English Revision Book

Grade 9

Answers

5 Writing

5.1 Handwriting: Legibility and neatness

Practice exercise 5.1.1 *(Revision Book Page 118)*

This is a self-assessment exercise. Assess your handwriting against the characteristics of good handwriting. For each aspect, give yourself a score ranging from 1 to 5. This should be used as a basis for self-driven practice for improvement.

5.2 Mechanics of writing: Punctuation marks

Practice exercise 5.2.1 *(Revision Book Page 118)*

1. Did you know the poem **B**uilding the **N**ation was written by **H**enry **B**arlow?
2. Tomorrow, **C**herono and **I** are going to watch the match between **T**usker **FC** and **AFC** **L**eopards.
3. Wow! **W**hat a beautiful Samsung mobile phone!
4. I will come home at **C**hristmas.
5. Did you say **I** should come with you?
6. Professor **M**ambo and **Dr** Onyango work at **UNICEF**.
7. We watched a **v**ideo on how the **A**berdare **R**anges were formed.
8. Uncle **T**om and **A**unt **N**ana are going to enjoy **S**wahili dishes in the **L**amu **C**ountry **C**lub next week on Friday night.
9. During **C**hristmas we will visit **T**homson **F**alls.
10. Joan and **I** are members of the **s**chool **c**hoir.
11. Our teacher of English is **M**r **K**atana.

Using the full stop (.), question mark (?) and exclamation mark (!)

Practice exercise 5.2.2 *(Revision Book Page 119)*

1. I love ice cream. **I** can eat it all day**.**
2. We want to contribute some money for his wheelchair. **C**an you help too**?**
3. We worked all night. **W**e had to submit our projects before the end of the day**.**
4. Imagine you were a bird**!** How far would you fly**?**
5. I have to go shopping. **I** need some stationery.
6. What a lovely bag**!** Where did you buy it**?**
7. Let us clean up**.** **T**he visitors will be here soon.

Using the comma (,)

Practice exercise 5.2.3 *(Revision Book Page 119)*

1. Wow**,** we won the race!
2. Hey**,** are you going to come to my birthday party?
3. Please get us sodas**,** chips**,** chicken and a cake for the party.
4. Our last examination is on Friday**,** 25 November.
5. All his children can play the piano**,** guitar and violin.
6. Before going to the party**,** I informed my parents.
7. Well**,** let us go.
8. My best friend**,** Hannah**,** helped me find the books I was searching for.
9. Bring the pen**,** please.
10. Hooray**,** I won.

Using apostrophe (’)

Practice exercise 5.2.4 *(Revision Book Page 120)*

1. My father’s house is very beautiful.
2. Make sure to dot all the i’s in your writing.
3. If you don’t work hard, you’ll not pass the test.
4. It’s Charles’ dog that saved the family.
5. The learners’/learner’s books are on the shelf.

Using the dash (–) and brackets ()

Practice exercise 5.2.5 *(Revision Book Page 120)*

1. I agree **–** but let me add one more point.
2. Finally, **(**we had been waiting anxiously for two days**)** we received news that our parents were alive and well.
3. Our grandfather **(**who was also present**)** requested that we remain behind to receive our Christmas gifts.
4. Mangoes, guavas and oranges **–** these are my favourite fruits.
5. I ate the whole cake **–** I did not know it was meant for Christmas Day.
6. We visited Nakuru National Park **(**where we saw a herd of buffaloes**)** during the school trip.

Using double quotation marks (“ ”)

Practice exercise 5.2.6 *(Revision Book Page 120)*

1. Mr Kamau said, **“**Submit your biology projects by the close of day tomorrow.**”**
2. **“**Let me talk to you just once,**”** the old lady begged.
3. **“**Please bring back the books you borrowed,**”** the librarian said.
4. The song **“**I will always love you**”** by Whitney Houston is one of the most famous love songs.
5. Mr Kinya shouted, **“**Why have you not submitted your portfolios for assessment?**”**
6. **“**Stop playing and join your brothers in preparing for the party,**”** Mzee Malinga said.

5.3 Writing narrative paragraphs

Practice exercise 5.3.1 *(Revision Book Pages 121-122)*

1. (a) Who? *My class, the author’s class.*
   (b) What? *Visit.*
   (c) Where? *Likoni ferry.*
   (d) When? *Last holiday.*
   (e) Why? *To learn.*
   (f) How? *Crossing the ferry experience.*
2. A visit to the Likoni Ferry. The main idea is expressed in the first (topic) sentence of the paragraph.
3. Using a clincher sentence to restate that the experience was educational.

Sequencing ideas in paragraphs using conjunctions

Practice exercise 5.3.2 *(Revision Book Page 122)*

Creating good personal hygiene habits in children is crucial **because** it helps them to stay healthy. Children should be taught how to wash their hands properly **or** they will fall sick frequently. Other essential hygiene routines that children should learn are brushing teeth and bathing. **When** we teach children hygiene techniques; we should keep it simple **and** keep them engaged. Whether it is washing hands, brushing teeth **or** bathing, it is important to help them understand what to do **and** why they are doing it. This will encourage consistency **and** help in habit forming. Teaching children to adhere to different types of personal hygiene is not easy **but** it is important for controlling the spread of infections and improving their overall wellness.

Using connectors of sequence

Practice exercise 5.3.3 *(Revision Book Page 123)*

Alex, the school captain, always planned his next day in the evening to avoid any delays in the morning. **To begin with**, he would put all the important things he would need the following day in his backpack. **Secondly**, he would lay out his uniform and exercise clothes on a chair next to the bed. **Next**, he would neatly place his shoes next to the chair. All this was meant to ensure no time would be wasted in finding things in the morning. **Afterward**, he would take a shower and put on his pyjamas. **Finally**, he would read something interesting for about 15 minutes before getting to bed. From the time he had learnt that evening routines were key to a good start in the morning, he did this every evening and encouraged other learners to plan in advance to avoid getting late for morning classes. That was leadership by example!

Developing paragraphs

Practice exercise 5.3.4 *(Revision Book Page 123)*

1. Develop the paragraph using examples of the various ways in which Sharon is hardworking.
2. Develop the paragraph using examples of school activities carried out during the second term.

Developing paragraphs using incidents

Practice exercise 5.3.5 *(Revision Book Page 124)*

The sentences given should be followed by appropriate incidents that complete the story.

5.4 Writing descriptive paragraphs

Practice exercise 5.4.1 *(Revision Book Page 124)*

You should expect the following:

1. A topic sentence that clearly tells what the paragraph is about.
2. Supporting sentences that provide details that help the reader to form a clear mental picture in the mind.
3. A concluding sentence.
4. Inclusion of sensory details and other descriptive words such as similes and metaphors to make the description vivid and memorable.

5.5 Functional writing

Friendly letter

Practice exercise 5.5.1 *(Revision Book Page 125)*

Format of a friendly letter

1. **Format**
   The letter should include the following parts:
   (a) **Sender's address:** Write your address in the upper right-hand corner of the page.
   (b) **Date:** Write the date after the sender's address.
   (c) **Salutation or greeting:** write *Dear*, followed by the name of the person to whom the letter is being written. It should be followed by a comma. Capitalise the first letter of the salutation.
   (d) **Closing:** Use for example, *With love* or *Your friend*, among others. Begin it with a capital letter and end with a comma. Follow it with your name to end the letter.
2. **Content:** Express your ideas in the body of the letter using a number of paragraphs as appropriate.
3. **Language and style:** Use a warm and friendly tone, appropriate word choice and correct grammatical structures.

Assessment rubric for marking the friendly letter.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*4 marks*)	All parts are correctly included and well organised: sender's address, date, salutation, body, closing, signature/ name. Proper spacing and alignment throughout. (*4 marks*)	All parts are included and correctly arranged. Minor errors in spacing or organisation. (*3 marks*)	Some key parts are missing or wrongly placed. Layout shows some inconsistency. (*2 marks*)	Most parts are missing. Poor or mixed format; letter is not recognisable as a friendly letter. (*1 mark*)
Content (*4 marks*)	Content is clear, engaging and fully developed. All expected points are impressively developed, clear and elegantly organised. (*4 marks*)	Content is relevant and understandable. All expected points are fairly developed and well organised. (*3 marks*)	Content is partly relevant. All expected points are included, but they lack necessary details. (*2 marks*)	Content is unclear, very limited or irrelevant. The points are not identifiable. Organisation is chaotic. (*1 mark*)
Language use (word choice and grammar) (*4 marks*)	Uses a wide range of appropriate vocabulary. Grammar, spelling, punctuation and capitalisation are excellent. (*4 marks*)	Uses suitable vocabulary. Grammar spelling, punctuation and capitalisation are mostly correct. Very few errors. Meaning remains clear. (*3 marks*)	Limited vocabulary. Frequent grammar, spelling, punctuation and capitalisation errors that affect clarity in some parts. (*2 marks*)	Very limited vocabulary. Very frequent grammar, spelling, punctuation and capitalisation errors that make the content difficult to understand. (*1 mark*)

Style (tone, formality informality) (*3 marks*)	Tone is friendly, warm and natural throughout. Clear sense of audience. Informal language used effectively. (*3 marks*)	Generally, the tone is appropriate. Shows friendliness though not natural throughout. (*2 marks*)	Mixed tone; sometimes too formal. (*1 mark*)	Tone is unclear. (*0.5 marks*)

Formal letter

Practice exercise 5.5.2 *(Revision Book Page 127)*

Respond to the given advertisement, adhering to the elements of a formal letter.

Format: It includes the following:

Sender's address

Date: Align with the dates given in the advertisement.

Recipient's address: Use the address provided in the advertisement.

Subject of the letter: APPLICATION FOR THE POSITION OF ICT SUPPORT ASSISTANT DURING THE SCHOOL HOLIDAYS

Salutation: Dear Sir or Dear Madam,

The body of the letter: Includes content that:

- Demonstrates ability to carry out the duties in the advertisement.
- Shows evidence of meeting the requirements as per the advertisement.

Complementary close: *Yours faithfully* or *Yours sincerely*.

Signature and name: End your letter by your name and then write your signature between the closing and your name.

Language style: Use courteous language and maintain a polite and professional tone.

Assessment rubric for marking the letter of application.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*4 marks*)	All parts of application letter are correctly presented: sender's address, date, recipient's address, salutation and closing. Well-organised paragraphs, formal closing, name and signature. Clear paragraphing and neat presentation. (*4 marks*)	All parts of application letter are present. Layout is generally correct. (*3 marks*)	Some parts of the letter are missing. Organisation is weak. Paragraphing is unclear. Layout is incorrect in some parts (for example, missing subject line or spacing). (*2 marks*)	Very few or no correct parts of application letter. Poor layout; not recognisable as application letter. (*1 mark*)
Content (*4 marks*)	Clearly states the purpose of writing. Includes all required details: personal information, preferred opportunity and strong reasons for applying. Ideas are well developed and relevant. (*4 marks*)	States the purpose clearly and includes most required details. Reasons are given, but not fully explained. (*3 marks*)	Purpose is unclear or incomplete. Some important details are missing. Reasons are weak or not well explained. (*2 marks*)	Purpose is missing or unclear. Very few relevant details provided. No clear reasons for applying. (*1 mark*)

Language use (word choice and grammar) (*4 marks*)	Uses formal and polite language consistently. Sentences are clear, varied and well-constructed. Uses a wide range of appropriate vocabulary. Spelling, punctuation and capitalisation are excellent. (*4 marks*)	Uses formal language. Sentences are mostly correct. There is some variety in sentences. Spelling, punctuation and capitalisation are mostly correct. Very few errors that do not affect meaning. (*3 marks*)	Limited use of formal language. Simple or repetitive sentences. Limited vocabulary. Frequent grammar, spelling, punctuation and capitalisation errors that affect clarity in some parts. (*2 marks*)	Some informal or inappropriate language used (for example, slang). Very limited vocabulary. Very frequent grammar, spelling, punctuation and capitalisation errors that make the content difficult to understand. (*1 mark*)
Style (tone, formality informality) (*3 marks*)	Uses a polite, formal and respectful tone throughout. Expressions are appropriate for an application letter. Shows enthusiasm and confidence. (*3 marks*)	Tone is generally polite. An informal expression may appear. Enthusiasm is not expressed successfully throughout. (*2 marks*)	Informal tone in some parts of the letter. Limited expression of interest. (*1 mark*)	Tone is unclear and careless (informal or even rude) in some parts. No sense of seriousness is shown. (*0.5 marks*)

Apology letter

Practice exercise 5.5.3 *(Revision Book Pages 127-128)*

You should expect a formal letter.

Format: Use the format and style of a formal letter as given under application letter above.

Content: The letter should include the following information:

1. Acceptance of the committed mistake.
2. Regret for the mistake.
3. An explanation of what went wrong or why the mistake occurred.
4. A promise to avoid repeating the mistake.
5. Asking for forgiveness.

Assessment rubric for marking the letter of apology.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*4 marks*)	All parts of a letter of apology are correctly presented: sender's address, date, recipient's address, salutation (for example, *Dear Sir* or *Dear Madam*), subject (if used), well-organised paragraphs, formal closing (for example, *Yours sincerely* or *Yours faithfully*), name and signature. Neat and well-arranged layout. (*4 marks*)	Most parts of the apology letter are present. Minor omissions (for example, subject line or spacing). Layout is generally correct and readable. (*3 marks*)	Some parts of the apology letter are missing (for example, address or closing). Organisation is weak; layout may be confusing. (*2 marks*)	Very few or no correct parts of apology letter. Poor layout; not recognisable as apology letter. (*1 mark*)

Content (*4 marks*)	Clearly states the purpose. Gives a sincere apology. Honestly, explains what happened. Takes responsibility. Expresses regret and shows understanding of consequences. Offers to make amends or promises improvement. Tone is respectful and appropriate throughout. (*4 marks*)	Apology is clear, but may lack some details. Explanation is given, but not fully developed. Responsibility is shown, but not strongly. Tone is generally appropriate. (*3 marks*)	Apology is unclear or weak. Limited explanation. May avoid responsibility. Lacks sincerity or important details. Tone sometimes is inappropriate. (*2 marks*)	No clear apology. Content is off-topic or incomplete. No explanation or responsibility. Tone is inappropriate (for example, blaming others or rude). (*1 mark*)
Language use (word choice and grammar) (*4 marks*)	Uses formal and polite language consistently. Sentences are clear, varied and well-constructed. Uses a wide range of appropriate vocabulary (for example, *I sincerely apologise*, *I regret my actions*). Spelling, punctuation and capitalisation are excellent. (*4 marks*)	Uses formal language. Sentences are mostly correct. There is some variety in sentences. Spelling, punctuation and capitalisation are mostly correct. Very few errors that do not affect meaning. (*3 marks*)	Limited use of formal language. Simple or repetitive sentences. Limited vocabulary used. Frequent grammar, spelling, punctuation and capitalisation errors that affect clarity in some parts. (*2 marks*)	Some informal or inappropriate language used (for example, slang). Very limited vocabulary. Very frequent grammar, spelling, punctuation and capitalisation errors that make the content difficult to understand. (*1 mark*)
Style (polite tone) (*3 marks*)	Tone is polite, respectful and mature. (*3 marks*)	Tone is generally polite. (*2 marks*)	There is informal tone in some parts of the letter. (*1 mark*)	Tone is unclear and careless (informal or even rude) in some parts. (*0.5 marks*)

Writing thank you letters

Practice exercise 5.5.4 *(Revision Book Page 128)*

You should expect a thank you letter or note.

Format: A letter to an aunt follows the format and style of a friendly letter.

Content: Include the following:

1. Show your thanks for the storybooks.
2. Show how you plan to use the storybooks.
3. Keep the message brief and heartfelt.
4. Thank her again before signing off.

Writing congratulatory letters

Practice exercise 5.5.5 *(Revision Book Page 129)*

You should expect a congratulatory letter.

Format: A congratulatory letter to a friend follows the format and style of a friendly letter.

Content: Include the following:

1. Congratulate your friend at the beginning of the letter and again when you close.
2. Mention what you are congratulating him or her for.

Style

1. Express your congratulations warmly.
2. Avoid flattery.
3. Maintain a positive and pleasant tone throughout.

Writing emails

Practice exercise 5.5.6 *(Revision Book Page 129)*

You should expect an email letter.

Try to do a real email to familiarise yourself with the format components of real-life email. You may send the letter to yourself.

Subject: Request for a face-to-face meeting

Salutation: *Dear Mr …*, *Dear Mrs…*, or *Dear Miss …*,

Language: You are writing to your teacher, so the language should be more on the formal side. (The level of formality depends on who is being written to.)

Content: Address the question:

1. Request for a face-to-face meeting to discuss performance (the strengths and weaknesses in your composition writing skills.)
2. Explain why you think such a meeting is necessary.
   Closing: Use appropriate closing, such as *Yours sincerely*, followed by your name.

Note: For comprehensive scoring, use assessment rubrics for marking letters provided under assessment models.

5.6 The writing process

Practice exercise 5.6.1 *(Revision Book Page 130)*

Apply the steps of the writing process to write a story. Include the steps as follows:

Step 1: Prewriting

Step 2: Write your draft

Step 3: Revise

Step 4: Edit

Step 5: Publish

5.7 Assessing writing

Practice exercise 5.7.1 *(Revision Book Page 132)*

Practise using the assessment tools given to self and peer assess.

5.8 Basic composition: Whole essay

Practice exercise 5.8.1 *(Revision Book Page 134)*

Write your composition adhering to the given outline.

Use the following assessment rubric for marking your composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (*2 marks*)	Clearly defines discipline, states its importance and introduces the main idea effectively. (*2 marks*)	Defines discipline and states its importance. (*1.5 marks*)	Partially defines discipline or gives an unclear main idea. (*1 mark*)	Introduction is missing or irrelevant. (*0.5 marks*)
Body paragraphs (*4 marks*)	All three body paragraphs are well developed with relevant supporting details on time management. (*4 marks*)	Most ideas are developed with appropriate supporting details. (*3 marks*)	Some ideas are developed but lack adequate supporting details. (*2 marks*)	Ideas are poorly developed or mostly irrelevant. (*1 mark*)
Conclusion (*2 marks*)	Clearly restates the importance of discipline and provides a strong ending. (*2 marks*)	Restates the importance of discipline adequately. (*1.5 marks*)	Conclusion is weak or incomplete. (*1 mark*)	Conclusion is missing or unrelated. (*0.5 marks*)

Language use (*4 marks*)	Uses varied vocabulary and correct sentence structures throughout. (*4 marks*)	Generally appropriate vocabulary and sentence structures with few errors. (*3 marks*)	Limited vocabulary and several language errors. (*2 marks*)	Frequent language errors interfere with meaning. (*1 mark*)
Mechanics of writing (*3 marks*)	Correct spelling, punctuation, capitalisation and paragraphing throughout. (*3 marks*)	Few errors in spelling, punctuation or paragraphing. (*2 marks*)	Several errors that occasionally affect readability. (*1 marks*)	Many errors that make the essay difficult to read. (*0.5 marks*)

Narrative composition

Practice exercise 5.8.2 *(Revision Book Pages 134-135)*

1. (a) The setting: Way to school and school.
   (b) The background information: A starving learner on the way to school.
   (c) The conflict: Jobless father, no money for food and school fees.
   (d) The characters: Wafula, Mrs Nimbuka, learners, teachers and the head teacher.
   (e) The message of the story: Helping others is essential to our own humanity. No matter how difficult the circumstances, we should remain hopeful.
2. Use the assessment rubric for marking a narrative composition provided under the assessment models.

Descriptive composition

Practice exercise 5.8.3 *(Revision Book Page 136)*

1. Examples of sensory details
   (a) Sight
      (i) Large, beautiful building made of stone
      (ii) Shiny glass doors and windows
      (iii) Sunlight reflected brightly on the glass
      (iv) Tall and impressive structure dwarfed every building
      (v) Sparkled like stars
      (vi) Many trophies arranged neatly on shelves
      (vii) Tall flagpole surrounded by flowers of many colours
      (viii) The national flag
      (ix) The flag moved in the wind
      (x) She always dressed neatly and looked smart
   (b) Hearing
      (i) The sounds … are still clear in my mind.
      (ii) We sung the national anthem proudly
      (iii) Our voices filled the air with a sweet sound
      (iv) Teachers and school representatives stood to talk to us
      (v) Her voice was calm but firm
   (c) Touch
      (i) The place felt cool
      (ii) The ground was … under our polished shoes
   (d) Feeling
      (i) I feel very happy and a little nostalgic
      (ii) Everything … was perfect
      (iii) Made me feel proud
      (iv) We sung proudly
      (v) Everyone respected her
      (vi) Full of joy
   (e) Smell: Smell fresh flowers from the flower bed
2. Use assessment rubric for marking descriptive composition provided under assessment models.

5.9 Mechanics of writing

Practice exercise 5.9.1 *(Revision Book Page 137)*

1. Depends on an individual learner's spelling problems.
2. (a) winner (b) swimming
   (c) splitting (d) wrapped
   (e) runner (f) fatter

3. Underline the word spelt correctly in each pair.
   (a) weird (b) field
   (c) deceive (d) friend
   (e) achieve (f) ancient

Homonyms and homophones

Practice exercise 5.9.2 *(Revision Book Page 138)*

1. stationery – writing materials such as paper, pens, envelopes
   stationary – not moving; staying in one place
2. weather – the condition of the atmosphere (for example, rain, sunshine, wind)
   whether – used to show a choice between two options
3. advise – to give guidance or recommendations
   advice – the guidance or suggestion given
4. plane – an aircraft; a flat surface
   plain – simple; clear; a large area of flat land
5. lose – to misplace something or fail to win
   loose – not tight; free or not firmly fixed
6. principal – the head of a school; most important
   principle – a rule, belief or basic truth
7. break – to separate into pieces; to stop
   brake – a device used to slow or stop a vehicle or machine

Synonyms and antonyms

Practice exercise 5.9.3 *(Revision Book Page 138)*

1. (a) The huge animal *scared/frightened* everyone in the village.
   (b) Should we *alter/modify* this design?
   (c) What a *marvellous/astonishing* day it was!
   (d) Please *assist* me.
   (e) They should *start/commence* the project tomorrow.
2. (a) sad (b) unfortunate
   (c) silent (d) vague

Prefixes and suffixes

Practice exercise 5.9.4 *(Revision Book Page 139)*

1.

Prefix	Meaning	Examples	Suffix	Meaning	Examples
mis-	incorrect or bad	misspell, misconduct	-ful	full of	beautiful, helpful, careful
un-	not or the opposite of	unhappy, unfair, unknown	-less	without	careless, hopeless, fearless
sub-	below or under	submarine, subcontinent subheading	-ness	state or quality	kindness, happiness, darkness
re-	again or back	rewrite, return, replay	-ment	condition of	enjoyment, movement, payment
pre-	before	preview, preheat, predict	-tion	the act of or condition of	creation, celebration, exhaustion

2.

Column A	Column B	Column C
Prefixes and suffixes	**Root words**	**Prefixed or suffixed words**
un-	employ	unemployment, employment
en-	kind	kindness, unkind
re-	courage	encourage, encouragement
dis-	arrange	disarrange, arrangement
mis-	like	unlike, likeness, dislike
-able	use	useless, misuse, reuse
-less	touch	touchable, retouch
-ment	enjoy	enjoyment, enjoyable
-ness	write	rewrite

Abbreviations and acronyms

Practice exercise 5.9.5 *(Revision Book Page 140)*

1. Mr – Mister (title for men)
2. KICD – Kenya Institute of Curriculum Development
3. Dr – Doctor
4. Mrs – Missis (title for married women)
5. IEBC – Independent Electoral and Boundaries Commission
6. Ms – Miss (title to refer to any woman regardless of marital status)
7. ICU – Intensive Care Unit
8. A.M. – Ante Meridiem (before noon)
9. P.M. – Post Meridiem (After midday)
10. AIDS – Acquired Immune Deficiency Syndrome

Numbers

Practice exercise 5.9.6 *(Revision Book Page 140)*

1. This class is for children between 7-eight years old.
2. This class is for children between seven to eight years old.
3. 20 learners have submitted their compositions.
4. Twenty learners have submitted their compositions.
5. Please give me 300 shillings.
6. Please give me three hundred shillings.
7. The examination will start at 8.30 a.m.
8. The examination will start at eight thirty a.m.
9. Turn to chapter two, page ten.
10. Turn to chapter 2, page 10.

5.10 The writing process: Dialogues

Practice exercise 5.10.1 *(Revision Book Page 141)*

Use the assessment rubric for assessing dialogues provided under the assessment models.

5.11 Functional writing: Personal journals

Practice exercise 5.11.1 *(Revision Book Pages 141-142)*

1. (a) The personal journal is about a visit to one of the world's spectacular waterfalls. The waterfall is considered a wonder of the world.
   (b) Components of a personal journey observed include:
   (i) Day, date and year.
   (ii) Clear heading.
   (iii) Memorable occurrence.
   (iv) Vivid details.
   (v) Reflections.
2. (a) **Format** (*4 marks*)
   Includes the following: Day, date, year and an appropriate heading.
   (b) **Content** (*7 marks*)
   (i) Should be a memorable experience.
   (ii) Include feelings and reflections.
   (iii) Use vivid and relevant details.
   (c) **Language use** (*4 marks*)
   Mark language at four levels of performance using the assessment rubric provided under the assessment models.

5.12 Filling forms: Application forms

Practice exercise 5.12.1 *(Revision Book Pages 142-143)*

1. Fill in the admission form given. In case you experience any difficulty, seek assistance from your peers.

2. Here is a short form that collects only the most important information for a club membership application.

School Club Membership Application Form

Club Applied For: .....

1. Personal Information

Full Name: .....

Age: .....

Grade: .....

2. Contact Information

Parent/Guardian's Name: .....

Telephone Number: .....

3. Interest

Why would you like to join this club?

.....

.....

4. Declaration

I confirm that the information provided above is true and correct.

Applicant's Signature: ..... Date: .....

5.13 Creative narrative compositions: Idioms

Practice exercise 5.13.1 *(Revision Book Page 144)*

1. (a) with open arms – very happily and warmly
   (b) peace of mind – calm and relaxed feeling
   (c) monkey business – silly or naughty behaviour
   (d) got wind of – find out about a situation that someone was hiding
   (e) added insult to injury – made a bad situation worse
   (f) apple of my eye – something very special that i love
   (g) cry over spilt milk – worry about something that has already happened.
   (h) to burn the midnight oil – work late into the night
   (i) come in handy – be useful in the future

2. Mark your short narrative composition using the following assessment rubric.

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
More than six idioms are explained and used impressively.	Five to six idioms are explained and used correctly.	Three to four idioms are explained and used correctly.	Less than three idioms are explained and used correctly.

5.14 Functional writing: Packing and shopping lists

Practice exercise 5.14.1 *(Revision Book Page 145)*

You should expect a packing list:

Priced back-to-school shopping list			
Item	**Quantity**	**Estimated unit price (KSh)**	**Total (KSh)**
Exercise Books (A4, 120 pages)	10	120	1,200
Ballpoint Pens (Blue/Black)	10	20	200
Pencils	4	20	80
Sharpener	1	50	50
Eraser	1	30	30
Toothbrushes	2	100	200
Toothpaste	2	180	360
Bathing Soap	4	120	480
Washing Soap/Detergent	2	250	500
Plastic Bucket	1	500	500
	Total estimated cost (Ksh.)		**3,600**

Packing list

Practice exercise 5.14.2 *(Revision Book Page 145)*

You should expect a packing list.

1. **Format** (*3 marks*)
   (a) Appropriate title, for example, Packing list for an educational youth camp. (*1 mark*)
   (b) Clear list format using bullets, numbering or categories. (*2 marks*)
2. **Content** (*6 marks*)
   (a) Correct categorisation of items into five groups. For example, smart casual wear; sports and games attire; toiletries and personal care items; learning materials; miscellaneous items.
   (b) Relevance and adequacy of items under each category.
3. Language use and mechanics of writing (*6 marks*)

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Language use (vocabulary and grammar) *(4 marks)*	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. *(4 marks)*	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. *(3 marks)*	Vocabulary is basic with some words misused. Some sentences have errors. *(2 marks)*	Vocabulary is very limited and most of the sentences are incorrect or incomplete. *(1 mark)*

Spelling, punctuation and capitalisation *(2 marks)*	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. *(2 marks)*	A few mistakes, but they do not affect clarity and understanding. *(1.5 marks)*	Several mistakes that affect clarity in some parts of the packing list. *(1 mark)*	Mistakes are so many that the packing list is difficult to follow. *(0.5 marks)*

5.15 Functional writing: Notices and posters

Practice exercise 5.15.1 *(Revision Book Page 146)*

1. Notice

   Award marks for:

   (a) **Format** (*4 marks*)
   - Correct title/heading (NOTICE)
   - Date
   - Appropriate layout or organisation
   - Signature, name and designation of the issuer

   (b) **Content** (*4 marks*)
   - Purpose of the notice
   - Date and time of the event or activity
   - Venue or place
   - Any additional necessary instructions or details

   (c) **Language use** (*4 marks*)
   - Correct grammar
   - Appropriate vocabulary

   (d) **Mechanics of writing** (*3 marks*)
   - Correct punctuation, spellings, capitalisation

2. Poster

   Award marks for:

   (a) **Format** (*4 marks*)
   - Catchy headline or title
   - Attractive and well-organised layout
   - Proper spacing and visual presentation
   - Appropriate use of poster conventions

   (b) **Content** (*4 marks*)
   - Relevant message
   - Clear purpose
   - Brevity
   - Creativity and originality

   (c) **Language use** (*4 marks*)
   - Correct grammar
   - Appropriate vocabulary

   (d) **Mechanics of writing** (*3 marks*)
   - Correct punctuation, spelling and capitalisation