

Acknowledgement and Preface

Any accomplishment requires the effort of many people to achieve excellence together and this work is not different. We would like to express our gratitude to many people who saw us through this booklet, to all those who provided support, talked things over, read, wrote, offered comments, allowed us to quote their remarks and assisted in editing, proofreading and design. Also we beg for forgiveness of all those who have been with us over the course of preparation and we failed to mention their names.

Summarized and Simplified English for form Four; has been prepared to meet the needs of form Four students. Students will use this booklet for references and clarification on different aspects, since language used is simplified so as to enhance profound understanding.

This booklet is resourceful and consists of many illustrations and examples as prescribed in the current syllabus. Hence it is expected that students and teachers will find the booklet interesting and educative in the course of teaching and learning.

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EXPRESSING ONESELF

OBJECTIVES:

By the end of this chapter you should be able to.

1. Express your feelings, ideas, opinions, views and emotions comfortably.
2. Defend your position in an argument.

SECTION 1: EXPRESSING ONE'S FEELINGS

People feel differently because of various reasons. For example, if one has lost his/her parent, he will feel very grieved (sad); but if one has won a lottery, he will feel excited and happy.

Note:

1. When you say: "I feel or I am (Followed by an adjective like: happy, said, embarrassed, overjoyed, etc) you are expressing a feeling.

For example:

I feel nervous
I am sick

{feeling}

2. If "I feel" is substituted for "I think" then you are expressing a thought

E.g. I think you are right/ wrong (a thought)

SECTION 2: STRUCTURE

If..... and Unless.....

The uses of **If.....**

Listed below are examples, uses and formation about **If.....** Conditionals.

A Conditional is something that has to be fulfilled first before something else could happen.

Example: If you don't pay school fees you cannot write English exam (It means you must pay school fees so that you can be allowed to write English exam)

Words used in conditional sentences are

- i. **If:** If the rain stops, we will be able to work hard.
- ii. **Unless:** Unless you work hard, you will not pass your exam (Unless means if not)
- iii. **Provided that:** You can come to the party provided that you bring with you your own drinks.
- iv. **Incase:** Incase he comes don't leave the door open i.e. (If he does not come, you can leave the door open)

TYPES OF CONDITIONAL SENTENCES

(Using**If**)

Conditional sentences are usually divided into three basic types referred to as:-

TYPE 1 = Likely

TYPE 2 = Unlikely

TYPE 3 = Rejected

Examples

TYPE 1: If she finishes work early, she will go home

TYPE 2: If she finished work early, she would go home.

TYPE 3: If she had finished work early, she would have gone home

As it is seen above, the type one use simple present tense in the dependent clause and future simple in the main clause.

The use of type 1 Conditional Sentence implies that there is a BIG CHANCE for conditions to be fulfilled. TYPE1 is also called probable, likely or open.

TYPE 2

The Verb in the dependent clause should be in the past tense and the main clause should be in the conditional tense.

Example: If I had some money I would lend it to you.

TYPE 2 is used where there is unlikelihood of something to happen.

TYPE 3

We form type 3 conditionals this way: Tense in the dependent clause is normally used with had + verb in past participle and in the independent clause we normally use would have.

DEPENDENT CLAUSE	INDEPENDENT CLAUSE
If I had hired a car (Past perfect)	We would have saved time (Perfect conditional)

OR: If we had left at 8, we would have been there by now.

Type 3. Conditional is purely HYPOTHETICAL. It shows that all things are in the past and nothing can be done at the moment. Hence type 3 is called **REJECTED**. The possibility here is zero (0) since everything is in the past and already completed.

For example: If I had studied hard, I would have passed the exam.

i.e. I didn't study hard and therefore I didn't pass the exam.

UNLESS

Unless is used in negatives, unless means the same as **if not**. Like **if**, it is followed by a present tense, a past tense or a past perfect.

- Unless is used in conditional sentences of all types.
- Unless is **negative**, so do not use another negative word in the sentence.

Examples of the uses of unless.

TYPE 1: (Unless + Present)

- You'll be sick unless you stop smoking = (You will be sick if you don't stop smoking)
- Unless you change your mind, I won't be able to help you.

TYPE 2: (Unless + Past)

- Unless he was very tired, he would be driving
- I wouldn't wash those clothes, Unless they were very dirty.

TYPE 3: (Unless + Past perfect)

- I wouldn't have cooked Ugali, Unless you'd suggested it
- They would have killed him, Unless he'd given them the car.

EXERCISE

Fill in the spaces provided with either **if** or **unless**

- i. Just let her go you don't want to be involved in any argument.
 - ii.She moves to another country, it will probably be to India.
 - iii. Sign the document only You read it carefully.
 - iv. They do well in the interview; they won't be accepted in the Bachelor Degree Programme.
 - v.We learn from our mistakes, we may repeat them.
 - vi. I'll go to the beach with you It rains this weekend.
 - vii. You buy the tickets in advance; you won't be able to see that concert.
 - viii. You don't understand the exercise, I'll try to help you
 - ix. You won't be able to describe the pictureyou look it carefully.
 - x. You change your mind, I won't be able to help you
-

LISTENING FOR INFORMATION

OBJECTIVES

By the end of this chapter you will be able to

- i. Respond appropriately to instruction.
- ii. Give effective and sensible instructions.
- iii. Listening to main ideas and taking notes
- iv. Make summaries
- v. Write down what you hear correctly

LISTENING TO INSTRUCTIONS

Skills on listening to instructions will help you to understand exactly what you are supposed to do either in examination or in other daily activities.

Failure to understand exactly what the instructions need you to do may even result into death suppose you see a sign which reads “CROSS HERE” when lights ARE GREEN and you cross when the lights are red and car is coming what would happen.

Listening for information from different sources

Listening for purpose

In order to benefit from any listening activity, you need to do two things.

- i) Pay attention: Ignore all other signals and focus on what the speaker is saying .Take note of how the voice changes, the facial expressions, the gestures and other body movements.
- ii) Have a reason: You need to focus on specific information so that you can be able to answer the questions.

Reading

I: Reading skills: Skimming.

In your secondary school course you are required to do a lot of reading, either for pleasure or for study.

You should learn to read a text within the shortest time possible, and with maximum understanding .One useful reading skill is skimming

This involves reading text quickly in order to pick out the main features including:-

- i) The general nature and purpose of the text.
- ii) How it is organized.
- iii) Key points of information and opinion.

How to skim a book

- i) Reading the cover review and the information about the author.
- ii) Read the table contents.
- iii) Read through the section and subsections heading if there are any.
- iv) Read the first and last sentence of each paragraph .They often contain the major points.
- v) Read through any tables, diagrams and other illustrations in the text.
- vi) Take note of names of persons, place and events

COMPREHENSION AND SUMMARY

Answer all the questions in this section

- Read the following passage and carefully answer the question that follow.

Naki is 15 years old. Three months ago she woke up in the morning feeling very tired. She could hardly walk. She went to the toilet when she was in the toilet she started coughing blood. Naki started crying because she knew now what was wrong with her like her mother who had died few months earlier she had TB.

Naki's going life had not been early. Her father was an HIV/AIDS victim and died when she was eight years old. There had been little money for the family to manage on. Naki had to leave school when her mother became ill and diagnosed with TB, Naki has her younger bother to look after as well as her grandmother life become very complicated with Naki's father around things might have been with different. Naki's mother was feeling bitter and she.

QUESTIONS

1. What is the story about?
2. Naki's father died when she was years of age.
3. What made Naki leave school?

SECTION B:

PATTERNS AND VOCABULARY

Answer all questions in this section

1) Fill in the blanks with one of the words given in the brackets

- i) A mother who has lost a child becomes **sad** (worried, sad)
- ii) When sadiku passed exam she becomes so **excited** (amuse, excited)
- iii) Seeing ghost is a **frightening** experience (carrying , frightening)
- iv) Ohlso you've come in **glad** to see (glad , joyful)
- v) John was so **angry** with the bus conductor because he had no away with his change(sad, angry)

2) Complete the following sentences by underline the correct words from the choral given

- i) The new bridge was rain forced using heavy **steel** (steel/ steal) bans.
- ii) Everybody is sweating except you, are poor **pores** (paws/pores) blocked.
- iii) Had he left earlier , he (will have arrived /**would has arrived**) in time for the meeting
- iv) You cannot see (sea/see) the HIV viruses with poor naked eyes.
- v) Telling lies is a great **sin** (scene/sin)

3) Supply the question tag to the following

- i) You want eight books
 - Don't you?
- ii) I will come this evening
 - Will wont I?
- iii) We shall meet you to day
 - Shouldn't we?

4) Rewrite the following sentences according to instruction given after sentences.

- i) John scored three goals for his team (Begin three goals)
 - Three goals were scored by john for his team
- ii) He walked very had. He was paid very little (begin Despite)
 - Despite he worked hard he was paid very little.
- iii) John is intelligent. He can pass the examination. Join using -----enough to -----
 - John is intelligent enough to pass the examination.
- iv) She reads so fast. She can finish two books in a daddy. join using ----so -----that
 - She reads so fast that she can finish two books in daddy.

SECTION C

5) Re – arrange the following sentences in logical sequence to make a meaningful paragraph by writing the corresponding letter in the box provided.

- A) As a national language it plays an important role in social life education political and international communication
- B) It is used in Europe , America , Australia, Asia, and Africa
- C) English is an international language
- D) As the second language , it still has some important roles to play
- E) In some countries , English is a national language while in others it is a second language

LIST A	A	B	C	D	E
LIST B	4	2	1	3	3

6) Match the word in column A with the meaning given in column B in the box provided below.

COLUMN A

- i) Role
- ii) Medium
- iii) Public
- iv) Conversing
- v) To acquire

COLUMN B

- a) Not private
- b) To get
- c) Place for meetings
- d) Language used for teaching
- e) To arrive at
- f) Concern
- g) Talking

COLUMN "A"	i	ii	iii	iv	v
COLUMN "B"	F	D	A	G	B

7) A) write a short composition of 300 words on “How can we make life in rural areas enjoyable”

B) Write the composition ending with not all that glitters is gold

C) Write a letter to the editor

The Daily News P. O. BOX 3000 Dar es Salaam

Discuss how to minimize the issue of pregnancy among school girls in Tanzania

D) Your mother has asked you to take a responsibility for the evening meal for the family. This means you can make your favorite meal. First make a list of all the ingredients you need and explain exactly how to make the meal.

Dear Editor,

18-07 2013

Daily News,

P. O. BOX 3000,

Dar – es – salaam.

Mad/ Sir

REF: TO MINIMIZE THE ISSUE OF PREGNANCY AMONG SCHOOL GIRLS IN TANZANIA

Refer to the heading above. Dear Editor the issue of pregnancy among school girls in Tanzania is very big. So should minimize that problem by providing education to the student and pupils also parents should take care with their children by giving them their basic needs such food, shelter, and clothes because if a children fail to get those needs they influence them in bad behavior . If you will accept I will be joyful.

Your Faithfull

A) Rural areas are areas enjoyable where by people live in the village. The life of rural areas is very hard but we can make the life to be enjoyable.

Therefore the following are the things which can make the life of rural areas enjoyable.

By providing education should be given having all people of the rural areas. Also there should have a material support in the schools in order to make the people life better. So by doing this we can make the life of rural areas to be easier or enjoyable.