English Revision Book

Grade 9

Answers

Strands Answers

1 Listening and speaking

1.1 Polite language

Polite introduction

Practice exercise 1.1.1 *(Revision Book Page 1)*

1. Good morning
2. Brian Mwaura
3. 13 years old
4. He enjoys playing volleyball during his free time.
5. I am happy to meet you.
6. A.

Telephone etiquette

Practice exercise 1.1.2 *(Revision Book Page 2)*

1. (a) May I know who I am speaking to, please? – making a polite enquiry.
   (b) Teacher Ivy expresses sympathy by saying, 'I am sorry to hear that.' She wishes Ashley a quick recovery and asks Annette to pass on her best wishes to Ashley.
   (c) Any **one** of the following:
      (i) The nature of Ashley's illness, so that the teacher understands why she will be absent.
      (ii) Whether Ashley has seen a doctor or is receiving treatment, to reassure the teacher that she is being cared for.
      (iii) When Ashley is likely to return to school, so that the teacher can plan for her lessons and assignments.
      (iv) Whether Ashley will need help catching up with missed classwork, so that the teacher can make the necessary arrangements.
   (d) Mark any appropriate answer.
      (i) To have good relationships with others.
      (ii) To fit in well with others in the society.
2.

Column A	**Column B**
May I know who is calling, please?	This is Mutuku speaking.
Good afternoon.	Good afternoon. How may I assist you?
Good afternoon.	Good afternoon. How may I assist you?
May I speak to Alice, please?	Certainly. Please hold while I call her.
I am sorry, but he is not available at the moment.	Could you please ask him to call me back?

Euphemisms

Practice exercise 1.1.3 *(Revision Book Page 3)*

1. (a) Many *economically challenged* families in our country depend on support from well-wishers.
   (b) The agenda of the meeting was how society should support the *senior citizens*.
   (c) The high cost of living has forced many organisations to *lay off* employees.
   (d) This boy is very *strong-willed* and refuses to listen.
2. Mark any correct sentence constructed using the given euphemism.
   (a) On a budget: I do not have enough money, so I am living on a budget.
   (b) Met his maker: My relative met his maker after living for 80 years.

1.2 Oral presentations: Songs and oral narratives

Songs

Practice exercise 1.2.1 *(Revision Book Page 4)*

1. (a) (i) Repetition – 'Light oh! Light ×2' and 'We have overcome' are repeated to emphasise the message of hope and victory.
   (ii) Imagery – 'Light from the rising sun' creates a mental picture of hope, a new beginning and success.
   (b) Chorus:
   Oh! Light oh! Light ×2
   We have overcome.
   The chorus has been repeated almost after every stanza.
   (c) Happy or excited emotion because we have overcome drug abuse.
   (d) Drug abuse holds people captive but through support one can overcome.
2. (a) Assess your song using the following criteria:
   (i) Relevance of content.
   (ii) Appropriate structure.
   (iii) Creativity and originality.
   (iv) Language use.
   (v) Mechanics of writing.
   (b) Assess your performance of the song using appropriate criteria, such as:
   (i) Voice projection.
   (ii) Pronunciation and articulation.
   (iii) Intonation and rhythm.
   (iv) Facial expressions and gestures.
   (v) Audience engagement.
   (vi) Confidence and fluency.

Oral narratives

Practice exercise 1.2.2 *(Revision Book Page 5)*

1. I disagree. This is because they still teach good moral values.
2. (a) This is a dilemma narrative. Olivia has to choose between two difficult situations; telling the truth or lying to avoid punishment.
   (b) Mark any **three** correct features of dilemma narrative.
   (i) It presents a difficult moral or ethical choice.
   (ii) The main character must choose between two or more alternatives.
   (iii) It encourages the audience to think critically before making a decision.
3. Any **four** of the following:
   (a) Use appropriate gestures to illustrate the actions of the characters.
   (b) Use facial expressions to show different emotions.
   (c) Vary your tone, pitch and volume to suit different characters and events.
   (d) Maintain eye contact with the audience.
   (e) Use appropriate pauses for emphasis and suspense.
   (f) Use suitable body movements to make the narration lively.
4. (a) Legends are told to preserve history and promote cultural values and identity, while explanatory narratives explain the origin or cause of natural phenomena, customs or other aspects of life.
   (b) Legends feature brave leaders, warriors, kings, heroines and heroes, who may possess extraordinary abilities, while explanatory narratives often feature personified animals, symbolic characters or supernatural beings.

1.3 Oral literature: Short forms

Riddles, proverbs and tongue twisters

Practice exercise 1.3.1 *(Revision Book Page 6)*

1. Practical question (mark any correct answers).
2. Practical question (mark any correct examples).
3. (a) Do not judge things from their physical appearance. They could be harmful or dangerous.
   (b) Look at the actions that people engage in and judge their character correctly.
   (c) A friend who helps you when you are in need is a true friend.
4. (a) Egg (b) Smoke (c) Coin

1.4 Listening for the main idea

Practice exercise 1.4.1 *(Revision Book Pages 6-7)*

1. Personal hygiene

2. The main idea is personal hygiene. The passage explains the importance of cleaning our bodies, clothes and hair.
3. (a) Children are taught the importance of bathing regularly, washing their clothes, keeping their hair clean and keeping their nails short.
   (b) Life in boarding schools, away from parent's supervision, breeds unhygienic tendencies. Some learners neglect personal hygiene after joining boarding school.
   (c) Health problems related to poor hygiene are lice, bad smell and diseases.

1.5 Pronunciation

Sounds and word stress

Practice exercise 1.5.1 *(Revision Book Pages 7-8)*

1.

Words pronounced incorrectly	Word pronunciation of the words
Teasher	Teacher
solly	sorry
rate	late
led	red
rolly	lorry
brue	blue
brocked	blocked
load	road

2. **k**nob, ca**l**m, lam**b**, de**b**t, colo**g**ne, ni**g**ht, **p**neumonia, consi**g**nment, pa**l**m, cou**l**d, **w**rite, **k**nit, fo**l**k, rei**g**n, **k**nee, ha**l**f, campai**g**n, forei**g**n, yo**l**k, desi**g**n
3. (a) **sub**ject subj**ect**
   (b) con**tract** con**tract**
   (c) con**test** con**test**
   (d) con**duct** con**duct**
4. Mark any correct sentence constructed using the given words.

   Examples:
   (a) This **river** is full of crocodiles.
   (b) The **teacher** called my mother yesterday.
   (c) My **mother** is my mentor.
   (d) The **nurse** works at Mathare Hospital.

Sounds: Vowels and consonants

Practice exercise 1.5.2 *(Revision Book Page 8)*

1. Recites the poem fluently with correct pronunciation, stress and intonation.
2.

Noun	Verb	Adjective	Adverb
star things stories mind	successful great	go imagines learn achieve use	far

3. (a) preacher (b) earn (c) star
   (d) March (e) itching

Stressed and unstressed words (content and function words)

Practice exercise 1.5.3 *(Revision Book Page 9)*

1. heroes, men, women, sacrifice, Wangari Maathai, relentlessly, fought, forest, Kenya
2. fog, log, frog, clog
3. church, judge, large, badge

Diphthongs

Practice exercise 1.5.4 *(Revision Book Pages 9-10)*

1. (a) cure *u* and *a* (b) proud *a* and *u*
   (c) debtor *u* and *a* (d) poor *o* and *a*
   (e) ground *a* and *u*
2. crowd, loud, shout, ground, brows, vowed, would, endure, lure, poor, soul

Sentence stress

Practice exercise 1.5.5 *(Revision Book Page 10)*

1. (a) It is not another person's grandfather but mine.
   (b) It is grandfather and not any other person.
   (c) The only thing grandfather does it to leave there.
   (d) Grandfather lives in Mombasa and not any other town.
2. (a) corruption (b) admire (c) upset

1.6 Conversation skills

Practice exercise 1.6.1 *(Revision Book Page 11)*

1. (a) Verbal cues: Excuse me, please, thank you.
   (b) Non-verbal cues: Raising her hand, nodding in agreement, smiling.

2. Yes, the teacher waits for Paula to ask a question before responding. Paula and the teacher speak one at a time without interrupting each other.
3. Paula has a positive attitude towards learning in the following ways:
   (a) She asks questions politely.
   (b) She seeks for clarification to understand the lesson better.
   (c) She thanks the teacher after receiving the information.
   (d) She wants the information to complete her Science project.
4. Acts out the conversation appropriately using suitable verbal and non-verbal cues.

Disagreeing politely

Practice exercise 1.6.2 *(Revision Book Pages 11-12)*

1. The use of a mobile phone in class.
2. (a) I respectfully disagree.
   (b) Maybe you are right,
   (c) … in my humble opinion,
3. She realises her mistake and apologises.

Negotiation skills

Practice exercise 1.6.3 *(Revision Book Page 12)*

1. (a) She wants permission to attend Ann's birthday party.
   (b) (i) She uses polite language.
   (ii) She listens to her father's views.
   (iii) She suggests a compromise by going to the maize mill in the morning and attending the birthday party in the afternoon.
   (iv) She agrees to her father's condition of returning home before 6.00 p.m.
   (v) She thanks her father for accepting her suggestion.
   (c) (i) Please allow me to go to Kaputo Maize Millers this morning and attend Ann's birthday party in the afternoon.
   (ii) I do not see any problem with that, although I would like you to come back home before 6.00 p.m.
   (d) Anita's mother agrees to her suggestion because Anita agrees to go to the maize mills first and come back home before 6.00 p.m.
2. Mark any relevant personal experience demonstrating successful negotiation.

Interviews

Practice exercise 1.6.4 *(Revision Book Page 13)*

1.

Interview question	Response
(a) Tell us about yourself.	Gives an appropriate self-introduction.
(b) Why would you like to join this school?	Gives a relevant reason.
(c) What are your favourite learning areas?	States favourite learning area(s).
(d) What co-curricular activities do you enjoy?	States appropriate co-curricular activity or activities.
(e) What are your future goals?	States appropriate future goal(s).

2. You should:
   (a) Participate actively in the role-play.
   (b) Demonstrate appropriate interviewing and responding skills.
   (c) Use appropriate verbal and non-verbal communication skills.
3. Mark any **three** of the following:
   (a) Dress neatly and appropriately.
   (b) Arrive on time.
   (c) Speak clearly and confidently.
   (d) Listen carefully to the questions.
   (e) Maintain good eye contact.
   (f) Be polite and respectful.
   (g) Answer questions honestly.
   (h) Prepare for the interview in advance.
4. (a) Collette
   (b) Mark Obuya went to Collete's office to ask for a scholarship.
   (c) To assess Mark's suitability for the scholarship. Illustration: Collette informs Mark that all applications will be reviewed before a decision is made.
   (d) Yes. He has good grades and is committed to furthering his education.

Radio or television interview

Practice exercise 1.6.5 *(Revision Book Pages 14-15)*

1. Agree
2. Disagree
3. Agree
4. Agree
5. Disagree

Job interviews

Practice exercise 1.6.6 *(Revision Book Pages 15-16)*

1. (a) She greets the interviewee.
   (b) She guides the interviewee to the office where the interviews will be conducted.
2. Brenda is knowledgeable and understands the operations taking place in the company. This shows that she was well prepared for the interview.
3. Use of short and precise questions. This enables Brenda to provide relevant information about herself.
4. Research before interview helps a candidate to understand the organisation and answer the interview questions confidently. Brenda tells the interview panel that she researched the company and learnt that it has a good working environment and treats its employees well.

1.7 Listening comprehension: Explanatory narratives and myths

Explanatory narratives

Practice exercise 1.7.1 *(Revision Book Page 16)*

1. The Dog chose to follow the hunter because he believed that the hunter was the most powerful animal in the forest.
2. (a) Loyal: He protected the hunter when thieves came.
   (b) Opportunist: He seized the opportunity to follow the hunter when the Lion died.
3. The hunter trusted the Dog after chasing the thief away.
4. Yes, I would have allowed the Dog to stay in my home because he is loyal.

Myths

Practice exercise 1.7.2 *(Revision Book Page 17)*

1. Disobedience brings punishment. Mbura disobeyed God and he was chased away from heaven.
2. God could no longer trust the human beings, so He banished them from Heaven.
3. Accept any **one** of the following:
   (a) If I were Mbura, I would ask for forgiveness so as to mend my relationship with God.
   (b) If I were Mbura, I would have obeyed God's command and avoided cutting down the tree because obedience prevents punishment.
4. Mbura disobeyed God by cutting down a tree and he was banished from heaven.

5.

Character	Character traits	Role in the myth	Action(s) taken	Outcome or result
Mbura	Disobedient, hardworking	First man or husband	Disobeyed God by cutting down the trees in Nduruma Forest despite His warning.	Banished from Heaven.
Mburana	Peaceful, offered Mbura companionship and kept him from loneliness.	First woman or wife	Kept Mbura from being lonely.	Banished from Heaven because of Mbura's disobedience.

6. Accept any relevant myth that:
   (a) Explains the origin of the learner's community.
   (b) Demonstrates the features of a myth.

1.8 Oral poetry

Practice exercise 1.8.1 *(Revision Book Pages 17-18)*

1. The persona is a child.
2. A child pleading with his father to take care of his family.
3. Accept any **two** of the following:
   (a) To emphasise the child's plea to his father.
   (b) To create rhythm and musicality.
   (c) To make the poem memorable.
   (d) To express the child's emotions.
4. The father of the child. The child calls his father many times, 'Father, father.'
5. (a) Appropriate tonal variations.
   (b) Suitable facial expressions.
   (c) Appropriate body movement.
6. (a) Repetition: The word father in the poem is repeated in line one: 'Father, father'.
   (b) Rhythm: It is achieved through the use of repeated words and short lines.
   (c) Personification: 'The drink that makes you laugh.'

1.9 Oral presentations: Delivering speeches

Practice exercise 1.9.1 *(Revision Book Pages 18-19)*

1.

Description	Type of speech
(a) A funeral or memorial service	Eulogy
(b) After receiving an award or honour	Acceptance
(c) Made when leaving a place or position	Farewell
(d) After winning an election	Congratulatory
(e) Expressing remorse or regret	Apology
(f) To inspire learners and people	Motivation
(g) Given when people graduate	Congratulatory
(h) Letting the audience know the next speaker	Introduction

2. (a) Appropriate eye contact.
   (b) Suitable facial expressions.
   (c) Suitable gestures.
   (d) Appropriate tonal variations
3. The speech should:
   (a) Have an appropriate salutation.
   (b) Address the purpose of the occasion.
   (c) Use appropriate language and organisation.
   (d) Have a suitable conclusion.

Impromptu speeches

Practice exercise 1.9.2 *(Revision Book Page 19)*

1. Farewell speech. The learners are bidding their teacher farewell and expressing their appreciation for his guidance and support.
2. (a) Respect: The learners show respect to their teacher by gathering to honour and appreciate him.
   (b) Appreciation: The learners express gratitude for their teacher's guidance, support and dedication.
3. He thanks the teachers for their dedication and commitment.
4. The impromptu speech should:
   (a) Follow the PREP technique (point, reason, example, point).
   (b) Be appropriate for a wedding reception.
   (c) Use suitable language and organisation.

1.10 Listening to respond

Views or opinions

Practice exercise 1.10.1 *(Revision Book Page 20)*

1.

Suggesting ideas	Agreeing with others	Disagreeing politely
I feel this is also important.	I concur with you on this point.	I am afraid I do not agree with you.

What if you add this point?	You have spoken my mind.	I beg to differ with you on this matter.
Suppose we say this instead?	That is a good idea.	I see your point, but I have a different opinion.

2. (a) First-person point of view. The persona uses first-person pronouns *I*, *my* and *me*.
   (b) Second-person point of view. The poet uses the pronoun *you* in the lines.
   Examples:
   (i) You ask me what idea it is,
   (ii) You want to know the idea,
   (c) The poet encourages readers to appreciate ideas that enable them to work hard in life and achieve success.

Expressing feelings and attitude towards songs and poems

Practice exercise 1.10.2 *(Revision Book Page 21)*

1. (a) We should not give up.
   (b) Joyful, encouraged, motivated
   (c) Life has mountains that we must climb or deep valleys that we must crawl through.
   (d) They should not give up despite the challenges they face.
2. (a) We should apologise to others when we make mistakes.
   (b) Remorse, regret, guilt
   (c) The poem evokes sympathy because the speaker sincerely apologises and asks for forgiveness after admitting to wrongdoing.
   (d) The sentence supports the theme of apology and forgiveness because the speaker admits the mistake and expresses regret for tearing the drawing book.

1.11 Listening comprehension: Extensive listening

Songs

Practice exercise 1.11.1 *(Revision Book Pages 21-22)*

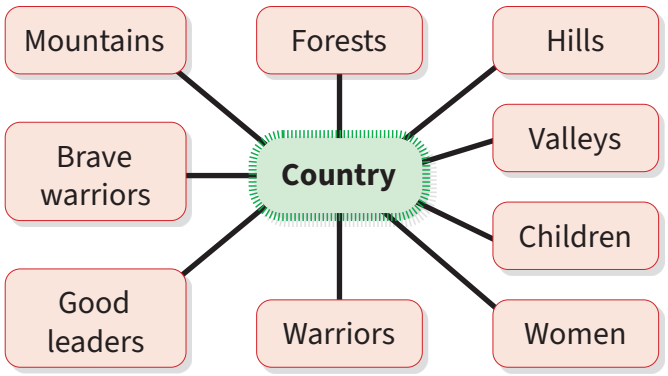
1. The song is about the transportation of people, animals and farm produce from one place to another.
2. (a) Road transport – buses, cars, tuk-tuks.
   (b) Animal transport – horse-drawn carts, donkey-drawn carts.
3. Accept any **one** of the following benefits:
   (a) It enables people to travel to work.
   (b) It enables learners to go to school.
   (c) It enables people to travel from one town or village to another.
   (d) It helps people to transport farm produce, animals and other goods.
4. Happy or lively mood: The song describes people going about their daily activities as they travel to the places they want to go.
5. There is not enough space for everyone to sit comfortably.

Poems

Practice exercise 1.11.2 *(Revision Book Page 22)*

1. (a) The poem is about consumer protection.
   (b) The Kenya Bureau of Standards checks and verifies that the products are safe for the consumer to buy.
   (c) The Bureau of Standards checks the price, content and weight of the products before they are sold thus protecting the consumers.
2. (a) The poem is about a beautiful country.
   (b) This is because it has:
   (i) Beautiful hills, mountains and valleys.
   (ii) Vast forests filled with wild animals.
   (iii) Valleys that are so deep and beautiful.
   (iv) Leaders that are brave and firm.
   (v) Warriors that are not afraid of war.
   (vi) Men, women and children who are working hard.
   (c) Beautiful hills and mountains, vast forests and deep valleys.

(d) A mind map representing the idea of love and pride for one's country.



Speeches

Practice exercise 1.11.3 *(Revision Book Page 23)*

1. The speech is about the speaker's first experience of sea travel. The speaker shares his experience and what he learnt during his sea voyage.
2. Irene is a qualified sailor.
   (a) She checked on the speaker because it was her first time at sea.
   (b) She helped the captain to dock the ship.
   (c) She helped the captain to put the ship to sea.
   (d) She informed the speaker about different types of sea animals.
3. (a) Voyage – a journey by sea.
   (b) Dock the ship – to bring a ship safely into a harbour and secure it.
   (c) Put the ship to sea – to set sail or begin a journey by sea.
4. Irene kept checking on her during the voyage.
5. The writer was excited. She says, 'Excitement got the best of me as I eagerly waited to witness the great experience of deep-sea fishing.'

1.12 Sounds and intonation

Practice exercise 1.12.1 *(Revision Book Page 24)*

1. (a) Falling intonation (b) Rising intonation
   (c) Falling intonation (d) Falling intonation
   (e) Rising intonation
2. (a) name (b) blue (c) minute
3. (a) you (b) like

Silent consonant letters in words

Practice exercise 1.12.2 *(Revision Book Page 24)*

1. **k**night 2. r**h**yme 3. dou**b**t
4. **p**sychology 5. de**b**ts 6. colo**g**ne

Intonation in sentences: Question tags

Practice exercise 1.12.3 *(Revision Book Page 25)*

1. (a) didn't he (b) shouldn't we
   (c) am I (d) won't you
2. (a) didn't she? (b) have you?
   (c) doesn't she? (d) don't you?

1.13 Oral reports

Practice exercise 1.13.1 *(Revision Book Pages 26-27)*

1. (a) (i) The classroom is clean.
   (ii) The classroom has colourful charts that support learning.
   (iii) They use television for learning.
   (b) (i) Ensuring that there is no litter on the floor.
   (ii) Keeping the classroom neat and tidy.
   (c) Colourful charts and a television.
   (d) She has guided them in maintaining a clean and conducive learning environment and is dedicated to their learning.
2. (a) Learner unrest in schools.
   (b) The incident was fortunate because no one died in the inferno, although the dormitory and property were destroyed.
   (c) (i) Hold regular meetings with learners to understand their concerns.
   (ii) Establish an active guidance and counselling department to support and guide learners.
   (iii) Encourage stakeholders to visit their children so that they can mentor them.
   (d) It is important to take care of school property to prevent losses and protect people's lives.
   (e) Accept any reasonable response indicating the time taken, provided the learner demonstrates appropriate oral presentation skills during the role-play.
3. Completes the observation table using the information obtained from a relevant online video or audio recording of an oral report.