# English Revision Book

## Grade 9

# Answers

# 2 Reading 1

## 2.1 Independent reading

**Practice exercise 2.1.1** *(Revision Book Page 28)*

2. (a) It is expected that you select texts numbered (a), (b) and (e). This is because they meet the conditions given in the table or checklist.
   (b) The text numbered (c) should not be selected. This is because matters of national examinations may not be relevant to you.
   (c) The text numbered (d) should not be selected. This is because the language and themes are above your level.
3. You should read the selected text for at least 30 minutes.
4. Sample reading log.

| Date read | Title of the text | Author(s) | Summary of the text | New words or expressions | What you liked about the text |
|---|---|---|---|---|---|
| 25 June 2026 | Beka's Misfortunes and Other Stories (fiction) | Chrispin O. Kekelwa, Joe Kiarie and Kabaru Ndegwa | A collection of stories about young people who face challenges such as honesty, responsibility, friendship and making good decisions. | Integrity, perseverance, compassion, consequences. | I can relate with the stories and the moral lessons they teach. |
| 27 June 2026 | The Hidden Package (fiction) | Muthoni wa Gichuru | This story is about mystery, courage and teamwork as young characters uncover the truth behind a hidden package. | Suspense, investigate, determination, bravery. | I enjoyed the exciting storyline and its message of honesty and teamwork. |
| 29 June 2026 | Toby's Diary (non-fiction) | Ebeneze Tabot | It uses a diary-style about a young person's experiences, highlighting personal growth, responsibility and everyday life lessons. | Reflection, resilience, gratitude, responsibility. | I liked the experiences and the lessons about making wise choices. |

## 2.2 Intensive reading: Simple poems

**Practice exercise 2.2.1** *(Revision Book Page 30)*

1. The poem is about a woman who left her rural home and went to the city to look for a job. In the city, a thief snatches her phone. She is stranded, but a kind woman helps her to travel back home.
2. A villager or a traveller – I leave my home in Simbi Hills, in Homa Bay.

3. He or she is talking about the city.
4. (a) Life in Simbi Hills is natural and traditional; cocks crow to wake people up, whereas in the city, alarms wake them up.

(b) Life in Simbi Hills is easy and happy, whereas life in the city is difficult because everyone is harsh and in a hurry.

5.

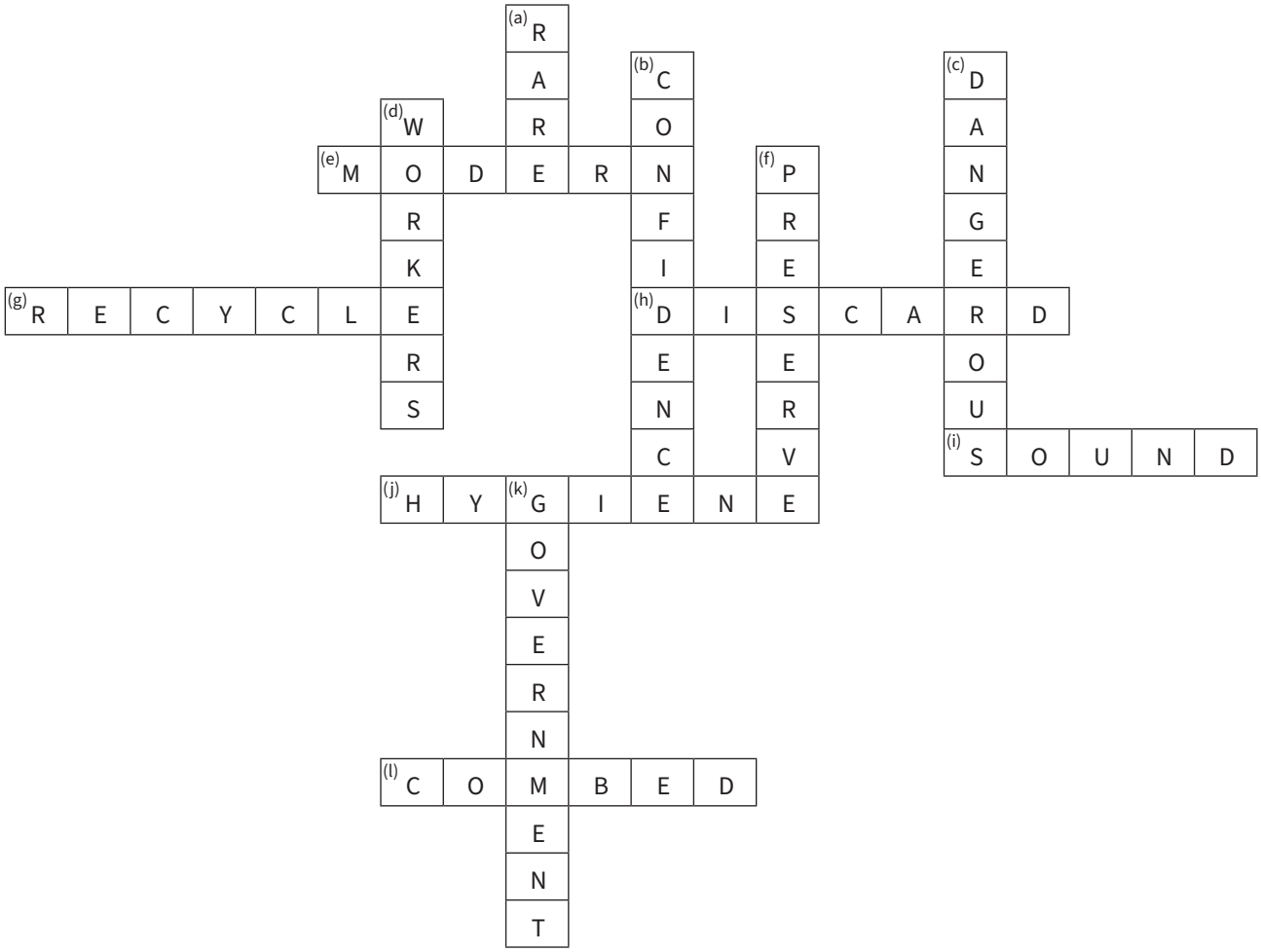
| Style | Illustrations | Function |
|---|---|---|
| Repetition | Cock crows, home | To create rhythm or enhance memorability. |
| Rhyme | Bay, job | To create rhythm. |

6. (a) I will use gestures to show how everyone is in a hurry.
   (b) I will use tonal variation. I will change my voice to express sadness in the city and joy at home.
   (c) I will use facial expressions. I will look sad in the second stanza and happy in the last stanza.
7. Happy, jovial or relaxed. The persona says, 'home sweet home.'
8. (a) Good wonders
   (i) Nairobi is digitally or modernly developed. It uses alarms to wake up its people.
   (ii) It has a few kind people. The woman offered to help the persona go back home.
   (b) Bad wonders
   (i) Nairobi people are in hurry.
   (ii) There are robbers in the streets.
   (iii) People are harsh.

## 2.3 Reading for information and meaning

### Practice exercise 2.3.1 *(Revision Book Pages 31-32)*

1.



2.

| Questions | Reading goal |
|---|---|
| (a) What is this passage about? | A |
| (b) Which word can best replace 'dispose of'? | B |
| (c) What is environmental conservation according to the passage? | A |
| (d) What is the opposite of the word 'indigenous'? | B |
| (e) Which information from the passage would you use to advise your friends to keep their hair combed? | C |
| (f) The passage ends, 'Everybody is a winner in a healthy environment.' Mention the people 'everybody' could refer to in a school setting. | C |
| (g) After reading the passage, what would you do with empty plastic bottles at home? | C |
| (h) Give **one** similarity between water and air pollution. | A |
| (i) What does the writer want us to do in order to preserve indigenous trees in our communities? | A or C |
| (j) According to the passage, why are nightclubs outlawed in residential areas? | A |
| (k) Which word in the passage means the same as 'kempt'? | B |

## 2.4 Intensive reading: Main ideas versus supporting details and prediction, key events and relating characters to events and places

### Practice exercise 2.4.1 *(Revision Book Pages 33-35)*

1. **Main idea 1:** A company got into trouble when some customers felt mistreated.
*Detail 1:* The customers complained about the company's services.
*Detail 2:* The customers took the complaints to the Competition Authority of Kenya.
*Detail 3:* The case was later taken to court.
**Main idea 2:** An issue raised about the company's misleading advertisements.
*Detail 1:* The company had advertised free countrywide delivery.
*Detail 2:* Some customers reported that they were asked to pay extra delivery charges.
*Detail 3:* Others claimed that they received goods different from what had been advertised.
**Main idea 3:** The company failed to keep its promises to customers.
*Detail 1:* Some buyers did not receive their roofing materials on time.
*Detail 2:* Others were forced to change the goods they had paid for.
*Detail 3:* Some waited for long periods without clear communication from the company.
**Main idea 4:** The court (the Competition Tribunal) ruled against the company.
*Detail 1:* It approved the fine of Kenya shillings 2.7 million.
*Detail 2:* It ordered the company to refund customers or deliver their products.
*Detail 3:* The company was warned against making false advertisements in the future.
2. (a) The lady went home and started being kind and friendly to her husband. She would give or do him the things he liked. After some time, the man became friendly and never got angry with her.

(b) (i), (ii) and (iii) – find the answers in the box below.

| Character | Place | Events |
|---|---|---|
| King Balozi | Palace, kingdom | Told children riddles.<br>Approached by older people.<br>Approached by Mwende about her marital problem.<br>Gave Mwende the solution to her problem. |
| Children | Kingdom | Tried riddles given by King balozi. |
| Older people | Kingdom | Approached King Balozi with their troubles. |
| Mwende | Home, palace, forest | Asked money for food from the husband and he got angry with her.<br>Approached King Balozi with her problem.<br>Acted in a friendly manner to a lion and eventually plucked two whiskers from it.<br>Took the whisker to the King. |
| Mwende's husband | Home | Got angry when asked about money for food by the wife. |

(c) (i) Major characters are King Balozi and Mwende.

(ii) Minor characters are the children, older people and Mwende's husband.

(d) The title 'If you can tame a lion' is related to the main event in the story. Mwende's husband was behaving harshly (like a hungry lion) towards her. The King sent her for whiskers from a live lion. She first tamed the lion before she could pluck its whiskers. The King told her to use the same strategy or method to tame the husband she claimed was wild.

## 2.5 Synonyms and antonyms, reference materials

### Synonyms and antonyms

**Practice exercise 2.5.1** *(Revision Book Page 35)*

1. Generous
   *Synonym:* kind, charitable
   *Antonym:* selfish, mean, stingy, greedy
2. United
   *Synonym:* together, close
   *Antonym:* divided, disunited
3. Friend
   *Synonym:* ally, companion
   *Antonym:* enemy, foe
4. Respectful
   *Synonym:* obedient, polite, courteous, civil
   *Antonym:* rude, disrespectful, impolite, discourteous, insolent
5. Independent
   *Synonym:* self-reliant, self-sufficient, autonomous
   *Antonym:* dependent, reliant
6. Peaceful
   *Synonym:* calm, quiet, orderly, tranquil
   *Antonym:* violent, hostile, aggressive, disorderly
7. Confident
   *Synonym:* self-assured, bold, courageous, brave, fearless
   *Antonym:* nervous, shy, timid, uncertain, unsure, doubtful

## Reference materials: Dictionary, thesaurus, encyclopaedia

### Practice exercise 2.5.2 *(Revision Book Page 36)*

| No. | Information given | Answer (A/B/C) |
|---|---|---|
| (a) | Gives words that can be used in place of others without changing meaning. | B |
| (b) | Explains scientific concepts, such as rusting, in detail. | C |
| (c) | You refer to it to confirm if a word is really an English word. | A |
| (d) | Helps a writer to avoid repeating the same word many times. | B |
| (e) | Provides detailed information about diseases and treatments. | C |
| (f) | Lists opposites of words. | B |
| (g) | Used to check if a word is a noun or a verb. | A |
| (h) | Contains specialised information about geography, medicine or history. | C |
| (i) | Gives alternative words for 'beautiful', such as 'pretty' or 'attractive'. | B |
| (j) | Provides detailed articles on specific school subjects. | C |
| (k) | Used to find the meaning of unfamiliar vocabulary. | A |

## 2.6 Reading fluency

### Practice exercise 2.6.1 *(Revision Book Pages 37-38)*

1. (a) Work with your classmate to follow the steps numbered (a) to (f).
   (b) Where you find difficulty, seek the help of your teacher.
   (c) You can also seek the assistance of computer-assisted programmes like Amira Learning. Follow this link to reach Amira Learning: Reading Assessment for Elementary Students & Middle School Learners.
2. Use the same guide as given above. For this recitation, the time taken will not matter because it is a short text. Instead, put more emphasis on the following aspects of poems recitation:
   (a) **Accuracy:** Correct pronunciation of words. Few or no leaving out, replacing or adding some words.
   (b) **Rate or speed:** Use of appropriate pace for the poem. Smooth delivery that creates rhythm with few or no repetition of words or long pauses. Not too fast that the message cannot be understood.
   (c) **Expressive reading:** Use of appropriate intonation, tone, pitch, stress, natural rhythm and pausing to convey emotions and the mood in the poem. Use of a pleasant voice and engaging the audience with facial expression.
   (d) **Volume:** Audible throughout and changing it intentionally to stress a point or to draw attention.

## 2.7 Intensive reading: Visuals, interpretation and evaluation

### Practice exercise 2.7.1 *(Revision Book Pages 38-40)*

1. (a) Wild animals – from the words 'wildlife corridor'. Vehicles – from the words 'drive with care'.
   (b) It is addressing motorists or drivers because it states, 'drive with care'.
   (c) One should be careful so as not to hit, injure or kill wild animals passing by.
   (d) Wildlife corridor means a passage for wild animals – a path wild animals use when crossing from one area to another.
2. (a) (i) The park's phone contact – to communicate change of plans or to cancel bookings for visit or camping.
   (ii) The park's email address – when visitors or campers seek written permission for taking picture within the park.

(iii) The park's website – to claim discounts when one makes payments two months early or brings a friend for a walk-through.

(b) Miriam should pay for camping two months before the camping date and bring a friend for a walk-through.

(c) The learners did not cancel the visit three weeks before the session or they made cancellations less than three weeks before the session or they did not report to the park (that they were absent) on the date they had booked.

(d) (i) Optional – voluntary, non-compulsory, not a must or selectable.

(ii) Incentives – rewards, benefits, motivation, inducement or encouragement.

(e) It is cold at the beginning of July because it falls within the short session (mid-June to mid-July) and warm athletic clothing are recommended during the short session.

(f) Dangote should be picked up at 8.00 a.m.

## 2.8 Reading for interpretation: Poems

**Practice exercise 2.8.1** *(Revision Book Page 42)*

1.

| Line from a poem | Point of view |
|---|---|
| (a) She walked home in the angry rain. | Third-person point of view |
| (b) You cheated your heart that no one saw you. | Second-person point of view |
| (c) I left ugali burning on the stove as foolish love burnt my inside. | First-person point of view |
| (d) School became, to us, a goldmine for future medals of life. | First-person point of view |
| (e) He waves goodbye as the classroom door closes. | Third-person point of view |

2. (a) The persona is a white woman, a female tourist or Salma's friend. This is shown by the expressions 'Madam Mzungu', 'The first day I went to Lamu' and 'I met my first Kenyan friend …'

(b) The poem is about a tourist who visits Lamu and is taken around the place by a local called Salma. She is taken to different places including the sand dunes, Siyu Fort and to sail in the Swahili dhows. All these make her very happy.

(c) Main issue: A visit to Lamu.
Supporting details
(i) The female tourist visits Lamu.
(ii) She meets a friendly local.
(iii) She goes to different attractions such as sand dunes, dhows and Fort Siyu.
(iv) She enjoys her visit.

(d) The main theme is tourism.
Illustration: The white woman visits Lamu and enjoys viewing places like Fort Siyu and taking part in activities like boat sailing.

(e) We learn new thing when we visit new places. We make new friends when we tour places. We should be friendly to strangers that come our way.

(f) (i) I chuckled a smile – I smiled while laughing quietly.

(ii) Blissful – very happy.

(g)

| Word | Synonym | Antonym (opposite) |
|---|---|---|
| Traditional | Olden | Modern, |
| Gentle | Mild, tender, calm, soft | Harsh, rough, violent, cruel, fierce |

## 2.9 Extensive reading: Grade appropriate fiction materials and characters

**Practice exercise 2.9.1** *(Revision Book Page 43)*

1. (a) True (b) False (c) True
(d) False (e) True (f) True
(g) False (h) True (i) False

2. The selected legendary story: Kingo of the Sabaot

**Reading journal**

| | |
|---|---|
| **Name of the main character:** | Kingo |
| Events involved in: | Leading the Sabaot community, protecting his people from enemies and promoting peace and unity. |
| Character trait one: | Brave |
| Evidence of the character trait: | He led his warriors into battle and defended the Sabaot community against attacks. |
| Evidence of the character trait: | He made fair decisions that united the community and ensured peace among his people. |
| **Name of character two:** | An elder |
| Events involved in: | Actively participated in the decision-making council |
| Character trait one: | Supportive |
| Evidence of the character trait: | He offered guidance to Kingo before important decisions were made. |
| Character trait two: | Loyal |
| Evidence of the character trait: | He obeyed Kingo as the leader and encouraged the people to work together for the good of the community. |

## 2.10 Study skills: Note making

### Practice exercise 2.10.1 *(Revision Book Page 44)*

1. (a) Music
   (b) Dance
   (c) Handcraft and visual art
   (d) Storytelling
   (e) Clothing and footwear

2. (a) Brings people together.
   (b) Passes important messages.
   (c) Displays strength and unity.
   (d) Expresses beauty, age and social status.
   (e) Educates the community values.
   (f) Preserves Maasai traditions and identity.

## 2.11 Extensive reading: Fiction and non-fiction

### Practice exercise 2.11.1 *(Revision Book Page 45)*

1. Sample portfolio for a fictional text read.

**Extensive Reading Portfolio**

**Learner Information**

**Name:** Martin Kioko
**Class:** Grade Eight
**Term:** Two
**School:** Kanyongo Comprehensive School
**Year:** 2026

**Extensive Reading Record**

Book 1

**Title:** Strange Happenings **Author:** Jennie Marima

**Type of Book:** ☑ Fiction ☐ Non-fiction

**Pages Read:** 1 to 20 **Date:** 2 July 2026

**Time:** From 3.30 p.m. to 4.30 p.m.

**Summary**

Tina, a curious school girl, notices strange and unusual events happening in her community. Together with her friends, she begins investigating the mystery behind the happenings. As they search for answers, they discover that some people in the community are involved in dishonest activities that are causing fear and confusion.

**New words learnt**

| ***Word*** | ***Meaning*** |
|---|---|
| Mystery | Something that is difficult to understand or explain. |
| Investigate | To try to find out the truth about something. |
| Dishonest | Not telling the truth or cheating. |

**Favourite character/Discovery/Fact to remember**

Tina is the most interesting character because she is brave and curious and she does not give up until she discovers the truth.

**Lesson learnt**

Curiosity, teamwork and honesty help to solve problems in society. People should always stand for what is right.

2. Sample portfolio for a non-fiction text read.

**Extensive Reading Portfolio**

**Learner Information**

**Name:** Martin Kioko

**Class:** Grade Eight

**School:** Kanyongo Comprehensive School

**Term:** Two

**Year:** 2026

**Extensive Reading Record**

Book 2

**Title:** A day in the Life of a Maasai Warrior **Author:** KICD Junior Reading Series

**Type of Book:** Non-fiction

**Pages Read:** 10 to 35 **Date:** 3 July 2026

**Time:** From 5.00 p.m. to 6.00 p.m.

**Summary**

This part explains the daily life of a Maasai warrior. It describes his responsibilities in the community. He wakes up early. He takes care of livestock. In some cases, he protects the community from danger. It also shows Maasai community values and traditions. Respect for elders, courage and hard work are emphasised. There are ceremonies that promote the culture and bring people together.

**New words learnt**

| *Word* | *Meaning* |
|---|---|
| Warrior | A person trained to fight and protect the community. |
| Tradition | A belief or custom passed from one generation to another. |
| Ceremony | A formal event with cultural or religious importance. |

**Favourite character/Discovery/Fact to remember**

The most interesting fact is that Maasai warriors are not only fighters but also protectors of livestock and cultural traditions.

**Lesson learnt**

Every culture has important traditions. Young people should respect and preserve their cultural heritage while also being responsible members of society.

## 2.12 Intensive reading: Comprehension strategies

### Practice exercise 2.12.1 *(Revision Book Pages 46-47)*

2. Questions 1 and 2 are answered in the table below. Note that some mental pictures describe more than one object and appeal to more than one sense.

| | **What is it describing?** | | | | **Which sense is it appealing to?** | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Sentence** | **People** | **Places** | **Events** | **Things** | **Sight** | **Hearing** | **Taste** | **Smell** | **Touch** |
| (i) | ✓ | | | | ✓ | | | | |
| (ii) | | | | ✓ | | ✓ | | | |
| (iii) | | | | ✓ | | | | ✓ | ✓ |
| (iv) | ✓ | | ✓ | ✓ | ✓ | | ✓ | | |
| (v) | | ✓ | ✓ | ✓ | ✓ | | | | ✓ |
| (vi) | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| (vii) | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ |

3. 

| **Mental image** | **Sentence** |
|---|---|
| (a) A feeling of pain | (vii) |
| (b) A disturbing sound | (ii) |
| (c) A noise from the mouth | (vi) |
| (d) A pleasant smell | (iii) |
| (e) A sliding action | (v) |
| (f) A bare chest | (i) |
| (g) Wet palms | (iv) |

4. Any of the following takes the blame, provided that a convincing reason is given:

(a) (i) Falcon – for falsely claiming that a strange language is spoken in heaven. This makes the birds to seek the services of Tortoise who makes life difficult for them.

(ii) Tortoise – for tricking the birds to take new names in order to use the new name he takes to benefit himself and block the birds from the goodies in heaven.

(iii) All the birds – for being easily deceived by Tortoise and keeping quiet throughout the difficult time they have in heaven.

(b) Yes – because his selfish actions while in heaven anger the birds, making them to withdraw their help to him in form of the feathers. If you make a bed, you must sleep in it.

(c) (i) The birds: Some people who offer to help may actually be out to exploit us.

We should be careful with people even when they are helping us.

(ii) Tortoise: Selfishness can lead to suffering. It is good to be fair to others.

(d) He must have felt let down by Parrot. He might have been angry or hurt by the behaviour of the birds. He might have also felt sorry after learning from his mistake.

(e) Any of the following is acceptable:

(i) If you make a bed, you must be ready to sleep in it.

(ii) Do unto others what you expect them to do unto you.

(iii) You reap what you sow.

(iv) Fools are fodder for the wise.

(f) The debate may generate different points. Those in support of 'the birds' foolishness' should justify the events in the story by the birds' gullibility (being easily deceivable). Those in support of 'Tortoise's selfishness' should justify the events of the story by the urge by Tortoise to serve his self-interest.

## 2.13 Study skills: Summarising

**Practice exercise 2.13.1** *(Revision Book Page 48)*

1. Rough draft (main points)

(a) Serengeti National Park is famous for its amazing wildlife and large grasslands.

(b) The Great Migration is a special event. Millions of wildebeest, known locally in Swahili as *nyumbu*, travel across the Serengeti and into the Maasai Mara in Kenya.

(c) Places like Moru Kopjes and the Grumeti River offer beautiful scenery, rocky hills and spectacular sunsets.

(d) The park is surrounded by uniquely cultured communities like Maasai, Sukuma, Kuria and Ikoma.

2. Fair draft (a cohesive paragraph)

First, Serengeti National Park is famous for its amazing wildlife and large grasslands. Second is the great migration, where millions of wildebeests cross the Serengeti into the Maasai Mara. Third, places like Moru Kopjes and Grumeti River offer beautiful scenery, rocky hills and spectacular sunsets. Lastly, the park is surrounded by uniquely cultured communities like Maasai, Sukuma, Kuria and Ikoma. (*60 words*)