English Revision Book

Grade 9

Answers

4 Reading 2

4.1 Intensive reading: Trickster narratives, short stories and plays

Trickster narratives

Practice exercise 4.1.1 *(Revision Book Page 75)*

1. You should:
   (a) (i) Read different oral literature books containing various types of narratives.
   (ii) Discuss with peers the different types of narratives identified, such as trickster narratives, myths, legends, folktales, fables and heroic narratives.
   (iii) Share the unique features and lessons learnt from each type.
   (b) (i) Identify each type of narrative read.
   (ii) List two characteristics for each type of narrative.
   (iii) Compare similarities and differences between the different types of narratives.
   (c) (i) Select two trickster narratives from oral literature books or other approved texts.
   (ii) Identify the trickster character in each narrative.
   (iii) Explain how the trickster uses cleverness or deception and the moral lesson taught.
2. With your peers, you should:
   (a) (i) Discuss common undesirable habits observed in the school.
   (ii) Agree on one habit that needs correction, such as bullying, littering, lateness, cheating, disrespect, noise-making or absenteeism.
   (iii) Explain why the habit should be corrected.
   (b) Write a modern trickster narrative. Include:
   (i) A clever trickster character.
   (ii) A humorous or entertaining storyline.
   (iii) A problem and its resolution.
   (iv) A clear moral lesson at the end.
   (c) (i) Choose one learner to narrate the trickster story.
   (ii) Practise the oral narration using appropriate voice projection, facial expressions, gestures and fluency.
   (iii) Record the narration.
   (iv) Present or share the recording with the school community to educate learners and discourage the identified bad habit.

Short story: Class reader

Practice exercise 4.1.2 *(Revision Book Pages 75-76)*

1. (a) Right to education: Every child has the right to attend school and receive quality education in a safe and supportive environment.
   Evidence: Wanjiku's father takes her to school and the head teacher promises to investigate Mr Malinga's treatment of learners.
   (b) Right to protection from cruel or unfair punishment: Children should not be subjected to harsh or degrading punishment.
   Evidence: Wanjiku complains that she is always punished harshly by both her father and Mr Malinga. Her father later apologises and promises to change.
2. In admire Wanjiku's father the most because of the following reasons:
   (a) He listens carefully to his daughter's feelings.
   (b) He admits that he was wrong.
   (c) He apologises for his behaviour.
   (d) He promises to change how he disciplines Wanjiku.
   (e) He supports her by accompanying her to school.
   (f) He seeks justice by reporting the matter to the head teacher.

(g) He encourages Wanjiku to be honest whenever she faces a problem.

3. Mark any words or phrases from the story with appropriate meanings.
4. Accept any written script for role-play which includes the following:
   (a) Appropriate title.
   (b) Appropriate cast or characters.
   (c) Appropriate setting and stage directions.
   (d) Dialogue that reflects the events in the story.
   (e) Correct play script format and language.
5. (a) Select members to play each character.
   (b) Rehearse the play script, paying attention to correct pronunciation, voice projection, facial expressions, gestures and movement.
   (c) Use simple props and costumes where possible.
   (d) Perform the play confidently before the class.
   (e) Demonstrate the themes of children's rights, responsible parenting and positive discipline through performance.

Play: Structure and setting

Practice exercise 4.1.3 *(Revision Book Pages 77-78)*

1. The events take place in a school compound. The specific settings are:
   (a) At the school gate where Jane and her father arrive.
   (b) Outside and inside the head teacher's office during the admission process.
   (c) Along the school corridor, where the girls briefly disappear with Jane's suitcase.
2. Jane was excited because:
   (a) She had been told that it was the best school in the county.
   (b) She admired the beautiful school buildings.
   (c) She noticed that the learners looked smart in their uniforms.
   (d) She received a warm and friendly welcome from the learners.
3. Patricia is:
   (a) Polite: She greets Jane's father respectfully. 'Good afternoon, Sir.'
   (b) Helpful: She offers to assist Jane and her father. 'May we help you, Sir?'
   (c) Responsible: She volunteers to wait for Jane and later take her to the dormitory. 'We will wait for you outside here. Once you are through with the admission process, we will take you to the dormitory.'
   (d) Playful or mischievous: She participates in the prank involving Jane's suitcase. 'The three girls walk out from a corridor with the suitcase, chuckling.'
4. Jane's father is:
   (a) Caring: He takes Jane to school himself and encourages her to work hard. 'Make sure you exert yourself in class.'
   (b) Responsible or determined: He delays bringing Jane to school because he first looks for school fees. 'I had to look for school fees before bringing my daughter.'
   (c) Appreciative: He thanks the girls for helping them. 'You are indeed very responsible learners. Thank you.'
   (d) Quick-tempered: He becomes angry immediately after discovering that Jane's suitcase is missing. '(*Furiously.*) Where are they!'
5. (a) Suspense: The audience is left wondering what has happened to Jane's suitcase after the girls disappear. It creates curiosity and keeps the audience eager to know what will happen next.
   (b) Humour: The girls play a harmless prank by hiding the suitcase before bringing it back. It entertains the audience and relieves tension created by the missing suitcase.
6. (a) Practical jokes should not cause fear or unnecessary panic.
   (b) We should always consider other people's feelings before playing jokes.
   (c) New learners should be welcomed with kindness and respect.
   (d) Responsible behaviour helps to build trust among members of the school community.
7. A suitable Scene Two should:
   (a) Continue from where Scene One ends.
   (b) Include meaningful dialogue between the characters.

(c) Show Jane settling into her new school.
(d) Have appropriate stage directions.
(e) End logically, for example, with Jane happily settling into the dormitory and beginning her new school life.

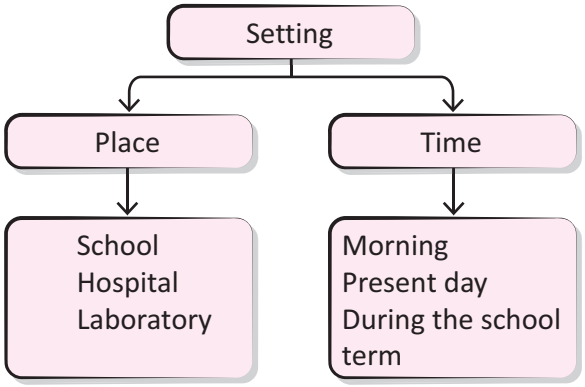
8. (a) Suggested cast include:
(i) Jane (ii) Jane's father
(iii) Patricia (iv) Mercy
(v) Grace (vi) Head teacher
(vii) Narrator (optional)
(b) (i) School uniforms for Jane and the three girls.
(ii) Formal attire for the head teacher.
(iii) Smart casual clothes for Jane's father.
(iv) A suitcase as a prop.
(c) You should:
(i) Memorise their roles.
(ii) Use correct pronunciation and voice projection.
(iii) Observe stage directions.
(iv) Use appropriate facial expressions and gestures.
(v) Record the performance.
(d) You should resent the recorded play to the class and discuss its themes, characters and lessons learnt.

4.2 Intensive reading: Short story (class reader) and play (plot)

Short story: Class reader

Practice exercise 4.2.1 *(Revision Book Pages 78-79)*

1. You should choose and read texts based on science and health, scientific innovations or science fiction.
2. (a) The three aspects of setting are:
(i) Place (physical setting): This refers to where the events take place. It helps readers to visualise the environment and understand the characters' actions. Example are a hospital, laboratory, village, school, city, forest or space station.
(ii) Time (temporal setting): This refers to when the events take place. It may be during the past, present, future, morning, evening, rainy season or a particular historical period. It helps readers to understand the sequence and timing of events.
(iii) Social or cultural setting: This refers to the way people live, their beliefs, customs, traditions, occupations, technology and social relationships. It helps to explain why characters behave the way they do and influences the events in the story.
(b) Mark any correct tree map. The following is a sample tree map.



(c) Mark any short summary of the text that is shared with classmates and includes the following:
(i) The title of the text.
(ii) The main characters.
(iii) The setting.
(iv) The main events.
(v) The main conflict or problem.
(vi) How the conflict is resolved.
(vii) The lesson or message learnt from the story.

3. (a) The main idea of the story is the dangers of social media and online relationships with strangers. Marion becomes so obsessed with someone she meets on Facebook that she neglects her studies, lies to those around her, sneaks out of school and risks her safety to meet a person she has never met before. The story also highlights the importance of honesty, parental guidance and making wise decisions when using the internet.

The unexpected ending, where Johnny turns out to be Marion's father, teaches us that people online may not be who they claim to be and that online interactions can have surprising and dangerous consequences.

Any of the following titles would be appropriate:

(i) The Facebook trap
(ii) The dangerous chat
(iii) Behind the screen
(iv) The hidden identity
(v) The cyber link

(b) Marion had a poor and negative relationship with Mathematics. She disliked Mathematics from the very beginning. The narrator says that it was 'hate at first sight.' She could not concentrate during prep time because she was thinking about Johnny instead of studying.

(c) Angela and Marion are very close friends because of the following reasons:

(i) Marion trusted Angela completely.
(ii) Angela advised Marion not to send her real photographs.
(iii) Angela agreed to accompany Marion during the secret meeting.
(iv) Marion considered Angela her 'think tank' because she believed Angela was intelligent and gave good advice.

Angela was partly a good friend, but mostly not.

Reasons why she was a good friend:

(i) She cared about Marion's safety.
(ii) She accompanied Marion so that she would not meet Johnny alone.
(iii) She warned Marion against revealing her true identity online.

Reasons why she was not a good friend:

(i) She encouraged Marion to lie by sending someone else's photographs.
(ii) She supported Marion's plan to sneak out of school.
(iii) Instead of discouraging Marion from breaking school rules, she helped her to carry out the plan.
(iv) A true friend should encourage honesty and good behaviour rather than assist in wrongdoing.

(d) Place (physical setting)

(i) St Barnabas Girls' School: Marion studies there and she sneaks out through the lower school.
(ii) A cyber cafe: This is where Marion first joined Facebook and met Johnny.
(iii) A social entertainment place or restaurant: This is where Marion meets Johnny for the first time.

Time (temporary setting): The events occur:

(i) During the school term, since Marion is preparing for her Mathematics examination.
(ii) At night, because Marion sneaks out after prep to meet Johnny.
(iii) The relationship with Johnny began during the August holidays, when she first visited the cyber cafe.

(e) (i) Social media should be used responsibly. People should avoid trusting strangers they meet online because they may hide their true identities.
(ii) Education should come first. Learners should prioritise their studies instead of allowing distractions such as social media and unhealthy relationships to interfere with their education.
(iii) Honesty is important. Lying about one's identity or using someone else's photographs can lead to serious consequences.
(iv) Obey school rules. Sneaking out of school places learners in danger and can lead to disciplinary action.
(v) Parents should communicate with their children. Open communication between parents and children helps to prevent risky behaviour.
(vi) Good friends guide one another positively. Friends should discourage risky behaviour instead of encouraging dishonesty and rule-breaking.

Play: Plot

Practice exercise 4.2.2 *(Revision Book Page 80)*

1. The play is about Jesse, a 15-year-old boy who dreams of inventing an aeroplane. In his dream, he works with his brothers and uncle to build and test the plane. While Sam Jr believes in Jesse's invention, Elijah and Uncle Motorbike doubt that it will fly. They help to lift the plane onto the roof, but when Jesse starts the engine and attempts to take off, the plane crashes. Suddenly, Jesse wakes up and realises that it was only a dream. Despite the failed dream, he remains confident that one day he will invent a real aeroplane. Sam Jr encourages him and assures him that he believes in his dream.
2. I admire Jesse because he possesses several admirable qualities.
   (a) He is creative and innovative. Jesse dreams of inventing an aeroplane and had previously helped to invent a metal chicken that won a Junior Science Congress award.
   (b) He is determined. Filipo says that once Jesse sets his mind on inventing something, he never allows the word defeat to occupy his mind.
   (c) He is confident. Even after dreaming that the plane crashes, Jesse still believes that he will, one day, build a real plane.
   (d) He is hardworking. Jesse carefully explains how the plane will work and actively participates in assembling it.
   (e) He is visionary. He imagines new inventions and believes they can become reality through effort.
   (f) He is resilient. Failure in the dream does not discourage him; instead, he remains hopeful and determined to succeed in the future.
3. (a) Many young people dream of becoming inventors, engineers, scientists, doctors, pilots or entrepreneurs.
   (b) New ideas are often laughed at or doubted before they succeed, just as Jesse's invention was questioned.
   (c) Success usually requires determination, patience and hard work despite criticism.
   (d) Support from family members, teachers and friends helps people to achieve their goals, just as Sam Jr supported Jesse.
   (e) Failure is part of learning. Many successful inventions come after several unsuccessful attempts.
   (f) Creativity and innovation help to solve everyday problems and improve society.
   (g) The play encourages learners to believe in themselves and continue working hard towards their dreams despite obstacles.
4. You should work together with your peers to write a short play based on a real-life experience. Mark any written short play that includes the following main parts of the plot:
   (a) Introduction (setting and characters).
   (b) Rising action (development of the problem).
   (c) Climax (the most exciting or difficult moment).
   (d) Falling action (events after the climax).
   (e) Resolution (how the problem is solved).
   (f) Appropriate use of dialogue, stage directions and clearly defined character roles.
   (g) A clear message or moral lesson.
5. (a) Assign roles to each group member.
   (b) Rehearse the play together.
   (c) Use appropriate voice projection, facial expressions, gestures and movements.
   (d) Wear simple costumes or use props where possible.
   (e) Perform the play confidently before the class.
   (f) Demonstrate teamwork, creativity and effective communication during the presentation.

4.3 Intensive reading: Poetry

Simple poems

Practice exercise 4.3.1 *(Revision Book Page 81)*

1. (a) The main idea of the poem is the harmful effects of environmental pollution caused by irresponsible tourism, especially the dumping of plastic waste into the sea. The pollution

kills seabirds and marine life, making it difficult for fishermen like Hamisi to catch fish and earn a living. The poem also emphasises the importance of protecting the environment by disposing of waste responsibly.

(b) (i) Turning down the speed of his boat, Hamisi fetched another seagull.
(ii) He had now spent four hours at sea, fishing dead birds.
(iii) Was it so hard, to stop the throwing of plastic bottles into the sea?
(iv) Was it so hard, to avoid throwing litter at the beach?
(v) Was it so hard, yes, was it so hard, to respect the sea?
(vi) Today, there were no fish to catch.
(vii) Today, there were only seagulls, dead seagulls to catch.

(c) The poem has four stanzas. The shortest stanza is the second stanza, which has three lines.

(d) Suggested title is 'Respect the sea.' This title is appropriate because the poem urges people, especially tourists, to protect the sea by avoiding pollution.

(e) Maimuna is likely to feel sad, disappointed and concerned because Hamisi has returned home without any fish after spending many hours at sea. She may sympathise with him after learning that pollution has killed the fish and seabirds. She is also likely to support efforts to protect the sea from pollution so that fishermen can continue to earning a living.

(f) The subject matter is relevant today because:
(i) Marine pollution continues to threaten oceans, lakes and rivers.
(ii) Plastic waste kills fish, birds, turtles and other marine animals.
(iii) Pollution affects the livelihoods of fishermen and coastal communities.
(iv) Irresponsible tourism can damage the environment if waste is not managed properly.
(v) The poem encourages environmental conservation and responsible waste disposal.
(vi) It reminds everyone that protecting natural resources is a shared responsibility.

2. (a) You should:
(i) Search for poems about hygiene and health issues from books or reliable online sources.
(ii) Read the selected poems carefully.
(b) You should discuss:
(i) The number of stanzas.
(ii) The number and length of lines in each stanza.
(iii) Whether the poem has a regular or irregular structure.
(iv) The rhyme pattern (if any).
(v) The arrangement of ideas from one stanza to another.

3. You should:
(a) Write an original poem on hygiene or health using the poems studied as models.
(b) Organise the poem into clear stanzas and lines.
(c) Use appropriate poetic devices such as repetition, rhyme, imagery or personification where possible.
(d) Give the poem a suitable title.
(e) Practise reading it aloud with correct pronunciation, rhythm and expression.
(f) Recite the poem confidently before the class.

Structure of a poem

Practice exercise 4.3.2 *(Revision Book Page 82)*

1. (a) The poem has three stanzas.
(b) (i) Bathing regularly.
(ii) Oral hygiene (brushing teeth).
(iii) Keeping hair neat.
(iv) Trimming nails.
(v) Looking clean and presentable.
(c) The alternative title is 'The importance of personal hygiene'. The poem emphasises the importance of maintaining personal cleanliness and good grooming every day to promote good health, confidence, responsibility and self-respect.
(d) Poor grooming lowers a person's self-esteem and negatively affects their health.

(e) (i) The alarm speaks, 'It's time to shine!' The alarm is given the human ability to speak.
(ii) 'The shower calls my name.' The shower is given the human ability to call someone by name.
(f) *Alone* and *grown*.
(g) The line means that good personal hygiene and cleanliness show that the speaker has developed positive values such as responsibility, discipline, self-respect and good character through upbringing and practice.

2. You should:
(a) Search for poems about hygiene and health issues from books or reliable online sources.
(b) Read and revise the selected poems.
(c) Fill in the provided table using information from the poems.

4.4 Intensive reading: Class reader, short story and play

Class reader

Practice exercise 4.4.1 *(Revision Book Page 83)*

1. (a) Select an appropriate class reader from the school library or an approved online source.
(b) You should work collaboratively with your peers to develop a realistic reading schedule, assigning chapters to be completed within a specified period.
(c) You should also agree on discussion dates and ensure that every group member participates actively throughout the reading process.

2. (a) (i) Read the selected chapters carefully and identify the major characters in the story.
(ii) You should distinguish the main characters from the minor ones and list them correctly.
(iii) You should also recognise the protagonist and antagonist, where applicable.
(b) (i) Describe each main character by explaining their role in the story.
(ii) You should discuss how the characters' actions, decisions and interactions help to develop the plot, create conflict, influence other characters and contribute to the themes and overall message of the class reader.
(iii) You should support your explanations with relevant evidence from the text.
(c) (i) Identify the character you admire or relate to most and justify your choice.
(ii) You should explain the character's qualities, actions and values that make the character appealing.
(iii) Your reasons should be supported with examples from the class reader and demonstrate critical thinking and personal reflection.

Short story: Characters

Practice exercise 4.4.2 *(Revision Book Pages 83-84)*

1. (a) Sande: The main character and nephew to the uncle.
(b) Siminyu: Sande's cousin.
(c) The uncle: The man who organises the party.
(d) Namakangala: The uncle's wife.
(e) Namakangala's daughter: She helps to prepare the pineapples.
(f) The two guests: Friends of the uncle who attend the party.
(g) The KEBS officer: One of the guests who discovers the fraud.
(h) The butchery owner: The dishonest businessman who cheats customers.

2. The most suitable title is 'The dishonest butcher'.
Others acceptable titles include:
(a) The party that never was
(b) The cheating butcher
(c) Justice at the butchery
(d) A lesson in honesty

3. The uncle has both positive and negative qualities.
   (a) Positive qualities
      (i) Generous: He organises a party for his family and friends.
      (ii) Responsible: He provides money for the boys to buy meat, soda and fruits.
      (iii) Friendly: He warmly welcomes and introduces his guests to the family.
      (iv) Just: He follows up the matter when he realises they have been cheated.
   (b) Negative qualities
      (i) Harsh or strict: He warns the boys not to look at his money.
      (ii) Short-tempered: He becomes very angry when he sees the little amount of meat.
      (iii) Aggressive: He is described as speaking, 'like a dog barking.'
      (iv) Unfriendly: He usually wears a permanent scowl.
      (v) Impatient: He drinks tea from a plate so that it cools quickly and does not waste his time.
4. (a) Discuss people in your community who display similar characteristics, such as honest business people, dishonest traders, generous family members or short-tempered individuals.
   (b) You should give relevant examples, compare them with the characters in the story and explain the lessons learnt while respecting others' opinions.
5. (a) Write an original short story with a suitable title, clear beginning, middle and ending, appropriate characters, a logical sequence of events and a moral lesson about honesty in business.
   (b) You should then present the story confidently to your peers using clear and appropriate language.

Play: Identification of characters

Practice exercise 4.4.3 *(Revision Book Pages 84-85)*

1. (a) The most suitable title is 'The corrupt leader'.
   Others acceptable titles include:
      (i) The price of corruption
      (ii) Justice at last
      (iii) The debt of a leader
      (iv) Leadership on trial
2. (a) Habil
      (i) Honest: He admits his mistakes at the end.
      (ii) Hardworking: He owns a shop and grows sugarcane.
      (iii) Frustrated. He keeps demanding for his money.
      (iv) Courageous: He confronts the MP despite his position.
      (v) Remorseful: He accepts responsibility for his wrongdoing.
   (b) Honourable MP Avulala
      (i) Corrupt: He imports substandard sugar and colludes with Habil.
      (ii) Arrogant: He looks down upon Habil.
      (iii) Threatening: He uses his position to intimidate Habil.
      (iv) Dishonest: He fails to repay Habil.
      (v) Abusive of power: He threatens to have Habil arrested.
   (c) Mary
      (i) Honest: She reveals the truth.
      (ii) Courageous: She stands up against her own father.
      (iii) Respectful: She expresses love and respect for her father.
      (iv) Principled: She does not support corruption.
      (v) Responsible: She helps to bring justice.
   (d) Police officers
      (i) They are dutiful.
      (ii) They are law-abiding.
      (iii) They are professional.
   (e) Public prosecutor
      (i) He or she is just.
      (ii) He or she is fair.
      (iii) He or she is committed to upholding the law.
3. The character I admire most is Mary.
   (a) She speaks respectfully, boldly, truthfully and confidently when confronting her father.
   (b) She acts courageously, honestly, responsibly and fearlessly by exposing

corruption despite the fact that the offender is her own father.

(c) Mary demonstrates integrity and shows that justice should come before family loyalty.

4. (a) Lessons about leadership include:
   (i) Leaders should be honest and accountable.
   (ii) Leaders should serve the people instead of exploiting them.
   (iii) Public resources should be used responsibly.
   (iv) Corruption destroys trust and harms innocent citizens.
   (v) Good leaders keep their promises.
   (vi) Leaders should obey the law.
   (vii) Leadership should be based on integrity, fairness and transparency.

   (b) Identify a real-life leader whom you admire and explain your choice by highlighting qualities such as honesty, integrity, accountability, humility, hard work, service to others and respect for the rule of law.

5. Write a logical continuation of the play in the correct drama format. The continuation should:
   (a) Include dialogue for the two police officers and the public prosecutor.
   (b) Flow naturally from the ending of the given play.
   (c) Maintain the personalities of the characters.
   (d) Show respect for human rights and the rule of law.
   (e) Have a clear ending with an appropriate moral lesson.

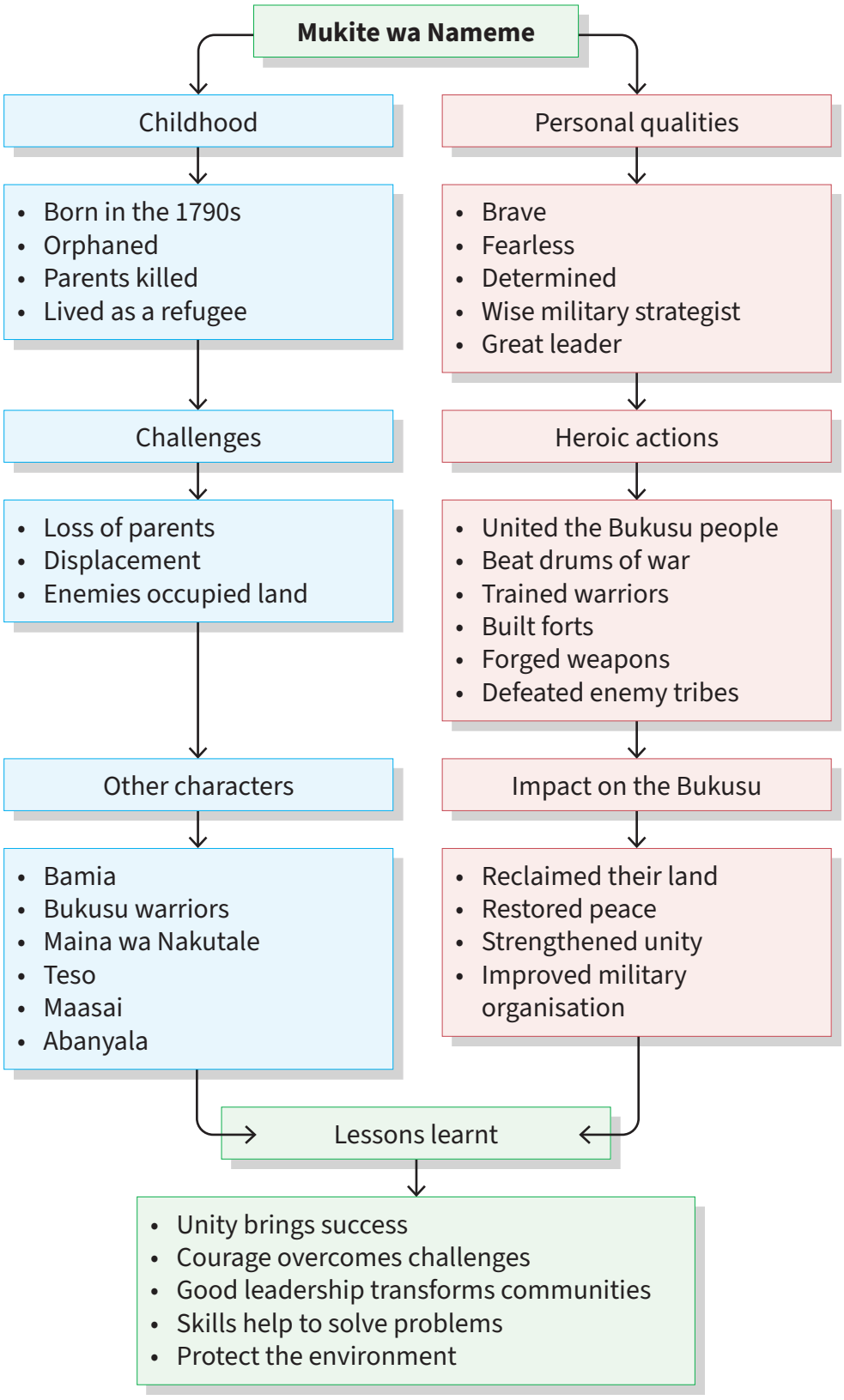
6. (a) Work collaboratively in groups.
   (b) Assign roles to each member.
   (c) Rehearse the play thoroughly.
   (d) Use appropriate voice projection, gestures, facial expressions and stage movements.
   (e) Speak fluently and confidently.
   (f) Demonstrate teamwork and creativity during the performance.
   (g) Observe proper stage etiquette and communicate the message of the play effectively.

4.5 Intensive reading: Oral narrative, short story and play

Oral narrative: Legends

Practice exercise 4.5.1 *(Revision Book Page 86)*

1. (a) A mind map summarising the story of Mukite wa Nameme.



(b) (i) Unity brings success. The Bukusu people united and reclaimed their land.

(ii) Good leadership transforms communities. Mukite wa Nameme guided his people wisely.

(iii) Courage helps to overcome challenges. Mukite wa Nameme never feared stronger enemies.
(iv) Determination leads to success. Despite losing his parents, he became a great leader.
(v) Knowledge and skills are important. His military strategies helped the Bukusu to win battles.
(vi) Communities should work together to solve problems.
(vii) We should protect the environment because forests and wetlands support life.

(c) Accept any **one** challenge mentioned in the passage, provided it is supported with relevant points.

Sample response
Challenge: Pollution
(i) Properly disposing of waste.
(ii) Recycling plastic bottles and bags.
(iii) Organising community clean-up activities.
(iv) Planting more trees.
(v) Avoiding the burning of plastics.
(vi) Educating others about environmental conservation.
(vii) Using reusable bags instead of plastic bags.

2. (a) The legend of Lwanda Magere (Luo community)
Lwanda Magere was a mighty warrior whose body was believed to be made of stone. No weapon could harm him. His enemies later discovered that his strength was hidden in his shadow. When they attacked his shadow, he died. His story teaches courage and bravery.

(b) The legend of Koitalel arap Samoei (Nandi community)
Koitalel arap Samoei led the Nandi people in resisting colonial rule. He organised his people to defend their land. Although he was later killed, he is remembered for his courage, patriotism and leadership.

(c) The legend of Mekatilili wa Menza (Mijikenda community)
Mekatilili wa Menza was a courageous woman who led the Giriama people against colonial oppression. She encouraged her people to preserve their culture and resist injustice. She remains a symbol of bravery and resilience.

Short story: Dialogue and repetition

Practice exercise 4.5.2 *(Revision Book Pages 87-88)*

1. Accept any suitable title related to the main idea of the story. Possible titles include:
(a) The truth about Eshipindi
(b) The Chief's wise decision
(c) The smallpox outbreak
(d) Justice in Kumalo village
(e) The innocent woman

These titles reflect the main events of the story, where Eshipindi is falsely accused of witchcraft. However, the chief and the clinical officer reveal that the children's illness was caused by a smallpox outbreak.

2. The story shows that Kumalo was led by a chief because:
(a) The villagers took all their problems and challenges to the chief for judgment.
(b) When the children fell sick, the villagers gathered at the chief's compound and demanded that he deals with the matter.
(c) The chief listened to both sides, demanded evidence and finally explained the real cause of the illness.

3. (a) Examples of dialogue include:
Chief: Greetings my people. Who is Eshipindi?
Crowd: *Akhanyalabandu's* wife!

(b) Examples of repetition include:
(i) 'We want to see the chief! We want our chief!
(ii) 'Eshipindi must go! *Akhanyalabandu* must leave!'

4. Dialogue and repetition make the story:
(a) More interesting and lively because readers can follow the conversations between characters.
(b) More dramatic and emotional, showing the villagers' anger and the chief's efforts to restore order.
(c) They also emphasise the villagers' strong belief that Eshipindi was guilty before learning the truth.

5. Members of a community should:
(a) Live peacefully and respect one another.

(b) Avoid spreading rumours and making false accusations.
(c) Seek facts and evidence before blaming others.
(d) Listen to leaders and professionals when solving problems.
(e) Work together to overcome challenges affecting the community.
(f) Respect the law instead of taking matters into their own hands.
(g) Embrace modern knowledge, such as medical advice, while respecting positive cultural practices.
(h) Care for one another during times of sickness and difficulty.

Play: Style

Practice exercise 4.5.3 *(Revision Book Pages 88-89)*

1. The main conflict is a disagreement between Muli and his wife, Maureen, over whether they should visit the national park with the Kinyua family during Christmas.
   Muli opposes the idea because both Maureen and Matilda are expectant mothers and he fears another dangerous encounter with wild animals. Maureen, however, insists on visiting the park because she enjoys touring and has already planned the holiday with her friend.
2. The conflict helps us to understand that:
   (a) Family members may have different opinions, but they should resolve disagreements peacefully.
   (b) Safety should always come before adventure and enjoyment.
   (c) Experience teaches valuable lessons. The frightening encounter with the buffaloes makes Maureen realise that Muli's concerns were genuine.
3. (a) Maureen invites the Kinyua family to spend Christmas with them despite Muli's objections.
   (b) The couple argues over whether they should visit the national park again.
   (c) A flashback reveals what happened during their previous visit.
   (d) Maureen and Matilda wander away from the vehicle into the bush.
   (e) They become lost and unexpectedly come face to face with two buffaloes.
   (f) One buffalo prepares to attack by snorting and digging the ground.
   (g) Climax: Just before the buffalo charges, a game warden arrives with Muli and Kinyua in a patrol vehicle and rescues the two women.
4. Accept any **three** of the following:
   (a) Muli: Why must the Kinyua family visit us this Christmas?
   (b) Muli: Once bitten, twice shy! I will not allow you to endanger people's lives again.
   (c) Maureen: Cowards die many times before their death.
   (d) Muli: Those with the brain of a warthog forget so easily.
5. (a) Flashback: The playwright takes the audience back two years earlier to explain why Muli fears returning to the national park.
   (b) Dialogue: The story progresses through conversations between Muli, Maureen, Matilda, the game warden, among others.
   (c) Proverb
   Examples: Once bitten, twice shy; he who does not listen to the elders breaks his leg; cowards die many times before their death.
6. The literary devices make the play more vivid, entertaining and memorable. They build suspense, reveal characters' emotions and personalities, advance the plot and effectively communicate the lesson that people should value safety, learn from past experiences and listen to wise advice.

4.6 Intensive reading: Oral literature, short story and play

Oral literature: Songs (lullabies)

Practice exercise 4.6.1 *(Revision Book Pages 89-90)*

You should be guided by the teacher, parent or guardian to carry out the tasks in Questions 1 to 5.

Short story: Main ideas

Practice exercise 4.6.2 *(Revision Book Page 90)*

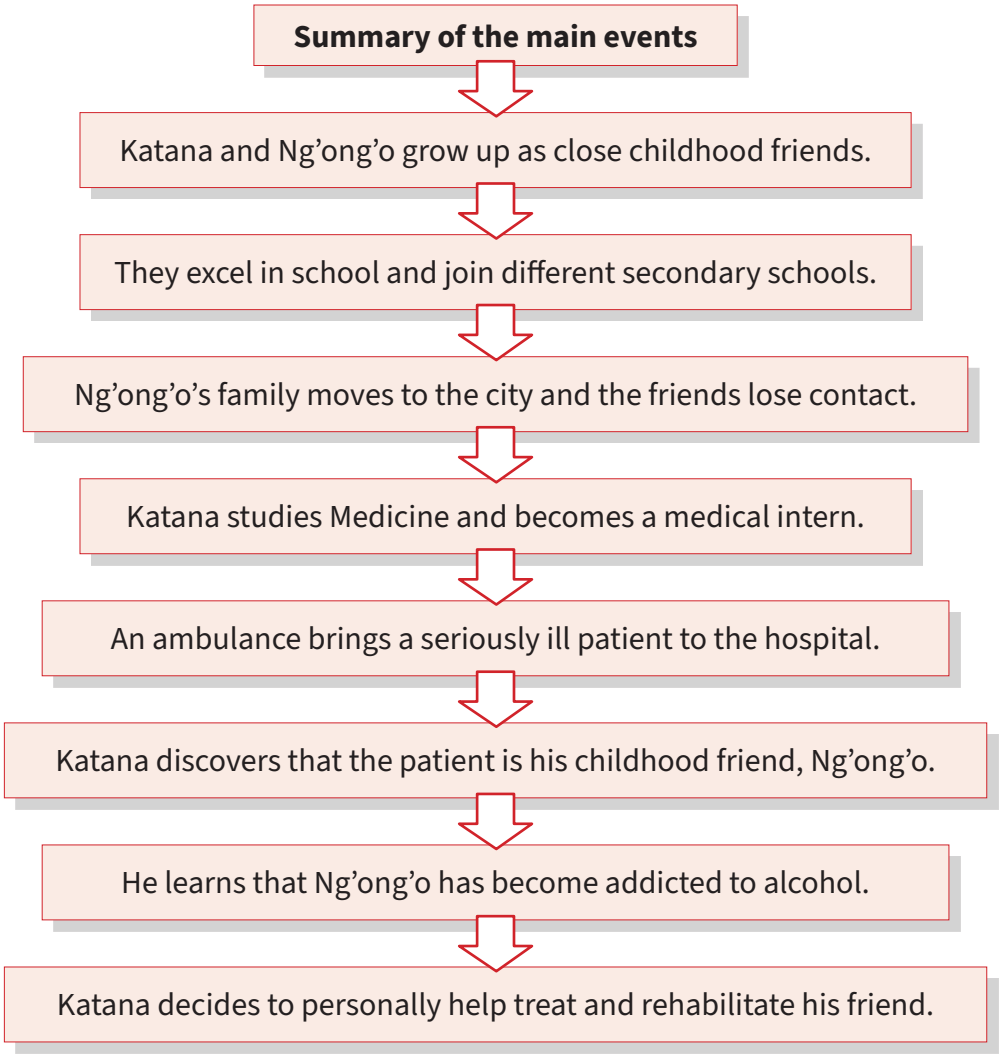
1. Possible titles for the story include:
   (a) A friend in need (best answer)
   (b) The reunion

(c) The power of true friendship
(d) Ng'ong'o's second chance
(e) When friends meet again

The story centres on the enduring friendship between Katana and Ng'ong'o. Despite years of separation and Ng'ong'o's unfortunate condition, Katana remains loyal and is determined to help him recover.

2. The story highlights the importance of true friendship, compassion and helping people to overcome alcohol addiction. It shows that genuine friends do not abandon one another during difficult times. Katana chooses to support and save his childhood friend instead of judging him because of his addiction.

3. A graphic organiser summarising the main events in the story.



4. (a) Caring: Katana deeply cares about his friend.
Evidence: He takes charge of Ng'ong'o's treatment and vows to help him recover despite his poor condition.
(b) Loyal: He remains faithful to his friendship even after many years apart.
Evidence: He never forgot Ng'ong'o and often thought about him after they separated.
(c) Compassionate: He sympathises with Ng'ong'o instead of judging him.
Evidence: While others viewed Ng'ong'o as a hopeless alcoholic, Katana saw him as his dear friend deserving another chance.
(d) Intelligent and hardworking: He excelled in school and became a medical doctor.
Evidence: He successfully completed a degree in Medicine and Surgery and was serving as a medical intern.

(e) Determined: He is committed to helping his friend recover.
Evidence: He promised himself that Ng'ong'o would get well and be rehabilitated.

5. (a) Poor health: Alcohol damages organs such as liver, brain and heart and may lead to diseases or death.
(b) Loss of employment: Many addicts lose jobs because they report to work late, perform poorly or fail to attend work.
(c) Family conflicts: Alcohol addiction often causes domestic violence, neglect of family responsibilities and broken relationships.
(d) Poverty: Much of the addict's income is spent on alcohol, leaving little money for food, education or healthcare.
(e) Road accidents: Drunk driving is a major cause of road accidents and loss of lives.
(f) Crime: Some addicts engage in theft or violence to obtain money for alcohol.
(g) Poor academic performance: Learners who abuse alcohol often lose concentration and perform poorly in school.
(h) Social stigma: Many alcohol addicts are rejected or discriminated against by society.

6. Possible causes include:
(a) Peer pressure after moving to the city.
(b) Stress resulting from adapting to a new environment.
(c) Loneliness after losing close contact with his childhood friend.
(d) Poor choice of friends who encouraged drinking.
(e) Lack of guidance and counselling.
(f) Curiosity and the desire to experiment with alcohol.
(g) Easy access to alcoholic drinks.
The story does not state the exact cause, but these are reasonable possibilities based on real-life situations.

7. (a) You should work together in groups.
(b) Assign characters such as Katana, Ng'ong'o, nurses, doctors and the ambulance attendants.
(c) Rehearse the scenes from the story.
(d) Act confidently using appropriate facial expressions, gestures and voice projection.
(e) Record the performance.
(f) Present or share the recording with the class for discussion and feedback.

Play: Themes in a play

Practice exercise 4.6.3 *(Revision Book Pages 91-92)*

1. The title 'Half a vulture' refers to Lucas's unusual hairstyle, where one half of his head is shaved while the other half has braids. Okila, Lucas's father, uses the expression 'Half a vulture' to mock his son's appearance because he believes the hairstyle is untidy, strange and unacceptable. To Okila, Lucas's hairstyle is embarrassing and does not reflect the values he expects from his son. The title is therefore symbolic, representing:
(a) The conflict between traditional beliefs and modern fashion.
(b) The misunderstanding between parents and children over personal identity and self-expression.
(c) The disagreement between appearance and talent, where Okila judges Lucas by his looks rather than his abilities.

2. The play discusses the conflict between parents and children over personal identity, appearance and career choices. Lucas believes that his hairstyle is part of his identity as a musician and should be respected. On the other hand, his father believes that decent appearance is more important than fashion and worries that Lucas's hairstyle will embarrass the family. The play also highlights how parents and children should communicate respectfully and appreciate each other's views.

3. Yes. The main theme is abstract because it deals with ideas, feelings and values that cannot be seen or touched physically.
Examples:
(a) Identity is an idea that describes who a person is.
(b) Respect is shown through actions rather than being physically seen.
(c) Family conflict involves emotions and opinions.
(d) Acceptance and understanding are values that influence relationships.
These ideas are experienced through people's behaviour rather than existing as physical objects.

4. Lucas successfully turned music into his profession.
   Evidence:
   (a) He emerged the winner of the National Popular Music Contest.
   (b) He confidently tells his father, 'Father, I do not do music for leisure, it is my profession.' This shows that Lucas has transformed his musical talent into a career.
5. Lucas has different relationships with each parent.
   (a) Relationship with his father (Okila)
   The relationship is strained and conflict-filled because:
      (i) They constantly disagree over Lucas's hairstyle.
      (ii) Okila criticises and insults Lucas's appearance.
      (iii) He attempts to cancel Lucas's award ceremony.
      (iv) He locks the door to stop Lucas from attending the ceremony.
      This shows that the father is controlling and has difficulty accepting his son's choices.
   (b) Relationship with his mother (Anita)
   The relationship is loving, supportive and understanding because:
      (i) Anita respects Lucas's decisions.
      (ii) She encourages him to attend the award ceremony.
      (iii) She defends him whenever Okila criticises him.
      (iv) She secretly helps Lucas to escape so that he can receive his award.
      (v) She believes in her son's talent and future success.
6. (a) Comparison
   In many families today, young people and their parents disagree over issues such as hairstyles, dressing styles, career choices, music, social media use, tattoos and fashion.
   Some parents prefer traditional values, while young people wish to express themselves differently. Lucas's situation is therefore common in modern society.
   (b) I would advise Lucas to:
      (i) Respect his father's opinions even when they differ.
      (ii) Explain calmly why his hairstyle is important to his music career.
      (iii) Avoid responding angrily.
      (iv) Show through discipline and hard work that appearance does not define character.
      (v) Continue using his musical talent responsibly.
   (c) I would advise Okila to:
      (i) Listen to his son's views.
      (ii) Judge Lucas by his behaviour rather than his hairstyle.
      (iii) Support his son's musical career.
      (iv) Appreciate that fashion changes with time.
      (v) Encourage dialogue instead of threats and insults.
7. You should:
   (a) Form groups.
   (b) Assign characters such as Lucas, Okila and Anita.
   (c) Read and understand the script.
   (d) Rehearse using correct voice projection, facial expressions, gestures and movement.
   (e) Use appropriate props and costumes where possible.
   (f) Perform confidently before the class.
   (g) Observe teamwork, creativity and effective communication during the performance.

4.7 Intensive reading: Characters in class readers

Short story and play

Practice exercise 4.7.1 *(Revision Book Pages 92-93)*

1. (a) (i) Jano: The main character, who loves nature and environmental conservation.
      (ii) Joe: Jano's brother who cares for the environment and encourages tree planting.
      (iii) The King: A character accused of destroying a forest to build rental houses.
      (iv) Members of the Environmental Club: Learners who participate in tree-planting activities.

(v) Members of the Wildlife Club of Kenya: Nature lovers who enjoy birdwatching and conservation.
(vi) The patron of the Wildlife Club: Introduced learners to birdwatching.
(vii) The media: Reported that the King had destroyed part of the forest.

(b) The main character in the story is Jano because:
(i) The story mainly revolves around her thoughts, feelings and actions.
(ii) She is introduced at the beginning of the story.
(iii) She is deeply concerned about environmental conservation.
(iv) She belongs to both the Environmental Club and the Wildlife Club of Kenya.
(v) She is disappointed after hearing that the King allegedly destroyed part of a forest.
(vi) Most of the events and descriptions in the story focus on her.

(c) Jano and Joe have a close, loving and supportive sibling relationship. Joe encourages Jano to care for the environment, while the two work together in environmental conservation activities.

(d) (i) Jano
- 'Jano sat staring at the portrait of the King ….' This introduces the main character.
- 'Jano had joined the Wildlife Club of Kenya as a cub ….' This shows her love for the environmental conservation.

(ii) Joe
- 'There you are brother, good afternoon!' Introduces Joe.
- 'Her brother had taught her that fresh and clean air is a product of having adequate trees in the community.' This shows Joe's concern for environmental conservation.

(iii) The King: '… the media had the previous week run a story claiming that the King had destroyed hundreds of acres of land ….' This introduces the King and his alleged actions.

(e) (i) Major characters
- Jano: She is the central character because the story focuses on her environmental values, thoughts and reactions.
- Joe: Joe plays a major role by encouraging environmental conservation and supporting Jano.

(ii) Minor characters
- The King
- Members of the Environmental Club
- Members of the Wildlife Club
- The club patron
- The media

These characters support the development of the story but are not the main focus.

2. You should search for or select a suitable text about marine life from books or reliable online sources, read the text carefully and understand its content before answering the questions.
(a) You should read the selected text carefully and state its central message or main idea.
(b) You should list the major and minor characters in the selected text, explain the role of each character and describe how the characters interact or relate to one another.
(c) You should adapt the story into a play. Your play should include a title, characters, a setting, dialogue and stage directions and should clearly show the relationships between the characters.
(d) You should:
(i) Form groups.
(ii) Assign roles to each member.
(iii) Rehearse the play.
(iv) Use clear voice projection, facial expressions and gestures.
(v) Perform the play confidently before the class.
(vi) Demonstrate teamwork, creativity and effective communication skills.

3. (a) (i) Main character: Wanzala is the main (major) character because the play revolves around him. He is the one arrested for killing the

hippopotamus and most of the dialogue focuses on his actions and his defence.

(ii) Minor characters
- Game Ranger 1: Arrests Wanzala and accuses him of killing and eating the hippopotamus.
- Game Ranger 2: Questions Wanzala about who ate the hippopotamus.
- Game Warden: Leads the investigation, questions Wanzala and orders that he be taken to the police station.
- Villagers: Defend Wanzala and admit that they ate the hippopotamus.
- Truphena: Wanzala's wife who pleads for her husband's release.

(b) (i) Relationship between Wanzala and the Game Rangers: The relationship is hostile and confrontational because the Game Rangers are enforcing wildlife laws while Wanzala is the suspect. They arrest him and accuse him of committing an offence.

(ii) Relationship between Wanzala and the Game Warden: The relationship is official and investigative. The Game Warden questions Wanzala to establish the truth before taking legal action.

(iii) Relationship between Wanzala and the Villagers: Their relationship is supportive and united. The Villagers appreciate that Wanzala was protecting their farms from destruction. They openly defend him before the Game Warden.

(iv) Relationship between Wanzala and Truphena: Their relationship is loving, loyal and supportive. Truphena stands by her husband during his arrest. She even confronts the Game Rangers in an attempt to rescue him.

(c) Wanzala's actions are partly understandable but not completely justified. On one hand, he killed the hippopotamus because it had destroyed his entire ten-acre maize farm. The farm was probably his family's main source of food and income, so he acted out of frustration while trying to protect his livelihood.
However, the hippopotamus is an endangered wild animal protected by law. Instead of killing it, Wanzala should have reported the matter to the Kenya Wildlife Service or other wildlife authorities so that the conflict could be managed legally. Therefore, although his frustration is understandable, taking the law into his own hands was wrong because it endangered wildlife conservation.

4. Use the following guidelines to help you write the short play:
(a) Title: The elephant's visit
(b) Characters:
(i) Musa – a farmer
(ii) Akinyi – Musa's daughter
(iii) A Wildlife Ranger
(iv) A Village Elder
(c) Setting: A village bordering a national park in Kenya.
(d) Themes:
(i) Human-wildlife conflict
(ii) Wildlife conservation
(iii) Peaceful conflict resolution
(iv) Responsibility
(v) Community cooperation

4.8 Intensive reading: Poetry (characters)

Practice exercise 4.8.1 *(Revision Book Pages 94-95)*

1. (a) The main theme of the poem is environmental conservation, particularly the need to protect seas and oceans from pollution. The poet explains that although the sea is beautiful and provides enjoyable travel experiences, some people pollute it by throwing waste into the water. This pollution harms marine life such as turtles, fish and plants. The poet therefore urges everyone to protect the sea and keep it clean.

(b) (i) Travellers or tourists: They are *happy*, *cheerful* and *adventurous*.
Evidence from the poem:
- 'Carrying travellers happily.'
- 'They sang and laughed upon the deck.'

(ii) Sailors: They are *responsible*, *watchful* and *careful*.
Evidence from the poem:
'As sailors watched the journey trek.'
They ensure that the journey is safe.

(c) It means that everyone has a responsibility to care for, protect and conserve the seas and oceans.

(d) Marine animals and plants may die because they cannot survive in polluted water. Other acceptable answers include:
(i) Pollution destroys marine habitats.
(ii) It reduces biodiversity.
(iii) It affects fishing and tourism.
(iv) It makes sea travel unsafe.

(e) (i) Suffocated: Unable to breathe due to lack of clean air or oxygen, leading to death or difficulty breathing.
(ii) Trek: A journey or trip, especially a long one.

(f) Accept any **one** of the following:
(i) wide – side.
(ii) sky – by.
(iii) far – star.
(iv) concern – learn.
(v) deck – trek.
(vi) bright – right.

2. (a) Record the date the poem was read.
(b) Write the correct title of the poem.
(c) State the author(s) of the poem.
(d) State the number of human characters in the poem.
(e) Give a brief and accurate summary of the poem.
(f) Identify new words or expressions from the poem.
(g) State what you liked about the poem.

3. You should search for and read poems about tourist attractions in Kenya from reliable online sources and then:
(a) Identify any inanimate characters used in the poems.
(b) Describe the traits of the inanimate characters, giving evidence from the poems.

4. (a) The persona is a woman sitting at the seashore, reflecting on the greatness of Creator and the wonders of creation.
Evidence: 'She sat with her legs in the ocean, the ocean water kissing her feet.'

(b) The persona is occupied with wonder and admiration for Creator's greatness and the marvels of creation. She reflects on the vast ocean, Creator's power, the miracle of Son of Man walking on water, Archimedes' scientific discovery of displacement and the ability of ships to float and carry tourists across the sea. She continually marvels at how Creator created the world and the many amazing things associated with water.

(c) (i) Persona
The persona has the following traits:
- Thoughtful or reflective: She spends time thinking deeply about creation and the wonders of nature.

Evidence: 'Looking yonder at the expanse before her, she marvelled at Creator.'
- Curious or inquisitive: She wonders how such a vast ocean was created and reflects on scientific and religious ideas.

Evidence: 'She wondered at the great might that had created this mass of water.'
- Appreciative or admiring: She appreciates God's creation and repeatedly expresses amazement.

Evidence: 'She marvelled at Creator.'

(ii) Creator
Has the following traits:
- Almighty or powerful: He is the Creator of the vast ocean and everything in it.

Evidence: 'She wondered at the great might that had created this mass of water.'
- Wonderful or extraordinary: The persona admires Creator's greatness and unique nature.

Evidence: 'He marvelled at Creator's lineage, with genes so rare.'

(iii) Son of Man

Has the following traits:

- Miraculous or divine: He possesses supernatural power by walking on water.

Evidence: 'Creator's Son could walk on water without practice.'

(iv) Archimedes

Has the following traits:

- Intelligent or scientific: He is remembered for discovering the principle of displacement.

Evidence: 'He marvelled at Archimedes and his discovery of displacement.'

(v) Tourists

Have the following traits:

- Adventurous or curious: They travel by ship to explore and appreciate the beauty of Creator's creation.

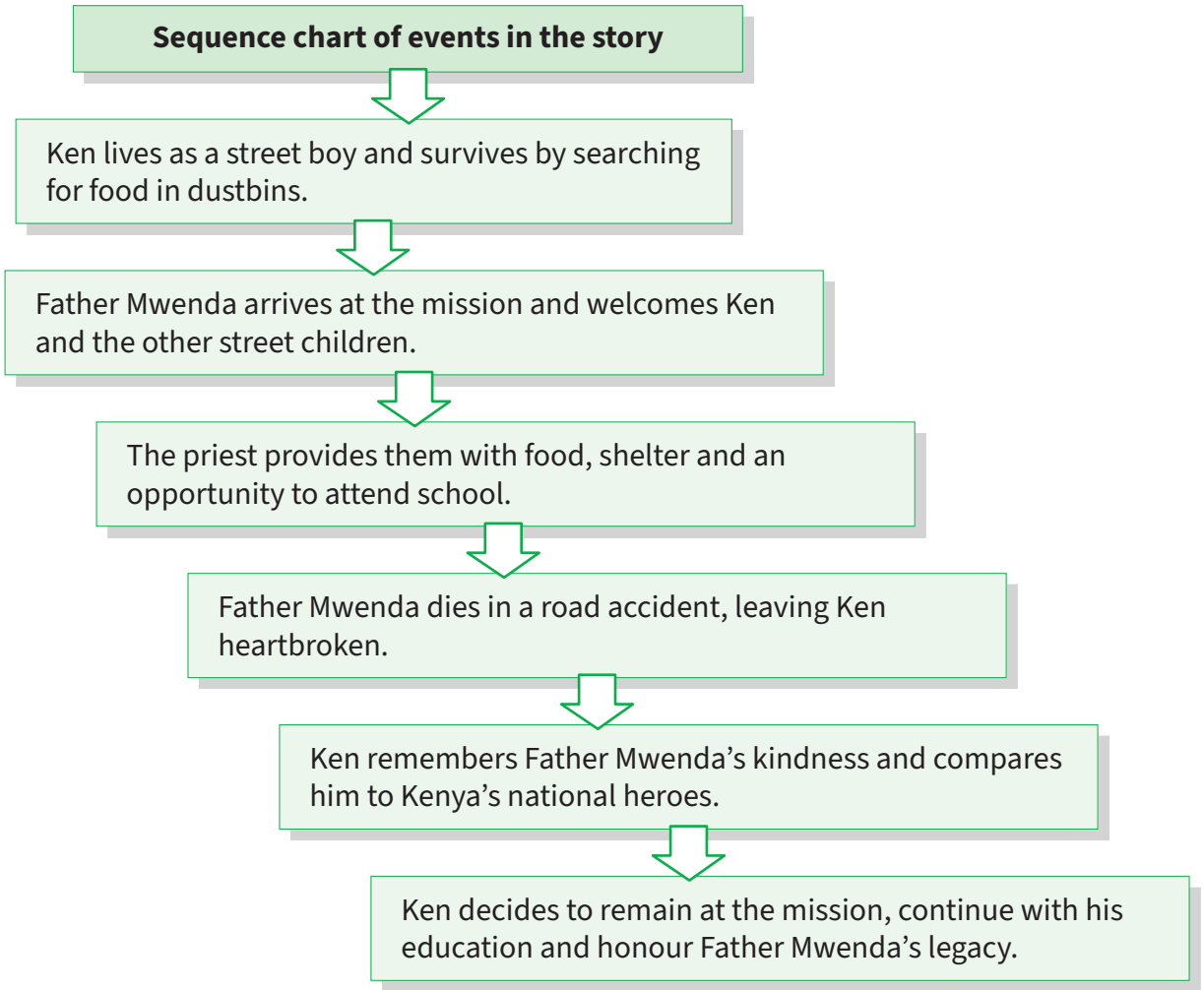
Evidence: 'Ships that floated on water, vomiting tourists at seaports.'

4.9: Intensive reading: Class readers, similes, metaphors and plays

Class readers: Sequence of events

Practice exercise 4.9.1 *(Revision Book Pages 95-96)*

1. (a)



(b) The major problem presented in the story is the plight of street children. Before meeting Father Mwenda, Ken and other children had no home, food, education or proper care. They survived by scavenging in dustbins, exposing

them to hunger, disease and danger.
Possible solutions to the problem

(i) Establish rehabilitation centres where street children receive shelter, food, counselling and education.
(ii) Support education for vulnerable children through scholarships and sponsorship programmes.
(iii) Encourage religious organisations, non-governmental organisations (NGOs) and the government to rescue and care for homeless children.
(iv) Communities should show compassion by helping disadvantaged children instead of neglecting them.
(v) Provide counselling services to help children cope with grief after losing loved ones.

(c) Yes, I agree that Father Mwenda was a hero of the same calibre as the national heroes mentioned in the story. Although he did not fight for political independence like Jomo Kenyatta, Jaramogi Oginga Odinga and Tom Mboya, Father Mwenda transformed the lives of vulnerable children through love, compassion and education.

Reasons

(i) He rescued street children. He took Ken and other homeless children from the streets and gave them hope.
Evidence: He found them a roof, gave them food and an opportunity to go to school.
(ii) He transformed lives. His kindness changed the future of many children who would otherwise have remained on the streets.
(iii) He promoted education. He ensured that the children attended school, giving them a chance to build better lives.
(iv) He showed compassion and selflessness. Instead of ignoring the suffering children, he dedicated his life to helping them.
(v) He inspired Ken to remain in school. Even after his death, Ken chose to continue studying so as to honour his mentor.
Evidence: Ken decided to remain at the mission, continue going to school and complete his studies in honour and respect for his hero.

2. (a) You should work in groups to research famous heroes and heroines from Kenya and other countries.
(b) Use books, the internet or other reliable sources to gather information.
(c) Identify what each hero or heroine did to improve society.
(d) Discuss why these individuals are remembered and admired.
(e) Share your findings with the rest of the class.

Select a story of the hero or the heroine you admire most.

(a) Read or research the person's life story.
(b) Explain the achievements and qualities that made the person a hero or heroine.
(c) State why you personally admire that individual.
(d) Present the information to the class.

3. (a) Discuss the life of the selected hero or heroine with their peers.
(b) Arrange the major life events in chronological order.
(c) Draw a clear sequence chart showing the hero's or the heroines's early life, important achievements, challenges faced, contributions to society and legacy or impact on the community and the world.

Similes and metaphors in short stories

Practice exercise 4.9.2 *(Revision Book Pages 96-97)*

1. The story mainly uses similes, metaphors, hyperbole and allusion to describe Kirinya's appearance, personality and athletic ability. These figures of speech make the story more vivid and interesting.

(a) Similes: A simile compares two things using the words *like* or *as*.
(i) 'Kirinya was as dark as soot.' This means that Kirinya had a very dark skin complexion.
(ii) 'His complexion was like that of a dark buffalo.' The writer compares

Kirinya's dark skin to the colour of a buffalo to emphasise how dark he was.

(iii) 'He was known to run like an antelope.' This shows that Kirinya was a very fast, agile and graceful runner, just like an antelope.

(b) Metaphor: A metaphor compares two unlike things directly without using *like* or *as*.

(i) 'The man was a buffalo in strength.' This means that Kirinya was extremely strong and powerful, just like a buffalo.

(ii) 'He had the heart of a baby.' Although Kirinya looked fierce and powerful, he was gentle, innocent and kind.

(iii) 'The smile of an angel.' This means that Kirinya had a warm, kind and pleasant smile.

(iv) 'Our gentle buffalo.' The writer calls Kirinya a buffalo to show his great physical strength, while the word gentle shows that he was kind and humble despite his size.

(c) Hyperbole (exaggeration): Hyperbole is the deliberate use of exaggeration to create emphasis. An example include: 'There was no way he could lose unless the earth decided to have him for supper!' The writer exaggerates Kirinya's ability to show that he was such an outstanding athlete that losing seemed almost impossible.

(d) Allusion: An allusion is an indirect reference to a famous person, place or event.

(i) 'The kindness that could only be found in Mother Teresa of Calcutta.' The writer refers to Mother Teresa, who was famous for helping the poor and needy. This shows that Kirinya was exceptionally kind and compassionate.

(ii) 'Exceeding the children Mumbi gave birth to according to the myth about the origin of the Agikuyu.' This is a reference to Mumbi, who, according to Agikuyu tradition, was the mother of the nine clans. The allusion helps to explain the unusually large family in Kirinya's ancestry.

2. (a) You should search for examples of similes and metaphors using books or reliable internet sources.

(b) List several examples of each figure of speech.

(c) Write your own original sentences correctly using similes and metaphors.

(d) Share your sentences with classmates for discussion.

Sample answers

(i) Similes

- She is as brave as a lion.
- The baby slept like a log.

(ii) Metaphors

- Time is a thief.
- My teacher is a shining star.

3. Accept any paragraph of about 100 words containing similes and metaphors.

Sample paragraph

Kirinya was *a giant among men*, yet he had *a heart of gold*. Every morning, he trained *like a determined antelope racing across the plains*. His *courage was a burning fire* that inspired everyone around him. During competitions, *he remained as calm as the morning breeze*, while his opponents trembled with fear. When the race began, *he flew like an eagle chasing its prey*. The crowd roared with excitement as he crossed the finish line. His victory became a beacon of hope for young athletes, proving that discipline, hard work and determination can turn ordinary dreams into extraordinary achievements. (99 words)

Plays: Styles

Practice exercise 4.9.3 *(Revision Book Pages 97-98)*

1. (a) Mary: Mary is the main character in the play.

(i) Respectful: She speaks politely to both the teacher and her classmates. She thanks the teacher before continuing with her explanation.
Evidence: 'Thank you, Teacher.'

(ii) Confident: She confidently shares her grandmother's story before the entire class.
Evidence: 'Allow me to share her story.'

(iii) Appreciative: She greatly admires her grandmother and wants to follow her example.
Evidence: 'I will be a great motivation to my future generation.'

(b) Mary's Grandmother
(i) Brave: She courageously confronts the chief despite his authority.
Evidence: 'Chief, our children are suffering; we need a borehole.'
(ii) Determined: She refuses to remain silent and promises to seek justice herself if the chief fails to act.
Evidence: 'If you will not act, we shall go to the county offices ourselves.'
(iii) Selfless: She fights for the welfare of the whole village rather than for her own benefit.
Evidence: 'Our children are suffering.'
(iv) Humble: She does not take all the credit after the village receives the borehole.
Evidence: 'No, my granddaughter, we did it.'

(c) Teacher
(i) Encouraging: The teacher motivates learners to participate in class discussions.
Evidence: 'Clap for Peter.'
(ii) Knowledgeable: She corrects Mary's use of the word 'hero.'
Evidence: 'She would be a heroine and not a hero.'

(d) Peter
(i) Confident: He willingly shares his opinion before the class.
Evidence: 'My hero is a renowned footballer.'
(ii) Curious: He questions how an ordinary person can become a heroine.
Evidence: 'How can someone ordinary be a heroine?'

(e) Chief
(i) Hesitant: He delays solving the villagers' water problem.
Evidence: 'Such projects take time.'
(ii) Responsive: After pressure from the villagers, he promises to act.
Evidence: 'I will work on it. Give me two weeks.'

2. Mary's grandmother acted:
(a) Bravely by confronting the Chief and demanding a borehole.
(b) Confidently when speaking before the villagers.
(c) Selflessly because she fought for the welfare of the whole community.
(d) Determinedly by insisting that the villagers would seek justice if the Chief failed to act.
(e) Humbly by saying, 'We did it,' instead of taking all the credit herself.
(f) Wisely by encouraging unity among the villagers.

3. Mary's grandmother is a heroine because she demonstrated courage, leadership and selflessness by standing up for her community during a time of suffering.
Reasons
(a) She fought for the rights of the villagers. She demanded that the Chief provide a borehole because the villagers lacked water.
Evidence: 'Chief, our children are suffering; we need a borehole.'
(b) She showed courage. She was not afraid to challenge the Chief publicly.
Evidence: 'Then, fight for the people.'
(c) She inspired unity. She encouraged the villagers to work together.
Evidence: 'We shall go to the county offices ourselves.'
(d) She brought positive change. Because of her determination, the village eventually received a borehole.
Evidence: 'Grandmother, you did it. You saved the whole village.'
(e) She was humble. She acknowledged that success came through teamwork.
Evidence: 'No, my granddaughter, we did it.'

4. Appropriate insertion of the written flash-forward: Immediately after Mary says, 'I will be a great motivation to my future generation.'
5. Teacher to guide learners as they carry out this task.
6. The flash-forward has been inserted after Mary says she wants to inspire future generations.

It shows what happens many years later when Mary grows up and becomes a successful leader. The flash-forward helps the audience to understand that Mary's dream comes true because she follows her grandmother's example of servant leadership. It also emphasises that today's good values can shape tomorrow's leaders.

4.10 Intensive reading: Monster narrative, short story and play (project)

Monster narratives: Characters and their traits

Practice exercise 4.10.1 *(Revision Book Pages 99-100)*

1. (a) Suitable titles for the story include:
   (i) Khalayi and the ogre
   (ii) Khalayi and the suitors
   (iii) Ofuko the hunchback musician

   You should provide evidence from the oral narrative to support your choice of a title.
   (b) You should compare the titles you have, discuss and select the most appropriate.
   (c) (i) Esiriri: A traditional single stringed, vertical, fiddle instrument played by the Luhya in Western Kenya.
   (ii) Omutibo: A unique acoustic guitar that originated among the Luhya communities of Western Kenya.
   (iii) Engalabe: Along cylindrical drum native to the Baganda people borrowed and adapted by the Samia or Luhya of Kenya.
   (iv) Obukhana: An eight-stringed bowl lye instrument found among many communities in Kenya.
   (v) Oluika: A traditional wind instrument used in Kenya by the Luhya, crafted from the animal horns.
   (vi) Isikuti: A set of three Luhya traditional drums.
   (d) (i) Khalayi: A beautiful young girl.
   (ii) Ofuko: A young hunchback who loved Khalayi with all his heart.
   (iii) The ogre: An ogre who was unhappy that Ofuko wanted to marry Khalayi. He too had set eyes on winning the girl's heart.
   (e) They are both determined, persistent, resolute, steadfast and purposeful in their desire to win Khalayi's love.
   (f) Ofuko's character traits include creative, talented composer, determined, persistent, resolute, brave, steadfast, purposeful, strong-willed and protective.

   Draw your examples from their real-life experiences and make comparison with Ofuko's character traits listed above.
2. (a) You should listen to or read monster narratives from different sources.
   (b) Compile the features of the monster narratives from different sources.
3. (a) You should write your own monster narratives.
   (b) Work in groups to compile your narratives into an anthology and give it a suitable title.

Short story

Practice exercise 4.10.2 *(Revision Book Page 100)*

1. An outline of the main events in the story:
   (a) Moses, a stubborn young man and a good artist has the habit of playing pranks on his brothers.
   (b) He applies pepper on his brothers' food thus inviting their anger.
   (c) The brothers, Stephen and Wilberforce, decide to revenge.
   (d) While bathing in the river, the two brothers take off with Moses' clothes, leaving him at the river.
   (e) Moses is forced to move through the bush evading people to get home.
   (f) Out of mercy, his brothers leave his clothes near home at a junction.
   (g) Moses swears that he will avenge his humiliation by placing a beehive stolen from a neighbour, in his brothers' bedroom.
2. (a) She is strict, insists on her two sons doing house chores.
   (b) She is caring and supportive; she encourages Moses to excel in drawing.
3. (a) He is a trickster; makes the mother believe that the others are jealous of his talent.

(b) He is lazy and uses drawing to avoid house chores.
(c) He is talented.
(d) He is vengeful, wants to take revenge on his brothers.

4. (a) Moses always avoided work. While his brothers toiled with housework, he was busy painting everything in front of him.
(b) He played pranks on others; he would revel in the miseries of his brothers.
(c) Moses collected a lot of pepper and applied on the brothers' food without their knowledge.
(d) When his brothers took his clothes while at the river, no sooner had Moses finished dressing than he began planning how to exact total revenge on the two.

5. (a) There is humour when Moses darts from one place to another, hiding because he has no clothes on.
(b) There is humour when brothers attempt to eat food full of pepper.
(c) It is ironical that the mother supports and favours Moses instead of the well-behaved sons.

6. (a) They are not vengeful.
(b) They are forgiving.
(c) They are tricky.
(d) They are obedient.

7. The answer whether 'yes' or 'no' should be supported by evidence from the character and actions so far carried out by Moses. The answer 'yes' is the most likely. However, 'no' could be argued too because stealing a beehive is a tricky matter.

8. (a) Hard work: The story teaches the importance of working diligently. Stephen and Wilberforce perform household chores and farm work while Moses avoids responsibilities.
Evidence: 'While his brothers toiled with housework, Moses was busy drawing everything in front of him.'
(b) Forgiveness and self-control: The story demonstrates that revenge often leads to more conflict instead of solving problems. Both Moses and his brothers choose revenge instead of resolving their disagreements peacefully.
Evidence: The brothers hide Moses' clothes and Moses immediately begins planning another revenge involving a beehive.
(c) Responsibility: Everyone should contribute to family duties according to their ability. Moses neglects his responsibilities while his brothers work hard.
Evidence: Moses avoids work as his brothers labour on the farm and perform household chores.
(d) Respect for others: People should avoid actions that embarrass or hurt others. Moses repeatedly disrespects his brothers through harmful pranks, while his brothers eventually respond with revenge.
Evidence: Moses places frogs in shirts, lizards in school bags and pepper on the cassava, causing distress to his brothers.

Play: Project

Practice exercise 4.10.3 *(Revision Book Page 102)*

You should:

1. Choose a contemporary issue related to the effects of social media on the society.
2. Develop a story based on the issue and choose an appropriate setting for the play.
3. Decide who the protagonists and antagonists will be and determine the number of characters in the play. Keep the cast to less than ten characters.
4. Write a one-act play. Include appropriate stage directions and production directions.
5. Include both a flashback and a flash-forward in your play.
6. Ensure that your play has adequate humour and irony in language use.
7. Revise your draft, select a director and let him or her audition the actors.
8. Rehearse the play for a few weeks and conduct a dress rehearsal.
9. Perform and record the play digitally to share with the school.

4.11 Intensive reading: Dilemma narrative, short story and play

Dilemma narratives

Practice exercise 4.11.1 *(Revision Book Pages 102-103)*

1. (a) They are inattentive persons.
   (b) Samuel is an impulsive person.
   (c) Ndugu A is a sarcastic person.
   (d) Elopi is a focused person who ignores the chattering of his two colleagues while driving.
2. State your position on the story. Draw evidence from the story to support your answer.
3. There are two inspectors; the inspector of schools and the inspector of roads. The inspector of roads is the one who benefited from the condolence money.
4. There are two instances of dilemma in the story:
   (a) First one is when the three men must make a decision which direction they should take to the funeral.
   (b) The second dilemma has to do with whether to go back and retrieve the condolence money.
5. The dilemma is mainly in paragraph three.
   (a) The three characters are presented with the challenge of which road to take with no clear answer.
   (b) The action of giving money to the inspector of roads presents the problem of ethics. Should they go back and ask for money from the family? If they do not, how will they explain to those who contributed the condolence money.
   (c) This story requires logical and critical thinking.
   (d) Like all dilemma stories, it provides suspense and mental engagement.
6. (a) One should always be careful and ensure that they get correct directions to where they are going.
   (b) Always confirm the person's identity before you hand over money. Give the money to the correct individual.
7. One possible action would be to go back and explain to the family they had just been to that they mistakenly came to the wrong funeral.
   Mark any other answer that is well supported.

Short stories: Lessons learnt

Practice exercise 4.11.2 *(Revision Book Page 103)*

With your peers you should:

1. Search the internet or use anthologies available in the school to identify short stories about choosing a career.
2. Select one story and read it.
3. Discuss the lessons you learn from the story.
4. Explain how the characters help you to understand the moral lessons in the story.
5. Illustrate the events in the story and mark out the points at which the story imparts a lesson on the reader.

Play: Lessons learnt

Practice exercise 4.11.3 *(Revision Book Pages 103-105)*

1. The characters in the play are Mark, Larry, Jonah, Brian, Police Officer, Mr Mulwa, Shopkeeper, Learner 1 and Voice.
   Mark any correct description of the characters, provided it is well supported with evidence from the play.
2. (a) Brian is a responsible young man. He cautions his friends by saying: 'I do not think that is a good idea. We should go home and help our parents. Our safety is their happiness.'
   (b) Larry is a disobedient and reckless young man. He says in response to Brian: 'You are always playing safe. How will you become a real man if you continue rushing home like a little child?'
3. (a) Not all friends are good.
   (b) Bad habits or actions have consequences.
   (c) Beware of the company you keep.
   (d) Children should always be ready to assist their parents.
4. You should select a character and justify your choice with evidence from the play.
5. You should discuss a real-life situation, share ideas and show similarities with what is in the play.

4.12 Intensive reading: Main ideas, short stories (characters) and plays (characterisation)

Practice exercise 4.12.1 *(Revision Book Pages 105-108)*

1. Question 1 (a) to (c) should be done under the guidance of the teacher.
2. (a) Mark any relevant answers. Some possible answers include:
   (i) Maasai *shuka*: Worn by Maasai men.
   (ii) *Kanga*: A colourful cloth with Swahili sayings, worn mainly by the women along the Kenyan coast.
   (iii) *Kanzu*: Worn by Swahili men along the Kenyan coast.
   (iv) *Kiemba*: A long skirt adorned with beads, worn by the Agikuyu women.

   (b) Kizito is an **imaginative** and **ambitious** young musician because he constantly imagines himself as the Head of State. He is also **courageous** because even though he is the only learner wearing traditional attire while the others are dressed in modern clothing, he performs confidently without fear. In addition, Kizito is an **obedient** learner, as shown by his willingness to follow his teacher's advice.

(c) (i) Kizito had an excellent mastery of the *nyatiti* instrument.
   (ii) He was held in awe by the entire nation.
   (iii) He had emerged the best at the just concluded national music competition.
   (iv) He was at the big house on the hill to perform to the Head of State.

3. (a) (i) The play excerpt is about a mock wedding ceremony which begins with two couples taking marriage vows.
   (ii) The grooms die when the brides place the wedding rings on their fingers.
   (iii) The ladies are ordered by the security men not to mourn when their husbands collapse dead.
   (iv) They are then ordered to laugh and when they do so they are accused of laughing without conviction.

   (b) The main characters in the excerpt are Grabio, Taget, Helna and Desi.

   (c) You may name any of the characters, provided that you support your choice with appropriate evidence from the excerpt.

   (d) (i) Desi and Helna can be described as courageous. They question and stand up to the security fellows who are insisting they should laugh.
   Evidence: 'How can we? How can we possibly laugh, when tears of sorrow blind our eyes?'
   (ii) They can also be described as caring persons. They show feelings of loss and are emotional when their partners 'die'.

   (e) Lines that reveal the character traits of Grabio and Taget:
   (i) Taget: 'Being a little inhuman never did anybody any harm, did it?'
   (ii) Grabio: 'No, Taget, it never. There is no harm in adding a little colour, a little life to the dull world of the humane. We do it for sport, that is all.'
   This shows that Taget and Grabio do not care about causing pain or suffering to other people. They say they do it for fun. We can conclude that they are merciless and ruthless because they find fun in causing pain.

   (f) In reality, the two men are not dead; they are acting the role of victims of Taget and Grabio. The author wants the reader to see them as innocent persons suffering at the hands of the two; Grabio and Taget.

4.13 Intensive reading: Oral literature, short story and play

Oral literature: Praise songs

Practice exercise 4.13.1 *(Revision Book Page 108)*

1. (a) The song praises the bravery and heroism of Otenyo, who fought against the European colonial master, Northcote. It honours his courage, sacrifice and contribution to resisting colonial rule.

   (b) The main character in the song is Otenyo. Character traits of Otenyo are:

(i) Brave or courageous: 'He was a warrior; he fought the Europeans.'
(ii) Disciplined: 'He never drank liquor.'
(iii) Determined: He went to Getembe carrying a spear after hearing about the Europeans.
(iv) Fearless: He confronted the Europeans despite the danger.
(v) Patriotic: He fought to defend his people against the Europeans

(c) He was admired as a brave person, a warrior.
(d) Possible responses include:
(i) They preserve history and culture.
(ii) They honour heroes and heroines.
(iii) They promote unity within the community.
(iv) They encourage bravery and patriotism.
(v) They inspire younger generations.
(vi) They preserve oral traditions and cultural identity.

(e) Modern-day Getembe is the original name of present-day Kisii Town. Northcote's full name was Geoffrey Alexander Stafford (G.A.S) Northcote. He was a notorious British colonial administrator who served as a District Commissioner and was involved in bringing the Gusii people under British colonial rule.

2. You should:
(a) Identify an appropriate praise song from your community.
(b) Practise performing the praise song.
(c) Perform the praise song clearly and confidently.
(d) Use appropriate expression, voice projection, rhythm and gestures during the performance.

Short story: Style

Practice exercise 4.13.2 *(Revision Book Pages 108-110)*

1. It is not known exactly what type of instrument the Pied Piper played in Hamelin. However, it is generally believed to have been a medieval double-reed woodwind instrument. Today, there are various types of woodwind instruments, including flutes, recorders, bagpipes (popular in Scotland) and crumhorns (used in parts of Germany and Italy).
2. The rat terrorised the people of Hamelin.
3. Accept any correct examples of personification from the passage. Some may include:
(a) 'Rats, in their multitude, took over the town of Hamelin.'
(b) 'The mysterious smile that seemed to come and go.'
(c) 'The melody drifted through the town.'
4. The features of style that make the story easy to understand include dialogue, vivid imagery and personification.
5. The main characters in the story are the Pied Piper, the Mayor and the rats.
6. The main events in the story are as follows:
(a) The story begins with a town that was peaceful and full of prosperity.
(b) Then, disaster strikes when rats emerge in numbers and take over the town, eating everything in their path.
(c) The Mayor and the town officials have no solution until the Pied Piper comes to their town and offers to remove the rats.
(d) He clears the town rats using his pipe to play the music on the promise that he will be paid.
(e) The Mayor refuses to pay, annoying the Piper.
(f) The Pied Piper plays his pipe a second time and goes away with the town children, never to return.

You should give reasons for agreeing or disagreeing with the ending of the story.
7. The Mayor
8. Events that make the Piper leave Hamelin with all the children include:
(a) The Piper successfully removed all the rats.
(b) The Mayor refused to pay the agreed reward.
(c) The Mayor ignored the Piper's warning.

We, therefore, blame the Mayor for not keeping his word.
9. Lines that make the story mythical include:
(a) 'Long, long time ago, in Germany, there lived a community of people in Hamelin, a town near the River Weser.'

(b) 'What happened next is still being talked about to this very day in the town of Hamelin.'
(c) 'To this day, the story is remembered throughout Hamelin.'
(d) 'The mysterious tale of the Pied Piper became a lasting lesson that promises should never be broken and that greed can have painful consequences.'

Play: Style (humour and monologue)

Practice exercise 4.13.3 *(Revision Book Pages 110-111)*

1. (a) The monologue is at the beginning of the play; Mwaringa is talking to himself loudly.
   (b) (i) Mwaringa is concerned about his neighbour, Salim, who has made it a habit of eating at his house.
   (ii) He is concerned because it is costly to feed an extra mouth.
   (iii) He is worried because Salim eats too much.
   (iv) He is concerned that there will be no chapatis left for his children's breakfast.
   (c) Mark any well-reasoned response explaining whether the main character is justified in his decision or not.
   (d) (i) The instances include during the monologue, where Mwaringa says:
   - 'Does he think I pick this food by the roadside? Wait, if he dares set foot in this house today, with his twisted smile and think he will eat in my house, he has something coming.'
   - 'Hey, I hate to think of what would happen if Salim was to arrive now (*setting down a dish of beans*). The man eats! That will mean five chapatis down his throat into his protruding stomach, leaving me and my wife one and a half each and my children with nothing for breakfast.'

   (ii) The instance when Mwaringa has sworn not to open door for Salim only to see the man standing in his house having used the kitchen door.
   (e) As you act out, you should:
   (i) Interpretate the characters correctly.
   (ii) Use clear voice projection.
   (iii) Use appropriate facial expressions and gestures.
   (iv) Use appropriate body movement and stage positioning.
   (v) Demonstrate teamwork and cooperation.
   (vi) Perform confidently and fluently.
2. You should carry out this task under the guidance of your teacher.

4.14 Extensive and intensive reading

Features of style, short story and play

Practice exercise 4.14.1 *(Revision Book Pages 112-114)*

1. (a) Mark any relevant similes, metaphors and instances of dialogue identified from the passage.
   (i) Similes: As fast as wind, as cool as a cucumber, spread like wildfire.
   (ii) Metaphors: The huge iron bird, broken the glass ceiling, he is a deer incarnate, the 'wind of Nyakach', Pele of Kenya's football.
   (iii) Dialogue: On one such occasion, a villager was heard saying, 'There goes Yamo, a boy who goes faster than wind!' The one who was with her observed, 'That boy, Yamo, should have been born in the family of hunters. He is a deer incarnate.'
   (b) (i) Similes
   - Emphasise Yamo's exceptional speed and talent.
   - Make his achievements vivid and easier to imagine.

   (ii) Metaphors
   - Highlight Yamo's outstanding ability and determination.
   - Portray him as an extraordinary athlete destined for success.

   (iii) Dialogue
   - Makes the story lively and realistic.
   - Shows the villagers' admiration and recognition of Yamo's talent.

(c) Mark any relevant dialogue that demonstrates an appropriate conversation between Yamo and the villagers after his return from the competition in Oslo, Norway.

2. (a) Mark any appropriate title supported by a logical reason.
Sample titles include:
(i) A night with a green mamba
(ii) The snake in the hut
(iii) Juma's terrifying night
(iv) The uninvited visitor
(v) A night of fear

(b) Accept any appropriate answer based on the information from the story.
Sample answers include:
(i) The dramatic encounter between the snake and the rat.
(ii) Juma's calmness despite the danger.
(iii) The unexpected way the snake knocked over the lamp.
(iv) The suspense created throughout the story.

(c) Juma is:
(i) Responsible: He locks the door before going to bed.
(ii) Patient: He remains on the bed until morning.
(iii) Calm: He avoids making rash decisions.
(iv) Careful: He does not attempt to move in the dark.

(d) Mark any logical alternatives course of action provided by learners.

(e) Either 'yes' or 'no' answer is correct provided that it is supported by a logical reason from the passage.
Sample answers include:
(i) Yes: He remained calm in a dangerous situation. He made a wise decision that protected his life.
(ii) No: He did not perform an extraordinary act of bravery. He simply remained where he was until morning instead of taking action.

3. (a) (i) Bella
- Shy: Bella is shy because she fears what other girls will think if they see her playing football.
Evidence: 'I hope no girl at school sees me.'
- Lacks confidence (insecure): She doubts her ability to play football and fears being blamed if the team loses.
Evidence: 'What if we lose the game? I would not want to be blamed.'
- Courageous or brave: Despite her fears, Bella joins the team, takes the decisive penalty and helps her team to win the match.
Evidence: She takes a deep breath and scores the winning goal.
- Cooperative or helpful: Bella agrees to teach the other girls how to play football.
Evidence: 'Of course! I would not mind.'

(ii) Rafael
- Encouraging or supportive: Rafael continually encourages Bella to believe in herself and participate in football.
Evidence: 'Believe in yourself!'
- Caring: He is concerned about Bella's health and encourages her to exercise.
Evidence: 'If you do not go out to exercise regularly, your body can get sick.'
- Non-discriminatory: Rafael believes that sports are for everyone regardless of gender.
Evidence: 'We should not discriminate against anyone when it comes to sports.'
- Positive or optimistic: He teaches Bella that winning is not everything.
Evidence: 'What matters is to give 100% of ourselves.'

(iii) Martha
- Understanding: She understands Bella's fears and apologises for making her feel judged.

Evidence: 'We are very sorry if our attitude ever made you think that way.'
- Humble: She admits that they were wrong and apologises sincerely.
- Appreciative: She admires Bella's football skills and asks her to teach them.
  Evidence: 'Would you mind if you taught us how to play?'

(b) Girls should be encouraged to participate in football because it:
(i) Improves physical health by keeping the body fit and strong.
(ii) Builds self-confidence and helps girls to believe in their abilities.
(iii) Promotes teamwork and cooperation.
(iv) Develops discipline and responsibility.
(v) Helps them to discover talents that can lead to future careers.
(vi) Promotes gender equality by demonstrating that football is for both girls and boys.
(vii) Reduces stress and improves mental well-being.
(viii) Creates opportunities such as scholarships, competitions and professional careers.

(c) In groups, you should:
(i) Read the play carefully and understand each character's role.
(ii) Assign characters.
(iii) Practise reading your lines with clear pronunciation and expression.
(iv) Use appropriate facial expressions, gestures and body movements.
(v) Speak loudly and confidently so that everyone can hear.
(vi) Use simple props and costumes where possible.
(vii) Work together as a team to make the performance interesting.
(viii) Present the play before the class.
(ix) Listen respectfully as other groups perform and give feedback.

4.15 Intensive reading: Poems

Practice exercise 4.15.1 *(Revision Book Pages 115-116)*

1. (a) The title 'Beautiful world' introduces the subject of the poem, which is the beauty of the world's tourist attractions and natural wonders. It prepares the reader to expect descriptions of beautiful places, famous landmarks and natural features found across different parts of the world. Throughout the poem, the poet describes attractions such as the pyramids, the Eiffel Tower, Mount Kilimanjaro and the Kenyan Coast, showing how beautiful and unique the world is.

(b) (i) Stanza one
- Pyramids
- Seas and oceans
- Paris
- Eiffel Tower

These refer to famous historical sites and natural attractions around the world.

(ii) Stanza two
- Mount Kilimanjaro: This refers to Africa's highest mountain and a famous tourist attraction.

(iii) Stanza three
- Kenya's coast, palm trees and Swahili breezes: These describe the attractive coastal region of Kenya.
- Monuments: This refers to the tourist attraction sites discussed throughout the poem.

(c) (i) Simile: 'The pyramids rise like stone anchors, pinning down time.' The pyramids are compared to strong anchors because they have stood firmly for thousands of years and preserve history.

(ii) Metaphor: 'Nature approves that Earth is home.' The poet suggests that nature makes the Earth a beautiful and welcoming home for all living things.

(d) The persona is a traveller or observer who admires the beauty of the world

and its tourist attraction sites. The persona describes different places and landmarks while appreciating their beauty and importance.

(e) Importance of tourist attraction sites
   (i) Attract tourists: Many people travel from different parts of the world to visit these places.
   Evidence: 'Attracting millions of tourists.'
   (ii) Preserve history: Historical sites such as pyramids help people to learn about the past.
   Evidence: 'For the sites teach history, peace and care.'
   (iii) Promote peace and unity: People from different countries visit these attractions together, helping them to appreciate one another.
   Evidence: 'The sites teach history, peace and care.'
   (iv) Help people to appreciate nature: Natural attractions such as Mount Kilimanjaro, forests and the Kenyan Coast enable people to enjoy and appreciate the beauty of nature.

2. You should:
   (i) Search online for a poem related to tourism, travel, nature or cultural heritage and read it carefully.
   (ii) Choose one poem that you enjoyed reading and identify the stylistic devices used in it.
   (iii) Explain how each stylistic device helps to convey the main ideas or message of the poem.

3. (a) (i) Characteristics of a lion
   - Lions are strong and powerful animals.
   - They are carnivores (meat eaters).
   - Male lions have large manes.
   - Lions live in groups called prides.
   - They are brave and protective.
   - Lions are skilled hunters.
   - They are among the largest wild cats in the world.

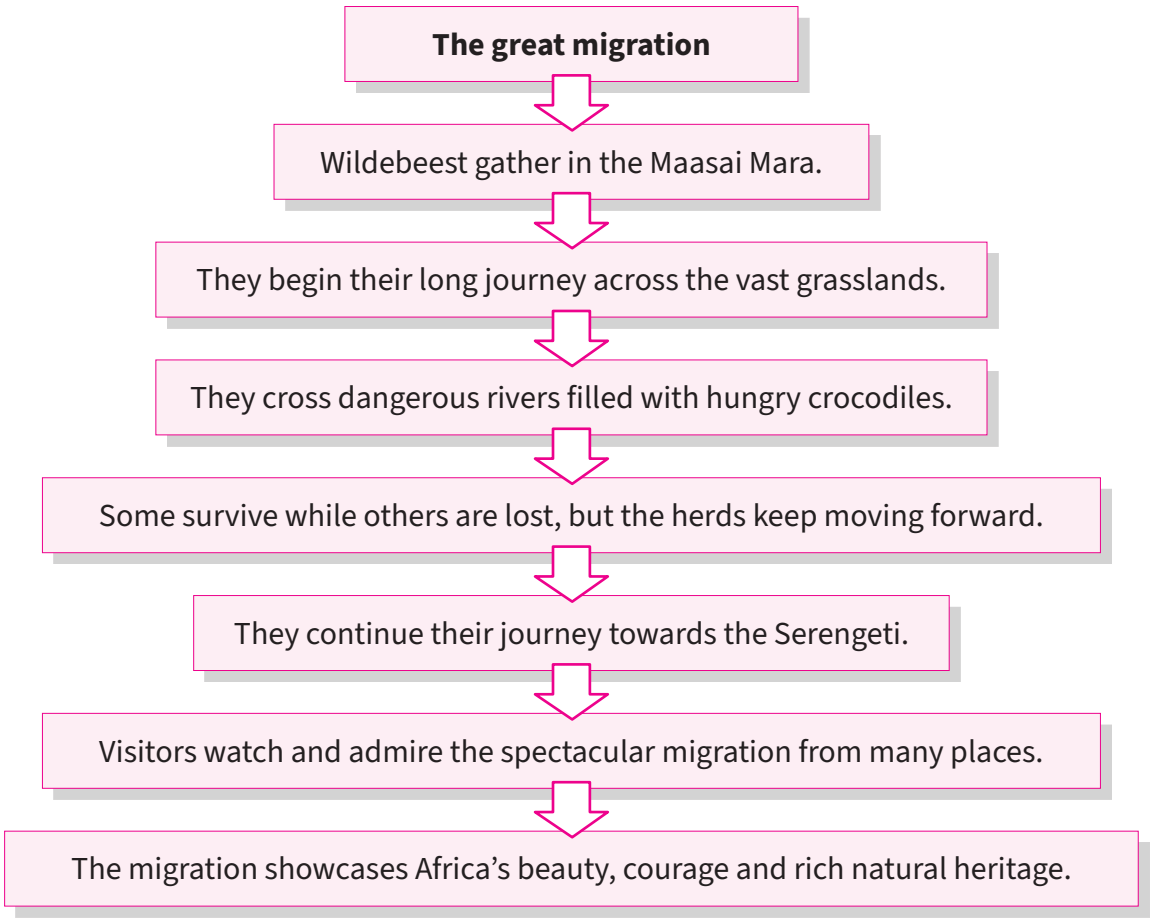
   (ii) Places in Africa where lions attract tourists
   - Maasai Mara National Reserve (Kenya)
   - Serengeti National Park (Tanzania)
   - Kruger National Park (South Africa)
   - Queen Elizabeth National Park (Uganda)
   - Hwange National Park (Zimbabwe)

(b) Accept any relevant response. Sample answer may include:
   (i) Africa has many beautiful tourist attractions.
   (ii) Wildlife attracts visitors from all over the world.
   (iii) Tourism creates employment opportunities.
   (iv) Tourism earns foreign exchange for countries.
   (v) Tourism promotes environmental conservation.
   (vi) Tourism helps people to learn about different cultures.
   (vii) National parks protect endangered animals.
   (viii) Tourists support local businesses by buying goods and services.

(c) The composed poem should:
   (i) Be relevant to the topic.
   (ii) Demonstrate creativity and originality.
   (iii) Have a clear organisation and a logical flow of ideas.
   (iv) Use appropriate poetic devices, such as imagery, similes, metaphors, personification, repetition or rhyme.
   (v) Demonstrate correct grammar, spelling and punctuation.

(d) Main ideas include:
   (i) The lion is brave and powerful.
   (ii) It is admired by many tourists.
   (iii) It lives in national parks.
   (iv) Lions are important in maintaining the balance of nature.
   (v) We should protect wildlife.

4. (a) A flow chart on stages of migration.



(b) The written poem should:
- (i) Be relevant to the topic.
- (ii) Be based on the stages shown in the flow chart.
- (iii) Present each stage as a separate stanza.
- (iv) Demonstrate creativity and originality.
- (v) Have a clear organisation and a logical flow of ideas.
- (vi) Use appropriate poetic devices, such as imagery, similes, metaphors, personification, repetition or rhyme.
- (vii) Use correct grammar, spelling and punctuation.

(c) You should:
- (i) Search online for clear and relevant visuals of the wildebeest migration.
- (ii) Compare the visuals with the imagery used in your poem you wrote above.
- (iii) Revise your poem by adding or improving descriptive details based on your observations from the visuals.

(d) You should:
- (i) Read your poem several times until you are familiar with it.
- (ii) Practise clear pronunciation, correct pace and proper voice projection.
- (iii) Use appropriate facial expressions and gestures to make your recitation interesting.
- (iv) Maintain eye contact with your audience where possible.
- (v) Recite your poem confidently before your classmates.
- (vi) Listen respectfully as your peers present their poems and give constructive feedback when requested.