

ENGLISH LANGUAGE (ECDE)

PARTS OF SPEECH

NOUNS

(a)COMMON NOUNS

They are simply words that name people, places, things, or ideas.

They are not the actual names.

The word 'teacher' is a common noun, but the word 'Halima' is not.

A common noun identifies a thing, etc.

Example of common nouns are:

People: teacher, father, secretary, woman, girl, etc

Animals: Tiger, Dog, Cow, etc

Things: Chair, desk, cup, phone, etc

Places: City, town, continent, etc

Ideas: envy, hate, love, pride, etc

How to Capitalize Common Nouns

The simple rule is: don't capitalize a common noun, unless it is the first word in a sentence, or part of a title.

Examples in Sentences

Let's go to that hotel.

I visit a town during the holidays.

Exercise

Substitute the underlined word(s) with a common noun. You can add a word before the noun.

1. John and Nick were taught.
2. I have visited Asia.
3. She lives in Nairobi.
4. We eat at the Hilton.

5. Have you ever swum in the Nile?
6. I drive Mercedes Benz.
7. Everyone went shopping at Tusksys.
8. Corporal Jones has died.
9. I come from Rwanda.
10. I am teach at Alliance.

(b) PROPER NOUNS

A proper noun is a name used for an individual person, thing, or a place.

They always begin in capital letters no matter where they occur in sentences.

Look at the table below.

Common Noun

Proper Noun

Example in a Sentence

Teacher

President

City

Mr. Kamau

Mr. Uhuru Kenyatta

Mombasa

Mr. Kamau is our teacher of English.

Mr Uhuru Kenyatta is in the state house.

Mombasa is the place I go every weekend.

Exercise

Identify proper nouns in the sentences below.

1. I will take you to Rich's Palace.
2. Sarah is the girl I told you about.

3. Of all the continents, I like Africa the most.
4. Gracy is the cutest kitten ever.
5. I am craving Oreos.
6. I used Tilly in cooking.
7. Jupiter is one of the planets.
8. Margaret was a great author.

(c) CONCRETE AND ABSTRACT NOUNS

Concrete Nouns

A concrete noun registers to our senses.

You can see, hear, taste, smell, or even feel them.

The examples are:

Table

Ball

House

Rice

Water

Wool

Abstract Nouns

They don't register to one's senses.

They are just ideas, feelings, or qualities.

Some examples of abstract nouns include:

Health

Interest

Sleep

Traffic

Advice

Education

Business

Insurance

Happiness

Peace

Knowledge

History

Noise

Intelligence

Anger

Fun

Pride

Confidence

Determination

Law

Laughter

Example in Sentences

(i) Education is the key to life.

(ii) All the teacher wanted was a proof.

(iii) I will apply once the opportunity presents itself.

(iv) They are calling for justice.

(v) You need to change your behaviour.

(vi) Love makes the world go round.

Exercise 1

Identify the nouns in the sentences and write whether they are concrete or abstract.

1. A man must always have the courage to face every challenge.

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2. No matter what happens, we must not lose hope.
3. My faith in God is very strong.
4. A person should buy a beautiful dress.
5. Have you seen the black dog?
6. Love is blind.

Exercise 2

Fill the blank with the appropriate form of the word in brackets.

1. She asked for my _____ about this book. (advise)
2. The _____ in Kenya is not as good as it was 10 years ago. (educate)
3. The way she answers questions shows she has above average _____. (intelligent)
4. She explained the _____ of physical exercise. (important)
5. _____ means different things to different people. (happy)
6. _____ is all that will help. (confident)
7. It is _____ that comes before a fall. (proud)
8. His _____ led him to kill Ojwang. (angry)
9. The composition she wrote showed a high level of _____. (imagine)
10. You will die out of _____. (lonely)

(d) COUNT AND NON COUNT NOUNS

A concrete noun can either be categorized as count or non-count.

Count Nouns

A count noun can be expressed in plural form, normally with an “-s”, for example,

Season – seasons

Dog – dogs

Teacher – teachers

When you look around the classroom, there are things that you can count. What are they? The list of things you can probably see are:

Chairs

Tables

Flag

Textbooks

Desks

Cups

Such nouns can be preceded by appropriate articles, whether singular or plural.

Non-Count Nouns

Also referred to as mass nouns.

Nouns falling under this category are those:

That cannot be counted

That do not have plural forms.

Below are the examples of non-count nouns.

Luggage

Weather

Equipment

Oxygen

Wood

Plastic

Hair

Air

Milk

Juice

Beer

Soccer

Biology

Reading

Glass

Sunshine

Rice

History

News

Mathematics

Electricity

Meat

Furniture

Examples in Sentences

1. This is school equipment.

2. Plastic is a non conductor.

(e) PLURAL NOUNS

There are rules for spelling plural nouns.

General Rules for Spelling Plural Nouns

Most nouns add “-s”, for example

Book – books

Pen – pens

Phone – phones

2. Most nouns that end in “-ch”, “-sh”, “-s”, “-x”, or “-z” add “-ies”, for example,

Church – churches

Box – boxes

Prize – prizes

Bus – buses

3. Most nouns that end in a consonant and “-y” becomes “-ies”, for example,

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Spy – spies

Community – communities

Activity – activities

Country – countries

4. Most nouns that end in “-f”, or “-fe” add “-ves”, for example,

Elf – elves

Wolf – wolves

Half – halves

Knife – knives

Scarf – scarves

5. Some nouns that end in a consonant and “o”, add “-es”, for example,

Tomato – tomatoes

Buffalo – buffaloes

Volcano – volcanoes

Hero – heroes

Mosquito – mosquitoes

6. Some nouns only change their vowels, for example,

Goose – geese

Man – men

Mouse – mice

Tooth – teeth

There are those that do not change at all, for example,

Deer

Species

Fish

Sheep

There are a few nouns that have plural forms which are left from old English, for example,

Child – children

Ox – oxen

Then there are those of Latin origin. They are like:

Antenna – antennae

Appendix – appendices, appendixes

Cactus – cacti

Stadium – stadia, stadiums

Terminus – termini, terminuses

Referendum – referenda, referendums

Index – indices, indexes

Formula – formulae, formulas

Curriculum – curricula, curriculums

ARTICLES

An article is a kind of adjective.

It is used with a noun and gives some information about that noun.

There are two articles:

A

The

The article “a” has a form “an”.

Article “a” is known as the indefinite article. It is called indefinite since the noun it goes with is indefinite or general.

The form “an” is used when the noun it precedes begins with a vowel.

The article “a” has the same meaning as number “one”. For example, one can say:

I have bought a pen. Or

I have bought one pen.

The article "the" is definite article.

A definite article indicates a specific thing. Can you identify the difference between the pair of sentences below?

(i) I bought a pen.

(ii) I bought the pen.

The second sentence shows that I bought a particular pen, and not any other.

The article "the" is used with count nouns when:

We use the noun a second and subsequent times.

The listener knows what you are referring to.

Exercise

Fill in the blank with appropriate article. Leave the space blank if no article is needed.

1. I have to eat _____ apple today.
2. She has _____ dog at home.
3. My son has learnt how to play _____ piano.
4. Tom likes to play _____ basketball.
5. _____ is _____ new book on the table.
6. _____ teacher is late this morning.
7. _____ ink in my pen is black.
8. She speaks _____ Japanese.
9. What _____ expensive bike!
10. He is _____ honest person.

PRONOUNS

PERSONAL PRONOUNS

They represent specific people or things.

They are used depending on:

(i) Number: whether singular or plural

(ii) Person: whether first, second, or third persons

(iii) Gender: whether male, female, or neuter

(iv) Case : whether in the case of subject or object

Number versus Person

Number	First Person	Second Person	Third Person
Singular	I	You	He/she/it
Plural	we		They

Gender versus Person

Person

Gender	First person	Second person	Third person
Male	He		
Female	She		
Neuter	It		

Case

The pronouns used as subjects are:

I

We

He

She

It

They

You

The pronouns below are used as objects:

Me

Us

Him

Her

It

You

Them

Examples in Sentences

(i) I like it.

(ii) You are my best friend.

(iii) She is running from the truth.

(iv) Get me that book please.

(v) They are interviewing them.

Exercise 1

Fill the blanks with correct forms of pronouns in brackets.

1. _____ am the new class prefect. (me)

2. _____ doesn't matter. (they)

3. Does Martha like _____? (he)

4. Killion helped _____. (I)

5. Did you see _____? (she)

Exercise 2

Replace the underlined words with an appropriate pronoun.

1. The old gate doesn't look good.

2. Tom and Mary went to school.

3. The dog bit the doctor and the chief.

4. Moses runs faster than Rebecca.

5. Phiona and Ruth played doubles.

6. Christine is clever.

7. I brought the dress.

8. Antony drove Junet and me.

POSSESSIVE PRONOUNS

We use possessive pronouns to refer to a specific person or people, or thing or things that belong to a person or people, or things.

Just like personal pronouns, they are used depending on:

(i)Number

(ii)Person

(iii)Gender

(iv)Case

Number and Person

In singular we use:

Mine – first Person

Yours – second person

His/hers/its – third person

In plural, use:

Ours – first person

Yours – second person

Theirs – third person

Gender

For male gender, the pronoun below are used:

His

For female gender use, hers

A possessive pronoun can either be a subject or object.

Examples in Sentences

(i)Mine is that one.

(ii)This one is mine.

- (iii) The cars are yours.
- (iv) Yours are those ones over there.
- (v) Hers has been stolen.
- (vi) This building is ours.

Exercise

Complete each sentence with the possessive pronoun form of the word(s) underlined.

1. Martha did _____ homework in time.
2. Have you got _____ money.
3. I like your name. Do you like _____ ?
4. Hector and Emmy have seen your bag. Have you seen _____?
5. Jane, my flowers are dying. _____ are good.
6. I have come with my sister. _____ name is Alice.
7. Sophie and Gerges study Science. _____ teacher is kind.
8. We love _____ new boss.
9. He is in _____ house.
10. Are you and your friend enjoying _____ weekend?
11. The cat has bit _____ tail.
12. Right has a brother. _____ is 10 years old.

REFLEXIVE PRONOUNS

They are special kind of pronouns.

A reflexive pronoun is used when the object of a sentence is the same as the subject.

Each personal pronoun has its own reflexive form.

The table below shows personal pronouns with their equivalent reflexive pronouns.

Personal Pronoun	Reflexive Pronoun
I	Myself
You (singular)	Yourself

You (plural)	Yourselves
He	Himself
She	Herself
It	Itself
We	Ourselves
They	Ourselves

When Reflexive Pronouns are Used

Reflexive pronouns are used when:

(i) The object and the subject are similar. For example,

She bit herself.

The subject she and the object herself are similar.

They betrayed themselves.

Matthew likes himself.

(ii) They are used as the object of prepositions. In the sentences below, the words underlined are the prepositions and the ones in boldface are the objects of those prepositions.

Young bought a pencil for himself.

Halima mopped the room by herself.

The mad man talks to himself.

(iii) They are also used when emphasizing the subjects. Examples

I ate all the rice myself. This means no one else had any.

Dan will wash the clothes himself. This means she will be helped by no one.

Can you differentiate between the pair of sentences below?

She bought the pen herself.

She bought the dress for herself.

Exercise

Fill the correct form of reflexive pronoun for each blank space.

1. In the evening, we went to the market to buy _____ food to cook.
2. I don't know whether they went to school or whether they taught _____ .
3. If you hurt _____ , don't cry to anyone.
4. This cat caught the rat _____ .
5. Whenever I see _____ in a mirror, I smile to _____ .
6. That little duck is washing _____ in the pond.
7. Jonathan ate all the food _____ .
8. Good evening everyone? Please make _____ comfortable.
9. Since the school is their father's, they give _____ break whenever they feel like.
10. Mary bought the dress for _____ .

FUNCTIONS OF PRONOUNS

A pronoun can be used where a noun or a noun phrase can be used in a sentence.

Pronouns perform the following functions in a sentence:

(a)As the Subject of a Verb

The subject of verb is that which performs that action.

Some of the pronouns used as subjects of the verbs are:

He

She

I

They

We etc

Examples in Sentences

i.He is my best friend.

ii.You are the one I saw.

iii.They are the school administrators.

(b)As the Object of A Verb

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An object is the recipient of the action.

Some object pronouns include:

Me

You

Him

Her

Them

It etc

Examples in Sentences

i. Richard escorted him.

ii. He separated them.

iii. I saw her.

(c) As the Object of a preposition

An object of preposition immediately follows the preposition.

Examples

i. I will think about it.

ii. I bought it for him.

VERBS

A verb is a word that shows an action, state, or even an occurrence.

There are two main verb types:

Lexical verbs

Auxiliary verbs

In this section, we shall study Lexical verbs.

LEXICAL VERBS

A lexical verb is the main verb in a sentence.

It does not need a helping verb as it carries the meaning.

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The examples are:

Talk

Sing

Run

Jump

Eat

Go etc

Depending on how they form their past tense and past participle forms, they are grouped as regular or irregular verbs.

Examples in Sentences

1. I work at the station.
2. She drives a fancy car.
3. I gave you all I had.

REGULAR AND IRREGULAR VERBS

Verbs are subdivided into regular and irregular verbs depending on how their past tense and past participles are formed.

A regular verb adds -ed or -d to the end of the base forms.

Examples of Regular Verbs

Verb	Past Tense	Past Participle
Call	Called	Called
Plan	Planned	Planned
Jump	Jumped	Jumped
Kill	Killed	Killed
Fill	filled	Filled

Examples in Sentences

1. He jumped over the fence.
2. He killed the cat.

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For Irregular verbs, there is no formula that predict their past tense and past participle forms.

They include:

Verb	Past Tense	Past Participle
Sweep	Swept	Swept
Cut	Cut	Came
Come	Came	Cut
Go	Went	Went
Meet	Met	Met
Is/am	Was	Been

Examples in Sentences

1. He ran towards the river.
2. Have you repaid the loan?
3. I have swum.

TENSES

SIMPLE PRESENT TENSE

The simple present tense is used to express:

- i. Habitual actions, for example,
- ii. She eats fish.
- iii. She washes her clothes every week.
- iv. We see movies every evening.

2. Some general truths, for example,

- i. Water boils at 100 degrees.
- ii. The month of April has 30 days.

Points to Remember on The Simple Present Third Person Singular

The verb usually ends in -s, for example,

- i. He runs
- ii. She runs
- iii. It runs

Negative and question are “does”, for example,

- i. He does not run.
- ii. Does he run?
- ii. She does not run.
- iii. Does she run?

In case of negative and question, the next verb after “does” does not add an -s

Present Simple Tense – Negative

A negative sentence is usually formed by using “not”.

Examples in Sentences

- i. I do not like it.
- ii. We do not like it.
- iii. You do not like it.
- iv. She does not like it.
- v. He does not like it.
- vi. They do not like it.

Present Simple Tense – Questions

The questions are formed by using either “do” or “does” at the beginning.

Examples in Sentences

- i. Do you like it?
- ii. Do we like it?
- iii. Do you like it?
- iv. Does she like it?
- v. Does he like it?

vi. Do they like it?

Exercise 1

Rewrite each sentence below following the instruction in brackets. Do not change the meaning of the sentence.

1. I live in Maragua. (begin with: do)
2. Right comes to school daily. (begin: does)
3. She does not play rugby. (do not use: not)
4. The train leaves at 8.00 am. (use: 9.00 am)
5. Does he forget his wallet? (begin: he)

Exercise 2

Use the correct form of the verb in brackets to complete each of the following sentences.

1. I _____ fifteen years old now. (be)
2. Moureen _____ at Githurai. (live)
3. Emilly _____ dinner for them. (cook)
4. The students _____ lunch at 1.00 pm. (eat)
5. My grandmother _____ medicine when she is sick. (take)
6. It normally _____ here in April. (rain)
7. It _____ in May as much as it does in March. (rain)
8. They _____ French twice a week. (study)
9. Mr Gregory _____ Geography at Lukenya High School.
10. George _____ to church every Sunday. (go)

SIMPLE PAST TENSE

A simple past tense is used to talk about a completed action in a time before now.

The time of action can be in the recent past or the distant past.

Examples

1. I walked all the way to school.
2. We saw them at the restaurant.
3. They played the piano.
4. She ate her lunch at 1.00 pm.

How to Form the Simple Past Tense

Simple Past in Negative Statement

The pattern here is:

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Subject+Auxiliary+not

She did not call.

Simple Past in Interrogative

Did she call you?

Exercise

Fill in the correct form of word in brackets to complete each sentence.

1. I _____ to the theatre last week. (go)
2. It _____ interesting. (be)
3. I _____ three sites last year. (visit)
4. It _____ as it did the the previous week. (rain)
5. She _____ a single card from her relatives.(receive)
6. We _____ to a new house last month. (move)
7. They _____ us pizza yesterday. (bring)
8. I _____ a big lion. (see)
9. Where _____ your last weekend? (spend/you)
10. It was cold, so I _____ off my coat. (take)
11. Since the door was opened, the bird _____ into the house.

12. The car wasn't expensive. It _____ very much. (cost)

ADJECTIVES

COMPARATIVE AND SUPERLATIVE FORMS

Comparatives

The comparative form of an adjective is used to compare two people or things. Example

He is quicker than Ngure.

Superlatives

The superlative form of an adjective is used to compare more than two people or things.

Example

He is the quickest of the three.

Ways of Making Comparative and Superlative Adjectives

(a) Adjectives with One Syllable

In general, if an adjective has one syllable, then -er or -r for comparative and -est or -st for superlatives are added to the adjective. Examples

Adjectives

Simple	Comparative Form	Superlative Form
Hot	Hotter	Hottest
Tall	Taller	Tallest
Small	Smaller	Smallest
Large	Larger	Largest
Thin	Thinner	Thinnest
Nice	Nicer	Nicest

(b) Adjectives with Two Syllables

There are those that simply add -er or -r for comparative, and -est or -st for superlative.

Examples

- i. Feeble Feebler Feeblest

some use the word "more" for comparative, and "most" for superlative forms. Examples

- i. famous more famous most famous

There are those that can do with either –er or –r , or more for comparative and –est or –st , or most for superlative. They are special adjectives. Examples

- i. Clever Cleverer (more clever) Cleverest (most clever)
- ii. Simple Simpler (more simple) Simplest (most simple)

Other special adjectives are:

Quiet

Polite

Pleasant

Likely

Commonly

Sure

(c)Adjectives with Three or More Syllables

Word more for comparative and most for superlatives are used. Examples

Interesting more interesting most interesting

Attractive more attractive most attractive

(d)Irregular adjectives

Some adjectives have Irregular comparative and superlative forms. Examples

Simple	Comparative Form	Superlative Form
Bad	Worse	Worst
Good	Better	Best
Little	Much	More
Less	Least	Most

REGULAR AND IRREGULAR ADJECTIVES

The way an adjective make comparative and superlative forms is what determines whether it is regular or irregular.

Regular Adjectives

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A regular adjective adds –er or more in comparative form, and –est or most for superlatives.

The table below illustrates this.

Adjective

Simple	Comparative	Superlative
Small	Smaller	Smallest
Nice	Nicer	Nicest
Pretty	Prettier	Prettiest
Beautiful	More beautiful	Most beautiful

Irregular Adjectives

They have completely different forms.

It is not easy to predict their comparative and superlative forms.

Examples are:

Good

Bad etc

GRADABLE AND NON GRADABLE ADJECTIVES

Gradable Adjectives

A gradable adjective has different degrees.

You can say “very hot” or “a bit hot”. Hot is therefore a gradable adjective. Other gradable adjectives are:

Cold

Warm

Tall

Nice etc

There are grading adverbs that can be used with gradable adjectives. They include:

A bit

Very

Extremely

Quite

Really

So etc

Examples in Sentnces

- i. It is extremely cold today.
- ii. This novel is quite interesting.
- iii. The girl is very beautiful.
- iv. She is reasonably popular.

Non-Gradable Adjectives

They do not have different degrees.

Some examples of non gradable adjectives are:

Excellent

Impossible

Digital

Domestic

Unique

Absolutely

Nearly

Chemical

Totally

One cannot say "very dead" or "really dead". The adjective "dead" is thus, a non-gradable adjective.

A grading adverb cannot be used with the non-gradable adjectives.

Example in a Sentence

- i. The dead relative will be buried soon.

ADVERBS

ADVERBS OF MANNER

They tell us the manner in which the action happened, happens, or will happen.

The examples are:

Carefully

Slowly

Loudly

Easily etc

Examples in Sentences

1. She answered it correctly.
2. The problem was solved easily.
3. He drives slowly.
4. He walked quickly.
5. He runs fast.

ADVERBS OF TIME

An adverb of time tell us when an action happens.

An adverb of time can also tell us for how long that action occurred. For example, three months.

Some examples of adverbs of time are:

Today

Next week

Late

Early

Morning

Last year

Two months time, etc

Examples in Sentences

i. I saw it yesterday.

ii. He came to school late.

iii. She watched the whole day.

ADVERBS OF FREQUENCY

These are adverbs that answer questions “How frequently?” or “how often?”.

They tell us how often something happens.

There are two types of adverbs of frequency:

i. Adverbs of definite frequency, for example,

Monthly

Daily

Hourly

Weekly

Yearly

Every minute

Twice a month

Once

Three times a day, etc

Examples in Sentences

Employees pay taxes monthly.

The storekeeper checks the store every day.

I review my notes every week.

ii. Adverbs of indefinite frequency, for example,

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Never

Sometimes

Often

Always

Seldom

Frequently

Occasionally

Usually

Examples in Sentences

i. She is never late.

ii. I often do my assignment.

iii. They sometimes visit me.

PREPOSITIONS

SIMPLE PREPOSITIONS

A preposition joins words together and show the relationship between the different parts of a sentence.

The following are the simple prepositions with examples in sentences:

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1. In, on, at

He is in the house.

The cup is on the table.

He teaches at a school in Wajir.

2. Above, below

Most students scored above 50.

Few students scored below 40.

3. Over, under

Don't jump over the fence.

The cat is hiding under the bed.

4. Around, through

The flowers we planted around the house.

The spear went through his body.

5. Before, after

I will see him before lunch.

He is leaving after lunch.

6. To, from

I am coming from Limuru.

I am going to Nairobi.

7. About, by

Have you read the story about an ogre?

The story was written by Kendagor.

8. With, without

He didn't want to go with us.

We went without him.

9. Between, among

This is a secret between you and me.

There is no secret among many.

10. Inside, outside

The bottle is inside the box.

The spoon is outside the box.

PREPOSITIONS COMBINATIONS

Adjective + Preposition

Specific prepositions are used after certain adjectives. There is no definite rule to ascertain

which preposition should be used with which adjective. We simply need to learn them.

Here is a list of some commonly used adjectives and the prepositions that normally follow them:

ADJECTIVE	PREPOSITION
Accustomed	To
Afraid	Of
Accused	Of
Acquainted	With
Addicted	To
Annoyed	about/with/at
Allergic	To
Amazed	at/by
Anxious	About
Appreciated	For
Ashamed	Of
Associated	With
Astonished	at/by
Aware	Of
Angry	With
Afraid	Of
Attached	To
Bad	At
Based	On
Beneficial	To
Boastful	For
Bored	With
Brilliant	At

Busy	With
Capable	Of
Careful	with/about/of
Certain	About
Characteristic	Of
Clever	At
Connected	With
Conscious	Of
Content	With
Crazy	About
Crowded	With
Curious	About
Dissatisfied	With
Doubtful	About
Delighted	at/about
Derived	From
Different	From
Disappointed	With
Eager	For
Eligible	For
Enthusiastic	About
Excellent	in/at
Excited	About
Experienced	In
Exposed	To
Envious	Of

Faithful	To
Familiar	With
Famous	For
fed up	With
Free	of/from
Frightened	Of
Friendly	With
Fond	Of
Furious	About
Furnished	With
Full	Of
Generous	with/about
Guilty	of/about
Gentle	With
Good	At
Grateful	To

Examples in Sentences

1. It was nice of you to help me.
2. Why are you so angry about it? They were furious with me for not inviting them to my party.
3. I was disappointed with the book she bought me.
4. I was pleased with the present you gave me. Were you disappointed with your examination result
5. They have been astonished by something.
6. Everyone was surprised by /at the news.
7. Are you excited about going on holiday next week?
8. Are you afraid of dogs?

9. I'm not ashamed of what I did.
10. I'm not very good at driving big cars.
11. Your composition is full of errors.
12. Your name is similar to mine.

Verb +Preposition Combination

Some verbs need a preposition before an object or another verb.

These kinds are called dependent prepositions and they are followed by a noun or a gerund ('ing' form).

Here are some other verbs with their dependent prepositions.

account for

accuse SO of ST

adapt to

add SO/ST to SO/ST

add to

adjust to

admit ST to SO

admit to

agree on

agree to

agree with

apologize to SO for ST

appeal to SO for ST

approve of

argue with SO about SO/ST

argue with SO over ST

arrange for SO (to do something)

arrest SO for ST

arrive at (a place)

ask for

base on

be absent from (a place)

be accustomed to

be acquainted with

be addicted to ST

be afraid of

be angry at SO for ST

be angry with SO for ST

be annoyed at SO for ST

be annoyed with SO for ST

be anxious about ST

be associated with

be aware of

be blessed with

be bored by

be bored with

be capable of ST

be cluttered with ST

be committed to

be composed of

be concerned about

be connected to

be connected with

be content with
be convinced of ST
be coordinated with ST
be crowded in (a building or room)
be crowded with (people)
be dedicated to
be devoted to
be disappointed in
be disappointed with
be discouraged by
be discouraged from (doing something)
be discriminated against
be divorced from SO
be done with ST
be dressed in
be encouraged with
be engaged in ST
be engaged to SO
be envious of
be equipped with ST
be excited about
be exposed to
be faced with
be faithful to
be familiar with
be famous for

be filled with
be finished with
be fond of
be friendly to SO
be friendly with SO
be frightened by
be frightened of
be furnished with ST
be grateful to SO for ST
be guilty of ST
be happy about ST
be innocent of ST
be interested in
be involved in ST
be involved with
be jealous of
be known for ST
be limited to
be made from ST
be made of (material)
be married to
be opposed to
be patient with SO
be pleased with
be polite to SO
be prepared for

be protected from
be proud of
be related to
be relevant to
be remembered for ST
be responsible for
be satisfied with
be scared of
be terrified of
be thankful for
be tired from (doing something)
be tired of (doing something)
be worried about
beg for
begin with
believe in
belong to
benefit from
blame SO for ST
blame ST on SO
boast about
borrow ST from SO
care about
care for
catch up with
cater to

charge SO for ST

charge SO with ST

choose between SO/ST and SO/ST

chose ST from ST

collide with

come from

comment on

communicate with SO

compare SO/ST to SO/ST

compare SO/ST with SO/ST

compete with

complain about

compliment SO on ST

concentrate on

concern SO with ST

confess to

confuse SO/ST with SO/ST

congratulate SO on ST

consent to ST

consist of

contribute to ST

convict SO of ST

cope with

correspond with SO

count on

cover with

crash into
cure SO of ST
deal with
decide against
decide between SO/ST and SO/ST
decide on
dedicate ST to SO
demand ST from SO
depend on
derive ST from ST
deter SO from ST
devote ST to SO
differ from
disagree with
disapprove of
discourage SO from ST
discuss ST with SO
distinguish between SO/ST and SO/ST
distinguish SO/ST from SO/ST
distract SO from ST
dream about
dream of
dress SO in ST
drink to
elaborate on ST
emerge from ST

escape from (a place)
exchange SO/ST for SO/ST
exclude SO from ST
excuse SO for ST
expel SO from (a place)
experiment on
explain ST to SO
feel about
feel like
fight about
fight against
fight for
fight with
forget about
forgive SO for ST
gamble on
gawk at
gaze at
get back from (a place)
get married to SO
get rid of
get through with
get tired of
get used to
give ST to SO
glare at

gloat at

grieve for

gripe at SO

grumble at SO about ST

happen to

harp on

hear about

hear from SO

hear of

help SO with ST

hide ST from SO

hinder SO/ST from ST

hinge on

hope for

insist on

insure against

interfere in ST

interfere with ST

introduce SO/ST to SO/ST

invest in

invite SO to

involve SO/ST in ST

jabber about

joke about

joke with SO about SO/ST

jot down ST

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laugh about

laugh at

learn about

lend ST to SO

listen for

listen to

long for

look at

look forward to

meet with SO

mistake SO/ST for SO/ST

nod at

nod to

object to

operate on

participate in ST

pay for

persist in

plan on

praise SO for ST

pray for

prefer SO/ST to SO/ST

prepare for

present SO with ST

prevent SO/ST from (doing something)

prohibit SO from (doing something)

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provide for

provide SO with ST

provide SO/ST for SO

punish SO for ST

react to

recover from ST

refer to ST

relate to

rely on

remind SO of SO/ST

reply to

rescue SO from SO/ST

resign from ST

respond to

result in ST

retire from ST

save SO from ST

search for

sentence SO to ST

separate SO/ST from SO/ST

share ST with SO

shout at

show ST to SO

smile at SO

speak to SO about SO/ST

specialize in ST

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spend (money/time) on
stand for
stare at
stem from
stop SO from (doing something)
subject SO to ST
subscribe to
substitute SO/ST for SO/ST
subtract ST from ST
succeed at ST
succeed in (doing something)
suffer from
suspect SO of ST
take advantage of
take care of
talk about
talk to
tell SO about ST
thank SO for ST
think about
think of
toast to
translate ST into (a language)
trust SO with ST
turn to
use ST for ST

vote against

vote for

wait for

warn about

waste (money/time) on

wish for

work for

work on

worry about

write about

write to SO

yap about

yearn for

Exercise 1

Fill the blank spaces with the most appropriate prepositions.

1. She has placed the cup _____ the table.

2. I will allow you go _____ the field.

3. She is singing _____ her room.

4. Is he _____ home now?

5. He lives _____ Nairobi.

6. Don't be late _____ class.

7. Compare your points _____ your friend's.

8. Are the new student _____ Ethiopia?

9. Rich is still _____ vacation.

10. My daughter's birthday is _____ May.

Answers

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1. On
2. To
3. In
4. At
5. In
6. For
7. With
8. From
9. On
10. In

Exercise 2

Complete the sentences with the most appropriate prepositions.

1. It was stupidher to go out without a coat.
2. Everyone was pleasedthe marks they scored.
3. I am boredsinging every morning.
4. Are you interestedsports?
5. Kenya is famous her athletes.
6. I will be happy to see married Gregory.
7. The town is crowded with people.
8. You will be held responsibleanything that happens.
9. She is sorry her behavior last night.
10. You should be sorrymissing the lesson.
11. Jemimah is fond dogs.
12. I am keen leave this school.
13. What are you excited?
14. It seems she is upsetsomething.

15. You shouldn't be worriedanything as long as I am around.

STRESS SYLLABLES.

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. 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: library

Cial: judicial, commercial

-cian: musician, clinician

-tal : capital, recital

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. 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.

duncanomondi227@gmail.com Page 2

Each word in the sentence can be stressed to bring the meaning as illustrated in the table.

Sentence and 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.

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Exercise 1

1. The words that follow can be nouns or verbs depending on the stressed syllable. Use each as both the verb and noun in a single sentence.

(a) Cement

(b) Address

(c) Permit

(d) 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

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 intonation – 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?

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- (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.

WRITINGS

When writing a composition consider the following:

1. The composition should be one a quarter page long A4 size.
2. The story must be written clearly and legibly. Avoid dirty work and erasure.
3. A good composition would have a good and creating introduction full of description to set the mood of the story and create suspense or curiosity in the examiner.
4. A creative composition should include a few episodes of dialogue followed by vivid description. The reader must see and experience what is happening. The story should involve at least the sense of sight, sense of touch, and sense of hearing plus thinking in the description. Let us see what the characters were wearing, how the weather was like, your environment etc. Let us feel how you felt: joy, sadness, ecstasy etc. Let us hear what you heard: the sounds, the screaming, the hollow laughs etc. Let us know what was going through your mind—your interior monologue at the time.
5. When writing the story make sure you have a short plot that runs only for a few minutes. For example you can write a story about meeting a friend in town to close a business deal but during the negotiations, something happens, so you concentrate first on describing the meeting place, the

weather, how he is dressed what are your expectations etc; so that, you set the mood and the curiosity in the reader.

6. Be ambitious in your story. Let the examiner know that you are modern and trendy. In your story be successful, rich and even still ambitious. Show awareness of trending topics, modern technology like phones, vehicles, houses, streets in the city, TV sets, laptops etc. Research on the recent titles of phones, clothes and current affairs so that you can weave them together in your story.

7. The setting of the story should be urbanized. Avoid going to the forest, and avoid exhausted plots like being hijacked by gigantic men, accidents and weddings. Come up with something short, unique and original if you want to score an A in composition.

8. Make sure your punctuation is correct. Learn how to punctuate dialogue and how to paragraph dialogue in a story. Be watchful of capital and small letters when writing. Always start proper nouns with capital letters and always end your sentences with the final punctuation marks.

9. Arrange your work in clear paragraphs and be sure to flower your work using modern terminologies, a proverb or an idiom and quotes where possible but avoid over used phrases or clichés

TYPES OF WRITING.

1. Creative writing

-different types of compositions

-essays

2. Institutional writing

-reports, formal letters, memos

3. Public writing

-speeches

1. CREATIVE WRITING.

a) Writing a Dialogue

A dialogue is a conversation between two people or more. A dialogue can be written directly in two forms—play and prose.

Dialogue in composition or prose

When writing a dialogue in a composition observes the following:

--Use speech marks to enclose spoken words and separate them from commentary and description.

--Always start quotations with a capital letter; the opening quotation marks should be before the first letter and the closing quotations after the punctuation mark as shown below.

“Can I talk to him?” asked Moses. “Tom should go home,” Anne said.

--the commentary words coming after a quotation should always start with a small letter unless it is a name of a person.

“I love you,” he whispered. “Who are you?” she asked. “Go to hell!” he thundered.

--If a quotation starts with commentary words, then a comma must be used to separate them from the direct speech and the speech must end in a question mark, exclamation mark or full stop. E.g.

He asked, “Where are we going to meet?” She said, “I can’t cope any longer.”

Jane shouted, “I hate you!”

Writing dialogue in a composition can only be creative if you mix the dialogue with vivid description or dramatic situations. Always provide a context for the dialogue in terms of what was going through the mind of the speaker, body language, the weather, if he or she was nervous, how they said the words etc. e.g.

“Hi?” she whispered to him. She was trying hard to hide her embarrassment. The heat of the day was rising making the streets hostile and inhospitable. She regretted wearing the heavy cotton outfit that was absorbing the rising heat.

“Hey,” he answered drawing her close for a hug. They hugged for long moments before disengaging.

“You look different.”

“I do?” she hadn’t noticed the change he was talking about.

--When writing dialogue, always start the dialogue in a new paragraph. Make sure you space your dialogue by decongesting it from the general narration.

Writing dialogue in play form

When writing dialogue in play form, observe the following:

1. A play must always start with stage directions. The stage directions are always centered on the page and enclosed in brackets. They introduce the first characters; detail the setting of the dialogue, the manner of talking, the time and background. E.g.

{Action takes place in a single room that looks like a living room commonplace in rich suburbs. A very comfortable couch is visible and on it a middle aged woman is sitting reading a novel. She is dressed in pyjamas and on the other side of the couch a man who looks visibly annoyed is sitting pensive and uncomfortable.}

2. Names of characters should be written in capital letters and placed on

the left side of the page followed by a colon before their speech. E.g.

KEN: How are you doing mom?

3. Pronouns should not be used in place of names. Only names should be used or other titles. E.g.

I: ME: HE: IS NOT ALLOWED.

4. The speech of characters should be separated from their names clearly without any overlap. E.g.

SIMON: Tell me more about the problems you discussed yesterday with His Excellency the president at the function you wrote about.

5. Use stage directions to show emotions and non verbal cues used within the dialogue and to make your dialogue creative. E.g.

KEN: (smiling) Hullo dear.

JANET: (blushing) I am fine Ken. Thanks. (While ransacking in her bag) I wanted to show you something. Can you spare me a few minutes?

KEN: (Visibly excited) Yes...er..huh. What is it my dear?

6. Speech marks are not used in play format and the speakers take turns to speak.

b) Imaginative composition

- It is a creative account of events or experiences that one has about something or somebody.

-They can be on real experiences or purely imagined.

- They should be precise with vivid description of events, things and experience.

- It should be interesting and real picture.

For one to write a good composition he or she should be:

- i) Be imaginative and creative
- ii) One should have some facts on the topic of writing eg – A bad day!
-Once beaten twice shy. etc
- iii) Be able to explore language and freely express your ideas. Use phrases, phrasal verbs, proverbs, idioms allusion among others.
- iv) Have a captivating introduction and a memorable conclusion.

Practice exercise.

- i) Imagine you witnessed a serious accident. Write a composition on the accident.
- ii) Write a composition beginning with.
When I woke up there was darkness all over.....
- iii) Write a composition ending with.
..... from that day, I learnt my lesson.
..... indeed once beaten twice shy.

Note making

Note making entails picking out the most important points from a given piece of writing. The main aim of note making is to condense information in a passage into a brief and simple form and still retain clarity.

When making notes consider the following points

1. Read the given text carefully at least three times.
2. Identify the main points by marking them out or underlining them.
3. Write the marked points down in note form using numbers or bullets.

Summary Writing

If you are required to make summary of a piece of text observes the following:

1. Read through the story and the questions at least two times.
2. Pick out the main points by underling them or marking them out in their proper order.
3. Transfer the points on to a rough draft part of the question or any space you can get.
4. Then from details in the rough draft, write a fair copy in continuous prose; separating the points in the order they appeared in rough draft using a comma and joining them up using co-ordinating and subordinating conjunctions.
5. Use a topic sentence to introduce your summary at the beginning.
6. Stick to the word limit and make sure you count the words by indicating the total number at the bottom on the right of the fair copy.
7. Avoid grammatical errors because they attract penalties

-ESSAYS

Argumentative Essay

In life there are issues such as abortion, alcoholism and sex that require one to form an opinion. And for one to win others over to his side, he needs to argue out or form an argument to persuade others to his side. An argumentative essay is therefore meant to persuade other people or woo them to be part of a certain belief or opinion.

The Structure

TITLE

Just like in speech writing, an argumentative essay should carry a title that summarises its argument.

INTRODUCTION

The introduction should appeal to the emotions of the reader. The tone should be sincere because it is important for the reader to trust what you are saying.

BODY

In the body, you need to emphasise your appeal to reason rather than feelings. Give specific facts, examples and ideas that are logical.

--List advantages and disadvantages

--Include statistics if possible

--Do not exaggerate facts, for example by overgeneralization like all men are unfaithful

--Be prepared to make concessions or compromises if the opposite side has valid points e.g. We acknowledge the fact that politics favours the rich but revolutions do not solve...

--Refer to authority and give references to support your arguments so that it doesn't look like you are the only one advocating for something.

--Organise your points from the least to the most important.

CONCLUSION

A good conclusion restates in a memorable way what the argument is about

Essays Based on Set Texts

When writing essays based on set books

1. The first step is always to read and understand the question well.
2. Underline the key words in the question and what they command you to do e.g.

Write an essay to show the evils of corruption in a society as brought out in the play *Betrayal in the City* by Francis Imbuga.

In the above essay question the key words are underlined.

3. Write an introduction. The introduction should be less than six lines and should interpret the question by giving a general example from real life or paraphrase the question in a general way. E.g.

Societies suffer rising unemployment and lack of development among other evils when individuals charged with managing public funds and resources embezzle or misappropriate the funds for personal use. This situation is evident in the play *Betrayal in the City* by Francis Imbuga as argued below:

--Avoid using the same words used in the question when writing an introduction

4. Construct the topic sentence that would run across the answers. The topic sentence captures the key words in the answer as reflected in the question which means the sentence replaces the underlined words, where necessary, with the issues under discussion in the paragraph e.g.

Unemployment (represents the key word evil) is rampant in Kafira because of corruption.

This sentence will run across the essay with four different issues that represent evil under discussion being highlighted. The topic sentence must be a sentence and not a subtitle like 'unemployment. E.g.

Unemployment is rampant in Kafira because of corruption. Then three illustrations to show this

Inefficiency in government is brought about by corruption. Then three illustrations

Some killings in Kafira are as a consequence of corruption. Explanations...

Under-development is caused by corruption.....

5. The body should carry 4 paragraphs. Each paragraph should have a topic sentence and a detailed explanation and illustrations of the point being argued. Each point can score a maximum of three marks if well explained and with a proper topic sentence. The points are graded by

-- Full (well explained)

--Fair (Fairly explained)

-- Thin (Not well explained but there is an attempt)

--Unpointed (misunderstood the question)

-- Narration (Key words not captured in the answer)

--T.E (You cannot remember details from the story well so you quote or use details that are not in the book)

--Vague (whatever is written is not clear or is confusing)

6. The conclusion of the essay should be brief and concluding words should be used. Such words are

In conclusion... To conclude... In summary... To sum up... etc

The conclusion should agree with the key argument of the question and mention two or three points discussed as evidence. The conclusion should be less than five lines. E.g.

To conclude, it is true that corruption is the source of evils like lack of development and unemployment in societies. A good conclusion just like a good introduction would score a full (2 marks) a fair one will score one mark

2. INSTITUTIONAL WRITING

i) Formal Letters

Formal letters must be clear concise and complete. The effectiveness of a formal letter determines the kind of response the writer is likely to receive. Good formal letters should have the following qualities:

--They should reflect clarity of thought. Before writing a letter think about the subject matter and make sure you understand what you want to communicate.

--Use a variety of sentences—mix short sentences with relatively long ones to give your writing flavour.

--The right words should be selected carefully to convey the precise meaning required.

--Ideas should be expressed logically.

--Use formal language—avoid using slang.

--Any irrelevant information should be omitted.

--Formal letters should have a polite tone.

Address

Addresses should be written in capital letter. A formal letter has got two addresses. The first address should be the sender's or writer's the followed by the addressee's. Do not start the sender's address with the sender's name but you can use the name of the institution the sender belongs to.

--Always skip a line after writing the address before you write the date or salutation. It is advisable to use the block format when writing letter.

Salutation

Formal letters use formal salutations like Dear Sir or Dear Madam and sometimes Dear Mr/Mrs/Ms.

--When you salute using Dear Sir/Madam, always sign off with Yours Faithfully. But if you salute with Dear Mr/Mrs. Always sign off with Yours

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Sincerely.

RE: _____

For Re: or reason for writing do not write ref: only RE: and then write a very brief and summative reason for writing. The statement should summarize what the letter is all about. Always skip a line after and before RE.

Body

The introductory paragraph should clearly state the objective of the letter. It prepares the reader for the main points. The body should be specific; devoid of unnecessary details. A good body should have at least three paragraphs expounding on the introduction and explaining clearly and briefly what is at stake. The last paragraph should conclude the letter by showing optimism or stating the main message.

Letters of Application

When applying for a job consider the following

- a) Mention under 'RE' the kind of vacancy you are applying for.
- b) In your introduction, indicate what informed you of the vacancy e.g. a specific newspaper issue, website or memo.
- c) In the body, share your abilities and indicate why you think you can contribute to the improvement of that institution if given a chance.
- d) Express optimism in your conclusion that you will get the job.
- e) When writing use current dates and be detailed.

Question

You graduated as certified accountant, four years ago and you have been working several accounting jobs. You see on The Standard newspaper of 7th January 2017, an advertisement for a qualified accountant to fill the vacancy of senior bursar Strathmore College. Write a letter applying for the job.

P.O. BOX 66
NANDI

10TH JANUARY 2017

MANAGER
STRATHMORE COLLEGE
P.O. BOX 101
NAIROBI—CODE 001

Dear Sir/Madam,

RE: Applying for the vacancy of senior bursar Strathmore College

Following the advertisement appearing on The Standard of 7th January 2017, I would like to apply to fill the vacancy of a senior bursar.

I am a graduate of Masinde Muliro University of Science and Technology (MMUST) where I studied a bachelor's degree in commerce—accounting option and I am also a certified accountant, holder of CPA section 5 from Kenya School of Monetary studies. I have a wealth of accounting experience, having worked at Lugulu Girls as an accountant for two years then Kibabii University in the office of Finance for a year. Currently am working in the county government of Bungoma as a procurement officer.

I am a very hardworking individual, punctual and dedicated to my work and this can be verified by the referees that are provided on my CV. If I get an opportunity to work in your institution, I will bring a wealth of experience, freshness and enthusiasm in your accounting department, as my track record shows.

My main motivation for choosing to work in your institution is the good reputation your institution has cultivated in its treatment of clients, workers

Kevshiango@gmail.com

and the public. I would feel proud to be part of the Strathmore community that prides itself on excellence of service.

Please find attached my full resume and other documents that attest to my profile as befitting your institution.

I am looking forward to a positive response from you.

Yours Faithfully

Sign

NAME ie should be in capital letters.

ii) FORMAL REPORTS

A report is an account given or opinion formally expressed after investigation. Reports perform an important function in large organisations. They enable the administrators to keep track of normal operations, to learn about unexpected developments and to judge whether there is satisfactory progress on a new project. In the science and social fields, reports form the link between research and practical use of discoveries. They present a series of facts which enable someone to make a decision based on reliable information. Most formal reports are as a result of a project, an investigation or a commission.

Format of a formal report

Title

The report should have a title which should indicate the content of the report and should be brief e.g.

A REPORT ON THE STUDENTS ATTITUDE TOWARDS PHYSICAL EDUCATION PROGRAMME

Introduction

The introduction to a report should set out clearly the

--specific purpose of the report

--circumstances or events that necessitated the report

The terms of reference of the report which include

--who authorized the report

--if a committee was appointed to carry out investigation and its nature

--when the report is due

--who is to receive the report when ready

Procedure

The procedure should outline how the information was collected mainly through interviews, scrutiny of information, observation, examination, questionnaires and other methods like spying, traps etc.

Findings

This part presents facts, views, illustrations, statistics, experiments and other observations derived from or in accordance to the respective procedures used

--The evidence should be presented in a logical sequence

--Names, places and quotations should be given here

Conclusion

This deals with what can be deduced from the findings, logical conclusions or inferences should be made in a paragraph.

Recommendations

This emanates from the conclusion. This contains means or ways of improving the situation, solving a problem and or the way forward as seen and evidenced from the research.

A good report should have a fairly good number of recommendations, at least four.

--After recommendations, the following ending is appropriate

Report written and compiled by:

NAME: _____ SIGN _____ TITLE _____

QUESTION

You are the head of a committee commissioned by the principal of Uzima Secondary School to investigate the serious water wastage and the resulting shortage. The committee is required to come up with solutions to the problem. Write the report.

WAYS TO CONSERVE WATER AT UZIMA SECONDARY SCHOOL: WATER COMMITTEE PRELIMINARY REPORT

INTRODUCTION

Following the frequent cases of water shortage in school, the principal of Uzima Secondary School, Mr. John Kamau, formed a committee to investigate the problem and recommend solutions.

Terms of Reference

The committee was to begin work on 3rd of October 2016 and finalise the report by the end of October 2016. The report was to be handed to the principal on 2nd of November 2016 at 10.00 AM.

The following were members of the committee

1. Ogot Mageto—Chairperson
2. Rukwaro Mureith—Deputy Principal
3. Kironyo Mwara—Boarding master
4. Salmas Mbori—Teacher
5. Nyakuri Lumi—Head cook
6. Wesley Kimoli—School Watchman
7. Adit Wawango—Head boy
8. Runga Osori—Student

9. Kesi Wafula—Student

10. Keth Kiburi—Secretary

PROCEDURE

The committee developed a questionnaire which was used to gather information from the students and workers on how water is used in school. Forty students were sampled from all classes and dormitories to respond to the questionnaires. Ten workers in the dormitories and kitchen were interviewed by members of the committee. The committee also visited the school kitchen and the boarding areas to observe the state of the water facilities.

FINDINGS

After analysing the information, the committee found that:

1) Leaking taps

There is a great deal of water going to waste through leaking taps and broken water pipes. The leaking taps are those next to the dining hall and the broken pipes are mainly at the pigsty.

2) Negligence

Most students interviewed admitted to forgetting to turn off taps after tapping water especially when they are in a hurry or late to class.

3) Poor management of taps

When the tanks are empty and water isn't running from taps, many students who investigate if the taps are running open them and leave and when water is pumped especially at night, usually, there is no one to close the open taps so the water can fill tanks.

4) More tanks

The four tanks currently serving the school population are not enough. The school has a population of 1300 and water gets exhausted fast.

CONCLUSION

The committee concluded that the water shortage is caused mainly by water wastages and that this situation can be solved effectively by the following recommendations.

RECOMMENDATIONS

The committee came up with the following recommendations:

1. The school should mount an intensive awareness campaign among students on the importance of conserving water and management of taps.
2. The administration should immediately repair all the faulty taps and broken pipes.
3. The taps should be put on lock when the tanks run dry.
4. The school administration should add more tanks to hold enough water for the burgeoning student population.

The report was written and compiled by

Obunga Ratemo

Sign

The committee secretary

Exercise

The electricity bill in your school is very high. Your principal has appointed you the secretary to a team commissioned to investigate the matter. Write a report of the proceedings, findings, conclusion and recommendations of the team.

iii) NOTIFICATION OF MEETING

A notice of a meeting specifies the following details

- a) Title of the group that is to meet
- 2) The nature of the meeting
- 3) The date and time of the meeting
- 4) The venue
- 5) The name and title of the person calling the meeting
- 6) The agenda of the meeting

Example

Lugulu Girls' High School

P.O. Private Bag

Webuye

Notice

End Term Staff Meeting

A meeting of all teaching members of staff will be held on 2nd November 2017 from 9.30 AM to 2.30 PM in the School Board Room.

The full agenda will be as follows

1. Preliminaries
2. Reading and confirmation of previous minutes
3. Matters arising
4. Reports on the teaching progress
5. Student discipline issues
6. Reorganisation of the school library

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7. Emerging issues

8. Adjournment

Mrs. Lunani

The Principal

Sign__

iv) Memo Format

FORMAT, EXPLANATION AND EXAMPLE

Institution/Organization's Name

If possible add the letterhead. Eg HABA NA HABA MIXED SECONDARY SCHOOL

Heading

- State that this is a memorandum. Ie The words "internal memo" are usually written then underlined. Internal Memo

Reference

Written differently depending on the organization. Eg 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.
- It is directed to a person who should remain informed. CC: Principal

"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: SUBMISSION OF END TERM EXAMS RESULTS

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

Eg Yours Sincerely,

[signature]

Mr. Mamboga Japheth

3. PUBLIC WRITING.

-SPEECH WRITING

A speech is a formal talk, presentation or delivery of information to a defined audience with a specific purpose. Most speeches are meant to convince, sway and motivate the audience. Sometimes a speech can be made to refute allegations, reveal a secret or condemn specific people.

Before writing a speech, one should prepare adequately.

A proper speech should have the following:

--A relevant title that reflects on the content.

--A speech must acknowledge the guests in attendance by observing the protocol. A protocol should be observed in its own paragraph and should start from the senior most guest to the general audience. Relevant formal titles of guests should be said.

--Start the speech on the second paragraph by either quoting a relevant philosopher, a past speaker or any relevant book; or by giving statistics, a short story, a proverb, a riddle, a thought provoking question etc. E.g.

“Educate a woman and you educate a nation.”

“Recent statistics show that in every ten 9 Kenyans 2 are HIV positive. “

--The body should occur naturally from the introduction. Involve the audience and the chief guest in your speech by referring to them from time to time. E.g. Ladies and gentlemen...or Mr. Principal...etc

--Emphasise on important points by providing good examples so that each issue occurs in its own paragraph.

- Space your speech by skipping lines after every paragraph.
- A good speech should have several short paragraphs tackling different issues.
- The conclusion should re-emphasise your motive and direct the audience attention to the main points. Therefore, a short passing summary of the most important points mentioned would do. A conclusion can also include stating the way forward, providing a solution etc.
- After drafting the speech, go over it or proof-read it aloud to correct mistakes and establish the tone and rhythm that you would use by altering punctuation to achieve the desired effect.
- A creative speech would involve simple and complex sentences, simple and complex phrases like nevertheless, at any rate, however; use of verbal cues like firstly, secondly; use of gestures and other paralinguistic features etc.
- When writing the speech start with opening quotation marks to show that it is meant to be spoken and then end with closing speech marks.

Example

The Big Picture

“The principal, deputy principal, teachers and students

Today I will talk to you about seeing the big picture. I am aware, and I hope you are too, that my title resonates with a published inspirational book by the famous Neurosurgeon, Ben Carson. Well, we have the same message. It is the message Jesus gave to His faithful, prophet Mohammed gave to His followers and Buddha gave to His pupils: that there is something bigger and better beyond the daily occurrences, that following the road to self actualization and harmony is the ultimate path of an enlightened human being.

Students, the message is simple: sacrifice and Invest now for the future. Sleep less now because you will eventually sleep more comfortably in future.

Buddha's life was short, Jesus ministry was short, Mohammed's teachings were short-lived but their messages live on. 2000 years later these messages have gained bigger followings than envisioned. Why? Because they saw the bigger picture and sacrificed their lives, they lived what they preached; they avoided a life full of comfort, preached love, patience and brotherhood—the people listened.

So, students as you study know that you have to be the change you want to see in the world as voiced by the famous Mahatma Gandhi. You have to believe in yourself, set goals and believe you can achieve them. Do not worry if things don't work out as you had expected. There are always false starts everywhere; in business, in athletics, politics and even academics. What matters is—Are you able to persevere to the end? Are you willing to keep trying, again and again till you succeed? Are you willing to suffer now and achieve what you need later?

Madam Principal here will tell you that it is not easy rising to the top. It requires time and patience. It requires sacrifice. But you can't sacrifice if you can't see the big picture. So, first see the big picture which in your case is what you want to be in future and the grades you need in the national exams in order to achieve your dream. Again the big picture can be the mark you want to leave behind when you die, the legacy; how do you want to be remembered?

Students, let us stay focussed. Keep your eyes on the prize. Be like those

great three: Jesus, Buddha and Mohammed who lived lives full of sacrifices and left a big legacy in our world.

Thank you all and may God bless you.