ELIMU254 HOMEWORK SERIES

Kenya CBC | Junior School | Grade 8

Name		**Class**	
School		**Date given**	

HOMEWORK

GRADE 8 ENGLISH **TERM 2 2026**

INSTRUCTIONS TO THE LEARNER

1. Write your name, class and school in the spaces above.
2. This booklet has 25 homeworks that follow the topics taught this term, about one a week. Do each homework after your teacher has taught those lessons.
3. Answer ALL the questions in the spaces provided. Show your working where a question needs it.
4. For a multiple-choice question, circle the letter (A, B, C or D) of the correct answer.
5. The marks for each question are shown in brackets. Hand in each homework to be marked.

HOMEWORK RECORD

No.	Topic	Out of	Score	Sign
1	Conversational Skills: Disagreeing politely	17		
2	Reading Fluency: Poem	15		
3	Rehabilitation: Word Classes: Adverbs	15		
4	Rehabilitation: Intensive Reading: short story (Class Reader)	16		
5	Mechanics of Writing	18		
6	Listening for Detail	17		
7	Intensive Reading: Visuals	16		
8	Word Classes: Pronouns	16		
9	Natural resources: wildlife: Intensive Reading: Short story (Class Reader)	15		
10	Composition Writing	25		
11	Listening and Responding: Oral Narratives - Myths	17		
12	Intensive Reading: Poem	19		
13	Word Classes: Simple prepositions	18		
14	Tourism: domestic: Intensive Reading: Poetry	16		
15	Assessment of writing	20		
16	Pronunciation: Sounds and Stress	15		

17	Extensive Reading: Grade appropriate fiction Materials - Characters	14		
18	Word Classes: Conjunctions – because, that, when, if, unless, and since	13		
19	Intensive Reading: Similes and metaphors	16		
20	Creative Writing: Narrative Compositions (240-280 words)	20		
21	Oral Presentations	20		
22	Study Skills: Note Making	15		
23	Word Classes: Demonstratives and Quantifiers	15		
24	Art: Intensive Reading: Short story (Class Reader)	17		
25	Functional Writing: Thank you and Congratulatory notes	18		

Set by Elimu254 from the KICD curriculum design. The answers are sold separately for the teacher or parent. © 2026 Elimu254.

HOMEWORK 1: CONVERSATIONAL SKILLS: DISAGREEING POLITELY (17 MARKS)

1. What does "sober" mean? (1 mark)

2. What mood does a frown show? (1 mark)

3. Why should we speak politely when we disagree? (1 mark)

4. Which is a polite way to disagree? (1 mark)

A "I see your point, but..." **B** "You are foolish."

C "Shut up." **D** "Whatever!"

5. A person who is "sober" is: (1 mark)

A drunk **B** angry

C not under the influence of alcohol or drugs **D** asleep

6. During a disagreement you should: (1 mark)

A interrupt **B** shout

C walk away at once **D** listen without interrupting

7. Give three polite expressions for disagreeing with someone. (3 marks)

8. Rewrite each response so that it disagrees politely: (a) "That's stupid!" (b) "You are wrong." (2 marks)

9. Write a dialogue of six lines in which two friends disagree politely about whether a classmate recovering from drug use should rejoin the football team. (4 marks)

10. Give two non-verbal signs that show respect during a disagreement. (2 marks)

HOMEWORK 2: READING FLUENCY: POEM (15 MARKS)

1. Read this poem aloud three times, then answer.

A New Morning
The nights were long, the bottle near,
My days were grey, my mind not clear;
My mother wept, my friends were few,
I did not know what else to do.
But helping hands came through the door,
They sat with me, they asked no more;
Now every dawn I rise and run,
And thank my God for every sun.

(a) What is the mood of the first stanza? Give evidence. (2 marks)

(b) What is the mood of the last stanza? (1 mark)

(c) What helped the speaker change? (1 mark)

(d) What is the message of the poem? (1 mark)

2. A fluent reader reads: (1 mark)

A word by word
B smoothly with expression
C very fast without pauses
D silently only

3. "My days were grey" suggests the speaker felt: (1 mark)

A excited
B proud
C sad
D angry

4. The last stanza shows: (1 mark)

A hope and recovery
B more sadness
C anger at friends
D fear of the sun

5. Give three things that make a reader fluent when reading a poem aloud. (3 marks)

6. How should your voice change between the first and last stanzas of "A New Morning"? Explain. (2 marks)

7. Give two ways of improving reading fluency at home. (2 marks)

HOMEWORK 3: REHABILITATION: WORD CLASSES: ADVERBS (15 MARKS)

1. Why use adverbs correctly? (1 mark)

2. "Never" is an adverb of: (1 mark)

A place **B** manner
C degree **D** frequency

3. Choose the correct sentence. (1 mark)

A He always is late. **B** He is always late.
C Always he late is. **D** He is late always often.

4. The water was ___ hot to drink. (1 mark)

A too **B** very
C much **D** more

5. Correct the position of the adverb in each sentence.

(a) "She is late never." (1 mark)

(b) "He goes often to the clinic." (1 mark)

(c) "They visited yesterday the rehabilitation centre." (1 mark)

6. Name the kind of each adverb (manner, time, place, frequency or degree): (a) always (b) carefully (c) here (d) extremely (4 marks)

7. Choose: (a) The music is (very / too) loud; I cannot hear you. (b) The counsellor spoke (good / well). (2 marks)

8. Write two sentences about a person recovering from addiction using an adverb of frequency and an adverb of manner. (2 marks)

HOMEWORK 4: REHABILITATION: INTENSIVE READING: SHORT STORY (CLASS READER) (16 MARKS)

1. Read the story and answer the questions.
When Baraka came home from the rehabilitation centre after six months, the village watched him closely. Some shopkeepers hid their goods. His old friends waited at the corner with a bottle. "Just one sip to welcome you back," they laughed. Baraka walked past them to the church, where the youth group was building desks for the school. The carpenter, Mzee Juma, handed him a plane. "Show me what you learnt," he said. By evening Baraka had smoothed ten desk tops. A month later, the school asked him to make twenty more.

(a) How did some villagers react when Baraka came home? Why? (2 marks)

(b) How did Baraka resist his old friends? (1 mark)

(c) What role did Mzee Juma play in Baraka's recovery? (1 mark)

(d) What is the main idea of the story? (1 mark)

2. Baraka's old friends wanted him to: (1 mark)

A go to church **B** make desks
C drink alcohol **D** go home

3. Mzee Juma showed: (1 mark)

A fear **B** greed
C anger **D** trust

4. The school asking for twenty more desks shows that Baraka: (1 mark)

A had earned people's trust **B** had stopped working
C was still drinking **D** had left the village

5. What is the difference between a main idea and a supporting detail? Give an example of each from the story. (3 marks)

6. How does the story relate to real life? Give two ways communities can support people recovering from addiction. (3 marks)

7. Give two traits of Baraka with evidence. (2 marks)

HOMEWORK 5: MECHANICS OF WRITING (18 MARKS)

1. Correct: "neccessary". (1 mark)

2. Correct: "seperate". (1 mark)

3. Which word is spelt correctly? (1 mark)

A recieve **B** beleive
C acheive **D** believe

4. "Stop" + "-ed" is: (1 mark)

A stoped **B** stopped
C stopd **D** stoppped

5. The prefix "un-" in "unhappy" means: (1 mark)

A not **B** again
C before **D** after

6. Correct the spelling of each word.

(a) neccessary (1 mark)

(b) seperate (1 mark)

(c) rehabilitasion (1 mark)

(d) occured (1 mark)

7. Add the suffix shown and write the new word: (a) stop + ing (b) hope + ful (c) happy + ness (d) begin + er (4 marks)

8. What does the prefix "re-" mean in "recover" and "rebuild"? Give two more words with this prefix. (3 marks)

9. Write two sentences about rehabilitation using two of the corrected words above. (2 marks)

HOMEWORK 6: LISTENING FOR DETAIL (17 MARKS)

1. How do farmers benefit from beehive fences? (1 mark)

2. Ask someone to read this talk to you once, then answer.
"In the 1980s, Kenya lost thousands of elephants to poachers who sold the tusks for ivory. Today numbers are rising again, thanks to rangers, community conservancies and a ban on the ivory trade. Yet new threats remain: farms now cover old migration routes, and hungry elephants raid crops. In Taita Taveta, farmers hang beehive fences along their farms. Elephants fear bees and turn back, and the farmers sell the honey."

(a) Why were elephants killed in the 1980s? (1 mark)

(b) Give two reasons why elephant numbers are rising today. (2 marks)

(c) Name one new threat to elephants. (1 mark)

(d) How do beehive fences help farmers in two ways? (2 marks)

3. Poachers killed elephants for: (1 mark)

A meat **B** skins
C bones **D** ivory