**Form One English Interactive Series**

**Introduction**  
English is one of the most widely used languages in the world.It is not only the official language of communication in many countries but also the official language of commerce and industry, aviation and social interactions.

Mastery and proficiency in the English language is considered important because it enhances effective communication and provides opportunities for academic, social and professional benefits.

Proficiency in English language also improves the learning of other subjects across the curriculum. The e-content lessons in this programme are based on the four main language skills and grammar as covered in the Secondary School English Syllabus.

These are:  
Listening and Speaking  
Reading  
writing

Aspects of literature have been integrated to strengthen and enrich the process of the language learning. This is also expected to provide realistic contexts and opportunities where a variety of language is used to make the learning more meaningful

**Role of English in curriculum implementation**  
Mastery and proficiency in the English language is considered important because it enhances effective communication and provides opportunities for academic, social and professional benefits. Due to its prominence as the world's mostly spoken language, English has been adopted as the language of instruction in many learning institutions. Proficiency in it therefore improves the learning of other subjects across the curriculum.  
  
Listening and speaking skills play an important role in social and academic development. A person who listens and speaks effectively is able to receive and respond to information appropriately. These two skills also contribute significantly to the development of reading and writing skills. Mastery in speaking and listening skills enhances intelligibility, confidence and interaction among learners within and beyond the boundaries of Kenya.  
  
  
**Pronunciation**

An important aspect of effective speaking is correct pronunciation. Correct pronunciation of sounds and words is key to effective speaking. Effective speaking is considered important because it leads to effective communication in general.   
  
The challenge faced in the pronunciation of English words correctly is due to the fact that most of the Kenyan languages do not have sounds similar to those found in English. You therefore need to identify sounds that are problematic to you and practise thoroughly to master their correct pronunciation. In the lessons that follow, you will learn and practise pronunciation of English vowels and consonants correctly.

**Background Information**

An effective speaker communicates clearly, fluently and convincingly. He is able to capture and maintain the attention of the listeners. Correct pronunciation greatly enhances this.In this lesson you will practise how to pronounce English consonant and vowel sounds correctly.

**Lesson Objective**

**By the end of the lesson, you should be able to pronounce consonant and vowel sounds correctly**

**Pronunciation of Vowel and Consonant Sounds**

Correct pronunciation of sounds and words is key to effective speaking . Effective speaking is considered important because it leads to effective communication in general. The challenge to pronounce English words correctly is due to the fact most of the Kenyan languages do not have sounds similar to those found in English. You therefore need to identify sounds that are problematic and practise thoroughly to master their correct pronunciation.

There are some sounds in English that pose a pronunciation challenge to some students. A case in point is the distinction between the sounds /f/ and /v/. In this lesson you will practise pronouncing the two sounds correctly.  
  
**Pronunciation of consonant sounds /f/ and /v/**

In Kenya, both teachers and learners are drawn from different ethnic groups, speaking a variety of either related or non- related languages. This explains why people from different communities across the country have challenges in the pronunciation of certain English words and sounds. You therefore need to identify the problematic sounds and practise until you master their correct pronunciation.  
  
Read the following sentences correctly paying close attention to the pronunciation of the sounds /l/ and /r /. Click the repeat button to read again and again until you are able to pronounce the sounds correctly.

**Lesson Objectives:   
By the end of the lesson you should be able to pronounce /L/ and /r/ sounds correctly.**

Activity 4:  
Choose the correct words from the choices given to complete the sentences correctly.   
  
**Pronunciation of consonant sounds /l/ and /r/**

In Kenya, both teachers and learners are drawn from different ethnic groups, speaking a variety of either related or non- related languages. This explains why people from different communities across the country have challenges in the pronunciation of certain English words and sounds. You therefore need to identify the problematic sounds and practise pronouncing them until you master their correct pronunciation.   
  
Listening Comprehension and Note-making  
Listening comprehension involves learning, practising and testing the understanding of spoken (oral) text. The focus in this lesson is to enable you to listen, understand, retain and use the information communicated through speech for various purposes.  
Under this sub- topic we shall cover the following :

1. Trickster narratives
2. Poetry

**Listen carefully to the story entitled 'The Lion and the Hare**

You will answer questions after listening to the narrative.   
If you have to listen to the story more than twice, it means you need to sharpen your listening skills.

**Objectives: By the end of the lesson, you should be able to:**

1. Identify the features of trickster narratives correctly.
2. Take notes precisely.
3. Retell the story effectively.

**Trickster Narrative**

A narrative is an oral or written story with a moral teaching to the audience or the reader. Narratives are divided into the following categories: Trickster, Ogre, Myths, Legends, Aetiological and Dilemma .  
  
A Trickster Narrative has the following typical features:  
a) the trickster  
b) the trick  
c) the pretence  
d) the character being tricked or the one being duped

**ACTIVITY**  
Describe the character of the hare and the lion by choosing the correct character traits from the list and placing them in the appropriate circle.

## Poetry

Poetry is a form of expression either written or oral. It is a form of communication between the poet and the audience or the reader. Poems can be sang, recited or chanted using a specific language meant to evoke the emotions of the listener or the reader. Poetry essentially offers an opportunity for shared experiences on a variety of issues affecting the society. The poem 'You watched' will be discussed in the lesson.

Students reciting a poem

Words like thank you excuse me, sorry, and please are used to express politeness.  
Etiquette therefore is defined as the conventional rules of behaviour in polite societies or courteous use of language..   
  
**Lesson Objectve  
By the end of the lesson you should be able to use courteous language appropriately**  
**Language Etiquette**

Etiquette in language refers to the correct and polite or courteous use of language in our every day interactions with others. Examples are: excuse me, may I go in, please... and many others as shown below,

Excuse me, I would like to go in  
Oh! You have brought the pen?  
Answer: Thank you for bringing the pen.  
Give me some water?

Answer: Please give me some water.  
I lost your book I will get you another one  
Answer: I am sorry I lost your book I will get you another one.  
The statements,  
Excuse me I would like to go in.  
Thank you for bringing the pen.  
Please give me some water.  
I am sorry I lost your book. I will get you another one, should appear on the left side of the text. The words excuse me, Thank you, Please and Sorry should be highlighted.  
Grammar  
  
  
**What is grammar?**

Grammar is defined as the way words are combined to form longer and meaningful units. The main objective of learning grammar is to help you understand how language works and be able to use it correctly and appropriately in different contexts. The teaching and learning of the grammar of a language begins with the word. Therefore, it is important that learners master the characteristics and uses related to words as classified under parts of speech.

Learning how rules operate in a language is necessary but it is much more important to know how to use the language in real life situations. It means a learner who has mastered grammar knows how to apply the rules in order to communicate effectively and thus enhance positive interactions among people.   
  
**By the end of the lesson you should be able to:**

1. Identify different types of nouns correctly
2. Use nouns in sentences correctly

**Background Information**

Read the sentences below each picture paying close attention to the underlined words  
  
.  
Koech lives on a tree.  
Nairobi is the busiest city in Kenya.  
Omondi hurt his leg badly during the game.   
The accident claimed the lives of many children.  
Drought is a major problem in North Eastern Province due to poor rains.  
All the underlined words are nouns. They name people, places, events and things.   
  
**Nouns**Nouns are words used to name person(s), place(s) event(s) or thing(s).Name the nouns you can see in the picture below:  
  
Nouns are divided into two main groups namely:  
a) Proper nouns  
b)Common nouns

**Activity :**

Common nouns are names of ordinary things or groups.  
Proper nouns are names of specific people, countries, months, days.  
Note that all proper nouns are written with an initial capital letter e.g. March, Halima. 

The hyena’s\_ put him in problems.  
People are dying of \_ in drought stricken areas.  
\_ lies in the eyes of the beholder.  
His \_ came after a long struggle.  
The teacher’s presence caused the pupils a lot of \_.  
Discomfort, beauty, hunger, greed, success.

**Study the sentences below.**

There are pins on the table.  
The elephant crushed the poacher to death.  
Kimani secured admission into the University.  
The underlined words are known as concrete nouns. These are things that we can see, touch, hear, smell or taste.

Nouns that are not tangible, that is, they cannot be seen or heard are called abstract nouns. Other examples include kindness, corruption, hunger, greed among others.  
Your basic knowledge on nouns, pronouns and other parts of speech will be useful this lesson.   
  
Relate the sentences to the position of things mentioned in the animation   
Identify prepositions in sentences correctly.   
Use prepositions appropriately in sentences.

**Prepositions**

A preposition is a word that is positioned before its object and shows relationship between the object and another word (complement).

1. The thief jumped over the fence.
2. The goats run across the field.
3. Joan dived into the swimming pool.

**The words over, across and into are prepositions**

Study the following sentences paying attention to the underlined phrases and the highlighted words within the phrases:

The cow ate grass  
Most lions move in a pride.  
My new shoes have laces.  
That yellow cheese is made from milk.  
The sheep's fleece is used to make warm sweaters.

The words the, my, most and that are determiners. Determiners include articles, numbers, demonstratives etc. New and yellow are modifiers because they tell us more about the shoes and the cheese. The words cow, lions, shoes, cheese and sheep are nouns.  
In each of the sentences, the underlined groups of words are known as noun phrases. They have a noun as the headword. A phrase then is a group of words without a subject or verb and they don't make sense on their own.  
  
**Noun Phrases**A phrase is group of words that does not make sense on its own. A noun phrase is a group of words that does the work of a noun in a sentence. The following are examples of noun phrases:

1. the tall building
2. our new books
3. the dangerous path

The nouns building, books and path are head words of the noun phrases above.   
Match the pictures and the sentences.  
My beautiful ballerina won the championship.  
The jungle is a scary place to be.  
The boy woke up early.  
That Schools cyber cafe is operational  
The roof tops are caving in.

Include a pictorial depicting the words that have been underlined.  
A picture of a beautiful ballerina.  
A picture of a jungle  
A picture of a boy waking up.  
A cyber cafe.  
A caving roof top.  
.   
The words, my beautiful ballerina, the jungle, the boy, that schools cyber cafe and the roof tops are referred to as phrases. Phrase then is a group of words without a subject or verb and they do not make sense on their own.

For instance the phrase my beautiful ballerina has no verb or subject and it requires the second part of the sentence, won the championship to make it meaningful.  
The second phrase, the jungle, has no subject or verb and it requires the part of the sentence, is a scary place to be, to make sense.

N/B:The words ending in -ing are verbs and they are often referred to as action words.   
  
Identify the different verb forms correctly.  
Construct different types of simple sentences appropriately.  
  
**Verbs**

Verbs are words used to describe an action or state, for example, run, jump, eat, drink, swim ,is, am and are.   
The man in the picture is drinking coconut juice

Activity 1:  
Highlight all the verbs that are used in the sentences:  
Read the following sentences.  
The girl is walking to school.  
The bird is flying.  
The boy is reading a text book.  
The man is eating yams.  
The girl is dancing.

The sentences are all in the present form and the action words have been highlighted. If the statement is changed into a past action, the focus will be on the action words (verbs).  
Change the verb given in brackets into the Past Tense to make meaningful sentences.  
Type from the keyboard the correct answer.  
If the typed answer is right applaud the student. Incase the answer is wrong, encourage the student to try again to get the correct answer.  
  
This is a drag and drop exercise. Applaud for the correct answer and give encouragement for the wrong answer:  
Provide the appropriate verb from the list given in the box.  
Quit  
Put  
Beat  
Hurt  
Hit

Joshua was \_ in the field. (hurt)  
She \_ off the lights after preps(put)  
Mwikali \_ the debating club this term(quit)  
The thief was \_ by a speeding Matatu(hit)   
Our netball \_ the visiting sunrise Girls team(beat)

Activity 5:  
Type the correct answer to fill the blank spaces.  
You need to be familiar with parts of speech especially verbs and adjectives. Read the following sentences paying attention to the highlighted words:

Juma runs quickly.  
This is a very sweet mango.  
Jane reads quite clearly.

In sentence 1, quickly shows how or in what manner Juma runs, that is, quickly modifies the verb runs.  
In sentence 2, very shows how much or to what degree the mango is sweet, that is, very modifies the adjective sweet.  
  
In sentence 3, quite shows how far or to what extent Jane reads clearly, that is, quite modifies the adverb clearly.  
A word that that modifies a verb, an adjective or another adverb is called an adverb.

## Adverbs

**Lesson Objectives.  
  
Define an adverb.**  
Identify adverbs in sentences correctly.  
Use adverbs of manner, time and frequency in sentences correctly.  
  
**Adverbs**

Adverbs are words used to describe verbs (actions), adjectives or other adverbs. These words explain how, when and how often an action in a sentence occurs. The following sentences illustrate this idea.

1. Esther sang the song nicely.
2. Kubo is washing his shirt now.
3. The choir practices everyday.

The adverbs nicely, now and everyday give us more information about the verbs or actions mentioned in the sentences above.   
  
The underlined words in the sentences are adverbs. These are words that explain how, when and how often the actions in the sentences occur.

For example:  
How often does Atieno go to school? Everyday   
When is Kamau going to dig his farm? Now  
How is Katana pushing the cart? Slowly

There are different kinds of adverbs, in this lesson however, we shall deal with adverbs of frequency (how often), time (when), and manner (how).  
  
Information on nouns and pronouns would be useful in this lesson. Look at the following photograph and name all the nouns.  
  
Some of the nouns in the photograph are:   
tree  
nests  
house  
car  
sky

If you want to describe the nouns in the photograph, you may talk of a permanent house, a blue sky or a tall tree. The words permanent, blue and tall are referred to as adjectives. These are words used to describe or tell us more about a noun or pronoun.  
  
The highlighted words are more examples of adjectives:

1. Rosemary owns a beautiful house at Gachie   
2.Mature coconut   
3.Coastal trees   
  
**Palm trees**

Gradable and non-gradable adjectives   
A gradable adjective is an adjective which can have -er and -est added to it or be used with "more" and "most" when making comparisons.

**Examples**The tea is hotter than the porridge.   
Pine trees are more beautiful than wattle trees.   
Hot and beautiful are gradable adjectives   
On the other hand, non-gradable adjectives are absolute and therefore not comparable.

**Examples**An atomic bomb was used to destroy the city of Hiroshima.   
Njeri is an American citizen.   
Atomic and a American are non-gradable adjectives   
  
**Identify adjectives in a sentence correctly.**Give examples of gradable and non gradable adjectives.  
Differentiate between gradable and non gradable adjectives.  
Use adjectives in sentences correctly

**Adjectives**

Adjectives are words used to describe or give more information about a noun or a pronoun, for example short, beautiful, new and old as illustrated in the following sentences:

1. Fatuma bought a beautiful dress.
2. The farmer used an old lorry.
3. Ketan drives a new car.

The adjectives used in the sentences above provide more information about the nouns.   
Insert pictures.

Left side: a man feeling cold in a sweater.  
Right: a man feeling very cold in an overcoat and a shawl round his neck.  
He is also wearing gloves. The man is shivering.  
Left side: a bungalow on sale with a price tag of 1.5m.  
Right side: a maisonette on sale with a price tag of 2m.   
Left side: a lady driving a big car  
Right side: a lady driving a very big car.  
Eldoret is \_ cold than Limuru.  
Sidis car is \_ big compared to Damas.  
A bungalow is \_ expensive than a maisonette.  
Insert an alphabet strip so that the learner can type in the answers.

Answers   
Less   
very   
extremely   
Study the sentences below paying attention to the highlighted words.  
Diamond is a unique jewel.  
My mother has a woolen sweater.  
Some of the exhausted players were allowed to rest.  
Highlight the words in the boxes in a different colour.  
The highlighted words in the sentences are non gradable because they do not indicate degree. That is, they express a complete idea.  
Assessment 3  
  
**Ungradable Adjectives**

Reading is a mental process that involves the ability to interpret words and symbols and assigning them meaning to communicate ideas or thoughts. The ability to read effectively and fluently is vital both for academic purposes and life in general.  
  
Good reading skills will help improve performance in schools, enhance information gathering and learning of concepts. Reading will expose you to new vocabulary ,new sentence structures and good models of language use.

Efficient reading is about reading in a way that allows you to understand the writer's message without spending too much time in the process. It's also about reading with a clear purpose in mind so that you only read material that is relevant. When you're reading in preparation for an essay or for understanding generally, remember that good reading strategies go hand-in-hand with good note taking skills.

Efficient reading starts with choosing a strategy to suit the kind of text you have to read because your purpose in reading and the nature of text to be read will determine your strategy  
  
There are various techniques employed in reading depending on the purpose. In this lesson you are going to explore Skimming and Scanning as examples of techniques commonly used in reading.

**Skimming**

This means reading the text quickly to understand the main points without studying the text in detail. Skimming is done when one wants to get an overall impression of the text

**Scanning**

This is done when one wants to locate specific information from a text .Scanning also involves looking through the text or material quickly to get required information. 

**Lesson Objective.  
  
By the end of the lesson you should be able to read a passage within a given time**

**Speed Reading**

The process of reading involves more than just looking at words. It entails interpreting and assigning meaning to words and symbols to communicate desired information. The speed at which you read is determined by how fast and efficient your eyes transfer the information to the brain and how quickly the brain interprets the message. You have to pratise reading fast in order to save time and at the same time access and process information required within a given time.  
  
**Read the passage provided as fast as you can.**

The palm tree is a wonder tree. Its fronds can be used to decorate outdoor events when they are freshly cut and green. The dry fronds can be used to make brooms and mats. weaved into 'Makuti' pieces, they make beautiful thatching material. Palm trees are also used for timber and firewood. The fruits of the palm tree are very nutritious, palm seeds can also be used to produce palm oil.

In some cases the sap of the young fronds can be tapped and then fermented to make palm wine. All these uses, make the palm tree a major economic resource for the communities living along the Coastal regions.  
  
Create a clock such that the passage disappears from the screen after a minute and a half. Let the students access the same passage if they want to do the exercise again.   
  
Read the passage again in one minute and try to find answers to the questions below.  
What is made from dry fronds?  
Which part of the palm tree is said to be very nutritious?  
What is fermented to make palm wine?  
Which people benefit from the palm tree?

Provide the passage again for only 11/2 minutes and provide a check answer button. The answers are.  
Broom and mats  
the coconut   
the sap  
People living along the coastal region

Read the following passage in 11/2 minutes and as you read try to find answers to the questions below.  
What ailments are brought about by smoking?  
Why is smoking unhygienic?   
Why is smoking equated to a worm?  
Does smoking affect unborn babies?

Smoking is a harmful habit. The tobacco used to manufacturing the cigarettes causes side effects to the smoker.

Tobacco is carcinogenic. It causes cancer of the mouth, oral tract and the lungs. In addiction it causes discoloration of the teeth and the fingers. Not only does smoking affect those who smoke but it also affects the unborn babies in the case of pregnant women who smoke. Passive smokers or those who inhale the smoke indirectly are also at great risk, smoking weakens and clouds the brain and creates thirst of alcohol.  
Smoking is also dirty and unhygienic. Many smokers litter their precincts with ashes and cigarette butts.

Tobacco smoking can be equated to a worm that eats you slowly from inside such that by the time the symptoms are visible the damage is irreparable.

**Provide a check answer button. The answers are:**

*Cancer of the mouth, oral tract and lungs.*

It’s unhygienic because many smokers litter their precincts with ashes and cigarette butts.  
Smoking is equated to a worm because it eats one from the inside and by the time the symptoms are visible, the damage is irreparable.

The process of reading involves more than just looking at words. The speed with which you read is determined by how fast and efficient your eyes transfer what they see to the brain and how quickly the brain interprets the message.

You have to practice reading fast especially when you have to save time. In order to learn how to read fast, one needs to do the following.  
Understand how reading takes place.  
Read word groups rather than individual words.  
Fast: I cooked delicious food for the family.  
  
Slow: I cooked delicious food for the family.  
The first sentence has been read by a fast reader while the second is by a slow reader.  
Try to avoid distractions like noise, loud music etc.

Read extensively to be informed in various areas.  
Keep assessing yourself,. Occasionally time yourself as you read widely on available reading materials.

Poetry is a form of expression either oral or written. Poems can either be sang, recited or chanted to convey desired information. Play the animation below to see the building up of the storm as you read the poem 'A Sudden Storm'.   
  
**A SUDDEN STORM.**The wind howls, the trees sway,  
The loose housetop sheets clatter and clang,  
The open window shuts with a bang,  
And the sky makes night of the day.  
Helter skelter the parents run,  
Pressed with a thousand minor cares  
Hey, you there! Pack the house wares!  
And where on earth is my son?  
Home skip the little children  
Where have you been, you naughty boy?  
The child can feel nothing but joy,  
For he loves the approach of the rain.  
  
The streets clear, the houses fill,  
The noise gathers as children shout,  
To rival the raging wind without,  
And naught that can move is still-  
A bright flash! A lighted plain;  
Then, from the once black heavens,  
Accompanied by noise that deafens,  
Steadily pours the rain.  
  
Pious Oleghe

African Poetry for schools

## Reading Efficiently and Fluently

***Demonstrate appropriate comprehension skills***Use the directory effectively  
Build a wide range of vocabulary  
Read the poem below and answer the questions that follow  
Madam and her madam  
I worked for a woman,  
She wasn't mean;  
But she had a twelve room  
House to clean.  
Had to get breakfast,  
Dinner, and supper too  
Then take care of her children  
When I got through.  
Wash, iron, and scrub,  
Walk the dog around   
It was too much,  
Nearly broke me down.  
I said Madam,  
Can it be  
You're trying to make a  
Pack horse out of me?  
She opened her mouth,  
She cried Oh, no!  
You know, Alberta,  
I love you so!  
I said, Madam,  
That may be true   
But I'll be dogged   
If I love you!  
African Poetry for schools.  
  
**Intensive Reading**

Intensive Reading refers to reading carefully a specific text, passage or story for comprehension. This type of reading, helps the learner develop capacity to identify relevant information, distinguish between main ideas and supporting details in a text and evaluate ideas.  
  
Through intensive reading, the learners should also develop critical awareness necessary to analyse and appreciate literary works.Comprehension on the other hand is the ability to read understand and remember the information for future use.  
  
Create a drag and drop where learners can click on the correct answer by arranging the words in three columns. Column A will be for words showing movement, B for words indicating sound and C for words related to sight.

Create a hot spot where learners can click on correct answer. Learners will arrange the sentences given so as to describe the steady build upof the storm  
The following sentences describe the steady build up of the storm. Arrange them in their correct order.  
The rain steadily pours  
The sky darkens   
There is thunder  
There is a bright flash.  
There is a strong wind.  
There is a strong wind   
The sky darkens  
There is a bright flash   
The rain steadily pours.

Read the following poem ‘Madam and her Madam’ and attempt the questions and activities that follow.

Include a pictorial depicting the following items.  
Stanza 1- A big house, outside is a girl gazing at the house with a pail and a broom.  
Stanza 2 – the same girl taking children to school.  
Stanza 3 – the girl walking the dog around.  
Stanza 4 – the girl and madam conversing. The girl’s face is composed but Madam’s face should show surprise.

Note: the line ‘I’ll be dogged’ means under no circumstances should I love you. She cannot bring herself to love her mistress.  
She wasn’t mean –  
But she had a twelve – room  
Dinner, and supper too –  
Walk the dog around –  
I said ‘Madam,  
You’re trying to make a  
Pack – horse out of me?  
She cried, ‘Oh, no!  
I said, ‘Madam,  
That may be true –  
But I’ll be dogged   
If I love you  
Langstone

**Comprehension Skills**

A comprehension passage tests a wide range of skills. This lesson concentrates on recall, comprehension and application skills.

**THE SCANDAL OF CHILD LABOUR.**Most children help with the work in their homes. They do things like washing clothes, cleaning the house, shopping, cooking, looking after very young children, and working in the shamba. In small families, it can be difficult for parents to do this by themselves. In big families it is impossible for parents to do all the work and children therefore, have to do their share of the work. This is important because it teaches them useful life skills at a young age.

However, there is a big difference between normal family duties and giving children so much to do that they cannot go to school and have little rest or playtime. This can cause physical or mental illness. Unfortunately, this is what happens in many parts of the World, including African countries such as Kenya, Uganda and Tanzania. This practice is known as child labour. It can happen in the child's own home but it is more common when the child goes out of the home for paid work.

Children do many kinds of paid work. They work on the land, for example on tea or cotton plantations, they work as servants in other people's homes, they work in factories, they work in mines and in building and construction sites, they work in bars and restaurants and they work on the streets as beggars. In some cases, they work in the sex industry, in the illegal drugs trade and as child- soldiers.

Why do they do it? They work because their families are very poor and depend on the money the child earns. In many cases, children start working because their parents have become ill with HIV and AIDS related sicknesses and cannot support the family. Some of the children are orphans and have no one to look after them. Many employers like to use children because they are cheap and can be subjected to all manner of conditions.

Child labour causes many problems. Firstly, children work for long hours and earn very little for their hard work. This results in terrible long term effects on their lives. In addition such children do not attend school and are therefore not able to compete with their educated counterparts in the job market, thus leading to a life of poverty. This is not only bad for them, but also for the development of the Nation. The United Nations secretary General Kofi Annan once said that child labour has serious consequences that stay with the individual and with the society for far longer than the years of childhood. Young workers not only face dangerous working conditions but also long term physical, intellectual and emotional stress. They endure an adulthood of unemployment, illiteracy and poverty.  
Common form of child labour   
  
Demonstrate appropriate comprehension and recall skills through answering questions correctly.

Make short notes from a given passage appropriately.  
Write a short clear summary from the notes.  
Build a wide range of vocabulary.

**Comprehension Skills**

Comprehension involves reading a text with a view to understanding it both for surface and deeper meaning.To develop comprehension skills effectively , you are expected to read a wide range of texts selecting essential points and applying inference and deduction where appropriate. The comprehension skills covered in this lesson include recall, comprehension and application.  
  
State whether the following statements are true or false. Support your answer.

Children assist their parents.  
Not all work done by children is child labour.  
Working on plantations is the only kind of child labour activity.  
Children normally work to buy their parents cars and good houses.  
Children do not have problems in their working areas.

Give space for writing answers after every question.  
True: children assist their parents at home in various chores. For example in cooking, washing clothes etc.

True: children can do some work and as a result even acquire some life skills.  
False: children work in other places also, like in prostitution, work as child soldiers and even in illegal drug trade.

False: children work for other reasons like sending for themselves and caring for their sick parents.

False: children have a lot of problems in their working areas. They suffer physical, intellectual and emotional stress. Application   
This requires you to apply what you have read in the passage. For example.  
  
**Attempt the following questions.**

What are some of the child labour activities common in your community?  
What are some of the ways of curbing child labour in our society?  
What should be done to parents who send their children to beg on the streets?  
Leave a gap after every question for the learners to key in answers. Probable answers.  
  
Herding, fishing, prostitution, working in plantations, begging  
Parents should be educated on importance of education.  
Community leaders like chiefs should be in the forefront in fighting this.  
Employers of children should be prosecuted.  
All those parents who send their children to beg should be arrested.  
Provide answer buttons for the learner to check answers  
  
Insert small boxes in front of the points, such that each time the learner clicks on the main point a tick appears in the box.  
Answers: 1, 2, 5, 4.

When reading a comprehension passage the main points help you in understanding. For it is from these main points that the rest of the passage is developed. The development is done by explaining the points further and giving relevant examples.  
  
Make notes on the following then click on the answer button to check if they are correct.  
The forms of child labour

Reasons why children engage in paid labour.  
The effects of child labour.

Insert an alphabet strip so that the learner can type in their answers.  
On the same page provide an answer button so that the learner can view the answers when he/she clicks on it.

## Forms of Child Labour

Working on land e.g. cotton plantations  
Servants in other people’s homes  
Sex industry and illegal arms trade.  
Child soldiers  
Working in factories, mines and building industry  
Working in bars and restaurants.  
Reasons why children engage in paid labour?  
Poverty   
Orphans who have to look after themselves have to work.

**AIDS**

Children provide cheap labour to many bosses.  
Effects of child labour.  
Little income  
Illiteracy   
Unemployment   
Under develops the country.  
The answers you have typed are the points used in developing each paragraph of the passage.  
  
Provide a glossary option where the learner can check for the definition of the words scanning and summary. The words should be highlighted.

Scanning – reading a text with an aim of getting specific information.  
Summary – a shortened piece of writing that gives only the main points.

Writing is the most advanced of the four language skills that has a wide range of implications that influence our thinking and reasoning. It also encourages us to be organized, logical and creative in our thinking. Writing will enable you express your ideas clearly and effectively.

The ability to write well is essential because it influences our chances in academic disciplines, personal development and our relationships with other people. For you to achieve recommended competence in writing using a variety of sentence structures, you need to read widely.

**There are different types of writing which include:**a) Personal writing  
b) Social writing  
c) Study writing  
d) Creative writing  
e) Institutional writing  
f) Public writing.

A mastery of various types of writing will enable the learner to use English creatively and for expressive purposes.  
  
Read this summary on punctuation Marks.  
Punctuation is a system of marks used in written/spoken work to make clear what is written or spoken.  
  
**Capital letters.**Used to begin a sentence, for example, "M" in   
My teacher is coming.  
Used with proper nouns, e.g "N" in   
Nairobi/John  
Used with the personal pronoun "I" as in   
I went home.

Used with days of the week, months and holidays, for example, "M"D"and"J" as in   
Madaraka Day is celebrated on 1st of June  
Used in names of organizations and religious bodies, for example,   
KANU / Catholic Mission.  
Used in abbreviations, e.g "M"D"P"and"H" as in   
Mr., Dr., Prof., Hon.

**Full stop**Used as a final punctuation mark (end mark), as in  
Peter is coming.  
  
Used to indicate date and time in the abbreviated form, for example, in 6.6.2006 or 8.00 a.m.  
Used in writing of initials for example, "P" and "M" in  
P.M. Koech

**Exclamation Mark (!)**Used to show command as in   
Quiet!  
to show emotions (distress/surprise/awe/wonder).  
You are here! (surprise)  
Oh God! (awe)   
My toe! (distress/pain).

**Question Mark (?)**used after a direct question as in   
Where are you going?

**The comma (,)**used to separate items in a list as in  
Kamau went to the market and bought oranges, apples, tomatoes and potatoes.  
Used to indicate a pause in a sentence as in   
As she went home, she fainted.  
Used with a quotation or direct speech, for example,   
"I am getting married," she said.  
  
**Lesson objective:**

**By the end of the lesson, you should be able to use punctuation marks correctly.**  
**Punctuation**

Punctuation is a system of using universally accepted marks and symbols in written work or communication. In oral work or spoken information, punctuation marks may not be voiced but the speaker will pause, stop temporarily, ask questions, wonder or make exclamations and other gestures to communicate effectively. Appropriate use of punctuation marks especially in writing enhances effective communication and makes reading easy to comprehend.  
  
**Personal pronouns**Names of days of the week, months and holidays.  
Madaraka Day is celebrated on 1st of June   
Names of organizations and religious bodies

**In abbreviation**Final punctuation Marks (End Marks).  
Full stop (.)

**The comma (,)**

Used to separate items in a list  
To indicate a pause in a sentence.  
Used before a quotation or direct speech.  
“I am getting married,” she said.

Choose the correct expressions from the choices in the circle to complete the sentences correctly.

Correct pronunciation, effective listening and speaking skills, intensive and extensive reading and other language aspects contribute a lot in the mastery of spelling as an important language skill. Effective communication of ideas and information in writing depends largely on correct spelling of words in sentences. Mastery of spelling skills improves efficiency in writing.   
  
Spell commonly misspelt words correctly.  
Apply spelling rules correctly.

**Spelling**

Spelling refers to the formation of words with letters in the correct order. Correct spelling gives the writer confidence, impresses the reader and shows efficient management of words. It is important to pay close attention to spelling because incorrect spelling hinders effective communication and sometimes ,it may change or distort the meaning of the text.

In English, the spelling of a word is often unrelated to its pronunciation. This poses a great challenge to learners and users of English as a second language.It is important therefore to master all aspect of English pronunciation to be able to spell words in sentences correctly.   
Observe the pictures provided and fill the blanks by typing in a correct word that depicts what is in the picture.

1.The voters lined up in a queue to cast their votes.  
Our car was involved in an accident along the highway.  
Vehicles moving on a highway then one crashing into another.  
  
We stopped the game immediately the referee blew the final whistle  
Their school bus had a puncture causing them to delay.

A guest of honour wearing ceremonial garlands on the podium before the microphones, and people gathered in front of HER, with some seated in neat rows while a few are standing towards the edges.

Picture of a school bus, with some students outside and a flat tyre, with the driver getting the necessary tools e.g. jack, wheel spanner etc.  
Their school bus had a puncture causing them to delay.  
  
Look at the picture and suggest what happened. Use the information to answer questions in the exercises that follow.  
  
Write legibly and neatly.  
Write clear and correct sentences, and organize ideas in a logical sequence.  
Take and make intelligible notes.  
  
**Structure of a Paragraph**

A paragraph is a combination of two or more sentences communicating the same information or related ideas. When writing, learners are expected to communicate effectively using a variety of sentence structures and develop paragraphs using different devices. The skill of writing using appropriate paragraphing can be enhanced using pictures, charts, jumbled up sentences, role play and guided writing.   
Basing on the picture, type the correct answer in the blank spaces provided.  
  
**What you have done is put the events in a logical sequence**The statements that come after the topic sentence are called supportive sentences. They tell you more about the topic sentence. The rule is that they come after the topic sentence and not before.