

On the morning of the Easter Sunday, the governor's family goes to church. At the gateway, he is confronted by many beggars and petitioners. Mothers hold emaciated children as people with clutches and petitions beg for money. They complain of high taxes, starvation and bribery. The governor ignores them and soldiers whip them with thick leather whips to keep them away.

Michael-the governor's son and heir- is brought along and the crowd sees him for the first time. He is carried in a decorated carriage and is attended to by two doctors. Even the mighty Prince Kazbeki bows before him at the church door.

Natella informs the prince about the Governor's plan of bringing down the slums to pave way for his garden. The governor has lost interest in the affairs of Grusinian

people in spite of the raging war that is taking place. The governor even dismisses a messenger from the cit y bringing some confidential papers for him saying he can only attend to him after the service. Later the adjutant (an officer who acts as military assistant) informs the messenger that the governor does not wish to receive military news before dinner.

Grusha Vashnadze- governor's kitchen maid- does not attend the service as she has to get a goose for the family's banquet. She is seen talking to Simon Shashava, a soldier, who reveals that he often hides behind a bush to watch her dip her legs in the river as she washes her line.

Before the awaited dinner and a talk with the architects can take place, the palace is surrounded and the Governor arrested. George Abashwili is executed and the city is in bloodshed. Natella's life is in danger. Servants rush out of the house trying to frantically salvage what they can. A scuffle erupts between the two family doctors over who should attend to the governor's wife who has fainted.

Simon comes looking for Grusha. He aims at wooing her. The two have to part ways when Simon is ordered by the adjutant to guard Natella on her way to safety. He gives Grusha a silver chain that his mother had given him. She promises him that she would wait for him and remain faithful till their reunion.The adjutant is seen trying to save Natella from danger but she is reluctant to go without her most valued essentials. The adjutant forces her on a horse back amidst complaints that she has left her wine-coloured dress. She leaves her child Michael behind who falls into the custody of Grusha the kitchen maid. As everyone flees, Grusha decides to hide the child under a blanket and keeps the baby company throughout the night. The following day she flees with the child from the Ironshirts who together with the Fat Prince are looking for the baby, "It's a pity they took the brat along, though, I need him urgently." (pg 28)

THE FLIGHT TO THE MOUNTAINS

The Singer accounts Grusha escape from the city to the Northern Mountains to save Michael from the Fat Prince and his soldiers. She is carrying Michael in a sack. She journeys along the Grusinian highway on the Northern Mountains after singing "The song of the Four Generals." As lunchtime approaches, she has to look for a meal to feed the child. She buys milk from a peasant at two piasters, an equivalent to a week's pay.

Having spent most of her money Grusha keeps on moving towards the north as the Iron shirts who want to kill Michael pursue her. The singer tells us that she then arrives at the River Sirra and with the burden of the child weighing on her; she

decides to keep him at the doorstep of a farmyard after realising that the peasant woman has some milk. She anticipates the peasant will feed him and goes to hide behind a tree in order to watch what would happen.

When the peasant woman finds Michael at her door, she takes him into the house. She suggests to her husband that they keep the child but her husband tells her to give him to the local priest. As

Grusha hurries off in the opposite direction she bumps on Ironshirts who demand to know where she is coming from. She lies that she is going to meet Simon Shashava. The ironshirts demand the whereabouts of Michael. Grusha gets scared and rushes back to the cottage where she had left the child and pleads with the peasant woman to hide it.

Initially the woman agrees to hide Michael but is immediately frightened by the presence of the soldiers. She reveals to the corporal that Grusha left the child on her doorstep. In desperation, Grusha seizes a log and hits the corporal on the head until he loses consciousness. She then grabs Michael and runs away.

In her flight from the Ironshirts, she finally reaches the foot of Janga-Tau Glacier after journeying for twenty-two days. She adopts Michael. She removes his silken shirt, throws it away and wraps him in rags. Finally, she arrives at the bridge on the glacier still pursed by the Ironshirts. One of the bridge's rope is broken and half of the bridge is hanging down the abyss.Despite the danger, Grusha is determined to cross the bridge. Luckily they get to the other side of the bridge despite fears and warning by the merchants on the impending danger. She laughs triumphantly to her freedom as the

Ironshirts pursuing her cannot cross the bridge. Finally, she sings "The Song of the Child" (pg 41)

IN THE NORTHERN MOUNTAINS

After journeying across the glacier for another seven days, Grusha finally arrives at Lavrenti's (her brother) house. She expects to be welcomed warmly but this is not the case. Her bother has to cook up a story to convince his religious wife that his sister is on her way to her husband's place at the mountains.

To have Grusha leave the house, Lavrenti comes up with an idea of getting her a husband. He (Lavrenti) organizes to get her married to a "dying" man - Jussup at a fee of 400 piasters. The mother-in-law realizing there is a child demands for an additional 200 piasters for the wedding to proceed. The mother-in-law has hired a cheap monk to unite the two.

After the wedding, neighbours who came to witness the marriage ceremony are served with cakes as they gossip. From the gossiping visitors, news indicates that the Grand Duke has assembled an army to fight the princes that rebelled against him the previous year. When Grusha hears that the soldiers are coming back now that the war is over, she is in shock and drops a cake pan. Her worry being that Simon will come back and find she is married to another man. Once Jussup hears the war is over, he miraculously recovers.

Jussup gets out of bed and the visitors are shocked to see him. He orders them out of the house before kicking them out. Grusha finds herself in a tight position as she discovers she has a husband yet the man she loves is on the way. Furthermore, Jussup demands that she becomes more intimate with him and accuses her of not performing her wifely duties. With time Simon face grows dimmer and his voice becomes fainter.

In a play within a play, we see as Grusha washes linen by the stream accompanied by Michael, she advises him to go play with the other children. As they play they enact the beheading of the

governor- Michael's father. However, instead of playing the part of the governor like the other children want him to do; he insists that he be allowed to behead the fat boy, who represents the fat prince. This foreshadows the beheading of the fat prince later.

As the children play, Grusha turns and sees Simon Shashava on the other side of the stream. After some talk, he sadly learns that all is not well with their relationship. Simon notices the child, Michael, Simon asks, 'Is there a little one already?' (pg 61) Grusha admits there is a child but not hers. The singer who speaks for each of the the two character's thought, reveals much of the information to us. Simon demands that she gives him the silver cross back, but she declines.

Grusha hears the other children calling. She finds the ironshirts taking Michael away. When asked whether the child is hers she responds by saying that she is indeed the mother, something that makes

Simon leave a dejected man. The iron shirts take away Michael back to the city. Grusha follows them to the city but dreads to lay claim on the child. The Singer ends the act with questions about Grusha's future: "Who will decide the case? To whom will the child be assigned?

Who will be the judge?..." (pg 62). The matter will now be handed over by Azdak, the city judge, to determine the rightful owner of the child.

THE STORY OF THE JUDGE

Rewind to the day of the coup, the day Grusha took the child. The village clerk(scrivener), Azdak, has been poaching in the woods and comes across someone he believes to be a refugee. He shelters him for the night only discovering after the man has gone that it was the Grand Duke himself, who escaped the clutches of the rebellious princes.

Rather than risk being found out Azdak hands himself in, expecting to be punished. When he gets to the courtroom he sees the hanging bodies of authority figures and mistakenly interprets the revolution as a people's revolt. His shouts of joy are interrupted by a soldier who tells him he's got it all wrong: it's not a people's revolution but a military coup. An uprising by the rebellious carpet weavers resulted in all the hangings and the soldiers were brought in to suppress them. Azdak is nearly hanged by soldiers.

The Fat Prince brings his nephew(Bizergan Kazbeki) to be installed as the new judge (the old judge had been killed by the carpet weavers). Azdak suggest that the candidate's knowledge in law be tested. In a play within a play, Azdak plays the role of the defendant. The soldiers, after test ing the nephew in a mock trial in which Azdak accuses the Fat Prince of profiting from the Persian war, makes Azdak judge instead.

Over two years Azdak, with his trusty assistant Shauva, travels the country turning justice on its head, accusing a rape victim of being a rapist herself, sympathising with an old woman clearly guilty of theft, doling out law as he sees fit. Finally the Grand Duke comes back, the Fat Prince is beheaded and Natella Abashvilli returns from exile. Frightened that his behaviour over the last couple of years will land him in trouble now that order is restored, Azdak promises to help Natella get her son back.

THE CHALK CIRCLE

The Singer introduces us to the Act by saying it is "the story of the trial." The trial is about determining who is the true mother to Michael and in this regard, Grusha has come back to the city to face the law for having taken the Governor's son.

As they wait for the judge to come, Simon appears and swears he will say he is the father to the child. Then Grusha spots the Ironshirt whom she clobbered and this makes her regret why she came to Nuka. The corporal leaves cursing as he

fears exposing Grusha because he would be admitting that he ran after the child to kill it.

The governor's wife, Natella, arrives, in her characteristic style, she cannot hide her contempt for the low class and the underprivileged: "At least there are no common people here, thank God. I can't stand their smell. It always gives me migraine." (pg 88)

Azdak having been declared an enemy of the new regime(for having worked with the Fat Prince) is stripped of his judge's robes. The Ironshirts and the farmers tear his gown and beat him. He is about to be hanged when a messenger arrives announcing the Grand Duke would like Azdak to remain asjudge, as a thank you for saving his life that Easter Sunday.

Azdak presides over a trial in which he must judge who gets Michael – Grusha, who has cared for him and put herself through hell for him; or his natural mother, Natella, who abandoned him. A heated debate ensues on who is the rightful owner of the child. The prosecutors explain that Grusha has stolen Natella's child and refuses to hand it over. They advance their case by saying that Grusha does not have any blood relations with the child. On the other hand, Grusha lays claim on the child by saying that she brought him up and always found him something to eat.

Hearing both arguments, Azdak is unable to decide. He adjourns the court to hear the case of an old couple who want a divorce. He tells them he'll think about it.

Returning to Michael's case, Azdak invokes the ancient wisdom of the Chalk Circle: Michael is placed in the centre of a circle and whoever is strong enough to pull him out must be the right mother. Grusha won't pull, she cannot hurt him. Azdak orders the women to repeat the trial. Grusha again cannot pull. Azdak judges that she must be the right mother. Natella faints. Simon and Grusha thank Azdak, who signs the divorce papers – not the divorce of the old couple but Grusha's divorce from the man she married in the mountains. Everyone dances. Azdak disappears. The Singer explains that the child has been given to the mother who will be best for it – and, reminding us of the prologue, that the land should go to whoever is right for it.

THEMES

CORRUPTION/GREED AND MATERIALISM

Corruption mainly refers to lack of integrity or honesty and is mainly manifested by accepting bribes.

Corrupt individuals use their privileged positions they have been entrusted with to make illegitimate gains, thus undermining their moral integrity. They are usually driven by greed. Forms of corruption
vary and can include bribery, extortion, nepotism, and general embezzlement of mainly of public funds.
George Abashwili is materialistic. As he makes procession to enter the church fort Easter service, many beggars and petitioners try in vain to reach out to him. We learn through his wife Natella that the governor plans to tear down the slums to create room for the garden of the East Wing of palace.
“All those wretched slums are to be torn down to make room for the garden.” (pg 15)
After the coup and the beheading of the governor, we see Natella in a hurry to collect her dresses and shoes. She abandons her son Michael as she runs for her safety. Later we learn that the main reason she is claiming her son Michael from Grusha is to get inheritance of the vast governor’s estates.
The Ironshirts are corrupt. They use their privileged positions to execute others and in the process make illegitimate gains. One Ironshirt says, “...This morning they strung up the city judge. As for us we beat them to pulp. We are paid one hundred piasters per man, you understand?” The iron shirts follow Grusha and Michael since a good price is offered.
Azdak, the judge, is overly corrupt and his greed unstoppable. He openly takes bribes in the court before listening to a case. He begins by saying, “I accept,” meaning that he is willing to be bribed.
As Azdak executes his duties, his deeds do not measure up to the expected standards. He makes controversial judgements that put his integrity into questions. He sits on the statue book when delivering justice. A pointer to his contempt for what is just. He also takes wine in public as he executes his duties.

ABUSE OF POWER

The governor, George Abashwili, is said to be as rich as Croesus. He has so many horses in his stable and yet there are so many beggars on hisdoor step. This shows that he amasses so much wealth for himself at the expense of his subjects. They pile along the gate carrying thin children and holding petitions. They cry for mercy and reduction of the high taxes. (pg 14).

The governor has hired two doctors to look after his son Michael-the apple of his eyes. (pg 15). This is in contrast to the starving and suffering common men who push and shove to see the governor's heir.

The governor plans to tear down the slums to start building the East Wing garden for his son

Michael. It does not matter to him that those slums are people's homes. The soldiers also abuse power. "...soldiers push the crowd back lashing at them with thick whips." (pg 14) When the crowd pushes to have a peep at their heir-baby Michael- the crowd is pushed back by the iron shirts using thick whips.

The Fat prince abuses power when he conspires and overthrows the governor from power. He (The Fat prince) then orders the governor to be beheaded and his head hanged at the entrance of the palace for all to see. He then orders the iron shirts to follow Grusha and get Michael back; he intends to kill him too. The fat prince also abuses power by practising nepotism, where he intends to have his nephew, Bizergan Kazbeki, to be bestowed as the new judge. ".....so I've bought along my dear nephew Bizergan Kazbeki, He'll be the new judge, hm?" (pg 71)

The judge, Azdak abuses power openly by accepting bribes. Before considering any case he utters a short statement- I accept- to mean he is ready to take a bribe. All the cases he judges are in favour of the suffering poor. He fines the wealthy like the farmers heavily, in this way he abuses power to help the poor.

LOVE/COMPASSION

The playwright explores the theme of love and friendship through various characters in the play. This is mainly portrayed through the parental love between the governor and his son Michael, Grusha, the kitchen maid and Michael, Grusha's romantic love with Simon Shashava and finally between Grusha and her brother Lavrenti Vashnadze.

Michael does not experience the motherly love from his biological mother Natella Abashwili.

Fortunately, his father, the governor of the Caucasian City bestows on Michael fatherly love.

Michael is attended to by two doctors who never mover from his side to keep him in good health.

The Fat prince also notices the child on their way to church and comments that, "And little Michael is a governor from head to foot!" (pg15). Natella, Michael's

biological mother, is jealous of the attention Michael is given by his father. She says it is impossible for them to live in the slum but her husband would build the East Wing for Michael since he is the apple of the governor's eye. "...will only build for little Michael...Michael is all...(pg 18-19). Finally, she abandons him.

Grusha loves Michael. She has to overcome a strong tide of opposition from the other servants before she rescues Michael. The groom tells her, "Better put him down, I tell you. I'd rather not think

what'd happen to anybody who was found with the baby." (pg 27) The older woman tells her, Grusha, you're a good soul, but you are not very bright, and you know it. I tell you, if he has plague he couldn't be more dangerous." (pg 27). Grusha watches over Michael the whole night and by morning as the writer puts it, the seduction between Grusha and Michael is complete, "...till morning the seduction was complete...she crept away,"(pg 29). She also saves the child from being killed by several iron shirts. Just like a mother who loves her child, she makes several sacrifices. She is forced to buy him milk at an exorbitant price using her meagre weekly pay. She risks her life to save Michael by hitting a corporal with a wooden log and crosses over to the Northern Mountains using a broken bridge. She has to marry a "dying man"- Jussup- for Michael's sake and thus risks her engagement with Simon Shashava.

The climax of Grusha's love for Michael is shown at the trial scene. Grusha defends for her love towards Michael by saying that she brought him up and that she married because of Michael. When Azdak, the judge, asks for Michael so that he can choose his true mother, Michael's love for Grusha is seen when he smiles at her. After drawing the Chalk Circle, Azdak orders the two women to pull the child out of the circle. Meanwhile, Grusha refuses to pull portraying her motherly love and finally she says, 'I brought him up! Shall I also tear him to bits? I can't." (pg 98)

As Grusha flees to the north, she comes across a bridge on the glacier. She is determined to cross but the merchants caution her against risking her life and that of Michael, The merchant woman tells her,

'But you can't take the child on that bridge. It's sure to break. And look! (pg 41)

The next man warns her to think of the baby, "I think of the baby. Risk your life not a child's (pg 41). This shows their

love and compassion for Michael.

The love relationship between Grusha and Simon is romantic. It is already sealed through an engagement. They exchange intimate words and inquire about each other's background. Simon removes a chain from his neck and tells Grusha, "...my mother gave me this cross...please wear it." (pg 22). Grusha promises Simon that she would wait for him. She says, "Simon Shashava...it is just as it was." (pg 23). Grusha is introduced to the idea of getting married to Jussup due to the illegitimacy of the child. However, deep within her, she loves Simon and wishes that the union would not last long so that she may re-unite with her fiancé whom she thinks would willingly take care of Michael. This turns out to be true.

True love unfolds when Simon testifies at the court that he is Michael's father. "I am the father, your honour." (pg 93). The climax of the sincere love for each other is portrayed when Grusha informs Simon that, "Now I can tell you: I took him because on that Easter Sunday I got engaged to you. So he's a child of love. Michael, let's dance." (pg 99). This she does after the judgement where she wins the child.

When Grusha runs to the North and arrives at her brother's house, her brother sympathises with her and gives her a roof and even makes arrangements for her to get married to the "dying" man, Jussup.

After the marriage, Jussup takes in both her and the child without asking questions, It is her compassion for Michael that makes her to agree to be married yet she is engaged to Simon.

NEGLIGENCE OF DUTY /IRRESPONSIBILITY

Negligence refers to failure to give somebody or something enough care or attention. It also refers to failure to perform one's duty which impacts negatively on others.

Georgi Abashwili is the Governor and therefore responsible for the welfare of those under him.

Although he is rich, he has so many beggars from the gateway, holding up thin children, crutches and petitions. Although they have come for help, he does not attend to any. It is Easter and therefore one would expect he would be compassionate enough to listen to their grievances. They complain of taxes being high. One petitioner laments: "The child is starving in my arms (pg 14). Although there

is a servant collecting their grievances and another distributing coin s from a purse, none of their petitions is attended to and eventually they are driven back with whips.

Despite being in a high position and being responsible for the welfare of the people, we are surprised to learn that, he knows nothing about the approaching war and therefore no safety measures have been put in place. When asked about the war, he indicates lack of interest.

The Governor has ignored the plight of his subjects. There are so many of them in the slums. To make matters worse he has decided to tear down the slums to make room for a garden for the East Wing he is about to construct. People are complaining of hunger, yet his child has two doctors, The two doctors are also irresponsible in that none wants to take responsibility over the discomfort o f the child. They blame each other over lukewarm bath water used to bath the child.

The governor is informed by his Adjutant that an injured young rider has come as a messenger from the capital, bringing him confidential papers. He neglects his responsibility to see him and after waiting in vain the messenger mutters a curse and leaves. We are not surprised when we learn that the plotting against the Governor by The Fat Prince happened in the capital therefore we can guess that the messenger comes to warn him. Eventually, the governor loses his life.

It is strange that the Governor refuses to talk to the wounded Rider when he appears again but prefers to confer with the architects. The Adjutant says of him, “The governor does not wish to receive
military news before dinner- especially if it’s depressing (pg 19). Because of his irresponsibility in choosing his priorities, he is caught unawares and is beheaded. That is why the singer laments over
the blindness of the great who, “.....go their ways like gods....sure of hired fists. Trusting in their power. But long is not forever.” (pg 20)

It is the height of irresponsibility when Natella Abashwili takes her time choosing the dresses and shoes to carry. She finally leaves and forgets her child whom she had directed to be laid on the floor.

She is busy rummaging through clothing when the Adjutant is busy pleading that they should run for their lives. She does not care about the many people she is exposing to danger by her delay, Maro, a
servant, realizes that, only beasts can leave children behind. She says, “They left it behind, the beasts” (pg 26)

Lavrenti, Grusha’s brother, is irresponsible and neglects her when he fails to look after her. He marries her off to a total stranger and “a dying man” it

becomes a double tragedy when Jussup does not die and Grusha does not know what to do with a total stranger who is unaware of her plight and yet she cannot marry her lover Simon. As an older brother of Grusha, Lavrenti fails in his responsibility to support her.

The monk hired to officiate the wedding is irresponsible. He agrees to join a girl to "a dying man."

We are surprised that, the monk, a man who should be a role model is upholding morals in a society is called from a tavern. He is drunk.

DECEIT, RELIGIOUSITY AND HYPOCRISY

Religion refers to having or showing belief in and reverence for a deity on the other hand hypocrisy is deception by pretending to entertain on set of intentions while acting under the influence of another. In "The Caucasian Chalk Circle" cases of religious hypocrisy are common.

Act one of the play begins with Governor Georgi Abashwili going for Easter mass. He is accompanied by his wife Natella, and Michael, their child. Although he would like to pass as a devoted Christian, his regime has oppressed the people it serves. As they enter the church, beggars and petitioners cry over all sorts of problems that bespeaks of a people who have been living in an oppressive regime. They lament, "Mercy! Mercy, your Grace! The taxes are too high. –I lost my leg in the Persian war....The child is starving in my arms....the water inspector takes bribes..... (pg 14)

As for the Fat Prince, hypocrisy reigns supreme. He attends church, wishes the Governor a happy Easter Sunday and bows before Michael. He tickles the child after commenting, "I love a gay sky.....little Michael is a Governor from head to foot!" (pg 15). He also tells the governor there is good news after so much bad. This is total deception that he is loyal to the Governor's family. Plans to behead the Governor and end Michael's life are already in place.

While he directs the soldier to fasten the Governor's head in the middle, he displays his hypocrisy when he says, "This morning at the church...Abashwili...I love a gay sky...prefer the lightning that comes out of a gay sky." (pg 28)

The Monk who is supposed to be religiously inclined is portrayed as hypocritical. He presides over the wedding between Jussup and Grusha while drunk. He is found in the tavern (perhaps taking alcohol) by Grusha;s mother-in-law who threatens to expose him. He is also paid to do the same.

Even when Jussup fails to take the vows and instead his mother does it on his behalf, he goes hiding and he has to be looked for by the mother-in-law. Being a religious person, his character should be beyond reproach.

It smacks of religious hypocrisy for Jussup to go through the rigorous of a wedding, a much valued religious ceremony, yet he knows he is pretending to be a dying man. Grusha is hypocritical because she is not committed to the marriage as she does it for own expediency.

The mourners are also hypocritical. They gobble down the cake without being seriously mournful.

They seem to expectantly look forward to the death of Jussup. They are sincerely not sad, only greedily wolfing down the funeral cakes. Aniko pretends to have religious principles that she does not possess. In fact, her hypocritical nature is displayed in her meanness. Lavrenti says she is very sensitive, "People need only mention our farm and she is worried." (pg 48). Her servants seem to suffer under her as she shouts orders all over. The maid may not be well paid. She once goes to church with a hole in her stocking. Ever since, Aniko has worn two pairs of stockings in church. She is truly hypocritical, feigning to be concerned about Grusha yet she is not. She has false appearance as a devout woman. Lavrenti is afraid of her. He tells Grusha, "You can't stay here long with the child. She id religious, you see." (pg 46). Aniko id painted as really heartless. She is the exaggerated embodiment of certain aspects of religious opinions.

Lavrenti is also hypocritical. He also makes Grusha who is honest to be dehumanized by leading her to engage in a fake wedding. He cannot stand up for his sister but sings to the w hims of Aniko, "You need a place to go.....because of the child.....have a husband, so people won't talk.....can find you a husband." (pg 48)

The mother-in-law is hypocritical. She deceives the mourners that Grusha is a bride to Jussup. She pretends that Grusha came from the city to find Jussup alive. The first woman confidentially seems

to know Jussup is faking illess and near death to avoid conscription to the war. Another feels it would be a blessing if he does not suffer too long; so she wishes he dies especially now he is of no use as a farmer as the corn is ripe and there is no one to harvest.

POLITICAL AND SOCIAL TURBULENCE

Bertolt Bretcht has profoundly raised the issue of political intolerance that has consequently resulted to social instability. The ruling class has no regard for the woes of the have- nots. Poor leadership has led to violence and suffering of both the nobles and the masses.

First, we are presented with a desperate and deplorable Caucasian village due to war. It is described as war ravaged and is in ruins, “That’s where we stopped three Nazi tanks but the apple orchard was already destroyed.....Our beautiful daily farm: a ruin.” (pg 97) The number of villages have declined and people have relocated to other areas. We are told by a wounded soldier, “Comrade, we haven’t as many villages as we used to have. We haven’t as many hands.” (pg 8) The village has been ruined with almost everything being rationed. “All pleasures have to be rationed. Tobacco is rationed and wine.” (pg 8)

People’s normal lifestyle is affected as evident when the Goat Herding commune is forced to relocate on orders from the government. They fight to reclaim the land for they are not satisfied with their new grazing land. An old man comments, “You can’t live there. It doesn’t even smell of morning in the morning.” (pg 8)

Political intolerance has brought fear and insecurity. The girl Tractorist notes that plans to rehabilitate the disputed valley had been conceived during days and nights when they have to take cover in the mountains. She says, “Often we hadn’t even enough ammunition for our half-dozen rifles. We could hardly lay our hands on a pencil. (pg 10)

The effects of political and social turbulences are not restricted to the Caucasian village only. From Arkadi’s performance, we learnt that the war in Persia has spilled to the Grusinian people. Under the leadership of the Grand Duke and Governor Georgi Abashwili majority of the poor people have been rendered beggars. The Governor is confronted by many petitioners who are not comfortable in the state of affairs, The children are emaciated. Some people are in clutches while others have been crippled due to the war. They complain about the high taxes and bribery from senior people like the water inspector. The same people cannot win the governor’s eye and soldiers cause further suffering when they lash at them with thick whips. The state of the poor is deplorable as evident when the Governor contemplates bringing down their slums in order to create room for his gardens.

The political class especially the nobles have no regard to the masses. Michael-The Governor's heir and son- is served by two doctors, He is the apple of the Governor's eye. The governor is not perturbed by the suffering of the people. He is contemptuous even to the people who have to provide him with security briefs from the capital. A rider with confidential papers has to wait until the Governor attends the Easter Sunday service and the latter 'attends' his visitors- architects- at dinner.

It is this indifference that leads the princes to stage a coup and subsequently orders for his execution.

The coup comes with numerous harrowing effects. The singer comments: "when the house of a great one collapses many little ones are slain." (pg 20). The servants panic and fear for their lives as illustrated when they ask, "what about us? We'll be slaughtered like chickens. As always.'.....There is bloodshed in the city, they say? (pg21)

Coup results to people being internally displaced as seen when the Grand Duke flees and seeks refuge at Azdak's place. The Governor's wife is also relocated to safer grounds while Grusha disappears to the Northern Mountains to protect Michael whom the soldiers desperately want to kill.

Political instability has bred inhuman and sadistic characters. The soldiers who behead the governor also fasten his head on the wall with nails. Moral conscience is lost among people like the old man who cannot sympathize with Michael. Grusha has to plead to get milk for the baby. He tells her, "milk? We have no milk. The soldiers from the city have our goats. Go to the soldiers if you want milk. (pg 31)

Grusha is forced to pay two piasters for a drop. The peasant woman whom Grusha thinks will hide the baby from the Iron shirts betrays her by denouncing Michael. She tells the soldiers, "Soldier, I didn't know a thing about it. Please don't burn the roof over our heads.....I had nothing to do with it.

She left it on my doorstep. (pg 38) The fabric that holds the society together has therefore been dismantled by political instability.

ANTAGONISM/CONFLICTS/DISPUTES

A conflict is a disagreement that arises when two or more parties dispute or fail to agree. The Caucasian Chalk Circle addresses a number of these disputes. In the prologue there is a conflict between two land owners over the valley-The Goat Herders Collective Farm and the Fruit Growing Commune. They are arguing over the ownership and usage of the valley. The Goat Herders claim

they are the original owners of the valley but have been forced to flee by the government because of war. They have come back because the land they have relocated to is not favourable for their goats. Unfortunately the Fruit Growers have laid elaborate plans for the valley which they will irrigate. They purpose to establish fruit and vine orchards. The delegate from Tiflis helps settle the difference between the two communes.

There is a conflict between the princes and the Grand Duke. The princess wants to take over power and leadership from the Duke and his Governors. The conflict leads to staging of a coup where the Grand Duke is exiled and the Governor of Nuka-George Abashwili- is beheaded. The judge of the Supreme Court is hanged and Azdak made the judge.

There is conflict between Grusha-Governor's kitchen maid- and Natella Abashwili. They both claim motherhood rights to Michael. Natella claims that she is the biological mother while Grusha claims right over the child since she picked him and nurtured him for two years. The mother claims him out of greed for property. The conflict id resolved by judge Azdak who draws a circle round the child and asks the two to pull the child from the circle. Grusha hesitates twice and the judge rules in her favour.

Another conflict develops between Grusha and Jussup. When Grusha gets to her brother's home in the Northern Mountains, Lavrenti- her brother schemes to have her married to a "dying man" ironically it turns out that Jussup has all along feigned illness to evade war and when news breaks out that the war is over he 'recovers' and Grusha is horrified. She had engaged herself to Simon Shashava and cannot imagine cheating on him. Jussup complains that she is not fulfilling her matrimonial duties. He argues, "Can't the peasant do it herself? Get the brush.....you are my wife and you're not my wife.....God has given you sex.. (pg 56-57). The dispute is settled when Azdak gives Grusha a divorce and then she is free to marry Simon.

There is conflict between Grusha and Simon when the latter returns from war and finds her at the river washing lines. When he sees Michael, he thinks that she has been unfaithful to him. He gets emotional and walks away. He later on realizes that the baby belonged to Natella. He comes to help her acquire the child during the famous chalk circle. He even lies that he is the father to Michael.

Other examples of conflict are between:

I) Azdak and Shauwa

II) Azdak and landowners

III) The monk and Jussup's mother

IV) Grusha and the corporal

SELF-SACRIFICE AND SELFLESSNESS

This is the act of giving up what one has or wants so that other people can have what they need. It is acting with less concern for yourself than for the welfare or success of others. One cares more about the needs and happiness of other people than their own.

Grusha is the best example. When the governor's wife and her personal servant forget Michael, Grusha takes care of him. Other servants advise her to abandon the child for her own good. One old woman tells her, "Grusha you're a good soul, but you are not very bright and you know it. (pg 27)

Grusha tries to leave Michael but realizes she cannot. The singer tells us that after looking at the baby, Grusha hears as if it is telling her, "woman" it said,' Help me" (pg 28)

Despite the danger in town, Grusha watches over the baby the whole night and the next day takeshim with her. On the way she has to buy the baby milk. When the old man sells to her the milk so expensively, she decides not to buy, but on realizing the baby needs it so badly and the journey is long she goes back and buys the milk.

The baby's weight weighs on her back but she moves on. She decides to save the baby from starving by leaving it outside the door of a Fat peasant woman. She tells Michael, "The peasant woman is kind, and can't you just smell milk" (pg 34) She hides behind the tree and observes the woman carry the baby into the house.

She risks her life when she hits the corporal to save the baby. "Again looking round in despair, she sees a log of wood, seizes it, and hits the corporal over the head from behind" (pg 39). It is during her escape that she decides to adopt the baby.

Grusha risks both their lives on order to get away from the Iron shirt. This is when she reaches Janga-Tau Glacier. No amount of warning can stop her and she crosses the dangerous bridge after

turning the offer by the merchant woman to hide the baby for her. "I won't, we belong together.....live together, die together." (pg41)

Grusha has to bear the discomfort of her brother's home. She makes another sacrifice as she has to live with a hard to please sister-in-law. To survive she has to be crafty. She tells Michael they have to be "As small as cockroaches... the sister-in-law will forget we are in the house." (pg47)

Grusha, who is alredy engaged to Simon and has promised to await his return ends up getting married to a 'dying man' –Jussup-to make Michael have a legitimate father. This is another sacrifice that she makes.She endangers her life by following the Ironshirts who have taken Michael. She is a wanted person for having attacked and injured a corporal. What matters to her is Michael. She goes through the court procedure for Michael. It is out of her self-sacrifice that eventually Grusha wins the case.

Other characters that make sacrifices for the welfare of other people are:

- Lavrenti who tries as much as he could to ensure that Grusha is comfortable in his house.
- Simon commitment to Grusha calls for sacrifice. He has been away for two years and remained loyal to her.
- Simon's big sacrifice to accompany the Governor's wife as her guard to Tiflis.
- Shalva the adjutant makes sacrifices when her helps Natella escape during the coup. He remains loyal to the governor's family despite the risks as the public has turned against the authority.

SOCIAL CLASS INEQUALITY

There is existence of social classes in the society described in the Caucasian Chalk Circle. There is unfair difference between groups of people in this society. Some are wealthier than others and enjoy a high status or opportunities as opposed to others. The diverse lifestyle enjoyed by the governor and his family is in contrast to the object poverty the lowly citizen has to endure. Georgi Abashwili is "rich as Croesus" (pg 13) "had a healthy baby ...so many horses in his stable (pg 13 -14) In sharp contrast "so many beggars in his door step so many petitioners his courtyard.....He enjoyed his life" (pg 14)

The governor and his beautiful wife go to church guarded by extremely many soldiers who are at his service. Beggars and petitioners pour from the church gateway with complains. They display thin children to the governor, others hold up crutches and petitions. They are a pitiful sight. The social difference is due to the poor governance. The governor's family is expensively dressed. Natella

derides the poor, For instance on page 18 she says "It's impossible to live in such a slum...." When she enters the court, she is relieved that there are no common people: "I can't stand their smell. It always gives me a migraine." (pg 88)

From the onset, she dislikes Azdak and on pg 89 she says, "I disliked that man from the moment I saw him" Natella's behaviour is characterized by false

pride and an exaggerated sense of self importance. She does not have time for the poor beggars and her servants and only identifies herself.
Her contempt for the poor is seen in the court when he sees Michael and laments that he is in 'rags.'
The class of people conscripted to fight the Persian war have been maimed, yet they have not been compensated. The down trodden have suffered injustice while they are innocent, "My brother is innocent, your Grace "misunderstanding"-worse still they suffer from hunger.

BETRAYAL

To betray is to hurt people who trust you especially by not being loyal or faithful to them.
When the governor is being arrested, the iron shirts of the place guard who are supposed to guard the governor refuse to obey. They stare coldly and indifferently at the Adjutant and refuse to obey him when he commands them. The doctors betray the Abashwili family immediately they realize the governor has been arrested. (pg 21) "on that little brat's account"
The Fat Prince is with the Governor at the church and even wishes him a happy Easter, yet he is the one who leads the iron shirts in arresting the Governor.
Grusha is betrayed by the peasant woman whom she had trusted not to reveal presence of the child.
She is also betrayed by her brother. She has been asked by Simon where she would hide and she confidently says she would run to her brother in the Northern Mountains. When she arrives there, her brother cannot host her with the child because he says his wife is religious and cannot host her.
Instead of being given a warm welcome, Grusha stays like a fugitive in her brother's house. In order to get her out of his house he gets her 'a dying' husband and when he 'resurrects' she finds herself with a husband she does not love.
Jussup betrays his fellow young men, the government and his mother when he pretends to be seriously sick so that he doesn't get drafted to war.
Simon feels betrayed by Grusha as she has promised to wait until he returns after giving company to Natella and guarding her on the way to the loyal guards. When he comes, she is apparently married and has a child. He does not know the circumstances that lead her to get married or the nature of the marriage. He feels so betrayed that he cannot even get his cross back but directs Grusha to throw it into the stream.

Natella betrays her own child and her husband when she escapes leaving Michael in the courtyard.

She orders a servant to put down the child in order for the servant to run for her little saffron coloured boots to match with a green dress. The baby is left behind.

JUSTICE

In Caucasian Chalk Circle the writer explores on the beauty of fair and reasonable treatment of people. Through the legal system used to punish people is not perfect the people who have committed crimes are somehow brought to justice. Justice is a fundamental thematic concern in the prologue. The meeting between the Goat Herders and the Fruit Growers is meant to determine which people deserve to own the valley. The Goat Herders who formerly owned the land had vacated at the approach of Hitler's armies. Their intended resettlement encounters opposition from Collective Fruit Farmers. With their delegates they sit in a circle signalling their dete-rmination to negotiate between themselves in order to reach a fair and reasonable decision without perverting the cause of justice. A delegate from Tiflis presides over the case. Both sides present their arguments as to the reason why they are deserving owners of the valley. They arrive at a consensus through the voice of reason rather that by the rule of law.

The petitioners and beggars bitterly cry for justice. The governor demurs to heed to their pitiable calls for fair treatment. However, reason does not prevail; the soldiers are guilty of abstracting justice by lashing at the pitiful petitioners. They are heavily taxed and expect the water inspector who takes bribes to be brought to justice.

Due to the injustice the people suffer, they are somehow rewarded when the Fat Princes and soldiers plan a coup d'état. The grand Duke and hid governors are overthrown. Although the legal system use to punish people like the Governor and the Fat prince is crude, the people engage in administering justice are convicted that they are justified to put the criminals to the gallows for their heinous crimes.

The singer voices the importance of acceptable and appropriate handling of fellow human beings.

Although Azdak is a criminal, he argues that he should not be arrested for stealing only a rabbit. He expresses the opinion that Shauwa is a worse criminal for catching people and will be judged by God. Later Azdak denounced himself for committing an unpardonable crime of ignorantly letting the Grand Duke escape.

He persuades Shauwa to chain him and take him to be judged in Nuka. He begs to be shred to pieces because he is conscience-stricken. This way justice will prevail. Azdak dispenses justice although not in a fastidious or meticulous manner. It is justice in his own fashion. He harbours a soft heart for the vulnerable and down trodden. He encounters no restrictions of the statute book which he seats on instead of making reference to it. The period of his judging is described as "a brief golden age, almost an age of justice." (pg 99). However, he does not acquaint himself with the legal system of the statute book. He carries not, the professional demeanour of a judge.

He presides over a number of cases some are handled simultaneously; Most of the accused are acquitted though proved guilty. The plaintiffs are condemned and fined. Azdak rules in favour of the doctor who is guilty of professional negligence. Azdak turns justice upside down to the relief of the vulnerable. His ruling is controversial.

He declares to the Doctor; you have perpetrated an unpardonable error in the practice of your profession; you are acquitted. (pg 77) Ludovica is accused of committing an intentional assault yet she is the victim of rape by the stable man who is not sentenced.

He acquits the old woman guilty of theft and drinks with the thief, bandit –Irakli whom he addresses as pious man. He offers to sit on the floor and offers the judge's chair to the old woman. Shauwa's official designation is prosecutor, however he doubles up as a sweeper. This displays lack of seriousness in court. Sometimes the judge's chair is carried to the tavern where Azdak carries judgement while drinking wine. The singer comments "Azdak broke rules to save them" (pg 82). He renders verdict to save the poor "The poor and the lowly." He dispenses justice in his fashion.

When the landowners take law into their hands to get revenge for not getting justice from Azdak, it is his previous human treatment of the Duke that saves him from the gallows. Justices prevails to favour Azdak who is reappointed judge by the order and authority of the Grand Duke who has returned. This dramatic turn of events offers more room for Azdak to preside over other cases such as the famous Chalk Circle.The writer uses Grusha as a vehicle of justice. She fearlessly condemns Azdak for being corrupt.

Azdak asks her, "You want justice, but do not want to pay for it." (pg 94). Grusha comments sarcastically, "A fine kind of justice" (pg 94) I'd tell you what I think of your justice, you drunken onion!" (pg 95). Grusha is rewarded for her human nature.

CHARACTER AND CHARACTERIZATION

A character is a person who takes part in the actions of a work of art.

GRUSHA VASHNADZE

She is a kitchen maid in the governor's palace. She is a fiancé to Simon Shashava and a sister to Lavrenti Vashnadze.

She is the heroine in the play. She rescues Michael who is abandoned by her fleeing mother, Natella after the coup. To survive she makes several sacrifices and choices she stays with him for two years.

She is described as;

a) Loving/Caring/Concerned

She is concerned about Simon's fate when he is delegated to be Natella's Abashwili's guard after the coup. She says, "Isn't it dangerous to go with her. You are a man Simon Shashava what has that woman got to do with you' (pg 22) She is concerned about the plight of the Governor she asks "What have they done with the governor" (pg 26) When Michael is left behind by his mother Natella. She picks him up to spare him from being killed by the soldiers who are looking for him. She does this despite the fact that other servants at the palace dissuade her to do so) pg 27). She has lain down all her life for the welfare of Michael.

b) Courageous/Bold/Daring/Brave

Her courage has been motivated by her will to defend Michael. She is not afraid even at the law courts. When told by judge Azdak that she would be fined ten piasters for contempt of court she responds, "Even if it was thirty, I'd tell you what I think of your justice, you drunken onion" (pg 95)

She hits the corporal until he collapses and gets a chance to flee with the child. In a daring move, she crossses the broken bridge despite the impending danger and risks. In the court room, she confronts the Governor's wife and says, "You want to hand the child over to her, she wouldn't even know how to keep it dry. She is so refined. (pg 94) Grusha knows how to fight for her rights.

c) Motherly

She is more motherly to Michael than his biological mother. When people run to save their lives and forget the baby she sits with the child all through the night until dawn. Then she takes him away. She suckled Michael just like a mother, and realizing that he is not suckling anymore, she goes to the peasant and tells him, "The baby must be fed"(pg 32)

At the trial scene, Grusha cannot bring herself to pull Michael from the chalk circle. When asked why she is not participating she says, “I brought him up! Shall I also tear him up to bits? I can’t (pg 98) This test makes judge Azdak choose the mother who is motherly. Grusha adopts Michael bringing out her deeper feelings as a mother would do. She says “Since no one else will take you son....we’ll see it through together.” (pg 39) She does several selfless actions for the sake of Michael.

First, she gives up her money for the child, paying two piasters for milk then goes back to save Michael after leaving him with the peasant woman. She even gets married breaking her promise to Simon.

D) Defensive/Abusive

When the governor’s wife remarks that Michael is in ‘rags’ and “He must have been in a pigsty” (pg 97) Grusha retorts, “I’m not a pig but there are some who are!’’ In the court room when Azdak initially fines her ten piasters for contempt of court, she refers to him as a “drunken onion” (pg 55)

E) Determined/Resolute

She is determined to keep Michael that when the corporal goes to take a look at Michael, she seizes a log and hits him in the head with it, knocking him down. Her determination is also exemplified when she succeeds in getting across the broken bridge thus risking her life and Michaels. At the court when she is asked by judge Azdak if she would want Michael to go back to her mother so that he can be rich and powerful she says, “I won’t give him up. I have raised him and he knows me.” (pg 17)

F) Possessive

When asked by a cook why she must hold on to the baby at any price when the baby isn’t hers she says, “He’s mine. I brought him up (pg 87)

G) Appreciative

When Simon offers to help her by swearing that the child is his, she says to Simon, “Thank You” (pg 87)’

H) Obedient

She has to miss the Easter Sunday Service to attend to the master. “I was dressed to go but they needed another gooses for the banquet.

AZDAK

Initially he is a village recorder/clerk but after he is accidentally chosen to be the judge by the iron shirts. He represents the voice of reason and social justice as he

takes from the rich and gives to the poor. He is in charge of determining who the mother will be in the chalk circle.

During his initial appearance in stage he is in rags an indication that, he lives in abject poverty. Since he is the village recorder economic hardships triggered by an oppressive and unstable government must have contributed to his degradation.

He is a dynamic character who despite his many faults one cannot fail to admire him. Azdak can be described as:

i) Intelligent/wise/skilful/ knowledgeable

He has firsthand knowledge about political affairs in Persia. He narrates to the iron shirts about the political turbulence in the country, when consulted by the iron shirts about installation of a new judge; he portrays himself as intelligently reasonable and sensible. He proposes that the judge to be appointed should be vetted. “tested to the marrow’ (pg 71)

He skilfully sings the song of injustice in Persia in which he is used as a vehicle to highlight evils such as inhumanity, injustice, corruption, economic devastation and poverty.

In the play within a play, he intelligently imitates the Grand Duke’s accent. His defence is quite impressive. He displays knowledge about how the princes were corrupt and did not lose war because that corruptly made money out of it. “war lost but not for the princes. Princes won their war. Got 3,863,000 piasters for horses not delivered, 8,240, 000 piasters for food supplies not produced” (pg 74)

The skilful and intelligent way in which he puts up his defence makes him he installed as the judge.

As a judge he disguises his intentions well. He asks for payment from the prosecutors and Grusha.

As the prosecutors are able to pay him well, they smile with relief thinking that he would be on their side, He seems to be hard on Grusha especially when he says he wants to be told the truth and especially when he tells her, we’ll make it short and not listen to any more lies (to Grusha) especially not yours (pg 93) We are surprised when he later rules the case in her favour.

He is able to exchange a dialogue using proverbs with Simon to further his argument. When Simon implies that, since he has been given work by the ruling class he thinks he is of the same class, he answers “Better a treasure in manure than a stone in a mountain stream (pg 94). He means although the nobility are corrupt, they are providing him with a means of livelihood, rather than when he would be starving with the morally upright people.

The idea of the chalk circle is a sign of intelligence on Azdak part as it finally proves that motherhood is not just the biological process but also the emotional attachment one has towards the child.

ii) Hospitable/Accommodative/welcoming

He accommodates an old man in his hut, who turns out to be the Grand Duke. Although he is in rags his generosity is seen when he offers a stranger cheese and a place to sleep.

iii) Considerate/Judicious/Sensible

He listens to both sides giving them chances to explain their side of the story. After the first lawyer has presented his case, Azdak asks Grusha: "What is your answer to all this and anything else the lawyer might have to say" (pg 91) When she just answers that the child is hers, he asks, "Is that all? I hope you can prove it. Why should I assign the child to you in any case?" (pg 91)

He is sensible when he refuses to divorce a couple who have been married for the last forty years but wants to get divorce simply because they don't like each other. Justice is done when the circle is drawn and the mothers are asked to pull the child out of it.

IV) Cautious/suspicious/ discerning

He is wary of the way the old beggar behaves and he discerns that the beggar may actually be

disguised" do not lick your chops like a Grand Duke.....watching you gives me the most awful ideas.....flogger." (pg 64)

When the old man offers to give some hundred thousand piasters, he cannot trust him when he says he does not have the money with him. He handles his guest and the people he interacts with a lot of caution. He does trust the old man, "...In short I don't trust you." (pg 66)

v) Remorseful/contrite

He suffers from guilt conscience and reproachfully denounces himself when he realizes that he had harboured and let the Grand Duke escape. "In the name of justice, I ask to be severely judged in public trial. I'm contemptible, I am a traitor! A branded criminal." (pg 66)

His conscience also pricks him for having treated people injudiciously. "I'll have to pay for it. I let the...and ...outs get away with murder. I'll have to pay for it...." (pg 84).

vi) Humorous

He makes a joke in court when it is explained that Grusha is engaged to Simon yet is married to a peasant in the mountain village. He asks whether she did so because Simon was not good in bed.

vii) Abusive/disrespectful/insolent

He insults the old beggar when he discovers that he is not a beggar '...walking swindler! Peasant flogger and a leech." He tells the old beggar "I couldn't hand over a bedbug to that animal" (pg 65) referring to Shauwa. He insults the iron shirts who have been beating him. He addresses then as dogs living in the dog world. (pg 89)

Viii) Corrupt/unscrupulous/undisciplined

He is overly corrupt. Before he presides over any case he solicits for a bribe when he says, "I accept" on pg 77 the singer tells us that he is crooked.

The way he handles the court cases leaves a lot to be desired. He sits in the judge's chair peeling an apple.

He seems overwhelmed by the number of cases he has to handle and so he decides to handle two cases simultaneously.

He sometimes presides over serious cases out of the court where the judge's chair has to be carried.

He enters from the caravansary...carried (pg 77)

He presides over another case in the tavern while drinking wine.

Instead of referring to the statute book, he sits on it

He sits on the floor and does some personal grooming in the courtroom. "Azdak sits on the floor shaving....." (pg 83)

There isn't a standard way of charging clients and it seems all are charged differently. Grusha is first fined ten, then twenty, then thirty and finally forty.

viii) Immoral

On page 93 while addressing Grusha he says, "Is he no good in bed? Tell the truth" this is in reference to Simon.

In the court, he admonishes Grusha for not, "making eye.....and wiggling her backside a little to keep him.....in good temper." (pg 95)

GEORGI ABASHWILI

He is the governor of the Grusinian people, Natella's husband and Michael's father. He is beheaded on Easter Sunday after his brother the Fat Prince successfully stages a coup.

He is described as:

I) Irresponsible/inhuman/insensitive

He lacks commitment to the people he is serving. He uses his position to mistreat the poor and the less fortunate in the city of Nuka. The deplorable nature of the beggars and petitioners shows that they have been neglected and are living in abject poverty.

He is not interested in the state of war. He ignores a messenger (rider) from the capital who comes with confidential papers. He will not attend to this matter until after the service. This annoys the rider who, ".....turns sharply round and, muttering a curse goes off (pg 66)

II) Hypocritical/selfish/self-centred

He appears to be more interested in the Easter Sunday service than the people he serves. Christian values dictates that the weak and poor should be considered yet he ignores the many beggars and petitioners who flock the gateway.

He is more concerned about his personal interests. He intends to bring down the slums to pave way for his garden. He engages two doctors to take care of his son yet the beggar's children are thin, with scarcely anything to eat.

He has accumulated so much wealth around him that the singer compares his richness to Croesus (a king of Lydia who was known for his riches)

His contempt for the poor masses is telling, when he ignores them as he enters the church.

III) Loving

He refers to his son as the apple of his eye. Two doctors are responsible for him. He is ready to build a whole wing which makes his wife Natella jealous of their son.

NATELLA ABASHWILI

She is the wife to Governor Abashwili and biological mother to Michael. When the coup takes place, she leaves behind her child and later, she tries to reclaim him back from Grusha, the lady who salvaged him.

She is portrayed as:

I) Materialistic/greedy

She is so much concerned with earthly things and wealth that she even forgets her child when she is fleeing. She cannot imagine leaving behind her personal possessions such as dresses. This is done oblivious of the danger she is exposing herself and the servants to. "I've got to take this silver dress, it cost a thousand piasters...the wine coloured one?" (pg25) She desperately rummages into the trunks looking for her most valuable essentials. She cannot even dream of escaping

on a horse back despite prevailing danger. “Such nonsense! I wouldn’t dream of going on horseback!” (pg 25)

II) Contemptuous/Vain/proud/self-centred

Her behaviour is characterised by false pride and an exaggerated sense of self-importance. She does not have time for beggars and her servants.

She only identifies herself with people of class. She insults a young woman who already assured her that no harm has come to her dress. “Nothing in your head, but making eyes at Shalva....I’ll kill you, you bitch.” She beats up the young woman. (pg 24)

She is offensive by nature. She lacks respect for human beings. She refers to Azdak as a creature.

“What sort of a creature is that Shalva” (pg 85) she comments that Michael must have been in pigsty because he is dressed in rags.

When she enters the courtroom, she sighs with relief that there is no common man around. She says she cannot stand their smell as it always gives her migraine. She looks at Grusha and asks conte-mptuously, “Is that the creature” (pg 88)

III) Careless/irresponsible

She orders the woman holding Michael, Natella’s own son to put him down so that she can get her little saffron coloured boots from the bedroom. She is not interested in the child. No wonder the child is left behind as she flees.

IV) Pretentious/Hypocritical

The first lawyer cautions her against speaking disrespectfully about people until they have another judge, she retorts, “But I didn’t say anything.....I love the people with their simple straight forward minds. It’s only that their smell brings on my migraine” (pg 92)

At the courtroom, she pretends that she is very affected by the loss of her child. She describes her loss as, “A most cruel fate, sir, forces me to describe to you the fortunes of a bereaved mother’s soul, the anxiety, the sleepless nights the.....”(pg 92)

V) Wicked

When Azdak is lifted up and dragged under the noose. The governor’s wife claps her hands hysterically and comments, “I disliked that man from the moment I first saw him.” (pg 89)

SHAUWA

He is a policeman and a guard that accompanies Azdak to Nuka on request to a court trial. He doubles up as a prosecutor and a sweeper in court during Azdak's term as judge.

He can be described as:

I) Compromising/tolerant/patient

He does not arrest Azdak for his criminal activity of stealing rabbits. Instead he tries to reason with him, "....When prince's rabbits are stolen.....I'm a policeman ....should I do with the offending party (pg65). Although Azdak remains stubborn and unwilling to change his behaviour Shauwa is tolerant and patient with this. He tells him, "You caught another rabbit....you'd promised me it wouldn't happen again." Azdak claims the rabbit should be exterminated. He is oblivious of the tricky circumstance he places Shauwa in. The latter is tolerant and persuasive instead, Azdak don't be hard on me. I'll lose my job if I don't arrest you. I know you're a good heart" (pg65). Shauwa is a policeman with power to arrest Azdak but instead Azdak incriminates him and orders him to go home and repent which Shauwa does.

II) Obedient/Submissive/Accommodating

He cooperates with Azdak who request him to take him to Nuka. He is forced to walk half the night with Azdak to clear the whole thing all by threat. All Shauwa says is, "That wasn't nice of you Azdak " (pg 66)

He takes orders from Azdak even in the circumstances when he has the right to rebel. Azdak shouts at him, "shut your mouth Shauwa," shauwa does not respond to this angry outburst. (pg 67)

He obediently agrees to tell the iron shirts how Azdak had shouted at shoemaker street when ordered to by Azdak. "They confronted him in butcher street...Shoemaker Street. That's all" (pg 67) He is ordered by Azdak to sing with him as he holds the rope around him. He sings.

III) Agreeable/Responsible

He appears to be a pleasant person, quite easy to get along with. During the reign of Azdak as judge, he takes responsibility of the difficult duties as being prosecutor and at the same time sweeping and serving Azdak like a servant.

He reports to Azdak and does what he is ordered to do. "Public prosecutor drop your knife" (pg 78) Shauwa obeys.

Shauwa reports all the cases to Azdak without influencing him and showing any bias. He serves Azdak wine in the tavern. "Shauwa bring him wine" (pg 79)

sometimes he reports the cases while sweeping" (busy sweeping) "Blackmail" (pg 76)

IV) Caring/Concerned

When the Grand Duke returns and Azdak is scared that he will face the consequences of his actions, Shauwa warns him when he presumes there is danger "someone's coming" (pg 84)

SIMON SHASHAVA

He is a soldier of the palace guard who remains at the door when the Governor and his family enter the Church. He is ordered to accompany the governor's wife, Natella Abashwili as her guard. He is Grusha's betrothed

He is portrayed as:

I) Loyal/obedient

He accepts to accompany the Governor's wife as her guard to Tiflis. He takes up the responsibility despite the risks involved in being identified with the Governor's family. Grusha warns him, isn't it dangerous to go with her" (pg 21)

When ordered by the Adjutant to move, he stands attention and goes off.

II) Inquisitive/Curious

In his encounter with Grusha, he asks ceaseless questions. "May I ask if the young lady still has parents"-My second question is this," - is the young lady as healthy as a fish in water."

When he comes back from the war and finds Grusha by the river, he wants to know whether she is sill faithful to him and whether the child is hers.

III) Faithful

For the two years he is away for war, he remains faithful to Grusha. This explains why he is eager to know the relationship between Michael and Grusha. To show his commitment to Grusha he offers to assist her in the case and even says that Michael is his.

IV) Humorous

His conversation with Grusha on Pg 17-18 is full of humour. "A goose (He feigns suspicion) I'd like to see that goose. I only went for a fish.

V) Loving/concerned/responsible

When he returns from war, he goes to look for Grusha at the Northern Mountains. He asks her "How are things here? Was the winter bearable?"

When the Governor is toppled and killed he comes to look for Grusha: "Grusha! There you are at last! What are you going to do? (pg 21)

When he is delegated to accompany Natella by the Adjutant and Grusha complains. He answers “That woman has nothing to do with me. I have my orders and I go” (pg 22)

He cares about the welfare of Grusha when he acquires about the parents, whether she is healthy and if she is impatient.

He gives Grusha a silver chain to cement their relationship. He is always there for her.

VI) Impatient/Hot tempered

He does not take time to listen to Grusha’s explanation that she has been faithful to him. To him she is married and has a son. He tells her, “Give me back the cross I gave you. Better still throw it in the stream.” (pg 61)

VII) Wise/Prudent

He makes use of several proverbs in answer to Azdak

“A fine day, let’s go fishing said the angler to the warm”(pg 94)

“A well can’t be filled with dew, they say” (pg 90)

VIII) Appreciative

When he realizes that Azdak has granted Grusha divorce, he is so grateful that he tells the judge that forty piasters are cheap when one considers what he has gained. “Cheap at your price, your honour. And many thanks.”

LAVRENTI VASHNADZE

He is Grusha’s brother and husband to Aniko. When Grusha flees to the mountains, he accommodates her and makes arrangement for her to get married to the “dying man”-Jussup.

He is potrayed as:

a) Fearful/cowardly/timid

The manner in which he quietly and quickly inquires from Grusha whether there is a father to the child indicates that he is fearful. He is intimidated by his wife. Due to this Lavrenti anxiously says that they must think something up.

He fears that the priest had questioned Grusha about the child and only gets relieved to hear that Grusha did not tell him anything.

He is fearful of the people who are already gossiping about the illegitimate child. Due to the fear of his wife and people he organizes for a fake marriage for Grusha so that people won’t talk. “So people won’t talk” (pg 49) The singer comments, “The cowardly brother.....giver of shelter” (pg47)

b) Hospital/ welcoming

When Grusha flees to the mountains and finally lands at his home, he welcomes her cordially despite the initial fears he has on how his wife will react.

c) Deceitful/dishonest/untrustworthy/untruthful

He lies to Aniko that Grusha is on her way to her husband and Grusha says she got married to a man on the other side of the mountain.

He plans to steal Aniko's milk money to use it for Grusha's wedding.

To cover up his wife's weaknesses, he purports she is sensitive and religious.

d) Crafty/cunning/scheming

In order to get rid of Grusha, he plans for her marriage with a dying man. He does this secretly without informing his wife.

He wants to ensure that they do not suffer shame so he makes people believe that Grusha actually had a husband on the other side of the mountain. "People mustn't know anything" (pg 47). He organizes the marriage without consulting Grusha initially, only to inform her later about the arrangement.

He hides the baby from the monk and only brings out the baby when the ceremony is over for he knows very well that the vows cannot be reversed.

ANIKO

She is Lavrenti's wife and a sister-in-law to Grusha.

She is portrayed as:

a) Hypocritical/pretentious

She is portrayed as being religious but lacks religious qualities. Grusha arrives at their home worn out and tires, all she is concerned is about Grusha's single status.

"If your husband's not in the city, where is he....has your husband got a farm...but when will he come back if the war's broken out again as people say?" (pg 46)

Lavrenti explains to Grusha that she cannot stay for long with them because Aniko is religious.

"...but you can't stay here long with child. She's religious; you see (pg46)

b) Arrogant/proud

When Grusha faints she says, "Heavens she's ill what are we going to do....as long....as its not scarlet fever.....if it's consumption we'll get it" (pg 45-46)

She keeps on shouting to the servants Sosso! Where on earth are you? Sosso! (pg 46)

c) Cold/Unwelcoming

When she is introduced to Grusha instead of welcoming her, she asks "I thought you were in service in Nuka....wasn't it a good job? We are told it was.

Lavrenti has to defend her to Grusha "She has a good heart. But wait till after supper (pg 46)

Grusha even has to tell Michael, "Michael we must be clever, if we make ourselves as small as cockroaches. The sister-in-law will forget we're in the house and then we can stay till the snow melts" (pg 47)

MOTHER-IN-LAW

She is the mother to Jussup. She makes arrangement with Lavrenti to have his sister married to her son Jussup on his 'deathbed'

She is portrayed as:

a) Materialistic/greedy

She is to be paid by Lavrenti 400 piasters for having Grusha marry Jussup. When she discovers that there is a child, Lavrenti has to offer 200 piasters more and she readily agrees to have the marriage

take place "My Jussup doesn't have to marry a girl with a child...all right make it another 200 piasters. (pg 50). She hires a cheap monk to perform the wedding in order to save. "She saved on the priest the wretch. Hired a cheap monk (pg 50)

b) Opportunistic

Takes advantage of her son's illness to make money by marrying him off on his deathbed. "The son of this peasant woman is going to die.... How much does the peasant want? Four hundred piasters"

(pg 49) she also gets a chance to add more money when she discovers that the bride has a child Lavrenti has to add two hundred piasters more.

c) Hypocritical/dishonest

When she sees Grusha with the child, she weeps, saying that her people are honest and she does not want to live with the shame.

She makes the monk accept that Jussup has accepted the marriage: "Of course he is! Didn't you hear him say yes?" (pg 51)

d) Pretentious

When she arrives with the monk, she tells the guests "I hope you won't mind waiting a few moments? My son's bride has just arrived from the city. An emergency wedding is about to be

celebrated (pg 51). Grusha has not arrived from the city nor is she her sons beloved. When the monk and she enter the bedroom, she tells him, “I might have known you couldn’t keep your trap shut” (pg 51). This means she is not amused by the arrival of the guests. When the monk inquires about the child, she tells him, “Is there a child? I don’t see a child...you understand? (pg 52)

ARSEN KAZBEKI

He is referred to as the Fat Prince. He is a brother to the Governor. He plots and stages a coup, with the help of ironshirts that leads to the killing of his brother-The Governor. When the Grand Duke returns after two years he is deposed and beheaded.

He is portrayed as:

a) Hypocritical/insincere

He pretends to be so much pleased with the governor’s family that he bows and remarks sarcastically that Michael is a governor from head to foot.”

He hypocritically terms George’s intention of bringing down slums to pave room for the garden, good news. “Good news after so much bad” (pg 5) He has instigated war against the Grand Duke and the Governor; He intends to overthrow the government. He then claims that the universally loved judge has been hanged. “My friends, we need peace, peace in Grusinia! And justice! So I’ve brought along my dear nephew Bizergan Kazbeki (pg 71)

He pretends that he wants the ironshirts to confer and democratically decide who should be judge yet at the same time informs his nephew, “Don’t worry my little fox. The job’s yours (pg 71). More so he intends to ignore the Ironshirts once the Grand Duke is arrested. He tells his nephew “and when we catch the Grand Duke, we won’t have to please this rabble any longer.” (pg 71)

b) Sadistic/callous/inhuman

He schemes for the murder of the Governor and once he is executed, he orders the drunken soldiers to fasten his head on the wall using nails. He desperately looks for Michael so that he can kill him.

He comments, “It’s a pity they took the brat along though, I need him, urgently” (pg 28)

c) Crafty/scheming/cunning

He schemes to install his nephew as judge by influencing the Iron shirts but they stage a rehearsal with the nephew acting as judge. He tells the nephew. “It isn’t customary....who got there first.” (pg 72)

d) Corrupt

He fights for his nephew to be installed as judge. The iron shirts outwit him in his own game and the position goes to Azdak.

e) Greedy

His plan to overthrow the system run by the Grand Duke is motivated by greed for power. He evenkills the Governor, his brother, and act that shows the extent hunger for control and power can push one to. Since evil begets evil, he is executed the same way he killed his brother.

LANGUAGE AND STYLE

Style in literature can be described as how the author uses literary elements such as words, sentence structure and figurative language to describe events, ideas and objects in their work.

Stylistic devices refer to a variety of techniques used by writers.

PLAY WITHIN A PLAY

Play within a play involves having another play within the main play. It is important as it helps in plot development, bringing out various themes and character traits. The play “The Caucasian Chalk

Circle” is three stories presented in one; The story of the Goat Herders and Fruit farmers,The story of Grusha and Michael and The story of Azdak as the judge.these are thus presented as plays within the main play.

The story of “The Caucasian Chalk Circle”, borrowed from a Chinese tale is presented as a play within a play. There is a meeting of the delegates who are trying to resolve the puzzle of who owns the piece of land between the fruit farmers and the goat keepers. When an agreement is reached, the peasant woman on the left invites Arkadi Tscheidse, the singer, to entertain them.

There is also a play within a play when Michael and other children enact the beheading of the Governor. It is used to show the extent of evil in society as the children who are so innocent clearly portray it. Michael refusing to be the one to be beheaded shows he is the chip off the old block-the Governor’s son. It is also a satire of criticism of the senseless and cruel behaviour in the society. The play within a play is used to bring out the self sacrificing nature of Grusha. As seen when she takes care of Michael as he own son, through it various stylistic techniques such as use of song, Irony and flash back are evident. Various themes such as hypocrisy, negligence of duty among others are also brought out.

The story of Azdak the judge is also a play within a play. It begins when Azdak helps the old beggar who late turns out to be the Grand Duke. It ends with Azdak

judging Grusha's and Natella's case using "The Caucassian Chalk Circle." This play within a play exemplifies the themes of justice, abuse of power and greed.

Another play within a play is when the Fat Prince wishes to appoint his nephew Bizergan Kazbeki, as the judge. He requests the drunken Iron shirts to vet him. They perform a mock trial which involves Azdak who poses as the Grand Duke and the nephew poses as the judge. The Iron shirts takes up the roles of the people who have come to listen to the proceedings of the case. Azdak is blames of running the war badly but he instead blames the princes rather than himself. He is able to make several successful attacks on the prince's corruption. Here, we learn how the princes mismanaged the war and blamed it on the Grand Duke. The nephew fails to make a judgement since

he is out-witted by Azdak and the ironshirts unanimously settle on Azdak as the judge. The first ironshirt tells him, "Go to the judge's seat! Now sit in It! (pg 74)

JUXTAPOSITION/CONTRAST

This is a stylistic feature used by writers to put people or things side by side in order to show the contrast or their differences. This style has been used to enhance dramatic effect.

The act of Governor George Abashwili entering the church is juxtaposed with the image of the soldiers pushing the common people out of the way. This contrast undermines the religious significance of going to church. This is exemplified when the soldier says, "Get back! Clear the church door." (pg 14)

Grusha buys milk for Michael and pays two piasters. This is her week's salary. This amount of money used is a sacrifice for Michael. This contrasts the 100,000 piasters offered to Azdak by the Duke for one night lodging '....persuasion! Pay hundred thousand piasters one night, I tell you...where are they?" (pg 64). This contrast is meant to bring to fore the glaring gap between the rich and the poor. This satirises the society that puts more value on money to show the difference in the levels of wealth in social classes. Consequently, Azdak uses his position to take from the rich and give the poor. Thus, he fines the rich invalid, The Blackmailer, the innkeeper, and the farmers all of whom are wealthy.

During the wedding of Jussup and Grusha, the monk says, "Dear wedding and funeral guests!" (pg 53). This depicts two contrasting life eventualities, one representing continuity and the other- end.

There is also an instance of juxtaposition where the goat and fruit farmers are placed side by side to establish the deserving owners of the valley.
Natella and Grusha are juxtaposed to establish the difference in level of love: true motherly love for a child and love for material wealth out of the peril of the child.
Other characters that have been contrasted are Lavrenti with his wife Aniko, Simon and Grusha, Grusha and other peasants working for the Governor, among others.

HUMOUR

Despite the occurrence of serious issues explored within the play, there are humorous incidents. We are presented with doctors; Mika Loladze and Mishiko Oboladze. They are in charge of Michael and quarrel over trivial issues.
“May I remind you...that I was against the lukewarm bath ....more likely a sight draft during the night. Your Grace...no cause for concern, your Grace.” (pg 15-16)
It is humorous that these two doctors described as dignified would quarrel over Michael’s coughing.
In another comic episode, the two argue over whom will take charge of Natellla now that she has fainted after chaos and death erupt in the palace.
“Niko Mikadze, it is your duty as a doctor to attend Natella Abashwili....you neglect your duty.....” (pg 21)
It is humorous to find the two going to an extent of fighting in the middle of a catastrophe. This humour serves to lessen the tension that is created when George is assassinated. It also brings out the character of the two doctors as incompetent and irresponsible characters.
When Simon encounters Grusha, there is humour when he says he watches over her as she washes linen by the willows, “There’s more. Your toes and more....your foot and a little more....(pg 18)
There is humour when a drunken peasant sings, “There was a young woman who said: I thought I’d be happier, wed but my husband is old and remarkably cold so I sleep with a candle instead” (pg 54)
When Shauwa knocks at the door, Azdak says that he is not in. Azdak explains himself to Shauwa possibly to escape the arrest. “....Shauwa don’t talk about things you don’t understand. The rabbit is dangerous and destructive beast. It feeds on plants especially on the species of plants known as weeds. It must therefore be exterminated, “he adds, “I...man is made in God’s image. Not so a rabbit...I’m a rabbit-eater, but you’re a man eater...go home and repent.” (pg 65)

SATIRE

Satire refers to the way a writer ridicules an individual or the society in a humorous way, with an aim of bringing desirable change.

The playwright exposes weakness of leaders who have been entrusted with power and fail to do what is expected of them. People are oppressed and live in misery. The beggars and petitioners are crying that they do not have enough to eat and they feel neglected.

The policing administration is criticized for the inhuman treatment of the suffering lot. They lash them with whips to keep them away from the Governor and his family instead of sympathizing with their plight.

The governor and his wife pretend to be religious yet they display their contempt for the lowly class.

The governor is a political leader but surprisingly, lacks interest in political matters. He ignores the rider who has confidential papers from the capital in preference to personal matters. Instead, he meets the architects to discuss building plans. The governor is ignorant of serious issues such as a meeting held by princes in the capital in which a coup was planned, ironically, one of the architects is fully aware of the plan to overthrow the Grand Duke and his Governors. (pg 15). His political nature is being ridiculed because being in political position means he ought to accord political matters serious consideration.

The police administration's brutality is criticized for the inhuman treatment of the suffering lot.

They lash them with whips to keep them away from the Governor and his family instead of sympathizing with their plight.

The Fat prince pretends to be so much pleased with the governor's family that he even bows and remarks sarcastically that Michael is a 'governor from head to foot' and yet he had plan ned to kill the Governor that very day. When he tells the Governor he loves a gay sky, he is not sincere.

Aniko, wife to Lavrenti and sister-in-law to Grusha claims to be religious, However, she is presented as mean, egocentric, selfish and inhospitable. She bullies around her husband and tries to throw

Grusha out of the house as she fears what the neighbours will say for hosting an unmarried woman with a child.

The monk's religious hypocrisy is also satirized. He is expected to be religiously inclined but he has many weaknesses. He oversees Grusha's marriage to Jussup while drank. He is actually paid to perform the ceremony but as a

monk, he is expected to devote his life and time to religious matters, which he does not.

The Governor's wife is satirized through her vain behaviour. She does not have time for the poor beggars and her servants and only identifies herself with people of class. After the coup her main concern is the clothes she is going to carry, "only essential!.....the green one! And of course, the one with far trimming....."(pg 24) On the same page she adds, "".....get my little saffron-coloured boots..... I need them for green dress." In haste to save her dresses, she leaves her son Michael as she flees.When Michael coughs Natella's attention is drawn to him and she wants to know what is up.

She even asks her husband whether he had heard the baby cough. She then givens a stern warning and advises the two doctors in charge of the child to be more careful. When he sees Michael after he is brought in by the ironshirts, she remarks that "He's in rags" (pg 97)

Natella has very low regard for the underprivileged. (pg 18), she says, 'It's impossible to live in such a slum,,,," When she enters the court, she is relieved that there are no common people: "I can't stand their smell. It always gives me migraine. (pg 88) From the onset, she dislikes Azdak and (pg 89) she says, "I disliked that man from the moment I first saw him." This foreshadows the fact that she may not get a fair judgement from him.

IRONY

Irony refers to an incongruity between what might be expected and what actually occurs or is. It is also the use of words that convey a meaning that is opposite of its literal meaning. There are different types of irony for example verbal irony where the speaker says direct opposite of what is meant.

Dramatic irony occurs when the audience knows facts in a text which a character in the text is ignorant of. Other types of irony are situational, comic and tragic irony.

The playwright has used this style in several areas in 'The Caucasian Chalk Circle.' The irony of situation is that George Abashwili, the Governor plans to remodel and enlarge his palace. "...in the afternoon his Excellency will confer with prominent architects." (pg 19) He even proposes to pull down the peasant shacks on the estate. Natella says,"All those wretched slums are to be torn down to make room for a garden.' (pg 15). This is ironical in that this will be a garden for the privileged at the expense of the poor majority. Irony is further seen when this same estate is confiscated for the state at the court when Azdak declares it would

be given to the people and made into a play ground for children. He says, "....your estates fall to the city...Azdak's gardens." (pg 98)

Also the Governor's plans do not pull through because he is executed that afternoon. The Playwright uses the noble child Michael, to bring out irony. Being the only son to the Governor, he has two doctors for his medical care. It is ironical when the coup takes place, the doctors Niko Mikadze and Nika Loladze abandon the child. Mika says, "...Do you really think ...little brat's account?" (pg 21). The situational irony is that the child has two doctors while the common people are suffering. The Governor's wife, who thinks that the Governor pays more attention to Michael than to her, is more concerned with her elegant dresses and forgets her baby. Ironically, Grusha a servant girl saves the child from being killed by the Fat Prince. She is more willing to be a guardian to the infant than her wealthy mistress. The biological mother of the child.

The incident when Grusha plans to abandon Michael at the doorstep of a peasant woman's house has been developed through use of irony. Grusha's plans are well intentioned since she thinks the peasant will be kind enough to give Michael milk and she assumes that are far enough from the city. This is exemplified when she says, "now you have wet yourself again...you can't ask that can you?' (pg 34). Irony is brought to the fore when her thoughts are displayed in the chorus, "because I am single....someone who's newly poor." (pg 35). When she meets the ironshirts she runs back to save Michael. Ironically, her plan with the peasant woman betrays Grusha, who hits the corporal over the head with a log of wood just to save Michael.

When Grusha manages to cross the rotten bridge, she laughs her way to freedom and shows the Ironshirts the child. Ironically, this freedom does not last for long as she suffers in her brother's house because of Michael. She is too weak to walk and her sister-in-law who is portrayed to be religious ironically does not apply the religious principles but uses 'religion' as an excuse to kick

Grusha out of her home. Lavrenti only allows Grusha to live in his house over winter. Due to the same reasons he has given to his 'religious wife' over Grusha's marital status, Lavrenti forces Grusha to marry a 'dying man' from the other side of the mountains. This is especially because of the presence of the illegitimate child. The irony of the situation is that the brotherly love that Grusha had expected from Lavrenti is not forthcoming; he ends up complicating Grusha's live when he organizes for the fake wedding.

Jussup, Grusha's dying husband, illness is developed in an ironic manner. The peasants comment on Jussup's health status. They initially thought Jussup was faking illness in order to avoid being drafted in to war. They regret having felt that way because Jussup really appears about to die. When the guests continue to talk and eat, one of them remarks that the army can no longer draft anyone as the war is over. Jussup suddenly sits up in bed; the most ironic possible scenario of his death is no more.
He is alive and kicking.
Azdak's judgement at the court is presented in an ironic manner. Brecht has used this style to point out that Azdak is a disappointed man and would not cause disappointment to others. The judgment pronounced on the cases in ironical. The doctor who operates a patient on the wrong leg is acquitted for perpetrating an unpardonable error on his practice. The farmer who accuses the old man for receiving his stolen animal is fined five hundred piasters and ironically the suspect is made to sit the same table with the judge "....you granny and you....and Azdak!" (pg 82)
Natella, the Governor's wife, is using the child Michael as a means of acquiring inheritance. Her claim that she is the mother of Michael is not due to her motherly love. The Chalk Circle brings out an ironic twist when Grusha does not pull Michael. Ironically, Natella the real mother rushes to pull the child but Grusha says, 'I brought him up! Shall I also tear him into bits? I can't! (pg 98) This determined the deserving mother as the one who is motherly.

USE OF IMAGERY

Imagery refers to the use of figurative language to represent ideas, objects or actions. It can also be defined as the use of descriptive language that appeals to our senses of sight, hearing, touch, smell and taste. This is mainly done through metaphors and similes.

a) Metaphors

A metaphor is a figure of speech in which an expression (word or phrase) which ordinarily refers to one thing is used to denote another in order to suggest a similarity. It suggests the likeness between the two.
The girls Tractorist says, 'I started the fire myself," This means she started the onslaught herself against the Nazis. (pg 97)
There is also reference to 'a bloody time' (pg 13). This denotes time of war characterized by violence and death.

In the chorus (pg 32), the ironshirts pursuing Grusha are likened to 'bloodhounds', dogs that are known for their powerful sense of smell.
On page 65, Azdak likens the old man (grand prince) to a bedbug to suggest he is a 'pest'Azdak thinks it is Ludovika who assaults the stable man with a 'dangerous weapon' which means she is provocative.
The Fat prince refers to his nephew 'my little fox' (pg 71) to hint at his traits and to show how confident he is that he will be made the judge.

b) Similes

This is a figure of speech that directly compares two things that are related using connective words such as –"like", "as" or "resembles"
The Governor Georgi Abashwili is described thus: 'He was rich as Croesus," (pg 7) this compares him to the king of Lydia who was defeated by Persians and was known for his immense wealth, his name is synonymous with wealth.
The singer castigates the insensitive leaders thus: "O blindness of the great! They go their way like gods.....' (pg 20) After the coup, the servants say among themselves, 'we'll be slaughtered like chickens, as always' (pg 21) . This suggests they are not safe.
Simon asks Grusha, 'Is the lady as healthy as a fish in water? (pg 22). Grusha is compared to a thief; probably for the reader to pass judgement on whether she is justifies to take Michael, we are told:
'As if she was a thief she crept away!" (pg 29)
When Grusha is sheltered at her brother's house, she tells Michael that they should make themselves 'as small as cockroaches' (pg 47) to escape the wrath of her sister-in-law. Indeed, Lavrenti remarks, "why are you sitting there muffled up like coachmen...." (pg 48)
To suggest that she cannot run away from Michael, Grusha tells him, "I came by you as the peat trees comes by sparrows' (pg 49)
Azdak says law is a sensitive organ, '.....like the spleen, in delivering justice, we are told by the singer he, "Broke law like bread he gave them.' (pg 82)

SONGS

Many songs have been sung by Arkadi and other characters in the play. Some are at the beginning of the scene, others within the scene and at the end of the scene.
The governor is introduced through a song. Before we meet him, we are told about what king of a person he is as follows:-'He was rich as Croesus
He had a beautiful wife

He had a healthy baby' (pg 13)
We learn that he has many beggars and petitioners whom he ignores. This song juxtaposes the rich governor with the majority poor folks who wait for hand outs in form of coins which are distributed by a servant.
Simon Shashava, the soldier, and Grusha, a kitchen maid are also introduced to us before we meet them. We learn of their relationship. The song on (pg 18) is summative. It summarizes the action.
The Governor's palace foreshadows restlessness. The palace is said to be a fortress but is surrounded by soldiers. We anticipate the death of the Governor. ".....Noon was the hour to die." These words are followed by the appearance of the Fat Prince.
The stage is set for the execution of the Governor by the Fat Prince. The tension surrounding the Governor's execution is found in the song on (pg 20), in the song, stage directions are given e.g. "....look about you once more blind man!'
Grusha's action of taking the abandoned Michael is brought out through a song. She is drawn to Michael and decides to save him though this is risky. In the song, she does what the singer says.
Grusha's flight into the mountains with Michael is captures in a song. She sang a song and bought milk on the way, The song pre-empts the action of bargaining for milk with the old man.
The risky flight with iron shirts following Grusha is underscored (pg 32). They hunt for the fleeing due, never tire and sleep a little. Iron shirts feelings are captured in their song. They go into war
leaving behind their lovers (pg 33). The song on pg 35 reveals Grusha mixed feelings of happiness and sadness after she abandons Michael at the peasant's doorstep.
Azdak sings the song of injustice in Persia which was sang to him by his grandfather. It shows instances of injustice and the effects of the war: 'why don't our sons breed anymore?....Our men are
carried to the ends of the earth, so that the great ones can eat at home.....The battle was lost, the helmets were paid for." (pg 68)
The song of the chaos in Egypt pg 83 finally brings out the emancipation of the masses from the oppression and misrule of the ruling class. For instance it says, "...who had no bread at all have full granaries..." pg 84

PROVERBS AND WISE SAYINGS

Many proverbs have been used by the playwright. The capability to use proverbs in one's conversation is interpreted as a sign of wisdom. It also shows masterly of one's own language since
proverbs and wise sayings require comprehension of metaphors, similes and symbols in one's community.
When Grusha points out to Simon that it must be dangerous for him to accompany Natella Abashwili
as her guard on her flight, he replies with a wise saying-'in Tiflis, they say: Isn't the stabbing dangerous for the knife?" (pg 21) means as the knife stabs what it is supposed to, it is also in danger of breaking or bending but it still stabs anyway. Likewise, a soldier protects others despite the danger he exposes himself.
When they meet in the courtyard and Grusha is rushing to collect her personal effects, She accepts Simon's proposal long before he even proposes. Simon feels embarrassed and responds, "haste, they
say is the wind that blows down the scaffold (a temporary building) built for workers round a building that is being constructed, If they are blown away then the builders will not be able to build
the permanent structure as they will have no where to stay just like Grusha and Simon will not have a marriage if she is not patient enough to listen to the information that will cement that relationship.
When Michael and other boys are playing the game of cutting off the Governor's head, the other children want Michael to play the Governor's role of just bending and his head is cut off but Michael adamantly refuses and says he wants to be the person to cut off. The other children disagree but Michael is adamant so when they shout to Grusha that Michael won't play his part, Grusha laughs
and says, 'Even the little duck is a swimmer, they say.'(pg 58) Meaning even though Michael is young, you cannot command him since he is the son of a Governor and so others do what he demands and not vice versa.
When Azdak discovers that the fleeing duke is not a peasant but a land owner he orders him out but the Duke make him a proposition. Azdak finds this to be the height of insolence and responds, 'The bitten man scratches his fingers bloody, and the leech that's biting him makes him a proposition!' (pg 64). This implies that the landowners have been exploiting the peasants and the low class and when a chance comes up for the exploited to free themselves; the exploiters make a

proposition so that they can go on exploiting the masses and maintain their status quo.

When waiting for trial, the cook asks Grusha why she is holding on to the child at any price yet the child is not hers. She explains how she first just expected to give the child away but later thought that

Natella, the mother, wouldn't come back and the cook responds, 'An even borrowed coat keeps a man warm hm?' (pg 87). This implies that, even if Grusha knows the child was not hers, the feeling that the child belonged to her is fulfilling.

After Azdak is reinstated as a judge and openly demands for a bribe, the prosecutors who have been worried smile with relief. The cook is worried but Simon comments 'A well can't be filled with dew, they say' (pg 90). In his argument to prove that Natella abashwili deservers to be given the child instead of Grusha who claims to have brought him up, he quotes ,'Blood, as a popular saying goes is thicker than water.' (pg 60)

There is a heated exchange of proverbs between Azdak and Simon when Grusha thinks Azdak enacts

to give Natella the child simply because she is too poor to pay legal fees. Azdak argues that the poor are able to give the butcher his dues but not the judge, Simon quotes- "When the horse was shod, the horsefly held out its leg.' (pg 94). This means Azdak who is poor as they are or in the same class, is now counting himself among the ruling class.

Azdak replies, Better a treasure in manure that a stone in a mountain stream' (pg 94). Although a mountain stream has very clean water an ordinary stone in it is worthless but a treasure in a manure can be retrieved and utilized. When one is poor, no matter how morally upright one is, one is worse off than a rich, corrupt person. Simon replies by saying, 'Let's go fishing said the angler to the worm, (pg 94) meaning that just like the angler would benefit, Azdak would just be used by the rulers to oppress the poor and Azdak might as well end up being devoured just like the worm.

By Azdak replying that, 'I'm my own master, said the servant; and cut off his foot, means one does not have to do outrageous activities to prove that one is independent minded. Simon replies by showing that, people are able to see through their tormentors' hypocrisy when the latter professes to love the farmer and therefore still give them their due. This is proved when he says, 'I love you as a father said the Czar to the peasants, and had the Czarevitch's head chopped off.

Azdak knows that despite the appearance, he is still on the poor people's side yet Simon does not realize this, so that is why he concludes the discussion by saying, 'A fool's worst enemy is himself.' (pg 94)

From all the above, it is important to note that, the cook, Grusha, Azdak and Simon are the only people who portray positive traits in the society. They portray a sense of wisom as seen when they are highlighted as the only characters that employ proverbs and wise sayings.

ALLUSION

Allusion refers to a passing reference or indirect mention of something or someone the reader is expected to know.

The playwright alludes to the king of Lydia (560 BC-547BC) who was defeated by Persians and was known for his immense wealth on pg 7. We are told that the Governor Georgi Abashwili was,'rich as Croesus.'

The girls tractorist also quotes the poet (Vladimir) Mayakovsy, pg 10, a Georgian born in 1883. He wrote the poems, 'The Cloud' and 'I' which are among the most popular during his time. Singer alludes to Jesus when he remarks, "And now you don't need an architect, a carpenter will do, " (pg 20). The Governor needs Jesus to save him from his predicament.

The play infers from both a Chinese play (Circle of chalk written in 1300 AD) and a biblical story (The judgement of Solomon- 1 Kings 3: 16-28)

In the Chinese story, a young girl, Hai-tang, bears a child as the second wife of a wealthy man. His first wife claims the child is her own. However, the second wife is judged the true mother when she refuses to pull the child apart in the test of the Chalk Circle.

In the biblical story, two women live in the same house and both bear a chil d. One baby dies in the night and its mother swaps him for the living baby. Both claim the living child is their own. Solomon orders that the child be cut in two and each half be given to each mother. The real mother of the child gives up the child rather than see him harmed and is judged to be the true mother.

SARCASM

This is the use of humorous language to ridicule or to convey scorn, especially saying one thing but implying the opposite.

The Fat Prince is sarcastic when he says, 'and little Michael is a governor from head to foot! Tititi!" (pg 15). Simon is sarcastic when he tells Grusha: 'Why shouldn't I wash the linen by the willows!' That's good, really good!' (pg 17).

On pg 18, the singer says, ‘And the goose was plucked and roasted/But the goose was not eaten this time.’ This refers to the killing of the Governor and draws an analogy to the goose Grusha kills for the Governor’s family.

When the singer says,’And now you don’t need an architect, a carpenter will do,’ (pg 20), the playwright is sarcastic towards religion as this alludes to the fact that the Governor needs Jesus, who was a carpenter to intervene on this Easter Sunday. This will of course not happen.

The ‘dying’ man refers to Grusha as, ‘A nice thing you’ve saddled me with! A simpleton for a wife! (pg 57)

When Grusha is fined ten pisters for using ‘indecent language’ in court, she sarcastically lambasts Azdak and his corrupt ways by saying,’A fine kind of Justice! You play fat and loose with us because we don’t talk as refined as that crowd with their lawyers’ (pg 94)

SYMBOLISM

Symbolism refers to the use of symbols to represent ideas. The silver chain Simon gives Grusha is symbolic (pg 28). It is a symbol of the bondage between the two. When Grusha hears that the war is over and the soldiers are back, she kneels down in prayer and kisses the chain. Later, Simon suspects that Grusha is married to another man and he asks for the chain.

On pg 81, Azdak, enacts the old woman as granny Grusinia. She is a symbol of a nation that has fallen prey of the greedy citizens (the three farmers) who deprives it all that it owns (her sons). She
symbolises a nation that seeks justice.

The Chalk Circle drawn to help Azdak, the judge, comes up with as a rational decision on who should have the child is a symbol of truth. Ironically, his methods of justice are not by the Book of Statutes he sits on. Therefore, he lets justice reveal itself. Similarly, the play opens with another circle of justice, when members of the two communes sit together to decide who should have the valley. The Delegate, like Azdak, announces the outcome without pushing. Within this friendly circle where the communes have equal social status, they can impartially decide the best use of the valley, and it is peacefully and mutually decided for the fruit growers.

The playwright has also used the Christian symbolism. The Christian church has been used as a tool to support the upper class and keep the lower classes in their places. The historical church subverts the original teaching of Christ who treated all humans with respect.

The garden that Governor Abashwili want to establish for his son by knocking down slums for the
poor symbolises oppression and insensitivity of the rich towards the poor. Ironically, Azdak later rules that the Governor's estate should revert to the poor.

FORESHADOWING

Foreshadowing is a situation where a writer gives a sign of something that will come later on a work of art, that which is important or appalling.
When the Fat Prince greets his brother Governor Georgi Abashwili, this is quite unusual until the Governor remarks, '.....But did you hear Brother Kazbeki wish me a happy Easter? Which is all very well, but I don't believe it did rain last night.' (pg 16). The relationship between the brothers' is thus foreshadowed by the Governor's comment, in which he expresses surprise at being greeted by his brother. The brother later executes him.
Natella, the governor's wife, seems to have an unstable mind and poses, 'I hardly know if my head's still on. Where is Michael? ..... (pg 24). Later she forgets to carry his as she flees.
Another important moment is when Natella, the governor's wife, tells, her adjutant how jealous of Michael she really is, She is desperate for attention from her husband. 'But Georgi, of course, will only build for his little Michael, Never for me! Michael is all! All for Michael!' This jealousy of her child is important since she abandons him later in the act.
Shortly before Azdak makes the ruling on who should take Michael between Natella and Grusha, the boy smiles at the latter. This foreshadows the ruling made by the judge as Grusha is finally given child.
Azdak tells the old man (Grand Duke) to 'encircle the cheese on the plate like it might be snatched from him (pg 65) This foreshadows the chalk circle that is drawn to choose a mother for the child, Michael. (pg 97)

REVISION QUESTIONS AND EXPECTED POINTS

Question 1

Justice is an important institution in any well governed community. Explain the truth of the above assertion with reference to Bertolt Brecht's The Caucasian Chalk Circle (20mks)

(i) – In the prologue there is the dispute over the ownership of the valley, presided over by the delegate from the capital, Tiflis.
- Emphasis is laid on fairness in order to avoid the reoccurrence of future disputes.

- The fruit farmers and the goat herders amicably discuss a resolution to the dispute.
- It is decided that the land goes to the fruit and vine growers amicably as they would make better use of the land.
- The agreement is followed by a party to seal the deal

(ii) – Justice is also portrayed by the test of the chalk circle
- In the old story, the real mother is revealed by the test.
- Her feelings for the child are too deep to allow her to gain it by force that injures the child
- The child is taken from the natural mother, Natella Abashwili who is only after the inheritance and given to the false mother Grusha Vashnadze who has the greatest feelings of love for the boy (Michael Abashwili)

(iii)– Justice is also shown in the way Azdak's good turn in protecting and giving shelter to the Grand Duke.
- Eventually he is rewarded when the Grand Duke appoints Judge just in time to save him from the hangman's noose
- Azdak then proceeds to dispense justice to the poor and down trodden in a manner never witnessed before in the land.

(iv) – Adzak's two year reign as Judge is treated as an era of rough justice especially for the poor and vulnerable in society.
- The singer says – he broke the rules to save them
- At long last the poor and the lowly had someone who was not too holy to be bribed by empty hands.

QUESTION 2

Human weaknesses affect characters negatively. Explain the truth of the above assertion with reference to Bertolt Brecht's The Caucasian Chalk Circle (20mks)

Points of interpretation

The following must come out clearly;
- Weakness of a character
- Details of that weakness
- How it affects that character negatively

W1. Natela Abashwili's weakness on adoring things.
- She forgets her child at the time of war and takes clothes and boots instead, (pg 25)
- The maid escapes with the child to save his life but Natela later goes for the child because she wants to inherit the governor's estate.

- She loses both the child and the estate.

WII – The fat prince greed and hunger for power

- Eliminates his brother to get his power,

WIII – The governor's lack of concern for his subjects.

- He oppresses his subjects forcing people to go to war, charging high taxation.
- He loses his life and power.

WIV- Lavrenti and his wife undermines family values.

- Fails to give Grusha a warm welcome though she comes from town where war has broken out tired and sick

WV The self righteous nature of Aniko shown through her hypocritical actions

WVI- Natela's hatred for the poor. She undermines Grusha during the court case feeling that

Grusha is too poor to keep the child.

- She finally loses the child to the poor Grusha due to her arrogance.

Question 3

Discuss the consequences of Fighting and war in any society with evidence from Bertolt Brecht's The Caucasian Chalk Circle.

Introduction

Fighting and war in any society has far reaching consequences. During war people's normal lifestyle/ way of living is disrupted and there is a lot of destruction of property and lives. Bertolt Bretch has shown how war affects people in his play, The Caucasian Chalk Circle.

Body

- During war, the innocent and the vulnerable suffer the most from the effects of war and fighting. The servants say this about their employer, the Governor's family: "They even have to have their weeping done for them (p 26). Michael is being hunted down to be killed yet he is not aware of the war, being only an infant.
- There is disruption of people's normal lifestyles as farms and homes are abandoned.

Resettlement has to be negotiated afresh after the war. See p7(prologue). As a result of war, there are ruins of a war ravaged Caucasian village, the people orchard is already destroyed and the once beautiful dairy farm is a ruin.

- People's livelihoods are destroyed as the goat herders complain of the low quality of cheese they now produce from their new settlement. The old man whom Grusha requests to sell her some milk retorts: "Go to the soldiers if you want milk." The soldiers of the Grand Duke burn the houses of innocent people and kill them making it difficult for them to live peacefully.

- War creates internal refugees. The farmers and the goat herders have been displaced from their homes having been uprooted by the Germans. Grusha and her fellow workers flee into the Northern Mountains as a result of fighting in the city.
- Fighting and war breeds civil wars and counter coups as warring groups fight for supremacy. The grand Duke is overthrown by the princes who murder his governor but they are in turn rounded up and killed when the Grand Duke takes back powers.
- There is rampant landlessness during the war and fighting as seen in the cases presented before Azkak. He has been a thief as Shauwa says. The soldiers and policemen also break the law they are meant to uphold. The two farming groups – goat herders and the fruit growers are landless.
- War results in exploitation and oppression. For instance, in "The song of injustice in Persia. It is stated that the kings are driven by greed in their quest to acquire new territories by impoverishing peasants. Their sense of imperialism drives them into unrealistic adventures that Azdak refers to as "the roof of the world" ironically, as the soldiers kill each other, the marshals assault each other.
- There is fear and apprehensions which are direct effects of this war. Jussup feigns illness and lies in bed for a long time for fear of being drafted into the war. He only "recovers when he hears that the war has ended. "The song of the centre" clearly portrays the fear among the soldiers at the front line. It says that if one wants to survive the war and come back home one has to remain at the center "p47. The peasant woman at whose door Grusha leaves Michael shows extreme fear and apprehension at the sight of the soldiers. She disowns Grusha's agreement with her to claims that the child is hers and instead falls down on her knees begging for mercy. Grusha has to flee again with Michael.

Accept any other relevant point. Expect 4 well developed / illustrated points.

Question 4

The society depicted in The Caucasian Chalk Circle is one that ignores important issues and gives priority to less serious ones leading often with disastrous consequences.

Discuss the validity of the statement with illustrations from the play.

Introduction: May be General or Specific

Many people ignore the important things that matter in their lives and instead pay attention to useless things that don't add value to their lives often leading to dire

consequences. This is true of characters in the play like Natella Abashwili, the governor and others as discussed below.

The governor

- Immensely rich yet has many beggars, petitioners etc at his door.
- Refuses to hear the message from the wounded rider before the mass and ever after leading to his tragic death. Page 16 -19

Natella Abashwili

- Concerned about the dresses to pack leading to her abandoning her baby.
- In the court she is interested in getting Michael back only because of the estates left by her husband.
- She ends up losing the baby to GrushaAniko and Lavrenti
- Can't stand Grusha with her 'baby'. Aniko is so religious to accept Grusha
- Lavrenti forces Grusha to marry a 'dying' man whom she does not love. He pays the mother of the man a huge sum and later the marriage is dissolved by Azdak.

Jussup's mother

- Interested in marrying her son before he 'dies' and no attempts to treat him
- She has to feed the guests at the wedding, hiring a monk and later her son is divorced.

Black Mailer.

- Interested in knowing whether a certain land owner raped his niece or not and not the plight of the niece.
- Heavily fined.

Invalid

- Gets a stroke when he hears the doctor he paid fees to train is treating free
- Heavily fined.

Prince Kazbeki

- One of the princes who ran down the war
- Wants his unqualified nephew appointed the judge
- Embarrassed by Azdak in the mock trial and later killed on the return of the duke

Question 5

Bertolt Bretch; The Caucasian Chalk Circle

" What there is shall go to those who are good for it". With illustrations from the play the caucasian chalk circle, write an essay in support of this statement.

i) In the prologue, the valley is given to the fruit governors

- They have plans to build their fruits culture to ten times its original size
- They have prepared a plan for an irrigation project
- The farm will not only grow more fruits but could also support vineyards

- They even present calculations for the project

ii) Michael is given to Gruisha because of her motherly nature

- She rescuers him on the Easter Sunday when his mother leaves him behind
- Gruisha takes to a risky journey to the Northern Mountains amid pursuit by the ironshirts
- She marries a man on his death bed in order to give legitimacy to Michael
- In the chalk circle test ,she does not pull Michael from the circle

iii.Azdak is made judge by the iron shirts and later on the Grand Duke

- In the mock could scene be displays better knowledge of the law in comparison to prince Kazbeki's nephew
- His reign as judge is described as a brief golden age, almost an age of justice .In making his rulings the look from the rich and gave to the poor
- He is late reappointed as judge by the Grand Duke as a show of gratitude for saving his life

iv.Azdak divorces Gruisha and Jessup instead of the old couple

- The divorce paves way for Gruisha's marriage to Simon
- Simon had stood by Gruisha in court claiming to be Michael's father
- The union between Gruisha and Jessup wars for convenience
- Simon truly
- Deserved Gruisha for he came back to lack for her after the war

Question 6

Drawing illustrations from what Grusha goes through in order to save and adopt Michael, write an essay on the challenges of being a good person in a rotten society

INTRODUCTION

Even in a rotten society, if possible to come across a good person. In the Caucasian Chalk circle, such a person is Grusha. Grusha goes through many challenges in order to save and adopt Michael. Some of these challenges are discusses below
Accept any other relevant introduction

CONTENT

(i)She sacrifices the little she has in order to sustain Michael. She buys milk exorbitantly

(ii)She is forced to come up with ingenuinenes way of eluding the red shirts who are after him. She knocks one of them down with a piece of wood, enduring her life in the process.

(iii) She crosses of dangerous bridge, endangering her life and Michael's

(iv) She has to contend with a society that frowns upon single motherhood. She is forced to accept marriage to an invalid called Jussup in order to normalize her status
(vi) Her relationship with her fiancée, Simon , is endangered.
(vi) She is force to go through a court processes in order to gain custody of Michael

Question 7

" True mother hood is not necessarily biological" Write an essay illustrating this statement using Bertolt Brecht's , The Caucasian chalk Circle".

– NatellaAbashiwili, the biological mother of Michael abandons the child as she feels the city .She is more interested in her fine linen and shoes as well as horse carriages

- It takes the motherly instinct of the kitchen maid Grusha to retrieve the baby and fend for it offering protection and nourishment
- Grusha adopts the body and risks being captured by the soldiers and crosses the dangerous and rotten bridge to save the life of Michael from the iron shirts
- The mockery of Grusha's sister-in-law concerning the illegitimate child, Michael does not affect her affection for the young boy
- Vashnadze endures an arranged and difficult marriage on paper to a "dying man, Jussup: for the sake of the child
- A mere kitchen help (Grusha) fights for the custody of Michael in court and does not pull him to her side in the test of the chalk circle so as not to tear him up. She fears to destroy the boy she has nurtured and brought up expensively as a real mother.

Conclusion:

Generally mothers are suppose to be motherly for one to be accredited a real mother of a child .This world mean not all the biological /mothers are a sincere parents as to claim the ownership, however the soul that would nurture brings up responsibly deserves the ownership as portrays in Grusha vashnadze.

THE RIVER AND THE SOURCE BY MARGARET OGOLLA

THE AUTHOR

Doctor Margaret Atieno Ogola was born on 12thJune, 1958 and passed on on 21st September, 2011.she was a doctor by profession, a trained pediatrician and a great literary icon.

Margaret Ogola has advocated for women empowerment and she comes out empowered herself. This is seen as she was the best student in Thompson Falls High School; she then went to Alliance high school and later earned a degree in medicine from the University of Nairobi in 1984 and later a master's degree in pediatrics in the year 1990.

In addition to her writing career she worked at the Kenyatta National Hospital until 19994 before she ventured into private sector. As a woman of high position she held various prestigious positions. This is seen as she was the medical director of Cottolengo Hospice for orphans with AIDS. She also held the position of the Executive director of the Family Life Counseling Association of Kenya. She was also the director of the institute of HEALTH Care Management at Strathmore Business School.

Apart from The River and the Source she has authored; I swear by Apollo, A Place of Destiny, Mandate of the People, she also co-authored Educating in Human Love with her husband Dr. George Ogolla

Of her first novel Ogolla says "The inspiration for this book came from my mother who handed down to me the wisdom and lives of her own mother and grandmother. This strength and support that is found in the African family is the most important part of our culture and should be preserved and nurtured at all costs.

INTRODUCTION

The River and the Source follows four generations of Kenyan women in a rapidly changing society.

It belongs to a growing body of literary works that follows the feminist literary criticism of literature. They address themselves to issues pertaining to the welfare of women in African societies that are seemingly so patriarchal (male dominated). It captures the Kenyan soul of the future and the need to bring freedom, equality and gender consciousness across ethnic, religious and racial lines.

The River and the Source is a presentation of women seeking liberation from the oppressive male dominated society. Just like a river which originates from a spring; a source of an underground water, the birth of Akoko daughter to chief Gogni of Yimbo signifies the beginning of the river. The river is threatened to drying up by hardships after hardship but the river flows on.
The novel won the Kenyatta prize for fiction in 1995 and also the Commonwealth Writers Prize for best first book in Africa in 1995.

THE TITLE

The title The River and the Source suggests the flow of a river from some point to the sea.
The novel traces the symbolic journey of women from patriarchal invisibility (where women are ignored and in the background) to autonomous existence (where women chart their own destiny). The river starts as a spring which is Obanda Akoko-the girl child. Akoko is the source of this river.
The river refers to the efforts that Akoko establishes of trying to liberate women from a patriarchal society that looks down upon them.
Akoko faces challenges as a woman in a male dominated society. She overcomes them and the river continues to flow through Nyabera.
Akoko is the source of the liberating force that flows from this oppressive and demeaning social system.
In literature, the river symbolically refers to continuity hence life is a continuum and the struggle for liberation is therefore a continuous process.
Therefore, from Akoko the river gains momentum at every stage through capable and competent women like Nyabera, Awiti, and finally Wandia.
The river and the source therefore refers to the journey of women empowerment that was begun or whose source is Akoko and the continued efforts of other women like Nyabera, Awiti and Wandia in ensuring that women remain empowered hence the river's continued flow.
The novel is thus a message of empowerment and hope for women who must rise up and take up their rightful equal position in society.
This is summarized by Chief Odero Gogni's statement, "A home without daughters is like a spring without a source."

SETTING

Setting refers to the historical moment in time or the geographical location in which the story takes place i.e. the location and time in which a narrative takes place.

The story begins 30 years before the Kenya-Uganda railway reached Kisumu. The story ends in the 1990s at the advent of multiparty politics in Kenya.

The plot covers a number of generations that oscillates betweenYimbo and Sakwa Akoko's birthplace and marital home respectively in today's Nyanza Province in Kenya.

It later spread to Gem, Kisumu,Nakuru and Nairobi in succeeding generations of Akoko's family tree.

PLOT SUMMARY

PART 1: THE GIRL CHILD

This part of the novel introduces us to a vibrant Akoko who is vibrant, beautiful and hardworking. This part focuses on the Luo cultural practices. The naming traditions, the duties expected to be performed by the different genders, and the preference of the boy child to the girl child. Her father's expectation that a boy will be born and the view that girls will be married to go and cook in another man's house are evidence of this. The writer uses this part to highlight the importance of the girl child as we not that Akoko manages to gain her father's love and attention, something that was not usual among the luo.

Tradition is further highlighted in the Nak ceremony, that is performed before Akoko's suitor are welcomed to present their suits. Her father's love for her is shown when Akoko's father turns down 12 suitors. He purposely did so because, in the men who flocked his compound, none reached the standards he had set. He wants the best for his daughter thus wants her to get married to a chief as a mikai. It is for this reason he readily accept Owuor Kembo's proposal.

The Girl Child surprises us with the immense strength of a woman. Akoko Obanda is an epitome of wealth. She works hard to set a pedestal that was previously unimagined. , Akoko provided for herself and built her own family wealth. She encouraged and trained her children to be hardworking and disciplined. She promoted self reliance and mutual relationships with her subjects.

CHAPTER 1 AKOKO'S BIRTH

The chapter begins with the birth of Akoko Adoyo Akelo Obanda. Her father, Chief Odero Goggin expected a son because of the value placed by society in boys over girls. The naming of Akoko is done according to tradition and she ends up having four names. Adoyo – born during the weeding season. Obanda- according to dreams by the father and grandmother.

Akelo after a step grandmother who had died. Akoko is given to her as she is noisy. The traditional values of the community like polygamy and preference for the male children are also brought out in the fathers desire to have a son. There is insight in to the naming rituals of the community as Akoko is given several names. The belief in superstition is also reflected on in the way Akoko's illness is dealt with and results in Akoko's final name, Akello. Akoko proves to be uniquely determined as she is able to compete with her numerous brothers. This earns her the admiration of both her father and elder brother, Oloo. By the end of the chapter Akoko is grown and of marriageable age and known for her diligence and hard work.

CHAPTER 2: BETROTHAL OF AKOKO

This chapter focuses on the betrothal and marriage of Akoko. We are introduced to the young chief Owuor Kembo, a man of Nyadhi or style, who arrives at Yimbo with his delegation from Sakwa. They are warmly received and all the ways of chik are observed.

Chief odero is quite pleased as the daughter is going to be the first wife to chief owuor.

According to chik one cannot be chief unless he is married hence necessitating the arrival of the delegation from Sakwa to ask for Akoko's hand in marriage.

Negotiations for the bride price are carried out through their spokes people. Chief odero asks for a high bride price out of jealousy for the number of daughter to sons his daughter's suitors had compared to him.

Chief owuor Kembo described as a man of style agrees to pay the bride price without bargaining, much to the protest of his brother and delegation. The negotiations are concluded by the presentation of Akoko to her future husband.

CHAPTER 3: AKOKO'S MOVE TO SAKWA

A group of young warriors drive the cattle that had being agreed on as the bride price during the negotiations. They are warmly welcome and well fed according to chik. On the morning of the next day the warriors take off with Akoko after having engaged in mock battles with her brothers before they ran off with Akoko. Akoko

herself is also meant to resist so that it may not be said that she went willingly. They rest for a short while before Akoko is delivered to Sakwa. The people of Sakwa admire her and agree that she was worth the thirty head of cattle. Akoko settles in to marriage life and is well accepted by the community. She soon becomes pregnant with her first child. The community is highly superstitious and do not say anything about it. Though the pregnancy is uneventful but the delivery is harrowing. The child is named Obura. However Akoko is under pressure to bear more children as the society expects her to bear as many children as her bride price. Her mother in law even urges Owuor to marry another wife. Later Akoko gets pregnant with Nyabera and then has difficulty during the birth.

CHAPTER 4: AKOKO'S CONFLICT WITH NYAR ASEMBO

As a result of Owuor"s refusal to marry another with and Akoko's low birth rate, conflict arises between Akoko and her mother in law. Her mother-in-law is also offended by the monogamous state of her son and his refusal to take a second wife. They compare him to his younger brother who already had two wives and many more children. One day as she is in the fields, she hears that her mother in law Nyar Asembo accused her of bewitching owuor Kembo so that he would not marry another wife. Akoko who is deeply offended by the accusations stays the night and on the morning of the next day calls for the people's attention to state her case. She defends herself by emphasizing that she has always been hard -working and a good wife. After this she leaves for Yimbo. Owuor returns and is angered by the events that took place when he was away. He throttles his brother and almost hits his mother. He then starts a reconciliatory mission.

CHAPTER 5: RESOLUTION OF THE CONFLICT

The delegation from Sakwa arrives in Yimbo and is coolly received. Being accused of witchcraft was no light matter and the people of Yimbo were not pleased. The elders are gathered and Akoko is asked to give her version of events. She presents the accusations made against her that include witchcraft, standing in the way of her husband's marriage to other women, and having given birth at a slow rate. After the presentation of her case, Owuor defends himself stating that he had not been around when theunfortunate event happened and had dealt with those responsible. The Jodongo agree to resolve the issue and warn Akoko against making rush decisions in future. An appeasement of a goat was to be given to the *maro.*

CHAPTER 6: FAMILY LIFE

After Akoko's return to Sakwa she is soon pregnant again with a son, the delivery of the child is difficult. The child is named Owang Sino. Owang Sino is drawn to his father and they are quite fond of each other. There is a contrast between owuor and Otieno. Owuor who is monogamous has a happy wife who he treats like a queen. Otieno on the other hand has four wives who he treated like sluts and they obliged him. There are rumours of white men (jorochere) and the establishment of a colonial government. Obura gets intrigued and suggests that his mother allow him to tour the world. She reprimands for the thought and advises him to seek a wife. She also reminds him of his role as the first born son Both his father and mother are alarmed at this new development. Chief Owuor forbids Obura from seeing Nyaroche and Ambere and has the later sent away.

CHAPTER 7: OBURA'S DISAPPEARANCE

Obura disappears from his hut, and Akoko is disturbed by the disappearance. Chief owuor sends out scouts to try and track them. They return and inform the chief that he had left in the company of Nyaroche and Ambere. Akoko prays earnestly that no harm should come to her son. The chief organises for search parties to follow them. Unfortunately they return two days later and report that the three were picked up by white men and could not be traced farther.

Akoko who was devastated by her son's disappearance has a sense of foreboding and believes Obura might as well be dead.

CHAPTER 8: DEATH OF OBURA

It has been a while since Obura disappeared. News of the white man and the colonial government continue. One day two strangely dressed men come to deliver news about Obura.

They draw the attention of the entire community as they make their way to chief Owuor's compound. They inform the chief of the war between jo-ingreza and jojerman. They inform the chief of the death of Obura and Ambere as they inform him that Nyaroche is crippled.

The chief is furious and throws away the bracelet that he was given. Nyabera picks it up as the community begins to mourn. A mock funeral is performed and a banana trunk is buried in place of Obura's body.

CHAPTER 9: DEATHS OF OWUOR AND OWANG

Akoko then goes about helping Nyabera overcome her grief and continue with her life. She takes to wearing the bracelet she had picked when the white men came. Akoko works hard and instils the same value in Nyabera. Thus her herd grows so

large that she has to get her own watering hole. Nyabera is now a girl of marriageable age. Suitors come in large numbers and Akoko helps her husband pick an appropriate suitor for their daughter. Okumu Angolo is picked as he comes from a neighbouring village. Their first three children live for a short time and then die. Owang Sino also comes of age and jowangyo are dispatched to look for a suitable wife for him. A suitable girl was found from Uyoma. However, Chief owuor who had been ailing for a long time dies and the marriage negotiations are postpone for the burial.

Akoko takes her husband's spear and shield and mourns him in great song and style. Owang Sino who had done his best to make his mother happy dies son after the birth of his son, owuor Sino. Alando does not stay to defend her son but chooses to get inherited soon after.

The chief stool is passed to Otieno Kembo as the young owuor Sino is still a toddler and cannot rule until he is married. Akoko is devastated and Nyabera comes to her side to aid her.

CHAPTER 10: OTIENO BECOMES CHIEF

Otieno takes over the chief stool with greed and arrogance. He squanders the wealth left behind by owuor and even attempts to usurp Akoko's personal wealth. Akoko feels greatly disadvantaged, as she has no male sons or relatives who are of age and would come to her aid.

Otieno is unwilling to relinquish the seat. He dispenses with the council of Jodongo and snatches Akoko's wealth. Akoko perceives the challenge and decides to seek help from the

jorochere. She takes her grandchild, owuor, to her brother, Oloo. She then visits her daughter, Nyabera who had lost a number of children before she goes on her journey to Kisumu. She reveals her plans to her daughter.

CHAPTER 11: AKOKO'S JOURNEY TO KISUMA

Her nephews Opiyo and Odongo accompany her. Akoko had earlier tried to send them away but to no avail. They start the journey early in the morning and Akoko takes the opportunity to educate them on the history of the community through stories. They finally arrive in the

town of kisuma and are struck by the difference in structures and dressing of the people.

There, they meet Otuoma, who helps them in by hosting them for the night as it was a Sunday and the court was closed. He also informs them that citizens were no longer allowed to carry weapons. They finally present their case to the .DO. and the tribunal.

CHAPTER 12: AKOKO'S JUSTICE AND DEPATURE FROM SAKWA

Akoko present her case to the D.O. and the tribunal. The D.O. Ask s that the case be postpone for three months so that the claims may be investigated. The twins embellish the story that they tell to the future generations. Akoko returns to Sakwa to find Otieno's greed having grown a great deal and her wealth significantly reduced. Investigators come to Sakwa, and the disgruntled people are only too willing to help. Akoko is summoned soon after and the case is reopened before the D.C. The D.C. Rules that Otieno Kembo be forcefully removed from the chief stool and he council of Jodongo rule. Otieno was also made to pay all that he had grabbed. Akoko then returned to Sakwa and took the reminder of her wealth. She returned to Yimbo to live as a migogo in her brother Oloo's house.

PART TWO: THE ART OF GIVING

The Art of Giving is Self sacrifice. It is putting away all you believed in and embracing the others needs. Akoko in this chapter gives more than she receives. The part I ends when she has lost all that she could have held to in her matrimonial home. She forsakes her happy life as a married woman and goes home to lead a desolate life as a migogo. A migogo meant that, she will be looked down upon by her brothers' wife. She would be ridiculed and if we remember well; Akoko did not take lightly ridicule or sneer. There was a time she shouted down her mother-in-law (maro) for accusing her of being a witch (juok).

Akoko knew very well what she was getting into when she settled down in her brother Oloo's house. She was ready to live with them as long as her grandson Owuor Sino found comfort other than being molested in Otieno's household. She left the wealth she had built in years in Sakwa to live among her paternal household.

Giving involves denial of one's comfort for the sake of others. Nyabera tries in earnest to get and raise children for her and her husband Okumu. When Okumu dies, she tries it with Ogoma Kwach but all fails. In despair and with only one child, she joins Christianity. She leaves her mother, daughter and nephew in Aluor to satisfy her quest but returns having failed. She learns the hard way that, it's better to be content than trying to find happiness where there is none. The biggest sacrifice ever in part II however is when Akoko blesses her grandson Petro Owuor Sino (Peter Owuor Kembo) to take on his vocation.

In accepting to this outrageous decision, Akoko loses her right to reclaim her matrimonial home and the continuity of her and her husband's lineage-

given that most African communities were patrilineal. In letting Peter become a vicar, she made him and those of her keen lose the chief stool to the younger family in Sakwa.

Therefore Giving is an art since few people are ready to go to such extremes as Akoko, Nyabera and those around her, to let those they love enjoy their life to the fullest.

CHAPTER 1: OKUMU'S DEATH

Nyabera suffers the deaths of her children. She gets pregnant and gives birth to a baby girl. A ritual is performed to aid in the survival of the child. She is left by the entrance to the homestead and an old lady passing by picked her up and brought her to them. She is therefore named Awiti. Okumu falls ill and dies when Awiti is three years old. Nyabera is inherited by a close relative, Ogoma Kwach. He is drawn to Nyabera's wealth and hard work and foregoes his duty to his first wife. As a result he is reported to e council of Jodongo and reprimanded. Nyabera is hurt by their decision and seeks an alternate source of comfort. She has heard a lot about Christianity and seeks out Pillipo to give her more information. Nyabera gives out her wealth then travels to Yimbo to inform her mother of her decision. She leaves Awiti with Akoko then departs for Gem to start her new life.

CHPTER 2: NYABERA IS BAPTISED

Nyabera travels from Yimbo to gem and arrives very late. She spends the night in the catechist's house. She explains herself to the catechist on the morning of the next day. He takes her to the chapel and she is inducted in to Christianity. She learns the ways of the new religion quickly and thirstily. She is then baptised Maria.

CHAPTER 3: NYABERA'S RETURN

Nyabera returns from Gem and goes to her mother in Yimbo. Though Akoko can tell that she is pleased with the new religion and her new name, she is able to tell that her daughter is uneasy. Nyabera opens up and admits that she felt that something was lacking as she was alone in Aluor. She asks her mother to accompany her to gem. Akoko agrees and together with her grandchildren travel to Gem.

CHAPTER 4: LIFE IN GEM

On arrival in Aluor the children are enrolled in catechism classes and reading classes where they show determination and zeal in their study. They are baptised into Christianity and they receive new names. Owuor is renamed Peter, Awiti is named Elizabeth and Akoko is named veronica. Soon after, news reaches Maria

that Ogoma Kwach's wife had died. The desire to have children drives her to return to her matrimonial home without an explanation to her mother. Meanwhile peter develops an interest in priesthood and confides in Awiti. He is afraid to tell Akoko as he does not want to disappoint her. The two decide to wait for Nyabera to return so that they seek her assistance.

CHAPTER 5: THE VOCATION

After a few years, Nyabera returns to Aluor, dejected and beaten by life. She confesses to her mother Akoko, before proceeding to spend the night in church. Owuor proves to be quite helpful to her and she loves him like a son. owuor takes to reading bible verses to Nyabera which she finds quite comforting. He then informs her about his desire to take up the vocation. They then proceed to talk to Akoko. Akoko agrees on the condition that he changes his name to peter owuor Kembo. Owuor is able to pursue priesthood.

CHAPTER 6: AWITI'S EDUCATION

Owuor joins the seminary and his cousin is enrolled into primary school. There are very few girls as the society does not value the education of the girl child. Also a lot of girls get married at a young age. Elizabeth proves to be diligent and tops the class all through. By the time she sits for the final exam she is the only girl in the class.

She excels and is invited to a teachers' training college. Nyabera fears that she might lose her and is unwilling to accept the news. Akoko reprimands Nyabera for her behaviour and urges her to allow her daughter to pursue her dreams. Akoko misses her husband and wishes he were present to helm with the decision.

CHAPTER 7: LIFE IN COLLEGE

Awiti work hard in college and unlike the other students, she does not engage in relationships like the other students. She turns down overtures from several men and is therefore feared.

This is made worse when it is learnt that herb brother is in the seminary and both her mother and grandmother live at the mission. She finally meets Mark Antony Oloo Sigu during an exeat. Mark inquires about her and informs her about himself. He mentions that he was in the army and has been called to work in Nakuru. They part when she agrees to reply to his letters when he writes.

CHAPTER 8: AWITI'S BETROTHAL

Awiti and mark interact through the letters they send each other. They talk about their lives, families and each other. After a few months of the engagements, mark states that he would like to meet her parents. Awiti goes to Aluor to deliver the exciting piece of news. Her mother, Maria is a bit opposed but Akoko wins

her over and preparations are made. Male relatives are sent for from Yimbo and Sakwa. Peter owuor Kembo is also sent for from the seminary. They make preparations for the day and kongó is brewed and several delicacies made. The day arrives and mark Antony arrives with his delegation. He is dressed in military fatigues a monkey head dress and bears a shield. They are warmly welcome and introductions done. To the surprise of mark and his delegation, the bride price is set at a token bull, two cows and six goats. There is much celebration after the negotiations are completed. Akoko is hard laughing with her grandson in law. She dies peacefully in her sleep later in the night

CHAPTER 9: AKOKO IS LAID TO REST

Akoko is buried in Aluor in where she had spent most of life. Peter owuor Kembo is among the deacons who conduct the mass. Her death is hard to accept as she seemed to be full of life. Awiti is so devasta-ted that she almost calls of the wedding. Nyabera comforts her by telling the life story of Akoko. She finally calms down and apologises to Mark, who had been with peter owuor.

CHAPTER 10: AWITI'S MARRIAGE

After the mourning period, peter goes to Rome to complete his studies. He is later ordained a priest and his first duty was to preside over the wedding between Elizabeth and mark. The newly wedded couple moves from Aluor to live in Nakuru. Shortly afterwards, Elizabeth becomes pregnant. Unfortunately she and mark misdiagnose the symptoms for malaria thus leading to the loss of the twins. It takes a long time before she can conceive again. Her mother in law start to complain about the lack of grandchildren but mark stops her from prying. Elizabeth gets pregnant again and this time the couple are happy and cautious to ensure nothing goes wrong.

PART 3: LOVE AND LIFE

Love and Life yanks us from the painful oppression of death into a new realm of love and understanding. Mark Sigu, we can now imagine what they talked about with Akoko, steers his family away from tradition into the new sphere of the evolving world.

He is blessed with 7 children 4 boys and three girls. Each child has different personality. We see Mark and Elizabeth as capable parents who administer discipline and love to their children. The two parents provide education food and shelter to their new life and work best to establish family unity.

Despite her love for her children, Elizabeth keeps a straight head and clear vision not to spoil her kids. She stands behind when Aoro is punished by his father,

though she knew the punishment was punitive and way above discipline, she took a back step until it was time for her intervention. She also steps back when Mark pours his love over their last born Mary but does her best to reign him in so that Mary does not end up too spoilt.

On the other hand, we silently follow the children as they grow into adulthood. From the brave and confident Vera to her timid and self possessed twin sister. The relationship of the two girls sours as they take on different personalities in life. Aoro and Antony also come out

strongly shaping their destinies different ways though the show unrivalled level of competence. Aoro takes medicine while Anthoy joins the seminary. The twins Opiyo and Odongo also manifest differently.

CHAPTER 1: THE YOUNG COUPLE

Elizabeth delivers twins, veronica and Rebecca. The two girls have varying personalities. Vera is independent, intelligent and protective of her sister. Rebecca on the other hand, is quite attractive and self -centred. When they are two years old, Elizabeth gave birth to another child, a boy Aoro. Due to the state of emergency, mark opts to move his family back to Aluor. His mother is quite unhappy about this but he does not change his stand. Mark gets lonely while Elizabeth is away and engages in extramarital affairs. A certain girl stays with him for some time and later claims that she is pregnant. This brings mark back to his sense and he sends her away. He then goes to Aluor to get his family. Elizabeth hears rumours of the infidelity but says nothing about it.

CHAPTER 2: VERA AND BECKY'S EDUCATION.

Kenya gains independence and the citizens celebrate. The country is faced with numerous challenges but equally numerous opportunities. Mark gets promoted and moves to a bigger house as his family has grown. He now has seven children that include Vera, Becky, Aoro, Antony, Opiyo Odongo and Mary. Vera is an excellent student in school. Becky on the other hand does not give her studies much effort. Vera excels in her primary level exam and is called to a national school which she declines as she wanted that to go to her sister's school. Her parents are concerned but later agree to let her go to a school of her choice.

CHAPTER 3: AORO'S ADVENTURES

Aoro is compared to Obura who was swift bright confident and curious. The company of his younger brothers makes him more adventurous than usual. One day they go fishing at a nearby river. As he and tony are busy one of the twins, Odongo, almost drowns. Opiyo screams alerting the older brothers who come to his rescue. They go back home wet, and shaken. The younger

boys blame the older ones for the event and Aoro and tony are punished. The older boys decide to never take their smaller brothers anywhere after the incident. Tony later develops acute appendicitis and is rushed to hospital in the night. Aoro is worried and informs his older sisters. The later receive news that their brother will be well after the operation.

CHAPTER 4: AORO'S EPIPHANY

Aoro is fascinated by Tony's stitches and gains an interest in medicine. He operates on a frog successfully. Uncle peter comes to visit them and though every child warms u to hi, tony is particularly curious about priesthood and has a lot of questions. Mark is a bit apprehensive as he notices that tony is eyeing priesthood. Most parents are not comfortable with their children joining priesthood. Peter is getting a promotion to bishop. He stays a while then visits his aunt Maria in Aluor. It is later on decided that Opiyo and Odongo should go to Aluor to keep their grandmother company and attend the school their mother went to. Aoro excels in his studies and is called to the best school in the country. This inspires tony to work hard so that he can join him. Aoro has difficulty in school and is suspended for indiscipline. Mark deals with him by telling to seek his own food and shelter. Aoro is remorseful and fears his father.

He returns to school and does his best.

CHAPTER 5: MARY'S BIRTH

The chapter takes us back to the birth the pregnancy was difficult for Elizabeth. She developed high blood pressure and threatened miscarriage on several occasion. The doctors feared for both mother and child and they have to be admitted. Mary's birth had to be induced and she is named after her grandmother. Mark loves Mary deeply and gives her all the best.

He sends her to private school and makes an effort to personally pick and drop her. This draws envy Becky who was used to being the centre of attention. Becky tries to complain and gets a scathing response from her sister Vera. This results is an argument that leads the sisters to drift apart.

CHAPTER 6: MARIA'S DEATH

Examination results are announced and Vera has done exceptionally well. Becky attains a second division which she is well pleased with. Antony gets 36 points in his primary certificate examinations and is delighted as he had earned a spot in Aoro's school. Becky suggests that she would like to get a job but Mark insists that she must continue with her education. A telegram is sent from Aluor informing them that Maria is unwell. Elizabeth is picked from the school by Mark as she is beside herself. Mark does his best to leave

everything in order before they leave for Aluor. Elizabeth is beside Maria when he dies in hospital later on that day.

CHAPTER 7: BECKY RUNS AWAY

Opiyo and Odongo return to Nakuru after the burial of Maria. Education is of importance to the Sigu family as examinations approach and everyone is tense as there are 5 candidates in the house. Aoro was sitting for his O-level, Vera and Becky are sitting for their A-level and Opiyo and Odongo for the certificate of primary education. Vera and Becky are now are in their prime and boys begin to pay a lot of attention to them. Vera meets Tommy Muhambe who is particularly persistent. She brings up the question on whether she can go to a movie with Tommy to her father during dinner. When the results are announced, Aoro excels with 6 distinctions, Vera got two A's and a B, Becky flunked. After the result Becky runs away from home and leaves a note stating that she had gone to try to be an air hostess. Vera tries to explain to her parents that they should let her be.

CHAPTER 8: CAMPUS LIFE

Vera goes to campus and is struck by the new found freedom. Most campus girls are dating rich affluent men or other campus students. Vera maintains her relationship with Tommy but

when he proposes to her she declines ending their 3 year relationship. Vera leaves with a heavy heart and decide to try and find her sister Becky. She accidentally bumps into her at the airport and leave for Becky apartments.

CHAPTER 9: BECKY'S RELATIONSHIP WITH JOHN

Becky takes Vera to an affluent block of apartments. She introduces Vera to her fiancé, John Courtney, a Canadian national who was a pilot. She tells Vera about her plans to get married, but Vera insists that he must first meet their parents. Vera tries to convince Becky to go back home. On john's persistence she finally agrees to visit her parents.

CHAPTER 10: VERA JOINS OPUS DEI

Vera goes back to her room on campus and tells the day’s events to her roommate MaryAnne Ngugi. Vera mentions the heartbreak with Tommy and about her twin sister. The conversation extends to the larger family. Mary Anne then invites her to attend a recollection at Parkview college, which she readily agrees. After mass on Sunday Vera begins to question her religious beliefs. She watches a lay, and goes on with her studies as exams are approaching. When the day comes, Mary -Anne and Vera board a matatu and head for the recollection. Vera is introduced to the members of Opus Dei who had different views about the

church, and work challenges. She got out of the church puzzled and Mary-Anne offered to give her books which will help her understand better.

PART 4: VARIABLE WINDS

Variable winds suggest the changing course of the lives that the family experiences. There are the ups and downs that characterize their lives. Their lives diverge on different paths that bring with them sweet victories like Aoro's marriage, Wandia's doctorate, happy families among other events. There are also the difficulties like Daniel's down syndrome, Becky's death among other challenges that they encounter. There I also the frosting in the relationship between Becky and the rest of her family. The change in the way her children relate to her and the marked improvement they make under the care of Aoro and Wandia.

CHAPTER ONE: AORO TAKES MEDICINE

Aoro starts medicine at the university. The study of Anatomy Biochemistry and Psychology among other subjects. Anatomy happens to be the most of the competitive subjects. In the laboratory, the students are told to the group themselves into groups of six. Group s ix had Aoro, Wandia, Makau Kithinji, Jeremy Kizingo, Paul Omondi Rakula, and Simon Onyancha.

The competition is narrowed to two members of group six. After exams, Wandia beat Aoro with a single point. Aoro takes it in good grace and invites her to have a drink. This signifies the start of a long relationship.

CHAPTER 2: AORO'S INTERNSHIP

The internship is hard for Aoro. He has to work around the clock while at the mercy of the residents and doctors. His rounds include the theatre, round in the wards and filling patient information as well as taking laboratory sample. He rarely gets enough sleep. Wandia is also an intern at Machakos general hospital. They are unable to meet for long periods of time as the rarely have time to meet. Aoro is taking a break to rest when Wandia visits him. They talk about marriage and Wandia proposes to Aoro. Wandia informs Aoro thatshe was on her way to visit her mother who was sick.

CHAPTER 3: WANDIAS FAMILY

Wandia had been raised by a single mother after her father had died while she was young.

Her mother had raised money to educate them by working on her coffee farm. Her siblings were all grown up and engaged in different professions. Her sister Esther is a teacher who is married to the headmaster, Michael. Her brother Michael was a business man in Nairobi, Wandia is a doctor and timothy is described

as being a good time boy. Wandia's mother suffers from diabetes and has an ulcer on her leg. Wandia's mother is still worried about her farm even though Wandia tells her that she does not need to work so hard. She spends time with her mother and even talks about Aoro. She then goes to spend the night with her sister Esther. She enjoys the company of her nieces and nephews. Later that evening they get time to talk and the topic of Aoro is brought up again. the rest of her family is concern about the different tribes but Wandia is not bothered.

CHAPTER 4: WANDIA'S INTRODUCTION

Aoro takes Wandia to his parent's farm in Njoro. After the visit to Wandia's family, Aoro wrote his parent a letter informing them that he would be bringing his bride to be home.

Elizabeth is eager to meet them and is the one who receives them when they arrive. After the introductions, Elizabeth asks Wandia to help herb in the kitchen, giving mark and Aoro sometime to talk. Mark is concern that Aoro might have made a wrong decision by choosing to marry a kikuyu. Elizabeth and Wandia get along well and beco-me good friends. They return with tea after they feel that the men had enough time to sort out their differences.

CHAPTER 5: AORO WEDS WANDIA

Aoro and Wandia's wedding pulls the family together as that try to make it a success. Becky provides a car and Vera helps them get one of the company houses in Malindi. for the honeymoon. Vera and Wandia grow very close to each other. Becky is separated from john Courtney after he discovered that she was cheating on him. She had custody of their two children, Johnny, and Alicia. Becky lived a promiscuous life and insults Vera when she was confronted about it. Wandia is pregnant with twins and had been asked to stay home due to a cough. Vera visits Wandia and voices her concerns about her sister. They discuss Becky's health which seemed to be on the decline and her children's welfare. Wandia goes into labour.

CHAPTER 6: DANIEL'S DOWN'S SYNDROME

Wandia gets twins, Lisa and Daniel. Daniel has Down syndrome and grows at a slow rate.

Lisa grows rapidly and makes the contrast between her and her twin brother so much more glaring. Wandia is devastated by his condition while Aoro feel like he had failed. Daniel is a loving child despite his condition and draws love from all around him. Becky dies of AIDS

and Wandia and Aoro take in Alicia and Johnny since Vera, who had been appointed their guardian, cannot as her calling does not allow her to have a

home. Becky lives behind a sizeable estate to ensure that they are well provided for. Daniel develops leukaemia as children with Down's syndrome are prone to it. Wandia is shocked by the turn of events.
Daniel is taken to hospital and the doctor set about treating him as it is not one of the aggressive forms. Wandia visits church and asks God to save her son and promises to visit church more frequently.

CHAPTER 7: FAMILY REUNION

Wandia pursues her passion in haematology after the recovery of her son Daniel. She receives a scholarship to study in John Hopkins hospital in Baltimore, USA. She is however worried of living Aoro with the task of looking after their now large family. Alicia and
Johnny loved them like their biological parents. At the end of the term all the children wanted to show how well they were doing in school, even Daniel who had Down's Syndrome was doing pretty well. The Aoro's take measure to ensure that the family is well tended while Wandia is away. The plan was to call Mary, Aoro's sister, to stay with the children besides hiring another house help. The family goes to Njoro to visit mark and Elizabeth. Odongo is the farm manager while his twin brother Opiyo is a manager at marks former farm. Opiyo visits with his family too, Edna his wife and their two children. Father tony also drops in. Wandia tells Elizabeth about the scholarship and she readily agrees, meanwhile Aoro and tony reminisce about their childhood.

CHAPTER 8: WANDIA'S GRADUATION

Both Mugo's and Sigu's families gather to celebrate Wandia's achievement as the first Kenyan woman to get a doctorate degree in medicine. There is a large gathering at the Aoro's home as relatives and friends join them in the celebration. Alicia, a student of design and music at Kenyatta university shadows her aunt Vera. Johnny and Daniel hover around Aoro and Wandia. Johnny faces an identity crisis and wishes to change his name to Aoro's name.
He keeps African friends, speaks, Swahili and eats African dishes. Wandia tries to talk to him and afterwards ask Vera to write to John Courtney. Elizabeth wakes up to check on the children who are still up; she looks in on her grandchildren. She gets an attack of dizziness as she tries to adjust them. The following day Aoro receives a call from Opiyo informing him that their mother had died. She is buried next to her daughter as a large crowd comes to bid her farewell.

THEMES

Themes refer to the general ideas, messages or lessons the writer has portrayed in his/her literary piece of work. Therefore, under the study of themes, we particularly narrow our perspective to the main ideas in which the story if founded and on whose axis it revolves, and offers an avenue of continuity. It is important to note that while discussing themes, it is impera-tive for identification and illustration of the theme to be done, to pro-mote understanding. A theme can simply be said to be the concern of the writer. It is simply what the writer says.

FAMILY RELATIONS

The novel addresses various issues revolving around family mem-bers, their closeness and their interactions. This is seen through various instances as follows:
Chief Odero Gogni loves his daughter Akoko so much as seen through his over protectiveness. He wants the best for his daugh-ter hence turns down 13 suitors he even mentions that a home without daughters is like a spring without a source.
Akoko's brother Oloo too is seen to be so close to Akoko and loves her so much. When travelling to Kisuma he sends his sons Opiyo and Oloo to accompany her for protection. Oloo further does the unthinkable when he welcomes Akoko back when she is a widow and suffering.
Owuor kembo and Akoko's marriage is a closely knit union. On marrying Akoko Owuor never marries any other wife despite pressure from his mother. On Owuor's death Akoko mourns him with so much dignity and with songs of praise recounting their life together and his greatness.
Nyabera on settling at the new mission picks her mum her daughter and nephew Owuor to stay with them since they were so close to each other. They stay together so happily.
Mark Sigu is a hardworking man who loves and fully provides for his family. They are all well educated and trained on responsibility. Mark is concerned when Vera asks for permission to go out with a man and fears for her. When Becky runs away to the city he is so concerned and almost follows her to the city.
Aoro's and wandia's family are seen to co-exist and thrive in love and friendship. They even adopt Becky's children –Alicia and Johny and even consider them their own. "The Courtney children had become so much part of the family that Wandia never dreamed of excluding them from her calculations" (pg 291)

GENDER RELATIONS

The society in The River and the Source is seen to be patriarchal. We are told that:"If it was hard for a boy to get an education – it was well nigh impossible for a girl. The purpose of female existence was marriage and child bearing."(P 129) this shows a disregard for women in society and points out to their expectation in society which is pointer to their lowly stature in society.

Akoko is born in a family that is dominated by men and encounters many challenges. In fact the expression the girl child points to her oppressed and exploited and threatened Akoko who is growing up as a girl child. Her struggles are seen even in her assertive and aggressive stance in her first words dwaro mara 'want mine!'(pg 15)

Women are expected to be submissive in this society and it is unheard of for a woman to challenge a man. This is however seen in Akoko's resistance against Otieno her brother inlaw who even gets to fear her. When Otieno threatens to assault her she looks him in the eyes and says, 'just you die!'(pg 37)

Further when Otieno takes over the chieftaincy and rules with an iron fist, Akoko seeks the intervention of the new administration to protect her wealth. She wins in this and in fact opens new vistas and opportunities for the oppressed especially the women.

Gender inequality is seen further in the sense that out of a class of thirty four, there were only two girls one of whom was Awiti and even so she later got married off at the age of sixteen.

It's only through Akoko's determination that Awiti is saved from such fate. Awiti is further seen to be exceptional as she maintains first position hence bringing out the success of women despite all odds. She thus wins the envy, admiration and even disapproval by some.

As a teacher Awiti manages the children back at Aluor during the emergency without Mark bringing her out as a strong woman.

Furthermore, from Awiti's experience we learn of the important role of women in upbringing in that Awiti is saved from the traditional practices of marriage at seventeen through "the pioneering and daring spirit of her grandmother and mother." (pg 129) they regarded her as their future and hoped to enhance the continuity of the family through her and this comes to fruition. Akoko and Nyabera thus overcome the obstacles that tend to degrade and suppress women.

Wandia's mother is further brought out as a strong woman. Though single she does not become destitute and vulnerable. This is further seen through

Wandia who is an epitome of great upbringing through her courage and determination and profession as a doctor. She even undertakes further studies to even acquire the role of professor.

The continuity of the river of women empowerment is thus seen through the generations through Akoko, Nyabera, Awiti and Wandia. This is despite the challenges they faced and disregard by society where even for Awiti's case it is said "A girl! To be so clever…no man would marry her…" (pg 130) despite all these she keeps excelling.

CONFLICT IN MARRIAGE

There are several instances of conflict in marriage pointed out in the novel. They are brought either from misunderstanding between the couple or sometimes from external influence.

There is a conflict in the marriage between Owuor Kembo and Akoko. This is brought out by the allegations by Nyar Asembo that Akoko has bewitched her son and cast a spell on him so that he doesn't take another wife. Further she complains of her inability to conceive regula-rly despite the huge bride price. Akoko decides to severe their relationship and goes back to Yimbo but not before summoning a crowd and clearing her name against the allegations. It takes the intervention of the Jodongo to bring her back.

Conflict is also seen in the marriage between Elizabeth Awiti and Mark Sigu. This is over her inability to conceive after the miscarriage. She even accuses mark of having given her chloroquin to deliberately make her sterile. The issue is compounded by Mark's mother who demands an explanation for Elizabeth's lack of children. This creates so much tension and mark has to take Elizabeth's side to salvage the situation.

Becky's promiscuity leads to the break-up of their marriage with John Courtney. It is said that she exchanged men at will prompting John to divorce her. It is even the reason she gets infected with HIV.

There was also conflict in the marriage between Aoro and Wandia over their son Daniel's disease Leukemia. Wandia accuses Aoro of spending too much time outside working when they have children to bring up and take care of. Hi explanations are not heard and she even retorts angrily, "Don't honey me. Go to hell." (pg288)

RELIGION

There are aspects of both traditional religion and Christianity in the novel.

In the traditional religion, we are told that the people believed in Were the god of the eye of the rising sun and ancestral spirits. They made sacrifices and poured libations. Akoko even mentions that it is Were who forms children in ones womb. They even believed that the spirits of the departed influenced the living so much. They could cause dreams to pregnant mothers or relatives to guide in the naming of the young ones.

With the coming of missionaries, Christianity is introduced Nyabera is attracted to this new religion and is further fascinated by various characters in the bible, the suffering of Jesus and baptism through which she is named Maria.

Akoko later joins Maria in the new religion with the children too where Awiti becomes Sacristan assisting nuns and Owuor becoming an altar boy. Owuor later becomes a priest and ascends to bishop. This even influences Tony Sigu who becomes a priest.

Awiti raises her family in religious grounds. This even sees her daughter Vera becoming a non-marrying member of the Opus Dei.

Religion impacts on the traditional aspects of life for the people and we see so much changing. Traditionally Akoko was supposed to be buried in her husband's ancestral home at the left of the entrance but due to her change to Christianity she is buried as a Christian in a church cemetery. Furthermore, marriage rites change and with the advent of Christianity has introduced church weddings as seen in the Christian church wedding between Mark and Elizabeth presided by father Peter. Vera further becomes an unmarried member of Opus Dei which would not have been accepted traditionally.

DEATH

Throughout the plot of the book, the writer has eliminated many characters through death some of who never even get a chance to live one day.

Akoko's son Obura Kembo, died at war in Tanganyika. He as well as Ambere K'ongoro died in the First World War between the Jo-Ingereza and Jo-jerman. The village went into mourning for the chief's son. The mourning was worsened by the fact that there was no body to morn over and to bury. Pg 55 "The names of the three are Oura Kembo, Ambere K'ongoso, and Nyaroche Silwal. They went to fight the Jo-Jerman in a place called Tanganyika.....of the three, only Nyaroche Silwal survived and he is....."

Tragedy befalls Akoko again. First, she had to contend with the death of her son Obura. Later her husband, Chief Owuor Kembo passes on after ailing for a long time since his son's death.

Pg 62 '...but before the brideprice could be paid the ailing chief Owour Kembo died....."

Akoko's other son Owang Sino, dies after chocking on a fish bone after having a meal of fish and Ugali.

Akoko's daughter, Nyabera faces several misfortunes as well. Her entire life seems one big disaster. Her other tow sons die during an outbreak of measles. She gets pregnant again when Awiti is three years old but she miscarriges. The ral disaster is when her husband, Okumu dies after complaining of severe headache, pain and stiffness in the neck and he cannot also retain any food.

After being inherited by a second cousin to her husband, Ogoma Kwachm Nyabera gets toe children who again, die of sickle cell disease. After returning to the smae man, hoping a friendship would grow, she gets a baby boy who like all the others before him die. The man's wife is also said to have died.

Akoko dies of old age peacefully in her sleep late at night, that dark hour just before dawn.

Pg 140 "That night she died quietly on her pallet in the corner..."As a result of state of emergency, the country is becoming more and more dangerous even for ordinary people. As a result of the war between the Mau Mau freedom fighters and the white johnies, Death could arrive without warning. Things worsened day by day and lorries carrying dead purpotely the mau mau were a common sight.

Maria Nyabera, also dies after she had a stroke and was in a coma before her death early one morning. Pg 190, "At seven O'clock, just before the doctore came for his rounds, Maria Nyabeta daughter of Chief Owour Kembo and Akoko Obanda and wife to Okumu Angolo, breathed her last with her only daughter at her bed side." Her granddaughter, Becky dies of AIDS. Nyabera's daughter, Elizabeth Awiti, similary dies after she ha problems with breathing aged seventy.

LOVE

The writer has dealt with different levels of love. For example:

i) Love between man and woman.
ii) The love between families and within families.
iii) The love for material, tangible things
iv) The love for oneself, the one that almost borders on self-centredness.

During Akoko's marriage negotiations, the spokesman for the Jodongo of Sakwa, Aloo K'Olima refers to their hosts (elders of Yimbo) as 'brothers'. This is a pointer

to the good dak (neighbourliness) that existed between the two groups as well as the great 'wat' (brotherhood) they shared.

Akoko was committed to the well being of her family. When the survival of the two year old Owuor through whom her family could find continuity id threatened by Otieno, Akoko made an epic journey to Kisumu to petition the colonial government (sirikal) to intercede on her behalf.

Akoko also loved her husband Owuor Kembo. When he dies, she mourned carrying it well into the village. Pg 62-63. 'She donned his monkey skin head dress that he had and his shield in the other. She sang dirges in his honour with her powerful voice. She sang his famous courtship of her, the great honour he had accorded her throughout their life together, the friendship that existed between them."

Akoko instilled in her children and grandchildren a strong sense of loyalty to the family. This value of love and loyalty in the family is seen in Sigu's family. They (Mark and Elizabeth) work in unison to bring up their seven children.

There also exists a relationship of love and care between Mark and Elizabeth. This is evident from the courtship the two has at the beginning of a period of six months. "pg 132.....Their courtship went on in this gentle offhand manner, but at the end of six months, they knew each other pretty well, at least she knew she liked him and he who impetuous knew that he was he was in love and wanted to get married.'

It is also indicated in the book that Sigu family was a family full of love. Pg 162 "All in all, the Sigu family was a happy one. There was money, but not too much and plenty o f lovesimple and unpretentious.'

There is also love between Wandia and her brothers and sisters. "She and her brother and sisters had always been very close, a closeness born of not just blood ties, but of many hardships faced together.'

Wandia also enjoys a warm relationship with her two nephews and niece. "The other children arrived from school and Wandia was lost in hug and demands for sweets and chocolates. (pg 263)

In a show of family unity, Wandia and Aoro adopt two children who were Becky's. These are Alicia and Jonny following Becky's death.

CHANGE

In the novel, "The River and the Source' nothing remains the same. The continous cyclic pattern of human life and nature bedecked by numerous changes of both conscious and uncons-cious orientation. Through these changes,

life continous or events continue at different levels affected by changes. Consider these illu-strations:-Akoko is way ahead of her time and is appreciative of the need to embrace change early enough. The author says that the clarity of vision and strength of character of Akoko could have been ‘a discomfiture to all men of all ages and she was therefore never really have fitted in that, this or any other century (pg142)

The coming of the Jorochere (whitemen) marked the first real threat to the formely tranquil and cohesive traditional African society. A footloose wanderer called Ambere K’Ongoso brought stories of the white skinned people (pg 48). Similarly Nyaroche came back with stories about pesa (money) pg 49.

The effect of the coming of the white man in relation to administration of justice, enforcement of law and order, mode of dressing and language is now evident especially in Kisumu. The clerk at the D.O.’s office could speak the language of the White man as well as his own. He wore a dazzling white shirt, a thin black tie and white shoes.

Opiyo and Odongo while accompanying their aunt Akoko to kisuma were dressed in skins covering only their loins and Akoko was dressed in the tradition skin called “chieno.” This mode of dressing is contrasted with that of a passer-by they met on their arrival in Kisumu who wore a pair of long shorts and a singlet. The said passer-by had also attended mission school for one year.

While in Kisuma, Akoko, Opiyo and Odongo are informed that Kisuma had been renamed Kisumu by the whiteman.

The house belonging to Akoko’s host is an indicator of changes taking place in the society.

His house was a variation of the traditional hut since it had square windows made of wood and a neat wooden door, all painted bright green. Also the buildings in Kisumu looked large and most had white walls and red roofs. Others had tin wall.

Akoko’s host in Kisumu asvises Opiyo and Odongo to leave their weapons at home since people were now prohibited from carrying weapons since the ‘Sirikal’ had ‘askaris’ who offered protection to everyone and kept the peace.

The white DC in Kisuma listens to Akoko’s position and rules in her favour. A contingent of ‘Askaris’ is dispatched to the village to forci-bly remove Otieno from his position as chief. He is also made to return all property he had grabbed form his sister-in-law and his grand nephew. This episode shows that the influence of the ‘Jodongo’ in the administration of justice is gradually waning and in its place is the white man’s admin istrative structures. In fact the author acknowledges this reality when she says “In spite of the DC’s decision, it was only

a matter of time before the hereditary chiefdoms were done away with totally. It was a changing world. (pg 93)

Christianity is gradually taking root. After being baptized, Nyabera acquires a new name, Maria. (pg 110)

By agreeing to accompany Nyabera to Gem (mission of Aluor, AKoko has made the decision to move from one life to another. her pioneering and daring spirit enabled her daughter Awiti to acquire education.

By acquiring formal education, Awiti is able to disentangle herself from the yoke of traditions and customs of her people pertaining to the role of women. This conservative mind set of Awiti's people is evident in the statement, "The purpose of female existence was marriage and child bearing." According to the community, it was superfluous to educate girls.

Awiti's desire to acquire education was made possible through the pioneering and daring spirit her grandmother and mother had (pg 129)

The impact of formal education is evident in Mark Sigu's ability to speak fluently in perfect English. During his encounter with Elizabeth he tells her that he went to school in St. Mary's Yala and was conscripted into the army while job hunting in Nairobi. The advent of formal employment is a result of formal education. (pg 137)

While conversing with Elizabeth, Mark Sigu switches to a comb-ination of English and vernacular-a common manner of speech is an emerging bilingual and tri-lingual Africa.

Money was replacing barter trade as a tool of exchange of goods and services. Awiti successfully sat her examination at the teacher training college and received her teacher's certificate. She is then posted back to her old school. She earns a salary of fifty shillings a month. Maria initially opposes the idea of her daughter accepting the invitation to join the teacher training college but Akoko prevails upon her.

When Awiti informs her mother that she does not know the names of Mark's parents, an appaled Maria laments, "What do you mean you don't know! How can you even consider having friendship with a man whose roots and antecedents you don't know?" Contrary to dictates of 'Chik', Elizabeth's re;atives did not send a 'Jawangyo' (spy) to check out Mark Sigu's background. Akoko reasons with Maria by telling her, "Accept it Maria, the world is changing." (pg 143)

Akoko has changed the concept of bride price. Contray to the expectations of Elizabeth's suitors from Seme that a heavy bride price was going to ne

demanded for Elizabeth, no price is asked except for a token bull, two cows and six goats. (Pg 148)

In a break from traditions, Akoko was not buried in her husband's ancestral home to the left of the entrance to her house but on the burial ground which the church had prepared.

Mixed (inter-tribal) marriages have started to take root. Elizabeth's flexibility and accommodating nature is evident when she convinces her husband to allow their daughter Vera to accompany Tommy Muhambe, a twenty one year old young Luhya man studying veterinary medicine to the movies. Becky's husband (John Courtney) is a white man.

Wandia's sister (Esther) points out some of the challenges of inter tribal marriages that Wandia and Aoro may experience. "For example few in-laws are endearing, but I can't imagine anything more annoying than their talking to their son, and your children in a language you cannot understand."Aoro (a Luo) marries Wandia (a Kikuyu). Prior to their marriage each introduces his/her would be spouse to his/her parents.

Change is also experienced in the arena of politics. Mention is made of the recently concluded multi-party elections (1992) which marked the end of the single party rule. People hope that the new political dispensation would usher in a new era. Instead it is characterized by confusion and cries of foul by the opposition and declarations of total transparency by the winners. (pg 304)

Vera also changes form unbelieving Christian to a member of Opus Dei during her encounter with Maryanne.

The two epic journeys Akoko makes are quite significant as far as change is concerned. The first one is her journey to Kisuma accompanied by Opiyo and Odongo. This story elevated

Akoko too heroine and legendary status. It was to be passed down from generation togeneration. The second one is Akoko and Nyabera's journey to Aluor. "The children were the future and the future had to be protected." The writer seems to suggest the merging of the past and the present, "Akoko told them stories of the heroes of old and the history of Baby Jesus." Father Tony, AKoko's grandson says of Akoko, "To her life was like a river, flowing from eternity to eternity.

TRADITION AND CUSTOMS

'Chik' (traditions) governed every aspect of the life of the people. It was the glue which heldthe people together thus preventing disintegration of the fabric of the society and chaos.

The naming system in the community is quite elaborate. The children are given more than one name. For instance, Chief Odero Gogni's newly born child is first called Adoyo since she was born during the weeding and hoeing season. The ancestral spirits usually send vivid dreams to the new born baby's parents and in Adoyo's case the child's great uncle, recently dead, a medicine man of great renown sent dreams to both the father and grandmother of the child, resulting in the baby being named Obanda. Since the baby had an extremely powerful set of lungs she was given the third name, Akoko. (pg 14)

Akoko's son is first named Obura (the wise one). On the second night after birth the child's father dreamt that Kembo K' Agina the late chief was handing him a baby boy from his right hand side; therefore the child was named Obura Kembo.

When Adoyo was two weeks old, she suffered a prolonged bout of colic and screaming that went on all night. A reason and solution is sought to the baby's crying. Grandmother- Nyar Alego implores were to spare the child's life. She pleads with her departed mother (Achieng) to intercede. She also seems to imply that the child's condition may be attri buted to Akelo, her departed sister who died childless. (pg 12 and 13)

It was a common practice for potential suitors to send spies (jowang'yo) to check out the background of a would be bride. In the case of AKoko, they reported that she had impeccable antecedents.

Chik (tradition) dictates that a chief must be married. This is what prompted Owuor Kembo having inherited the chieftainship to get married at a relatively young age of twenty years. (pg 19)

Marriage negotiations are conducted by elders, Chief Gogni chooses Aloo K'Olima (an accomplished negotiator) as their spokesman. They set a high bride price at thirty head which to everyone's surprise Owuor Kembo promptly accepts without bargaining. (pg 20)

The first wife's house (Mikai's house) holds the centre stage directly facing the gate.

Chief Odero Gogni welcomes the visitors (prospective suitors) and offers them brew (Kong'o) to be sipped through a long reed like straw after libations are first offered to Were.

(pg 19) Kong'o is once again drank after libations are poured to Were to signify the culmination of successful marriage negotia-tions. Feasting then goes on into the late afternoon. (pg 25)

Traditions dictate that a woman should present a picture of demure shyness when she encountered her future husband for the first time, but Akoko defied this practice by walking in measured steps, heald held high, hands at her side. (pg 24)

Chik (traditions) did not allow suitors to spend the night at their in-laws homestead as witnessed in Akoko's case. The suitors had to leave when evening came. (pg 25)

A mock wrestling duel ensures between the young men from Sakwa and those who resit the efforts to spirit her away. Eventually the men form Sakwa succed in grabbing Akoko and taking her to her matrimonial home. (pg 27)

Chik also dictated that men sent on a mission to deliver bride price must be granted hospitality without question. As a result when the young men from Sakwa stopped for rest and food at the nearest homestead they were warmly received. (pg 27)

According to 'Chik', if a man dies, his body lies in his mikai's hut (first wife's hut) before he is buried on the right hand side of the hut. (pg38)

In order to pave way for elders to go to Yimbo following Akoko's decision to go back to her parent's home, four young men are dispatched with a cow and an ox, a he-goat and two nanny goats. 'Chik', also dictates that whatever the circumstances, a messenger should not be victimized hence the young men are only received coldly. (pg 40)

The traditions of the community dictated that during deliberations centering around marriage disputes, both sides of the story had to be heard before a decision a decision was arrived at.

When the Jodongo (elders of Seme) went to Yimbo to negotiate the return of Akoko (their wife), being a grave matter, kong'o was not allowed unless until an agreement was reached.

Chiefdom is hereditary, Owuor tells his son, "do not take your duty practically my son, for the chiefdom has been in my family for generations."

The role of the chief is well outlined. His main job was to lead the council of Jodongo (elders) in their arbitration and his final word was law. He was also a sort od priest who led the whole community in sacrifice and libation on public worshipping days. He also led his people to battle, and if he is too old, his eldest son. (pg 57)

The community abhorred bloodshed. To them, bloodshed even in battle was a great taboo and required much cleansing. (pg 58)

In compliance with the dicates of 'Chik' upon dleievering of the message that Obura had died at war in Tanganyika, his mother Akoko came out of her son's hut with his spear in her right and his colourful ox-hide skilled in her left- the traditional salute of the fallen warrior. For four days the villagers wailed, sang dirges and the young men staged mock battles. A banana trunk was symbolically buried in the absence of Obura's body. (Pg 62)

Suicide was considered a great taboo and would bring a great curse among the people. (pg 62)

Upon the death of chief Odero Gogni, the clan went into sixty days mourning mandatory for a chief. AKoko also mourned her husband, She sang dirges while donning his monkey skin headdress and brandishing his spear in one hand and his shield in the other.

'Chik' did not allow a mother to spend the night in her married daughter's house. When Akoko visits her daughter Nyabera before she leaves for Kisuma, Nyabera conducts her to her mother-in-law's house. (pg 78)

Akoko presents a petition to the white D.O. in Kisumu about her oppression in the hands of Otieno. Thereafter the D.O sends his messengers to discreetly carry out investigations to ascertain the allegations. AKoko is summoned back to Kisumu to appear before the D.C. The messenger informs the D.C that the chiefdom is hereditary and passes from father to his eldest son. In the absence of a son, the closest male relative takes over. In case the son is not yet of the age of marriage, the chiefdom is held in custody by the closest male relative with the council of elders. When the rightful heir comes of age, he ransoms his seat with twelve head of cattle, the price of a bride, payable to the custodian. In the event that he cannot raise the ransom his seat within two years of getting married, then the council of elders may decide that the seat remains with the custodian. (pg 92)

Having already lost three children, a little ceremony id preformed to confuse evil spirits and enhance Nyabera's son's chances of survival. (pg 92)

'Chik' dictated that a husband had to be found from close relatives of the dead man for the widow. "His job being that of siring children to maintain the dead man's name and to keep his widow from wandering from man to man." (pg 99) this is called 'tero'. Therefore, Otieno,

chief Owuor Kembo's brother should have married his brother's widow, Akoko and become a guardian of the grandson and custodian not owner of the chief's stool." (pg 87)

DETERMINATION AND HARD WORK

Throughout the novel, instances have been vividly brought to life of determined personalities trying to acheve on thing or the other. For example:-Obura is determined to leave home and explore a whole new life outside that no amount of persuasion not to do so deters him. He finally flees home to unknown destinations.
Akoko is determined to find intervention of the white man's government in a bid to alleviate the atrocities committed by her brother-in-law. To an unknown place, she sets off with hope that one day her people will be liberated.
Akoko is depicted as a hardworking and determined woman. AS a young woman she is known to rise early and till her lands and uses the left over to barter in exchange for cattle, sheep and goats. (pg 35) Her herds are impressive and her granaries were always full. (pg 66)
Akoko also tells her daughter that laziness opens the door for evil to rule one's mind and body. She also tells her to work tirelessly and that it is shame for an able bodied person to feed on sweat of others. (pg86)
Nyabera is also determined to join the new faith. To the catechist at the mission, she says, ".....teacher, I have come a long way for this, I doubt there will be a going back. I have nothing to go back to." (pg 97) She leaves behind her daughter and mother to the unknown....Nyabera left the two dearest people to her with a heavy heart but determined feet....." (pg 103)
When they (Akoko and Nyabera together with the children) arrived at the mission, we are told that Akoko started working hard to form some kind of base for the children. ".....she had never begged for food and she was not about to begin.....she was untiring and unsparing of herself." (pg 117)
Awiti also worked hard in school. She is given an admission to college. ".....this letter comes from a head teacher of a school called a college, where they teach teachers how to teach children. He says he is happy to offer me a place in his college so that I an also learn how to be a teacher." (pg123)
Peter Owuor also worked very hard. Things in the seminary were not that east. It is said, ".....And so he entered the vigour and splendour life in the seminary. Sometimes when things were particularly tough, he would wonder whether mere flesh and blood would survive it, but it never entered in his mind to leave.....he was no quitter. He would survive. He would see it through." (pg 127)
Peter had learnt from his grandmother that once a job begun it had to be completed.

CHARACTER AND CHARACTERIZATION

CHARACTERS-Are people, animals or objects taking a specific role in artistic work like a story, play, novel narrative.

CHARACTERIZATION- Is the author's presentation and development of the characters.

Explaining character traits of characters is what characterization entails.

How to determine a character

- What the character says or does
- What the author says about him
- What other characters say about him/her
- We describe a character using an adjective
- There also MUST be an illustration to the character identified

e.g. Akoko is determined and courageous, she challenges Otieno and dares him to strike her.

Determined and courageous are adjectives, and Akoko's character traits.

AKOKOS FAMILY TREE

Tony- vera
Gogni Mboji
Maria
OpiyoOdongo
Becky- marries Owuor Peter- Bishop Awiti- Marries Mark Sigu
Owang Sino- Marries Alando Nyabera-marries Okumu Obura
Akoko- married to Owuor kembo
Chief Odero-marries Aketch as 2nd wife

AKOKO

She is the wife of Chief Owuor Kembo. She is the most prominent character. She is portrayed as the source of the River and the Source of great successful future generation. Akoko's character can be illustrated as follows:

1) Determined

She amazes everybody when she utters her first words 'dwara mara' (want mine). The author comments, "Akoko grew fairly slow but she made up for her lack of height….a determination that would be the hallmark of her entire life….everybody…..she would be a very determined person someday.(pg 14-15)

Despite the many challenges that Akoko faces she is not weighed down by the she over obstacles but she overcomes them and moves forward.

2) Hardworking /industrious/enterprising

Akoko believes in hardwork and learns that the way to make a husband happy is by the work of her hands.

She tells Nyabera, 'My daughter, should it ever be said that you are as lazy as your mother, I will tun in my grave."(pg 66)Her herds at Sakwa is said to have been so vast that a special dam separate from the rest is built, "It was said of the herds that should you get to the water to drink before you drew your water then you had to wait for almost two hours before they drunk their fill."(pg 66)

Akoko's granaries are full to bursting so that during the lean season, "…..people coming to barter their cattle in exchange for food were rested and fed."(pg 66)

When Akoko returns to Yimbo with all her property she has salvaged……."It was a mighty herd which moved in three cohorts." (pg93-94)

She advises Nyabera that laziness opens the door for evil to rule ones mind and body. She says, "It is a shame for able bodied person to feed off the sweat of others." (pg 93)

When Akoko moves to Aluor mission with daughter and grand children, she continues to work hard. The writer says, "She had never begged for food and she was not about to begin……"(pg 117)

"God has no time for the lazy, but the devil has, was a favorite saying of hers. (pg 145)

3) Daring/bold courageous

She faces her brother head on when he takes something she is playing with at a very tender age. During the marriage negotiations she stares straight into the eyes of the husband to be and Otieno wonders at her courage.(pg 24)

In another incident when Otieno Kembo gets wind of some people nosing around with his affairs and confronts Akoko, she responds courageously , "Go away you fool…..Are you the village chief or the village fool?" (pg 90)

It is out of courage that she dares trek to Kisuma. She is not scared of the hazards of the journey that has wild animals and worse still the killing and maiming Lang'o tribesmen.

4) Understanding/supportive/concerned

Akoko is responsible and supportive as a mother; she understands Nyabera's suffering after the loss of her brother Obura. She snaps out of her personal grief and pays attention to her.

She understands that people are different and accomodates Alando Nyar Uyoma's weakness.

"She leaned over backwards to accommodate her weakness some of which she found irritating like her tendency to idleness."(pg 70)
She lets Owuor Sino join priesthood even though she has hopes that one day he would sit on the chief's stool, she consents him to take the new path. She tells him, "I will not stand in your way ……..Do whatever the spirit bids you."
She stands by Nyabera during her trying moments and ensures that her grandchild Awiti is well taken care of.

5) Decisive/ Independent minded

When her mother-in-law accuses her of witchcraft, Akoko takes her and Otieno head-on in front of the village. She makes a hasty decision to go back to her people in Yimbo.
Soon after Otieno Kembo takes over the chief's stool with glee and arrogance, Akoko decides that, "….the time had come for battle lines to be clearly drawn." (pg 73) She treks to kisuma to seek justice from the sirikal.

6) Intelligent/wise

She grows up as an intelligent woman and is full of wisdom. "She believed that a young woman had to be intelligent….."(pg 65)
She offers wise counsel to her daughter who is mourning the loss of her sons through an outbreak of measles. She tells her, "cry my child, for one does not bury a child without burying a part of ones's soul with it,…Yesterday is not today and today is not tomorrow for each day rises fresh from the hands of Were…."(pg 75)
Her wisdom is further illustrated during her visit to Kisuma to appeal against her brother-inlaw. Wherelse the twins are dissatisfied with the verdict of the D.O, Akoko tells them,"
Do not decide the wisdom of a man by the brevity of his quiet or the multitude of his words……..A fool knows everything."(pg88). She discovers that s she cannot physically confront Otieno Kembo who has reduced her head of cattle and decides to wait for the D.O's intervention. She says, "There was no advantage in knocking one's head against a tree trunk
……if you want to cut a tree, take time to sharpen an axe."(pg 89)
She encourages Nyabera to seek a new life at the mission in Aluor with these words, "Bitterness is poison to the spirit…..if you are walking along and you find your path leading nowhere, then it is wise to try other path."(pg 103)
She plays the voice of reason when a conflict arises between Nyabera and Awiti over her fiancé whose background she has not investigated. Akoko tells Nyabera, "Accept it Maria, the world is changing." (pg 143) She supports

Peter Owuor's decision to become a priest despite the fact that he is the chief in waiting. She says, "Things have changed and people are turning to different things."(pg126)

7) Kind and generous

The people who come to barter their animals are rested and fully fed before they being dispatched to their homes. Nyabera, in lamenting her mother's misfortunes, describes her as one who had never looked at any one with an evil eye, never denied anyone food, had been quite generous in sacrifice and libation

8) Rash/impatient/short-tempered

Despite her positive personality, Akoko at times behaves in a rash manner. She reacts with temper when her mother-in-law accuses her of withcraft and does not wait for her husband to return. She goes home to her people in Yimbo. Chief Kembo comments, I know all your virtues, but your weakest point is your temper and

impatience…..you must exercise selfcontrol."(pg 44-55)

AKOKO'S ROLE

1. She is the main character in the story. Without her there would be no story
2. She is symbolically referred to as the source of the river. She is also a symbol of change, wisdom, determination, hardwork and focused people.
3. Through Akoko several themes are highlighted; Tradition, change, education, religion and death.
4. She helps develop other characters e.g. through her Owuor Kembo is brought out as loving, committed, wise. Through her Otieno kembo is potrayed as abusive, cowardly, selfish, greedy and chauvinist.
5. Through her, several aspects of style such as proverbs, similes, vivid description, songs, myths and legends are brought out.

MARIA NYABERA

She is the second born of Akoko, born three and a half years after Obura. She is the only daughter of Akoko and Owuor Kembo; the only surviving among the three born. She is always merry and always meets people with a sunny smile. This is how she earns her name Nyabera-meaning the good one. She can be described as:

1) Hardworking

Her husband confesses that, she never neglects her duty to go traipsing off to her home for she is industrious.

In Aluor, she would always accompany her mother to till the land and together they have granaries of food and a big herd of cattle. “The two women became some sort of a fixture on the green sloping countryside, and the locals, not as motivated as they were made endless jokes about their iron backs and caked feet.” (pg 117)

Even when she is told how hard it is to master Christian concepts, she does not hesitate to go to Aluor. She memorizes all the stories which she later recounts to her daughter, nephew and mother, “After she mastered the basics of religion she started attending mass every morning before class.”(pg 107)

2) Likeable/Loveable/ adorable

Due to her jovial nature, she is easily likeable. She has,”…….a personally to charm the birds off the trees.”(pg 33) Right from a tender age, her mother does not have to worry about baby sitters for young girls line up to hold the baby. “Obura was very jealous for he would have liked to have more of his sister to himself.”(pg 33)

3) Preserving/enduring

She undergoes a lot of suffering. Her first child dies at the age of two. The child suffers from fever, jaundice and swelling of the tummy. She loses her two sons to a ferocious outbreak of measles. She loses her father, and miscarries when Awiti is three years and soon after her husband dies. She is inherited by Ogoma Kwach and they have two children, but they both die. When in Aluor, she hears that Ogoma’s wife has dies so she goes back to him. They have another child who dies soon after. The man also start to court a younger girl and feeling rejected, she goes back to Aluor.

4) Loving/caring

As a sister, she loves her loves her brother, Obura, that his death devastates her. She becomes a loner wandering away by herself, mute and quite for days.

After she settles in Aluor she remembers to go for her daughter, nephew and mother whom she loves in a special way. She loves Owuor like her own son”…….formed such a solid wall of love around the children.” (pg116)

She supports Owuor in his decision to join priesthood. She leaves some of her cattle with her mother-in-law since she has been her friend.

5) Humble /modest

Although she marries a poor man, Okumu, and brought with her a sizeable herd of cattle, sheep and goats, she respects her husband and shows him humility although he could hardly raise the bride price. She treats him with the utmost respect and politely seeks his permission to go visiting her old home.

6) Secretive/Discreet

When she decides to go back to her matrimonial home Aluor, she offers no explanation and her mother looking into her eyes, lets her go without demanding one. "There are many longings and fears which can never be put fully into words."(pg 118)

7) Weak-willed/indecisive

Even after making a break with tradition to join Christianity at Aluor, she still comes back to her matrimonial home to seek her inheritor, Ogoma Kwach in order to get a son. This is a breach of the the Christian doctrine that she now professes. In most cases she depends solely on Akoko to make decisions.

NYABERA'S ROLE

1. She helps in the development of the story as she is Akoko's child.
2. She brings about change by seeking the Christian religion and gives birth to Awiti who pursues the white man's education.
3. Through her the following themes are highlighted; change, religion, education, family relationships and death.
4. She helps in portraying several aspects of style like; rhetorical questions, dialogue, allusion.
5. She helps develop other characters e.g. through her Akoko's character traits as caring, comforting, independent minded and religious.

ELIZABETH AWITI

She is Nyabera's only surviving daughter. She is also the wife of Mark Sigu. She can be described as;

1) Intelligent/Brilliant

"She mesmerizes the class with her powers to recall….."(pg 115) She is good at memorizing prayers both in Latin and vernacular. The villagers wonder at her intelligence. "A girl! To be so clever….. to receive commendation after commendation!"

In class where she is the only girl, she holds her position quite well even in mathematics which she dislikes. She emerges top of her class and is invited to join the first teacher's college near Aluor.

2) Industrious/hardworking/determined

She inherits her grandmother's industry and determination. While so many girls drop out of school, she reaches the top class at eighteen. She receives a certificate on passing a tough examination at the end of the year.

She works hard on mathematics which she dislikes and passes well. Amongst ten boys, she is the only girl who holds top position in class.
She does so well at school and gets admitted to a teachers training college. Upon graduation she becomes a teacher.

3) Loving/ passionate/caring

She her mother at least once every two months, but still she feels that she has not done enough. She also sends her two sons, Opiyo and Odongo to keep her company.
She loves her grandmother Akoko and writes about her to Mark. "She had loved her grandmother desperately….Had admired her unreservedly." (pg 151)
When Aoro and Tony are punished by being denied food at night, after risking the life of the twins, Elizabeth hears them in the kitchen trying to steal food. However, she goes and gives them chapatis and dengu smiling at them.

4) Firm/ Decisive/Resolute

When she gives birth to Mary, she decisively asks the nurse for water and baptizes the child in hospital, "I baptize you Mary….."(pg 194) She decides she is going to get admitted in hospital. She asks Mark to go back to the children and only come to visit her at the weekend or whenever she can.
Elizabeth ensures Mary does not get spoilt……mother kept her head prevented the young lady from being completely spoilt."(pg 195)

5) Principled/dignified/self-controlled

Although many of the male students at the Teachers Training College are attracted to her and go to great lengths including throwing love notes wrapped around stones to her room to win her over, she does not yield. She remains the odd one out when all the other girls have paired up, either from within college outside.
She is variously referred to as the nun, Virgin Mary and church mouse. She is shunned by both men and women for being a non-conformist. She is so cold towards men that when Mark talks to her asking her why she is always alone she retorts,"What is that to you."(pg137)

6) Motherly/responsible/compassionate

When Mark feels so guilty for having been so ignorant as to give her anti-malaria drugs that makes her abort, Elizabeth comforts him."Don't worry, God will give us another. She didn't bother telling him they had been twins. The poor man had suffered enough."(pg 160)
As a mother, she" sleeps without sleeping." Aoro's scream when Tony falls sick at night gets her out of bed even before Aoro reaches her bedroom to report his

brother's ailment. Tony is taken to hospital "….. Held on his mother's lap….."(pg 180)

When Aoro faints for not having eaten for long, which is a punishment for his being undisciplined, Elizabeth,"……was watching secretly……rushed out to her son."(pg 190)

ELIZABETH'S ROLE

1. She helps in development of plotShe moves with her mother and grandmother to Aluor mission, gets educated, marries Sigu and together they have seven children.
2. Through her we see change- She acquires the white man's education and gets employed.
3. She helps highlight several aspects of style; dialogue and humuor.
4. Through her, Akoko's river continues to flow
5. Helps develop other characters e.g. through her we see Maria Nyabera as loving, Mark Sigu is portrayed as loving, caring and naive

VERA

She is Becky's twin sister . The two are Elizabeth and Sigu's first children. She is the first born of the two twins. She is a lady with many positive points, a replica of her mother and great grandmother, Akoko. She can be described as:

1) Brilliant/Intelligent

She carries off trophy after trophy. She is into everything like debate and sports. After primary national exam, she gets an almost perfect score and wins a place at a top national school. In her secondary national school. In her secondary national exams, she gets distinction in Math, Biology, Physics and Geography. In her A-level, she gets As in Mathematics and Physics and a B in chemistry. She opts to go for engineering.

2) Loving/friendly

She has a great capacity for love. She has a passionate nature and is completely loyal and her sister is the object of her love and protection. "She was willing and ready to do battle with anyone who crossed Becky's path and was a fearless fighter."(pg 166)

At five, she almost tears a playmate apart before anyone realizes what is happening, because she is screaming while pummeling him. She loves her sister and shows her off to all. She opts to go to her sister's school rather than a top national school. She still goes to look for Becky at the airport even when she thinks that Becky might not want to see her. She confesses to Becky that she actually

loved Tommy only that she cannot marry him. She and Wandia become automatic friends.

3) Responsible

She is made a captain in class seven, a position only held before by boys. Her mother allows her to join Becky's secondary school so that she can look after her twin sister.

She talks to Becky until she agrees to go and inform her parents about her impending marriage. Although she is not married and does not have children, Becky entrusts the care and future of her children to her.

4) Hardworking/ industrious

After form six, when Becky decides just to stay at home, Vera gets a job as a teacher in a nearby harambee school.

Her excellent grades are always due to brilliance and hardwork.

With her tremendous energy, she participates in many school activities and carries trophy after trophy.

She chooses engineering because she thinks it is more challenging than architecture.

5) Emotional

Her tears are ready to fall at the slightest provocation. She is about to cry when her mother tries to persuade her to consider refusing to go to a national school. When she has an argument with her sister, tears well in her eyes and she dashes them away angrily with her fist. She almost engages in a physical fight with her sister.

6) Religious

Although she treats church going as a formality, and is a good Christian thought her childhood, she becomes very religious while in college after Mary-Anne introduces her to a "recollection". She starts a hungry search for religious enlightenment and dedicates her life to God as an unmarried member of the Opus Dei.

VERA'S ROLE

1. She is used to develop themes such as; change, education, women empowerment, conflict and religion.
2. Through her Becky is portrayed as jealous and hateful, while Wandia is portrayed as loving and concerned.

BECKY

She is one of the twin daughters of Mark Sigu and Elizabeth Awiti. They are the eldest.

Becky is brought out as follows:

1) Loveable/Adorable

She draws love from one and all from a vey early stage, just plain irresistible. She has very many admires from her childhood up to almost the time she dies. She even marries a white man.

2) Selfish/Egocentric

She is utterly selfish. Even after being informed of Tony's illness, she continues lie in bed.

"Few things bored her much as sickness, suffering and death."

She just"……stretched luxurious in bed enjoying the feel of her young lithe body."(pg 181)

After her a-levels, she disappears to Nairobi without informing her parents. She just leaves a note and leaves Vera to do the explanation.

3) Jealous/Envious

She is jealous of the attention Mary is given and wonders whether the latter has to murder to be punished. When Vera turns from a gawky faced teenager into a striking young woman and boys start noticing her, Becky notices this and becomes jealous.

When Vera goes to visit her at the airport and she takes her to her home, she confesses that she has been jealous of Vera all her life

4) Unfaithful/Promiscuous/ immoral

Becky has an illicit love affair while her husband, John, is out of the country. This leads to their divorce when John finds out. Vera complains about her changing of men frequently as she changed clothes! She throws herself at every man as if she hates herself. This distances her from her children and she ends up dying of AIDS.

5) Materialistic

Becky loves the things of this world. She loves money and what it can buy.

6) Responsible/organized

Even if she lives an irresponsible life, she financially caters for her death; the family is surprised to find that she has left her own children very well financially off. She has left a hefty insurance, a string of mansions two bungalows in Spring Valley and a block of offices and shops in west lands. She has also left clear documents and things legally tied up.

She had appointed a firm of trustees to run her affairs on behalf of the children and of their benefit. Her sister Vera has been appointed guardian of the children and is allowed to choose which family member they would live with.

BECKY'S ROLE

1. She is used to develop themes such as; Education, relationships, change, immorality, conflict and materialism.
2. Through her interaction with other characters, their character traits are brought out. For instance Vera is portrayed as loving, concerned and hardworking. Her father is depicted as strict and concerned while Wandia is portrayed as concerned and selfless.

WANDIA

Wandia is Aoro's wife, she is a doctor. She comes from a different community from her husband. The writer uses her to demystify inter-tribal marriages. She is developed as a character that is;

1) Intelligent

The battle for the top position in the anatomy class is between her and Aoro, and she finally beats him. The writer says, "But Wandia had beaten him…..she had 78 points."(pg 127)

2) Hardworking/ambitious/pioneering

She portrays several incidences of determination and ambition in life, at her early age that she wants to be a doctor. She later achieves this through her determination when after her second degree; she gets a scholarship to study haematology at John Hopkins Hospital in Baltimore Maryland.

3) Bold/courageous

At the school of medicine, when told to stand in groups before the cavader, she is the first person to gather courage to move towards it. She courageously asks the group members to make introduction which helps them to ease the tension.

Her boldness is also shown when she takes the first step towards cementing their relationship.

She goes ahead and proposes to him. She, "When are you going to propose if at all……."(pg 256)

4) Loving/caring/understanding

Her mother, to whom she has always been close, means a lot to her. She has fond memories of her childhood with her mother. When she learns that her mother is admitted in hospital, she asks her friends to cover for her at Machakos Hospital where she is an intern so that she can visit her.

Her love, care and understanding are exhibited when she adopts Becky's children: Alicia and Johnny. She handles them better than their real mother.
Though she is a doctor with a tight schedule her love and care for her children and husband are not affected. She finds that she has time for them and understands them well and their academic potentials.
She loves her mother-in-law, Elizabeth, and always consults her. "The relationship between her and her mother was a constant source of amusement……other's guts? (pg 294-295)

5) Wise

Though Wandia is younger than Vera, Vera seeks advice from her due to their mutual understanding. This is seen when Vera seeks advice on Becky's behavior towards her children after divorcing John.
She cautions Aoro, her husband, that though they have busy schedules as doctors, they have children and should not forget they need them.

6) Observant/Keen

She has observed that Becky has lost significant weight and advises Vera that they have more cause to worry due to Becky's promiscuity.
She is the first to realize that their son Daniel, though a happy child, has a problem because at the age of four he still drools a little. He has down syndrome. Later through close observation and keenness as a mother she realizes that Daniel has Leukemia. The writer says, "But today her keen eyes watched him frantically……."(pg 286)

WANDIA'S ROLE

1. She is used by the writer to portray the theme of change, Education and relationships
2. Through her Aoro is portrayed as determined and supportive.
3. She is also used to bring out humour and dialogue as a feature of style.

MARK SIGU

Mark Sigu is Elizabeth's husband and an Ex-soldier. He studied at St. Mary's Yala. He works as a manager in a firm in Nakuru. He is portrayed as a determined father who is ready to work hard and provide, bringing up his family in the best way possible.

1) Loving/Caring

His life revolves around his wife and seven children. Every time he attains promotion he gathers his family protectively under his wing and resettles them to a bigger house.

He also takes a helping hand in the house since, though they have a house help, his wife is overworked with seven children at home and others in school.
He loves his wife and when he realizes he has been unfaithful to her, he weeps.

2) Firm/strict

When Becky leaves home, she writes a note because she is scared of facing him. She also follows his father's instructions of going back to school for her A levels without much questioning. She is also afraid to introduce her white fiancé to his father for she feared him.
When Aoro is sent away from school, Oloo does not only deny him food, but also gives him a month's notice to get himself a place of his own. Aoro grows up knowing that his father is a man to be respected and feared.

3) Respectful/Liberal/Just

His family loves him because he is just and fair, firm but understanding. This is evidenced when he accepts Vera's vocation to the Opus Dei and Tony's vocation to priesthood. He also accepts with respect Aoro's and Becky's wish to marry out of their tribe.

4) Promiscuous/Unfaithful

At the peak of the State of Emergency that brings insecurity in Nakuru, Elizabeth and the children leave Oloo in Nakuru and go back to Aluor for safety. Left alone in Nakuru, Mark develops an illicit love affair with another woman and ignores his family for some time. He gets so involved in the affair that he does not reply to his wife's letters including those that inform him of the children's illness.

5) Naïve

Together with his wife Elizabeth, they wrongly diagnosis her attacks of nausea and dizziness as malaria and he proceeds to buy her anti-malaria tablets which end up causing an abortion to their twins.

SIGU'S ROLE

1. Marries Elizabeth and together they have seven children thus he develops the plot.
2. Helps develop themes such as family relationships, change, education, sexual immorality and conflict.
3. Helps develop other characters like through him Elizabeth is brought out as emotional, wise, caring and loving

OWOUR KEMBO

1. Admirable/lovable/impressive
2. Loving/caring/faithful/devoted

3. Responsible/protective
4. Wise/authoritative

OTIENO KEMBO

1. Greedy/jealous/selfish
2. Contemptuous/hateful
3. Lazy/dependent/opportunistic
4. Arrogant/harsh
5. Cowardly/ timid/fearful

OBURA KEMBO

1. Admirable/lovable
2. Pleasant/cheerful
3. Loving
4. Protective
5. Industrious/hardworking
6. Decisive/resolute
7. Adventurous/outgoing

AORO SIGU

1. Responsible
2. Intelligent/bright
3. Remorseful/repentant
4. Admirable
5. Caring/loving
6. Determined/resilient

LANGUAGE AND STYLE

These are techniques through which a writer communicates his/her themes. Style involves the use of artistic language or feature in a literary work for effective communication of feelings, opinions and ideas.

The novel is divided into four parts that describe the life of Akoko and the generations that follow her. The language used at each historical time is unique to that period.

Part I and II make reference to Luo expression, proverbs and words while in part III and IV there is use of modern expressions, Kiswahili words, modrn way of naming , academic terms, Christian religious allusions as change is already felt in the land in different areas of life.

DREAM MOTIF

Various dreams are presented and which carry with them various messages and implications.

It is through dreams that the livings are connected to the dead. This is seen for instance through Akoko's great uncle, Obanda who sends a dream through her father and grandmotherand the child is given a name.

Dreams also bring hope from the spirit world. This is seen through Maria's dream where she dreams that Obura comes to her with a beetle which turns into a beautiful bird, the colour of the sky. This is interpreted that the dead brother wants the unborn baby named after him.

Dreams have also seen to influence characters action and hence build the plot. This is seen in Vera's dream after breaking up with Tommy where she feels herself moving so fast towards the horizon and hangs at the edge which falls into a bottomless abyss. Perhaps an indication that she needs to take a grip over her life. She feels empty and hence accepts to join Anne to the recollection to fill the emptiness in her life.

CONTRAST

Contrasting characters and incidents are used severally in the novel.

There is a contrast between Owuor and Otieno. Owuor was hardwor-king whereas Otieno was very lazy. Otieno married many wives i.e. six whereas his brother Owuor only had one. We are further told that Otieno treated his wives like sluts and they did not fail him whereas Owuor treated his wife like a queen.

There is also a contrast in Akoko's sons. Obura was an active and inquisitive son while his brother Owang Sino was very quiet and reserved.

There is also a contrast between Vera and Becky. Vera is generous, loving and caring whereas Becky is egocentric and jealous. For instance Vera is concerned that she is not woken up when Aoro is taken ill but for Becky these are boring stories.

The marriage between Akoko and Owuor is contrasted to that between Mark and Elizabeth.

In Akoko's so much bride price was paid but in Elizabeth's she is given out almost for free.

LOCAL DIALECT

The author uses this style to give authenticity to the story. Examples of local dialect are:

1. Jorochere- The white people
2. Were- The god of Ramogi
3. Chik- The way of the people. The laws which govern behavior
4. Dwaro mara- want mine
5. Dak- neighbourliness
6. Wat- brotherhood
7. Nak- inititation, removal of six lower teeth
8. Juok- witchcraft
9. Nyadhi- style
10. Sirikal- government
11. Turudi mashambani
12. Uhuru
13. Ruguru- man from the west(refers to

a non-kikuyu, or a person outside the central province)

14. Daktari
15. Mwalimu
16. Muthoni- to mean in-law
17. Mikai- first wife

FORESHADOW

This is a feeling or sign of an event set to happen in future.

"…….he did an unheard of thing by taking her, a widow, beaten and bruised by life back into his house."(pg 15) This heightens suspense as one would want to read on and find out what made Akoko go back to her brother's home after being widowed.

Obura's disappearance and death marks the beginning of a series of misfortunes that will haunt Akoko and her children. "The family had been touched by tragedy and tragedy can

sometimes be a habitual drunk who keeps coming back for more." After Oburas's death, others in Akoko family who follow mot so long later are:

a) Nyabera's first born child at only two years
b) Chief Owuor Kembo
c) Akoko's other son, Owang' Sino
d) Nyabera's two sons
e) Nyabera's husband, Okumu Angolo
f) Nyabera's two other children she had with Ogoma Kwach
g) Nyabera's other child

While Elizabeth and Mark Sigu are being weeded by Peter Owuor, it is said, "……..she was a radiant a bride as only that had ever walked up the aisle to begin a marriage that would last forty six years."(pg 157)

When Obura disappears to go and know about the white man, it is said of the mother, "A low moan from the direction of the main hut was heard, the first sound in three days……The fearful premonition of doom that only a mother, closely connected as she is to the child, can sense , was in the air." (pg 57). The premonition eventually ends in fulfillment in the death of Obura. The family later receives the news that Obura died in the white man's war.

When Nyabera tells Akoko of her dream about Obura, Akoko tells her "I think your brother is trying to tell you something, to bring a message of hope from the spirit world…….May Were find it in his heart to fill our hearts with laughter again. (pg 76). This later becomes true or is fulfilled when Akoko and Nyabera head to the mission in Aluor together with Elizabeth and Peter. Their lives are improved and they become happy again.

When Odongo and Opiyo (Oloo's Sons) took Akoko to make an appeal before the D.O, a foreshadow into the future is given. "When my brother and I took my aunt to make an apil (appeal) to the big white chief whose name was Diyo, would begin Odongo to some round eyed grandson many years later."(pg 89). This is later fulfilled when they visited Akoko at the mission as married men.

When Mark hands Elizabeth a telegram, "Firm, decisive Elizabeth was standing there looking confused and unsure of her next action….she had the most oppressive premonition of doom pressing in on her from all sides and she simply could not make any sensible move."(pg 200).

Eventually, just as she feared, her mother dies.

FLASHBACK

Flashback refers to the author's regression to the past. Events that took place sometime ago are relived to elaborate the present or the future.

After the death of Akoko, Awiti is deeply affected and inconsolable. The mother, Nyabera, tries to console her by telling her of how Akoko grew in a flashback. "She was the most beautiful girl in the whole village and the eldest daughter of the great chief Odero Gogni and the apple of his eye. Twelve suitors came……he was a young chief and single and his name was Owuor Kembo…."(pg 154)

Another instance of flashback focuses on the difficult birth of Mark and Elizabeth's last born child, Mary. Mark was more attached to this particular child

than the others because it was as if she was grabbed from the jaws of death. “This last one had come unexpectedly and has threatened miscarriage after miscarriage needing frequent hospitalization of the mother……..”(pg 192)

Wandia during a visit to Aoro when he was an Intern, remembers her childhood, “……she was lost in thoughts of her childhood, running bare foot in the red fertile volcanic soil, after her mother- going home after a hard days work. She and her mother had always been very close and having been named after her maternal grandmother, her mother had never referred to her as anything but mami….” (pg 255)

There she was a very little girl, clothed in nothing but the love of Were-the god of the rising sun; then she was sitting in the shadow of grandfather. Oloo’s largest bull missing her mother who had gone away to seek the new way…….”(pg 305-306)

ALLUSION

This is making reference to a statement, person, place, event or thing that is well known from literature, history, religion, myth, sports or politics.

The bible has been alluded to on several occasions. For example, when Nyabera goes to the mission at Aluor to seek the new religion, she wants to go back and get her mother to as well join it. “It offered such consolation for one could identify oneself easily with the desolation of

Mary(a sword shall pierce your heart), with the joy of Elizabeth (whose barrenness was removed by God), the warm love of weak Peter (Lord you know everything, you know that I love you!)(pg 108)

Maria gets baptized and during baptism it is said, “I baptize you Maria in the name of the father, and of the son and of the Holy Spirit.” There is mention of Misri (Egypt) and the bad King Herodes, plus birth of Yesu Kristo. (pg 109-110)Akoko and Nyabera’s leaving their homes to go to the mission center at Aluor is compared tothe Biblical epic journey of Israelites from Egypt to Canaan, “Like the children of Israel, they left the fresh pot of Egypt for uncertainties of Canaan,” (pg 113)

Maria alludes to the story of Daniel and the lions, Elias, the man who went to heaven on a bicycle of fire and great friendship of Daudi and Jonathan (pg 113)

Other quotations from the bible and the catholic belief are; “This is my body which will be given up for you.” The story of the prodigal son is also alluded by Aoro when his father punished him he says,” Father I have sinned before you and God.”(pg 190),

When MaryAnne and Vera attend a mass at the recollection the priest says, “The mass has ended go in peace to love Lord and serve one another.”(pg 132)
The students studying medicine together with Aoro are said, “……appeared to have been turned into Pillars of salt of the Mrs. Lot variety.” (pg 244)
Another example of allusion is a statement used during graduation. “By the powers conferred to me by the University of Nairobi I give you the powers to do all that appertains to this degree.” (pg 300). This statement is made by the chancellor of the university when conferring a doctor in medicine degree on Wandia.
In the novel, historical allusion comes out. For example, the First World War has been alluded to. The year is 1918 and the Jo-ingresa (the English are at War with the Jo-Jerman (the German) for the last four seasons. The three young men from sakwa go to fight the Jo Jerman (The Germans) in a place called Tanganyika(Tanzania) of a country of black people ruled by Jo-Jerman.(pg 60-61)

SYMBOLISM

Symbolism is the use of a person, an object, an event to represent or stand for an idea.
The title, “The River and The Source” is symbolic. Akoko represents the source of this river, as Chief Odero comments, “…..that a home without daughters is like a spring without a source.”(pg 11) She is symbolic of the beginning of a new generation of women in society.
She is a pioneer of women’s position and change in the society. Among the many positive qualities found in her and in the women she inspires are; intelligence, hardwork, courage and determination. In the course of her life the river is threatened by obstacles among them deaths causing it to meander. However, the stream continues to flow and gains momentum. The writer comments, “She it was who had been the source of this river which at on time tricked to a mere rivulet in danger of petering out…..momentum.”(pg 204) She is indeed a source of inspiration in the family for through her guidance and wisdom she counters all most all the obstacles that come her way and that of her children and grandchildren.
Akoko’s name which means “noisy one” implies that the female gender should not keep quiet whenthey are denied what is rightfully theirs. Her first words dwara mara means want mine signifies that women should stand out to what is theirs.

Otieno Kembo is symbolic of male chauvinism. He is also symbol of greed, opportunism and arrogance of men who cling to tradition in the name of defending male interests. (pg 73)

The journey by Akoko, Nyabera, Awiti and Owuor to Aluor mission, is symbolic of a new way of life and severance from the old way of life. They now live far away from their matrimonial homes. Akoko and her grandchildren are also introduced to the Christian religion. Living away from home means starting life a fresh, building a new home and not much food to eat, the children also get formal education. The journey is also symbolic of the hope that Akoko's family must have in order to survive. Having lost her husband, Nyabera has to be inherited as tradition dictated. This doesn't satisfy her and she yearns for something different that will give her hope to live; the Christian religion. This gives them hope and as a result, Awiti acquires education and eventually becomes a teacher while Owuor joins priesthood.

At Aluor mission, it is said there was the church with its steeple bearing, a cross at the top and the school. These symbolize Christianity and colonialism. There is gradual change from tradition to modernity. Also the construction of the railway line long before the birth of

Akoko is an indicator of colonial penetration and subsequent introduction of the white man's government. This penetration has brought with it positive and negative changes in the society. There is positive in the sense that Akoko gets justice and negative in the sense that the beautiful cultural values of the people are washed away. In addition, hereditary leadership withers when Obura Kembo dies in Tanganyika and the baby Owuor finally opts for priesthood.

HUMOUR

This is something that amuses or that which has the quality of making somebody laugh.

There are several humorous instances in the "The River and The Source." Humour makes the story more interesting and also eases tension in very serious and tragic situations.

Akoko's beauty is described in a humorous manner. The writer comments, as for her legs, Were must have carved them out personally rather than one of his apprentices (pg 28). It is interesting to note that Were did not delegate to create Akoko's legs.

Akoko's conflict with Otieno Kembo is humorous especially where he calls her she-wolf. Akoko hisses at him and he retreats. It is humorous to see a man who had dared Akoko backing off in fear.

When Akoko and her two grandsons go to Kisumu to lodge a complaint to the white chief (The D.O), the word D.O, sounded like "diyo" which to them meant to squeeze. They wondered whether he might squeeze their brains.

The people of Sakwa are amused by the god of the white man who has a son and died to save them. It is exciting that the ignoramus interprets this as sheer madness. It is also interesting that one can sleep on both ears. "I keep my ears open, my friend; I am not like you who sleeps on both your ears. I keep one open and sleep on the other one!" (pg 59)

Awiti's beauty is humorously described, "Her nose sat on her face as if the creator had really thought hard before placing it carefully in place." (pg 135) It is laughable that Awiti receives notes in college using the most unorthodox means, "a love note would come flying into the room wrapped around a stone." (pg 136)

The responses that Nyabera gets from Pilipo who seems to have some knowledge in the Christian religion introduced by the white man are humorous. She had expected to get some information about this religion so that she could pursue it. ".....They said something about
God being three but only one but didn't understand that very well."
".....There were laws which said do not kill.....and to take on one wife. The laws were too hard for me so I came home. (pg 102). This humour eases the tension that is created by Nyabera's situation.

She has lost hope and is interested in the Christian religion which might give her hope. This humour also points to the dilemma faces by the new converts who still wished to cling to aspects so their traditional culture and could not cope with stringent requirements of the new religion.

When Wandia enquires about the well being of her relations Kamau and Timothy, Ester tells her; "Timothy is still waiting for the beautiful ones to be born. Meanwhile he chases whatever else is available." (pg 262)

Before Elizabeth's death, she recalls her life as a child and when many suitors were pursuing her. The description of the suitors is humorous: "A love letter comes flying in through the open window; it was from a fellow student whose name was Cosmas somebody or other and like so many others it declared willingness to climb mountains, fold rivers and swim oceans in order to reach her and win her love. The guy must have drowned by now, thought Elizabeth her lips twitching. (pg 306)

IRONY

Irony is the opposite of the expected. The writer has brought to the forth several instances of irony in the text.

It is ironical for chief Odero's spokesman. Aloo K'lima to assure the chief's in-laws that since they (in-laws) are their brothers they would not make things difficult for them during Akoko's bride price negotiations, they in fact make things difficult for the in-laws fromSakwa by setting the bride price at thirty heads of cattle which was two and half times the usual bride price. (pg 21-22)

Peter Owuor Kembo is Akoko's only living grandson. He is expected to assume the chieftainship when he grows up but he develops an interest in priesthood. The writer says of him, "he who has never really known his father or the joys of father-son relationship, now dreamt of being a spiritual father of many." (pg 127)

It is also ironical that Owuor Peter Sino expected Akoko to reprimand him and reject his proposal of wanting to become a priest and yet she accepts without any argument. She tells him to do what the spirit bids him because the world is changing (pg 126)

Irony is similarly evident when Mark Sigu tells Elizabeth, "it is easier to fight Germans and their allies than to get the courage to talk to a girl." (pg 138) He has waited to meet her for the last six weeks and this time round he had to gather enough courage to do so.

Akoko had lost her first born son, Obura to the white man's war. Before she dies, she regards her grandson-in-law as a replacement for her son; "She had lost one son to the whiteman's war; and by grace of God she has gained another from the white man's army." (pg 149)

In defiance to a sticker stuck on the windscreen just next to the driver of a matatu Vera and Maryanne are travelling in to Kangemi, the driver over speeds. One would have expected the driver to be reminded of the effects of dangerous driving by the sticker aptly entitiled, "a speed song."(pg 235)

Betty confesses to Vera that she loves money and all that it can buy. Despite living a lavish lifestyle, the carpet on the floor, the pictures on the wall spelled one word-money. She ends up having affairs during the husband trips abroad and they finally divorce. She lives alone with her children, well off but unhappy.

When Obura and Owang Sino die, Otieno, their uncle is supposed to assume the chiefdom but in the custody for the young Owuor Sino. He does not keep it

in custody but instead usurps his nephews chieftainship. He even grabs his brother's as well as Akoko's wealth.

When Obura and two other men are killed in a war against the Germans on Tanganyika, the white man's messenger".... presented the chief with a bracelet which they said was sent by the white people as a thank you and in memory of the fallen men" It is ironical that after a selfless struggle by Obura on behalf of the whites, through which he loses his life, they can exchange life with a bracelet.

When we study the character of Vera, we discover yet another irony. She had been brought up embracing all the basic Christian values and beliefs and we expect that she can find it quite simple to comprehend and understand the existence of God. But when she becomes opposed to this belief and fails to understand the being of God given such a background, it becomes ironical.

VIVID DESCRIPTION

Owour Kembo is vividly described: "Even without his black and white Columbus monkey headdress, he stood head and shoulders above most men. He was obviously a man of nyadhi.....he has a spear in one hand, a shield in the other and splashes of white war paint across his body. His face was virtually tattooed, his head set proudly on his shoulders and he wore only a tiny piece of leopard skin..... (pg 18)

Akoko's beauty is brought out through vivid description; "her eyes were set apart and neither too small nor too big, her teeth were white and even with a bewitching gap at the centre of the upper set. Her ears with earrings dangling from tiny holes were perfectly shaped standing just at the right angle from her head. And that neck! It was fit to inspire praise songs from nyatiti players! And were those two whole rings on her navel? .....As for her legs, Were must have curved them out personally rather than one of his apprentices." (pg 28)

ORAL LITERATURE DEVICES

The writer had used some oral literature in "The River and the Source." These include:

- Proverbs
- Songs
- Myth
- Legends

a) PROVERBS/WISE SAYING

Akoko's father said of her birth, "A home without daughters is like a spring without a source"(pg 11). This indicates the chief's flexibility. He hears the

baby cry and thinks it is a boy, “another rock for my sling.” The fact that the baby is a girl does not dampen his spirit whatsoever.

Akoko’s family spokesman, Oloo, convinces the audience about a woman’s worth to her husband during the dispute between Akoko and her mother-in-law and brother-in-law

“.....who knows the goodness of a tree but he who sits under its shade and eats its fruits?” (pg 44)

Other examples of proverbs found in the story are-; “ Good manners is the fabric that holds the community together used in respect to the search parties to mean that even if they did not find Obura, it was a sign of respect to the search parties to mean that even if they dis not find Obura, it was a sign of respect to go and report to the chief.

“Yesterday is not today and today is not tomorrow.” (pg 75) This proverb is used by Akoko to encourage her daughter Nyabera who had suffered greatly by losing her children.

“It was disquieting to have all one’s eggs in this one tiny frail basket.” (pg 74). This is in reference to Akoko’s family’s hopes of that long over the chiefdom which has now been placed in the hands of the little boy, her grandson.

“Bitterness is poison to the spirit for it breeds nothing but vipers some of which might consume your very self.” (pg 103) Akoko uses this proverb to encourage Nyabera to try new religion so that all bitterness in her can end.

“.....Beggars cannot be choosers.” (pg 107) Nyabera had to make do with the place shown to her to put a house at Aluor mission.

“.....you don’t have to be good, all you have to be is lucky.” (pg 281). Vera uses this saying in reference to his brother who is lucky to have a good girl like Wandia.

“Laziness opens the door for evil to rule one’s mind and body.” (pg 93). Akoko uses this proverb to chide her brother-in-law Otieno, who because of his laziness, ends up grabbing her wealth and inheritance.

b) SONGS

The young men who come to escort Akoko from Yimbo to her husband’s home in Sakwa compose chants to praise certain qualities in themselves. The song also creates humour. It also breaks monotony of narration. (pg 26) (quote the song in page 26)

Akoko sings a dirge full of praise for her husband as she morns him (pg69) .(quote the dirge on page 69) The song breaks monotony of narration, makes the story interesting and also indicates how the two; Akoko and Owuor Kembo loved each other.

c) MYTH

A myth is story that talks about the origin of a group of people or a phenomenon. AKoko narrates the story of the origin of the Luo to her grandson twins, Opiyo and Odongo as they embark in their epic journey. “In the beginning, Were was alone in the world which was beautiful. Were is a spirit and a spirit is like a flame.....so he created Ramogi and his brothers who were men.....(pg 81-82)

This myth highlights the role of elders in this community, which is to impact knowledge on the history of the tribe to all young ones. “.....How can you know where you are coming from?” (pg 81)

d) LEGENDS

A legend is a story that talks about a heroic historical character. “Of the children of Ramogi many great brave men have arisen. They are called, “thuondi” the brave ones. These men of renown include Lwanda Magere. So strong and brave a warrior was he that it is rumoured that sharp spears of Lang’o warriors could not pierce his skin.

Then there was Gor Mahia, the wily one who could change hid form into anything at all..... (pg 82)

THE RIVER AND THE SOURCE: SAMPLED POSSIBLE EXCERPT QUESTIONS AND RESPONSES

1. *Read the extract below and answer the questions that follow*.

Akoko returned to her village having won more than a victory for her infant grandson.

She had opened new vistas for her family, which showed another world and the possibility of a different way. She talked about her journey to her daughter Nyabera, who sat on a mat nursing her newborn daughter; she drank in her mother’s every word.

“You know my child, human beings are all the same the world over, with good ones and bad ones. The bad ones serve to high – light the goodness of the good ones. To allow oneself to sink unresistingly into evil is a bad thing. Take those white people, they are not of my colour, or of my blood but they are just, but your uncle is ruled by his stomach and directed by his loins.

He forgot everything that his brother had ever done for him and his greed turned into vindictive hatred. It would have been something if he had worked to support his appetites, but he is lazy. Laziness opens the door to evil to rule one’s mind and body. Work tirelessly my child. It is a shame for an able bodied person to feed off the sweat of others. It becomes like a sickness of the blood which transmits itself to generations and becomes a curse forever.”

Akoko left the clan of her husband Owuor and returned to Yimbo with all the property she had salvaged from her brother-in-law, Otieno. It was a mighty herd which moved in three cohorts. Of the three children she had borne, there survived only one; of the grand children only two still lived; and the she dwelt in the household of her brother Oloo.

She was fifty seasons of age, a middle aged woman. Sometimes she remembered how it had been and this was painful, for now she, a migogo, was reduced to living with her brother. She wondered how long it would be before his wives started making insinuations, but she did not allow herself to descend to bitterness; for yesterday is not today and today is not tomorrow.

Each day rises from the hands of were and brings with it whatsoever it will.

a) *Outline events immediately before the extract. (4mks)*

b) In what two ways is Akoko's journey important? (2mks)

c) How does Otieno's weakness serve to highlight Akoko's strength? (2mks)

d) Name Akoko's children not mentioned in this passage. How did they die? (4mks)

e) Comment on ONE feature of style evident in the extract. (2mks)

f) Explain ONE theme coming out in this extract. (2mks)

g) State and explain lesson you learn from the passage. (2mks)

h) What does the last paragraph tell us about Akoko? Explain (2mks)

i) Explain the meaning of the following expressions as used in the passage. (3mks)

……..she drank in her mother's every word

……...feed off the sweat of others…..

……...cohorts

j) "He forgot everything that his brother had ever done for him". What is it that Otieno forgot? (3 mks)

Possible Responses

a) - Akoko is escorted to Kisuma by the messanger and two 'askaris' the DO has sent.

- She makes her appeal before the DC who bears the petition. 1mk

- The DC makes judgment in which Otieno Kembo is made to relinquish the stool and return that entire he had grabbed from Akoko. (1mk)

Marking points

- *Journey to Kisuma √1mk*
- *Appeal before the DC √1mk*
- *Judgement by the DC/verdict √1mk*

- Justice √1mk
b) - It has opened way for a newness e.g leadership
- It serves to enhance the reservation of human right irrespective of gender. e.g right to ownership
- It serves to reduce wrong doing while upholding morality e.g Otieno is punished
c) - His injustice√ 1mk greed, etc makes Akoko's decisive and pioneering √1mk characters to come out.
d) - Obura Kembo √1mk who died in the world war √1mk
- Oway Sino √1mk who died chocking with √1mk a fish bone.
e) - Dialogue √ 1mk – Akoko talking to her daughter Nyabera √1mk who is listening…
"You know my child……."
Comment : - Reveals Akoko's character of being wise
-Reveals the themes of justice and equality
- Reveals Otieno'e character – lazy and greedy
f) - Justice – The DC gives Akoko justice by punishing wrong doing.
- Equality – The DC provides justice irrespective of gender or race.
g) - We should work hard – Akoko tells Nyabera that laziness is a disease……..
- We should fight for our right/justice. Akoko looks for justice and gets it.
- We should have hope and determination and live for have a better future/ no Situation is permanent.
h) - She is determined/ enduring
- She is optimistic
- Despite the challenges she expects to meet in her brothers household, she braces herself and hopes that all will end one day."Yesterday is not today……"
i) - She understood all that her mother told her
- Depending on other people for survival
- Large groups
j) - He forgot that it is his brother the late Owuor Kembo who supported him by feeding
√1mk his entire household.√1mk

2. ***Read the following extract and answer the questions that follow:***

"Mother, I have decided to seek the new religion which you have heard about. You know my life is a painful wound to me and much as I try my heart fills with bitternessfor me and for you".

" My child, do not feel bitterness for me for I am an old woman who has lived her life.

As for you it is better that you seek this new way. It might give you hope and rescue you from bitterness. Bitterness is poison to the spirit for it breeds nothing but vipers some of which might consume your very self. Pain and sorrow all human being feel; but bitterness drops on the spirit like aloes- causing it to wither. I give you my blessing my child. If you are walking along and you find your path leading nowhere, then it is only wise to try some other path."
" Thank you mother. I will bring you news as soon as I can. May Were protect you."
Questions.
(i) Place the above extract to its immediate context.
(ii) "You know my life is painful wound." What made Nyabera regard her life as a painful wound?
(iii) In what way was Nyabera's life similar to that of Akoko according to the rest of the novel.
(iv) Identify and illustrate one characters trait of Akoko and Nyabera as brought out in this extract.
i. Akoko ii. Nyabera
150 | P a g e
(v) Identify two features of style used in this extract
(vi) Pain and sorrow all human being feel. Rewrite this sentences making "human" the subject of the sentence.
(vii) Briefly explain one theme that is brought out in this extract.
Possible Responses
i. Before
Nyabera had gone to philipo to inquire about the new religion. She had then gathered her things and decided to leave her daughter with her mother in Yimbo. She informs her mother of her decision to seek the new religion .Her mother encourage her to go ahead and join the new religion and forget her bitters .Immediately after this Nyabera
t ravel s to Aluor mission and join the new religion .
ii. Nyabera had suffered a lot in her life because her children had died mysteriously leaving her with only a girlchild (Awiti). Her husband had died .Ogoma Kwach who had inherited her had back gone to his family.
iii). (i). Both had lost their husbands through death
(ii). Their children had died
(iii). They were both sonless

(iv).(i) Akoko – philosophical/Reasoning – Bitterness is poison to the spirit for it breeds nothing but viper
(ii). Nyabera
- Bitter – ' You know my wife a painful wound and much as my heart fills with bitterness '
- Religious – Decides to seek solace n the new religion "May Never protect you"
v). Dialogue – "Mother I have decided …….. Nyabera-Thank you mother
Simile – "but bitterness drops on the spirit like aloes ……..
Use of Local dialect- Were
(vi). Religion – Nyabera decides to seek new religion….
Death and suffering - You know my life is a painful wound

3. *Read the following extract and answer the questions that follow:*

"Good. Very good. How about this marriage business-don't you think it is too soon? I mean you're only worked for a year – do you really have anything to offer a wife?"

……

Things like language to be spoken at home, the religion to be practised – and by the way to what faith does she belong?

(a) *Place this excerpt in its immediate context (4 marks)*
(b) Illustrate any two themes brought out in this extract (4 marks)
(c) Comment on any TWO stylistic devices used in the excerpt (6 marks)
(d) Illustrate two aspects of Mark Sigu's character shown in this excerpt (4 marks)
(e) Where else in the novel is Aoro in conflict with his father? (2 marks)
(f) In about 40 words, explain how Aoro defends Wandia as his choice for a wife. (3 marks)

Possible Responses
(a) Before
- *Aoro and Wandia have gone to Aoro's home*
- *They meet the parents of Aoro and exchange pleasantries*
- *Aro tells his father of his plans to go back to study surgery – his area of interest.*

After
- *Aoro's father is skeptical about Aoro's marriage to Wandia*
- *He cites religion as one of the problems likely to arise if the two get married*
- *Aoro tells his father they will sort out issues like religious differences and language to be spoken as Wandia is a rational person.*

(b) Themes

Religion - Aoro's father wanted to know Aoro and Wandia's religious differences could cause them problems.
Tribalism – Aoro's father asked Aoro why he could not get a nice Luo girl to marry instead of Wandia who is a Kikuyu
(c) Dialogue
- *Mark Sigu and Aoro are conversing concerning Aoro's intention to marry Wandia.*

Mark Sigu: How about the marriage business
Aoro : I guess not –
Comment – dialogue makes the conversation interesting and lively
Use of dashes-She is a Kikuyu after all – they have a thing about money
Comment – to indicate pause or deep thoughts creates suspense
(d) Mark Sigu's character
- *Prejudicial/stereotyping/tribalistic-He regards all Kikuyus as money lovers*
- *Loving -He told Aoro that he loved him and was proud of him*
- *Caring-He told his son Aoro that he was trying to forestall any possible misery which may arise in future.*

(e) When Aoro and his brothers went to swim and his young twin brother almost drowned.
- *When Aoro was suspended from school for being rude to the prefects in his school. His father denied him food for 36 hours and he passed out.*

(f) Aoro says he doubts that Wandia, irrespective of being a Kikuyu, is materialistic; that he has feelings for Wandia which he could not transfer to any other person; everyone, irrespective of the tribe, was the same beneath the skin.

4. ***Read the following extract and answer the questions that follow:***

"Brothers, we greet you and bring you many greetings from the people of seme. My nephew, Oloo, son of my late brother Sigu, came to me and said: "Father, I have found a girl and I want to get married. Now I am a reasonable man and I know the ways of chik, so I asked him:
'Son I asked him one does not just find a girl in the air. One sends ajwanyoto go and spy a girl and find out her antecedents and character. Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her? Who is her mother and father?
I tell you my brothers that I was flabbergasted to hear that none of these things had crossed his mind. He knew that her mother's name was Maria and her grandmother's name was Akoko and that was all. You will therefore forgive us because we do not know you and you

do not know us. We only came because we have faith in our son who has always been a reasonable man. We therefore wish to introduce ourselves before we go on. Iam SemoRakula of Seme,our village is near that strange rock- upon-a-rock,Kit-Mikai. We are the descendants
of that wear warrior, NyagudiKogambi.Oloo and these young men are my sons and nephew Oloo is a man of learning and what is more a soldier who has fought for the white man in distant land. Now he is a clerk with a big kambi (company)inNakuru, where he gets a good salary. So should this suit be acceptable to all you need have no fear that your daughter will starve. I tell you these things because there are things jawang'yowould havefound out for
you. Thank you brothers." A pot of kong'owas moved near him and he drew a long refreshing draught. Some things never change-a spokesman needs to irrigate his throat.

"Brothers, people of Seme. My name is Oyange Silwal The girlAwiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe, The girl has group in Gem because her mother being a widow and having converted to Christianity decided to
settle here which a good thing is because now she is like light for the rest of us. She is highly educated and a teacher of children.

(a) *Place this excerpt in its immediate context. (4marks)*

(b) Identify and illustrate any three thematic concerns evident in this excerpt. (6marks)

(c) Describe the character of Awiti as brought out in this excerpt, (2marks)

(d) Apart from the case in this excerpt, explain where again there is a compromise in the brideprice later on in the novel. (2marks)

(e) In one sentence,paraphrase the statements below (2marks)

"Brothers, people of Seme. My name is OyangeSilwal The girl Awiti is the only child of my late brother Okumu. We are from Sakwa from the village of Gombe.

(f) 'You will therefore forgive us brothers because we do not know you and you do not know us.' In light of what happens in the novel, why is the speaker begging for forgiveness. (2marks)

(g) Identify and illustrate any two stylistic devices evidently used in this excerpt. (4marks)

(h)Give the meaning of the following words and phrases as used in the excerpt. (2marks)

Consanguinity;

irrigate his throat
Possible Responses
a.Awiti Elizabeth begins a relationship with Mark Sigu; she introduces the matter to Akoko and Nyabera; Akoko invites her relations and negotiation is fixed .Mark Sigu comes also with his relations. They meet, talk and are entertained. They agree on just a token as a bride
price. The talks are concluded and akoko calls Mark for a close talk, they joyously talk.
Later on in the night Akoko dies.
b.Love and friendship: Awiti and mark fall in love and marry; Family ties and relations: Akoko's close relatives must be invited for the negotiation so is the family of Mark Sigu.Changes; mark and Awiti want to marry yet they do not know one another's family background; religion: Awiti's mother is said to be converted to Christianity and went to live in the mission; Eduaction: Awiti is said to be an educated girl and is a teacher.
C Hardworking; she studies very hard and becomes a teacher
d.Wandia's mother does not demand any bride price but only asks Aoro to stay in peace with her daughter.
e. Oyange Silwal tells the people of Seme that Awiti is the only child of his late brother Okumu and that they are from Sakwa from the clan of Gombe
f. Because it is not customary to get into marriage negotiations without full knowledge of one another's background.
g. Rhetoric questions: Is she a thief or a witch? Is she lazy or shiftless? Might there be consanguinity between you and her?
Direct address "Brothers we greet you and bring you man greetings.
h. Consanguinity;- close relationship To irrigate his throat – to take a drink to so as to talk with ease.

5. Read the following extract and answer the questions that follow:

My fathers, "It is a shameful thing for my wife to leave her husbands house and return to her father's house. This outrageous thing had occurred only because I was not here to prevent it."
"Our chief, we are saddened by this unfortunate state of affairs, but you must admit that your mother has a point or two. Long have we pleaded with you to take another wife for two. Long
have we pleaded with you to take another wife for yourself and you have adamantly refused.

Now she has left you, you are like a misumba, a bachelor which would not have been the case if you had another wife. We beg you take another wife for yourself."
This was from Oyier, a grizzled old man who had been his mother's greatest champion in her quest for a wife for Owuor. He realized that the old geezrs were going to give him a hard time of it, so he changed his tactics.
"Fathers, you are the wise men of this community. That is why you sit in the council. Is it that you have forgotten the ways of chik or that your determination to get me to marry other wives has clouded your judgement? Do you not know that a man's mikai is the greatest jewel
that adorns his compound? That her position in maintained and protected by taboos imposed by the ways of chik? That if I die, Were forbid, my body can only lie of her hut? And this would do so even if she herself were dead? To lose one's mikai is to lose one's right hand."
The Jodongo nodded sagaciously at the wisdom uttered by the chief. It is true that the mikaiis the centre post that holds up a man's hut. Without her, or if she were stupid, only Were could rescue such a man from being blown away from among the people like so much chaff.
She it is who saves a young man from the follies and stupidities of youth. Indeed the people of Ramogi has a saying which declared that 'The medicine for stupidity in marriage'. Yes, the chief had spoken wisely. But Oyier would not give up so easily

(a) *Explain what happens just before this excerpt (3mks)*
(b) What is the bone of contention between Akoko and her mother-in-law, Nyar Asembo(3mks)
(c) "The girl child" brieflt explain the relevance of this sub-heading to the whole novel (2mks)
(d) Oyier sounds sarcastic in his speech. Identify and explain the sarcasm (2mks)
(e) From the excerpt, contrast the character of Owuor with that of his brother Otieno(4mks)
(f) Explain the meaning of "It is true that "Mikai" is the centre post that hold up a man's hut" (2mks)
(g) Identify parenthisis in the last paragraph of this excerpt (1mk)
(h) Explain the main theme that comes out in this excerpt (2mks)
(i) From your knowledge of the novel, describe the role of 'Jodongo' in the community represented in this novel Write your answer in note farm (3mks)
(i) Local language is used in this exerpt. Give two examples and explain its significances(2mks)

(k) Discuss the mood that is prevalent in this extract (1mk)
Possible Responses
(a) Owuor returns his journey only to find an empty house
He tries to inquire from neighbours and from his children what had happened
He gets very angry/locks himself up in his 'simba'
He sermons the council;'jodongo' to convene the following day (3mks)
(b) Nyar Asembo alleges that Akoko is unable to conceive regularly/her rate of procreation is slow
She accuses Akoko of practicing witchcraft against her son
She also acuses Akoko of standing between Owuor and his marriage to other women by casting a spell on him
c) "The Girl child' This refers to AKoko
She is the source of the family tree (river) that extends for many generations for her, Nyabera, Elizabeth and her great grandchildren. Akoko is the source of life.
She represents women as Awiti, Vera and Wandia
As a source, her family survives due to he determination wisdom, hardwork and clarity of vision as a girl-child
She plays a role of those who have been wise in their time, pioneers through whose daring actions bring progress to the whole society(2mks)
(d) Oyier says that they are saddened by the disappearance of Akoko but in the real sense he capitalizes or this opportunity to advance Owuor's mother's quest of getting him (Owuor) marry another wife. Oyier calls him a "misumba'. This is meant to hurt and humiliate Owuor so that he can marry another wife
(e) Look for the following points

Owuor	Otieno
(i) wise	Foolish
(ii) Reasoning	Irrational
(iii)Faithful	Immoral
(iv) Responsible	Irresponsible
(v) Generous	greedy
(vi) Tactical	tactless (4mks)

NB- Contrasting words and phrases must be used.
One character trait of Owuor must come from the excerpt but that of Otieno from elsewhere in the novel
(f) It expresses the importance of the first wife (Akoko0 to Owuor Kembo. Just like a central post holds up a hut, the "Mikai" prevents a homestead from falling apart. Akoko supports her husband and gives dignity.

g) Without her, or if she were stupid only Were could rescue suh a man from being blown away from among the people like so much chaff
(1mk)
(h) Tradition-If a man dies, his body lies in his house before burial in the right hand side of Mikai's house
The council of 'Jodongo' arbitrates in marriage desputes
Position of 'Mikai' is protected by taboos
Losing a 'mikai' is like loosing one's right hand(mikai refered as a 'jewel')
The society is polygamous
It was a taboo for a man and such a chief to be a 'misumba' bachelor
(2mks)
(i) Involved in marriage negotiations/solved marriage disputes
Arbitrate in social matters/judges cases
Assists the chief in running the affairs of the community
Assists in the removal of a bad chief
(3mks)
NB- Notes are shown through letters, arrows, a star, a dash, a dot and use of incomplete sentences.
(j) :"Mikai', Chik', Misumba,
Has aesthetic value
Gives the story its local flavor thus providing variety
Add colour and flavor to the novel
It authenticates and pin points the setting of the novel as Kenyan
It injects life in the narration thus making the story enjoyable
It provides a social and geographical setting (2mks)
(k) Solemn/serious /grave/somber/melancholic mood. "My fathers..it is a shameful thing fro my wife to leave…..prevent it" (1mk)

6. Read the following extract and answer the questions that follow:

"wololoyaye
"Mama yoo!"
"Biuru une! Come and see!"
The strangers were taken to the chief's house and the older people saw that their faces were solemn .they couldn't be bearers of good news.
"We greet you, o chief Owour .We are people sent by sirikal, the government, with a message for you." The white garbed one who was obviously the spokesman declared.

“And who, may I ask, is this sirikal? I’ve never heard of him.” Said the chief baffled.
“You may have heard that the country is being ruled by white people now .They, with the help of some black people, have formed something like the council of jodongo, only much bigger, to make sure that everyone lives in peace according to the new law .This is sirikal.”
“Is that so?”
(a) *Explain what had caused the outburst at the beginning of the extra? (2marks)*
(b) What is strange about the chief’s question? (2marks)
(c) Comment on the use of local dialect in this excerpt. (4 marks)
d) Describe the different moods depicted in the excerpt. (4 marks)
e) Identify with illustrations one theme from the excerpt. (2 marks)
(f) Illustrate a character trait of the strangers and of the older men. (4 marks)
(g) In note form state what the messengers had to say to the chief in this excerpt. (5 marks)
(h) Explain the meaning of the following words as used in the excerpt: (2marks)
(i) solemn(ii) garbed
Possible Responses
a) Strange men in strange dresses .Long garb reaching his ankles and a skull cap –had arrived in the village .The children, who were naked, thought this was funny.
b) The chief thinks sirikal is a person /the chief is part of the sirikal but he does not know it.
c) The local dialect “Wololoyaye!/mama yoo !/Biuru une!”
- Injects life into the narration making it enjoyable.
- It adds local flavour and provides variety.
- It provides social and geographical setting.
d) First there is excitement when people see strangers dressed in a funny attire .Then there is tenseness as the elders notice the strangers look sad /solemn (They conclude that they cannot be bearers of good news.
e) Theme of change –anew form of government is in place.
f) Strange men –respectful/ courteous –they greet the chief in a respectful manner Wise –they first give background information before breaking the bad news. Older men-observant /discerning –they notice that faces of the strangers are sad and conclude that they cannot be bearers of good news.
g) The message is that:
- A clan of Jo-jerman and Jo-ingreza had been hard at war against each other.

- *Young people had joined to help and from the chief's village, Obura, Ambere Kongoso and Nyaroche Siwal, had gone.*
- *They went to fight Jo-jerman in a place called Tanganyika*
- *Only Nyaroche survived and is a beggar at Kisumu.*
- *The government /the white people had given a bracelet as a 'thank you' in memory of the fallen men*

h) Solemn-sad /serious
Garbed –dressed /adorned

7. Read the following extract and answer the questions that follow:

The envelope had been addressed to mark who opened it, read the letter and passed it to her. "At least she is from the country," he said sounding a bit odd.
She looked at him and then lowered her eyes to the letter. It was characteristically Aoro – brief and to the point. She felt kind of sorry to Mark. First there had been Becky who had left home unceremoniously only to return with a white man in tow. A very nice man but apparently not nice enough for Becky. He had found out that she was having an affair during his trips abroad and had sued for divorce. Now she was living alone with the children, financially well off, but unhappy. It was one thing to enjoy the thrills of an affair, but a different thing altogether to have a carte blanche to do exactly as you pleased.
John had been terribly hurt of course and mark had been furious with her.
Then Tony had joined priesthood – Mark resisted it at first but recently, during Tony's ordination he had been full of pride for his son – whose face had shone with joy and youthful dedication. Vera's case had been the hardest to accept. Mark thought of the world of Vera, and deferred to her in everything. Then she had arrived home one day and declared that she wanted to join the catholic prelature of Opus Dei as a non – marrying member. But he had eventually accepted because he loved her. Because she looked so radiant. Anything that could bring such joy and serenity could not be that bad. It was a pity though that she did not wear a veil or a habit. That way he could at least have bragged about her a little to his friends. His children were a source of great envy to his less lucky friends. Vera for one was a fully qualified electronics expert and had a lucrative job in the city with large salary and all sorts of benefits. Women like that tended to marry the most amazing wimps and Mark had held his breath in fear. But in the end all Vera wanted was to dedicate her life and her work to God, and there was no turning her back. So Elizabeth secretly hoped that Aoro would bring home a nice girl – naturally a Luo like himself – who would proceed to have many children – all a nice, ordinary black colour.

a) *Briefly state the contents of the letter mentioned. (3marks)*
b) In point form summarize why Elizabeth pities Mark in this excerpt. (4marks)
c) Discuss the irony brought out in this excerpt (4marks)
d) Identify and illustrate three character traits of Mark evident in this excerpt. (6 marks)
e) Comment on the thematic concerns that are depicted in this extract. (4 marks)
f) His children were a source of great envy to his less lucky friends.
(rewrite as an interrogative statement) (1mark)
g) Elizabeth secretly hoped that Aoro would bring home a nice girl ……., Does he?
Discuss with illustrations from elsewhere in the novel. (3 marks)
Possible Responses
a) - Aoro has finished his internship successfully √1
- He has one month leave √1 and will visit home / on 28th √1
- He will bring along wandia,√1 (a doctor the girl he intends to marry)
b) - Becky leaves home unceremoniously and marries a white man√1
- She (Becky) gets into an affair and is divorced√1
- Vera joins the Opus - Dei as a non – marrying member √1
- Tony joins priesthood√1
- Aoro intends to marry a girl from another ethnic tribe√1
c) - Mark expects Vera and tony to marry but they don't √ ½
- It is ironical that John ,Becky's husband is a good husband yet she gets into an affair that leads to divorce√ ½
- It is ironical that Becky is financially well off yet she is unhappy.√ ½
- It is ironical that well educated women with good jobs end up marrying the most amazing wimps instead of men like them.(men who are well educated)
d) i) Accommodating√1 – "Mark resisted it at first ….. He had been full of pride for his son but he had eventually accepted ….." / He eventually accepts Tony's and Vera's choices√1
ii) Concerned – "women were like that….. Mark held his breath in fear,"/
- He fears that Vera might marry a wimp like the other educated women.
iii) Supportive – "… anything that could bring such joy and serenity could not be that bad" He allows Vera to join the Opus Dei because she is happy there.
iv) Loving /caring - "...he had eventually accepted because he loved her,"

v) Boastful – "That way he could at least have bragged about her a little to his friends,"
e) i) Religion - Vera joint the catholic prelature of Opus Dei as a non – marrying member.
- Tony had joined priesthood
ii) Betrayal / unfaithfulness / immorality – Becky moves around with other men when herhusband is not around.
iii) Gender parity /equity – Vera is a fully qualified electronics expert (works in a male dominated career)
- Vera does not marry.
iv) Love – Mark loves his children and wants the best for them, which makes him accept the choices they make in life.
f) Were his children a source of great envy to his less lucky friends?
g) Yes, √1 (Aoro brings home a nice girl) for Wandia is:
i) Respectful - during her first visit, she interacts with both mark and Elizabeth with lots of respect√1
ii) Dependable – Takes care of Becky's children after her death.√1
iii) Friendly – she becomes very good friends with Elizabeth and Vera.√1
iv) Loving/ caring – She takes good care of her large family despite being a career woman√1

8. Read the following extract and answer the questions that follow:

"Thirty head!" exclaimed Aloo in disbelief.
"Yes, thirty head!" declared the uncompromising chief.
"But that is two and half times the usual bride price."
Even for Akoko, it was too much.
"Let them show us that my daughter is not going to starve in that wasteland they call a home".
They trooped back into the hut and the negotiations began in earnest.
"Brothers, people of Sakwa, we are pleased to welcome you to Yimbo. It is customary, because of the good dak between us, for you to marry our daughters and we yours. We are therefore more than neighbours, we have great wat between us because of the intermingling of blood though this has not occurred between our two lines so there is no danger of brother marrying sister - great taboo. Since you are our brother, we will not make things difficult for you." Here he stopped to take a sip of kong'o and you could have heard the ants talk, so great was the silence. However, nobody was fooled by his sweet words.

He continued, enjoying immensely the tension he was creating. “Our daughter, Adoyo Obanda is a great beauty whose assets have been praised and sung by many a nyatiti singer from here to Chumbu Kombit, from Sakwa to Loka Nam. She is as fleet as a gazelle and her flying feet have been incorporated into the saying of our village so that mothers sending their daughters on errand tell them to run like Adoyo of the flying feet. She has been carefully brought up and has been taught all the requirements of chik. She is a very apt pupil and will therefore not bring shame and ruin to her husband by improper conduct.

Her antecedents are peerless for she can trace her blood line clear to Ramogi our great father and her blood is pure for we have always taken care to marry correctly .She is also the eldest daughter of our great chief, a man of whose fame is known throughout this land. After careful consultation, we have therefore decided that thirty head of cattle should be the proper bride price.” Was that an inaudible gasp from someone at the back?

Chief Owuor Kembo signaled to his uncle and the old man spoke.

a) *Explain briefly what happens first before this excerpt. (2Marks)*

b) State briefly what happens after this excerpt (2Marks)

c) Briefly describe the nature of the ceremony going on in this excerpt (3Marks)

d) Identify and illustrate two character traits of Aloo K’olima in this excerpt. (4Marks)

e) Identify and illustrate any two themes evident in this excerpt. (4Marks)

f) Make notes on the qualities of Adoyo Obanda as revealed in this excerpt. (5Marks)

g) Identify and illustrate any two features of style used in this excerpt. (4Marks)

Possible Responses

a)

- *Chief Odera Gogni calls the councils of Jodongo from Sakwa outside his house for consultation about Akoko’s betrothal*
- *Chief Odero Gogni discloses to the council of Jodongo that he has already sent away 12 suitors*
- *Chief Odero Gogni discloses that he likes this group of suitors because the bride is of a good stock and his uncle a good spokesman*
- *Chief Odero Gogni tells Aloo K’ Olina to set Akoko’s bride price at thirty head*

b)

- *Elders from Sakwa ask to be allowed to consult with each other outside chief Odero's house*
- *Akoko watches what is going on from her mother's kitchen, asks to be given a piece*

of land to settle for she feels she might never get married

- *Otieno Kembo argues against the high bride price*
- *Owuor Kembo accepts to pay the thirty head of cattle as bride price*

c)

- *Formal negotiations of Akoko's bride price between the people of Sakwa and the people of Yimbo*
- *The bride price has to be set depending on Akoko's outstanding attributes*

d) i) Tradition

- *Akoko has been taught all the requirements of chick (tradition)*
- *Traditionally a brother marrying a sister is a great taboo*
- *Traditionally elders drink Kong'o during marriage negations. Alo K'Olima stopped to take a sip of Kong'o*

ii) Role of elders

- *The council of Jodongo (elders) from Sakwa and that from Yimbo negotiates for Owuor Kembo's and Akoko's marriage*
- *Chief Owuor Kembo's uncle (an elder is the spokesman for the council of Jodongo from Sakwa).*
- *Aloo K'Olima (an elder) is chief Odero's spokesman.*

iii) Marriage

- *Akoko's marriage negotiations begin in earnest*
- *Aloo K'Olima sets Akoko's bride price at thirty head of cattle*
- *It is customary, because of the good dak between us, for you to marry our daughters and we yours……There is no danger of brother. Marrying a sister – a great taboo.*

e) Aloo K'Olima

- *Considerate – exclaims at the high bride price (thirty head) chief Odero wants set for Akoko*
- *Respectful – Address the people of Sakwa as; "Brothers, people of Sakwa*
- *Informed - quotes from Chik that brother marrying a brother is a great taboo and Akoko has been taught all the requirements of chik.*
- *Intelligent / skillful – skillfully addresses the people of Sakwa using sweet words.*

- *Skillfully describes Akoko's attributes to the people of Sakwa.*

f)

- *A great beauty – is praised by many Nyatiti singers*
- *Fast / swift – she is as fleet as a gazelle*
- *A good role model – mothers sending their daughters on errands tell them to run like*

Akoko

- *Apt – she is very apt pupil*
- *Pure – her blood is pre……*

g) Direct address – brothers ……

- *Local dialect – da, k wat, kong'o, nyatiti, chik*
- *Suspense ……. So great was the silence*
- *Simile …..as fleet as a gazelle*
- *Personification – you could have heard the ants talk …..*
- *Metaphor – her flying fleet*

FUNCTIONAL WRITING
FORM 1
1. PERSONAL WRITING

(a) Diaries

- A diary is a written record of things that happen each day.
- It is also a record of things you plan to do per day and the time you plan to do so.
- A diary is also the book in which you write down things that happen to you on daily basis.

Diaries to Record what is planned to be done

- Here, we record things we plan to do.
- Let us look at the sample below:

MY DIARY

DAY	DATE	TIME	EVENT
Saturday	23rd April, 2015	8.00 am 8.15 am 8.30 am 8.40-10.30 10.35am – 12.30pm 1.00 pm 2.00 pm 7.30 pm	Waking up Taking shower Breakfast Reading History Going for skating Lunch Reading the Bible Supper
Sunday	24th April, 2015	7.00 am 8.00 am 11.00 am 1.00 pm 2.30 pm 4.00 pm 6.00 pm 8.00 pm	Breakfast Attending mass Reading CRE(St Luke's Gospel) Taking lunch Playing video games Watching movies Writing notes Supper

Monday	25th April, 2015	7.30 am 8.00 am 8.30 am 9.30am 11.30 am 12.30 pm 3.00 pm 5.00 pm 8.30 pm	Waking Shower Breakfast Washing clothes Playing video games Lunch Reading Chemistry Watching movies Supper

Diaries for Recording the Daily Observation

MY DIARY

Calendar

April, 2016

Sun	**Mon**	**Tue**	**Wed**	**Thur**	**Frid**	**Sat**
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	**28**	29	30	31		

ENTRY
Dear Diary,

Today, I started writing my first poem. I thought of what to write and by lunch time, an idea crossed my mind. I decided to write about corruption. I entitled it "Another Bond - Eurobond". I had a lot to write about it. As I write now, my dear, I have completed writing it. Hopefully, I will write another one before the week ends. I will inform you about it once that is done. Bye

(b) ADDRESSES

- An address is a superscription of a letter directing who the letter is meant to reach.
- The writer also writes their address in the letter to allow for the reply.

- An address is written on an envelope, letter, or package.

Addresses in Letters

- Address format vary according to the type of letter written.
- Even though they are written differently, there are common features such as:
  - The post office box number
  - The postcode
  - The street, road, or building where the post office is located
  - The city or town
  - The country
- There are two formats of writing addresses:
  - Block format; and
  - Indented format

Block Format

- Address written in a block.
- Paragraphs also blocked.
- An example is

KILIMAMBOGO FOOD AND BEVERAGE,
P.O. BOX 555-35400,
KILIMAMBOGO – KENYA.

Indented Format

- Written on a slant.
- The paragraphs in the letter are also indented.
- An example is:

KILIMAMBOGO FOOD AND BEVERAGES,
P.O. BOX 555-35400,
KILIMAMBOGO – KENYA.

Exercise

Write each of the addresses below as they would appear on your envelope:

(a) Migori Polytechnic-40400- P.O. Box 654- The Principal-Kenya- Migori

(b) Kenya Labour-The Director-30210- P.O. Box 90100- Kenya- Nairobi

(c) PACKING LISTS

- At times you find yourself forgetting something when packing for a trip.
- It is important to get organized. Writing a packing list will be key in ensuring no item intended to be carried during a trip is forgotten.
- A packing list is therefore a checklist for what to bring along with them.
- To make the most out of your trip you have to pack the right items.
- What you pack will highly depend on factors such as:

(a)The place you are visiting. If for example, you are visiting a place where it is hot, there will be no need of carrying heavy clothes.

(b) Means of transport. There is a limit to what one should carry depending on the weight.

(c)Number of days.

(d) The reason for visiting. For example if going on a camp, you need carry camping gear.

How to Start

(i) Get a piece of paper and a pen and write “PACKING LIST”. This forms part of the title. The other part is the place to visit.

(ii) Write number of days. It is advisable to do this as it will help you tell how many clothes you will need. It might not sound good to carry only two underpants, for example, if the trip will last a week.

(iii) Draw a table with columns containing item category, item, quantity, and description. The various item categories are:

- Entertainment list, for example, CDs, Radio, etc.
- Clothing List, for example, underpants, skirts, etc.
- Camping Gear, for example, sleeping bag,
- Toiletries, for example, toothpaste, soap, etc.

(iv) In that table fill all the items and all its columns appropriately.

Sample Packing List

TRIP TO MACHAKOS PACKING LIST

DAYS: 3 Days

NO.	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION
1.	CLOTHING LIST	Trousers	3	Purple one 2 white ones
		Shirts	3	The pink one The one printed "Newyork".
		Underpants	4	The newly bought one. The black, yellow, red and indigo ones.
2.	ENTERTAINMENT LIST	CDs Laptop Earphone	3 1 1	Nigerian movies The one recently bought. Purple one.
3.	TOILETRIES	Bathing soap Washing soap Toothpaste	1-250gm ½ bar 50 gm	Fa Bathing soap. Jamaa Colgate
4.	DRINKS	Afya Soda	2-500 ml 2-500 ml	Guava flavored. Fanta

Exercise

You are Manchester City Football club Player. During one of the summer holidays, your club go for a 5 day camp to a very hot place in United Arab Emirates. Here, no beddings are provided. Write a packing list of all the items you would carry with you to this trip.

2. SOCIAL WRITING

Informal Letters

- Usually written to people known to people you know fairly well. These can be friends and relatives.
- Also referred to as **friendly letters.**
- They are meant to:
  (i) Give news;
  (ii) Request information;
  (iii) Congratulate people;
  (iv) Ask questions; or
  (v) Give advice.

How to Write Informal Letters

- An informal letter has such elements as:
  (a)Sender's address. Write your address here. Example,

  MAALIK AHMED
  P.O. BOX 6454-90800
  KITALE

  (b) Date when the letter is written.
  (c)Salutation. Example,

  Dear Timothy,

  (d) Body. Write the body of the text. Include greetings, news, other questions, etc.
  (e)Closing. Sign of with your name. example,

  See you soon,
  Denis
- The table that follows is of a format of an informal letter blended with explanations:

The Format	**Explanation**
Address	At the top right hand corner, write your address. For example, **Keicy Kimito**

	P.O. Box 567 **RONGO**
Date	Below the writer's address, is the date. For example, 13th December, 2015
Salutation	Written on the left hand side of the letter. Start with: • **Dear** ……., e.g. Dear Drinkwater, • **Dearest**……, or **My Dear…….**, (for close friends and relatives) Example, **Dearest Drinkwater,** Or My Dear Drinkwater,
Opening Paragraph	You may ask about the recipient's health. For example, • How is your family? • How are you Njuguna? I hope that you and your family are in the pink. • I am fine and I hope you are as fit as a fiddle.
Content Paragraphs	This is where: • You mention your main reason for writing (paragraph 2) • Give the news • Ask questions You can start with: • I am writing this letter to…
Closing Paragraph	It is proper to inform your recipient that you are ending the letter. Some phrases you can use are: • Do write me soon. • Please convey my warm regards to… • Allow me to pen off here. • Hope to receive a reply from you. • Bye/ Goodbye
Closing	Sign off with your name. you can sign off using: • Your loving friend, • Yours lovingly, • Yours affectionately, • Your nephew,

	• Yours sincerely, • Keep in touch, Your name should follow. Your first name is preferred.

The Language of Informal Letters

- The language used is simple as well as friendly.
- You can use contractions such as I'm, won't, you're, etc.

Sample Friendly Letter

Brigit Annabel

P.O BOX 454—40400

SUNA- MIGORI

5TH September, 2015

Dear James,

Hi James! Hope you are fine back there in Rongo. My sister and I are very much fine.

I'm just writing to let you know I quit my old job and found something new in Migori town.

I was really fed up with working at Banana Academy as there was little work enough to challenge me anymore. You know me; if there is no enough, I get bored too easily and have to find something new.

I'm now teaching at Sunsun in Migori and the kind of work I do suits me to the ground. I teach two candidate classes. The work here is not only challenging, but it is rewarding as well. I know you will find it hard to believe… but you just have to.

That is not all for now! I'm getting married in a couple of weeks. He is working in the neighbouring school. So many promises I hope he will fulfill he has not stopped to give. I also find him the best among the

many. When the time comes I believe you will come and celebrate with us.

Keep in touch,
Brigit

Exercise
You have recently joined another school. Write a letter to your friend. In your letter

- *Explain why you changed school*
- *Describe your new school*
- *Tell him/her your other news*

3. INSTITUTIONAL WRITING

(a) Public Notices

- A public notice is a notice given to provide information for the public that is widespread in a wide geographical area via media.
- They are mostly placed in newspapers by businesses, county and national government, and individuals.
- They include:
  (i) Unclaimed property
  (ii) Wanted person
  (iii) Dangerous person
  (iv) Government contracts
  (v) Aunction
  (vi) Foreclosures, etc.

Public Notice Format

- The parts of a public notice include among others:
  i. Name of the organization/institution. Letterhead is preferred.
  ii. Then write/type “PUBLIC NOTICE”.
  iii. The topic/theme/subject. Let the public know what you want to inform them about.
  iv. Date, time, and venue(if need be).

v. Picture to reinforce the message.
vi. Name of the writer of the notice and the job position(and signature, for the more formal ones)

Sample Public Notice

MAJI MACHAFU LANDS DEALER COMPANY
(P.O. Box 123-00200 Nanyuki, Email: majchaf@hotmail.com Mobile: 0715234343)

PUBLIC NOTICE

Notice is hearby given that son of Amos Kinyanjui resident of Plot(5) located opposite Kadika Plaza, Kilgoris Estate, has agreed to sell the plot mentioned in the schedule hereto dated 5th June, 2015.
All persons claiming interest in the land or any part thereof by any way are hearby required to bring their complaints at our Mukomi office within 10 days from the date hearof, failing which the sale will be completed.

Yours Sincerely
[sign]
Fredrick Wainaina
SALES MANAGER

- In the notice above, a picture of the plot can be included.

(b) Inventories

- An inventory is a complete list of items such as equipment,property, goods in stock, or even the contents of a particular place.
- A list of things possessed by a person or company.
- It is a good idea to keep the records of items owned by a person or company.
- An inventory will have the following basic elements:

(i) Name of the institution. Name of the person, if individually possessed.
(ii) Date when the records are taken.
(iii) Item number
(iv) Item category
(v) Item
(vi) Quantity of items
(vii) Description of the item
(viii) Approximate value of the item
(ix) The name and designation of the person keeping the records.

- Here is a sample inventory.

KILIMANJARO MIXED DAY AND BOARDING HIGH SCHOOL
INVENTORY OF THE EQUIPMENT AS AT 24TH MARCH, 2016

NO.	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION	APPROXIMATE VALUE IN KSH.
1.	LABORATORY EQUIPMENT	Test tubes	15	Good condition	1200
		Microscopes	2	Damaged	9800
2	ELECTRONICS	Computers	3	New ones	72 000
			4	Damaged	12 000
		Radios	4	Not working	6 800
		Printers	2	New ones	68 700
			6	Damaged	14 600
3	FURNITURE	Teachers' tables	14	Good Condition	48 000
		Staffroom Chairs	22	Newly Bought ones	110 000
		Classroom chairs	400	Good Condition	200 000
			89	Broken	44 500
		Students' Lockers	500	Good condition	250 000
		Office Cupboards	6	New Ones	60 000
			3	New Ones	12 000
		Beds	300	Good Condition	600 000
4	GAMES EQUIPMENT				
		Balls	3	Punctured	3 000
		Volley ball nets	2	Good Condition	6 000

RECORDS KEPT BY: Jeniffer Kwamboka
sign
School Store Keeper

Exercise

You are St. Monica's Mission Hospital Resource Manager. At this hospital, records of items in it are kept at the end of every August. Write the inventory of all the items here.

FORM 2
1. INSTITUTIONAL WRITING

(a) Business Letters

- Usually from one organization/company/institution to another, or between such and their customers and other external parties.
- A business letter is any letter with two addresses, salutation, RE, and ends with a sinature, and whose contents are professional in nature.
- It is more formal than personal letters.
- You must have the formatting down.
- Some types of business letters are:
    - Sales letters
    - Order letters – sent by consumers or businesses to manufacturers, retailers or wholesalers to order goods and services. The contents include quantity, name, etc of the product.
    - Complaint letters – use a tone that will make your complaint be satisfied.
    - Inquiry letters. Written to elicit information from the recipient.
    - Letters of Recommendation. Usually written by previous employer describing the sender's relationship with and opinion of the job seeker.
    - Others include: cover letters, acknowledgment letters, letters of resignation, follow-up letters, and adjustment letters.

Business Letters Format

- There are two layouts of business letters: Block and Indented layouts.
- When you choose to use block layout, all the information is written flush left.
    - Provide your address first.
    - Then skip one line and provide the date.
    - Skip one more line and provide the inside address of the addressee.
    - Note that when using letterhead, there is no need of writing your address. Only begin with the date.
    - Skip yet another line and write salutation. This is followed by a colon. Comma is used for personal correspondence.
    - Write "RE" and write the subject.
    - Write the body. Skip lines between the paragraphs.

- After the body, write **complementary close**, followed by a comma, sign, then type your name and title(only if applicable)

➢ When you choose to use indented layout:

- Your address appears on the right.
- Date on the right.
- Addressee's address, salutation on the left.
- Typing do not start from the flush left.
- No skipping lines between paragraphs.
- Type the closing and signature in the center.

Note: Block format looks professional.
Sample Business Letter

Kamato Academy,
P.O. Box 789 – 20100,
OGONGO – KENYA

January 3rd , 2016

The Director
Kamato Academy
P.O. B ox 789 – 20100
OGONGO – KENYA

Dear Ms Jane:

RE: RESIGNATION FROM KAMATO ACADEMY

I am writing to provide formal notice of my resignation from Kamato Academy. My last day will be 31st January this year.

I trust four weeks is sufficient notice for you to find a replacement for my position. I would be pleased to help train the person you choose to take my place before I finally leave.

Thank you for offering me the job for the past two years. My experience as a teacher, head of various departments and patron of clubs and societies here has

been positive and I am confident that I will use most of the skills I have learnt at Kamato Academy in future.

If you have any concerns, please let me know. I will be more willing to listen to you.

All the best,

[sign]
D'Matteo Kichapo
TEACHER ASSISTANT

(b) Posters

- A poster is any piece of printed paper designed to be attached to a vertical surface e.g. a wall.
- A poster is intended to convey message at the same time appeal to the audience.
- A poster can be professionally used for advertisements, announcements, or to share information.
- A poster can focus on topics like:
  (i) Child labour
  (ii) Drug abuse
  (iii) Corruption
  (iv) Prostitution
  (v) Domestic violence
  (vi) Road accident, etc.

How to Create Posters

- Find a good idea for a poster. You can focus on cars, sports, etc.
- Create an image or picture with a clearly inspiration point. If for example, talking about child labour, one can draw a child working in the fields, and being whipped.
- Balance between the picture and the writings.
- Emphasize the most important information. You can write them in different ink, or underline them.
- The picture/image and the writing should be within the borderline.
- Be concise.

Activity

Let the students choose any of the topics above and design their posters in groups. Ensure there is a balance between the picture and the words. After they finish, allow them pin their posters on the wall.

Exercise

The habit of shirking assignments in your class has become rampant. You don't like it and you want to design a poster to warn your classmates against it. Design that poster.

(c)Advertisements

- First impression is very important and there is usually no second chance at making a good first impression.
- An advertisement should catch the attention within seconds – if it doesn't, then it is considered failed.
- It is crucial to showcase your product in a very clever way.

How to Create an Advertisement

- Grab the attention of the audience by coming up with a tagline that is catchy. You can consider using:
  - Humour
  - Thyme
  - Puns
  - Metaphor
  - Alliteration, etc
- Type the name of the business.
- Have a picture to reinforce your message.
- Balance between the picture and the wordings.

Activity

Let the students design their own adverts. They can advertise things like;

(a) New books

(b) New brand of pen

(c)Anything

2. PERSONAL WRITING

(a) Personal Journals

- A personal journal is a record of individual's impression of a given event, occurrence or a person.
- Record what strikes you the most.
- What you record could have happened to you or to others.

Contents of A Personal Journal

1. **Date**
2. **Day**
3. **At times, the calendar**
4. **Entry**

Sample Personal Journal

MY PERSONAL JOURNAL

Calendar
February, 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

(*circle/underline the date*)

ENTRY

Today was particularly my best in the month of February, in fact from January. Can you believe Tom, of all the form two students, has been appointed the new class prefect. This has marked the end of bad news and opened the door to fortunes. I will do all I can to improve that class!

I had never given it thought until I was told my name had been mentioned by the deputy principal. It was my friend, Huggies who told me it was me and not any other Tom. Of course I am the only Tom in that great class. I must express my happiness at this. A small, small class prefect in a big, big classroom.

My happiness cannot allow me write more than I have written, my dear journal. Let the rest be said tomorrow. Goodnight.

(b) Shopping Lists

- A shopper needs to write a list of all the items to be purchased.
- Written before a shopping trip to a shop, grocery, or supermarket.
- Writing a shopping list will help cut down on money wastage and time for thinking on what to buy while at the shopping center.

Contents of A Shopping List

- A shopping list contains the following:
  1. **Title.** A title must have what the shopping is intended for and the words "shopping list".
  2. **Budgeted amount.** Write how much you have at hand to do shopping. Don't use more than what you have. Budget carefully. You can't also remain with a certain amount. If you are left with too much from what you were to use, it will also mean you don't know how to budget.
  3. **Item category.** Items are normally put under different categories. It is a good idea to group related items together for ease in shopping. Items are categorized as;
     - Snacks e.g. cake, chips, etc.
     - Toiletries e.g. soap, toothpaste, tissue papers, etc.
     - Foodstuff
     - Drinks/beverages
     - Electronics
     - Clothing
     - And others
  4. **Item.** Write items under the right category.
  5. **Description.** Write the type of item you want. Prices might also be different. If for example you want to buy juice, write the type you want, for instance, savanna, pineapple. Their prices vary.
  6. **Quantity.** Say how many or how much you need to buy. If a liquid use mililitres, litres etc. if solid, grams, kilograms, will do.
  7. **Price**. The amount to be spent on each item is written in this column.
  8. **Total**. Write the amount in total to spend. Never spend more than budgeted for.
- More creative individuals add to their shopping lists:

- Expected balance/change
- Where shopping to be done. For example: **shopping to be done at Uchumi Supermarket.**
- Who to do shopping, among other things.

Sample Shopping List

BACK TO SCHOOL SHOPPING LIST

BUDGETTED AMOUNT: Sh. 6 100

NO	ITEM CATEGORY	ITEM	QUANTITY	DESCRIPTION	PRICE IN KSH.
1	Stationery	Exercise books Ruler Mathematical set Pens	8-200 pages 2 1 10	Crown Helix Oxford Bic	800 100 300 200
2	Clothing	Blouse Skirt Cardigan Neck tie	1 1 1 1	Short sleeved Dark grey Indigo one Red stripped	500 500 600 200
3	Books	Set Books	3	The River and the Source Betrayal in the City Mstahiki Meya	600 500 600
4	Drinks	Soda Juice	3-1 Litre 2 L	Coke Delmonte	300 300
5	Snacks	Crackers Cookies Pretzel	50g 100 g 100 gm	Cheez it Oreo Bold Gold	110 200 200
	TOTAL				6010
	Expected Balance:				Sh. 90

Exercise

You are form two class prefect. Your class is throwing the end of the year class party. Before this happens, there is contribution by all the class members. If the total amount raised is sh. 9 000 which you are supposed to budget for, prepare the shopping list of the item you would buy.

3. SOCIAL WRITING

(a) Invitations

- Sending invitations is the appropriate way to communicate to your guest what is it that you are celebrating and what the event is all about.
- There are two types of invitations:
  - Informal invitations
  - Formal invitations
- Invitations also take form of: invitation cards or invitation letters.

(i) Invitation Cards

- They are designed to invite individuals to various ceremonies and parties.
- When designing an invitation card remember to :
  - Provide the name of the host for the party.
  - Extend the invitation by choosing appropriate formal wording, such as, “request your presence” or less formal wording, such as “totally invites you”.
  - Include honorifics (Dr./Mr./Ms/ etc.) before the guest’s name especially if formal.
  - Answer the question “what?” Tell the guest what the event is for. Is it for birthday party, wedding party, birth of a new baby, fundraising etc. if, for example, it is a birthday party ensure you tell them who is it for and age the person is celebrating. By the same token, if it is graduation, tell them who it is for and mention the education milestone they completed. The purpose of the event is stated clearly.
  - Be clear about the date and time of the event. Day of the week should also be included. Example Saturday, 16th May 2016 at 4.00 pm.
  - Be clear on the venue. Tell them where the party will be held. If the party is held off-site (not where is known to all), you can even give directions.
  - Write “RSVP”. Under this, write the name of the people to be contacted and their contact details. You can write the phone number to allow them contact you so as to inform you ahead of time whether or not they will be attending. RSVP is French abbreviation for “*respondez sil’vous plait*” which simply means “please respond”.
  - Give instructions to your recipients on for example, how to dress, or bring something, if to bring another guest, or any other thing to do.

- You can also include the teaser. Include something that will drive them to the party even before the actual day. You can mention things like drinks, dance, etc. These make them looking towards attending the party.
- Include simple but a picture that ties with the party. You can have a picture of a cake if birthday party.

Sample Invitation Card
Informal Invitation Card

Because you have believed in
Them,
Celebrated with them
Loved and encouraged them,

We, **Ruth Kimani** and **John Kimani**
Ask you to join us in honouring our
Children

Jenifer Wanjiku
And
Joseph Njoroge

As they celebrate the beginning of
Their adventures together
On Saturday, January 11th , 2016
At 9.00 am

Ceremony followed by dinner,
Drinks, and awkward but
Enthusiastic dancing

RSVP:
Mr. john Kimani or Ms Ruth Kimani
Mobile: 0711111111 Mobile: 0712121212

Formal Invitation Card

THE FAMILY OF MR AND MRS KAIMOSI

Calls for the contentment of
Dr/Pst/Mr/Mrs/Ms/Eng/ ……
Company
At the marriage of
Arsenal Chelsea* and *Migingo Island
On *Saturday, the second of January; 2016*
At *half past 4.00* in the evening
At their *Kasarani home*
Dress as you wish, dine as you like
Dance as you please

RSVP:
Mr. Kaimosi **Mrs Kaimosi**
Email: kaimosi4@gmail.com **Phone: 0716602808**

(ii) Invitation Letters

- An invitation letter, normally business, is written to invite people to various events, such as, seminars, conferences, and many other functions.
- It takes the format of other business letters.
- In an invitation letter one should include the details required. Only the pertinent information regarding the event should be included.
- They are written to invite:
  - A resource person to school
  - Teachers, students, etc to seminars, conferences, drama festivals, etc

Elements of Invitation Letters

An invitation letter will include things like:

- Brief description of the institution/ organization. Let the recipient know what you do and to know whether you have the right to hold such an event.
- Include all the pertinent information.

Jehova Jireh School,

P.O. Box 2345 – 30456,
BETHLEHEM –PALESTINE.

February 6th, 2016

The Chairperson,
NACADA,
P.O. Box 966 – 40500
NEBUCHADNEZER – CANAAN.

Dear Mr. Herod:

RE: INVITATION TO GIVE A TALK ON DRUG ABUSE

On behalf of Environmental Club, Jehova Jire School, it is my pleasure to extend the invitation to our school parents' day in the school refectory on Friday, 6th March, 2016 at 9.00 am. You are invited to give a talk on drug abuse.

Jehova School is one of the three schools in Bethlehem in which students have continued to abuse drugs. However, most of them are ready to respond to what they are told on dangers of hard drugs. Environmental club has been given the power to curb the use of such drugs.

I do hope you will be able to confirm your attendance to this invitation. We look forward to your presence at this big day.

Yours sincerely,

[sign]
Abraham Father Luke – ENVIRONMENTAL CLUB CHAIR

4. PUBLIC WRITING

(a) Telephone Messages

- People who work in offices often answer phones for others especially in their absence.
- When you answer such calls, you need to take the messages for them.
- The telephone messages have the following elements:
    (i) Name of the person the caller wanted to talk to.

(ii) The name of the caller.
(iii) Date and time of the call.
(iv) Telephone number of the caller.
(v) Details of the message. Here you write something like: **She called to ask whether you will attend the fundraising ceremony at Migingo Hotel.**
(vi) The name of the receiver of the call.

- Look at the telephone note pad below.

SUKUMA WIKI HIGH SCHOOL
TELEPHONE MESSAGE NOTE PAD

DATE: _____
TIME: _____ AM/PM
TO: _____
FROM: _____
TELEPHONE: _____

Telephoned		Please call	
Called to see you		Will call again	
Wants to see you		Returned your call	

MESSAGE:
……
……
…….
……
…….
……
…….
RECEIVED BY: _____

Exercise

Your name is Elliot Kumo. As the youth leader in your ward, you have the responsibility of ensuring the garbage in your area are collected by the company known as Matakataka Chafu Garbage Collectors. One day they fail to do that and you decide to call the manager to complain about this and that they should bring

the truck the next day to pick up the garbage. Unfortunately, the secretary called Amina Salim picks the call. In a telephone message note pad, write the message Amina will take.

Answer

MATAKATAKA CHAFU GARBAGE COLLECTORS
TELEPHONE MESSAGE NOTE PADS
DATE: 15TH January, 2016
TIME: 9.00 AM/~~PM~~
TO: Makau Collins – Manager
FROM: Elliot Kamau – Youth Leader, Kijiko Ward
TELEPHONE: 254-720467987

Telephoned	√	Please call	
Called to see you		Will call again	
Wants to see you		Returned your call	

MESSAGE: He called to complain about the failure of garbage truck to pick up their garbage today. He is wondering whether the truck could stop tomorrow and pick it up.

RECEIVED BY: Amina Salim
SECRETARY

(b) Filling Forms

- Filling forms might seem easy to majority of people but this is usually not the case.
- To fill the form as required, you need to consider the points below:
  - Go through the whole form before you start filling it in.
  - Read the instructions and ensure you understand them.
  - Fill one section at a time to avoid confusion.
  - Fill all the blanks unless stated for official use only.
  - If there is a part

Sample Form

EMBE DODO MIXED SECONDARY SCHOOL
(Email: embdod@yahoo.com, phone: 071666666, Website: www.embedodo.go.ke)

'Making future from the present'

STUDENT'S ADMISSION FORM

INSTRUCTIONS TO STUDENTS

1. **Use black ink only.**
2. **Fill all the blanks you are required to.**
3. **Complete each section in BLOCK letters.**

(a) Student's Personal Details

Student's Name:

……

Date of Birth:

……..

Gender: ……

Religion: ……..

Name and classes of brother(s)/sister(s) in school

Sibling's Name	Sibling's Class

(b) Parent's Details

Parent/Guardian's Name:

……..

Profession: …….

Address: ……

Mobile Number: …….

(c)Academic Details

Class in which Admission is sought:

……..

KCPE Marks:

……..

Last Term Grade:

……..

(d) Health

Have you been diagnosed with cancer or HIV/AIDS? Yes/No
If yes for how long

_____
_____
_____

Do you suffer from any heart disease? Yes/No

(e)**Declaration**

I declare that what I have written here is the true and I am responsible for any eventuality that might result from this.

Sign: _____
Name: _____
Date: _____

(f) **For Official use only**

Qualified for admission: _____
Remarks:

_____
_____
_____

Signature of the officer:

_____

(c)Letters of Apology

- We all make mistakes from time to time. When that happens, it is worthwhile that the situation be mended early.

- One way to mend the situation is by writing a letter apologizing for the wrong done.
- A letter of apology is written in order to:
  - Lay out your mistakes clearly;
  - Ask for forgiveness;
  - Exhibit regret;
  - Provide assurances for change; and
  - Allow for building of relationships.
- When writing a letter of apology:
  - Begin the letter by saying you are apologizing.
  - Admit you were wrong and accept the responsibility.
  - Offer a way you can help resolve the situation.
  - Reassure the person that you will do your best to prevent the problem from occurring again.
  - Tell the person you are looking forward to rebuilding the damaged relationship.
  - Apologize again to close the letter.
  - Be sincere.

How to Write Apology

STEP	EXPLANATION	EXAMPLE
	• Say you are sorry	I am writing to apologize for coming late to school.
	• Clearly state the problem. • Explain as much as you can what went wrong.	My brother was recently admitted at the hospital. This morning no one was left at home with my youngest sibling. She was crying and I had to first wait for any of my relatives to come.
	• Try to solve the problem. • Give examples of how you can do this.	To mend this, I promise to come early from tomorrow. I will let my parents know that the next time they leave they should leave someone behind to babysit the child.

	• Apologize again	Again, I am sorry for reporting late. I hope that we can put this issue behind us. I look forward to rebuilding the relationship.

Exercise

One of the school rules state: "ONLY English and Kiswahili are the official languages to use at school". The school head of Languages department has caught you speaking in your mother tongue. Write him the letter, apologizing for your action.

Answer

KEMBOI HIGH SCHOOL
P.O. BOX 434 – 30300
ELDORET – KENYA

14TH January, 2016

THE HEAD OF DEPARTMENT – LANGUAGES
KEMBOI HIGH SCHOOL
P.O. BOX 434 – 30300
ELDORET – KENYA

Dear Mr. Kipchoge:

RE: APOLOGY FOR SPEAKING IN MOTHER TONGUE

I am sorry for breaking one of the school rules.

I knew that speaking in mother tongue is prohibited at school, when I spoke it. I am deeply sorry for acting as though I am above the rules everyone should follow. It was impolite to both you and the other teachers.

I promise to obey all the school rules now that I have learnt that no one is above the school rules. It was inappropriate of me to speak the language not acceptable at school. I know that punishment meted on me is completely deserved.

Once again, I am sorry for my stupid behavior. I will from now on speak in the two official languages.
I hope our differences have been put behind us and that our relationship remains

undamaged.

Yours Sincerely,
[signature]
Kimita Keino
FORM 2 STUDENT

FORM 3

1. PERSONAL WRITING

(a) Reminders

- We keep track of everything we need to do.
- Your reminder will help you get things done by including relevant information like phone numbers.
- A reminder helps one remember important occasions and appointments.

Sample Reminder 1

REMINDER
APPOINTMENT WITH MR. KANJIRA

DATE: 11th February, 2016
TIME: 4.15 p.m.
PLACE: Staffroom

I will be having an appointment in the staffroom with Mr. Kanjira. To carry with me are:

- Two pens (blue and black)
- Notebook

I should be punctual.

Sample Reminder 2

MY REMINDER

DAY	DATE	TIME	EVENT	PLACE
Saturday	13th March	3.00 pm	Pschology Lectures	Room 45
Friday	19th March	2.00 pm	Appointment with Dr James	St Joseph's Hospital
Monday	22nd March	8.00 am	Guidance and counselling lesson	College chapel
Tuesday	23rd March	4.30 pm	Shopping	TRM

(b) Personal Journals

As discussed earlier.

2. SOCIAL WRITING

(a) Notes of Thanks

- A Thank You Note is thoughtful way to express your gratitude and appreciation for someone who has done something great for you.
- The note doesn't have to be long to be meaningful. Your thoughts count more.

Elements of a Thank You Note

1. Date
2. Salutation
3. Personalizing the note. Think of one or two specific instances when you were helped by the person.
4. Concluding the note. Say thank you again to the person.
5. Sign

Sample Thank You Note

9th April, 2016

Dear Ms Becky:

I am writing to thank you for everything you did last year to help me prepare for my exams.

I really appreciated when you asked me to be coming to see you whenever I had difficulty in your subject. You also advised me to work harder in class. But more than that, you guided me on how to answer questions in the exams.

All the support you gave me helped me receive the grade I have received. I could have never received anything near this grade without you. Thank you.

Sincerely,
Murkomen Abdi

(b) Congratulatory Notes

- We always recognize the accomplishments by others.
- Writing a congratulatory note adds warmth to the relationships.
- We write congratulations notes incase of the following achievements:
    - Promotion(job, class)
    - Retirement
    - Graduation
    - New title
    - New job
    - Scholarship
    - Successful speech
    - Birth
    - Engagement
    - Marriage
    - Winning competition

The Dos when Writing Congratulations Note

- Write soon after hearing the news.
- Use the word “congratulations” early.
- Tell the person how impressed you are.
- Express your wishes for the person’s continued success.

Steps to Writing Congratulatory Note

STEP	EXPLANATION	EXAMPLE
Writing Salutation	The person might like see their own name written.	Dear Aliow,
Offering Congratulations	• Done early. • Mention the occasion.	Congratulation on your promotion to deputy principal!
Express your happiness.	Tell them how impressed you are.	I was thrilled when I heard the news!
Relate the person’s achievement with something.	Relate something about the person that could have led to their achievement.	Ever since we worked together at Maragua Muslim Girls’ School, I knew you were one of the best. I am very glad that your passion for teaching has been recognised.
Sending wishes	• Assure them that there	Best of luck in your new

for continued success.	achievement is just one of the many others on nthe way. • Wish them the best.	position. I hope that this is just the start of the many more successes to come.
Closing	• Add a closing remark. • Choose from the list: (i) Sincerely, (ii) Sincerely yours, (iii) Regards, (iv) Warm regards, (v) Yours Truly, (vi) Cordially, (vii) Best wishes, • Write your name after this	Best Wishes, Fardoly Mohamed

Exercise

Juma Maxwel, your elser brother has just got a new job after working in another company for two years. In his new place of work he will be receiving twice the salary he used to be offered in the previous company. Write him a note congratulating him.

(c)Condolences Notes

- Writing a condolence note is not an easy thing to do. This is because we often don't know what to say. Because of this, we may even put the task off until the time to write has seemingly passed.
- In a condolence note, we reflect our genuine thoughts and feelings.
- Keep your message short yet thoughtful.
- Try as much as possible to mention a fond or funny memory of the deceased if you knew them.

Steps to Writing Condolence Note

(i) Introduce your note. Example,

I was deeply saddened when I learned about Joan's passing.
Or
I was deeply saddened by the news of Joan's passing.
Or
We are very saddened to hear your recent loss of Joan.

(ii) Express your condolences, referring to the person's death as a "loss". For example,

Please accept my heartfelt sympathies for your loss. My thoughts are with you and your family during this difficult time.

(iii) Share a short story or memory you have about the deceased. It will allow the bereaved know how much their loved ones meant to you. Probably it will give them a reason to at least smile if not to laugh. If possible, tell them that the deceased will be missed. For example,

Joan was a source of inspiration to me. I will never forget her!
Or
Joan spent her time serving others. I am very grateful o have known her.
If you don't know the person who has passed, you may say:
I will always remember your stories about…..
Or
I will always remember how much you loved ….

(iv) Acknowledge the cause of death especially if it comes after a long period of suffering or illness. For example,

I know Joan experienced a great deal of suffering since she was diognosed with cancer. I pray that you find comfort in knowing that she is no longer in any pain.

(v) Offer some assistance. Give specific ways in which you would like to help. For example,

In this stressful moment, please let me know whether I can help in any way. I would like to …….

(vi) Sum up your note using an appropriate phrase. You can choose from the list below:

- You are in my thoughts
- With Deepest Sympathy
- With Heartfelt Condolences,
- Thinking of you
- My sincere sympathy
- I'm praying for you

Exercise

Your friend's sister has passed on following the road accident on the eve of the new year. That same day you spend most of the time with her before she meets her tragedy. Write a note to Angela expressing how you feel about the sudden death of Mary, her sister.

(d) Telegrams

- A telegram is a text message sent by wire using Morse code.
- The codes are transcribed into language and printed.
- Telegrams can be sent all over the world within a couple of hours.

1. Wording telegrams

- The right way of wording is economical, while the wrong way is wasteful.
- Avoid unnecessary words—words that might be omitted without impairing the sense of the message.

2. Writing figures

- The suffixes 'th', 'rd', 'nd' appended to figures are counted as words.
- Spell the words as 'fourth' instead of '4^{th} 'etc.

3. Get rid of small connecting words such as 'a', 'the, etc'.

4. Make use of sharp sentences and phrases.

Sample Telegram

KENYAN POST AND TELEGRAM
TELEGRAM

Sender's Name: _____-
Sender's Address: _____
Receipient's Name: _____
Receipient's Address: _____

Dear Allan,

HEARD YOU WERE LITTLE BIT UNDER WEATHER AT THE MOMENT [STOP]JUST REST UP AND LET THE DOCTORS DO THEIR MAGIC[STOP] YOU WILL BE UP AND ABOUT IN NO TIME

Exercise

Your sister who lives in Chicago, USA, has delivered of a baby girl. Write her a telegram congratulating her on arrival of the new baby.

3. PUBLIC WRITING

(a) Letters of Application

- Also known as cover letter, a letter of application is a document sent together with your curriculum vitae to provide additional information on your skills to your prospective employer.
- Detailed information on why you are qualified for the job should be provided.
- This letter will let your prospective employer know what position you are applying for.

Letter of Application Format

In the table that follows, all that should be included in a letter of application are captured.

Item	**Explanation**	**Example**
Sender's Address	• Write the name(yours or an institution's) • Postal address follows. • Write the name of the city after.	KIMITI NJERI P.O. BOX 777 – 40400 SUNA-MIGORI
Date	In full	23RD July, 2016
Receiver's Address	• Start with the position of the recipient. • Write the name of the institution. • Add the box number. • Lastly, write the town or city.	
Salutation	Let it be formal.	
In regards to (written 'RE')		
First Paragraph	Here: • Mention the job you are applying for. • Mention where you found the listing.	
Middle Paragraphs	• Mention why your	

	skills and experience are a good fit for the job. •	
Last Paragraph	• Say thank you to your recipient for considering your letter. • Note how you will follow up.	
Closing		
Signature	• End your letter with your signature. • Write your name after it	

Sample Letter of Application

Vijana Werevu High School
P.O. Box 888 – 30200

MACHAKOS

31ST January, 2016

The Director
Makusudi Secondary School
P.O. Box 434 – 50000
NAIROBI KENYA

Dear Sir/Madam:

RE: **ENGLISH/LITERATURE TEACHER**

I am writing to express my interest in the position of teaching English and Literature that has arisen with your school and that was listed in the *Wednesday Nation* on 31st December, 2015. I believe I am an excellent fit for this position, given a chance. Besides teaching the two, I also

teach History and Physical Education. I am a 2013, diploma graduate from Nikufunze Teachers' Training College.

I am a conscientious person who works hard and pays attention to details. I am also quick to learn new skills as well as to learn from others. I am keen to work for a school with a great reputation like Makusudi Secondary School. I have the enthusiasm and determination to make ensure that I make success of the position when offered it.

I enjoy training students and helping them build confidence in their ability to achieve, both academically and socially. In addition, I have computer skills that will be a great asset when developing class resources.

Find my curriculum vitae attached.

Thank you for taking the time to consider this application and I look forward to hearing from you at your earliest convenience.

Yours faithfully,
[sign here]

Seen Later

Exercise

A job has just been advertised. You have been a doctor for three years. When you see this advert you feel like you have to apply for the job. Write your curriculum vitae you will attached in your letter of application.

4. STUDY WRITING

(a) Synopsis

- Synopsis answers the question: **What is the story of the novel, play, etc?**
- Just write what happens in the book.
- Often not long, so try to capture only pertinent details.
- Go into the detail about the setting.

The River and the Source Synopsis

THE RIVER AND THE SOURCE

The novel begins with the birth of a girl child. …….……
……
……
……
……

Exercise

Assume you are the author of "Caucasian Chalk Circle". The play has not been published. When you ask the publishers to publish it, they tell you to write the synopsis of the play before they consider publishing it. Write its synopsis.

(b) Reports

- A report is a systematic, well organized document which defines a problem, and analyses it.
- Reports are written following research or study on a currently trending topic.
- There are short and long reports.
- A report has sections, and sub sections
- There are elements found in both the short and the long reports. They include:
  - Heading
  - Introduction. Here we include things such as:
    (i) Date
    (ii) Officer to whom the report is presented
    (iii) Committee members (if done as a group)
    (iv) Terms of reference. This is where we write the objective of the study.
  - Methods of data collection. How the information was gathered is discussed here. The different methods of collecting data are use of:
    (i) Questionnaires
    (ii) Observation
    (iii) Interviews
  - Findings. State what you learned.
  - Conclusions
  - Recommendations. State how the findings can help improve the situation.
- Reports are always:

- Accurate;
- Concise;
- Clear; and
- Well structured.

Sample Report

REPORT ON WHY MOST GIRLS AT NAIVASHA CHRISTIAN SCHOOL DROP-OUT OF SCHOOL

Introduction

The principal asked a group of students to find out the reasons why there is high drop out among girls at Naivasha School. The committee included:

1. Njagi Cool
2. Kimotho Macha
3. Jane Kilonzo

The study started on 3rd February and ended on 10th of the same month.

Procedure

The group used different methods to gather the information. The following are the methods used collect data:

(a) Questionnaire

About five students, among them three girls were issued with questionnaires that they filled with ease. At first they were not ready to do so but when they were assured a token, they were more willing to respond. They took approximately ten minutes each to provide response to the questions and prompts.

(b) Interviews

One of the committee members, Kimotho Macha, was appointed to lead in interviewing two students. The two students gave several reasons for the high drop out. One of them even wanted to have been included in the committee. The interviews were conducted at the school quadrangle.

(c)Observation

One week was enough for the committee members to study the other students. It was noted, in the way they talk in small groups, why they drop out. In fact one of the female students left the school before the actual day of submitting this report.

Findings

It was found out that:

(a)Since most girls are idle during the weekends, they yield to pressure from the fellow students who push them into leaving the school. While at home,

majority fail to get admission in other schools.

(b) Some of the students are not satisfied with the quality of the meals cooked . They feel they don't match the amount of money they pay.

(c)Add other two

Conclusion

The committee concluded that:

(a)Some of the girls do not know how to make use of their free time.

(b) Some of the students value food more than education services offered at the school.

Recommendations

(a)The students should be guided on how to benefit from their free time.

(b) The quality of meals should be improved or at least provide alternative diet to those not satisfied.

Report compiled by: Amos Ngotho

Signature:

Position: FORM 2 STUDENT

Exercise

It has been noted that students at Kinya High abuse drugs. The deputy principal calls you one day and asks you to form a committee to investigate the causes of drug abuse at your school. Write the report to contain:

(i) Introduction

(ii) Three methods of data collection

(iii) Four findings

(iv) Four conclusions

(v) Four recommendations.

5. INSTITUTIONAL WRITING

(a) Notifications of Meetings

- A notice of meeting is sent to members of a particular group to inform them of the:

(i) Time of the meeting

(ii) Date of the meeting

(iii) Location of the meeting

(iv) Information to be discussed. This is where the agenda come.

Writing a Notice of Meeting

To write a good notice of meeting, follow the steps that follow:

- Write the name of the organization/institution at the top of the page.
- Write "Notice of Meeting" a few lines down. Write "Notice of Public Meeting" if your meeting will be open to the public.
- Below write the name of the group.
- In the body of the notice, include such things like:
  (i) Time of the meeting
  (ii) Date of the meeting
  (iii) Location of the meeting
  (iv) Agenda of the meeting
  (v) Any pertinent information
- Sign off

Sample Notice of Meeting

USHIKWAPO MIXED DAY SECONDARY SCHOOL
NOTICE OF MEETING
DRAMA CLUB

To All Drama Club Members:

RE: DRAMA CLUB MEETING

This is to inform all members that the club will hold a meeting on 2nd February,2016 from 4.20 p.m. at the school chapel.
The following business will be transacted during this meeting:

- Preliminaries;
- Confirmation of previous minutes;
- Matters arising;
- Rehearsals for drama festival;
- Welcoming the trainer;
- Raising money to buy costumes;
- Any other business; and
- Adjournment.

You are requested to be punctual for the meeting and to come with writing materials. Refreshments will be served.

Yours Sincerely
[sign here]
Kijiko Kirefu
CLUB SECRETARY

Exercise

You are the school head prefect. You want to call for the urgent prefects' meeting. Notify them of the meeting.

(b) Agenda

- An agenda is the list of activities in a meeting and the order in which they should be taken up.
- Any organized meeting requires a well written agenda.
- If the agenda is not clearly written, the result will be that the meeting will become over-long, inefficient, or even slog.
- Agenda is written and handed to the members participating in a meeting prior to the meeting.
- Most secretaries prefer including the agenda in the notice of meetings.

Steps to Writing an Agenda

(i) Write the name of the institution. If possible, have a the institution letterhead.

(ii) Give your agenda a title. Write "AGENDA", "MEETING" and the name of the group to hold the meeting.

(iii) Include the date, time, and venue of the meeting.

(iv) Introduce your agenda.

(v) List the items to be discussed. Start with preliminaries, then reading and confirmation of previous minutes, followed by matters arising(some people write: unfinished business), then list all the other items to be discussed. From there add "any other business" and lastly, "adjournment".

Sample Agenda Note to Group Members

NIPE NIKUPE MUSLIM BOYS' HIGH SHOOL
AGENDA OF THE MEETING OF SCOUTS CLUB
DATE: 24TH JANUARY, 2016
TIME: 9.00 AM
VENUE: SCHOOL REFECTORY

There will be the second meeting of the year with the following items to be discussed:

- Preliminaries
- Reading and confirmation of previous minutes
- Matters arising
- Camping trip
- Planting flowers
- Any other business
- Adjournment

Sign
Denis Benjam
CLUB SECRETARY

(c)Minute Writing

- Minutes of what is discussed is written soon after the meeting.
- During the meeting, the secretary only takes notes.
- Minutes are the official records of a group in an organization.
- It is crucial that they be accurate as they are legal record of the proceedings of that group.

Minutes Format

ELEMENT	EXPLANATION
Heading	The heading comprises: • Name of the group; • Date of the meeting; • Time of the meeting; and • Place where the meeting was held.
Present	We write the names of all the members present here.
Not Present	• Members who fail to attend the meeting. • At times they are classified first, as Absent with Apology, then, as Absent. • In other organizations, secretaries only write "Members Absent". They write in brackets "Pre-Arranged" for those who send their regrets. • Either ways seem acceptable.
In Attendance	Name(s) of people who attend the meeting but are non

	members of the group are written under this.
Preliminaries	• It is the introductory remark made before the meeting. • Included are prayers, welcoming members by the chair, and congratulating members on being punctual.
Confirmation of Previous Minutes	We include: • Reading of the minutes; • Confirmation of the minutes by a member, and seconding by another; • Approval of the minutes.
Matters Arising	• Problems or questions arising from the previous meeting are discussed here. • It is also referred to as “unfinished business”.
New Business	Key to be captured are: • The issue discussed as a problem. • The solution reached.
Any other Business	Subjects that members mention after the main subjects have been discussed. Not discussed exhaustively as the main ones.
Adjournment	When meeting ends. Date and time of the next meeting is usually announced.
Approval of Minutes	• The minutes of one meeting are normally approved at the next meeting. • Once approved both the secretary and the chair append their signatures.

Sample Minutes

WILDLIFE CLUB MEETING HELD IN THE SCHOOL REFECTORY ON 13TH FEBRUARY, 2016, AT 4.00 PM

MEMBERS PRESENT

1. Noisemaker Awuor – Chair
2. Beaker Laboraory – Secretary
3. Catherine Njagi – Treasurer
4. Sukuma Wiki – Member

5. Kijiko Povu
6. Jemimah Akinyi
7. Jeremy Kanyari

MEMBERS NOT PRESENT

1. Alot Manumu
2. Kiny Abiro

IN ATTENDANCE

Kibaki Akello – Club Patron

MIN 1/2/2016: Preliminaries

The meeting was called to order at 4.01 pm by the club chair. She welcomed all members and congratulated everyone on keeping time.

MIN 2/2/2016: Confirmation of the Previous Minutes

Minutes from the meeting on 12th January, 2016 was read. It was confirmed as the true records of what was transacted by Annabel and seconded by Felix Kimutai. It was therefore approved without modification.

MIN 3/2/2016: Matters Arising

1. A member wanted the date for commencing trees planting be announced.
2. A member asked that drinks should be served whenever a meeting is held.

MIN 4/2/2016: Registration of New Members

It was discussed that new members was to be registered. This was a result of many students who had completed school last year. Registration was to start in a week's time. Each new member was to pay sum of sh. 250 before being registered.

MIN 5/2/2016: Trip to Mau Forest

Members discussed the trip to Mau Forest scheduled for 1st March. Each registered member was requested to remit their Sh. 300 contribution through the club patron before the end of February. A member requested that the school management be asked to assist in making the trip a success.

Other things to carry included:

- Toiletries
- Snacks
- Enough clothing

MIN 6/2/2016: Any Other Business

1. A member asked whether new members were eligible to visit the Mau Forest.
2. A member wanted to know when the rabbits owned by the club could be sold in order to supplement their budget for the trip.

MIN 9/2/2016: Adjournment
12th March,2016 5.00 pm and school refectory were fixed as the date, time and place for the next meeting. There being no other business, the meeting was adjourned at 6.13 pm.

MINUTES CONFIRMED BY:
CHAIRPERSON.....SIGN.....DATE.....
SECRETARY.....SIGN.....DATE.....

(d) Memoranda

- A memorandum is a brief written message sent from one person or department, to another person or a group in an organization.
- A memo has twofold purpose:
  - It brings attention to a problem; and
  - It solves that problem.
- They inform the reader about new information such as price increases, or by persuading them to take an action.

Memo Format

FORMAT	EXPLANATION	EXAMPLE
Institution/Organization's Name	If possible add the letterhead.	**HABA NA HABA MIXED SECONDARY SCHOOL**
Heading	• State that this is a memorandum. • The words "internal memo" are usually written then underlined.	**<u>Internal Memo</u>**
Reference	Written differently depending on the organization.	Ref 3/2015
"To" field	• Write the job title of the person you are sending the memo.	TO: All Teachers
"Cc" field	• Indicate who will receive a "Courtesy Copy" of the memo.	CC: Principal

	• It is directed to a person who should remain informed.	
"From" field	Write your job title.	FROM: The Deputy Principal
Date	Write the complete date, spelling out the month	DATE:11th January,2016 or DATE: January 11th, 2016
"Subject" field	• It is a line that gives the reader an idea of what the memo is about. • Be specific but concise.	SUBJECT: <u>SUBMISSION OF END TERM EXAMS RESULTS</u>
Body	• Two issues are discussed: the problem and the solution. • Introduce the problem in the first paragraph. • Give the solution to the problem in the second paragraph. Suggest the actions that should be taken. • The third paragraph(normally the last) close the memo with a positive and warm summary.	As of 3rd August, 2015, only two teachers had submitted the end of term two examination results. The results were supposed to have entered into the computer by 3rd. You are requested to increase your speed in marking the remaining papers. Before 7th of this month, ensure you have entered the marks. We will be glad to see all that done by the newly set deadline. We wish all the best as you work towards meeting that deadline.
Signing off	• Sign • Write your name	Yours Sincerely, [signature] Mr. Mamboga Japheth

FORM 4
1. PERSONAL WRITING

(a) Recipes

- A recipe is a set of steps that lead to a delicious food.
- It is a set of directions that describes how to prepare a culinary dish.
- With the recipe, one is unlikely to be involved in culinary disaster.
- The common terms used in a recipe are:
    - Bake
    - Baste
    - Blend
    - Beat
    - Boil
    - Braise
    - Brine
    - Chop
    - Crush
    - Dip
    - Dissolve
    - Drawn
    - Pound
    - Mix
    - Stir
    - Spread

Format of a Recipe

1. Title your recipe. For example,

    Fried Chicken Recipe

- Ingredient List. It is advisable to list the ingredients in the order of their use. This helps the reader to keep track of the ingredients that have been used. Give the quantity of each ingredient. Examples:

4 whole chicken breasts
½ cup bread crumbs

- Method. How the meal is prepared is listed here. The steps should be easier to understand and follow. The steps are usually numbered.
- Service. List how many people to be served and what to serve with. For example,

Serve with …… or
Top with …..

- Preparation time

Sample Recipe

RECIPE FOR COOKING WHITE RICE

Ingredients
1 cup of white rice
2 cups of water
½ teaspoon salt
I tablespoon oil

Preparation Time: 20 minutes
Preparation
1. Rinse the rice in a strainer.
2. Bring the water to a boil.
3. Add the rice to boiled water.
4. Stir in the rice, salt and oil and bring it back to a gentle simmer.
5. Start checking the rice around 18 minutes.
6. Turn off the heat when the rice is tender.
7. Remove the lid and fluff the rice.

Service

1. Serve when hot.
2. Serve with fried meat.

2. SOCIAL WRITING

(a) E-Mails

- Short for electronic mails.

- They are messages sent via a computer connected to internet.
- Emails must be short and precise.

Email Address

- An email address is what identifies an electronic post office box on a network where email can be sent.
- Usually, there is no capitalization or spacing between the characters.

Component of Email Address

- All email addresses have three parts:
  - Username;
  - @ symbol; and
  - The domain
- **Username** is the unique name that you select. It can be your real name or nickname. Example: **sumudawa**
- **@ symbol** separates the username from the domain. When you insert this symbol, your email program recognizes the character and sends the email to the domain name that follows it.
- **Domain** is broken into parts: the mail server and the top-level domain.

The mail server is the server hosting the email account. There are such mail servers as **yahoo**, **hotmai**l and **gmail**.
Examples of top-level domains include: **com, net, org, edu**, etc
Example of email address: sumudawa@yahoo.com

Email Format

Email consists of:

i. "FROM" Field. Write your email address.
ii. Date .
iii. "TO" Field. The recipient's address is written here.
iv. "Cc" Field. Add the email address of other people whose copy of the message should reach.
v. Subject. Write short but accurate subject header.
vi. Attachments. Include the document that should be attached if required.
vii. Salutation. Use proper salutation beginning with 'dear', etc.
viii. Message body. Get your point across without rambling.

ix. Leave-taking. Depending on your level of intimacy with the recipient, you can use phrases and words like:
- Yours sincerely,
- Yours faithfully,
- Yours cordially,
- Best,
- Your loving daughter/son/mum/dad/sister/brother,
- Respectfully,
- Your student, etc

x. Signing. Write your full name.

Sample Email

FROM: kanayokanyo@gmail.com
DATE: 13th June, 2015
TO: zimamoto@yahoo.com
Cc: mbwakali@hotmail.com; rosekate@email.com
SUBJECT: Chemistry/Physics Teaching Position

Dear Sir/Madam:
I am writing this email in response to your advertisement listed in *The Standard Newspaper* on 11th June 2016 for the vacancy of teaching Chemistry and Physics that has arisen with your school.

I am a degree holder from Kilgoris University. I have taught for three years now. While teaching at Ungwana Secondary school, I developed my teaching skills.

I have a strong communication and interpersonal skills, and have the ability to make students understand my two subjects properly. I can help students with their decision making.

I desire to be part of the teaching team at Naikuma School where I could nourish the minds of young students. I will be highly obliged if you could go through my curriculum vitae attached herewith.

Yours faithfully,
Shuruti K. Hassan

(b) Fax

- Fax is short for facsimile.
- Also known as **telefax** or **telecopying**.
- It is the telephonic transmission of scanned printed material usually to a telephone number which is connected to a printer.

How it Works

To transmit the material, the process to follow include:

- Scanning of the original material using a fax machine(telecopier).
- Telecopier processes the content and converts it into a bitmap.
- The content is then transmitted through the telephone system to the receiver .
- The receiving telecopier interpretes the message and reconstruct it.

How to Write Notes and Fax Cover Sheet

- Add a letter head to the top of the fax cover sheet. It can either be for a company or an individual. The letter head can include the name of the company or individual's name, address, telephone number, fax number and email address.
- Write "TO" followed by a colon some lines down. Fill in the name of the person who should receive the fax.
- Write "COMPANY" and fill in the name of the company where you are sending the fax.
- Write "FROM" and the colon on the next line. List the sender's name.
- List the date.
- Write the recipient's fax number.
- Write "NUMBER OF PAGES". Enter this number including the cover page to help the recipient make sure no page is missing.
- Write "RE" followed by a colon. Enter the subject of what you are writing under notes.
- Write "NOTES" and then a colon. Enter additional information here. Write the message.

- An institution can design a facsimile Transmittal Sheet depending on their taste. Below is an example of a facsimile transmittal sheet.

FACSIMILE TRANSMITTAL SHEET

TO: ……..

FROM: ……..

COMPANY: ……..
DATE: ……..
FAX NUMBER: …….
PAGE TOTAL INCLUDING COVER: …….
PHONE NUMBER: ……

RE:

_____

URGENT		PLEASE COMMENT	
PLEASE REPLY		PLEASE RECYCLE	
FOR REVIEW			

NOTES:

……
……
……
……
……
……
……
……
……
……

(c) Instructions to Family and Friends

- To give instructions is to let others know how to do something or reach somewhere.
- Instructions when written, can take the form of letters, notes, e-mails, and many others. Be careful on which to use and which will work well with your recipient.
- We give instructions to family and friends:
    - To help us do something in our absence.
    - On how to use a newly bought garget.
    - On how to prepare some meals.
    - On how to how to write their exams.
    - On how to be successful individuals. Etc.

What to Do

When writing instructions:

- Use simple words. Save the verbatim words.
- Use imperative form of sentences.
- Give one instruction at a time. Numbered.

Here, we have a sample of note with instruction

INSTRUCTION ON WHAT TO DO WHILE I AM WAY

Dear Kish,

I have left for work. I will not come back as usually. After you wake up help do the following:

- Clean your bedroom.
- Wash the utensils.
- Mow the lawn.
- Cook your lunch.
- Go out and play after doing all the above.
- Get back to the house before 6.
- Close the gate until I come back.

I hope you will not forget any of the above. When mum comes back she will bring you the fruits you asked for.

Your loving mum,
Aoko

Exercise

Your cousin has bought a mobile phone but she doesn't know how to type text message and send it. In a letter, give her instructions that will help her do that with ease.

3. PUBLIC WRITING

(a) Letters of Inquiry

- Sent to explore possibilities in employment, admission to college, etc when you are interested in working or learning, etc for a particular institution, but you do not know if an opening or vacancy exists.
- A letter of inquiry is when you are approaching an organization/company/institution speculatively. This means you are making an approach without their having advertised or announced a vacancy.

How to Write a Letter of Inquiry

The steps that follow will help you write a good letter of inquiry:

1. Resolve to follow all the rules for business letter writing. Begin with your address, then the date, followed by the addressee's address, moving on to the greeting(salutation) , and lastly, in regard to(written "RE:")
2. Write about four paragraphs. The paragraphs can be divided into:
   (a) First Paragraph
   - Introduce yourself and concisely explain why you are writing.
   - Tell the recipient how you heard of the organization.
   - Let the recipient, if need be, know the result you will receive or received, and the school or college you are attending or attended.

   (b) Second Paragraph
   - Describe your interest in the organization.
   - Make it clear why you think you think you are qualified, for example for the job, or admission to the college, etc.

   (c)Third Paragraph
   - Talk about yourself. Highlight your relevant experience, achievements, and qualifications.
   - Include two or three skills that relate to the positions within.

   (d) Fourth Paragraph
   - Thank the recipient for their time.
   - Include your phone number or email address.
   - Note that you have included your CV. If admission to college, you may mention that you have included your academic certificate or any document.
3. Close your letter.
   - Write yours faithfully, if you do not know the name of the person.
   - Yours sincerely. If you know the person's name, end the letter this way.
   - Add your signature. Sign your name.

Sample Letter of Enquiry

KANYE MIRACLE SCHOOL
P.O. BOX 333 – 22020

CHEM – KENYA

14TH MAY, 2016

THE PRINCIPAL
JOSEM COLLEGE
P.O. BOX 3456 – 12340
KILGORIS

Dear Sir/Madam:

RE: NEXT INTAKE

I am a 2014 form four leaver from Kanye Miracle School. I received grade B- at KCSE. I am writing to express my interest in joining your college in September incase there is an intake. I have always heard a lot about your college. Last week, I saw the picture of your college in the newspaper and that attracted me more.

I am now thinking only about Josem College. It has become part of my dream and I would love to study my course there. I know the course I would like to pursue is one of the numerous courses offered there. I would like to study Journalism. I received grade B+ IN English and Kiswahili and I hope that is enough to qualify me for the course of my childhood dreams.

While in high school, I used to be a member of journalism club. It is I who could write all the news to be read on Fridays by fellow club members. I was also involved in broadcasting during the parents' day and through that my confidence was boosted. I no longer suffer from anxiety when speaking before a large group.

Thank you for your time you have you have taken to consider this letter of inquiry. Would you please contact me on 07000000 when there will be next intake? Attached are my documents.

Yours Faithfully,
[sign]
Salome Mtakatifu

(b) Letters of Request

- Written to request a company/firm/institution to provide complete information regarding a product/service/course, etc.
- One expresses their interest towards the course/product, etc in this letter.
- The following points will help in writing an effective letter of request:
  - Clearly state the reason of seeking detailed information.
  - Use formal tone when writing.
  - Be polite.
  - Recheck for misspellings.

Sample Letter of Request

Nyamirogi Secondary School,
P.O. Box 111—40020,
MLANGO – KENYA.

24th April, 2015

The Principal,
Nyamoro College,
P.O. Box 222 – 34200,
DIRISHA – KENYA.

Dear Mr. Bacuna:

RE: INFORMATION ABOUT YOUR COLLEGE

I am a parent of one of the students who received admission letters from your college. He is very much interested in joining the college.

We have read your admission letter and are very much interested in getting admission in your college. I need, however, the answers to the following questions before I could join the college:

- Is fee paid in installment or paid at once?
- Can accommodation be offered in college?
- Other than the courses offered, are there non academic ones like driving?

I would be glad to receive the answers to these questions. Could you please contact me on dennism@yahoo.com or 0797878787?

Yours Faithfully,
[sign]
Dennis Mnyweso

4. STUDY WRITING

(a) Reviews

- A review of a novel, play, short story or even a poem is written to give the reader a concise summary of its content. This includes relevant description of the topic as well as its overall message.

How to Write A Book Review

The steps below are normally followed when reviewing a book (say a novel):

(i) Describe what the novel is about in a couple of sentences. No spoilers should be given here.

(ii) Discuss what in particular you liked about the book. Your thoughts and feelings about the novel are the main focus when doing this. The questions suggested below when answered will help you to a great extent:
- Who was your favourite character? Why?
- Did the characters feel real to you?
- Did the story keep you guessing what to happen next, and next?
- Which part of the book was your favourite? Why?
- Did the novel make you laugh, smile, or cry?

(iii) Mention what you disliked about the novel. Discuss why you think it didn't work for you. Some questions to help you are:
- Was the ending frustrating?
- Was the story scary for your feeling?

(iv) Summarize some of your thoughts on the novel, suggesting the type of reader you would recommend the novel for. For example would you recommend it for young readers, fans of crime, high school students, etc.

(v) At times, you can rate the novel, for example a mark out of ten, etc.

Sample Book Review Template

Book Review

Picture of the book here

Title:
Author:
Publisher:
Reviewer:

The novel is about a baby girl who is the source of the river. She becomes the first born girl in a family full of boys.

……
……..

……
……
……
……
……

……
……
……
……
……
……

……
……
……

……
……
……
…….

(b) Questionnaires

- It is a research instrument containing several questions and other prompts for the purpose of gathering information from the respondents.
- The questions are aimed at collecting facts or opinions about something.

Outline and Format of the Questionnaire

FORMAT	ELEMENTS
Introduction	• Title of the study • Purpose of the study • Duration of the survey • Guarantee of confidentiality • Brief information about the organization • If any, incentive Information
Demographic Data	• Respondent's name(could be optional) • Age, gender, religion, marital status, etc.
Questions	• Closed-ended questions answerable by Yes/No first. This is for faster response rate. • Questions arranged from general to specific. • Sensitive questions at the end. • Group related questions together. • Always number questions. • The instructions on how questions are answered placed before the questions. • Response questions placed vertically except for tabulated options.
End	• Expression of gratitude to the respondent for attempting questions e.g. "Thank You" • Information on knowing the outcome of the survey.

Sample Questionnaire

THE ALL TIME HOTEL

(email: alltme@gmail.com, P.O. Box 43 – Nairobi Kenya)

CUSTOMER SATISFACTION IN THE ALL TIME HOTEL QUESTIONNAIRE

I. INTRODUCTION

Dear Esteemed Customer,

We are dedicated to improving the customer satisfaction. Through answering questions in this questionnaire survey, we will be able to analyse the data that will help us enhance our services and meeting your needs.

Your response will only be used for survey purposes and your confidentiality is highly guaranteed.

After you answer all the questions, you will be presented meals of your taste as a token of our good will. We thank you in advance for your time.

II. QUESTIONS

Instructions:

Please indicate your level of agreement or disagreement with each of these statements regarding our hotel. TICK in the box of your answer.

1. **How many times do you visit The All Time Hotel per month?**

   _____

   _____

2. **Do you visit The All Time Hotel with Family or Friends?**

	Yes		**No**

3. **For question (3) answer with:**

   Agree
   Strongly Agree
   Neutrally agree
   Disagree
   Strongly Disagree

   (a) The hotel is accessibly located.

   _____

   (b) Hotel hours are convenient for my dining needs.

   _____

   (c)Advertised meals are in stock.

   _____

   (d) A good selection of meals was available.

   _____

(e) The meals sold are an equal value for the money.

_____

(f) Meals sold here are of the highest quality.

_____

(g) The hotel has the lowest prices in the estate.

_____

(h) The hotel atmosphere and décor are appealing.

_____

III. DEMOGRAPHIC DATA

Name (optional)**:**

_____

Age: _____

Gender: _____

Number of Family Members: (Tick appropriate)

	1-3
	4-6
	7-9
	More than 10

Phone (optional): _____

IV. Thank you for sharing your feelings and thoughts with The All Time. Enjoy dining at the best Hotel in town!

5. INSTITUTIONAL WRITING

(a) Curriculum Vitae

- This is a written overview of a person's experience as well as their qualifications.
- It brings out a person's life accomplishments, especially those related to academic realm.
- Try to present all the relevant information that you can.
- The CV need to reflect your abilities within your discipline.

Sample Curriculum Vitae

DON MICHAEL OTIENO'S CURRICULUM VITAE

Personal Details

Date of Birth: 8th April, 1989
Sex: Male
Nationality: Kenyan
Religion: Christian
Marital Status: Married
ID Number: 28724770
Address: 924-40400 Suna-Migori
Email: duncanomondi227@gmail.com
Phone Number: 0716602808 or 0764602808
Languages: English and Kiswahili

Personal Profile

A highly motivated, enthusiastic and dedicated teacher of English who has been praised for hard work and perseverance. Committed to creating classroom atmosphere that stimulates and encourage learners. Has the passion to work under minimum or no supervision at all.

Educational Background

YEAR	INSTITUTION	QUALIFICATION
2011-2013	Utumishi University	Bachelors of Education (First class honors)
2005-2008	Kafira Secondary School	KCSE {52 Points(C+)}
1996-2004	Kafira Primary School	KCPE(304 Marks)

Work Experience

FROM-TO	INSTITUTION	RESPONSIBILITIES
September 2015-December 2015	Joy Girls' Secondary	1. Guiding candidate class in revision. 2. Offering guidance and counseling to my class. 3. Coaching students in soccer.
June 2015-August 2015	Kisimani Secondary School	1. Chairing guidance and counseling meetings. 2. Coaching students in soccer and volleyball.

		3. In charge of discipline. 4. Chairing languages department's meetings.
January 2014-June 2015	Right There Muslim Girls'	1. Guiding and counseling students. 2. Training the students both in the classroom and in the field. 3. Preparing programmes for various activites held at the school. 4. Heading languages department.

Achievements

YEAR	INSTITUTION	ACHIEVEMENT
2014-2015	Right There Muslim Girls'	1. Appointed head of departments: Languages and Games. 2. Appointed member of the disciplinary committee. 3. Patron of clubs(Debate and Journalism) 4. Class teacher.
	Right There Muslim Girls'	KCSE 2014: • **ENGLISH MEAN SCORE:** 5.667 up from 3.5. • **HISTORY MEAN SCORE:** 7.6
2015	Kisimani Secondary School	• Head of both Games and Languages

		Departments. • Form 2 class teacher. • Acting as Deputy Principla.
2015	Joy Girls' Secondary	• Assistant Head of Department, Games. • Class teacher
2015		Written manuscripts in areas such as: • Grammar in English. • Oral Skills in English.

SKILLS

- Strong personal skills.
- Problem solving skills.

Hobbies and Interests

- Reading novels, journals and plays.
- Playing soccer and volleyball.
- Writing manuscripts.

Referees

NAME	POSITION	INSTITUTION	PHONE NUMBER
Mr. Mfupi Mbilikimo	Head of English Department	Joy Girls' Secondary	0711223344
Mr. Issa Abdikadir	Deputy Principal	Right There Muslim Girls'	0722334455
Mr. Kimoke M.	English Department	Utumishi University	0733445566

(b) Speeches

- Speech delivery requires adequate preparation. Writing itself is part of that preparation.
- To write a good speech:
  - Select a topic that you enjoy talking about.
  - Compose your specific purpose statement.

- Compose your Thesis statement or central idea. This is the most important part of your speech.

➢ writing your thesis statement is a four step process:

- choose your topic
- Determine your general purpose. For example, to persuade, entertain, educate, etc.
- Write your specific purpose statement. This is what the speaker wants to accomplish.
- Tie it all together by composing a clear concise thesis statement.

Sample Speech
KCSE TARGET

"The principal, deputy principal, teachers, and my fellow students, good morning? I am grateful for being offered this rare chance to address this large crowd. Thank you for this great opportunity. Today I want to particularly address form fours who are only 3 months away from reaping the hard work.

Dear candidates, where are you going to be in three months? What will you be doing from the time you wake up to day fall each day? What will you achieve when KCSE Results are announced? In other words, what is your target? Some of you might be thinking that three months is a lot of time to first waste and only revise with one week left. They might be thinking it is too early to revise. Let me assure you that it is high time you decide on doubling your effort.

In fact, with my one year experience since I left this school, I can suggest you two alternatives. Either you think about your future after form four – now! – or you leave this a frustrated individual, and regret later in life. Not encouraging at all to depend completely on your parents. I like the proverb: You reap what you sow. Remember no one reaps beans when he plants potato. Only if you work hard that work of your hands will handsomely be rewarded.

[Paragraph]

According to my deepest conviction, happy person is the person who always brings his own sunshine, wherever he goes and whatever the weather. Hope to see these sparks in you in you next year March when the results will be announced. Thanking for you listening to me. "

POETRY

INTRODUCTION TO POETRY

Definition of Poetry

- poetry has no one set definition because it can mean so many things to different people. The following are some common definitions:
  - it is the art of writing thoughts, ideas, and dreams into imaginative language which may contain verse, pause, meter, repetition, and/or rhyme.
  - writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound,and rhythm
- A **poet** is the one who writes poetry.
- A **poem** is a written expression of emotion or ideas in an arrangement of words or verse, most often rhythmically.

Types of Poetry

- There are over 50 types of poetry.
- Poetry is categorized by:
  a) the number of lines in the poem, for example, sonnet
  b) the words in the poem,
  c) whether it rhymes or not, and
  d) what it is about, for example, love poetry, death poetry, etc
- Below are the common types of poetry:
  - Haikus
  - Sonnets
  - Name poems
  - Free verse poems

Haikus

- The haiku originated from Japan,.
- It's the shortest type of poem and, often, the most difficult to understand.
- Haiku poems consist of 3 lines.

❖ The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables.
❖ The lines rarely rhyme.
Look at the example below:

Easter Chocolate Haiku
by Kaitlyn Guenther
Easter bunny hides
Easter eggs are out of sight
Kids look everywhere

Free verse poems

❖ A free verse is the loosest type of poem.

❖ It can consist of as many lines as the writer wants.

❖ It can either rhyme or not, and it does not require any fixed metrical pattern.

Look at the example below:

From **Marriage**
Marianne Moore
This institution,
perhaps one should say enterprise

out of respect for which

one says one need not change one's mind

about a thing one has believed in,

requiring public promises

of one's intention

to fulfill a private obligation:

I wonder what Adam and Eve

think of it by this time,

this fire-gilt steel

alive with goldenness;

how bright it shows—

Sonnets

❖ A sonnet is best described as a lyric poem that consists of fourteen lines.

❖ Sonnet's have at least one or two conventional rhyme schemes.

An example of a sonnet is the poem below:

From **Visions**
Francesco Petrarch
Being one day at my window all alone,
So manie strange things happened me to see,
As much as it grieveth me to thinke thereon.
At my right hand a hynde appear'd to mee,
So faire as mote the greatest god delite;
Two eager dogs did her pursue in chace.
Of which the one was blacke, the other white:
With deadly force so in their cruell race
They pincht the haunches of that gentle beast,
That at the last, and in short time, I spide,
Under a rocke, where she alas, opprest,
Fell to the ground, and there untimely dide.
Cruell death vanquishing so noble beautie
Oft makes me wayle so hard a desire.

Name poems

❖ They are popular among children and are often used in schools.

❖ The name of the person becomes the poem.

❖ Each letter in the name is the first letter in the line of the poem.

Study DUNCAN poem below:
D*rew naughty cucumbers frenetically*
U*mbilical yet chubby*
N*otified earls generously*
C*avorted willfully*
A*pologized selfishly*
N*apped frankly but courageously*

Note: There is a very wide definition of what constitutes poetry, and although some types of poetry can be grouped together in specific styles, creativity is the key to poetry and a new poet can choose to write in any style he wants, even if it doesn't fit into one of the recognized types.

PERSONA

- A persona is a character taken on by a poet to **speak in a poem**.
- Dramatic monologues create a persona; however, as a poem using a persona need not tell a reader anything about the situation of the speaker, the narrative, or the person that the poem is spoken to, a persona-poem need not be a dramatic monologue.

A Freedom Song

Atieno washes dishes,
Atieno plucks the chicken,
Atieno gets up early,
Beds her sacks down in the kitchen,
Atieno eight years old,
Atieno yo.
Since she is my sister's child
Atieno needs no pay.
While she works my wife can sit
Sewing every sunny day:
With her earnings I support
Atieno yo.
Atieno' sly and jealous,
Bad example to the kids
Since she minds them, like a schoolgirl
Wants their dresses, shoes and beads,
Atieno ten years old,
Atieno yo.
Now my wife has gone to study
Atieno is less free.
Don't I keep her, school my own ones,
Pay the party, union fee,
All for progress! Aren't you grateful
Atieno yo?
Visitors need much attention,
All the more when I work night.
That girl spends too long at market.
Who will teach her what is right?
Atieno rising fourteen,
Atieno yo.

Atieno's had a baby
So we know that she is bad.
Fifty fifty it may live
And repeat the life she had
Ending in post-partum bleeding,
Atieno yo.
Atieno's soon replaced;
Meat and sugar more than all
She ate in such a narrow life
Were lavished at her funeral.
Atieno's gone to glory,
Atineo yo.
Marjorie Oludhe-Macgoye

The persona in the poem is Atieno's uncle. He says; "since she's my sister's child/Atieno needs no pay.

SUBJECT-MATTER

- A poem's subject matter is what the poem is about.
- To understand subject matter, you need to answer the questions below.
  a) What event, situation, or experience does the poem describe or record?
  b) Who is the speaker? Is the poet speaking in the role of another person, an animal, a thing?
  c) To whom is the speaking talking?
  d) What is the time setting - hour of day, season, era?
  e) What is the place setting?

In the poem "***Freedom Song***", can you discuss what the poem is about?

The poem is about a young girl called Atieno who is mistreated by her own uncle. She works without pay and ends in death due to post partum bleeding.

Now read the poem below.

THE GRACEFUL GIRRAFE CANNOT BECOME A MONKEY
Okot P B'TEK (Uganda)

My husband tells me
I have no ideas
Of modern beauty.
He says
I have stuck

To old-fashioned hair styles.

He says
I am stupid and very backward,
That my hair style
Makes him sick
Because I am dirty.

It is true
I cannot do my hair
As white women do.

Listen,
My father comes from Payira,
My mother is a woman of Koc!
I am a true Acoli
I am not a half-caste
I am not a slave girl;
My father was not brought home
By the spear
My mother was not exchanged
For a basket of millet.

Ask me what beauty is
To the Acoli
And I will tell you;
I will show it to you
If you give me a chance!

You once saw me,
You saw my hair style
And you admired it,
And the boys loved it
At the arena
Boys surrounded me
And fought for me.

My mother taught me

Acoli hair fashions;
Which fits the kind
Of hair of the Acoli,
And the occasion.

Listen,
Ostrich plumes differ
From chicken feathers,
A monkey's tail
Is different from that of a giraffe,
The crocodile's skin
Is not like the guinea fowl's,
And the hippo is naked, and hairless.

The hair of the Acoli
Is different from that of the Arabs;
The Indians' hair
Resembles the tail of a horse;
It is like sisal strings
And needs to be cut
With scissors.
It is black,
And is different from that of a white woman.

A white woman's hair
Is soft like silk;
It is light
And brownish like
That of a brown monkey,
And is very different from mine.
A black woman's hair
Is thick and curly;
It is true
Ring-worm sometimes eat up
A little girl's hair
And this is terrible;
But when hot porridge
Is put on the head

And the dance is held
Under the sausage-fruit tree
And the youths have sung

You, Ring worm
Who is eating Duka's hair
Here is your porridge,

Then the girl's hair
Begins to grow again
And the girl is pleased.
What is this poem about?

BUILDING THE NATION

"Today I did my share in building the nation.
I drove a Permanent Secretary to an important, urgent function
In fact, to a luncheon at the Vic.

The menu reflected its importance
Cold bell beer with small talk,
Then fried chicken with niceties
Wine to fill the hollowness of the laughs
Ice-cream to cover the stereotype jokes
Coffee to keep the PS awake on the return journey.

I drove the Permanent Secretary back.
He yawned many times in back of the car
Then to keep awake, he suddenly asked,
Did you have any lunch friend?
I replied looking straight ahead
And secretly smiling at his belated concern
That I had not, but was slimming!

Upon which he said with a seriousness
That amused more than annoyed me,
Mwananchi, I too had none!
I attended to matters of state.

Highly delicate diplomatic duties you know,
And friend, it goes against my grain,
Causes me stomach ulcers and wind.

Ah, he continued, yawning again,
The pains we suffer in building the nation! So the PS had ulcers too!
My ulcers I think are equally painful
Only they are caused by hunger,
Not sumptuous lunches!

So two nation builders
Arrived home this evening
With terrible stomach pains
The result of building the nation-in different ways!"

(a) Who is the persona in this poem?
The persona is the senior government officer's driver who drives him to an expensive hotel.
(b) What is the subject matter of the poem?
The poem is about the government officer who attends an official function at a hotel. The meals he takes here are expensive. The driver looks at him as he eats..

THEMATIC MESSAGE

- Thematic message is the lesson the poet is attempting to express in the poem.
- Here we ask ourselves questions like: What seems to be the poet's purpose in writing this - what message, ideas, issues, themes, (etc.) are communicated?

Thematic Message in "THE GRACEFUL GIRRAFE CANNOT BECOME A MONKEY"

Africans should be proud of their identity. No matter what they do Africans will remain Africans.

MESSAGE in Building the Nation

- *If we wish to do well in nation building we must as public servants respect everything that belongs to the state; money, property, working hours etc.*
- *If the high class is not careful with nation building one day the oppressed may revolt.*

STYLISTIC DEVICES (RHETORICAL DEVICES, FIGURES OF SPEECH)

Stylistic devices

- In this section, we will learn some of the most important stylistic devices (also called rhetorical devices or figures of speech)
- Stylistic devices make poem:
  i. more interesting and lively; and
  ii. help you to get and keep reader's / listener's attention.
- Some of these stylistic devices include:
  a) Alliteration
  b) Allusion
  c) Anaphora
  d) Antithesis
  e) Hyperbole
  f) Hypophora
  g) Litotes
  h) Metaphor
  i) Metonymy
  j) Onomatopoeia
  k) Parallelism
  l) Parenthesis
  m) Personification
  n) Points of view
  o) Repetition
  p) Rhetorical Question
  q) Simile
  r) Synecdoche
  s) Understatement

Stylistic devices can be grouped as:

(a)Figures of speech, such as,

- Synecdoche

- Metonymy
- Similes
- Metaphors
- Apostrophe, etc

(b) Sound devices/techniques, such as:

- Alliteration
- Assonance
- Consonance
- Repetition

Figurative language

A figure of speech is any way of saying something other than the ordinary way. Figurative language is language using figures of speech. Irony- a subtle of meaning

Synecdoche

Synecdoche is a literary device that refers to a whole as one of its parts. For example, someone might refer to her car as her "wheels," or a teacher might ask his class to put their eyes on him as he explains something. Or Workers can be referred to as 'pairs of hands', a vehicle as one's 'wheels'

Metonymy

Definition of Metonymy

- Metonymy is a figure of speech in which something is called by a new name that is related in meaning to the original thing or concept. Common Examples of Metonymy

Examples In Regular Language

- "He writes a fine hand." - This means that the person writes neatly or has good handwriting.
- The big house—Refers to prison
- "The pen is mightier than the sword." - This only means that words spoken well are mightier than military force.
- "We have always remained loyal to the crown." - The crown here stands to symbolize the king of a particular country. This metonymy is used commonly when talking or writing.
- "The House was called to order." - This means that the 'members' of a House, assuming that it's a House of Parliament, were called to order.
- 'He is a man of cloth' - This only means to say that the man who the sentence is talking about is a man who belongs to a religious sect; cloth signifies that 'robes' worn by religious men.

- 'She works with a newspaper' – Newspaper stands to represent a group of journalists and editors working together to churn out news items.

Consider the poem below:

We passed the School, where Children strove At Recess, in the Ring
We passed the fields of Gazing Grain
We passed the Setting Sun
Or rather, He passed Us
The Dews drew quivering and chill
For only Gossamer, my Gown
My Tippet, only Tulle
We paused before a House that seemed
A Swelling of the Ground
The Roof was scarcely visible
The Cornice in the Ground Since then 'tis
Centuries, and yet Feels shorter than the
Day I first surmised the Horses' Heads
Were toward Eternity
Because I Could Not Stop For Death –
Emily Dickinson

At a quick look, it may be difficult to find out the use of metonymies in the poem above. However, when you take a deeper look at the poem and are better acquainted with a metonymy as a figure of speech, the whole process should be a breeze.

Look at the first line in the first poem: "We passed the School, where Children strove". The word 'school' represents a building, but then school also stands to represent the children studying in that particular school.

Difference Between Metonymy and Synecdoche

- Metonymy and **synecdoche** are very similar figures of speech, and some consider synecdoche to be a specific type of metonymy.
- Synecdoche occurs when the name of a part is used to refer to the whole, such as in “There are hungry mouths to feed.” The mouths stand in for the hungry people. The definition of metonymy is more expansive, including concepts that are merely associated in meaning and not necessarily parts of the original thing or concept.

Function of Metonymy

Poets use metonymy:

a) to address something in a more poetic and unique way.

b) to make statements more concise.

Apostrophe

Similar to 'personification' but indirect. The speaker addresses someone absent or dead, or addresses an inanimate or abstract object as if it were human.

Sample Apostrophe Poem

DEATH BE NOT PROUD

JOHN DONNE (England)

Death be not proud, though some have called thee
Might and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure- then from thee much more must flow;
And soonest our best men with thee do go,
Rest of their bones and soul's delivery.
Thou art slave to fate, chance, kings and desperate men,
And dost with poison, war, and sickness dwell;
And poppy or charms can make us sleep as well,
And better than thy stroke. Why swell'st thou then?
One short sleep past, we wake eternally,
And death shall be no more; Death, thou shalt die.

Explanation

The poet addresses death but death does not respond. Eg he says 'poor death' which is an embarrassing way to talk to someone who considers himself tough.

Anaphora

- **This is where successive clauses or sentences start with the same word(s)**
- The same word or phrase is used to begin successive clauses or sentences.
- This makes the reader's / listener's attention to be drawn directly to the message of the sentence.
- The most common examples in prose are:
  - Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American.
  - The beginning of wisdom is silence. The second step is listening. (unknown)

- A man without ambition is dead. A man with ambition but no love is dead. A man with ambition and love for his blessings here on earth is ever so alive. (Pearl Bailey)

Sample Anaphora Poem

I have been one acquainted with the night.
I have walked out in rain - and back in rain.
I have outwalked the furthest city light.
I have looked down the saddest city lane.
I have passed by the watchman on his beat
And dropped my eyes, unwilling to explain.

I have stood still and stopped the sound of feet
When far away an interrupted cry
Came over houses from another street,

But not to call me back or say good-bye;
And further still at an unearthly height,
One luminary clock against the sky

Proclaimed the time was neither wrong nor right.
I have been one acquainted with the night.
Robert Frost

- **You realize that the phrase "I have" is the same in:**

I have been one acquainted with the night.
I have walked out in rain—and back in rain.
I have outwalked the furthest city light.
I have looked down the saddest city lane.
I have passed by the watchman on his beat
And dropped my eyes, unwilling to explain.

Antithesis

Examples:

- That's one small step for a man, one giant leap for mankind. (Neil Armstrong)
- To err is human; to forgive, divine. (Pope)
- It is easier for a father to have children than for children to have a real father. (Pope)

- **Antithesis** is a figure of speech which refers to the juxtaposition of contrasting ideas.
- Antithesis emphasises the opposition between two ideas.
- The structure of the phrases / clauses is usually similar in order to draw the reader's / listener's attention directly to the contrast.
- It involves the bringing out of a contrast in the ideas by an apparent contrast in the words, phrases, clauses, or sentences, within a parallel grammatical structure.

Examples:

These are the common examples of antithesis:

- "Man proposes, God disposes."
- “To err is human, to forgive, divine”
- "Love is an ideal thing, marriage a real thing."
- "That's one small step for man, one giant leap for mankind."
- It is easier for a father to have children than for children to have a real father.
- "Many are called, but few are chosen."

Sample Antithesis Poem

Read the part of John Donne’s poem “**Community**”

“Good we must love, and must hate ill,
For ill is ill, and good good still;
But there are things indifferent,
Which we may neither hate, nor love,
But one, and then another prove,
As we shall find our fancy bent.”

- Two contrasting words “love” and “hate” are combined in the above lines. It emphasizes that we love good because it is always good and we hate bad because it is always bad. It is a matter of choice to love or hate things which are neither good nor bad.

Function of Antithesis

- When contrasting ideas are brought together, the idea is expressed more emphatically.
- It helps bring forth a judgment on either the pros or the cons. This is after we examine the contrasting ideas.

Hyperbole

- **It refers to a deliberate exaggeration**
- It draws the attention to a message that the poet wants to emphasise.

Example:I was so hungry, I could eat an elephant.

- Do not confuse it with **understatement.**

Sample Hyperbole Poems

Appetite

In a house the size of a postage stamp
lived a man as big as a barge.
His mouth could drink the entire river
You could say it was rather large
For dinner he would eat a trillion beans
And a silo full of grain,
Washed it down with a tanker of milk
As if he were a drain.

What Am I?

I'm bigger than the entire earth
More powerful than the sea
Though a million, billion have tried
Not one could ever stop me.
I control each person with my hand
and hold up fleets of ships.
I can make them bend to my will
with one word from my lips.
I'm the greatest power in the world
in this entire nation.
No one should ever try to stop
a child's imagination.

My Dog

His bark breaks the sound barrier
His nose is as cold as an ice box.
A wag of his tail causes hurricanes
His jumping causes falling rocks.
He eats a mountain of dog food
And drinks a water fall dry.
But though he breaks the bank
He's the apple of my eye.

Poetry by Sharon Hendricks

Understatement

- A statement is deliberately weakened to sound ironical or softened to sound more polite.
  Examples are:

- I know a little about running a company. (a successful businessman might modestly say.)
- I think we have slightly different opinions on this topic. (instead of: I don't agree with you at all.)
- "It is just a little cool today" - when the temperature outside is 5° below zero.
- "The food was tolerable" - on the food that was prepared by the best chef in the world.
- "It was ok" - when a top ranker was asked about his exam results.
- "I wouldn't say he was thin" - describing a very obese person.
- "He is a little on the old side" - describing a very old person.
- "I wouldn't say it tasted great" - on terrible food.

Sample Understatement Poem

Fire and Ice

By **Robert Frost**

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great
And would suffice.

Consider: *I think I know enough of hate, to say that for destruction ice, is also great, and would suffice'*

Rhetorical Questions

- The author speaker raises a question that doesn't need a direct answer.
- The answer is seen as obvious.
- Rhetorical questions are used to provoke, emphasise or argue.
- The line following the rhetorical question is not answer to it.

Sample Rhetorical Questions Poems

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

How will i die

The more i think about it the more I wonder
will i die in a deep slumber?, or will the heavens send a angel for me.
will a car come from around the corner and hit me
will a robber stick me up at gun point.....will he squeeze the trigger and will the bullet land in my skull and then i die
will i die of cancer or some unknown bacteria
will i die of an heart attack
will i get food poising from my favorite dishes
will i die from a lack of sleep
will i die at the hands of mercy
or at the hand the hands of my greatest enemy
will i be pushed from a tall mountain peek
oh how frustrating will i die not knowing how i will die
should i treat this question as a rhetorical question
oh how will i die urgggggggggg!!!!!!!!!!
Terrica Richards

Hypophora

- Hypophora is a figure of speech in which a writer raises a question and then immediately provides an answer to that question.
- **The speaker asks a question and answers it.**

- Hypophora is used to get the audience's attention and make them curious.
- The question is often raised at the beginning of a stanza and answered in the course of that stanza.
- This kind of question can also be used to introduce a new topic of discussion.

Examples are:

- Why is it better to love than be loved? It is surer.
- How many countries have actually hit the targets set at Rio, or in Kyoto in 1998, for cutting greenhouse-gas emissions? Precious few.

- Should not be confused with **rhetorical questions.**

Difference between Hypophora and Rhetorical Question

The basic difference between hypophora and a rhetorical question is that in a rhetorical question the answer is not provided by the writer since it does not require an answer.

However, in hypophora, the writer first poses a question and then answers that question immediately.

Functions of Hypophora

- The major purpose of using hypophora is to create curiosity among the readers.
- It helps to capture the attention of the audience.
- However, hypophora can also be employed to introduce new discussions or topics of importance about which the readers might not have information.
- It can also be used as a directional device to change the topic.

Litotes

Litotes is a form of understatement which uses the denied opposite of a word to weaken or soften a message.

Examples:

- That's not bad. (instead of: That's good/great.)
- Money isn’t easy to find . (instead of: Money is hard/difficult to find.)
  - They aren't the happiest couple around.
  - He's not the ugliest fellow around!
  - She's not the brightest girl in the class.
  - The food is not bad.
  - It is no ordinary city.
  - That sword was not useless to the warrior now.
  - He was not unfamiliar with the works of Dickens.
  - She is not as young as she was.
  - You are not wrong.
  - Einstein is not a bad mathematician.
  - Heat waves are not rare in the summer.

- It won't be easy to find crocodiles in the dark.
- He is not unlike his dad.
- That's no small accomplishment.
- He is not the kindest person I've met.
- That is no ordinary boy.
- He is not unaware of what you said behind his back.
- This is no minor matter.
- The weather is not unpleasant at all.
- She's no doll.
- That was no small issue.
- The city is not unclean.
- Rap videos with dancers in them are not uncommon
- Running a marathon in under two hours is no small accomplishment.
- She's no idiot.
- That's not a meager sum.
- You're not doing badly.
- That's no mean feat.

Simile

Two things are compared directly by using 'like' , ‘as’, ‘similar to’etc.

Sample Simile Poems

Berkley

Black as midnight,
Bad as the devil
With eyes like pieces of dark chocolate,
He thinks he’s king of the world,
My dog Berkley.
He’s very much like a pig
With his pudgy stomach and all.
Like a leech, he’s always attached
To his next meal.

Even though he’s as bad as the devil,
Berkley is my best fellow.

Stars

They are like flashlights in the night sky;
God’s little helpers guiding us on our journeys.
Stars are as bright as a lighthouse on an icy, ocean night;
they are like guardians committed to bringing you home.

Birds

Chirping non-stop, like a machine in the trees,
Building their nest like little worker bees.
They sing their songs, like chatter-boxes.
As regular as alarm clocks,
Waking people up each day.
They are silent at night,
Like snakes advancing on prey.

My Cat

Eyes like a green-yellow crayon,
Almost as bright as a ripe orange.
My cat rules my heart and my actions.
I am as a puppet on strings
When he purrs against me
Like I am a warm blanket heating him in the cold.

My Friend

She is as crazy as a rooster;
Still I love her like a sister.
Her hair is black and dark
Like the color of the midnight sky.
Her skin is as pale as flour
Placing her among the Twilight vampires.

Metaphor

Metaphor is a figure of speech where two things are compared in a figurative sense. Unlike in a simile (A is like B.), “like” is not used in metaphor (A is B.). Example:

- Truths are first clouds, then rain, then harvest and food. (Henry Ward Beecher)
- Through much of the last century, America's faith in freedom and democracy was a rock in a raging sea. Now it is a seed upon the wind, taking root in many nations.

Sample Metaphor Poem

A Broken Family Tree

Lori McBride
Published on February 2006

I am one of many
Small branches of a broken tree,
Always looking to the ones above

For guidance, strength and security.
One little branch trying
To keep the others from breaking away.
Who will fall?
And who will stay?
Now I stand alone,
Looking at the earth through the rain,
And I see the broken branches I knew
Scattered about me in pain.
There are those who have taken an ax
To the root of our very foundation
And who have passed this destruction
Down to every new generation.
If I could take that ax,
I would toss it deep into the sea,
Never to return again
To harm the generations that follow me.
I am one of many,
But alone I will go
And plant the new seeds
Where a beautiful tree will grow.

Onomatopoeia

The pronunciation of the word imitates a sound. Onomatopoeia is used because it's often difficult to describe sounds. Furthermore, a story becomes more lively and interesting by the use of onomatopoeia.
Examples:

- The lion *roared*.
- The steaks *sizzled* in the pan.
- The bomb went off with a *bang*.
- My son *swooshed* the basketball into the net.
- Please do not *whisper* in the examination hall.
- The owl *hooted* as it sat in the tree.
- *Boo*. I scared you.
- *Meow*, where's my milk, cried the cat.
- The *jangle* of her bracelets caught his attention.
- *Click, click*. She made a sound with her tongue to show her displeasure.
- The birds like to *tweet* outside my window.
- *Drip, drip, drip*, went the faucet all day long.

- Grandma loves to hear the *pitter-patter* of little feet around the house.

Sample Poems with Onomatopoeia

When The Lights Go Out

*The door went **creak***
In the still of the night
*The floor went **bump***
Oh what a fright
*All of a sudden, we heard a **chime***
The grandfather clock was keeping good time
*We turned down a hallway and heard a loud **crash***
It seems that someone had dropped all the trash
So many sounds when the lights go out
It's enough to make you scream and shout!

Keys

I went for a ride with my Uncle Jay
*He **slammed** the door shut and we were on our way*
*Then he **revved** the gas pedal, which was on the floor*
What a lovely day, could I ask for more?
*I wanted a hot dog so he **slammed** on the brake*
*It **belched** out a **screech**, for goodness sake*
We finished our hot dogs in record time
We were out of that place by half past nine
He misplaced his keys
We were in a mess
I must admit, he started to stress
*He picked up his soda started to **sip***
Eager to resume our wonderful trip
From inside the cup he felt something shake
A closer look he surely did take
His keys had fallen into that refreshing soft drink
*And we figured it out when we heard the **clink***

The Precocious Teapot

*The teapot **whistled** at the lovely young pot*
She came to a boil at this unfortunate shot
*When the pan saw what happened, he began to **sizzle***
*The pot was his cousin and it made him **grizzle***
*The faucet joined in with a **whoosh** of its water*
It seems that the pot was his only daughter

The teapot was humbled and expressed his regret
It was an unfortunate gaffe he'd rather forget

The Construction Site

On my way home from school today
I stopped for sweets along the way
When I heard a ***thud*** *that made me jump*
It seems that a wrecking ball was in a dump
Bu this wasn't a dump, I am not a fool
It was a construction site and it was so cool
I was startled by the ***rat-tat-tat*** *of a loud jackhammer*
It caused me to ***stumble*** *and even to* ***stamme****r*
Then all of a sudden, I heard some loud ***taps***
A hammer was ***banging***
A new building perhaps?
One of the men had a brand new drill
It ***buzzed*** *as it drilled; it was such a big thrill*
Then I heard the ***beep beeping*** *of a truck in reverse*
What a great afternoon, I could sure have done worse!

City Street

Beep beep *goes the taxi as the light turns green*
He is in a hurry so he makes a huge scene
The police car let out a mighty ***wail***
*'****Honking*** *your horn sir can land you in jail!'*
Well that is not entirely true
But it can surely get you into a mighty big stew
A bus goes by with a mighty ***roar***
With a sleeping passenger who started to snore
A traffic policeman ***whistled*** *his* ***whistle***
The sound of that ***whistle*** *made everyone* ***bristle***
It is true that the city is a busy, busy place
But said another way, It's just a faster pace

Poetry by Alan Loren

Parallelism

- Successive clauses or sentences are similarly structured.
- This similarity makes it easier for the reader / listener to concentrate on the message.
- The normal progression of a sentence is interrupted by extra information or explanations enclosed in commas, brackets or dashes.

- The extra information can be a single word, a phrase or even a sentence.

Examples of Parallelism:

- The mediocre teacher tells, The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
- The mistakes of the fool are known to the world, but not to himself. The mistakes of the wise man are known to himself, but not to the world.
- Tell me and I forget. Teach me and I may remember. Involve me and I will learn.
- We are bound by ideals that move us beyond our backgrounds, lift us above our interest, and teach us what it means to be citizens.
- Like father, like son.

- Parallelism is a useful device for instructions. Due to the parallel structure, the reader can concentrate on the message and will immediately know what to do.

Sample Parallelism Poem

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:

Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

Personification

- **Animals, inanimate objects or abstractions are given attributes of human beings.**
- **Such attributes could be** behaviour, feelings, character etc.
- Personification can make a poem more interesting and lively.

Examples:

- Why these two countries would remain at each other's throat for so long. (3)
- I closed the door, and my stubborn car refused to open it again.
- The flowers nodded their heads as if to greet us.
- The frogs began their concert.
- Every morning my alarm clock springs to life; I hate it when that happens.
- The peaceful and fun loving town close to the coast was swallowed by an angry tsunami.
- The picture in that magazine shouted for attention.
- With a lot of anger, the lighting lashed out from the skies.
- Art is a jealous mistress. Money is a bad master.
- All of a sudden, the radio stopped singing and started to stare at me. It was hard to believe.

Sample Personification Poems

Dinnertime Chorus

*The **teapot sang** as the water boiled*
*The **ice cubes cackled** in their glass*
*the **teacups chattered** to one another.*
*While the **chairs were passing gas***
*The **gravy gurgled** merrily*
*As the **oil danced** in a pan.*
Oh my dinnertime chorus
*What a **lovely, lovely clan**!*

My Town

*The **leaves** on the ground **danced** in the wind*
*The **brook sang** merrily as **it went** on its way.*

*The **fence posts gossiped** and **watched** cars go by*
which winked at each other just to say hi.
*The **traffic lights yelled**, "Stop, slow, go!"*
*The **tires gripped** the road as if clinging to life.*
***Stars in the sky blinked** and **winked** out*
While the hail was as sharp as a knife.

Nature's Chorus

***Willows bend** to their partners*
*while the **spruces curtsey** in response.*
Cherry trees form a circle
*and the **oaks dance** just like debutantes*
*of **woodpeckers tapping** on their trunks*
*and **squirrels chattering** in the boughs.*
Listen to the sounds of nature's chorus
What fun it does arouse!

Games

Chipmunks chatter and scurry,
***Blue jays scream** and **scold**.*
Robins talk and gossip
***demanding** their story to be told.*
***Squirrels skip and box** one another*
*and **rabbits play hop scotch**.*
The games they play, the sounds they make
Really are top notch.

The Gastronomic Gym

Pasta twirling and spinning,
peas do vertical jumps
mashed potatoes swimming.
meat doing bench press and pumps.
Food has begun to exercise
but it's not in any gym.
My brother said its happening
right inside of him.

Repetition

Words or phrases are repeated throughout the text to emphasise certain facts or ideas.

Oxymoron

An oxymoron is a figure of speech that combines contradictory terms.

Examples:

An oxymoron can be made of an adjective and a noun:

- Dark light
- Deafening silence
- Living dead
- Open secret
- Virtual reality

Oxymoron can also be a combination of a noun and a verb.

- The silence whistles

<u>Sample Oxymora Poem</u>

Read the poem below by Christopher and identify the use of oxymora.

A blind man looks back
Into the future with the
Ear-splitting whispers of
Unconcealed ghosts
Thundering silently.
~~~~
*A wealthy peasant marches*
*Weakly across a blazing glacier*
*As the stars in the cloudy sky*
*Glisten grimly.*
~~~~ *A hateful saint drowns afloat*
*Into the dismal heaven of peaceful war.*
~~~~
Solid water surges down a
Minuscule mountain into
A celestial hell.
~~~~
A colossal dinghy raises
Its feather-light anchor
With vicious doves circling
In the bright winter sky.

TONE IN POETRY

- Tone expresses the poet's or speaker's attitude toward the subject, the reader, or herself or himself.
- Tone can shift through a poem.

ADJECTIVES USED TO DESCRIBE TONE

- The following are the common tone/attitude words:

	Word	**Meaning**
1.	Accommodating	Willing to help. Also oblidging.
2.	Accusatory	charging of wrong doing.
3.	Humorous	Making one laugh.
4	Optimistic	Having hope.
5	Pessimistic	Having no hope.
6	Sadistic	Being cruel to others.
7	Bitter	exhibiting strong animosity as a result of pain
8	Malicious	or grief.
9	Respectful	Intending to harm.
10	Resigned	Showing respect.
11	Loving	Reluctantly accepting something unpleasant.
12	Understanding	Feeling or showing love.
13	Spiteful	Sympathetic to
14	Inferior	Wanting to hurt /annoy/offend.
15	Nostalgic	Feeling smaller before.
16	Critical	Have a look at the happy/good past.
17	Cynical	Pointing out mistakes in.
18	Ironical	Having little faith in.
19	Patronizing	Meaning the opposite of.
20	condescending	Belittle/consider inferior.

21	Satirical	a feeling of superiority
22	Slanderous	Mocking/ ridiculing.
23	Supportive	Making false statement about.
24	Contemptuous	Giving help/encouragement
25	Judgmental	Despising/ looking down upon.
26	obsequious	authoritative and often having critical
27	callous	opinions
	derisive	polite and obedient in order to gain something
	. ribald	. unfeeling, insensitive to feelings of others.
		ridiculing, mocking
		offensive in speech or gesture

<u>Tone Poems</u>

A FREEDOM SONG
BY Marjorie Oludhe Macgoye (Kenya)

Atieno washes dishes,
Atieno plucks the chicken,
Atieno gets up early,
Beds her sucks down in the kitchen,
Atieno eight years old
Atieno yo.

Since she's my sister's child
Atieno needs no pay
While she works my wife can sit
Sewing each sunny day,
With her earning I support
Atieno yo.

Atieno's sly and jealous
Bad example to the kids
Since she minds them, like a school girl
Wants their dresses, shoes and beads.
Atieno ten years old,
Atieno yo.

Now my wife has gone to study
Atieno's less free,
Don't I feed her, school my own ones,
Pay the party, union fee
All for progress? Aren't you grateful,
Atieno yo?

Visitors need much attention,
Specially when I work nights.
That girl stays too long at market
Who will teach her what is right?
Atieno rising fourteen,
Atieno yo.

Atieno's had a baby
So we know that she is bad
Fifty-fifty it may live
To repeat the life she had,
Ending in post partum bleeding
Atieno yo.

Atieno's soon replaced
Meat and sugar more than all
She ate in such a narrow life
Were lavished in her funeral
Atieno's gone to glory
Atieno yo.

The tone is sympathetic to the child.

<u>Ironic Tone</u>

Read the poem "**Building the Nation**"

The poet uses an ironic tone, and his choice of words clearly reflects his bitterness and anger about the pretence by leaders like the PS, who attempt to hide their greed and selfishness behind empty official meetings.

Nostalgia Poems

The two poems below have nostalgic tone.

1. Nostalgia by ***Billy Collins***

Remember the 1340s? We were doing a dance called the Catapult.
You always wore brown, the color craze of the decade,
and I was draped in one of those capes that were popular,
the ones with unicorns and pomegranates in needlework.
Everyone would pause for beer and onions in the afternoon,
and at night we would play a game called "Find the Cow."
Everything was hand-lettered then, not like today.

Where has the summer of 1572 gone? Brocade and sonnet
marathons were the rage. We used to dress up in the flags
of rival baronies and conquer one another in cold rooms of stone.
Out on the dance floor we were all doing the Struggle
while your sister practiced the Daphne all alone in her room.
We borrowed the jargon of farriers for our slang.
These days language seems transparent, a badly broken code.

The 1790s will never come again. Childhood was big.
People would take walks to the very tops of hills
and write down what they saw in their journals without speaking.
Our collars were high and our hats were extremely soft.
We would surprise each other with alphabets made of twigs.
It was a wonderful time to be alive, or even dead.

I am very fond of the period between 1815 and 1821.
Europe trembled while we sat still for our portraits.
And I would love to return to 1901 if only for a moment,
time enough to wind up a music box and do a few dance steps,
or shoot me back to 1922 or 1941, or at least let me
recapture the serenity of last month when we picked
berries and glided through afternoons in a canoe.

Even this morning would be an improvement over the present.

I was in the garden then, surrounded by the hum of bees
and the Latin names of flowers, watching the early light
flash off the slanted windows of the greenhouse
and silver the limbs on the rows of dark hemlocks.

As usual, I was thinking about the moments of the past,
letting my memory rush over them like water
rushing over the stones on the bottom of a stream.
I was even thinking a little about the future, that place
where people are doing a dance we cannot imagine,
a dance whose name we can only guess.

2. PATRIOT INTO TRAITOR BY ROBERT BROWNING

It was roses, roses, all the way,
With myrtle mixed in my path like mad:
The house-roofs seemed to heave and sway,
The church-spires flames, such flags they had,
A year ago on this very day.

The air broke into a mist with bells,
The old walls rocked with the crowd and cries.
Had I said, "Good fold, mere noise repels--
But give me your sun from yonder skies!"
They had answered, "And afterward, what else?"

Alack, it was I who leaped at the sun
To give it my loving friends to keep!
Nought man could do, have I left undone:
And you see my harvest, what I reap
This very day, now a year is run.

There's nobody on the house-tops now--
Just a palsied few at the windows set;
For the best of the sight is, all allow,
At the Shambles' Gate-- or, better yet,
By the very scaffold's foot. I trow.

I go in the rain, and more than needs,
A rope cuts both my writs behind;

And think, by the feel, my forehead bleeds,
For they fling, whoever has a mind,
Stones at me for my year's misdeeds.

Thus I entered, and thus I go!
In triumphs, people have dropped down dead.
"Paid by the world, what dost thou owe
Me?"-- God might question; now instead,
'Tis God shall repay: I am safer so.

MOOD IN POETRY

- Mood is referred to as the atmosphere , as it creates an emotional situation that surrounds the readers. Mood is developed in a literary piece through various methods. It can be developed through setting, theme, tone and diction.

Common Mood Words

Word	**Meaning**
Agreeable	Pleasing.
Angry	Bitter with
Nostalgic	Looking at the happy past
Sad	Not happy
Amusing	Making one laugh
Defiant	Opposing openly
Diffident	Lacking self-confidence
Festive	Joyous
Indifferent	Not having interest in
Sorrowful	Sad because sth bad has happened
Melancholic	Sad
Excited	Happy
Remorseful	Showing regret/repentance
Solemn	Not happy/not smiling
Serene	Calm/peaceful
Violent	Use force/fighting

Poem with Sad Mood

Waiting For My Dad

By Amy
I sit alone in the darkness
Waiting...
Waiting for him to come back to me.

Can he hear my cries?
Can he feel my tears?
Can he sense my breaking heart?
God only knows such a fact.
How can this be that he can't see me?
Is it because I'm sitting alone in the darkness?
I just walk past everyone as if I were invisible.
Can he see me now?
Can he see the pain he's caused me?
Or does he look past it?
I think I should move on,
But something tells me to wait.
It's my heart.
I'll give him one more chance
He needs to prove his love to me.
As I return to sit alone in the darkness...
Waiting.

Melancholic Mood Poem

On longer evenings,
Light, chill and yellow,
Bathes the serene
Foreheads of houses.
A thrush sings,
Laurel-surrounded
In the deep bare garden,
Its fresh-peeled voice
Astonishing the brickwork.
It will be spring soon,
It will be spring soon —
And I, whose childhood
Is a forgotten boredom,
Feel like a child
Who comes on a scene
Of adult reconciling,
And can understand nothing
But the unusual laughter,
And starts to be happy.
"The Trees."

The trees are coming into leaf
Like something almost being said;
The recent buds relax and spread,
Their greenness is a kind of grief.
Is it that they are born again
And we grow old? No, they die too,
Their yearly trick of looking new
Is written down in rings of grain.
Yet still the unresting castles thresh
In fullgrown thickness every May.
Last year is dead, they seem to say,
Begin afresh, afresh, afresh.

Happy Mood Poem

So fine a day it is today
To the world I send out my hope and care
Happy and joyful I am so to all I must say
That I will remember you all in my prayer.

I woke up with a smile upon my face
After knowing again that I was still alive
And I am not ill through GOD and his grace
Another year and night I did survive.

The morning has begun and I am awake
And my wallet is full of money
I owe no bills my finances I will not break
So I will go out while it is nice and sunny.

I will greet all comers with a wave or a hello
As I am walking down the street
I am living for the day and not for long ago
And no strangers today will I meet.

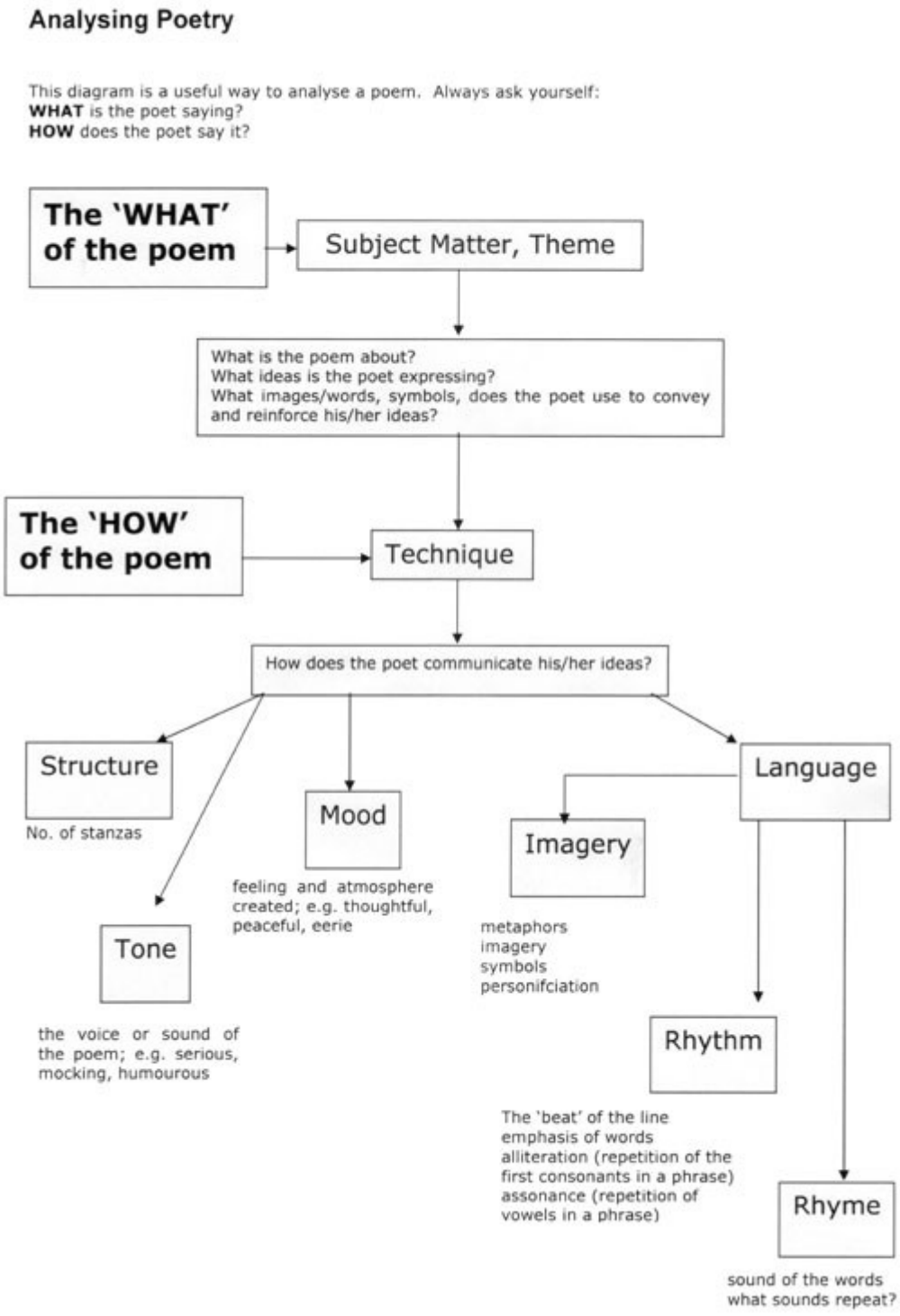
I will feed the birds and I will pet the dogs
If I decide to walk to the park
And I will not be a nuisance to any who jogs
My day is a day of happiness as I do embark.

Today is such a beautiful day
So I decided to start it off with a pleasant attitude
I wished today was a holiday
Since I woke up in a joyful and happy mood.

Randy L. McClave

ANALYSIS OF POETRY

-to understand the analysis of poetry, study the diagram below.



Now try to analyse the two poems below following the guidelines.

"It Was Long Ago"
Eleanor Farjeon
I'll tell you, shall I, something I remember?

Something that still means a great deal to me.
It was long ago.
A dusty road in summer I remember,
A mountain, and an old house, and a tree
That stood, you know.
Behind the house. An old woman I remember
In a red shawl with a grey cat on her knee
Humming under a tree.
She seemed the oldest thing I can remember,
But then perhaps I was not more than three.
It was long ago.
I dragged on the dusty road, and I remember
How the old woman looked over the fence at me
And seemed to know
How it felt to be three, and called out,
I remember 'Do you like bilberries and cream for tea?'
I went under the tree
And while she hummed, and the cat purred, I remember
How she filled a saucer with berries and cream for me
So long ago,
Such berries and such cream as I remember
I never had seen before, and never see
To day, you know.
And that is almost all I can remember,
The house, the mountain, the grey cat on her knee,
Her red shawl, and the tree,
And the taste of the berries, the feel of the sun I remember,
And the smell of everything that used to be
So long ago,
Till the heat on the road outside again I remember,
And how the long dusty road seemed to have for me
No end, you know.
That is the farthest thing I can remember.
It won't mean much to you. It does to me.
Then I grew up, you see.

Read “The African Beggar” below and try your hand at analysing the poem.

African Beggar
Raymond Tong
Sprawled in the dust outside the Syrian store,
a target for small children, dogs and flies,
a heap of verminous rags and matted hair,
he watches us with cunning, reptile eyes,
his noseless, smallpoxed face creased in a sneer.
Sometimes he shows his yellow stumps of teeth
and whines for alms, perceiving that we bear
the curse of pity; a grotesque mask of death,
with hands like claws about his begging-bowl.
But often he is lying all alone
within the shadow of a crumbling wall,
lost in the trackless jungle of his pain,
clutching the pitiless red earth in vain
and whimpering like a stricken animal.

520

521