

FIRST EDITION

**New!**

FORM FOUR  
**ENGLISH  
LANGUAGE  
NOTES**

- *Remarkable Teacher's Resource*
- &
- *Reliable Student's Textbook*

With

**GRAMMAR,  
EXERCISES AND  
KEY ANSWERS**

EMMANUEL KACHELE



ISBN 978 9912 9931 5 0

Form Four English Language Notes with Grammar, Exercises and Key Answers | Emmanuel Kachele

# FORM FOUR ENGLISH NOTES FOR SECONDARY SCHOOLS

*Remarkable Teacher's Resource  
&  
Reliable Student's Textbook*



EMMANUEL KACHELE

[KACHELE ONLINE](http://KACHELEONLINE)





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First published September, 2022

**Book Cover by Manny Kachele**

**ISBN 978 9912 9931 5 0**

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## ACKNOWLEDGEMENTS

I sincerely thank my parents; **Mzee John Alkado Kachele** and **Bi Leonada Dismas Mwambila** for their loving, spiritual and scholastic upbringing. Their support and family's backing is beyond the price and irreplaceable.

I am truly grateful to my dear wife and my whole family for the fundamental support. This family has always been there for me and have never given up its faith towards my writing adventures.

Genuinely, I acknowledge the tremendous career support from the following:

- ▶ **Mr. Reuben Swilla** (Statistics Officer, **PO-RALG**)
- ▶ **Ms Elinesi Mwangomba** (Headmistress, **Karema Secondary School**)
- ▶ Michael Lyambilo (DSEO, Namtumbo DC, Ruvuma. Formerly, DSEO, **Tanganyika DC, Katavi**)
- ▶ **Nicholaus Mwanjabala (BA. (Ed – UDOM Alumni)**

Specifically, I extend my gratitude to this prolific **Kachele Online** Team for their important inputs into my works:

- ▶ **Benjamin Alkado Kachele** (Bachelor Degree in English Language and Geography - Mwalimu Nyerere Memorial Academy, Dar es Salaam, 2022)
- ▶ **Haji Said** (Bachelor Degree in Linguistics and Geography - Jordan University College, Morogoro, 2016)
- ▶ **Tumain Reuben Rehman** (St. Maurus Teachers College)

I can't forget the linguistic and mutual support from my fellow teachers (English Language Department & the staff) from the following schools:

1. **Lukima Secondary School** (Mbinga, Ruvuma, 2011 – 2012).
2. **Mwese Secondary School** (Tanganyika DC, Katavi, 2012 – 2014).
3. **Karema Secondary School** (Tanganyika DC, Katavi, 2015 – 2019).
4. **Sibwesa Secondary School** (Tanganyika DC, Katavi, 2019 – 2022).
5. **Kabungu Secondary School** (Tanganyika DC, Katavi, June 2022 – Present).

I also extend my heartfelt gratitude to all my students wherever they are for their support and trust.

*“Let's learn together, let's be better together.”*

**Emmanuel Kachele**  
**2022**

## PREFACE

**Form Four English Language Notes with Grammar, Exercises and Key Answers** is a fundamental book for Ordinary Level English Language. In this First edition, the book covers the following important aspects:

- ▶ The book covers all 6 Form Four Main Topics per current syllabus.
- ▶ These 6 main topics have been broken down into 26 understandable sub topics with easy titles.
- ▶ Each sub topic has been prepared in agreement with the current syllabus and it explores more resources and examples which relevantly correlate with the syllabus itself.

### *For the teachers:*

This book is a helpful resource for teaching Form Four Students in an understandable and easy way. The book has easy steps and sections to follow in order to make sure that students understand the most part of each sub topic. More importantly, each sub topic in this book has the following useful sections:

- ▶ **Introduction:** This is where a teacher can get the chance on how to introduce or begin a sub topic.
- ▶ **Vocabulary and patterns of the particular sub topic:** The list of vocabulary and sentence patterns gives the teacher an important insight into what is in the particular topic.
- ▶ **The sub topic's body:** These are real-life texts, extracts, notes, and examples of each content of a sub topic.
- ▶ **Speaking and listening practice (dialogues):** These are designed to help students dramatise and role-play a particular area or topic.
- ▶ **Grammar:** Grammar section is for making sure that students practice the grammatical aspect/topic that goes with the particular sub topic.
- ▶ **Vocabulary and grammar practice:** This section is for testing students' ability to master the topic's content as well as their grammatical competence.
- ▶ **Revision exercises:** These are extra sub topic's exercises and questions for individual or group studies.
- ▶ **Key Answers:** This is the last and more important section at the end of the book which provides some answers for the questions in Vocabulary and Grammar section.

### *For the students:*

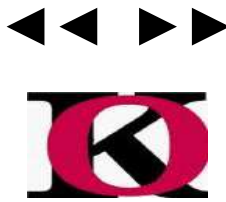
This book has been written to help students understand English Language usage and get comprehensive preparation for the **Ordinary Level Certificate of Secondary School Education (CSEE)** in Tanzania. The book will assist Form Four Students to understand and use English Language confidently and competently in their daily life and working experiences.

Apart from that, Form Four Students are advised to do the following tasks for their fullest support from this book:

- ▶ Read all notes and attempt comprehension questions.
- ▶ Read **Grammar** aspect for each sub topic and attempt the questions if there are any.
- ▶ Attempt the questions in **Vocabulary and Grammar Practice** before jumping quickly to the **Key Answers** at the end of the book.
- ▶ Attempt questions in **Revision Exercise** section individually, in pairs or in groups.

I am optimistic that teachers will find this book useful and Form Four Students will apply its reliability in meeting their English language learning goals. We highly value your feedback. Contact us for any questions or comments.

*“Let’s learn together, let’s be better together.”*



## 1.0 EXPRESSING ONESELF

### 1.1 Your feelings

#### TOPIC CONTENTS:

- K INTRODUCTION**
- K PRACTICE 1: MINI TALK ON THE TOPIC**
- K PRACTICE 2: MINI TALK ON THE PICTURE**
- K PRACTICE 3: EXPRESS YOUR FEELINGS OR EMOTIONS**
- K PRACTICE 4: EXPRESS YOUR VIEWS/OPINIONS**
- K GRAMMAR: 1.1.1:**
  - CONJUNCTIONS: REVISION
  - INTERJECTIONS: REVISION
- K VOCABULARY AND GRAMMAR EXERCISE 1.1.1:**
- K REVISION EXERCISE 1.1.1:**

#### INTRODUCTION

Expressing one's feelings, ideas, opinions, views, and emotions involves emotional or physical experience, idea or understanding of something.

In the speech, one can express his/her feelings on something by using words or language that best illustrates the situation.

For students to practise better, mini-talks and small talks are used to improve their confidence in expressing their feelings and opinions.

Mini-talks are aimed at giving students freer speaking practise from mini-talking activities.

The teacher supervises, identifies the errors while students talk, and later he/she gives out the resolutions to those problems.

## Expressing yourself

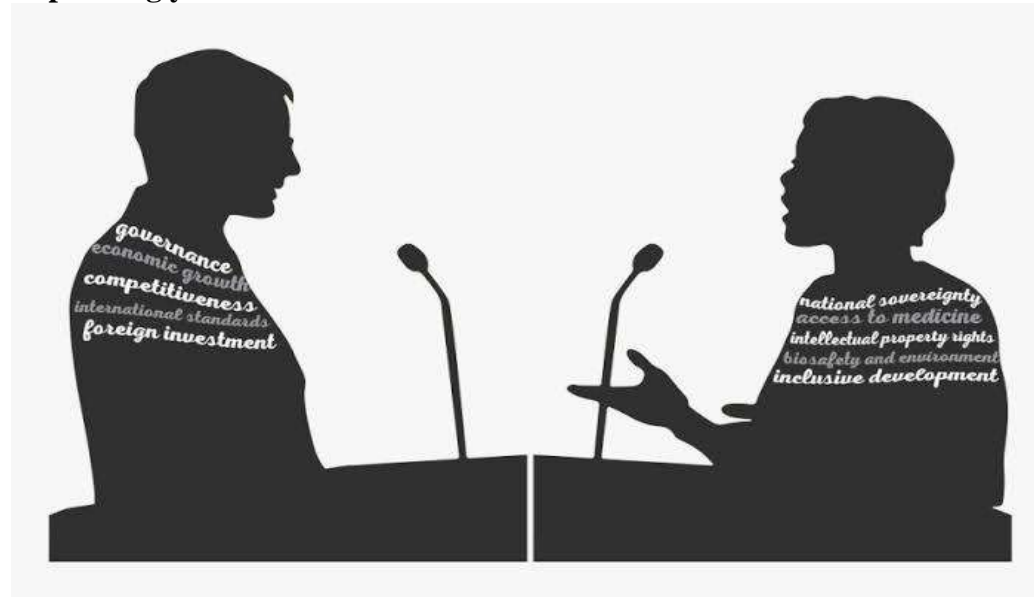



















Figure 1. Image Credit: kindpng.com

### VOCABULARY FOCUS

*Public speaking, Land degradation, Soil conservation, recycling, pollutants, fumes, pesticides, reexamine, tolerate, suffer, limit, affected, infected, polluted, deterioration, prevent, ensure safety measures, precaution, protect.*

### STRUCTURES

-  *In my opinion...,*
-  *As stated/observed by the previous speaker,*
-  *I am of the opinion that...*
-  *Considering the fact that .....,*
-  *If.....,*
-  *Unless .....,*
-  *This might..*
-  *I would rather .....,*
-  *I suggest...,*
-  *However..,*
-  *Although...,*
-  *Nevertheless...*
-  *Hardly....*
-  *Barely...*
-  *Apparently...*
-  *I strongly advice...*
-  *I would like to draw your attention...*



**PRACTICE 1: MINI TALK ON THE TOPIC: "Early Marriages Should be Prevented."**

**Group Discussion (5 Students)**

Student 'A' talks for 3 to 4 minutes about the topic above.

After that Students 'B', 'C', 'D' and 'E' ask Student 'A' various questions about the topic.

The teacher notes down the challenges the students face as they talk, and he/she gives feedback.

**PRACTICE 2: MINI TALK ON THE PICTURE: "A Refugee."**

**Group Discussion (5 Students)**

The teacher puts the picture on the board where everyone can see it.

Student 'E' comes forward, and other students in the group start asking him/her the following questions about the picture:

- ❏ How does the person feel?
- ❏ What is s/he thinking about?
- ❏ Where did s/he come from/
- ❏ What does s/he do now?
- ❏ How long has s/he been away from their country?
- ❏ How does he feel about the country they left?
- ❏ How does s/he feel about the country s/he lives in now?
- ❏ What problems did s/he have in the new country?
- ❏ Why did s/he leave their country?

The teacher notes down the challenges the students face as they talk, and he/she gives feedback.

**PRACTICE 3: EXPRESS YOUR FEELINGS OR EMOTIONS ON: "Reasons Behind the School Dropout."**

Class Discussion: Two Sides (10 Points for each side)

The teacher will divide the class into two sides. Each side will select 10 speakers and each speaker will have to mention and explain one point.

The teacher notes down the challenges during the discussion, and he/she gives feedback.

**PRACTICE 4: EXPRESS YOUR VIEWS/OPINIONS ON: "Political Parties are important for development."**

Class Debate: Two Sides (No limit of the number of Points for each side)

The teacher will divide the class into two sides: Proposing side and the Opposing side. Each side will select 5 speakers and each speaker will be given a 5 minute time to speak.

The teacher notes down the challenges during the debate, and he/she gives feedback.

**GRAMMAR 1.1.1:**

**CONJUNCTIONS: REVISION**

**3. TRUE OR FALSE:**

(1) Coordinating conjunctions link equivalent grammatical elements, such as nouns with nouns, and clauses with clauses. \_\_\_\_\_

(2) In coordinating conjunctions, connected ideas carry the different weight in a sentence.

\_\_\_\_\_

- (3) Coordinating conjunctions are single words. \_\_\_\_\_
- (4) When a coordinating conjunction joins two independent clauses, use a comma between the clauses. \_\_\_\_\_
- (5) When you join an independent clause and a dependent clause, don't use a comma. \_\_\_\_\_
- (6) Subordinating conjunctions are one or more words that disunite ideas in a sentence. \_\_\_\_\_
- (7) A subordinating conjunction links the dependent clause to independent clause. \_\_\_\_\_
- (8) Use a comma if the subordinating conjunction and dependent clause are at the beginning of a sentence. \_\_\_\_\_

**2. Construct one correct sentence for each of the following:**

- (1) if
- (2) unless
- (3) however
- (4) although
- (5) nevertheless
- (6) hardly
- (7) barely
- (8) apparently
- (9) strongly

**INTERJECTIONS: REVISION**

**INTERJECTIONS: REVISION**

**3. Compose one sentence by using each of the following interjections:**

- (1) Oh
- (2) Ugh
- (3) Hmm
- (4) Hurrah!
- (5) Ouch
- (6) Ha
- (7) Well



**VOCABULARY AND GRAMMAR EXERCISE 1.1.1:**

**1. Rewrite the following sentences according to instructions given:**

- (i) You can enjoy this food. It is delicious. **(Join the sentence using: if only)**
- (ii) I was the police officer. I could arrest many criminals. **(Join the sentence using: If I were...)**
- (iii) She couldn't tell me. She knows everything. **(Join the sentence using: Even if...)**
- (iv) We keep our land. We will not be affected by land degradation. **(Join using: If...)**
- (v) If we conserve the soil, we will not be affected by floods. **(Rewrite the sentence using: Unless...)**
- (vi) A: I can hardly believe she is married. B: I can't hardly believe she is married. **(Choose the correct sentence)**
- (vii) Smart phones simplify work. They have disadvantages. **(Join the sentence using: However)**

- (viii) A: She is not barely aware of the dangers. B: She was barely aware of the dangers. **(Choose the correct sentence)**
- (ix)** They are the best players. They did not win the match. **(Join using: Although)**
- (x)** She is beautiful. She is not married. **(Join the sentence using: Nevertheless...)**

### REVISION EXERCISE 1.1.1:

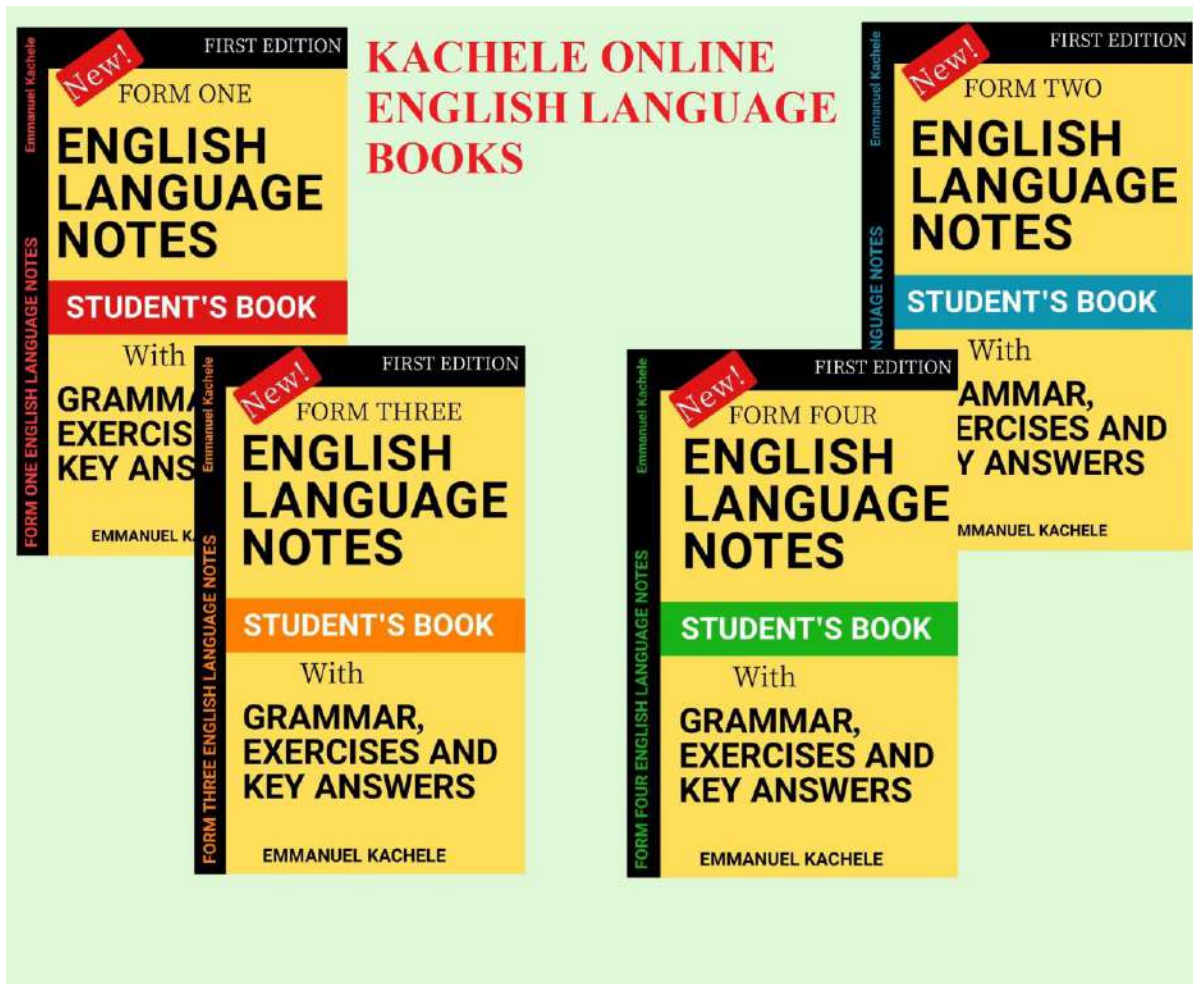
- (1) Talk about the life you live at your school for 2 full minutes.
- (2) Talk about the life you live at your home for 2 full minutes.
- (3) Talk about the life you live in your village or street' for 2 full minutes.
- (4) In the speech, defend the motion: "*Students should not live in ghettos.*" (5 points)
- (5) In the speech, oppose the motion: "*Students should not live in ghettos.*" (5 points)
- (6) Write the speech on "*Teachers Should Live Near the School.*" (5 points)
- (7) Act like a journalist and ask your fellow students their opinions on the following question:  
'Why do some parents refuse to send their children to school?'





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Apart from being a [blogger](#), he is active on numerous social media platforms where you can always get in touch with him anytime. He can answer your questions through: Facebook as [Manny Kachele](#), Instagram as [mannykachele](#), Twitter as [@mannykachele](#), LinkedIn as [Manny Kachele](#), and Pinterest as [Manny Kachele](#). He also manages the following Facebook Pages: [Manny Kachele](#) & [Kachele Online](#) as well as one Facebook Group: [English bit by bit](#).