TENSE AGREEMENT IN THE ENGLISH OF UPPER PRIMARY LEARNERS OF THE SIATHANI PRIMARY SCHOOL IN MACHAKOS COUNTY, KENYA: A FREQUENCY ANALYSIS APPROACH

A research project submitted in partial fulfilment of the requirements for the award of the degree of Master of Arts in Linguistics

by

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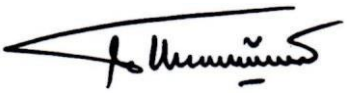
DECLARATION

This Project is my original work and has not been submitted for a degree or any other award in any other university.



16 Nov. 2020

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Musila Stephen Kivuva

Date

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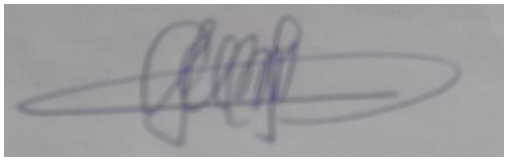
SUPERVISORS

This Project has been submitted for examination with our approval as the appointed University Supervisors.



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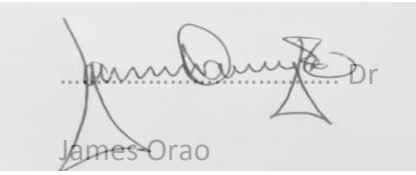
Dr Alfred Buregeya

Date 16 Nov. 2020



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DEDICATION

I dedicate this piece of work to the Almighty God, and to my late mother and all-time heroine, Priscilla Mbinya, whom I hope to meet in the next world.

ACKNOWLEDGEMENT

The successful completion of this research work is the culmination of dedication and relentless effort by several parties.

I owe immeasurable gratitude to my supervisors, Dr Alfred Buregeya and Dr James Orao, for their invaluable, wholehearted and sincere support during the entire period of the study. I appreciate all the lecturers who took me through the various course units in class. I specially register my heartfelt appreciation to Dr G. Marete, Dr B. Mungania, Dr F. Atoh, Dr K. Ngure, Dr A. Mukhwana, Prof Kithaka wa Mberia, Prof Helga Schroeder, Dr Wambui and Dr Herman Manyora, who gave their best in imparting the knowledge necessary for the success of this study. It wouldn't be fair to forget the Late Prof Okoth Okombo and the Late Prof Lillian Kaviti (may their souls rest in peace).

My family members and workmates deserve special mention for their moral support, encouragement and motivation throughout my course. I further acknowledge my classmates, especially Susan and Mercy, who always kept me motivated to keep going, even when the going was not so smooth.

I pray God's richest blessings upon every individual or group that assisted me in one way or the other during my study.

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DEFINITION OF KEY TERMS

Tense agreement	Tense agreement refers to the relationship between the tenses of the verbs in the reporting clause and the reported clause (Greenbaum and Quirk, 1990:52)
Avoidance	Avoidance refers to structures that a learner does not produce or chooses not to use (Gass and Selinker, 2001:119)
Frequency analysis	This is a tool that examines the various devices that a learner uses to perform a certain grammatical feature (Ellis and Barkhuizen, 2005:93)
Deviation	Deviation is a grammatical construction that does not conform to the rules of the target language (Ellis and Barkhuizen, 2005:94)
Learner language	Learner language is the systematic knowledge of a second language which is independent of both the learner's first language and the target language (Selinker, 1972:214)
Interlanguage	This is a language used by learners of a second language with features of both the first and the second language (Selinker, 1972:12)
Longitudinal Study	Longitudinal study is the study of a sample of language from a group of learners at different stages of language development (Ellis and Barkhuizen, 2005:94)
Pseudo-longitudinal study	This is the study of a sample of language from learners of different proficiency levels at a single point in time (Ellis and Barkhuizen, 2005:94)
Level of instruction	This is the level at which a learner of second language is at a specific time (Ellis and Barkhuizen, 2005:94)
Free variation	This is variation that occurs when two or more forms occur randomly in the same situational context or language function (Ellis, 1994:136)

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ABSTRACT

This study set out to investigate the application of the tense agreement rule in the English of upper primary learners of the Siathani Primary School in Machakos County. The study was undertaken to identify the extent to which the rule was applied correctly, incorrectly or avoided by the learners; to establish whether the number of clauses in a sentence was a determining factor in the application of the rule; to establish whether the type of reported verb determined the application of the rule; and to establish whether the learners' level of instruction was a determining factor in the application of tense agreement. Data were collected from a sample of sixty learners, thirty-five from Standard Seven and twenty-five from Standard Eight. The learners wrote compositions on a given rubric. The teacher marked them and identified the variants of usage of tense agreement. A frequency analysis was carried out following the procedure suggested by Ellis and Barkhuizen (2005). The study established that the learners have mastered the tense agreement rule quite well, with 59% of their sentences being correct. The number of clauses in a sentence was a determining factor in the application of the rule, just as was the type of reported verb since main verbs were more correctly used than auxiliary verbs. Learners in Standard Eight found it easier to apply the rule correctly than their Standard Seven counterparts by virtue of their higher level of instruction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Kenya English is the prescribed language of instruction in all subjects in the upper primary, with exception of Kiswahili. The fourth class in primary school, popularly known as standard four, is the beginning of what is referred to as upper primary. It is at this level that learners start being taught in English.

Standard Seven and Standard Eight are at the peak of upper primary. Tense agreement is introduced as early as Standard Five where learners are taught how to change past tense sentences from direct speech to indirect speech. It would therefore be expected that at this level they have attained some mastery of the tense agreement rule. In the earlier classes (Standard 5 and 6) learners begin learning tense agreement involving two-clause sentences before they are gradually exposed to sentences with more than two clauses at Standard 7. This would imply that learners may find it easier to apply tense agreement in sentences with two clauses as opposed to those with more clauses. Main verbs are the reporting verbs, and as such, learners may 'forget' that the reported verbs, whether main or auxiliary, also need to be changed into past tense. This situation is made worse by the tendency of Kenyans (outside the classroom) to 'carelessly' use the reported verbs in their present form when they make utterances in the past tense. A typical Kenyan would be heard saying, for example, "She *answered* that she *has* never travelled by train."

Several studies on the analysis of learner language in Kenya have mainly focused on negative transfer and error analysis of some aspect of the learner's first language, as will be shown in the literature review section. While research on the influence of various languages on each other and in effect on the learner's competence abound, Mativo (2016) and Munyao (2016) being perfect examples, studies on the learner's interaction with a learner language have rarely been carried out. Indeed, English as a primary language of instruction in the Kenyan education setup, has not received the scientific attention it deserves.

In his study, Ndung'u (2001) investigated the extent to which Kikuyu contributed to the formation of non-syntactic structures in English and the possible origins of each deviant

structure. His conclusion was that a usage of English that does not conform to standard English has emerged among the users of English in Kenya. Ndung'u's study did not have the learner language English and verb tense agreement as the primary targets.

This study, though basically focused on the interlanguage of upper primary learners of English as a second language, is neither comparative nor focused on error analysis. Both correct and incorrect structures, as well as instruction and teacher competence, feature in the study. Mativo's study also focused on error analysis and the relation between the languages the learners had interacted with earlier and French as a foreign language. While Munyao (2016) concentrated on the English of upper primary learners of English as a second language, she looked at negative transfer in spelling and lexical choice.

The focus of this study is tense agreement in the English of upper primary learners (that is from class four to class eight) in the Siathani Primary School in Machakos County. As a teacher of English for one of the classes involved in the study, and having interacted with the learners' spoken and written English for a considerable period of time, I have observed cases of correct usage, incorrect usage, and avoidance of the tense agreement rule.

Instances of correct usage of the tense agreement rule are illustrated in example one below, obtained from authentic data collected from different learners' production.

1. (a) *I **told** her that when she **left** home we **went** to take cows to graze, **washed** the utensils, **cleaned** the compound and then we **went** to fetch water to the nearest dam.* (Class 8)
   (b) *When we were travelling I noticed a phone of one lady and I **remembered** that the phone **rang** in my birthday.* (Class 7)
   (c) *I **told** him that I **saw** a short boy called Pijanti who **was** in the fifth grade*. (Class 7)

   The above sentences show clear agreement of tense between the reporting verbs and the reported verbs. The learners are describing events that happened in the past, hence the use of the past tense throughout the sentences. Learner S7/10, who produces sentence 1(c), has been able to apply tense agreement to the verbs in all the three

clauses, that is, the reporting verb *told* in the first clause and the reported verbs *saw* and *was* in the subsequent clauses correctly.

The second example illustrates incorrect application of the rule by the learners, some of which comes from the same learners who produced the correct sentences. A clear illustration of this is sentence 1(b) above and sentence 2(d) below, which were both produced by learner S7/21. Similarly, sentences 1(a) and 2(c) are found in the composition of learner S8/02.

2. (a) **I* ***told*** *my English teacher that (it)* ***was*** *not true and he told me that he* ***trus****t me* instead of *I* ***told*** *my English teacher that it* ***was*** *not true but he told me that he* ***trusted*** *me. (*Class 8)
(b) **I* ***vowed*** *that after my education I* ***will*** *apply for a good job and sponsor some of the children whose parents died so that they* ***can*** *acquire knowledge* instead of *I* ***vowed*** *that after my education I* ***would*** *apply for a good job and sponsor some of the children whose parents died so that they* ***could*** *acquire knowledge. (*Class 8)
(c) **Nobody ignored and* ***said*** *that he* ***will*** *not swim* instead of *Nobody ignored and* ***said*** *that he* ***would*** *not swim.* (Class 8)
(d) * *They* ***told*** *me that they* ***want*** *to take me to my cousin's graduation* instead of *They* ***told*** *me that they* ***wanted*** *to take me to my cousin's graduation.* (Class 7)
(e) **As the headteacher asked me if I know the two ladies, I* ***say*** *that I* ***knew*** *the two ladies* instead of *As the headteacher asked me if I knew the two ladies, I* ***said*** *that I* ***knew*** *the two ladies.* (Class 7)

The sentences marked with asterisks do not maintain consistency in tense. While the reporting verbs used by the learners who produced them are all in the past, some of the reported verbs are in their present form. Sentence 2(b), for example, produced by subject S8/09, has the reporting verb *vowed* in the past and the reported verbs *will* and *can* in the present. In sentence 2(a) it could be argued that the English teacher mentioned in the sentence still trusts that learner, hence the use of the verb in its present from. However, from the context of the sentence it is clear that the learner is reporting what happened in the teacher's office at that particular point in time.

The third example demonstrates possible avoidance of the tense agreement rule by learners.

3. (a) *When I entered the headteacher told me that your balance is around five thousand.* (Class 7)
(b) *Since I was angry with the bad boy, I said I must give three blows to Samuel before I leave.* (Class 7)

In sentence 3(a) subject S7/05 appears to use the direct speech in a sentence that is obviously in indirect speech. On the other hand, student S7/11, who produced sentence 3(b), avoids the tense agreement rule by not only purporting to use direct speech but also using the auxiliary verb *must*, which is not normally inflected for past tense instead of probably using *had to* or *would have to*. The learner could be doing this to avoid the 'bother' of using *would*, the past tense of *will* or *shall*, which seems to give a serious challenge to a great number of learners. Repetition and overuse of the reporting verbs *asked*, *told* and *said* in the compositions of most of the learners could be an attempt to avoid using other reporting verbs such as *instructed*, *promised* or *replied*, which should be already known to them at this level of learning English. There also appears to be a fallacious belief among the learners that tense agreement involves only the reporting verb *told.* Thus the learners may not be sure of the other reporting verbs.

In the majority of cases of incorrect usage, the verb in the reporting clause is correct while the one in the reported clause(s) is incorrect, as in sentences 2(b) and 2(d) in the examples above. The reverse is also observable in some of the learners' compositions, and sentence 2(e) above shows this trend. In sentences with more than two clauses, such as 2(a), the incorrect application of the rule could be due to the number of verbs involved, as this makes the sentence rather long and more complex to the learners at this stage.

Aside from the correct and incorrect application of the tense agreement rule there is evidence of avoidance in the learners' production. In addition to the examples illustrated above and others in the appendix, some learners have in their compositions avoided sentences that required the application of the rule altogether. The analysis and discussion of the results in subsequent chapters of this study will demonstrate this.

1.2 Statement of the Problem

Studies carried out in the past have appeared to suggest that learners of a second language only make errors, and that such errors are caused by the interference of their first language. The present study will go beyond this narrow scope and look at not only the incorrect forms but also the correct ones. It will further look for possible cases where the learners have avoided the target structure, presumably because they found it complicated.

The study will address the questions of (a) the extent to which upper primary learners of the Siathani Primary School have mastered the tense agreement rule, (b) the extent to which the number of clauses in a sentence determines the application of the tense agreement rule, (c) whether the type of reported verb determines the application of the tense agreement rule, and (d) the extent to which the level of instruction of the learners influences the application of the tense agreement rule.

The study hypothesizes that (a) at least half of the learners are able to apply the tense agreement rule correctly in their written English, (b) the more clauses there are in a sentence, the more instances of incorrect application of tense agreement, (c) there will be more instances of correct application of tense agreement with main verbs than auxiliary verbs, (d) learners in class eight will use tense agreement more correctly than their colleagues in class seven.

1.3 Objectives of the Study

The present study's objectives are:

1. To identify the extent to which the tense agreement rule is applied correctly, incorrectly or avoided by upper primary learners of the Siathani Primary School.
2. To establish whether the number of clauses in a sentence is a determining factor in the application of the tense agreement rule.
3. To establish whether the type of reported verb determines the application of the tense agreement rule.
4. To establish whether the learners' level of instruction is a determining factor in the application of the tense agreement rule.

1.4 Justification of the Study

The study is unique in that it does not compare learner language to the learners' L1 as in previous studies. A study of learner language in its own right will assist pedagogy in planning teaching/learning strategies (methods) and development of appropriate teaching/learning materials. A knowledge of the variants of learner language and the frequency of each variant will go a long way in building the capacity of teachers of English, a vast majority of whom are not native speakers of the language. Teachers will be able to identify areas that require more emphasis and attention as they endeavour to improve the mastery of English among their learners. It will also open up the minds of interlocutors and challenge their own competence in the language.

The tense under study is the past tense. Being the reporting tense in languages all over the world, the past tense is used in narrating events and giving reports. Tense agreement is necessary for coherence of texts, which is a crucial ingredient for effective communication. The findings of this study will pave the way for further research on the frequency of not only intralingual errors but also cases of correct usage and avoidance of various grammatical rules.

1.5 Scope and Limitations of the Study

This study focused on tense agreement and the extent to which the rule is applied in the English of learners of English as a second language. More specifically it investigated the correct use of the rule, incorrect use of the rule and avoidance of the rule by the sampled group of learners. The study includes tense agreement in relation to the type of reported verb in compound and complex sentences, and whether the number of clauses determines the application of the rule. The main focus is the past tense, mainly used in narrating stories, giving biographies and autobiographies and in reports. The past tense comprises the simple past, past progressive, simple past perfect and past perfect progressive. None of the four forms of the past tense can be used in isolation in a spoken or written text.

The study did not include present tense agreement. Direct speech and uses of the simple past tense other than narrating events and reporting were also not part of the present study. Grammaticality of entire sentences, spelling, double tense marking, coherence of the text and other grammatical structures such as word order were not included in the study.

1.6 Literature Review

Tense agreement can be described as the changing of a verb from its present form to the past form when the verb follows a past form of a reporting verb. It refers to the consistency of tense throughout a clause. Also referred to as tense backshifting, tense agreement may occur when a verb in the subordinate clause is affected by a verb in the main clause. This is to say that the verbs in a clause should keep the same tense. In the case of indirect speech or expressing an indirect thought, for instance, the use of the simple past tense in the reporting verb often causes the verb in the reported clause in the sentence to be backshifted into the past tense

An extended speech or writing involves the selection of a governing tense, and this governing tense affects every other tense form in the text (Alexander, 1988:169). This is quite relevant to this study in that the upper primary learners in the study sample were required to narrate past events in the compositions they wrote, and which have been used as primary data for the study.

Selinker (1972) asserts that learner language is not an incomplete or deviant language to be judged on the basis of deviation from the forms of the target language. This assertion is relevant to the present study in that the study goes beyond judging learner language on parameters set by the rules of the target language.

Schachter (1974) proposes the investigation of non-errors in learner language as one way of getting a full picture of learners' competence in second language. Among other features of learners' competence, she highlights avoidance. In Schachter's view, not all instances of incorrect use can be attributed to the learner's first language. Some could be deliberate avoidance of the target language because it is deemed too complicated. The current study seeks to investigate correct usage, incorrect usage (which could otherwise be referred to as errors) as well as avoidance of the tense agreement rule by the learners.

Learner language should be studied on its own right. According to Bley-Vroman (1983) the "comparative fallacy" must be avoided. Bley-Vroman states categorically that studying learner language in relation to the grammar of the target language is not likely to give a true picture of the learner's internal language. He agrees with Ellis and Barkhuizen (2005) that learners of second language do not operate according to categorical rules. What Bley-Vroman

means is that, in analysing the variants of linguistic forms used by learners of a second language, no comparison should be made between the learner's L1 and the target language. Such comparison seems to be the norm in many studies on second language acquisition and learners' interlanguage. This study avoids the "comparative fallacy" by not comparing tense agreement in the learners' English to their knowledge of their first language or other languages they have learnt earlier.

Zuengler (1989:66) argues that searching for one comprehensive theory to analyse learner language is misguided as such a theory would not be sufficient enough to explain the complexity of variations in learners' performance. Developments in non-native varieties of English should be taken into account as they can be of benefit to research and theory of second language acquisition. Zuengler's argument relates to this study in that tense agreement is not being analysed using error analysis on the basis of the learners' L1, and neither does the study concentrate on deviations from the English of native speakers.

Greenbaum and Quirk (1990:47) define tense as "a grammatical category that is realised by verb inflection". Past tense is generally used to describe events in the past, which include single and recurring events. There are also special uses of the past tense as in indirect speech where the use of the past simple tense in the reporting verb would normally dictate that the verb in the subordinate clause be backshifted into the same tense. They further describe a text as "a stretch of language which makes coherent sense in the context of its use" (1990:434). A text must have time relators, which in essence means that there should be consistency in tense, hence tense agreement. Being the reporting tense, the past tense forms the basis for agreement between the verbs in the reporting clause and those in the reported clause. Verbs in a text should be morphologically identical as they refer to a duration of time when the events described were true. I find this literature relevant to this study as it provides the framework for investigating tense agreement. This study uses texts written by upper primary learners of English as a second language as it investigates the application of the tense agreement rule.

Avoidance of L2 structures may be as a result of their intrinsic complexity rather than the similarities or differences between L1 and L2 structures (Lauffer and Eliasson,1993:120). Learners of second language avoid certain L2 structures because they are deemed to be difficult. In the present study, cases of avoidance of the tense agreement rule could be attributed to difficulties learners find in the application of the rule.

Although instruction helps learners to produce correct structures at more advanced stages, learners of a second language do not skip stages of language development (Lightbown and Spada, 1993) The learners' natural course of language acquisition cannot be altered by their going through instruction. In this study, standard seven and standard eight learners belong to different levels of instruction, receiving instruction from two different teachers. The study investigates the application of the tense agreement rule in the English of learners across the two levels, and the devices that are dominant at each level.

Ndung'u (2001) carried out a syntactic study of the interlanguage of Kikuyu learners of English as a second language in which he examined the extent to which Kikuyu contributed to the formation of non-target syntactic structures. Tense agreement is one of the grammatical structures he investigated. He also examined the possible origins of each deviant structure. He concluded that an emerging usage of English which differs from standard English has gained currency among the users of English in Kenya. One of the causes of errors he identified in the study is the quality of teacher competence in English. In his study Ndung'u employed the error analysis theory proposed by Corder (1973) and the interlanguage theory (Selinker, 1972). His study compared Kikuyu and English. It was therefore based on comparison. This study, though basically focused on the interlanguage of upper primary learners of English as a second language, does not compare the learners' language to their first language, or its influence on the application of the tense agreement rule. Furthermore, the study does not intend to investigate errors made by learners as they deviate from the rules and norms of the target language. Instruction and teacher competence in English features in this study.

Mativo (2016) investigated the cross linguistic influence in foreign language learning, with specific reference to the learning of French at Kaumoni Secondary School in Makueni County. In his study, Mativo investigated whether the learners' L1 and L2 learned earlier influenced the learning of a foreign language. His study found out that the languages the learners had learnt earlier influenced the learning of a foreign language. He employed an error analysis approach in his study. Mativo's study differs from the present one in that the current study does not have error analysis and the influence of the learners' first language as its main focus.

Munyao (2016) researched on spelling and lexical choice errors in the English of class eight pupils of the Kanaani Primary School in Machakos County. She established that negative transfer from L1 was a cause of spelling and lexical choice errors in the English of the learners. Munyao used an error analysis approach in her study. The only similarity between her study and the present one is that data were collected from upper primary learners of English as a second language. However, the present study investigates learner language in its own right, not from the perspective of negative transfer from any other language

Buregeya (2018) investigated the variants of the rules governing the choice of the auxiliaries 'avoir' and 'etre' in the *passe compose* tense in the French of low-proficiency learners of a secondary school in Kenya. Using a frequency analysis approach, he found out the extent to which the learners used the auxiliaries correctly, incorrectly or avoided using them altogether. The study is similar to the present one in that the French *passe compose* tense is the English past simple tense. However, Buregeya's research involved French while this study has English as the language of focus.

1.7 Analytical Framework: Frequency analysis

The researcher used frequency analysis in the study. Ellis and Barkhuizen (2005:93) describe frequency analysis as a tool that examines the various devices used by a learner in performing a specific grammatical feature. Frequency analysis examines learner language in its own right, and does not compare it to either the learner's first language or the target language. In frequency analysis, the researcher identifies and computes the frequency of use of the variants of the linguistic feature by individual learners.

Frequency analysis operates on the premise that the frequency of the variants used by learners differs from one learner to another, and from one level of development to another. These differences in frequency occur both horizontally and vertically, that is, according to the linguistic context and the level of language development respectively. It supports the nativist theory that the acquisition of L2 is best explained in terms of the internal contribution of the learner as opposed to environmental factors, which in this case would be the learner's L1.

It provides the researcher with the methodological means by which to describe the stages of development and the course that learners go through on their way to full mastery of a linguistic structure. Frequency analysis is an important tool for describing how learners

acquire the grammar of a second language. It addresses the shortcomings of error analysis as no comparison is made between learner language and the first language of the learner.

Frequency analysis proposes that curriculum designers and instructors should design and conduct instruction in such a way that takes into account the gradual and dynamic nature of acquisition and the inherent variability that accompanies interlanguage development. In this way it assists pedagogy. The fact that learner language is more variable than native speaker language should also be taken into account in pedagogy. Learners of a second language employ a wide range of variants of a linguistic structure than native speakers of the language.

Ellis and Barkhuizen (2005:94) suggest the following procedure for conducting a frequency analysis.

1. Selection of the linguistic variable to be investigated.
2. Dividing the data into periods of roughly equal length.
3. Going through the data and identifying instances of use of the chosen linguistic variable.
4. Identifying the different devices the learner uses to perform the linguistic variable by examining all utterances.
5. Calculating the frequency of use of each device used in each period.
6. Determining the stages of acquisition by identifying which device is dominant in each stage of development.

1.8 Research Hypotheses

The hypotheses of the study are;

1. At least 50% of the upper primary learners of the Siathani Primary School can apply the tense agreement rule correctly in their written English.

2. The more clauses there are in a sentence, the more instances of non-application of tense agreement there will be.

3. There will be more instances of correct application of tense agreement with main verbs than with auxiliary verbs.

4. Learners in Standard Eight will use tense agreement more correctly than their Standard Seven counterparts.

1.9 Methodology

1.9.1 The Sample

The subjects constituting the sample are upper primary learners of the Siathani Primary School in Machakos County. More specifically, the sample comprises sixty learners selected from Standard Seven and Standard Eight classes because they were the uppermost classes in primary school. The researcher selected thirty-five out of forty-seven compositions written by standard seven pupils and twenty-five out of thirty-seven from standard eight. The selection of the compositions was based on legibility and clarity of the scripts, the length of the texts and the general performance of the learners as already known by the researcher.

1.9.2 The Data Collection Procedure

The eighty-four learners in classes seven and eight were asked to write a narrative by completing a started story in their own words. The beginning of the story was: *Just before the first lesson began, the head teacher sent a pupil from the lower classes to call me.* The story is supposed to be a narrative based on a familiar situation in the school environment. This would enable the learners to express themselves freely in the past tense, and the researcher would be able to pick out instances of usage of tense agreement.

The compositions were allocated serial numbers. Compositions from standard seven were serialised S7/01 to S7/35 while those from standard eight were given serial numbers from S8/01 to S8/25. The researcher personally marked the compositions, identifying the variants of application of the tense agreement rule.

1.9.3 The Data Analysis Procedure

The variants of tense agreement were then analysed following the procedure suggested by Ellis and Barkhuizen (2005:94) and shown under the analytical framework above. The data was analysed both qualitatively and quantitatively in line with the research questions.

For each of the subjects, the frequency of instances of correct usage of the tense agreement rule, the incorrect usage and avoidance of the rule was computed. Frequency of correct and incorrect application of the rule in two-clause and multi-clause sentences was calculated and analysed. The devices used by the individual learners in the application of the rule were also examined in relation to how frequently each learner applied the rule correctly or incorrectly to main and auxiliary verbs in the reported clause. A comparison of correct application of

tense agreement by learners in standard seven and standard eight was made by computing the frequency of usage at each level of instruction.

The findings were presented in tables and analysed using simple percentages.

CHAPTER TWO
APPLICATION OF THE TENSE AGREEMENT RULE BY THE LEARNERS

2.1 Introduction

This chapter describes in detail the learners' production on tense agreement. Since this applies only in sentences with more than one clause, it is only such sentences that have been selected from the learners' compositions. These are sentences that contain a reporting clause and one or more reported clauses. In the tables reporting all the relevant sentences produced by the sixty respondents (see the appendix) their sentences are marked as correct, incorrect or as cases of possible avoidance of the tense agreement rule. The reporting verb and the reported verb are examined for agreement except in cases where context dictates otherwise, for instance in cases where "the event being described in the past still has significance at the deictic time" as stated by Greenbaum and Quirk (1990:52).

In the first section all sentences that required the application of the tense agreement rule are listed in a table and marked appropriately. The second section discusses the data presented in the table and makes observations about the results.

2.2 The learners' application and avoidance of the tense agreement rule

For being too long to be part of the main text reporting on the results, the table presenting all the three hundred and twenty-nine sentences produced by all the sixty learners in the study sample appear in the table in Appendix 1.

Table 1 below gives a summary of how frequently each respondent (a) correctly applied the tense agreement rule, (b) incorrectly applied and (c) avoided applying it.

Table 1: The learners' application and avoidance of the tense agreement rule

Learner	Total number of sentences	Sentences where the rule was expected	Rule correctly applied	Rule incorrectly applied	Rule avoided
S7/01	40	9	6	3	0
S7/02	54	9	7	2	0
S7/03	26	8	0	8	0

S7/04	51	9	4	4	1
S7/05	29	2	0	0	2
S7/06	28	2	0	2	0
S7/07	35	15	4	10	1
S7/08	60	4	4	0	0
S7/09	39	7	5	2	0
S7/10	27	7	7	0	0
S7/11	26	4	2	1	1
S7/12	38	3	0	3	0
S7/13	29	6	3	3	0
S7/14	35	2	2	0	0
S7/15	26	5	0	4	1
S7/16	45	7	4	3	0
S7/17	26	2	1	1	0
S7/18	21	7	7	0	0
S7/19	31	2	0	2	0
S7/20	44	5	2	3	0
S7/21	44	10	3	7	0
S7/22	39	7	3	4	0
S7/23	29	11	9	2	0
S7/24	39	8	8	0	0
S7/25	63	5	2	3	0
S7/26	54	6	3	3	0
S7/27	63	4	4	0	0
S7/28	30	5	4	1	0
S7/29	42	3	3	0	0
S7/30	33	2	2	0	0
S7/31	19	8	4	4	0
S7/32	35	6	2	4	0
S7/33	35	5	4	1	0
S7/34	31	1	1	0	0
S7/35	33	4	3	1	0

S8//01	37	3	0	3	0
S8/02	42	5	4	1	0
S8/03	20	9	4	5	0
S8/04	30	7	0	7	0
S8/05	45	1	1	0	0
S8/06	32	2	2	0	0
S8/07	35	3	2	1	0
S8/08	16	10	5	5	0
S8/09	27	8	4	4	0
S8/10	32	4	2	2	0
S8/11	31	2	1	1	0
S8/12	29	5	2	3	0
S8/13	30	5	5	0	0
S8/14	36	6	6	0	0
S8/15	28	6	3	3	0
S8/16	33	4	3	1	0
S8/17	25	2	2	0	0
S8/18	24	2	1	1	0
S8/19	33	10	6	4	0
S8/20	28	9	9	0	0
S8/21	36	6	5	1	0
S8/22	24	8	8	0	0
S8/23	32	3	2	1	0
S8/24	20	5	3	2	0
S8/25	21	4	3	1	0
Total	2045	329	196 (59%)	127 (39%)	6 (2%)

The learners in the study sample made a total of three hundred and twenty-nine sentences that required application of the tense agreement rule, out of which one hundred and ninety-six were correct while the incorrect ones were one hundred and twenty-seven. The correct sentences accounted for fifty-nine percent of the total compared to thirty-nine percent representing the incorrect ones and two percent for those who avoided the rule. From the

above table it can be observed that only sixteen learners, representing twenty-seven percent of the sixty learners in the study, were able to apply the tense agreement rule correctly in all their sentences, implying that they have quite a good mastery of the rule. The other seventy-three percent is made up of learners ranging from those who have one instance of incorrect usage to those whose sentences were all incorrect. A total of eight learners, or thirteen percent of the respondents, produced 100% incorrect sentences. Subjects S7/10 and S8/20 made seven and nine sentences respectively, and the tense agreement rule was correctly applied in all of them. Learner S8/04, on the contrary, had a total of seven sentences that required tense agreement, in all of which the rule was incorrectly applied.

2.3 Discussion of the results

A number of Standard Seven and Eight learners proved that they were quite at home with tense agreement. A look at the sentences produced by S7/24 attests to this. This particular learner has been able to use regular and irregular past tense verbs correctly: *cried*, *needed* and *knew*. Learner S8/25 also shows ability to use the irregular verbs *knew* and *stole* correctly but finds it difficult to use *bore*. This could be attributed to the fact that the verb *bear* is not commonly used in its past form in everyday speech.

Free variation is evident in the production of a few individual learners. A ridiculous observation here is a case where a learner uses the correct past tense form of a verb in one sentence and the incorrect one in another. Learner S7/22 is a perfect case to illustrate this. The student uses the incorrect form *will* in the first reported clause and the correct form *would* in the next. S8/16 likewise shows ability to use the correct form *wanted* in one sentence but uses the present tense form *want* in another, although it is clear that the situational context and language function in both sentences is the same. These could be ordinary careless mistakes caused by time constraint during the writing of the work rather than resulting from the individual learner's low proficiency in tense agreement. Longer sentences also posed a challenge to a number of the learners as will be discussed in Chapter Three of this study.

Keck and Kim (2014) as quoted by Buregeya (2018:27) point out that signs of a system and deviations from the same system can be seen within an individual learner. There are several cases to illustrate this in the data collected from the sixty learners in this study. Subject S7/15 produced five sentences that required tense agreement. In four of the sentences, the reporting

verbs *told* and *said* are in the correct tense while the reported verbs *is*, *perform*, *have* and *will* are incorrect. In the fifth sentence the same learner uses the reporting verb *say* in the wrong tense and the reported verb *knew* in the correct form. Likewise, S7/23 produced eleven sentences in which all the reporting verbs were used in their correct forms. Among the reported verbs are six instances of the correct use of the past tense auxiliary *was*, but two instances of the incorrect form *is* betray the learner's system.

Despite their obvious inability to apply the rule correctly, certain learners produced quite a large number of sentences that required the application of the rule. Student S7/07 produced a total of fifteen sentences that needed tense agreement, but only four of them were correct. Quite interestingly, S8/05 produced only one sentence that required the tense agreement rule, in spite of the good command of English evident in their composition.

In cases where the verbs in the reported clause ought to remain in their present form, in view of the fact that the events they describe are still significant, some learners have shown understanding of this. Learner S7/30, for example, tries to quote the English saying *Not all that glitters is gold* and correctly uses the verbs *glitters* and *is* in their present tense forms in a sentence that has the reporting clause in the past tense.

Analysis of the data summarised in Table 1 leads this study to the conclusion that upper primary learners of the Siathani Primary School have quite a high level of proficiency in verb tense agreement, but fails to support the first hypothesis since only twenty-seven percent of the learners in the study sample have applied the rule correctly in all their sentences.

CHAPTER THREE
INFLUENCE OF NUMBER OF CLAUSES AND TYPE OF VERB ON TENSE AGREEMENT

3.1 Introduction

This chapter presents and discusses data on whether the number of clauses in a sentence and the type of reported verb influence the application of the tense agreement rule by the learners. Since two-clause sentences are less complex than sentences comprising more than two clauses, it was hypothesized that learners would find it easier to apply tense agreement in the former than the latter. On the type of reported verb, main verbs will be compared to auxiliary verbs in the application of tense agreement.

The first section analyses data on the influence of the number of clauses while the second compares correct application of the rule with main verbs and auxiliary verbs.

3.2 Influence of the number of clauses on verb tense agreement

The frequency of both correct and incorrect instances in both two-clause and multiple-clause sentences is presented in a table.

Table 2: The learners' application of tense agreement in two-clause sentences versus multi-clause sentences

Learner	Number of sentences requiring the rule	Two-clause sentences		Multi-clause sentences	
		Correct	Incorrect	Correct	Incorrect
S7/01	9	4	1	2	2
S7/02	9	2	1	5	1
S7/03	8	0	3	0	5
S7/04	9	4	4	0	1
S7/05	2	0	0	0	2
S7/06	2	0	1	0	1
S7/07	15	1	3	3	8
S7/08	4	4	0	0	0

S7/09	7	4	0	1	2
S7/10	7	2	0	5	0
S/11	4	0	0	3	1
S7/12	3	0	0	0	3
S7/13	6	1	2	2	1
S7/14	2	1	0	1	0
S7/15	5	0	2	0	3
S7/16	7	1	3	3	0
S7/17	2	1	1	0	0
S7/18	7	4	0	3	0
S7/19	2	0	1	0	1
S7/20	5	1	2	1	1
S7/21	10	2	7	1	0
S7/22	7	2	1	1	3
S7/23	11	5	0	4	2
S7/24	8	5	0	3	0
S7/25	5	0	1	2	2
S7/26	6	2	1	1	2
S7/27	4	2	0	2	0
S7/28	5	4	0	0	1
S7/29	3	1	0	2	0
S7/30	2	1	0	1	0
S7/31	8	1	2	3	2
S7/32	6	1	1	3	1
S7/33	5	2	0	2	1
S7/34	1	0	0	1	0
S7/35	4	3	0	0	1
S8/01	3	0	0	0	3
S8/02	5	1	0	3	1
S8/03	9	2	4	1	2
S8/04	7	0	3	0	4
S8/05	1	1	0	0	0

S8/06	2	0	0	2	0
S8/07	3	2	1	0	0
S8/08	10	1	2	4	3
S8/09	8	3	1	1	3
S8/10	4	2	1	0	1
S8/11	2	0	0	1	1
S8/12	5	2	2	0	1
S8/13	5	2	0	3	0
S8/14	6	4	0	2	0
S8/15	6	0	1	3	2
S8/16	4	2	0	1	1
S8/17	2	0	0	2	0
S8/18	2	0	0	1	1
S8/19	10	4	3	1	2
S8/20	9	5	0	4	0
S8/21	6	3	0	2	1
S8/22	8	0	0	8	0
S8/23	3	0	0	2	1
S8/24	5	0	0	3	2
S8/25	4	1	0	2	1
Total	329	96 (64%)	54 (36%)	101 (57%)	77 (43%)

Tense agreement, as defined in this study, involves a reporting verb and a reported verb (or verbs). The selected learners' production consists of clauses linked by the complementiser *that* as these are the sentences that would require the tense agreement rule. Some of the earners, such as S7/18 and S8/14, have applied the rule correctly in all their sentences, regardless of the number of clauses they contain. In fact, S8/22 was able to produce eight multi-clause sentences and apply tense agreement correctly in all of them. Nevertheless, the results show that sixty-four percent of two-clause sentences produced by the learners were correct compared to fifty-seven percent of sentences that had more than two clauses.

A greater percentage of the learners found it easier to apply tense agreement in shorter sentences than the more complex ones, despite the fact that the overall number of multi-

clause sentences was much higher than that of two-clause sentences in the learners' compositions. Besides, a few of the subjects displayed a rather bizarre ability to apply the rule correctly in multi-clause sentences while they have difficulties in the simpler and shorter two-clause sentences. Subject S7/16 is a case in focus here. This particular learner produced three multi-clause sentences which were all correct, but only one out of the subject's four two-clause sentences was correct.

3.3 Influence of the type of verb on tense agreement

Table 3 below contains data on the use of main and auxiliary verbs in the learners' constructions.

Table 3: Use of tense agreement with main and auxiliary verbs in the learners' sentences

Learner	Total number of reported verbs	Main Verbs		Auxiliary Verbs	
		Correct	Incorrect	Correct	Incorrect
S7/01	10	0	0	7	3
S7/02	15	5	1	7	2
S7/03	16	2	1	3	10
S7/04	10	0	1	4	5
S7/05	2	0	0	0	2
S7/06	2	0	0	0	2
S7/07	20	4	1	5	10
S7/08	4	0	0	4	0
S7/09	10	1	0	7	2
S7/10	12	5	0	7	0
S7/11	7	2	1	4	0
S7/12	5	0	0	2	3
S7/13	7	1	0	3	3
S7/14	4	1	0	3	0
S7/15	6	2	1	0	3
S7/16	8	0	1	5	2
S7/17	2	0	0	1	1

S7/18	10	2	0	8	0
S7/19	3	0	0	1	2
S7/20	6	0	0	3	3
S7/21	10	1	3	2	4
S7/22	12	3	0	4	5
S7/23	20	4	0	14	2
S7/24	10	4	0	6	0
S7/25	5	0	0	3	2
S7/26	9	2	0	4	3
S7/27	6	1	0	5	0
S7/28	6	1	0	4	1
S7/29	5	1	0	4	0
S7/30	2	1	0	1	0
S7/31	13	0	0	8	5
S7/32	8	3	0	1	4
S7/33	8	0	1	7	0
S7/34	3	0	0	3	0
S7/35	5	2	0	1	2
S8/01	6	2	1	1	2
S8/02	11	5	0	5	1
S8/03	12	2	0	5	5
S8/04	13	1	5	3	4
S8/05	1	0	0	1	0
S8/06	3	2	0	1	0
S8/07	3	0	0	2	1
S8/08	17	2	1	8	6
S8/09	12	2	1	4	5
S8/10	5	0	0	3	2
S8/11	2	0	0	1	1
S8/12	8	0	1	2	5
S8/13	8	2	0	6	0
S8/14	8	1	0	7	0

S8/15	11	1	0	7	3
S8/16	6	1	3	2	0
S8/17	5	2	0	3	0
S8/18	3	1	0	1	1
S8/19	17	7	2	4	4
S8/20	14	4	0	10	0
S8/21	7	1	0	5	1
S8/22	11	4	0	7	0
S8/23	8	3	0	3	2
S8/24	11	1	0	8	2
S8/25	9	3	1	5	0
Total	492	95 (79%)	26 (21%)	245 (66%)	126 (34%)

For the purpose of this study, *be*, *have* and *do* have been considered and treated as auxiliary verbs in all cases where they have been used in the learners' compositions. In one of the sentences produced by respondent S7/13 (serialised as sentence number 80) *were* does not function as an auxiliary verb, and the same applies to *had* in sentence 273 produced by learners S8/15 and *did* in sentence number 254 produced by S8/11.

Out of four hundred and ninety-two reported verbs identified in the learners' compositions, one hundred and twenty-one were main verbs while the other three hundred and seventy-one were auxiliary verbs. Tense agreement was applied correctly in seventy-nine percent of the main verbs and sixty-six percent of the auxiliary verbs.

A sizeable number of learners in the sample have displayed notable difficulties in applying the tense agreement rule when it comes to auxiliary verbs. For instance, S7/07 used five main verbs, four of which were correct. The subject went on to use a whopping fifteen auxiliary verbs out of which only five were correct. However, a good number of learners in the study sample were at ease with auxiliaries just as they were with main verbs. A perfect example would be learner S8/20 who used a total of fourteen reported verbs – four main and ten auxiliary verbs – and was able to use the correct tense in all of them.

In a few cases learners applied the rule indiscriminately, with errors occurring in either main or auxiliary verbs. Learner S8/01, in the sentence marked serial number 201, uses the reported verbs *had* and *takes* after the reporting verb *told*. S8/03, on the other hand, uses the wrong form *will* and the correct form *got* to 'agree' with the reporting verb *said* in sentence number 215.

A closer look at the instances of incorrect usage by the learners reveals that the modal auxiliary *will* is mostly used in its present form, in disregard for the past tense form of the reporting verb. Learners seem not to know that modal auxiliaries such as *will*, *shall* and *can* do have past tense forms as opposed to others like *should*, *ought to* and *must*, which do not.

CHAPTER FOUR
LEVEL OF INSTRUCTION AND TENSE AGREEMENT

4.1 Introduction

This chapter seeks to establish whether or not the learners' level of instruction determines their application of the tense agreement rule. The two levels of instruction contrasted here are Standard Seven and Standard Eight. Instances of correct application of the tense agreement rule are analysed for each of the two levels.

4.2 Level of Instruction

Table 4 shows the frequency of correct uses of tense agreement by learners by level of instruction.

Table 4: Correct uses of the tense agreement rule by level of instruction

Level of instruction	Total number of sentences	Correct uses	Percentage
Standard 7	200	113	57
Standard 8	129	83	64

A higher frequency of correct use of tense agreement by Standard Eight learners than that of their Standard Seven counterparts can be observed from the table. Since, as indicated in Chapter One, each of the two classes began to be taught in English at Standard Four, Standard Eight learners are at a higher level of instruction. All the six identified cases of avoidance are found in the sentences produced by Standard Seven learners. In total the Standard Seven learners produced 1299 sentences out of which only 200 or fifteen percent required the application of the tense agreement rule while Standard Eight made 746 sentences and the rule was required in 129 of them, representing seventeen percent. Ellis (2008), cited in Buregeya 2018:40), asserts that avoidance reduces as learners gain proficiency, and this is a plausible explanation why there are more cases of avoidance of tense agreement in Standard Seven than Standard Eight. The fourth hypothesis, that there would be more instances of correct usage of tense agreement among Standard Eight learners than their Standard Seven colleagues is supported by the results under discussion here.

At least eight of the Standard Seven learners have used tense agreement correctly in all their sentences. At the same time, it is worth noting that a couple of Standard Eight learners were not able to apply the rule correctly in any of their sentences.

Table 5 compares the frequency of correct use of the tense agreement rule in sentences comprising more than two clauses by learners at each level of instruction.

Table 5: Correct use of tense agreement involving sentences with more than two clauses

Level of instruction	**Total number of sentences with more than two clauses**	**Sentences with tense agreement correctly applied**	**Percentage**
Standard 7	102	55	54
Standard 8	76	46	61

Applying tense agreement in sentences made up of more than two clauses is presumed more difficult than two-clause sentences as it involves a larger number of reported verbs. It would therefore be expected that Standard Seven learners would face greater challenges in the longer sentences than those in Standard Eight.

A quick look at Table 5 shows a higher frequency of correct use of tense agreement in sentences made up of more than two clauses by learners in Standard Eight than the ones in Standard Seven. That sixty-one percent of the sentences produced by Standard Eight were correct, compared to fifty-four percent by Standard Seven learners, shows that the former found it relatively easier to apply the rule in multi-clause sentences than their lower level colleagues.

The difference could have been wider since the two levels have a whole year of instruction between them, but then some other factors come into play here. The two classes are taught by two different teachers in two different classroom settings. As such, the influence of the teachers on the learners, as well as that of the learners on one another in the actual classroom setting could, in one way or other, influence their application of the rule. This despite the fact that they attend the same institution and wrote compositions on the same rubric, timeframe and conditions of space. All this said and done, it should be borne in mind that, although all

the subjects in the study sample are learning a foreign language in their home environment, individual learners are bound to have varied degrees of exposure to English outside the classroom and the school as a result of their diverse social backgrounds.

CHAPTER FIVE
CONCLUSION

This study sought to investigate the application of the tense agreement rule in the English of Standard Seven and Standard Eight learners at the Siathani Primary School, a public day school in Machakos County in Kenya. The study had four objectives: to identify the extent to which the tense agreement rule is applied correctly, incorrectly or avoided by upper primary learners of the school; to establish whether the number of clauses in a sentence determines the application of the rule; to establish whether the type of reporting verb is a determining factor in the application of the rule; and to establish whether the learners' level of instruction determines the application of the tense agreement rule. Four hypotheses based on the objectives were considered: that at least fifty percent of the upper primary learners of the Siathani Primary School can apply the agreement rule correctly in their written English; that the more clauses there are in a sentence, the more instances of non-application of the rule there will be; that there will be more instances of correct application of tense agreement with main verbs than with auxiliary verbs; and that learners in Standard Eight will use tense agreement more correctly than their Standard seven counterparts. Data collected consisted of written compositions from a total of 60 learners drawn from both levels of study under investigation. A frequency analysis approach was applied to the learners' compositions in order to achieve the above objectives.

The research found out that learners at both levels of instruction have mastered the tense agreement rule relatively well, with fifty-nine percent of their sentences being correct. Quite a number of the learners had the rule correctly applied in all their sentences. However, the first hypothesis has not been supported. Only twenty-seven percent of the respondents applied tense agreement correctly in all their sentences.

On the number of clauses, multi-clause sentences were preferred by the majority of the learners in spite of the fact that they are longer and more difficult to use tense agreement than sentences with two clauses. But when it came to application of the rule, correct usage in two-clause sentences was quite higher, at sixty-four percent, while in sentences with more than two clauses the rule was correctly applied in fifty-seven percent of the sentences. Seventy-nine percent of the main verbs used as reported verbs in the compositions had tense

agreement correctly used. With auxiliary verbs, sixty-six percent were correct, an indicator that learners found it quite easier to apply the rule in main verbs than in auxiliary verbs.

Learners in Standard Eight, who are a year ahead in terms of instruction, recorded a higher frequency of correct usage of the rule, at sixty-four percent, than their counterparts in Standard Seven who recorded fifty-seven percent. The difference, however, could have been wider since some learners in Standard Seven exhibited higher proficiency in tense agreement than some of their colleagues in Standard Eight. This could be attributed to factors such as the aptitude and motivation of individual learners and the influence of the learners on one another outside the classroom setting. The fact that the two classes were not taught English by the same teacher exposed the learners to different teaching methods, and probably, different levels of teacher competence.

One limitation to the study was that simple percentages were used instead of the required chi-square test for the second and third hypotheses, and t-test for the fourth hypothesis. The researcher had not studied these types of tests, and was therefore unable to use them. Nobody with knowledge on the said tests was at hand to give a helping hand. Furthermore, analysis of the data was carried out at the height of the covid-19 pandemic and cessation of movement in some of Kenya's counties, including Nairobi. This made it rather difficult for the researcher to travel to meet the supervisors and get the much-needed assistance on the same.

In studying past tense agreement, instances of other forms of agreement such as present tense, agreement of person and number were noted. In addition, this study was pseudo-longitudinal. Samples of learner language were collected from two groups of learners of different proficiency levels as a single point in time (Ellis & Barkhuizen: 2005:97). There is need for studies to be carried out on these other types of agreement as well as a longitudinal study of tense agreement.

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Appendix 1: Sentences produced by the learners

Subject	Sentence	Type of Application
S7/01	1. One of the man told me that he was going to kill me if I do anything .	Incorrect
	2. I thought that the earth could open and swallow me.	Correct
	3. They told me that they will couch me.	Incorrect
	4. I said to my heart that I would take it and go.	Correct
	5. I told him the whole story and he told me that we will fast go to the hospital.	Incorrect
	6. I knew that the headteacher was not calling me.	Correct
	7. I knew that I was in jeopardy.	Correct
	8. I thought that the car was going to bang me and I die.	Correct
	9. I knew that I was in a save.	Correct
S7/02	10. Later on he said that I was the only one in the whole school who knew about the death of my classmate Wangari.	Correct
	11. I thought he called me to do what he had done for my classmate.	Correct
	12. He then told me that what had happened should remain as a secret between me and him.	Correct
	13. He also told me that (if) I tell anybody about it he will take me away from my parents.	Incorrect
	14. He told me to go to my class and he will call me later.	Incorrect
	15. The headteacher told me to wait outside but the two gentlemen told me not to go.	Correct
	16. They said that their were policemen form ‘Watamu’ Police Station and they were investigating the death of a standard seven girl by the name Wangari.	Correct
	17. I said on Friday evening before we went home, the headteacher called Wangari.	Correct
	18. He responded that everything was true.	Correct

S7/03	19. When I get to the office headteacher told me my mother have said I go home because she was wanting to with me.	Incorrect
	20. When I reached home my mother told me we are going to greet my grandmother.	Incorrect
	21. When the bus reached my mother said she will go with this bus and my uncle gave my mother five hundred shilling note and told him to go.	Incorrect
	22. My friend (she) told me she is going with (is) grandmother at hospital.	Incorrect
	23. I told him we are going to greet my grandmother and asked if we are going back today.	Incorrect
	24. I eat that food then I told my mother that food was sweet.	Incorrect
	25. My grandmother told my mother I will be left with him at his place.	Incorrect
	26. I told … we will go back next week because we will go and assist him and when we finish we stay after some … because we were closing our school today, and I will ask my mother if I been left with my grandmother.	Incorrect
S7/04	27. They told me that they had paid for me all the fees.	Correct
	28. My sister told me that she was very happy to see me.	Correct
	29. My sister and my aunt told me that if I will get four hundred marks they will pay for me the secondary fees.	Incorrect
	30. My sister told me that you are going well in school.	Avoidance
	31. My aunt told us that she would …. to go back home.	Correct
	32. She knew that the thief had come to kill him.	Correct
	33. My grandmother knew that is his child.	Incorrect
	34. I knew that there is a good thing for me.	Incorrect
	35. They told me that they want to be brought home to spend some time with my grandmother.	Incorrect
S7/05	36. When I entered the headteacher told me that your balance is around five thousand.	Avoidance

	37. Our headteacher called me this morning and told me I have a balance of last year.	Avoidance
S7/06	38. My sister told me he will take me in a school in Nairobi.	Incorrect
	39. My friend Kizito was very happy because I call him and I told him I will come in Nairobi.	Incorrect
S7/07	40. I went and when I returned to school from the market he told me that I did a good job.	Correct
	41. I told him that I knew that he wanted to burn the school and I could have been burnt too.	Correct
	42. One day the headteacher called the pupil and told him to go at the market and buy khat so that it may be put in the kales.	Incorrect
	43. One day the parents of that boy came to the school and went at the headteacher's office and claimed that they haven't seen their kid.	Incorrect
	44. The headteacher cheated that he haven't seen their kid.	Incorrect
	45. I went to the headteacher's office with confidence and I told him I saw everything that he did to the boy.	Correct
	46. He told me that I am a liar.	Incorrect
	47. They told the teacher they are police officers from Likoni Police Station.	Incorrect
	48. They told the headteacher the death of the boy is known by a few pupils but they didn't knew who killed the boy.	Incorrect
	49. The police left but I followed them secretly and told them I knew who killed the boy.	Correct
	50. They went and told the teacher that he is under arrest for the murder of the boy.	Incorrect
	51. After a few minutes he sent for me again and told me you haven't bought the oil.	Avoidance
	52. I knew that was a big problem when the headteacher will be known to have caused the death of the poor child.	Incorrect
	53. They told the teachers if they get the murderer they report immediately.	Incorrect

	54. I told them the headteacher is the one who killed the boy.	Incorrect
S7/08	55. I realised that my father was outside the office.	Correct
	56. I looked round the village and realised we were in our home.	Correct
	57. I knew that I had to transfer from that school	Correct
	58. I was told that I was going to transfer to another school.	Correct
S7/09	59. They told the headteacher they were my uncles and aunts and my parents told them to come for me.	Correct
	60. The four people told me I was their supper that evening.	Correct
	61. At that time I knew my life was in jeopardy.	Correct
	62. The headteacher of the school whispered to me and told me that he don't entertain nonsense.	Incorrect
	63. They were told that they were under arrest	Correct
	64. They went in the police station and was charged six million and they were told they will stay in the court for a period of two years.	Incorrect
	65. The police said that the people were caught red handed stealing cattle.	Correct
S7/10	66. He told me that there was a girl known as Chelei who was in the sixth grade.	Correct
	67. I remembered that I saw this girl going to the headteacher's office and did not come out.	Correct
	68. The man told me she found the girl floating on water.	Correct
	69. I told the gentleman who was speaking to me with a soft sound that I saw her come in the headteacher's office and did not see her come out.	Correct
	70. I told him that I saw a short boy called Pijanti who was in the fifth grade.	Correct
	71. The child said that he heard the headteacher telling the girl to go (and) buy him a packet of cigarettes.	Correct
	72. The teacher was handcuffed and was told to move out of his office and anything he would do or say would be used	Correct

	against him in the court of law.	
S7/11	73. Since I was angry with the bad boy, I said I must give three blows to Samuel before I leave.	Incorrect
	74. Since the boy had a bad behaviour, I knew that he had a case.	Correct
	75. The headteacher told me he would double my punishment but I gave the boy a heavy blow and ran towards my home.	Correct
	76. The headteacher told me that I should go and bring my parent.	Correct
S7/12	77. And then told me I must go to my class and tell my classmates that we must recite a very interesting poem which can make somebody happy that time of prize giving.	Incorrect
	78. I was very happy because I knew my mother will come.	Incorrect
	79. She listen it well and when we finished it she told us it is very interesting.	Incorrect
S7/13	80. The ladies greeted me and told me that they were my two aunts who lived in Mombasa.	Correct
	81. They told me that they were going to take me to another school where I was going to learn.	Correct
	82. I told them (I) am going to another school.	Incorrect
	83. My father told me that he will also bring my siblings.	Incorrect
	84. I told them when I come back I will bring them some presents .	Incorrect
	85. My smaller sister told me that she would like to learn with me in the same school.	Correct
S7/14	86. I told him that he was needed in the school.	Correct
	87. He told me he would come, but I didn’t want to leave him behind so I waited for him.	Correct
S7/15	88. As the headteacher asked me if I know the two ladies, I say that I knew the two ladies.	Incorrect
	89. But the two ladies told the headteacher that is all right.	Incorrect
	90. When the headteacher heard that he touched his watch	Incorrect

	and he said that he liked me because I really perform well.	
	91. As I talked with my mother she told me if I have saw the two ladies.	Incorrect
	92. I told the headteacher I will come to visit you one time one day.	Incorrect
S7/16	93. The headteacher told me to sit on a chair which was next to the woman.	Correct
	94. The woman told me that she want to took me in a boarding school.	Incorrect
	95. I told him that I had never seen her before.	Correct
	96. I told her that I will do my examination without playing.	Incorrect
	97. Our class teacher said that next week is zonal exam.	Incorrect
	98. I found that my mother had cooked food which was as sweet as honey.	Correct
	99. But I knew that I had done a lot of efforts in that exam because I was position one.	Correct
S7/17	100. The man said that I am very bad boy.	Incorrect
	101. When the boy got in I knew that I had bitten the boy.	Correct
S7/18	102. I thought it was my mother who had come from the work that day.	Correct
	103. I remembered that the previous day my friend and I had stolen some mangoes.	Correct
	104. I thought he was preparing to give me a slap.	Correct
	105. We thought that he had not seen us but he saw us while he was grazing his cattle.	Correct
	106. I promised them that I would do my best in my studies.	Correct
	107. They told me that they came from the KCB bank.	Correct
	108. I knew that my parents were told about my cheeky behaviour.	Correct
S7/19	109. They told me that it is why they were senting me home.	Incorrect
	110. The men told me that they can’t tolerate nonsense.	Incorrect
S7/20	111. I was very happy when my mother told me that I will go to another school.	Incorrect

	112. My cousin told me that they were going in a meeting where it was the worshipping place.	Correct
	113. I wondered when my teacher told me that I was gone to the next class.	Correct
	114. I said I will never forget that day.	Incorrect
	115. I told my class that I will never forget the days.	Incorrect
S7/21	116. He told me that he wants to talk with me.	Incorrect
	117. He told me that some people will come to visit me.	Incorrect
	118. I thought that they were my mother's friends.	Correct
	119. They told me that they want to take me to my cousin's graduation.	Incorrect
	120. I thought that I was in trouble.	Correct
	121. We found that the graduation has not started.	Incorrect
	122. When we were travelling I noticed a phone of one lady and I remembered that the phone rang in my birthday.	Correct
	123. She told me that she is in the ceremony.	Incorrect
	124. She told us that she is happy to see this big crowd of people.	Incorrect
	125. She told us that she wants to be a doctor.	Incorrect
S7/22	126. The pupils were not to cheat because they knew when they will cheat they would face the music.	Incorrect
	127. I knew my life was in danger.	Correct
	128. Even I didn't want to see my uncle because I knew he will beat me.	Incorrect
	129. One of the pupils came forward and told the headteacher that he was the one who hurt the boy.	Correct
	130. I knew they will support me to move to the trouble but they didn't do what I wanted them to do.	Incorrect
	131. He had thought that who hurt him was like his friend.	Correct
	132. Even my parents told me that they will not buy for me food to eat.	Incorrect
S7/23	133. I told him that I had just rescued the girl from some students who were beating and abusing her.	Correct

	134. To my surprise she told the headteacher that the young girl was always abusing them and telling them that their parents were so poor, so her children decided to teach the girl a lesson.	Correct
	135. She also said that I never did any harm to the girl.	Correct
	136. I wondered who had told her there was a case in our school.	Correct
	137. The headteacher asked me if the words said by the woman were true, and I said that what I never knew is if the girl was abusing the others but I just found her been beaten and rescued her.	Incorrect
	138. The headteacher told the woman that it was not good to tell lies.	Correct
	139. The headteacher told the mother that she should change her behaviour or else the girl is transferred.	Incorrect
	140. He also said that the false case had wasted his time and also I had not attended the first lesson.	Correct
	141. I was told to go to class to continue with what others were doing.	Correct
	142. Instead I told them that I was just arranging books on the shelves.	Correct
	143. I think she thought that I was one of the cruel human beings.	Correct
S7/24	144. The headteacher told me that I needed to follow my father.	Correct
	145. My father's red eyes explained that something was wrong.	Correct
	146. I tried to ask him what was wrong but the only thing he told me was that we needed to hurry.	Correct
	147. According to the way he reacted, I knew very well that he knew what was going on.	Correct
	148. When we were about to get into the hospital, my father told me that my dear grandmother was very ill and she had	Correct

	been brought to the hospital	
	149. I promised her to always keep those words in my heart as I cried while holding her hand.	Correct
	150. I very well knew that she was no more.	Correct
	151. My father who was outside heard me and knew that grandmother was dead.	Correct
S7/25	152. My mother and the headteacher noticed that I was very friendly.	Correct
	153. The headteacher said that I will been beaten so.	Incorrect
	154. He told me that he was wanting to go to the car.	Correct
	155. The police suggest that I was in the bed.	Incorrect
	156. My father told her that he will come and help her.	Incorrect
S7/26	157. I told him that the headteacher told me to ring it.	Correct
	158. I knew there was something good was to happen.	Correct
	159. We were told that day on Thursday we will have a friendly match.	Incorrect
	160. He told us that we must have a friendly match that day we have to do some exercise.	Incorrect
	161. We were told that the time of the match has reached and we all went to the field.	Incorrect
	162. We knew that we were going to win the match.	Correct
S7/27	163. The headteacher told … I had lost a text book and I had stolen my parents' money.	Correct
	164. They said that he had beaten severely one of the pupil.	Correct
	165. My parents told me that I had been injured my back so I had to stay in the hospital for about six weeks.	Correct
	166. After my parents told me that I slept again.	Correct
S7/28	167. When they saw me they murmured to each other that I should show them where is my father.	Incorrect
	168. I told them that my father had gone for a business trip.	Correct
	169. One of them said that my father was a thief.	Correct
	170. They told the headteacher that they wanted me.	Correct
	171. I told them that I would tell them.	Correct

S7/29	172. My cousin said that she was sorry and she would never repeat again.	Correct
	173. She told me that we were going to my aunt's home.	Correct
	174. They told me that they wished they could be there.	Correct
S7/30	175. I was as happy as a king when the headteacher told my mother that I wanted to transfer to another school.	Correct
	176. I realised that all glitters is not gold.	Correct
S7/31	177. When I went to the school I was told that because I haven't come with my parent I will not get in the class.	Incorrect
	178. The headteacher called me and told me that I had no bad behaviour but the problem was not to finish the school balance.	Correct
	179. She told me that I should go and pack my books and put them safely.	Correct
	180. I stopped them and I told them that I was sent for the parent.	Correct
	181. They were told that the reason I was sent to call them is that I had not finished the school balance and I was almost waiting for the end term exam.	Incorrect
	182. The teacher told me that he will pay for me.	Incorrect
	183. I promised her that I will always pass in my exams.	Incorrect
	184. When I reached home I told my mother that my fees had been payed by our class teacher.	Correct
S7/32	185. When I reached the office the headteacher told me that I go and tell the lower classes we have an exam.	Incorrect
	186. When the teacher told us that we do exam keenly we knew that the exam was very hard.	Correct
	187. I told him that the upper classes wanted to beat me.	Correct
	188. My mother told me that she will go and tell the headteacher.	Incorrect
	189. When I went home mother told me that she will beat me because I felt the exam.	Incorrect
	190. When the teacher knew that he told me that they will do	Incorrect

	it the following day.	
S7/33	191. When we reached I was told by my mother that before I go I should take a bath and eat the food that she had prepared for lunch.	Incorrect
	192. She told me that she would take me to Mombasa for a week.	Correct
	193. I told my aunt that I was hungry.	Correct
	194. When we reached the other end of the ocean the week was almost over and my aunt told me that she could take me back.	Correct
	195. She told me that we should go with the ferry which she had booked.	Correct
S7/34	196. There I found my parents and I quickly remembered that my parents had told me that we were going to visit my brother who was in a boarding school.	Correct
S7/35	197. I told them I have found a big snake with horns that I have never see it in my life.	Incorrect
	198. I told them in my way I saw a snake slithering backwards.	Correct
	199. I told my mother and father I saw a very dangerous animal slithering.	Correct
	200. I told my father there was no one else to help me.	Correct
S8/01	201. Our headteacher Mr Kilunda told us that he had received a call from Matiangi who takes part in games.	Incorrect
	202. He told us we are travelling outside Kenya and he needed me to play for our country.	Incorrect
	203. I thought the teachers wanted to ask me where our netball it is.	Incorrect
S8/02	204. My mother told me to tell her what we had done when she had gone to visit our grandmother.	Correct
	205. I told her that when she had left home we went to take cows to graze, washed the utensils, cleaned the compound and then we went to fetch water to the nearest dam.	Correct

	206. I told her that when we had gone to fetch water I left them at the dam.	Correct
	207. He said that the water was too cold.	Correct
	208. Nobody ignored and said that he will not swim.	Incorrect
S8/03	209. I went and the teacher told me that he found two pupils fighting and they told him that I was there.	Correct
	210. The teacher told us that we are supposed to be honest.	Correct
	211. The headteacher told me he is not going to entertain nonsense with any pupil.	Incorrect
	212. Kioko's parents were complaining that his child had not fight.	Correct
	213. The teacher said that he is going to give him first aid.	Incorrect
	214. At that moment Mutua was complaining that his stomach has been injured … when they were fighting.	Incorrect
	215. The headteacher said that Kioko's mother will pay Mutua's bill at the hospital until he got well.	Incorrect
	216. The teacher told us the case will end tomorrow.	Incorrect
	217. The next day we heard that Mutua had kicked the bucket.	Correct
S8/04	218. I told him every time he gives me money to pay I pay it.	Incorrect
	219. I told him maybe the chairman do not write.	Incorrect
	220. The chairman said (he) have never seen me since he was chosen like the chairman.	Incorrect
	221. My father sayed that I usually go and buy snacks.	Incorrect
	222. I told Lilian to go and say I am not there.	Incorrect
	223. She went and say I had already escaped.	Incorrect
	224. Because the headteacher knew I was inside the latrine I moved there and hide back the latrines.	Incorrect
S8/05	225. The headteacher told me that the president was going to pay a visit.	Correct
S8/06	226. I was very surprised because I thought that the waiter saw me with the uniform.	Correct

	227. As we were there I told them that I kept away with it and from that day I was not (to) cheat again.	Correct
S8/07	228. The headteacher told me that the visitors were going to sponsor me.	Correct
	229. One of the gentlemen named Harrison said that they shall take me to a boarding school.	Incorrect
	230. He said he is called Mr Ombui.	Correct
S8/08	231. I thought that it was something good.	Correct
	232. When I went there the headteacher told me I kneel down and explain what I had done yesterday.	Correct
	233. He told me that when I was going home I went abusing everyone at the road.	Correct
	234. The teachers told me if they found that is true I had done so they shall do for me something which I will never forget.	Incorrect
	235. Headteacher came with the woman and said that I had done so.	Correct
	236. The teachers said that they shall punish me.	Incorrect
	237. After a few hours the teachers of the staff called me and told me that it was not true.	Correct
	238. My English teacher told me I go to class they shall carry out the investigation.	Incorrect
	239. Mr Musila told me am so obedient so I could do such a thing.	Incorrect
	240. I told my English teacher that was not true and he told me that he trust me.	Incorrect
S8/09	241. I was shocked because I thought I had disappointed the short man.	Correct
	242. From her facial expressions I knew she was cheerless.	Correct
	243. Mr Richard told my mother that the man has been hearing my academic praises and he wanted to sponsor me.	Incorrect
	244. I knew I will learn without being sent home for school fees.	Incorrect

	245. The headteacher told me that I should work hard to improve in my weak areas especially in Social Studies.	Correct
	246. My mother told me that I should work hard in my studies because hard work pays.	Correct
	247. Since I was in class eight Mr Richard told me that I will reap what I sow.	Incorrect
	248. I vowed that after my education I will apply for a good job and sponsor some of the children whose parents died so that they can acquire knowledge.	Incorrect
S8/10	249. I told her that I didn't know anything.	Correct
	250. The headteacher told me that I will be taking part in athletics.	Incorrect
	251. That time the headteacher didn't know I was in the field.	Correct
	252. When I finish the event the headteacher called me and told me that I have done a good job.	Incorrect
S8/11	253. The second time he came and told me that we shall go to the supermarket and buy some stationery and come back.	Incorrect
	254. After some time the teacher called the man and told him that I did well in the examination.	Correct
S8/12	255. I told him I usually do.	Incorrect
	256. I told her that she is called at school.	Incorrect
	257. She said she was called in school.	Correct
	258. The teacher said that my mother had done … to come.	Correct
	259. She was told that I am a good boy, I does my work carefully and I am an obedient boy who respects pupils.	Incorrect
S8/13	260. I knew very well that I was one of the drug traffickers who helped Mrs Juma to carry and sell drugs.	Correct
	261. When I sat down the man said that his name was Mr Maimuna from the Criminal Investigation Department.	Correct
	262. He said that in the nearby town there was a woman named Wanjiku who was suspected to be taking school children and forcing them to take drugs.	Correct

	263. He told me that if I had any evidence to help him get hold of her.	Correct
	264. I said that I only knew where her homestead was.	Correct
S8/14	265. He said that I had been seen taking drugs.	Correct
	266. I thought I was dreaming.	Correct
	267. I told him that it was not me he had seen taking drugs.	Correct
	268. The boy said that his name was Mutua.	Correct
	269. They said that Mutua was their child.	Correct
	270. They said that the boy had been kidnapped by some men and left me alone.	Correct
S8/15	271. I knew the headteacher was going to ask me why I did not come with my parent as he had instructed me.	Correct
	272. I ran after him and before he got into the headteacher's office I told him that I wanted to talk to him a little bit.	Correct
	273. He told me that my mother had a lot of work to do, that is why she did not come.	Incorrect
	274. When I recognised her I knew that she was coming to call me.	Correct
	275. My father told me that he had been informed that I don't finish teachers' assignments.	Incorrect
	276. I told him to forgive me and I will never repeat the mistake.	Incorrect
S8/16	277. My mother thought that there was something unpleasing.	Correct
	278. At the end of the questions I recognised that they wanted to sponsor me.	Correct
	279. They told my mother that they were from a certain sponsoring company and they want to sponsor me.	Incorrect
	280. When my mother received the news that I had qualified she was very happy with me.	Correct
S8/17	281. I knew they would come to ask about the accident that occurred near our home	Correct
	282. I told them that I saw her face although I was not able	Correct

	to know who was.	
S8/18	283. The men instructed Mrs Mwangangi that they wanted to pay my school fees balance, buy me new clothes and they will help our family.	Incorrect
	284. I was shocked to see tears running on my mother's cheeks but I thought she was crying because of happiness.	Correct
S8/19	285. The headteacher told me that I should go and call my parents.	Correct
	286. I told her the headteacher wanted to talk to her in school.	Correct
	287. From there I knew there was something wrong with me.	Correct
	288. The teacher told my mother that when he teaches I cannot concentrate in class and I keep sleeping every time.	Incorrect
	289. The doctor called my mother at the office and told her that the results are ready.	Incorrect
	290. He told my mother that I have been using drugs and drinking alcohol.	Incorrect
	291. I assumed that I heard nothing.	Correct
	292. I told them I don't know anything.	Incorrect
	293. One of my friends said that I met with a woman who was a trafficker and she gave me drugs to put to her house and when I finished she closed the door and took a gun.	Correct
	294. When the headteacher entered our class, he told the pupils never to take drugs because drugs are dangerous.	Correct
S8/20	295. I knew that I had done something wrong.	Correct
	296. I knew my father that he was a spy of the president.	Correct
	297. My father told me that nothing I had done wrong but he wanted to speak with me privately.	Correct
	298. My father told me that in the government of the president there was a criminal who stole daily and got away with it.	Correct
	299. My father told me that the thieves had suspected that I	Correct

	was his child.	
	300. He told me that if they came with many vehicles the thieves could follow them and kill the President.	Correct
	301. The boy told us that he was the son of the President.	Correct
	302. The boy told us that he had power to kill us.	Correct
	303. The President found that the sapphire, television and the watch were inside the car.	Correct
S8/21	304. I knew that something had gone wrong.	Correct
	305. We were told that we had been stealing mangoes every day when we are on our way home.	Incorrect
	306. When it was my turn to tell the truth, I denied that I had stolen any mangoes.	Correct
	307. When we were released to go back to our respective classes, my classmates felt pity on me and they confessed that I did not steal any mangoes.	Correct
	308. I was informed that the following day I should not come with a jembe.	Correct
	309. Mr Jack proved me innocent and found the pupil guilty.	Correct
S8/22	310. The headteacher said to me that whenever I was given my school fees balance I used to eat the money.	Correct
	311. The headteacher called my classmates and said that every day I used to carry snacks.	Correct
	312. I looked at my beloved mother's face and knew something was cooking.	Correct
	313. I just accepted that I was the one who ate the money and I asked for forgiveness from the headteacher and my mother.	Correct
	314. As it was time to go home I didn't like going home because I knew very well that my mother would punish me.	Correct
	315. I sat down with my mother and … told me some of the social values I was lacking.	Correct
	316. I began to wonder and knew that I had done a very big mistake.	Correct

	317. My mother was a very kind woman and I knew that she would forgive me.	Correct
S8/23	318. When they moved their spectacles I found (out) that one of them was my lovely father but I did not recognise him at all.	Correct
	319. My father said that if I don't tell him what I did he would take me to a police station.	Incorrect
	320. I said that I met a woman and threw some stones to her and she was injured by one of the stones.	Correct
S8/24	321. The headteacher asked me to tell him what was wrong but I just told her that I don't know anything.	Incorrect
	322. I told mother that also I doesn't know where the handbag was.	Incorrect
	323. We told our mother that we gave the money to our class teacher to write us in the school trip because was the one who was collecting the money.	Correct
	324. Our mother told us that was very bad because we had not asked him.	Correct
	325. The headteacher and our class teacher told us that we should be as obedient as the biblical Samuel and we should ask permission when we are taking something.	Correct
S8/25	326. I thought that the headteacher had a report on what we did last two days.	Correct
	327. I told him that I did not have anything to say about the day.	Correct
	328. The woman said that she knew me because I was in the group which stole her mangoes.	Correct
	329. The woman was very cruel because she said that we were to plant two mango trees and water them until they bear fruits and work on the farm for the next three days to work for the money we stole	Incorrect

Appendix 2: Learners' compositions

10/T2 S7/01

MARK MBULA April 04, 2019

Just before the first lesson began the head teacher sent a pupil from the lower clases to call me. I was confiused like a monkey on the desert because I didn't know what was rong to me. I gazed at the pupil wondering if the pupil was talking to me I went running towards his office. No sooner had I reached the door than I was bitten with a big stick. I was very badly injured because of the ancident. After some time I was blindfolded with a big cloth I was waiting for the worse to happen. I knew that I was in jeopardy

Within a blink of an eye I heared a hooting car coming to me. I feered but the two strangers were strongly couching me One of the man told me that he was going to kill me if I do enythin. I knew that the headteacher was not calling me. I thought that the earth could open and swallow me. After some time the car hoot again and this was very near The two men left me and told me not to go anywhere. Because I was been tied my leg I could walk. My mouth was also tied with the eyes. I thought that the car was going to bang me and die. I thought for some time and I decided to jump when the car will come near.

When the car came near I jumped to the other side. Unfortunately my eyes was open I could see two goliath of men looking at me with round eyes. I was afraid and I asked my self if those men were coucking me The men went to me but by that time I had just moved the ropes off my legs. I run toward the nearby

10/T2 S7/01

bush. They told me that they will couch me. But I knew that I was in a save. They went through the bush but they didn't see me. I went back and saw there car wich was blue in coulour I looked inside and so a big phone and under it I saw a one thousand shilling note. I said to my heart that I would take it and go.

I took the note and run fast as a deer toward a house. No sooner had I reached the door than I saw the two men looking at me I didn't know what to do next because I didn't know where I was. I decided to run east wards. After some time I found my self at the market. Because our home was near the market I decided to go home my mother asked why I didn't carry bag. I told him the whole story and he told me that we will fast go to the hospital. I found that my hed was broken and I thanked God because I was been kicked to death I will not forget that day

50/T2 57/02

SUSAN NYAWIRA. APRIL 04, 2019.

Just before the first lesson began, The headteacher sent a pupil from the lower classes to call me. I ran towards the office. On reaching, I saw that the headteacher seemed to be confused. I wondered what was wrong with him. He kept quiet for some time. Later on he said that I was the only one in the whole school who knew about the death of my classmate Wangari.

After he finished saying the last word I was trembling with fear. I thought that he called me to do what he had done for my classmate. He then told me that what had happened should remain as a secret between me and him. I was confused didn't know what to do next. I asked my self questions which had no me to answer. He also told me that is I tell anybody about it he will take me away from my parents.

He told me to go to my class and he will call me later. I got out of the office like a lightning. I didn't lessen to to the teacher because the words which the headteacher said kept on reapiting in my mind. I was now stressed. I was even not reading. My friends could asked me what was wrong with me but I kept quiet. At home I didn't have appetite to eat.

At break time the headteacher called me again. I was shaking with fear as I entered his office. He looked out to make sure that there was no to to lisen to what he could say. I didn't know what to do instead I just listened at him. Suddenly I heard a knock at the door. The became more confused. At the door there were standin

50/52 57/02

two men who were smartly dressed. They wore black suits with white shirts and blue matching tie. Their shoes were well polished. The two gentlemen seemed to be serious. The headteacher told me to wait out side but the two gentlemen told me not to go. One of the men started by greeting the headteacher. He later said his name as well as the other man. They said that they were They said that they were police men from "Whatamu" police station and they were investigating the death a standard seven girl by the name Wangari. The headteacher looked me with his fearfull eyes as a sign to tell me not to say anything. They continued by saying that they had first caught our class teacher. I asked myself why they had done that and our classteacher was innocent. I decided to reveale the truth. I said that on friday evening before we went home, the headteacher called Wangari. she went to the office. The headteacher wanted to send her drugs. But she refused. The headteacher became angry and killed her.

The gentlemen asked the headteacher if what I had said was true. He responded that everything was untrue. He was tied his hands. As he came out of the office, pupils were all over the compound. the headteacher felt emberased. The pupils shouted to the headteacher. They seemed to know what had happend to Wangari. They were not afraid of him anymore. He felt shy walking between the pupils and teachers. He was to pay for all the evil he had done in jail. He entred the police car as they drove off. He jailed for six months. He was charged with muder with hard labour.

20/12 57/03

NGINA MUTUNGA April 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I went when I am running. when I reached at the headteacher office I knocked the door and headteacher told me to get. when I get to office headteacher told me My mother have said I go home because she was waiting to go with me, to greet my grandmother at his home.

That day I took my bag and my classmate stick asking me were I am going. When I took my bag I went to report at headteachers office if I have go home. when I was going home I was as happy as a king, when I reach at home My mother told me we are going to greet My grandmother. That day we prepar our things, like clothes and other many.

We started our Journey to Machakos when we reach at Muraka my mother bought for my grandmother Sugar, maize flour, tea leaves, and other many. when we was at bus stop my mother saw is brother and call him. He came and told she his going to greet is mother and will next week because he will go to washed his clothes. When my uncle saw me he ask him if she is going with first my uncle bought for me soda and cake.

When the bus reached my mother said she will go with this bus and my uncle gave my mother five hundred Shillings note and told him to go and gave my grandmother. when we get in the bus my uncle gave me one hundred and he told I buy something when I reached and my grandmother. We started our Journey when we reached at Masii my mother bought for my grandmother vegetables and fruits for him After some time I saw my friend and ask me were

I am going me and my mother.

My friend She told me She IS going with is grand mother at hospital to look is aunt, And told me they are going today and they go to look his aunt at hospital they will to greet his uncle and they go back at their home. After that She ask me were I am go with my mother and I told him I told him we are going to greet my grand mother and asked if were are going back today. I told we will go back next week because we will go and assist him and when we finish we stay after some because we were closing our school today, and I will ask my mother if I been left with my grand mother.

When we reached at machakos my mother bought for his mother a pair of shoes, dress and bedsheet. we went at supermarket my mother bought for his mother milk, breed and soda. When at my home when reached we found my grandmother have prepar delicious food. That food was sweet as honey. I eat that food then I told my mother that food was sweep. My grandmother told mymother I will left with him at his home, I was happy as a sandboy when my grandmother said that.

That is well that end well.

20/12 S7/04

MBAIKA MUENI Std 7 4/4/2019

Just before the first Lesson began, the headteacher sent a pupil from the lower classes to call me I became very happy. I knew that their is a good thing for me. Immidietly I woked out. I saw a car starting out side. Questions where caming on my mind.

I entered in headteachers officer with fear. But all was in vein. I found it was my sister with my aunt. They told me that they had paid for me all the fees. Also they told me that they had paid for me a school tour. I was very happy as a king.

The headteachers told me. Now you can go with them. They told me that they wood to be brout home to speed some time with my grandmother. We got in the car. And my aunt Started the egine.

I sat back with my sister. My sister told me that she was very happy to see me. My sister told me that you are going well in school. My sister and my aunt told me that if I will get four hundred marks. They will pay for me the secondary fees. And I will go in Machakos secondary.

I started shearing the story with my sister happily. I reached the home. We found my grandmother liseing to the redio. My grandmother was wandary. My grandmother started pipien through the window She knew that the thief had come to kill him. She stoud with fear.

We got out of the car. I was left in the car. Aunt got out alon. My grandmother started

20/12 57/04

asking my aunt who are you. My grandmother knew that is his child of his sister. They hugge happily. My grandmother told my aunt to get in the house.

We got out with my sister Loughing to my grandmother. We entered in the houses. My grandmother to me we cauth the bigest hen we Sloughter It for my aunt. We prepead the food very well. We prepead a lunch for every body. We please the food on the table.

My aunt gave me a five hundred to go and buy a creat of Sood. I went happly raning. I bought the creat and I take the motobike. I was carred up to home.

We shared the meal together. My aunt was told by my grandmother to be cought another hen. My aunt and my grandmother we leaft them Shearing Stores. My aunt told us that she would to go back. All is well that end well

NAME: MELVIN ROBERT

CLASS: STD 7 | T2 | S7 | 05

DATE: April 04, 2019

Just before the fist lesson began, the headteacher sent a pupil from the lower classes to call me. I stopped what I was doing and I went towards the headteacher's office. When I entered the headteacher told me that your balance here at school is around five thousand for last year and this term nothing is paid for your fees. I have called you here to sent you home for your fees and if your parent cannot find fees for know stay with them find out some work to pay the fees.

When I heard that I was shocked I imaged going home at that time and I was very sure that my parent were not able to pay for me. I waked out from the headteacher's office and went home when I arrived at home I found my lovely mother Malathea cleanning the compound. "oh good moring my son" she said "Good morning my mother," I replyed. Then she asked me what is wrong my son?, because you are not supposed to be here

Our headteacher called me this morning and told me I have a blance of last year of about five thousand and to make the matter was I have not paid even a single shilling in this term. After that he told me to go home to inform my parents to find out some money to pay for the fees. "oh! my God what am I going to do because I don't have anything, I don't have any job even us some time we sleep without eating anything.

I was confused as a monkey in a dorset to here my mother's statment. I asked my mother and what are we going to do because your headteacher told me that I stay at home if you would not find some money for my fees. But my son my dreams is that you get knolage form school but I don't have anything to pay for your fees, then I have not paid for the rent of this month the landlord was here before you come correct the rent and I told him to wait for some days.

20/12 57/05

I stayed home for some weeks while my mother was busy everyday, day and night looking for job but her efforts were as looking for a black cat in total darkness. Always I was praying and crying to my God, asking Him why do you allowed my father to leave us? why did you allowed me to study with this problems?. I was studying alone at home doing some home chores with out going to school. Those days were my worsest day in my dear life.

One day at noon after taking my lunch, I was sitting under a tree reading an intresting story I saw a well dressed man in a black suit holding a brife case. He summed to be a rich man. When he saw me he greeted me, then he asked me are you Matatizo's son? "yes," I said. He told me that Matatizo is my friend and we become friend through your father. And your father was my best friend, and I attended the burial ceremony did you see me?. "oh yes I saw you I have know remembered you." I said. I have heard you are not going to school because you have a balance at school but as I was your fathers' freind he was helping me and also me I have deided to help him even if he is not alive I am going to pay for you your fees. Tears of joy rolled down my chicks. The following morning I went to school with him and he cleared my banlance. From that day I came to realize a person indeed is a person indead

H0 | T2 S7 | 06

NDUNDA MUTUA April 04, 201

Just before the first lesson began, the headteacher sent a pupil from the lower classes to cell me. I was very happy becouse I newed what had appen. I run fast like a deer to the headteachers offers.

I was surprise to see my sister. I walked in a style. My sister was waring clothes matching with shoe. My sister told me he will take me in a school in Nairobi. I was very happy like a king, becouse it was my fast time to go to Nairobi.

My sister told I to go and bern the book of the school. My sister and I was in the school. Withing a blink of an eye a marabike come and took us in the bus stop.

I sat down at the form in the bus stop. No soon had I sat down than the bus come. The bus stoped and we got in. After some time the driver cough the engen and the journey started.

I was very becouse My friend kizito was at Nairobi that holyday. My friend kizito was very happy becouse I call him and I told him I will come at Nairobi that day. At that time we were anear Nairobi. It was three kilometer away to arrive Nairobi. My sister was happy when we reach Nairobi. When we alefed the bus I saw a man who was in need. I what and give mam a one hundred. I was very happy becouse I was to be takeing in a

P0 | T2 S7 | 06

good school. My sister and I was A in good house becouse my sister had shet from one to anothe house. When My friend come and we playing hide and seek. when we ware playing I decide to go to hide in the house. I was gone Night.

My friend and I wear very happy like a king. I was very happy becouse I saw my friend friend. East or West home is the best.

April.04.2016

Maryleen Musyoka

T0/T2 S7/07

Just before the first Lesson began, the headteacher sent a pupil from the lower classes to call me. I went to the headtecher to be told the report. He told me to take a hundred Shilling note on the table and go buy some oil in a bottle called don't trust me. I went and when I returned to school from the market he told me that I did a good job.

After a few minutes He sent for me again and told me you haven't bought the oil, this is just cooking oil. I told him that I knew that he wanted to burn the School and I could have been burnt to. he was angry with me and he told me that never to enter in his office. He looked for another pupil. He succeeded to find another but the pupil knew the behaviour of the headteacher. one day the headteacher called the pupil and told him to go at the market and buy khat so that it may be put in the kales which the pupils were to eat the boy refused to go to the market to buy the khat.

The headmaster took the glass on the table and hit the poor boy on the head. the boy fell down and died. The teacher took the body of that boy and buried it at the school garden. one day the parents of that boy came to the school and went at the headteachers office and claimed that they haven't seen their kid. The headteacher cheated that he haven't seen him two weeks ago.

The parents of the boy went home worried and crying. I knew that was a big problem when the headteacher will be known to have caused the death of the poor child. I went to the headteacher's office with a lot of confident and I told him that

M

57/07

I saw everything that he did to the boy.
The headteacher was very frightened when he heard me telling him those words. he told me that I am a liar I didn't saw anything. he told me if I saw anything tell me what you saw. I told him everything. he started begging me not to tell anyone about what I saw that day. Then I ran to the class and I settled down waiting for the wast to happen to him.
Then I saw two men walking in the school compound well dressed. first they went to the staff-room and tied our class teacher's hands. they went with her to the headteacher's office. I went behind the headmasters office. The teacher was shocked.
They told the teacher they are police from Likoni Police Station. they told the headteacher the death of the boy in this school is known by a few pupils but they didn't knew who killed the boy. They told the teacher's if they get the murderer they report immedietly.
The police left but I followed them secretly and told them I knew who killed the boy. I told them the headteacher is the one who killed the boy. I explained why he killed the boy They went back and told the headteacher that he is under-arrested for the murder of the boy. he was arrested for three good years and every pupil was happy because their lives were safe not in danger again and I knew being honest your life is safe.

Mbole SILa 4/4/2014

80/12 57/08

Just before the first lesson began, the headteacher sent a pupil from the Lower classes to call me. The pupil ran fast towards our classroom. The pupil entered in and called me. I realised that my fathers car was outside the office. I went to the office happily. I found my two parents sitting on chairs. My father stood hap together with my mothe to greeted me. He hagged me happily. My mother just did the same to me. I was happy to see my parents.

The pupil was sent a chair from the staffroom for me to sit on. The boy ran and brought the chair. I sat on the chair. The card was brought from a file which had alot of papers. I saw my name from far. Then the headteach canseled me from the card which was writ en the class seven pupils. I knew that I had to transfer from that school. He then wrote a card to my parents We walked out of the headteacher's office. My father told me to go to my class. I was asked why my father came in the school. I did not know how to tell my frend.

After some minutes I was called again. I went knowing that I will go home. My futher hoppened the car. I entered in. My father engined the car. My mother charte with me. As we were going, I could see things put in a bag. I went and hoppened the bag. I saw shoes, and clothes whic were bought me from my father. I was as happy as a king. I told my mother and she told me to ware them. I was very smart.

We reached a certain town where my father stoped the engine. We hoppened the door and we were took to a certain hoted. There was where I took my lunch. The food was tasty. I ate the food gridly. When we finishe eating, we went back to our laxerious car and got in. The car was muddy because it was in the rain season.

80/72 57/08

So we had to go for a carwash. The car was washed clean. Then my father engined the car and we went a way. On the road, we saw strange things like animals, houses and other more things. We went to a certain town where we saw many white-skinned people. After some minutes as it was getting dark, we reached the home. I saw a very big house. I looked round the village and realised that we were in our home. I did not know which home we were. After some minutes I saw children which I know them. I realised that we were in our home. I called the children and asked them when the house was constracted. the talled all the story and at last I realised that It was our house. My father came from the car and got into the house. Immediatly I got in the house I saw a flat-screened television. My father switched on the television. We watched the television as we were talking. I was told that I was going to transfer to another school. I jamped up happily. I was a good day.

All is well that ends well.

April 04, 2019

P0/T2 S7/09

KANINI-MUEMA.

Just before the first lesson began, the head teacher sent a pupil from the lower classes to call me. I went immidially and found two muscular men and two women. The two men wore masks on their faces and wore black suit. The women wore blue skirts and white blouses. They told the head teacher they were my uncles and aunts and my parents told them to come for me. The headteacher allowed me to go and take my bag. When I was going to the classroom many thoughts came into my mind.

I went and took my bag. I went and entered the well decorated car and one of the men started the engine. The two women gave me sweets, glucose and cakes. We passed my mother's shop and told me they were taking me at home. No sooner had we reached our home than the ladies pretended to be sleeping.

I screemed but all was invain. At that time I waited for the worse to occur. They went and stopped the car next to a big beautiful house. They moved me out and made me to enter inside the house. When I entered the house it was silent. The men moved the masks and they were not my uncles. At that time I new my life was in Jeopady. I stood still as a stacture waiting to see what was to happen. The four people told me I was their supper that evening.

P0/T2 S7/09

They went to look for a may vegetable at the market I stood and tiptoed to the door. I went to the nearby school and told the head teacher The headteacher just nodded and smiled The headteacher of the school whispered to me and told me that he don't entatein nonsence When I moved out of the headteachers office I saw the car speedi when the man was very sad.

I followed the car and when it reached our home it stopped I hid into the nearby bush to save my deal life. I nealed down and washiped lord. When i finished praying i saw the car going the direction of the school I went to the nearby police station and found Police officers. When i told them what had happened.

They took the car and got inside and started our journey. We found them getting in the bus They were told that they were underarrest. The police suggested that they were known to be kidnappers The police said that the pepples were caught redhanded steading cattle. They went in the police station and was charged six million and the were told they will stay in the court for a period of two years

I went back home and my mother was happy The weaer of the shoe nes were the shoe pintches.

JOSEPH MUA

01/52 57/10

~~continous~~ composition. April-04,2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I stopped the work that the class teacher adviced me to do. I walked hurriedly with the lower class pupil beside me. As I was at the door to ask for permission to get in the office, I saw a landrover car as white as ice.

The headteacher told me to come in, when I got in I saw a tall, white, American man. He seemed to be a ditective. The headteacher told me, "yo know you are an obedient and honest boy every question that you'lled be asked you should answer them honestly." Then the mysteribus man was told to take over.

The man started by telling me his name who was Dr. Ludwing Chege. He told me that there was a girl known as chelei who was in the sixth grade. I remembered that I saw this girl going to the headteachers office and did not come out. So the man told me she found the girl floating on water in the nearby river.

I told the gentleman who was speaking to me with a soft sound that I saw her come in the headteachers office and did not see her come out. Then the man asked me if I saw any body who was snicking and if he/she heard anything.

ALIM HASSAN

01/52 57/10

I told him that I saw a short boy called pijomti who was in the fifth grade. He asked for the boy. They boy reached and was first asked what is your name? I had just told him his name. He trying him to see how he would answer the question. He answered like an educated child.

The child said that he heard the headteacher telling the girl to go buy him a packet of cigarettes. The girl refused, the anger of the head teacher rose and hit the girl on the head with a soda bottle. The girl collapsed and died. The headteacher was hand caughed and was told to move out of his office and anything he would do or say would be used against him in the court of law.

While he was walking he put his head down with shame. Every pupil and teacher were looking at the shameful headteacher. Everybody was happy because justice prevailed. All bad doing will come to an end.

April 04, 2019

11/T2 S7/11

MASAMBA MUTUNGU

Just before the first Lesson began, the head teacher sent a pupil from the lower classes to call me. I was supriesed.

Many questions without answers came into my mind. I asked "what have I done" But no body could answere my quetion.

The pupil ran towards the head-teacher's as followed him. I found the cruel boy from our class kneeling down on the floor.

"Samuel what is wrong" I asked. No body answered. Since the boy had a bad behaviour, I knew that he had a case.

I was told by the headteacher "Kneel down" I was asked "have you ever beaten this boy" Nor sooner had I started saying yes" than her mother said speak the truth"

Her mother said "You will take my child to hospital" I asked why should I take him and he is an abusive boy who abused me on fourth April before we stated writing our composition.

The head teacher frouwed. My Life was in jeopady. The boy was shivering with feak. I said "tell your mother the truth" he started opening his eyes wide.

Pos, No Idea

11/52 57/11

~~April 04, 2014~~

~~MASAMBIA~~ ~~MUTUNGU~~ ALMAZAM

The head teacher told me that I should go and bring my parent. Since I was agry with the bad boy, I said "I must give three blows to samuel befor I live.

The head teacher todd me he would doble my punishment but I gave the boy a heavy blow and ran to wards my home.

When I came with my parent the boy was still chying. After the head teacher etplained what had happen to my mother I decided to tell the truth.

I said "on fourth April samuel went abusing some boys who beat him thurely. This is the reason why he is like this" I was told to go because I did not have any questions to answere. Do not be abusive young boys and girls.

Florence mumbua 57/12 STD7 April 04,2019

SYATHANI PRIMARY SCHOOL COMPOSITION

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was very surprise and afraid of our headteacher. When I went to his office he tol me a good news which was very interesting.

After he finished telling me the news I we very happy. And then told me I must go to my class and tell my classmates that we must recite a very interesting poem which can make somebod happy that time of prize giving day. My classmate and I were very good saying the poem. On that moment our class teacher came to listen the poem which we were reciting keenly. She listen it well and when we finished it she told u it is very interesting.

When that day reached all of us we wer as happy as a king. My friend and I were very desplined on that day. Class four to eight were waiting that day eagerly. When the day reache class four to eight we all reached to school at the right time so that we must clean our compound before our guests they arrive. We all all cleaned our compound and we arranged the seats and decorated them with very beautiful flowers.

At a blink of an eye I heard a hootin of cars at our school gate. My friend and I were very happy to hear that. Me and my friend we run towards the gate to open for our guests and others. I was very happy see them coming with their car. After I opene the gate one of our guest asked where th

57/12

was headteachers office. I showed him and he went.
After a few minutes I started seen our parent
coming. I was very happy because I knew my mothe
will come. After that moment I saw my mother
on the gate. I was very happy as a sadd boy. We
now started our celebration. We started with
prayers. We all prayed and we finished praying.
We were all excited on that day.
After we had finished praying our headteach
came infront of us a greeted us very well.
We all answered him excited. After he greeted
us he told us his full name. Then after that
our guests came infront all of them and every
one of them greeted us very fine and they
talk more with us about our education. After
that we recited the poem which was very
interesting to them. We finished the poem and we were
clapped hands by them because of reciting the poem
well. They gave us a presents because of beh
displined and reciting a poem well.
When we finished that one of our parent
was asked to come infront of us and pray for
our delicious food. We prayed and we started
taking the food and fizzy drinks. Our guests
were taken to their room to eat for the
food. When we finished eating the food we
prayed and every of us gone to his or her
home. All is well that ends well.

S7/13

MUINDI MUTHINI April 04, 2019

STANDARD SEVEN

Just before the first lesson began the headteacher sent a pupil from the lower classes to call me. I was very surprised to hear that have been called to the headteacher's office and I have ever entered that office. As soon as I entered the office I saw two smartly dressed ladies in the office. As I was standing in the door, I saw my three cousins in the gate entering. I saw surprised because I did not know what was going on.

The ladies greeted me and told me that they were my two aunts who lived in Mombasa. They told me that they were going to take me to another school where I was going to learn with their children. I was very happy to hear that I was told to go for my bag. I went in the class very excited and took my bag. My classmates and my friends were staring at me. They asked me to tell them where I was going. I told them am going to another school.

We went to our home and I took my clothes and my textbooks. No sooner had I entered the car than I saw my father's car in the gate. We waited in the gate for the car to enter. After it entered my father had alread My father told me that he will also bring my siblings to learn their. I was very happy to hear that I was in my aunts' house. Even I forgot to say goodbye to my caring mother.

My siblings were not happy when I went. I told them when I come back I will bring will them some presents. My smaller sister told me that she would like to learn with me in the some school. When we reached my aunts home I saw my new cousins. Their mother called them to come and greet me. That evening my aunt took me to the school. I was going a boarding school. My mother was very surprised to hear that I was in a boarding school.

I met new friends in that school. Teache s asked me my names. I made friends to the teachers. Every evening after classes I went to our dormitory to read storybooks and even give my classmates some stories. It was a very nice year

MUASA MUTULA. April, 04, 2019

41/52 S7/14

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I didn't know the reason to why I was called. Even before I was called I had seen our neighbour entering the office. I had many question in my mind I came as slowly a tortoise.

But the teacher on duty ordered me to run although I had reached the office. Mr. Kizito, the headteacher told me to go for my parent at home I shivered with fear as I went outside the office I went to class eight where I had parked by bicycle. I drove it slowly although our home was about five kilometres far.

Passed one kilometre from school I start cycling the bicycle fast such that it moved as a deer. At a sharp bend my bicycle got a puncture. By good luck I had the materials for repairing. I sat in the sun which was has hot as fire. I repaired it for a half an hour and continued the journey.

When almost reached I had my mother talking I didn't know who it was. When I approched the gate I saw a man who seemed to be my father I was glad to see him since it a month without seeing him. But whe I remembered what I was sent. When the couple saw me my mind went blank I didn't know what to say.

I then decided to tell him. He first asked what I had come for when my mind went blank I told him that he was needed in the school. He told me that he would come, but I didn't want to leave him behind so I waited for

T1/T2 S7/14

her. I went on a motorbike while I followed them on a bicycle. I rode it very fast than I have ever. When we reached we went direct to the office and found that our neighbour Mrs. Kilo had not yet gone.

Mr. Kizito first talk to the two I stond outside listening. The case was about the shamba I had grazed in the neighbours shamba and when I saw him I ran away. I was shivering and my heart hit very fast. I was then called to explain why I didn't it. I had no confidence. I explain all the story, crocodile tears came out of my eyes and printed a sorryful face.

The neighbour looked at me sadly. The neighbour Mrs Kilo always warned me to stop grazing near the shamba. Mrs. Kilo sayed that I should be punished. I asked for forgiveness but he didn't want to listen. But the headteacher asked him to forgive me and if I repeat again I was to be punished. He stayed for a while and then agreed.

I was as happy as a king I thanked him her and priomised never to repeat.

From that day stated following instructions.

SHARON MYWENDE

21/52 S7/15

4/4/2016

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was trembling as I hear birds some birds melodies songs. I was in jeapadry I went as fast as a beer. As the headteacher told me enter to the office I saw some two ladies who wore trousers and black, leather, coat.

As the headteacher asked me if know the two ladies, I say that I knew the two ladies. The headteacher told me to go and pack my books into the bag. I was in happy as aking. My classmate asked me were I am going I just laughed to them.

As I was in the way to the headteacher's office one of the pupil followed me back I was think if its a giraffe the pupil was to tall like a giraffe. I slapped him an eledric slap. She went ranning into the classroom. The two ladies were talk in a politely language. As the ladies say, "this child she will transfer to other school".

When the headteacher heard that he touched his watch and he said that he liked me, because I really perform well in his subjects and other subjects. But the two ladies told the headteacher that is allright. The headteacher shuck with my hand. As I was in crie manner. I told the headteache I will came to visit your one time one day.

I weaved to my classmate and my teacher. As we reach market I was been bought some sanks to eat as we went for a bus the two ladies called a person to a nearby shop which have

21/12 57/15

Some tools.

Then the two ladies asked if I want talk with my mother I said yes I would talk with her. One of the lady call a phone. As I talked with my mother she told me if I have saw the ladies. When my mother told me that I though if she was in the stage. As we catch the bus as the driver ought engine.

It was colourful and a wonderful day

SYOKAU PETER. S7/16

4/4/2019.

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was very surprised that time.

The one who was sent told me to go inside the office. When I went I found a fat woman who I didn't know her. The headteacher told me to sit on a chair which was next to the woman. Then the woman first she greated me.

The headteacher asked me if I know her. I told him that I had never seen her before. I told with them some minutes. After about five minutes the headteacher told me to go and bring my book. I wondered why is he tell me that.

When I went back in the headteacher's office the headteacher me that is a woman from world vision. The woman told me that she what to took me in a boarding school. I was very excited to heard that. She took my books and took them inside her car.

My classmates get surprised when they saw me going inside the car. The woman asked me if I will put a lot of efforts in all my subjects. I told her that I will do my examination without playing. The woman took her phone and she call my two parents to took me to school when they are three.

I was as happy as a sandboy that time. They took me to St. Peter's Academy in Embu. The uniform was very beautiful than that I usually wear. They were as proud as a peacock. When we reached the school the teachers were very happy. After two weeks the exam started.

Although the exam was done by standard eight pupils alone. The school was very beautiful than the

21/12 57/16

one I was. The teacher looked very happy. The pupils of class seven were as happy as a king. The pupils were well dressed and very clean. Our class teacher when entered the class she said that next week is zonal exam.

On Monday when reach we started our examination. When the mathematics paper was placed on my desk first I prayed. When we finished the we were given our results. I was position numbe two with a lot of marks. We continue doing our revision with our teacher.

We stayed for about three weeks and the third exam started. We done every subject very carefully. After one week the results were ready. But I knew that I had done alot of efforts in that exam because I was position one.

When closing day reached I saw the world vision woman and my two parent I had come with a black car. They came and took my big black leather bag and took it inside the car. I gave them my results and they were very happy to saw them.

We went our home with the woman and I found that my mother had cooked food which was as sweet as Honey. We ate and we enjoyed.

It was a wonderful day.

T1|T2 S7/17

OSCAR NZOMO 41½

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I went to headteacher office very first. When I got in the office the headteacher was not happy to me

Nor sooner I got in the office than a man start at the door. When saw the man I thoughaut their was a problem. It was a bad day to me because the last day I bitted my friend on the way home.

I bitted my friend very badly that day because he took my book. My deskmeit to me that was not one took my book. I was very sory to my friend. The man started at the door was the father of the child I beated.

When was starting their a car got in our school compound. I was weiting a bad something to acure. I was very afraid and the headteacher was very unhappy to me. The tooking to the headteacher the man said that I am very bad boy. I was vers sad when the man said that.

I wanted to crray but I sould not cray I knewd that when I crray I will be bitted. The man looked at me very badley with very bad ears. When I was starting their the headteacher wanted to bit me but the man said not

Nor sooner the headteacher sit down than the child, I bitted got in the headteacher's office. When the body got in I knew that I had bitten the boy.

T1/T2 S7/17

~~OSCAR NZOMO~~ ~~4/19~~

I started craying when I was alone but the man was very sad. The man wanted to bit ~~hpe~~ but the boy said. "Not don't bit him". But I was not happy beculse I did but thing my friend.

I starded very sriet like a tree. I wanted to be frogiven. The boy hugged me very happy and frogive me. When very good friends but I will never forget wat I did to my friend.

ISAAC MUTINDA

81/T2 S7/18

Just before the first Lesson began, the headteacher sent a pupil from the Lower classes to call me. I thought it was my mother who had came from the work that day. I was surprised to find one of our villager there. I remembered that the privious day my friend and I had stolen some mango form the his shamba. We thought that he had not seen us but he saw us while he was grazing his cattle in the nearby forest.

No sooner had I entered the office that the man stood up. I thought that he was preapering to give a slaper. Immediatly I entered the office I found other two men that I had not seen before. They were well dressed in black suit and shoe. The villager had brought them to the school so that they would donored my school fees. They asked for my parents phone number and I gave them.

They told me that they came from the KCB bank. I promised them that I would do my best in my studends. In the evening as I went home I met with the man coming from our home. on arrive at home I found my parents waiting for me with a lot of joy.

ISAAC MUTUNDA

8/12 57/18

I greeted them and went to my studing room, I had to do my homework before the darkness came. After doing the homework I had to take a shower then back to my stude room while waiting for the supper.

I my mother had preapered some food. I knew my parent were told about my chicla behavior. I was they in my stude room waiting for the worse to happen. I shall never forget that day in my life time.

P1/T2 S7/19

KENNEDY MUTUNGA Abrik 04 2019

Just before the first lesson began the head-teacher sent a pupil from the lower classes to call me. I didn't understand what was going on in the headteachers office. I walked Magestically trying to pip through the open window.

I saw a parent whom was sitted next to a blind child. No sooner had I get in the office than the the two gettlement greeted me. I sat on the seat to wait for the worse words to be spoken. He started by saying these words: you will never be in this school again. I panicked and my heart started beating as I mamered.

I stood with my two weak legs which shivered as a old matatu engine. I got out to drink some water because my mouth was dry. Within a blink of an eye I saw two black men who had worn suit and black spectacles.

I got in the room and wated the two men to enter the office. No sooner had the two men entered the office than the headteacher stood and greeted them. Within and twinkle of an eye. I was shivering with fear. I was told to get out of the office and back my belongings.

One of the men called me. they asked me if I had beat the blind child. I said yes. politely. They told me that it is why they were sending me home. I got out slowly as if I was given an electric slap which made my hair stand still like a stuture.

I took my handbag and walked away. I got into my car and immediatly I coughed the engine. I drove away as my car stuck in a muddy area. I called for help but no body heard my cries. So I was forced to go back to school and call the emergetic men.

P1/T2 S7/19

The men told me that they can't tollerate nonsense. They told me I should pay the parents because I had beat his child and injured his eyes. The days were going as fast as a thousand of ghosts was chasing my dog. I took the child and took him to Mvala hospital Level four to get treatment.

The child got well after five weeks and went back home to his parents. The parents were happy to see the child back with his eyes wide open. They celebrated happily. I swore never to beat any child in my life.

Std 7

KIMELI MUSA 57/20

4/4/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me, I ran towards the office. I found my both parents sitting in charts. I stood nearby the teacher. I was very happy when my mother told me that I will go to another school. I came at the class and packed my books in a green leather bag.

I jumped out of my desk. After few minutes after I saw a black car coming towards me. He was my brother who lived in nearby village. I got inside and he started the engine. We travel for a long distance. We alighted in a gate of a bording school. I wordered when I saw my cousin welcoming me in the school. They escotted me towards a big hall. I sat on my bed wordering where our parents were gone. My cousin told me that they were gone in a meeting were it was the worshping place.

At the morning my cousin take me to the headteacher where we were signing some papers. I got in the class where I found my fellow pupils. I sat on one chart in the last table. The teacher came and told has some verbs and adverbs. I wrote in by books with a blue pen. The teacher got out of the class towards the staffroom. I tock my cup of tea with some bananaes.

After all lesson the teacher allowed has to got out and play. I stood and got out of the class. Suddenly I saw a group of pupils playing football. I tock my leather shop and started playing with them. Our teacher was looking has when we were playing. I scoaled one goal where my teacher jumped with alot of happiness. After some

05/52 57/20

4/4/2019

minutes the game ended with four scores outof two. I got in the class a my teacher clapped for me for the good work I had done. We got in our dining hall. We ate our food. I warked toward the sleeping room. At morning I saw my parents visiting me. I tacked with them.

After some days we closed school and all of has went home. The holiday was for three weeks. I was happy when I reached home. I found my elderbrother cooking some food for me. I was as happy as King. I ate all our family that day. I said that I will never forget that day. After the holiday I took my heavy bag and entered my brothers car.

My brother kacked the engine and drove towards the school. I wordered when my teacher told me that I was gone to the next class. I ran until I reached at the door of the class. I told my class mays that I will never forget the days.

15/52 S7/21

HILDAH KINGÓRI April 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was surprised because the headteacher had never called me to his office. I thought that I was in trouble. So I went running to the headteachers office. He told me that he wants to talk with me. He told me that some people will come to visit me. In a blink of an eye I saw a big car coming to the headteachers office. They were two ladies.

They were smartly dressed. I thought that they were my mothers friends. They told me that they want to take me to my cousin's graduation. I was happy that I was going. The told me to call a friend so that I could not be lonely. I went and called my friend. We got in the car and we started our journey to home so that we could change our uniforms. When we changed we went. The graduation was on February. The two ladies gave us some snacks to eat.

The graduation was being held in Machakos. When we were travelling I noticed a phone of one lady and I remembered that the phone rang in my birthday. It was my cousin Mirriam. So I borrowed her phone and called my mother. She told me that she is in the ceremony. When we finished talking I told my friend that my mother is in the ceremony. Suddenly we reached Machakos at four oclock. We found that the graduation has not started. I was glad to see my cousin Mirriam. The graduation started at five oclock. We started by praying. After

15/52 S7/21

praying we were introduced to the people because we were scared. But I was happy as a sad boy. When everybody introduced his or herself we went to the other programme. We put my cousins Flowers and ribbons. She told us that she is happy to see this big crowd of people. We celebrated with everyone. After that we congratulated her. She told us that she wants to be a doctor. We were taken photographs. At twelve o'clock we went and eat different types of food like chicken stew, meat stew, chapati, pilau, white rice, pizza and sodas. Everyone serve him/herself. When we finished we cut cake. We ate until we we full. When the graduation ended everyone gave her presents. When we gave her the presents, it was late so everyone went to their homes. We went to our school and took our bags. It was a fabulous day.

April 04, 2019

S5/52 S7/22

MUNYAO SYUKI.

Just before the first Lesson began, the headteacher Sent a pupil from the lower classes to Call me. I found both my mother and my father waiting for me in the office. My parent were very Sad and unhappy to me. I knew what I did yersterday when I was going home. Even they didn't talk to me anymore. They were even to arrest me at that moment to the police.

After a blink of an eye my uncle and my aunt arrived school. When I saw my Uncle I was ready to run but the door was closed. The headteacher sent a boy of standard two some canes. I knew my life was in danger. When the headteacher asked what happend my uncle with my aunt entered inside the office. As soon as the bell rang, the pupils went outside to take their Porridge and I didn't want my friends to see me when I am in the trouble.

Even I didn't want to see my uncle because I knew he will beat me. After a few minites I saw my friend who I hurt him his leg and his hand with his father who was bald headed. The boy was in standard six. When the Parent of the boy asked why did you hurt him. I was not wanting even to answer him. Because even the boy when we are reading in the class he ussually to abuse my name.

My classmates even were been called by the headteacher to be asked that the pupil be ussually abuse my name. The pupils were not to cheat because they knew when they will cheat they would face the music. The pupils were already to pollute themselves. They did not Support me. I knew they will support me to move.

SS/T2 S7/22

to the trouble but they didn't do what I wanted them to do. When the teacher started punishing me. My classmates started crying but their was no other thing for us to do. The pupils came their to see what was happening. My friend was saying I hurt him but I was very quiet. I did not want to talk with anybody. I was not the one who hurt him. He was another who hurt him.

My Parents they did not know how was the mans name but they were not sure that I was one. Even my Parents told me that they will not buy for me food to eat. When the pupils were asked that, did this man hurt the boy, one of the pupils came forward and told the headteacher he was the one who hurt the boy. My friend an I we were like twice. He had thought that who hurt him was like his friend.

At that moment my Parents were very sorryful to me. I cried alot and I was very sad. That day was a bad day to my Parents. from that day I was very sad with my enemies. for I saw in my life that day I will not forget it.

ES/T2 S7/23

GLORIA KAVUIA. April 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I wondered what headteacher wanted to tell me since I had not done any wrong the previous day. Then I stood up and went straight to his office. I got in and stood still like a statue as I shivered. On a bench in headteacher's office sat a woman who wore a frightening face. There was also a pupil of class four standing beside the woman.

Then the headteacher asked me if I had done something to the young girl as we were going home the previous evening. I told him that I had just rescued the girl from some students from our neighbouring school who were beating beating and abusing her. I exorsted her until she reached home and went to our home but I think she thought that I was one of the cruel humanbeings. Then the headteacher told me with a stern voice "You are the one who beat her." At that time I was dumpfolded as the young girl looked at me as if she wanted to beat me.

Then her mother said "Of course yes I found her crying." But then in came another woman who looked to be in a hurry of what we didn't know. I had never seen that woman since she was not a parent of one of the students of our school. The woman looked sad. But to my surprise she told the headteacher that the young girl was always abusing them and telling them that their parents were poor, so her children decided to teach the girl a lesson. She also said that I never did any harm to the girl.

I wondered who had told her that there was a cause in our school. Then the headteacher asked me if the words said by the woman were true, and I said that what I never knew is if the girl was abusing the others but I just found her been beaten and rescued her. It was clear to me that the

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mother of that girl was just trying to do revenge because my mother had refused her children from grazing their cattle in our land.

But all his plans were defeated. The headteacher told the woman that it was not good to tell lies and try to acuse another child falsely. Then the headteacher told the mother that she should change her behaviour with her girl or else the girl is transfered. He also said that the false case had wasted his time and also I had not attended the first lesson. I was told to go to class to continue with what others were doing.

I was to tell my parents what had happened but tell them not to revenge. The girl went to the class feeling ashamed of what she had done with her mother. I never told any pupil what had happened instead I told them that I was just arranging books on the shelfs. Nothing bad happened until evening when we were released to go home. I will never forget that day.

HS/T2 S7/24

LUCIA PETER 4/4/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was surprised that the headteacher had sent for me. As I was running to the office, I was afraid that the headteacher had sent for me because I had done a mistake. Our headteacher was a no nonsence man.

When I stepped into the office, I was surprised to see my father. It wasn't usual for my father to come to school. The headteacher told me that I needed to follow my father. My father's red eyes explained that something was wrong. We got into his car and he started driving. He drove at a breakneck speed. I tried to ask him what was wrong but the only thing he told me was that we needed to hurry.

Immediately we reached the main road, he started slowing down. Little did he know that something was wrong with the car. "The car must be out of petrol," he said. He stepped out to check if the petrol was out but he found that the petrol was still there. The car broke down at the middle of the road. After a few minutes, a car drove by. My father borrowed the stranger's car promising to bring it back. I later found out that he was his friend.

The man did not refuse. According to the way he reacted, I knew very well that he knew what was going on. We got into the car and drove to the nearest hospital. When we were about to get into the hospital, my father told me that my dear grandmother was very ill and she had been brought to the hospital. "She is very ill and we don't have any hope that she will survive so she asked to see you even if it is for the last time

HS/T2 S7/24

Tears rolled down my cheeks as I ran into the hospital. A nurse directed me to the ward where my grandmother was lying. When I got in and saw her condition, I could not believe my eyes. I went and sat at one side of the bed. I gave her courage by telling her that she would get better. "My dear grandaughter, I know very well that I will die. But I want to tell you something and you must promise to remember it always. I want you always work hard inorder to achieve your goals. Never mind about what people say about you. Always follow your heart. And also remember to respect everyone around you." I promised her to always keep those words in my heart as I cried while holding her hand.

Just then, she went quiet. I very well knew that she was no more. I wept bitterly. My father who was outside heard me and knew that grandmother was dead. I could not believe that I was not going to see my dear grandmother again, but what could I do, I just accepted it and wished her soul to rest in peace.

25/T2 S7/25

SYATHANI PRIMARY SCHOOL STD7 April 04 2019

MUTISYA NZYOKA

Just before the first lesson began, the Headteacher sent a pupil from the lower classes to call me. I ran as a fast as a deer. I was being called by my mother because I was a very bad boy. My mother and the Headteacher noticed that I was very friendly with my friends and desk-mends. I was punished by my mother and told me that I my a kind with my friend.

My mother and my father who was raising acive her legs while go. I was been brought same chapatis with was very sweet like a honey. I eat my delisious meal with was consited of beans, chapati, (samosa) and some ugali. My father was very sad to see me been bitten by my mother. I was been bitten like a donkey. My father asked my mother if he can bit he son like so. I was very sad. My mother was given a slap.

The headteacher said that I will been bitten so. My father break down the door of the head teacher. I fade away because was been bitten such much that I can't stand. My fathed end in her car. I was been carried by my father and looked me to the hospital. My mother called off the police. The police came to the hospital. They destoryed every thing which was near the hospital.

The doctors were very surpise. The police suggest that I was in the bed. They hoped an emergency. My father suspected my mother because he had done bad to the sick people. One day when my father was reading an encyclopedia, he noticed something in the gate. He saw a big large black gun. The police was very healty and very fast.

25/52 S7/25

My lips were dry as a borne. I ran away and went to tell my father that I saw a police. When the police was in the door step. My father went to the back of the door. He tooked a black knife with was with my fingertipps. Then my father crapped to the police. I was being afraid. I went back to the bed. I was being called by my mother. I said not. Then he with a fat man who was very masculo. The man came near my.

My mother was wanting to kill my father. I lighted my lights. My father came near. He told me that he was wanting to go to the car. My father coughed the engine. I was being carried by my father. We went to the nearest hotel. I want and eat they. I eat same good food with was very sweet. My father was suaring me. I was very to see my father and her friend. My father told her friend that he will came and help her. The went to the nearest bar.

It was very big and large. My father called me and gave me a cocacola soda. It was very tsete. I went to the chair. The chair was going round. I was very happy because the chair was bouncing. The chair had same spring. My shoes were very dirty. I was very happy like a sand boy. My father was being attack by the police with his friend. I was told my mother to go to the house. East or west the home is the best

25/T2 S7/26

Just befor the first Lesson began, the headteacher sent a pupil from the lower classes to call me. I ran as first as a deer to go and see why head teacher wanted from me. When I reached the headteachers office he told me to go and ring the bell so that we can assemble in parade ground. I ran quickly as my feeble legs could carry me. Every person in the School was Surprisede.

The teacher on duty called me and asked me why I had rang the bell and it was not time for parade. I told him that the headteacher told me to ring it. Every Child in the School went and gathered on assembly ground. They was total Silence as a grave. Every pupil was in surprised mood. No sooner had I stood in our Line than I remembers we had a friendly match with our neighbouring School Mwala DEB I saw one of our teachers holding a football.

As the children saw teacher holding the ball they knew there was something good was to hapen. My friend and I were full of Joy. I felt as I was raised up by something which I didn't understand. The previours day we were told that that day on thursday we will have a friendly match with our neighbouring School. The headteache came quickly and he was also in joyful mood. He stood infront of us and grinned to us. He greeted us and he went straight to the point.

He told us that we must have a friendly match that day we have to do some exercise. The match was to be held afte r noon. So because I was games captain I was told to stand ifront and select some players. I selected them and they were told to stand infront. The Children we happy as a sand boy. The first team to start warming up was girls. They stood at the meedle of the field and started warming up exer cises. They were guided by our games teacher. They were

25/T2 S7/26

shown how to dreeble the ball and how to give passes to each other. Their goalkeeper was trained how to wait for the ball and catch eat. The goalkeeper was one of the ordinary players in our school. The girls knew how they were going to play.

After girls the boys we called and were showed how to play well. Us boys we knew everything about ball and we were experts. We practised untill every player sweat profusely. I was one of the good players. I trained them how to pass and how to hit the ball with head. Also I tought them how to close and how to dreeble the ball. They were also tought by the games teacher how to kick penalt kicks.

After practise we ate our lunch and we all gathered in assembly ground. We were told that the time of the match has reached and we all went to the field. Our players were flexible to play. We knew that were were going to win that match. When we reached the field we found the other players exitedly waiting for us. They didn't know that were ordinary on playing. The bell was rang and we gathered at the assemby of our neighbouring school Mwala D.V.B. We were instructed how we wer going to play.

Boys were to start. The referee was at the meedle of the field. The first whistle was blown and we started the ball. We played as much as we could. At first half we scored them five scores. The second half we scored them seven scores and the last whistle was blown and the ball was over. After that the girls were to start their game. The children from our school cheered for us. The girls played and they became winners. They scores five scores. Our school was very happy. Our school became the winner. All is well that ends well.

SUSAN MUTHEU

52/52 57/27

April 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I wondered why he called me. Fist I did not know what was going on. Just then I walked to the office. I saw my mother and my father talking loudly. The headteacher was laughing when I walked inside. I asked him what I had done. The headteacher was holding a cane.

He told me to knill down. I didn't knill down so he took his cane and forced me knill down. My mother was crying. I stood beside a table which had a lot of money. I looked at the headteacher. He took off his coat. He told my parents to walk out and go home. My parents refused and told the headteacher to tell me what I had done. The headteache told I had lost a textbook and I had stolen my parents' money. He told me to brigg my bag. I walked out and brought mi bags. Other pupils were laughing at me. I found my parents had gone. The headteacher told to enter in the cupboard which he kept his plates. He whipped me on the back hardly. When I removed out of the cupboard I saw my parents with two policemen. The two policement wore gumboots, a tie, a cap and green uniforms. The headteacher greeted th two men

They told the headteacher to continue what he was doing. He refused. The policemen tied the headteacher his hand and walked out. The headteacher started refusing. Other pupils walked out and gathered where the headteacher was lying. They asked the policemen what wrong had the headteache done. Their minds frist went blank. After few minutes they answered.

They said that he had beaten severely one of the pupils. They told us to run back to our classes. They took a cane. They beat some pupils and they all of them

57/27

ran to their classes. My parents were talking to me My father asked me what had happened. I could not talk. They struggled to talk. I said a few words then I slept. The headteacher beat me severely" I said. When I woke up I found myself in the hospital. I was lying on a bed. My parents told me that I had been injured my back so I had to stay in the hospital for about six weeks.

After my parents told me that I slept again. I could not stand or sit. My mother had to wash me and give me food. She ensured that I slept properly. She called my aunt. My mother slept to the right hand and my aunt slept on the left hand to prevent me from falling. I had a lot of problems. I was released to go home. My mother sent for a car. When I was going home, my mother bought for me some bananas.

When I went back home I could always sleep. My mother had to wash me. My father gave me some stories so that I sleep well. He had sweet stories. When I slept he went to sleep even. The headteacher was jailed for six months with hard labour. When I was well I went to another school.

It is the wearer of the shoe who knows where the shoe pinches.

85/72 57/28

MWENDE MWANTHI April 04, 2019

Just before the First Lesson began, the head teacher sent a pupil from the Lower classes to call me. I went with the pupil in the office I found two well dressed muscular men in the office I was afraid on seen them. They asked me "where is your father?" I told them that my father had gone for a bisness trip. They told the head teacher that they told the head teacher that they wanted me. They forced me to enter in the car. In the car I found two muscled men who were armed to teeth. When they saw me they murmed to each other that I should show them where is my father. One of them said that my father was a thief I told them that I would tell them.

We reached in a clear road which I had not seen before. I saw one of them having a very sharp knife. The car was at very high speed but we reache some were in the road when the car stopped and now they taied a handkerchife in my face. I was not able to see they took me far away with the road. I was left there with one of the men I tried my best to untie my self when I untied my eyes I was able to see. I saw that the man was in deep sleep I went quietly opened the door and closed again. I looked in the compound I saw a small path which passed near the big house I ran quickly as my weak legs could carry me. After a blink of an eye I saw a very beauty full car I hide my selfe under a tree when the car passed I contineuded runing. When I reache at the murram road I saw the car which carried me my mind went blank and I did not know what to do next. But I saw a very big tree that had very huge branches I climbed up and no one

85/72 57/28

was able to see me. I stayed there for some hours and I saw the car droving off. The car stopped and I saw the pupils who were inside coming out I saw the man who forced me to enter the car they went on and on but no one of them could see me.

I ran towards a near by tarmac road and I saw a grey car which was parke near whe I was cumbing. I saw my mother coming out of the car I fall down with tiers coming down my chicks when my mother saw me was exited. My mother called the people who went to look me in the forest. I saw tow police men who asked me can you show us were the people who had attached you. Yes I can show you where I was taken It is a very big house. When we arrived there the men were comfortably seated when we entere the house. The men were shout to death and we got outside took their car and one of the drivers started the egine home. When we reached home my parents and classmets yeild happily.

I will never forget that day.

PS/T2 S7/29

EMILY SILA 4-4-2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was very surprised. When I went there he told me to pack my books and go home.

I went to the classroom asking myself what had happened. I packed my things and went home. When I reached home I found that my parents had already prepared themselves. They told me to go and change and wear my best clothes.

No sooner had I worn my clothes than my mother entered the house. We locked the house and the gate and we left. I asked my mother where we were going but she seemed to be hurrying.

I asked her again but it was all in vain. When we reached the bus station we boardered a bus and we drove off. I enjoyed seeing interesting things along the road. After some minutes I started dozing. My mother woke me up.

She told me that we were going to my aunt's home. After one hour we reached. We both alighted and boardered a motorvehicle which took us to my aunt's home. My cousins were happy to see me.

We greeted each other and my aunt welcomed us. She had prepared for us some food. She served us with some pilau. When we finished eating my cousin started making jokes. We laughed until we were told to go to buy some oranges.

PS 152 S7/29

When we reached the market we went and bought and bought the oranges. We went home running. Unfortunately my cousin fell down. By good luck she was not hurt. Her clothes became very dirty.

No sooner had we reached home than the dog barked. When my aunt saw my cousin, she quarreled her. My cousin said that she was sorry and she would never repeat again.

No sooner had my cousin started crying than she was given a slap which made her fall down. My cousin started crying but after some minutes she stopped crying.

We peeled the orange and shared equally. When we finished eating we started playing in the house. "Go and play outside," my aunt said in a stern voice. We did as my aunt told us.

My mother told me to play for some minutes and go home. Soon my mother called me. We went to the bus station and boarded a bus which could take us to our home.

After an hour we reached home. I started explaining to my friends what I had seen. They told me that they wished they could be there. All is well that ends well.

Muuo-Mumo
Composition
SYATHANI PRIMARY SCHOOL

S7/30 ΦΣΙΤ2

April 04, 2019

Just before the first lesson began, the head teacher sent a pupil from the lower classes to call me. I ran as fast as my weak legs could carry me to the office. My heart was beating very fast and I had to have a rest. Suddenly, my mother arrived at the school compound with a car which shone. After he entered the office she waswelcomed.

I was as happy as a king when headteacher told my mother that I wanted to transfer to another school. He wrote a transfer letter and I was sent to class to pack my books and leave for home. No sooner had I did that than my mother roared the engine. I got inside and sat beside my mother and the car went at a high speed. When we got to the main road we found a traffic jam.

My mother went to a nearby shop and bought for me a bottle of soda and some cakes which were very sweet. I told my mother to give me the car to drive. I met a soldier who was armed to teeth when he asked me my name. Later the man cheated me to give me money and then to take me his home. I screamed but all was in vain.

After a while, I saw my father dressed well and was very smart. The man was given blows and kicks at once by my father. The man fell down with a thud which made him have an headache at all. After a few metre I met with a tall bald-headed man who snatched a slice of bread and my bottle of soda and ran.

ST/30 9E/T2

I cried loudly when my eyes were full of soil which was blown by the cars, lorries and the tuktuks which were passing there. I was cheeky as a monkey when I took my mother's phone and started playing games. Then a man behin our car hit the window but he did not succee for his evil thoughts. My father switched off the car and followed the man.

My father was given a slap which sent him to the ground. I went as fast as I could to help my father who was beside the road. A large mob sorrounded us with pangas, knives and saws. The man was beaten by the mob wh le I was lifting my father's hands. My head was dumpfounded and I had no to do. I took my father's phone and called the police.

I stood as still as a statue waiting for the police to arrive there. I went to the car and cranked the engine as my father got and we all left for home. When the police arrived they never found anybody their. We went home and we came again to the market for lunch. My father congratulated me on my good deeds I did to him. I realized that all glitters is not gold

MWANGANGI NZIOKI TERM (1) one

SIATHANI PRIMARY SCHOOL STD Seven. April 2024

Just before the first Lesson began, the headteacher sent a pupil from the lower classes to call me. I went to the head teacher office and I was told to go to my parents but I was not told the reson why I was sent home.

Went reached home I didnot found anybody in the home but I decided to go to school because it was a market day. Wen I went to the school I was told that because I havent came with my parent I will not get in the class due to my bad behaviour.

I quikle decided just to go to the marked allthow it was fifteen kilometres away from our school. After reaching the main road I found my auncle with my mother ready to go to the marked I stopped them and I told them that I was sent to the parent they turned back and tools the way forward to go to the school.

After reaching in the nearest bridge the road started myndaring and to the next twenty minutes we were in the school. We went straight to the office but we did not found the head teacher we waited untill he comes.

My uncle together with my mother got in to the office they were told that the reson I was sent to call them is that I had not finished the school balance and I was almost waiting to the end tearm exam.

The head teacher called me and told me that I had no bad behaviour but the Problem was not to finish the school balance. My face becam bright and I started smiling to my selfe. After a few minutes I was told to go in the class.

57/31

When I went to the class I found our class teacher mrs jorenge teaching English the teacher was very Had some because we had done our work carefuly. the teacher told me that will pay to me the remaining balance I was very proud to had that I thanked her and also I thanked God and I promised her that I will always pass in my exams.

Adter the teacher went out of the class other subjects continuwed untill five. I took my big bag and started my journey goin home. When I reached I told my mother that my fees had been payed by our class teacher. my mother was very happy as a king. It was a good experience I wount forgot that day All is well that ends well.

SE/52 S7/32

BENEDICT MWANZIA April 04 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I run as fast as a deer. When I reche the headteachers office the headteacher told me that I go at tell all the classes we have an exam. Whe told the lower classes there was no problems. But When I went to the upper classes they started abusing me. After that I went to the headteachers office.

When I entred the office the headteacher ask me what was wrong. I told him that the upper class wanted in beat me. When I told him that he told me that I go and show him one. I went to class eigh without the headteacher and started to tell them about the exam. One boy came and started bealing me. The headteacher was still out side the class. When the headteacher saw that he came into the class.

When the boy saw the headteacher he was about to run. The headteacher told me to go for a cain. When I come back the boy was told to lay down. He was beaten until the headteacher got tired. When the exam started some pupils were not in the school. When the headteacher knew that he told me that they will do it the following day. We started the exam by ten the mathematic exa was over.

When we started the English paper the exam was very hard. When the teacher to us that we do exam keenly we knew that the exam was very hard. When also the headteacher come to our class he also told us we do the exam keenly. When we started the exam we saw that the exam

SE/T2 S7/32

was hard When we finished the English paper we waited for composition writing When we finish that we went home unhappy.

The following day we came to school very early in the morning. We were waiting for the resols eargerly When the exam was well we were given our papers. When we were given the paper I was not happy My friends asked me why I was unhappy. When I went home me mother told me tha she will beat me because I fea the exam. When my mother told me that she well go and tell the headteacher.

When I went back to school the following day the headteacher called me and asked me why I feff the exam. When the headteacher asked me why I was not happy.

It is the wearer of the shoe how knows why the shoe pitches

KIOKO KYALO

S7/33

A VISIT TO MOMBASA

Just before the first lesson began the headteacher sent a pupil from the lower classes to call me. I ran as fast as my legs could carry me. When I reached the office I found my aunt who lived at the coast. She told me that she would take me to mombasa for a week. She told me me that I should go and pack my books and put them safely.

I went to the classroom as happy as a sandboy. when I finished packing my books I took them to the headteacher office. After that we walked out of the headteachers office towards my aunt's car as my classmates waved at my and saying goodbye to me. We first went home. When we reached I was told by my mother that before I go I should take a bath and eat food that she had prepared for lunch.

I went to the bathroom and took a cold shower because the sun was very hot. After taking a bath I wore a black suit and shoes to match. I went to the dining room to have my lunch. After taking my lunch I came of the house as happy as a king. I went towards the car as I waved to my mother who was at the kitchen. When I tighted the safety belts my aunt started the blue maroon car.

At first the car was at a low speed but when we reached the main road the car was at a high speed. I saw many things at the road that I had never seen. I started thinking how mombasa looks like as the car drove down a stipy hill When we were near mombasa I told my aunt that I was hungry she drove down to a hotel. We ordered for a plate of beef stew and rice. I ate it happily.

57/33

When we finished eating we went back to the car to continue our journey. When we reached Mombasa I first asked my aunt to take me to the ocean. When I reached the ocean I could not believe my eye. I asked my aunt to have a ride across the beach. but she refused. She told me that we should go with the ferry which she had booked. When we had boarded the ferry the captain started the engine. I sat at the bottom of the ferry. I saw the marine animals living in the water such as fish. We took two days to reach the other end of the ocean. When we reached the other end of ocean we started the journey back. When we reached the other end of the ocean the week was almost over and my aunt told me that she could take me back. I was very sad to go back home. I thanked my aunt because she took me to Mombasa. I will never forget that visit

PE/T2 S7/34

STEPHEN-NDOLO APRIL 04,2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I quickly rushed out of the classroom and ran as fast as a deer to the headteacher's office. There I found my parents and I quickly remembered that my parents had told me that we were going to visit my brother who was in a boarding school.

The headteacher told me to go and take my bag and come. I went and took it and I then came and we got into the car which my father had bought it a month ago. My father started the engine and the journey kicked off. My brother was learning in a school which was in Nairobi so we had to go fast.

No sooner had we reached the highway than I saw my aunt. She was waiting for us so that we could go with her. We stopped and she got into the car and the journey continued. After a few hours we made a stopover and got into the restaurant which was just there and we ate. After that, we went to a nearby supermarket where we bought some snacks. We got into the car again and we continued with our journey. On the way we saw many things such as monkeys, ostriches, chimpazees and the Standard Gage railway (SGR) and many other things.

After a few hours I started feeling hungry so I started eating the snacks which we had bought. I shared them with my sister and my aunt. We were now aproaching the

P3/52 S7/34

Place which we were going. After Some hours we arrived and everybody was Happy. We found our brother had waited for us and we were eager to see him. After the car Stopped, I ran out of it and hugged him. Soon my father and my mother came out carrying Some things which we had brought to him.

We looked for somewhere to sit in the shade and enjoy a delicious food which we had brought to him. After finding a place to sit, we prayed and thanked God protecting us through the busy roads and we finally Started eating. The food was well cooked and everybody enjoyed eating it.

After eating we took a soft drinks. It was now time for the pupils to be given presen by their Principal. My brother managed to be the first pupil in the whole school and was given a lot of presents by the teachers and even some parents. It was now time to go home and I felt very sorry to leave my brother. But there was no otherway except to go home. We got into the car and kicked off for home. When we reached home, I told my grandmother of what I had seen in that school because it was my first time to go to that school. It was an enjoyable day.

Composition

SYATHANI PRIMARY SCHOOL STD 7 TEAM

MUINDE NZIOKA S7/35 4/4/2019

Just before the first lesson began, the headteacher sent a pupil from the Lower classes to call me I was so interesting when that child call me because my compound was so very dirty. It was so dirty. When the teacher sent me home I saw a snake coming to bite me. The snake was very big for me to kill it. The neighbouring school I saw a big snake with horns. I was so afraid because I did not so a snake looking like that in my live.

When I was going back home I saws my teacher who sent me home. My teacher asked me you are late. I told them I have found a big snake with horns that I have never see it in my live. That day I was not as happy as king. But that day I was carying so much. They told me you are crying because of what. I told them in my way home I saw a snake slithering backward to me. I was not interesting that day.

That day they told me to go and show us where is it. When we will go their the snake will went. My teachers told us when you see I snake coming just ran toward the snake. Because the snake is a dangerous animal can kill you. The words that my teacher told me I put them in my brain. After that my teacher told me to go back home. When I reached home you my mother and father asked my I have heared some scrimming so lovelly. What have been happen in way back to

Full scap

57/35

home. The big snake that we have see is very dangerous animals. When I saw that snake in my life that I have never see it I was so weired with that snake.

Suddenly as I was coming back home I told my mother and father I saw a very dangerous animal slithering that day I was sheverring so quickly. I ran as deer that day. I with not forget that day in my Life. I was not as happy as king that day. I was not having a good day. It was a bad day. That day whe I saw that big snake I was so afraid with that snake.

I told my father there was no one else to help me near by school. He told me even that you saw it but you was not been bitten by that big snake. I will never forget that day in my Live it was not good.

10/82 S8/01

Faith Nthenya Joel 4/4/2019.

Composition No 4.

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was very happy. I ran to the headteacher's office and found him in high spirits.

Outside our school compound there were no anybody seen expecially our school cook. Before I would knock the small blue metal door, I heard someone calling out my name 'Nthenya' the winner of Syakhani.

When I entered the office I stood until I was instructed to seat. I didn't know why Mr. Kilunda was calling me. When I sat down the headteacher asked me to call our games teacher Mrs. Goret.

"Welcome Mrs. Goret." "the headteacher said." That time I was in hurry to go back to the classroom. But Mr Kilunda commanded me to sit down. I did has ordered. Because I was the games captain I thought the teachers wanted to ask me where our netball ball it is.

Our headteacher Mr. Kilunda told us that he had received a call from Matiang'i who takes part in games as the head. He needed only one pupil who ran until the nationals competition race.

We had to leave the school on that day. Mrs. Goret and I were not redy but the headteacher just told us to go. He gave us some money and instructed us where to wait Matiang'i.

Mr. Karimi our seniour teacher escorted us to the nearest bus station. We boaded a

10/82 S8/01

big purple bus to Machakos. I sat next to Mrs Goret's chair. We chated as the bus moved slowly.

What surprised me is that I have never ever seen any pupil sent to call me by the headteacher. When we arrived Machakos we found Matiang'i waiting for us. He looked very elegant that nobody would recognise him.

First he greeted us. After that he bought us a delicious lunch. Therefore we boarded another vehicle. He told us that we are travelling outside Kenya and he needed me to play for our country.

When we arrived Nairobi, we went to Moi International Airport. We flew to Amstardam for three hours. Inside the aeroplane there were toilets, resturants and bathroom. I did not ask Mrs. Goret anything about the aeroplane because in class seven our English teacher had taught us everything about it so it was not new to me.

The weather in Amstardam was very cold. I found very many groups of players grounded everywhere. The twenty four laps had to start and I was to run them with other brown players.

I was the second at the first twenty three laps but the last lap I was number one. I was given a trophy.

What I good day it was!

50/82 S8/02

WAMBUA SILA Composition NO:10 4/4/201

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was so suprised. I didn't know what was cooking. As I went to the office, I thought about what we had done the last weekend.

Hardly had I reached in the office when I saw my mother sitting on one of the chairs in the office. I knocked the door then I was permitted to enter in. It was a case which my mother came to report about what we had done. The headteacher asked me some rabbit questions which I was not able to answer since they were very confusing.

My mother told me to tell her what we had done when she had gone to visit our grandmother. I told her that, when she had left home we went to take cows to graze, washed the utensils, cleaned the compound and then we went to fetch water to the nearest dam. She asked me where I was when our neighbour son got into the dam. I told her that when we had gone to fetch water, I left them at the dam fetching water. But all these were all false.

When he went, we did all the domestic chores and we went to play with our friends at the dam After playing for some time, One of our friend told us that he wanted to swim at the dam. So we had to stop playing and we waited to see if he knew how to swim. He swam to the deepest place where no other person was able to go.

We saw it so interesting that we had to swim to see if we knew like him No body ignored and said that he will not swim. We took off our clothes and decided to get into the water. Some of us had swimming costumes while others did not have. One of the

50/82 S8/02

boy who was below the teenage decided to go into the water. No sooner had entered into the water than he jumped out very quickly. He said that the water was too cold. We all loughed him.

We decide to get into the water to swim. We all got into the water and decided to see if we knew. As we swam near the dam shores, one of us decided to go where Muli was. He swam swam until he reached to the deepest place. Within a wink and blink, we did not see him. He had sunk into the water. We were all shock. No body was able to rescue him. Muli had already gone to their home.

We all came out of the water and were our clothes and ran to our homes. We kept quite at home even nobody was able to know what we had done. But after sometim my mother had already known.

When I went back to the classroom, I did not tell anybody what it was. When the day broke, we all went to our homes. When I reached home, I found my mother standing at the door on her arms akimbo. When I entered into the house, I was given a thaner beating by my mother until I cried loudly. From that day, I decid never to swim for the rest of my life.

E0/22 S8/03

Jacinta mutevo NO:11 4-4-2018

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I went and the headteacher told me that he found two pupils at the road fighting and they told him that I was there.

The headteacher asked me if I saw them doing so I told him yes. The headtead told me that he is not going to entatain nonsence with any pupil. I was very suprised of what I did.

The headteacher told us that we are supposed to be honest and speaking the true thing. The two pupils who were fighting the headteacher sent them their parents.

At the end of the day the headteacher was not jubilant with any pupil or teacher the two boys kioko and mutua were very talkertive that the headteacher was not understanding what was been told. kioko parents were complaining that his child had not fight.

At the moment mutua was complainin that his stomach has been injured with a neeld when they were fighting. The headteach said that he is going to give him first AID. kioko was been asked if he had fight with mutua and injure his stomach. kioko refiused as his mother was complain about the fight.

The headteacher said that kioko's mothe will pay for mutua's bill at the hospital

E0/82 S8/03

until the got well. kiokos parents did not agree with what the headteacher had Said After that the headteache told us the case will end tommorow morning. After that kioko went home crying. Mutuas mother was very sad because mutua was admitted at Machakos fire hospital. The next day we heard that mutua had kicked the bucket.

When the whole school heard that Some pupils cried and others were supprised of mutua and kioko fight. kioko was taken to police by mutuas mother kioko was a notoria boy.

No 82 S8/04

MAART PETER COMPOSITION NO11 4/11/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was very surprise because I didn't know what I have done.

I was given permission to go by our English teacher. When I reached at the office I was told to wait for sometime outside. Then I was called in. I found my father sitting in a large brown wooden chair. I started shivering.

My father asked me why I do not pay schoolfees. I did not have any answer. I told him everytime he gives me money to pay I pay it. Then he asked me where does the money go. I told him may be the chairman do not write. My father was not gullible.

Before I could say 'John Bull' I was slapped by the headteacher. I decived my father but he did not listen to me. The chairman was called and came there when he was sad.

The chairman was asked if I have ever given him money. The chairman said have never seen me since he was chosen like the chairman. At that my heart was pumping like an old locomotive engine.

I wanted to run but the door was closed. I was now confused like a monkey in a desert. My father sayed that I ussually go and buy snacks. My father told me to sprawl but I refused. When the chairman opened the door I ran as fast as a deer.

40/82 S8/04

I went in the lou to hide there. One of my classmate was sent to call me. I told Lilian to go and say I am not there I will give you fifty shillings. Lilian was very gullible she went and say I had already escaped.
Because the headteacher knew I was inside the latrine I moved there and hide back the latrines. When I heard them coming at the back I ran at our beautiful large blue gate. I remember that day as it happened yesterday.

20/82 S8/05

Charity Mbithi 4/4/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was worried. No sooner had I arrived in the headteachers office than two posh cars zoomed in the compound. from each car, two gentle men came out. Among the four two of them wer mascular. The other two were elegantly dressed in a black suit, white shirt, black shirt, black, white polished shoes and a black tie.

The two handsome men got into the office while the other gigantic men stood at the door. Within a blink and a wink the compound was as quite as a cemetry. The headteacher told me that the president was going to pay a visit. Since I was the best in English, he reauvested me to make a speech. On hearing the news, my heart started beating like the Ashanti drums of West Africa.

After the conversation the immaculately dressed men took out a briefcase which had all the money needed to prepare the ceremony. Without much ado I went and started preparing the speech. All the other pupils co-operated in making the tents and cleaning the compound.

The headteacher called all the cooks he knew. My mother was one of them. Every dish she prepared tasted delicious. As a show of respect, a red carpet was laid on the ground. Everything was ready. We all settled waiting for the guest of honour. After a few minutes, an expensive looking car zoomed in the compound. At the front corner there were two Kenyan flags. Some of the parents who had attended the meeting misbehaved. The two gigantic men I had seen earlier carried the

20/82 58/05

with their own hands high to the headteachers office.
When the men oppened the door, the president and his wife got out. The president's wife was like a queen. They got into the office to have a little conversation with the headteacher. After that, we all assembled at the assembly and sang the national anthem. Mueni, one of the beautiful girls in the school welcomed them with a bouquet of flowers.

Now it was my turn to make the speech. As soon as I stood at the stage, we heard somebody wailing from the kitchen. from where I was I could see a dark smoke. That was fire. We all went there to the rescue. The fire started spreading to the classes as fast as a deer. I went to the dormitories and took all the detergents and formed a foam. I poured it at the fire. The other pupils followed my lead. With team work we were able to extinguish the fire.

The fire was caused by Mrs. Halima after leaving food in the kitchen. I was not able to make my speech. Our school library was burnt into ashes. The President and his wife were sorry for what had happened. He donated two million shillings in order to mend the library. The president also declared me as the most helping pupil in the school. If it was not Mr. Mutune our English teacher our school could have become ruins. That day was the day I learnt on how to help.

20/82 58/06

MUSYOKI MULEI 4/4/2019

Just before the first lesson began, the headteache sent a pupil from the lower classes to call me. I first thought of what to do because I was watering the scho garden. At once I was suprised, I unlocked the tap and ranshed to response of the headteacher Mr Coech.

When the pupil called me, the others where googling at me with their mouth open because of the mud I head on my legs. My forehead also had a little of it. I was instructed to take a bath I did so. There was a piece of cloth which I used to remove moisture on my body.

Mr Coech got in his pocket and come out with wallet. As soon as he opened their were notes of dollors and thousands which he used when he was coming from united states of America. He gave me one thousand and sent me to the nearest restaurant. I was sent: three packets of flour, two packets of salt and One littre of cooking oil.

Immedietly I riched there, people were everywhe in the market. The gate was large blue metalic and decorated with some diamod and surfayer on it. It wa very beautiful. It was my first time to be there so I had to open my eyes very wide and watch some goods inside it. When I looked widely, there was also a swimming pool there and some othe recreational thing like boats and canals.

Some of my friends were there. So, my mind got lost and the items which I was sent I forgotten them I ignored what I was sent and I found my self using the money which I was given by the headtead "There was no other way to do now" I said shemfully. My friends looked a polythene bag and they told me to take of my school clothes and I put them there.

20/82 S8/06

I hid them somewhere else so that I can took them when we are going home. And the reason it wa that I passed at the back door so nobody was to see m They bought me some chips and avocados because my stomach was empty at that time. When I finid eating they took me to the pool. But a few minutes later the waiter was around loitenng and he had a sonaurow sound from his telephone.

Now the headteacher was the one calling to th waiter's telephone. He was instructed to look a pupil who was sent to his restourant. He started c finding the uniform if there was anyone with it. But he saw nobody. He did not gave up he continued down to the pool and realized there was nobody. I was very supnsed because I thought that the waite so me with the uniform.

As we were there I told them that I kept awa with it and from that day I way not cheat again.

T0/82 S8/07

SHEILA MBATHA 4/4/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classe to call me. I thought twice what the headteacher could be calling for me. I walked out of the classroom running as my legs could carry me.

When I arrived to the headteacher's office I found two gentlemen and a lady. They were elegantly dress The headteacher told me that the visitors were going to sponser me and take me to a boarding school. I was as happy as a teethless man who has got teeth. I could not believe my ears.

On hearing that my mouth was wide open that a house fly could get in and come out with a ease. I was so excited that nobody could stop me jumping up and down. One of the gentleman named Harison said that they shall take me to a boarding school I thanked him. Even the headteacher was so happy.

They we told the warm their sits so that they could complete my school fees that I had not paid. The people were very generous they paid for me. The headteacher Mrs Okoyo thank them for their generousity. I was told to go back to class, pack my books. I ran cheerfully. I packe my books and belongings and walked out. Hardy had I walked outside when I said goodbye to my classmates.

70/80 58/07

I walked outside as a princess. I was a happy as a King. I went to the headteacher's office and said goodbye to her. The visitors and I walked outside. We boarded to a posh red car I was proud of myself going to a boarding school where I can nap there without going home everyday.

The journey started the posh car went in a supersonic speed. We almost took an hour. When reached at the gate the school's name was BED Primary School. We alighted and accompained Elisha. Went to the Administration block. Also Sheila the lady accompained us. She was to pretent to be my mother. She was dressed on a long red nlyon dress which symbolised that she respected her body.

Mr Elisha said to the headteacher hello the principal responed joyfully. He asked the tall brown man his name. He said he is called Mr. Ombui. Elisha asked the headteacher if I would join his pupil. He admitted the medium brown lady who prented to be my mother completed my school fees.

Without much ado, I join the other pupils. The goggle at me. I was shy of talking to them. The visitors left the school.

I vividly remember the events of that day.

S8/08

ZIPPORAH KYAHO NO 11 COMPOSITION 21/11/19

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I thought that It was something good. When I went there the headteacher told me I kneel down and explain what I had done Yesterday.

Then I asked the headteacher what had I done. He told me that when I was going home I went abusing everyone at the road and even I had abuse our teachers with very bad word. The headtercher went and called all the teachers of the staff.

One of my English teacher came and asked me what did I done that I am kneeling down in the headteachers office. I didn't even say a single word with my English teacher and then he went and asked the headteacher what had I done.

The headteacher told my English teacher Everything and the teacher could not Imagine that I could do such a thing so all the teacher they didn't agree with the heateacher about what he said. Even me I did not agree because Yestarday I went home alone and I didn't met with any one on my way to home.

After some few minutes, the headteacher went and called the woman who told him about it and the teachers told me if they found that is true I had done so they shall do for me something which I will never forget.

Headteacher arrived with the woman and said that I had done so when I tried to talk to her she slaped me and tears run down my two chulby cheeks forming figure eleven and my eyes were red like a ripe tomato so the woman aded salt in the word and the teachers said that they shall punish me.

80 | 82

My English teacher told me I go to class they shall carry out the Investigation then after a few hours the teachers of the staff called me and told me that it was not true they found out that The English teacher was named Mr Musila and he was very petty to me.

Although the woman came and lied to my teachers. She wanted me to be told I go away because of abusing teachers the woman was my neighbour and she hated me because she wanted that to cheat teachers so that I could stay alone with out any one because my parents had passed away.

Mr Musila told me am so obidient so I could do such a thing then the headteacher come to me so that I can forgive him and I did so and I told my English teacher that was not true and he told me that he trust me.

P0/82 S8/09

MUKEI MUINDE 4/4/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was shocked because I thought I had disappointed the short man.

When I went to the headteacher's office, I found a tall man communicating with Mr. Richard. The headteacher sent me home to come with one of my parent. I ran as fast as deer and I found my mother washing utensils outside our bungalow. The unforgiving women was shocked to see me home. From her facial expressions I knew she was cheerless. She asked me what was wrong and I explained to her. My mother quickly took a bath knowing that hurry hurry has no blessing.

We hurried to the school and found my fellow coullegeas playing in the small school compound. My mother and I entered the office. Mr. Richard told my mother that the man has being hearing my academia praises and he wanted to sponser me. I was filled with radiants of joy. The man was a Kenyan but he lived in France. I knew that I will learn without being sent home for school fees. The tall black man needed my birth certificate. My mother was lucky because ~~even~~ everywhere she went she carried with her my birth certificate.

The headteacher told me that I should work hard to improve in my weak areas especially in Social Studies. There was a holiday tution and the short man requested the tall man to pay me.

My mother's chubby cheeks was full of tears of joy. Some of my classmates were outside the

P0/82 S8/09

headteacher's office thinking that I will be beaten. My mother told me that I should work hard in my studies because hardwork pays. Since I was in class eight Mr. Richard told me that I will reap what I sow..

The tall man also gave the headteacher fifty thousand shillings to strengthen our school kitchen. I vowed to the headteacher that I will work hard and help my parents. I also told myself that after my education I will apply a good job and sponser some of the children whose parents died so that they can acquir knowledge to help themselves.

The unforgiving decided to be giving me enough time to do the teacher's assignment. She went home happily as I went to the class to complete Mrs. Kaiti's assignment.

Samuel Kithe Ka Mbonge 58/10

April 4.2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was very happy because that day their was an athiletes, our school I was the one who was the best. I was not shure if the headteacher will pass me a message which I was thiging about.

After I got inside the headteacher's office, the headteacher asked me if I know the resoun he has call me. I told her that I didn't know anything The headteacher told me that I will be taking part in the athiletes. The headteacher asked me if I have anyother cloth to change. I didn't have anyone. He told me go and pack your things and came I want we leave nhtynow.

My classmates were very surprised with me. The headteacher came and pass the message to the classteacher and the teacher who was in the class that time. We traveld by a matatu to Makutano. After half an hour we arrived. The athiletes was alread have started.

The headteacher borrowed a athiletee uniform and give me. Now every thing was very clear and going well. The part which I was taken were the third after which was going on that time. I was called in the field and we started. In the team I was the smallest boy but to be smalle does not mean you be the last person in the event which your taking part no that is not good. I put my events until at the last minute and I was number seven outof twenty pupils. The headteacher Coclucturated me and I was very happy.

The numbers were taken from one upto number six and I was number seven My amry was to condinue upto nantional. I time the started the fernals I went

01/82 58/10

with them. That time the headteacher didn't know if I was in the field. Before we started I aked my God to all the ekrontes he can help me with.

The event was five thousand metres. For the first five lerps I was possiction six but the last lerp I was possiction three. I saw the headteacher following me when he is very happy. When I finish the event the headteacher called me and told me I have done a good job.

We went to the hotel and take a very delisheus meal. The headteacher gave me fair and told me now I want to go back so you will come after the athletes have go over. I will comunicate to your parents to know if you have reach home and how you have reach.

FIDELIA WAENI 4/4/2019

11/82 S8/11

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I ran quickly to see him. When I arrived there he was very excited. After sometime I saw a minibus coming. Inside was a British who came to sponsor me.

When I heard that I was very excited. As the man finished his announcement, the headteacher told me to go to the classroom. I went in joyful. At breaktime I was left in the classroom while others went to play. While I was in the class the man came again. The second time he came and told me that we shall go to the supermarket and buy some stationery and come back.

After all that the man registared me as a sponsor of World Vision. I was very proud of that. When he went I was very angry because I did not want to left me without giving me a present. At about seven o'clock I ate special food. I ate slowly and drunk some water which was pure.

As I finished my lunch I went to the class room and revised for the end term examination. When the results were announced I was the first position. After sometime the headteacher called the man and told him that I did well in the examination. At ten oclock the man sent five hundred shillings note for the pocket money.

While I was enjoying myself my mother came and wrote her name to the registration book. She was very happy. My mother and I were very happy because we have been done good things. The headteacher then gave my mother some money to build a good house

A few weeks my mother build a big blue gate. She also hired a watchman. The man also told me to work hard so he can pay for me the school fees. He was always elegantly dressed when he came to visit me. I thanked the people who did good deeds to me.

MWENDE KIMANTHI

51/82 58/12

Composition No.11 4-4-2019.

Just before the first lesson began, the headteacher sent a pupil from the Lowey classes to call me. I was in our class playing with other pupils while shouting.

I just heard everybody calling me. I was shocked. I started shaking like a chamelion in a fibbele tree. I started asking my self what have I done. When I arrived there he told me to kneel down.

He asked me why am I not doing English assignment. I told him I usually do. When I was coming I met our English teacher at the door with very ugly face.

I was told to go for my parent. When I arrived home I found my mother bathing to go to job. She asked me why have you come home at this time? I told her that she is called at school.

We went together at school. When we arrived I went into class and my mother went into staffroom. She found our science teacher who was marking our books.

Our headteacher was not around. My mother was told to warm a sit. Our science teacher asked her what can I help you. She said that she was called in school. The teacher said that my mother had done to come.

51/82 58/12

She was told that I am a good boy, I does my work carefully and I am an obedient boy who respects pupils and teachers. I mother was so excited. our teacher should my mother my Science book.

When I arrived home I found my mother when she had bought for me shoes, books, clothes and snacks. I was felling very happy in my heart.

When my mother was told that by my science teacher no problem. If our English teacher could be there I could have been beaten. from that day I changed my behaviour and I became a good child.

E1/8 MUTHEU MUIE April 04, 2019

S8/13

COMPOSITION NO11

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I stood up from my desk shaking like a chameleon on a twig tree. I knew very well that I was one of the drug traffickers who helped Mrs Juma to carry and sell drugs.

As I ran out of the classroom I looked at Vanessa who was my fellow trafficker. When I arrived at the headteachers office he seemed to be happy with me. In the office was a man who had a goatee. I did not recognise him but he greeted me. The headteacher asked me to take a seat.

When I sat down the man said that his name was Mr Maimuna from the Criminal Investigation Department. He said that in the nearby town there was a woman named Wanjiku who was suspected to be taking school children and forcing them to carry drugs. As he was talking sweat ran down my rosy brown cheeks.

He told me that if I had any evidence about her to help him get hold of her. I said that I only knew knew where her homestead was. Mr Maimuna asked me to take him there. The headteacher allowed me to go and show him her homestead. When I entered in his car I was shocked to see knives and daggers.

Mr Maimuna coughed the engine and the journey to Mrs Juma's house took off. As I told him the directions he changed the route. I was shocked because I had heard of children who were kidnapped by an enormous man who lived in the forest. To my surprise that was Mrs Juma's husband who had tricked the headteacher and made away

E1/82 S8/13

with it. His wife was seated besides her. They took me far away in the forest in a grass thatched hut. When we arrived near the hut there was a large blue metal gate which looked very funny.

As we entered the compound I saw many of my friends who were missing from school. We parted with Mr Maimuna after a gun shot was heard from a distance. The headteacher and some policemen had followed us since Mr Maimuna had already been recognised by the headteacher.

Mr and Mrs Maimuna tried to run but all was in vain. They were caught and taken to the police station. All the children who had been kidnapped were set free and went back to their homes. The headteacher was given very many gifts by the parents whose children had been kidnapped.

That is the day that I will never forget till I join my ancestors in the world of no return.

71 | NO 11 S8/14

MESHACK MAVUTI APRIL 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes, to call me. I followed the pupil. When I reached their I found my friends knelling down.

The headteacher told me to follow suit. I was shaking like a featherless chick on a rainy day. The headteacher Mr Musila was very angry. He said that I had been seen taking drugs.

He then caned us. I was very angry. I had not taken any drugs. I had beaten me. I did not do any thing. When I was going home I saw a boy who was taking drugs.

I was very amazed. It seemed that I was looking at myself in the miror. He looked like me. I started to wipe my face using my handkerchief. I thought I was dreaming. I told the boy to come with me to school.

Everybody was very surprised to see us. I went straight to the headteachers office. I told him that it was not me he had seen taking drugs. It was the boy who had taken the drugs. He apologised for what he had done.

The headteacher asked the boy who he was. The boy said that his name was Mutua. He was adopted by some men in the town. He was overworked so he decided to run away.

I felt sorry for him. I was also very

H1/82 S8/14

angry. The men were violating his rights.
The headteacher called my parents. They said that Mutua was their child. I was shocked to hear that. They said that the boy had been Kidnaped by some men and left me alone.
They were very happy to hear that. They took him to the reabilitation centre. I was happy that I had gotten a brother. It was a nice day never to be forgoten

MUENI MUTISO S8/15

April 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I knew that the headteacher was going to ask me why I did not come with my parent as he had instructed me.

But by a good lack I had already told my mother to come after me. I did not know the reason why the headteacher told me to come with my parent. I waited to know the reason why I was been asked to come with my parent.

I told my mother to come but not my father because he was not merry to me. At nine o'clock I saw my father coming and I was surprised. I became hungry. I wanted to know the reason why my mother did not come herself.

I ran after him and before he got into the headteacher's office I told him that I wanted to talk to him a little bit. We went outside Mr. Mutindo's office and I asked my father why he did not allow my mother to come herself.

He told me that my mother had alot of work to do that is why she did not come. I ran into my class annoyed. I sat on my desk waiting to see what was to come next. The other pupils were just playing outside the class.

When I began to go and play with them, I saw the same pupil who was sent to come and call me coming towards our classroom. When I recognised her I knew that she was coming to call me.

When I was walking towards the headteacher's office I saw some pupils carrying canes bringing them into the headteachers office. I started trembling like a chameleon on a twig thinking of why I was going to be punished.

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When I entered in the headteachers office I found him together with my father holding big sticks as if they were going to beat a cow. My father told me to lie down on my belly. I asked them to tell me what I had done. My father told me that he had been informed that I don't finish teachers assigment.

I told them to forgive me and I will never repeat the mistake again. They did not want to hear anything from me or from my mouth. They punished me until I began to cry.

When I stood up my father beat me a slap and told me to go in the class. from that day I usually do my work and finish it on time befor the other pupils.

Nzyoka Mutunga S8/16 4/11/2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I probably thought the mater he had to call me. I rushed to his office where I found two gentlemen. I greated them and then the teacher ordered me to sit in a chair next to them.

The headteacher introduced my name and they introduced theirs. They asked me many questions about how I value education and if I would like to be a better person in future. The questions shocked me but the head teacher Mr. Muoki ordered me to keep calm. At the end of questions I recognised that they wanted to sponsor me.

I was asked for my mothers phone contact. luckly they were able to contact her. They requested her to come to school in a hurry. My mother thought that there was something unpleasing. She arrived early enough and found the visitors and I outside the headteachers office. She asked what wrong I had done but there wan't any wrong I had done.

The visitors told my mother that they were from a certain sponsoring company and they want to sponsor me since my parents were poor, she quickly accepted. After some coments which were written by the headteacher I was parmitted to go and pick my satchel. I went straight to our class and took it. I borded the jeep car they had together with my mother and we travelled to our home.

At home they took some photographs on buildings and shamba. I went and changed my school uniform and dressed the formal way. The visitors and I went to their sponsor headquators and I was given an interview. It was not easy for i to keep calm. I was shivering and trebling. After the interview I joined othe pupils on the field.

I went and sat down alone thinking deeply how

21/82 S8/16

life would be if I qualify to be sponsored.

After results I had qualified for I stayed there for three days when I went home to prepare for joining a new school. When my mother received the news that I had qualified She was very happy with me. After two days the sponsor people came for me. They found me well prepared. I waved my parents and borded the vehicle.

The life there was better for me. I studied and finished a primary education where I joined one of the famous national school. After finishing I would like to join a university and study very hard knowing that hard work pays. After that my future would be better.

S1/82 S8/17

MUTHEU MARTIN.
COMPOSITION NO II

4/4/2019

Just before the first lesson, the headteacher sent a pupil from the lower classes to call me. I began to tremble like a chameleon on a feeble twig because I did not expect to be called.

Although in our class one of my class mates and I were namesecks. I went fast because the other nameseck was always timid to get in headteacher's office. When I got inside, I found our two neighbours inside the office. I was shocked because of the way they looked me angrily.

I did not fear, when they looked me I also looked at them although the eyes seemed to be bumper to bumper but they weren't. I stood with faith and without fear. I knew they would come to ask about the accident that occured near our home.

The accident was caused by a driver who was a drug addict of alcohol. Inside the vehicle, I saw a young child who seemed to be our neighbour. Within a wink and a blink, the vehicle overturned and some people were injured while others passed on.

Because in the group of pupils who were on the way I was the only pupil who could explaine where the scene of accident was and what happened. Mr and Mrs Kizito asked me whether I had seen their only daughter who they had. I told them that I saw her face although I was not able to know who was.

They also asked me whether I might have seen where the accident occured. I sayed yes, they told me to accompany them and take them there. When we went, We saw some bodies falling down and if you tried to listen on the body you could not hear body pulses transporting any blood.

T1/82 S8/17

After a few mins, we saw a head of a young child and went there. Mr Kizito who was the first to see the child recognised earlier than mrs kizito and the headteacher.

They went and took the girl and kept her outside the scene. She was not damaged but she was just afraid because she did not know what was cooking. She was just shocked when she saw the accident occuring. luckily, she was not dead.

So we took her and send hey quickly to the hospital where he was treated and added some oxygen in the body. After that I went to school and as the "English people do say, hard work never goes unrewarded" I was sponsered by the parents to read freely while they are paying my school fees.

Mumbua Muiungangi S8/18

Composition No. 11 April 04, 2019

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I was surprise to see a huge brown lady standing outside the office. As I was walking towards the office, the lady was accompanied by two men.

When I saw that I started walking slowly. I stood outside the office waiting the headteacher to call out my name. I greeted the lady and the men happly. When the headcher called me, the lady accompanied me together with the men.

As the headteacher was talking with the lady, I took them a chair and they sat on comfortably. As I was standing their, the headteche send me my parent and I wondered why the headteacher told me so. Before I could get out of the school gate, I saw a redish car which was too far to reach our school.

When I was going home, at the way home I could see children playing hide and seek. When I saw them I wanted to play with them but I could remember want the heacher told me. When I reached home I found my mother taking tea.

If you could see her face, she was very angry but I told her what hat brought me home. When I inform her she took her best cloth and weat out. At the road, I explained her the matter and she was shocked to hear that.

When we entered the office, the lady

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was steal wanting us. The lady talked to my female parent in a polite voice. The man instructed Mrs Muangangi that they wanted to pay me school fees balance, buy me new clothes and they will help our family.

I was shocked to see tears running on my mother cheeks but I thought she was crying because of happiness. Before I went to the class the lady was very happy to see how my mother humble herself infront of the headteacher and the lady.

When I went to the class, I found the first two lesson when had ended but I did not give up. I borried my friend her book to read what they had learn that morning. That day was too hard for me to understand but I will not forgette it in my life. I can still remember it very well.

Composition. S8/19

Charity Kanyba Omosa. Index number. 1231423500b 4/8/2019

Just before the first lesson began, the headteacher Sent a pupil from the lower classes to call me. I was so frightened and my heart was bounding like a locomotive engine.

I went with the pupil until we reached the headteacher's office. I said May I get in? He said yes you may. The headteacher told me that I should go and call my parents. I went running and when I reached at the gate, I met my mother there wanting to go to the workshop.

She asked my why are you not in school? I told her the headteacher wanted to talk to her in school. When we entered the headteachers office, he was holding a very long stick and from there I knew there was something wrong with me. The headteacher told my mother that when he teaches I cannot concentrate in class and I keep sleeping every time.

My mother took me to the hospital and the doctor treated me. The doctor called my mother at the office and told her that the results are ready. He told my mother that I have been using drugs and drinking alcohol. My mother took me to the headteacher and they asked where have you been removing those drugs? I told them I don't know anything.

My friends were called and they were asked where I was removing those drugs from. One of my friends said that I met with a woman who was a trafficker and she gave me drugs to put to her house and when I finished she closed the door and took a gun. She said that I should drink alcohol two bottles, or each drink. When I drank, I became addictive to it. When I was in school I wed to run away.

P1/82 S8/19

My mother cried saying that is why you have not been eating at home - I pity to your son then the headteacher called the police to come for me. my mother told them to wait first and she told the headteacher please don't do this I know he will change a lot - The headteacher didn't want to listen but instead I was taken to the police -

I recieved several strokes and I said everything even if I was not asked - The police in charge asked me if I will ever do that again but I said no - my mother and the headteacher were called to the police station, to come for me -

I was removed from the police cell and I heard my mother saying "Look at him walking like a prince but looking like a chameleon on a febble twig" and I asumed that I heard nothing. The following day I went to school at eight o'clock finding that all my classmates waiting and laughing for me I was ashamed of myself -

I became a good pupil, a honest pupil, generous, kind, and I was a very good performing pupil - When the headteacher entered our class, He told the pupils never to take drugs like me because drugs are dangerous - I begged the headteacher to forgive me and he did - I begged also for my mother in order for her to forgive me and she forgave me also and we were all happy - I promised never to take drugs again and we are too young to take drugs at our tender age -

April 04, 2019

05/82 S8/20

ERIC MWENDWA KILONZO

Just before the first Lesson began, the headteacher sent a pupil from the lower classes to call me. I was shocked to find my parents' at the office. My mother glared at me with very gloomy eyes. I knew that I had done something wrong.

I asked my father to forgive me if I had done something wrong. I knew my father that he was a spy of the president. My father told me that nothing I had done wrong but he wanted to speak with me privately. As we got inside his car I was shocked to see the president of Kenya Uhuru Mwingai Kenyatta.

My father told me that in the govorment of the president their was a criminal who stole for him daily and got away with it. I asked what was stolen: a television, a car, and a sappire which was precious and unvailable in many countries. I asked my father why he came to me. My father told me that the thieves had suspected that I was his child. I asked my father were the escort was? He told me that if they came with many vehicles the thieves could follow them and kill the president.

I got inside the car and we started our journey to our home. On the way I asked the president if his car had a tracking device he told me yes. My father went online and tracked the car. Immediatly we zoomed with sonic speed to go to catch the thief. As we were near the car we hooted for the thieves to stop or we use force. We two cars were for govorment and run very first. It came to an

06/82 58/20

and were the car with the thieves started leaking its oil. It was our great opportunity to catch the thieves.

We zoomed infront of them and started slowing them by blocking them from passing. When they stopped a young boy came out of the car asking has if we knew who he was. The boy told has that he was the son of the president. The boy told hes that he had power to kill us. When the president came out the run berserk saying that he was sorry. Guards were sent to catch him. The president found that the suppire, television and the watch were inside the car.

1C/82 S8/21

Vivian Mwende. 04-04-2019.

Just before the lesson began, the headteacher sent a pupil from the lower classes to call me. I was surprised as it was unusual for the headteacher to call me. I ran as fast as a deer to his office. When I reached at the door I knocked and requested to get in. He nodded his head as a sign of telling me yes.

I was shocked to see him in his angry face. I knew that something had gone wrong. He looked at me with his fierce eyes from head to toe. I was shivering like a featherless chick on a rainy day. My teeth were rattling together.

After about three minutes he commanded me to be on my knees. After one minute two other boys joined me. They were told to follow the suit. He took his bamboo stick and told us to sprawl on the cold floor. He gave us five strocks and told us to tell the truth. I was confused like a monkey in a desert.

My fellow collegues and I were suspected to be thieves. We were told that we had been stealing mangoes everyday when we are on our way home. Teers of sorrow ran down my cheek forming a very wonderful number eleven on my face.

When it was my turn to tell the truth, I denied that I had not stolen any mangoes. Mr. Jack became more and more angry. After that we were given a tough punishment. We were to dig the school shamba for a whole month.

When we were released to go back to our respective classes, my classmates felt pitty on me and they confessed that I did not steal any mangoes. The first lesson had end and the second lesson had begun. During lunch hours before I could take my lunch the head teacher

15/82 S8/21

sent a pupil to call me.

I was informed that the following day I should not come with a jembe. The thief had been caught. He was given a hot slap until he sprawled on the floor. The pupil was to do the punishment.

Hardly had I sit down when I heard the other pupils mocking him "walking like a prince but looking like a scarecrow." Most of the pupils were full of mockery. I was honest to the headteacher. Mr Jack proved me innocent and found the pupil guilty.

When it was time to go home, I walked home majestically. I was stressfree. On that day I learned on the importance of the virtue honesty. I will never forget that day.

KELVIN MWENDWA

S5/22 S8/22

Composition No. 11 4.4.2019

Just before the first lesson began, the headteacher sent a pupil from the Lower classes to call me. I became nervous. Inside the headteacher's office I found my mother standing with her arms akimbo.

I began to think what must be the matter. The headteacher said to me that whenever I was given my school fees balance I used to eat the money.

I replied "No!" Just before I could say John bull my mother gave me a slap on one of my chibby cheeks which left me sprwaling on the hard cemented floor in agony and pain.

The headteacher called my classmates and said that everyday I used to carry snacks. I become much worried on what to say.

I was given a seat and the master of the school started to qvetion me. I looked at my beloved mother's face and knew something was cooking.

She didn't have any facial expression to show that she was jubilant. I began to think creative and create a story on how to cheat the headteacher.

But with all that done the master was not gullible. Mr Kazago told me to go in class in order to do investigation. On the same same day I saw my mother again at school.

The truth had come and I had know other option to do. I just accepted that I was the one who ate the money and asked for

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forgiveness from the headteacher and my mother.
As it was time to go home I didn't Like going home because I knew very wetle that my mother would punish me. But what I was thinking about didn't happen.
I sat down with my mother and told me some of the social values I was lacking Like honesty, obedience and respect. I began to wonder and knew that I had done a very big mistake to cheat my mother.
My mother was a very kind woman and I knew that she would forgive me. When she forgived me I become as happy as a king.
I thanked my mother much for her forgiveness.

STD8 KANINI MUSYOKI

ES/82

APRIL 04/2019

Composition NO-11 S8/23

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I went to his office. No sooner had I entered the office than my mother arrived. I was told to call my sister to accompany me to the headteacher's office.

As soon as we arrived we saw my mother going home. We did not know what was happening. I asked the headteacher to explain to us why my mother came to school and went home within a very short time. He told my sister to go back in class. When she went out Mr Kariuki told me to tell him want I had done that morning when going to school. I was shocked when I had what the teacher told me. I was bitten and told to call my classteacher Mr Musila. He asked me why I was crying but I did not answer him. When he arrived he was told to ask me what I had done.

Without much ado we saw a jeep car rooming in the school compound. Two men who were emaculately dressed in a black suit, white shirt and a red tie to match. Inside the car there was a woman who seemed to be old and a girl who seemed to be a teenager.

The headteacher and the deputyteacher went towards them and they greeted them. They came in the office and stared at

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my classteacher angrily. They asked me what was happening in the office while the other pupils were in their classes. Then I was told to break in my respective class. I ran as fast as a deer and went into the class.

After the first lesson I was called back in the office. The other students asked me what was going on but I didn't tell them because the headteacher had instracted me not to tell any pupil. When I arrived the two men were there standing at the door. When they moved their spectacals I found that one of them was my lovely father but I did not recognise him at all. Tear ran down my rosy checks as I entered the office.

My father said that if I don't tell him what I did he would take me to a police station. I decided to tell him what I did. I said that I met a woman and threw some stones to her and he was injured by one of the stones.

They were all shocked when they heared what I did. I bowned down and asked for forgiveness but the headteacher treated me rudely and punished me for that. I promised my father never to do such a mistake again.

The day is still in my mind.

MWANGANGI MAKAU April 04, 2019

+5/82 S8/24

NO 11

Just before the first lesson began, the headteacher sent a pupil from the lower classes to call me. I got afraid because I was very suprised because the pupil had not tell me what I was been called for. I run as first as I can to go and look what was the problem.

Inside the office, I found my mother very sad holding a kaging with his arms akibo. At the moment I was shaking all over my body like a chameleon on a fig tree. The headteacher asked me to tell him what was wrong but I just told her that I don't know anything. After a wink and a blink, My mother asked me if I had took five thousand from his handbag.

I told the mother that also I doesn't know were the handbag was. Then after a few minutes later, my brother was called who was in standard five. My brother was asked the same question but he temted to tell the truth. My mother got very angly and told us to lay down in the hand cemented flow.

Because my brother did not obeyed my mother the headteacher slapped my brother an electric slap that sent him down rolling like a rugby ball. Then my mother and the headteacher started beeting us very hard like a bull. We were beaten until my brother and I started crying lounder like a chief stilling in a market.

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At the moment we were beaten until we show were the money was. We told our mother that we gave the money to our classteacher to write us in the school trip because was the one who was collecting the money. Our mother told us that was very bad because we had not asked him the permission to take out the money.

This was because she had planed to do something important with the money. Also the class teacher beat us very bad because we had not tell him who gave us the money. The classteacher returned the money to our mother. The headteacher and our classteacher told us that we should be as obedient as the biblical samuel and we should ask permission when we are talking something.

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CALEB MUWEU KIMUWELE 4/4/2019

Just before the first lesson began the headteacher sent a pupil from the lower classes to call me. I was shaking like a Chameleon on a feeble twig. I thought that the headteacher had a report on what I did last two days. I went into the headteachers office walking majestically bouncing as if I had springs in my legs.

When I got into the office the headteacher started mocking me. The headteacher asked me if I knew what happed last two days when we were from school to home. I told him that I did not have anything to say about the day. I was given a vrolent slap which left lump on my forehead. Mr Nithimu asked me the second time but i dinied the case.

Outside the headteachers office there was a parent who was sitting in the shade of a tall tree. Then the headteacher called the parent and asked her if she knew me. The woman said that she knew me because I was in the group which stole her mangoes and some other things like money. The teacher instructed me to come with my group. I went and called the other three boys who were my frends.

The parent and the headteacher gave us a beating and the headteacher gave us a punishment. We wee to water the school flower garden for the next two days. We were also sent our parents by the headteacher for further information about our behaivour. When my mother come, I was beaten and added another punishment at home. I was very sad for what my mother done for me infront of the

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Other frends.

The woman was very cruel because she said that we were to plant two mango trees very body and water them until they bear fruits. and work on her farm for the next three days to work for the money we stole.

Luckly a rich man came and gave the woman the money we stole and gave her four thousand shilling for the mangoes we stole. from that day I vowed never to steal again.