**ENGLISH NOTES FOR PAPER ONE SENOR FOUR**

**FORM FOUR**

**SYLLABUS**

1. Letters of Request

2. Recipes

3. Letters of Enquiry

4. Speeches

5. Book Review

6. Questionnaires

7. E-Mails

8. Faxes

9. Confidential Reports

10. Autobiography

11. Curriculum Vitae

12. Biography

13. Expository Writing

14. Giving instructions to Family and Friend

**LETTERS OF REQUEST**

Can be formal or informal

In both cases the sender must state their request clearly giving the recipient sufficient

Information to enable them to determine whether or not to act on the request.

**Informal requests**

* We borrow things, ask for information or seek favor from our friends, acquaintances and relatives. This is put in informal requests.
* When borrowing items, know that you are likely to inconvenience the other party. As such, you need to offer due apologies and promise to return the item the soonest possible.
* The degree of informality varies;
* Letters of request should give the addressed the freedom to decide whether they can oblige the request or not. It is impolite to coerce for support.

**Formal requests**

Follow the format of formal letters. They seek information or service. Though brief, they contain all the necessary information.

Example p. 2a

**Utu Wema Secondary**

**School**

**P.O. Box 206- 50103**

**MALABA**

**10th January 2013**

**The Curator**

**Mt Elgon Museum**

**P.O. Box 46-30200**

**Kitale**

Dear Sir/Madam

**RE: SCHOOL VISIT**

The form four class would like to make a guided tour of the museum on the 17th January as part of their cultural appreciation project. They are interested in seeing artifacts, images and housing structures collected at your museum as part of the cultural heritage of people from Western Kenya.

Could you let me know if the proposed date is suitable for your education staff? Also advise us, regarding the costs and any other requirements. Any inconvenience in view of the short notice is regretted.

I look forward to your earliest response.

Thank you.

Yours faithfully

Vincent Obure

**Head teacher**

**DECLINING REQUESTS POLITELY**

At times, a request may be difficult to honor. In such a case, one needs to decline it politely.

**STEPS TO USE**

Acknowledge the request.

* State your willingness to honor it.
* Explain that you cannot honor the request without going into minute details. E.g.

**Example**

**THE CURATOR**

**MT. ELGON**

**MUSEUM**

**P.O.BOX 46-30200**

**KITALE**

**13TH JANUARY**

**2013**

**THE HEADTEACHER**

**UTU BORA SECONARY SCHOOL**

**P.O.BOX 206,**

**MALABA.**

Dear Mr. Wangamati

**RE: SCHOOL TRIP**

We have received your letter dated 10th August. Thank you for the interest you have in our work. We regret we will not be able to receive your students on 17th JANUARY as requested due to earlier commitments. We would however be glad to reschedule it to a date suitable to your learners next term.

Thank you for your understanding.

Yours sincerely

Sign

Kijana Mjomba

**Curator**

**RECIPES**

Definition: is a set of ingredients and instructions on how to prepare a food dish. It consists of:

1. The name of the dish

2. Ingredients and their quantities

3. The instructions on how to prepare the dish

4. Suggestions on how many people to eat it and how to serve the dish

5. The length of cooking

**Example**:

**Fried liver for two**

**Ingredients**

250 grams beef liver

1 green chili chopped

1 teaspoon ginger

1 onion, sliced

1 big tomato, chopped

1 tablespoon vegetable oil

1 teaspoon tomato puree salt to taste

**Method**

1. Cut the liver into small pieces and fry it in the oil.

2. Add a little chili and ginger until the meat juices are released and the meat is almost cooked.

3. Add the onions, tomatoes and the puree.

4. Turn the fire down to a slow simmer so as not to burn the puree.

5. Let it simmer for another five minutes and then turn off the heat.

6. The liver can be eaten with ugali, rice or irio.

**Exercise**

A friend of yours is organizing a get- together for ten people and she has asked you to prepare a dish for one course. Write a recipe for the dish that you will prepare for the occasion.

**LETTERS OF INQURY**

 Are letters in which one wants to enquire about something.

 One may inquire about a lot of things. e.g to:

 Find out from the Head teacher when schools are opening and what one needs to carry.

 Enquire from a college what courses they offer and the qualifications required for each.

 Find out details of an oncoming event or excursion.

 Inquire from a company whether they manufacture or have in stock particular goods you are interested in.

The format of enquiry letters is that of business letters.

**TULIPE PARISH,**

**P.O. BOX 4231-**

**60200,**

**MERU.**

**3RD MAY, 2013.**

**THE MOTHER SUPERIOR,**

**TWANA CHILDREN’S HOME,**

**P.O BOX 1324-60200,**

**MERU.**

Dear Sis. Lucilla,

**RE: ENQUIRY ABOUT SHELTER FOR TWO GIRLS**

I am a retired teacher and I am writing to enquire whether you have a room in your home to shelter two young girls. The two girls have escaped from home after being threatened with

Female Genital Mutilation by the parents and the community. They have been hiding in my house for the last two weeks and I am afraid that their security is not fully guaranteed as the parents may find girls‟ hideout and forcefully take them away.

I will be grateful if you could shelter them for the time being, and also admit them in your boarding school as the threat is immense. Both girls are in standard three.

Please contact me using the following telephone number 0766066077

Yours sincerely,

Sign

Margaret Omondi.

**SPEECH WRITING**

The speaker’s appearance, grooming, posture and gestures have an impact on the audience.

When you write a speech for yourself, make a few basic notes to serve as a speech outline. When writing a speech for someone else, you must recognize the audience and the speaker. Research on the subject and try to write it. Ascertain certain facts, figures and dates to avoid being challenged and embarrassed by the audience.

**Writing the speech**

1. **Acknowledge significant persons** in the audience in order of seniority. e.g

Mr. Paul Ekaran, Chairperson, Turkana County council, Mrs Lucy Mukami, District Education

Officer, Turkana, Mr. Eliud Lopokoit, Chairperson, Board of Governors, Mr. Elijah PTA

Chairperson, Mr. Onsongo Keronche, Head teacher, teachers, parents, students, ladies and gentlemen.

2. Present each point of your speech in a **brief** but well developed paragraph. e.g.

First of all, I would like to commend all of you on my own behalf and on behalf of the Board of

Governors for the support you have given us throughout the year.

Secondly, I want to urge you all to look at what has brought us this far and made us who we are in education.

We all take pride in the excellent performance of this school. We recognize that school facilities, the staff dedication and the parents‟ unfailing support play an important role in getting good results. Above all, we recognize that it’s the individual dedication of each student to maintain the culture of this school and to reach his/her chosen goals that really makes the difference.

Remember that there cannot be a school without you students.

3. **Sign post** your speech by use of appropriate connectors of sequence e.g. firstly, secondly, in conclusion.

4. **Stimulate** your audience involvement using the collective term „You‟ addressing individuals in a crowd might have a negative effect. e.g.

Which parent does not wish what is good for their child? [Rhetoric question].

- I am greatly encouraged by the sacrifice you have made to give our youth a solid foundation for the future.

- As you have rightly observed, discipline is the best foundation. [Individual or audience]

NB. Unless rhetoric questions are carefully used, they can stimulate a negative reaction in your

Audience.

5. **Conclude** your speech by urging the audience to consider the facts and to take further action if necessary. e.g.

In conclusion ladies and gentlemen, let me say how delighted we all are by this school “achievements. As we celebrate our success, let us strive to maintain our record and to reach newer heights of success. Thank you for your attention.

6. Use the **right tone** through appropriate language structures. e.g.

**Persuasion**:

 This scheme has been specifically designed for you.

 I urge you all to do your best to maintain our school tradition of caring for the less

Fortunate members of our community.

 You have waited anxiously over the last four years for this moment.

 Consider the benefits you have reaped by enabling so many girls access education up tothe university level.

 In the long run, you will find that this was your best choice.

**Commemoration**:

 Allow me to congratulate you for celebrating your tenth anniversary.

**Reproof**: It is in your interest to improve your performance because at the end of the day, it’s your future we are talking about here. I find this flouting of school rules completely unacceptable.

**Exercise**

Write the head teacher’s Prize Giving Day speech. Using points raised in a group discussion.

**REVIEWS**

* A review gives a good idea of what a book is about. It is written in prose form.
* In a book reviewing, we include:
* The author
* Title of the book under review
* Name of the publisher of the book and when published
* The name of the reviewer
* The number of pages
* The content of the book i.e. what the books is about
* The language used and the style of the author
* The weaknesses and strengths of the book

**Example**

**Title:** The Broken Covenant

**Author:** Kamau Ndirangu

**Publisher:** Benchmark

**Year:** 2005

**Price:** 320

**Pages:** 290

**Reviewed by Alice Muthoni**

This is a story of a broken covenant in which the main character, Mukuri, uproots a sacred tree, contrary to the wishes of old Mutahi. The story is set in Nyeri on the fringes of the Aberdare

Ranges. Mukuri, a primary school Headmaster in his stubborn enthusiasm to build new

Classrooms, cuts down the tree. This he does in spite of numerous warnings from the locals. Soon after completion of the classrooms, a mysterious storm destroys it, leaving a trail of destruction and death.

The author presents us with the question of whether superstitions are real: whether they have a bearing on our lives. Can we afford to destroy our ancestors? The use of dialogue powerfully brings out this underlying theme. The author does not explain how the freak storm is related to the late Mutahi. Though the story is told with ease, it leaves one with more questions than answers.

**CONFIDENTIAL REPORTS**

* They also called a reference letter.
* They take the format of formal letters.
* This report requires the writer to comment in confidence or give an assessment of the Suitability of someone or something for a given task or activity.
* They are expected to mention strengths and weaknesses truthfully.
* They are not meant to be read by the public but for the person requesting for them.

**Example**

**Mashamba Flowers,**

**P.O. Box 54766 –**

**00100,**

**Nairobi.**

**22nd January, 2013.**

**The Human Resource Manager,**

**Landscaping Enterprises,**

**P.O. Box 122 – 00200,**

**Nairobi.**

Dear Sir,

**RE: MR. JAMES KAPULE: APPLICATION FOR A FLOWER – GROWING JOB**

I have known Mr. Kapule for the last six years. During this time, he worked as a gardener in our flower farm where we grow flowers of all types for export. While working for the company, Mr. Kapule attended short courses both locally and overseas and obtained a diploma in flower growing and landscaping. Mr. Kapule is an innovative person who is quite adventurous. He in fact introduced a number of exotic flowers in the farm, which saw our sales soar. He is

Hardworking and needs no supervision. I therefore recommend him with full confidence that he will not disappoint you. If you need further information, do not hesitate to write.

Yours sincerely,

Sign

Shilingi Sumuni

Personnel Manager

**QUESTIONNAIRES**

Are used by individuals, institutions and firms to collect information that helps them to determine issues or phenomena like;

 Market trends

 National examination performance

 Changes in attitude

 Preferences

 Political thought

 Community needs

 Acceptability of public policy.

**IMPORTANCE**

They:

1. Provide direction as to what information is to be collected.

2. Afford the respondent time to choose their answers

**Reach a wider audience within a short time**

3. Offer systematic analysis

4. Minimized the misrepresentation of responses on specific issues

5. Are always consulted for clarification

6. Document a variety of responses

**STRUCTURING A QUESTIONNAIRE**

 Establish the purpose of the questionnaire and the type of data you wish to collect

 Questionnaire comprise written questions that are posed to estimate whether and how one

Set of factors predetermines states, opinions or conclusions

 Avoid questionnaires that deviate from the purpose of investigation.

 Begin with factual, less demanding and progress towards questions demanding greater detail, opinion or thought.

 They may be structured in such a way that respondents simply tick the response they favor.

 Other questions in the questionnaire may be framed in such a way as to grade respondent’s attitude or feeling towards something.

 Keep the questionnaire to an appropriate length. People do not have time to keep on turning pages.

 Use a culturally appropriate language and do not patronize the respondent.

NB. Show appreciation for the respondents‟ efforts. Also give an idea as to how the results of the questionnaire might be of benefit to them.

**E-MAILS**

 Are a form of electronic communications [electronic mail].

 Letters can be passed electronically using computers and telephone/ modems. These letters can be formal or informal.

* They are faster than postal mails an
* Can be accessed by the recipient at any location in the world.
* E-mail users are charged according to the time taken during transmission.

47

**CYBER CAFES**

\*Are public places with computers and a telephone line/modem where people can access and send their e-mails.

**STEPS TO FOLLOW IN A CYBER CAFÉ**

With the computer on, click the programme to retrieve or end your e-mail. E.g. yahoo, hotmail.

Select the Internet Service Provider (ISP) to which you are connected. E.g. Nairobi net, gmail,

Wananchionline.

 Type your ID or username and password. the ID serves as one’s postal address and a password serves as the key to one‟s Postal Box.

 Click enter.

 Click compose

 On the space written „To‟ you type in the e-mail address of the recipient.

 If sent to other parties, type in their addresses on the written Cc.

 If you do not want others sent the same email to know who else was sent the e-mail, the addresses are written on the spaces written BC [=blind copy].

 Type the subject under subheading SUBJECT.

 Write your message.

 Click the button to send the e-mail in the space provided.

 The computer indicates if or not the message has been delivered.

**Example**

**Formal:**

**From**: kerubomonda@yahoo.com

**CC**: onditi@hotmail.com

wanja@yahoo.com

**BC** : mwakio@yahoo.com

**Subject**: annual reports

This is to inform you that our annual marketing report is due in the Director’s office by the end

of the month. .I would be grateful if you forward your regional reports to reach my office

not later than Wednesday 25th November.

Thank you for cooperation.

Regards,

Peter Wafula

Marketing Manager

**INFORMAL**

**To**: tash@yahoo.com

48

**From**: jim @yahoo.com

**Subject**: get together

Hi Tamasha

It’s been a long time since I heard from you. I understand you moved house. Where are you

Staying now? Can we meet at java this Saturday to catch up with the latest gossip? Please don’t let me down.

I’ll be waiting. Bye for now.

Jim

**FAXES**

 Are transmitted using a fax machine, telephone/modem

 A fax number or telephone number is important not the address.

 Fax messages can be typed or handwritten and unlike e-mails, they can bear the signature of the sender. Faxes going through a modem may not bear signatures.

 Label pages of the fax message for ease of handling

 When the message goes through, the sender is informed and she/he can try again.

**Exercise**

Write a fax to your friend requesting for a revision book that she had borrowed from you.

**MAXMILLA FOOT WEAR**

**P.O BOX 312-90100**

**MACHAKOS**

**17TH JULY 2012**

**UFUNDI INDUSTRIES**

**P.O BOX 3007- 00200**

**NAIROBI**

**TEL: 254-020-5869744**

Dear Madam

**RE: CATALOGUE**

Kindly send us through the quickest service mail you latest catalogue of ladies‟ footwear and hand bags.

Thank you.

Yours faithfully

Sign

Monica Munyao

Proprietor

**CURRICULUM VITAE/ RESUME**

-It is an important tool in marketing your personal and professional competence.

-It should briefly and cohesively say who you are and what you can do. It is a document that grows through the years with each added achievement.

- A C.V has

1. **Bio data** i.e. information concerning yourself. It should include your name, sex, marital status, date of birth, residential and business address and mobile / telephone number.

2**. Educational background**

- This indicates academic certification and the date institutions from which you obtained them.

The latest qualifications are written first up to the last in a descending order.

3. **Professional qualification**

These are career – related qualifications. The latest qualifications are written first.

4. **Work experience**

**5. Referees** are people well known to you, either at school, college or at the work place.

**6. Publication** are published materials a person, has written. They should be relevant to the job one is applyingfor or the course one wants to pursue.

**7. Hobbies**

-What you do during leisure time.

**8. Affiliations** are organizing that the applicant is involved in.

**Example**

**CURRICULUM VITAE**

**BIO DATA**

First Name: JOHN

Middle Name: KIPROTICH

Date of Birth: 4th January 1991

Marital status: Single

Nationality: Kenyan

Address: P.O.Box 32 NAIVASA

Mobile Number: 0753-269808

Business Address (if different): St. Teresa School P.O.Box 412

**EDUCATIONAL BACKGROUND**

**Dates**: **Institution Certificate**

1995 – 1998 Toto’s Secondary School KCSE Certificate

1987-1994 NAPETET Primary School KCPE certificate

**PROFESSIONAL EXPERIENCE**

**Dates Institution Certificate**

April Njoro Boys Certificate in Gender Studies

January – Nov 2003 KISE Diploma in special education

1999 – 2002 University of Nairobi B.Ed. Degree

**WORKING EXPERINECE**

**Date Institution Responsibility**

January 2004 to Date St. Katherine Lodwar School Head of English Department

**HOBBIE**

Love reading novels and bible.

Love swimming.

Love games and sports.

**REFEREES**

Br. Edwin Benjamin

Principal

St. Catherine secondary school

P.O.Box 72-

KAMPALA

Prof. Michael Mwalimu

Department of English

University of Nairobi

P.O Box 26

I ……………………do accept that the above information is true about myself.

**BIOGRAPHY**

- A biography is a story about a life of a person written by someone else.

- A biographer is a person who writes a book about someone else’s life.

- Writing a biography is like writing a novel. in many ways, it involves writing about major character, and many other characters that that character has interacted with. to write a good biography you must know a lot about your subject’s entire life and that of characters who are close to the subject.

- To gather that information, carry out some research on the subject by interviewing him/her. The subject must be willing to give all details about himself/herself.

- You might need to interview their close relatives, friends, colleagues, and workmates to get correct perspective of his /her life.

- If you hope to get specific information, you must phrase the questions clearly and precisely. A biographer strives to bring to life the most significant moments of the subject, not in isolation but as an integral part of the community.

- When interviewing your subject:

 be friendly

 spend time with the subject

 be creative in setting up your interview so that it doesn’t seem too formal

 give your subject all your attention

 make a list of questions you would like to ask

 do prior research to enable you to have background information to enhance your interview and interpret answers to questions set

 be tactical especially when asking probing or difficult questions.

 listen. Do not talk too much. Let your subject give the information.

 do not be afraid to ask dumb questions

 ask about other people

 note facts, especially dates and ensure they are correct

 thank the subject

- **NB**. Divide the life of your subject into phases and set questions on each section. e.g

 Early childhood

 Pre-teens

 Teens

 young adulthood

 Early adulthood

 Middle age

 old age

***Example***

**Early Childhood**

 Early memories of parents, home and siblings.

52

 Most memorable incidents involving the subject and other family members.

 The subject’s greatest fear

 Attitude towards childhood and reasons for it.

 Accidents or illness that may have affected or influenced their life.

 General impressions about festivities like Christmas.

 Gather information from the institutions where the subject studied, the places where they

worked and even from the hospitals and clubs which they attended.

 Read newspapers and magazines on stories about your subject and see what they said.

 A Curriculum Vitae can tell a lot about a person‟s profession and achievements.

 Identify and understand the most interesting or the most important things about your

Subject. Know about their achievements, normal behavior, strengths, weaknesses and

Idiosyncrasies.

 Authors write biographies of people who excelled in certain aspects of life or people who

Have made an impact in their families, communities or the world. A biography is vivid,

Detailed and descriptive.

 Sometimes writing the biography of a famous person like a great scientist, actor or

President has to be authorized. Therefore, what the authorized biography captures shouldbe the officially acceptable version of what the subject is to have done.

 Research on the historical period during which the person lived and worked.

 Make sure your facts can be found in at least three different sources. Where there is a

Disagreement between sources, state that there exists a conflict.

 Be as accurate as possible.

 Write in a clear and convincing way, because if you don’t believe what you are writing, your readers won’t either. Be sure to tell a good story that will keep your readers interested.

 After collecting the information, compile it into an interesting story that takes into account:

 social economic conditions.

 physical environment; described in vivid details.

 political life; changes taking place at any given time. How they impact not

only on the subject but also on the community as a whole and in particular

How the subject responded to them.

 Religious set up- trends in religious development.

**EXPOSITORY WRITING/EXPLANATORY**

**WRITING**

Aims at appealing to the reader’s intellect .One should ensure that whatever is explained is

Understood.

**TYPES OF EXPOSITORY WRITING**

**The informational process**

Here, the writer informs us about how something is done or how something operates.

**The instructional process**- the writer gives directions or instructions on how to do something.

- Expository essays are developed through:

**Narration** – is the presentation of events or information in a sequential order.

**Analysis**- breaks the subject step by step into separate procedures and actions.

**Description** – you give a picture of what you are writing about.

**Definition** – any technical terms or stages of the process. The definition could be a sentence tobring out meaning, a paraphrase or a restatement of a previous point.

- Use the present simple tense. It is used in the passive voice to describe an operation or aprocess.

**Exercise**

1. You have given your bicycle to your sister. However, she does not know how to ride.

Explain how it works and the purpose for giving it to her.

2. Explain how to milk a cow using either a machine or hands.

3. A friend intends to visit you over the holidays. Explain to her/him how to get to your

home from the nearest shopping centre.

4. Explain how to prepare a tree nursery and why it is necessary to prepare one.

5. Your pen- friend is coming to visit you from overseas. This is her/his first visit to Kenya

and you want to explain a few things about your town and family. Write an essay on how

the town looks like and about your family.

**GIVING INSTRUCTIONS TO FAMILY AND**

**FRIENDS**

Instructions can be acceptable in letter form. However, it is easier to follow instructions written

in point form.

When giving instructions, give adequate information to enable the person to undertake the assignment. E.g.

Please switch of the lights if you are the last person to leave the living room.

Juma, I have just dashed to the shops. Please watch the stew. You need to add onions and tomatoes after five minutes. You will find them already chopped on the cutting board near the sink. I will be back soon.

**IMAGINATIVE COMPOSITIONS**

An imaginative composition tells a story. It may give an account of an event or an occurrence.

***ELEMENTS OF AN IMAGINATIVE COMPOSITION***

**Plot**- every story has a plot. To have a plot, put a character in trouble (create a conflict). The rest of the story explains how the character gets out of the difficult situation.

**Beginning of a story**- the beginning should be catchy. It will get the readers‟ attention and

Encourage him or her to read on.

It should set the scene, introduce the characters and set the mood. E.g. you can begin an

Imaginative composition by using direct speech. e.g “Everybody lie down!” the huge hooded

Gun-wielding gang leader roared, “if you behave yourselves, nobody will get hurt.”

**Finishing** – the ending should create a feeling of completeness. Try to create suspense your story.

**Use of dialogue** – a good story combines dialogue with narration. The dialogue should be properly punctuated. Ensure that you:

 make the characters talk naturally.

 Start a new paragraph each time a different character speaks.

 use short descriptions to enliven the story. Describe people and places.

**PREPARING TO WRITE AN IMAGINATIVE COMPOSITION**

- Let your mind start thinking about creative writing (get inspired).

- Know the purpose of writing. Most creative compositions entertain, describe and explain.

- Make an outline and organize your ideas in a logical order.

**Exercise**

1. Write a story on a young boy, a dog and a hare.

2. Write a composition beginning: he heard somebody whisper his name and turned…

3. Write a story beginning with: I walked towards the door and cautiously opened it, there she stood.