



TVET LEVEL II



BASIC EDUCATION

English

TRAINER MANUAL



Approved by:  Workforce
Development
Authority



USAID
FROM THE AMERICAN PEOPLE



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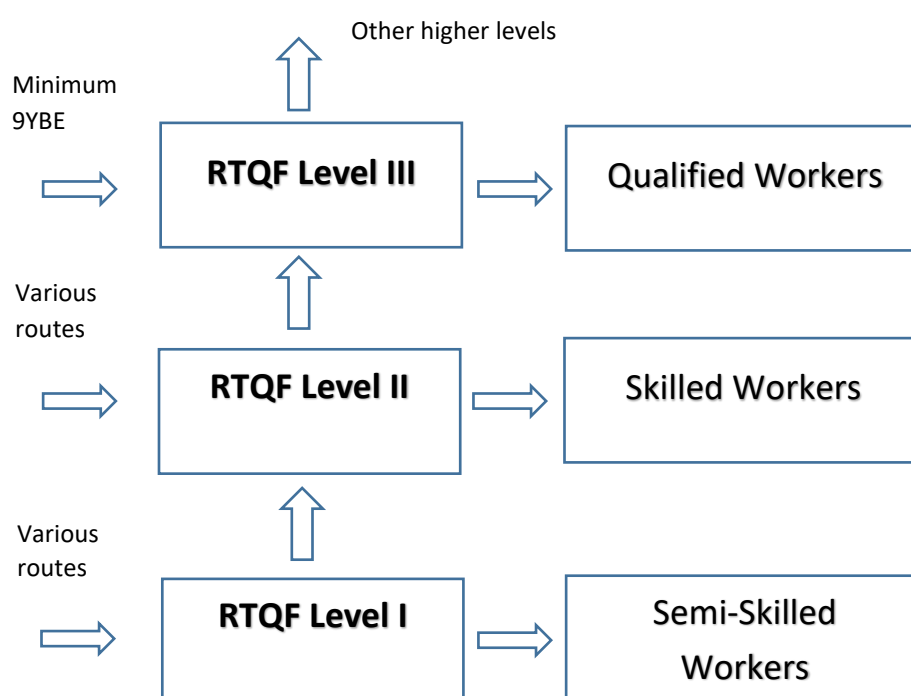
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Introduction to RTQF Level II Training Modules

Background

Rwanda Polytechnic, with support of and in collaboration with USAID Huguka Dukore Akazi Kanoze, has developed RTQF TVET Level II programs that combine basic education, soft skills and vocational skills modules. Bridging the gap between Level I and Level III programmes, Level II aims to prepare learners who have a minimum education level of Primary 6 or equivalent to continue with their education or become skilled workers in the labour force.



Following the Workforce Development Authority (WDA) curriculum development process that involved experts from Rwanda Polytechnic, Rwanda Education Board, Ministry of Agriculture, technical vocational institutions, Education Development Center, Akazi Kanoze Access and other technical experts, training modules were developed in basic education, soft skills (work readiness) and, initially, agriculture. Additional vocational areas will be added over time. Trainees will be trained in all Basic Education and Soft Skills modules listed below, as well as in 6 - 8 modules that make up their chosen technical vocational programme.

Module Requirements:

Basic Education	Soft Skills	Vocational Skills
<ul style="list-style-type: none"> English Kinyarwanda Mathematics 	<ul style="list-style-type: none"> Basic Entrepreneurship Skills ICT Essentials Communication Skills 	<ul style="list-style-type: none"> Vocational programmes will have a set of 6 – 8 required technical modules.

- Integrated Science (Physics, Chemistry, Biology)

- Safety, Health and Sustainable Environment
- Personal Development and Career Guidance

E.g. Food Crop Production and Processing includes the following modules:

1. Food Crop Production
2. Small Scale Post-Harvest Operations
3. Growing Medium
4. Food Safety and Sanitation
5. Food Preservation and Storage
6. Flour Processing

Organization of the Training Manuals

For each module there is a Trainer Manual and a Trainee Manual. These manuals, based on the curricula for each subject, are divided into Learning Units, and each Learning Unit includes 3 – 5 Learning Outcomes. The learning outcomes make up the essential skills, knowledge and attitudes to be acquired by trainees. To make the Trainee Manual more user friendly, Unit and Topic are used respectively for Learning Unit and Learning Outcome. The number of hours per training module varies, ranging between 30 and 120 hours.





Teaching & Learning Methodology of RTQF Level II 2 TVET Materials

The teaching and learning methodology used in the materials is based in experiential and adult learning. Activities are designed to engage trainees, build upon what they know and learn and provide them with opportunities to build their skills in the classroom and in the workplace. More specifically, guiding principles in the development of the manuals include:

- ▶ Building on participants' knowledge, skills and experiences
- ▶ Facilitating a learning process through active engagement of participants rather than through lecturing
- ▶ Providing opportunities to practice – inquiry based and hands on practice, both in the classroom and workplace
- ▶ Using simple and clear language
- ▶ Connecting to the real world: use local resources and the environment for learning
- ▶ Promoting critical thinking through properly debriefing activities and asking questions that get learners to think, analyze, relate issues and topics to their own lives and come up with solutions

- ▶ Applying social inclusion principles: Finding ways to include all types of youth (and trainers) – males and females; different cultural/ethnic/religious backgrounds, people with disabilities (PWD); people with different types of health status ...
- ▶ Encouraging risk taking – promote questioning and being free to explore
- ▶ Promoting habits of mind that support life-long learning: curiosity and wonder, open mindedness, creativity

These principles are reflected in the layout and flow of activities in the manuals:

1. **Key Competencies:** Table found at the beginning of each Learning Outcome that describes the main knowledge, skills and attitudes to be gained by the end of the activities.
2. **Self-Assessment:** Conducted at the beginning and end of each Learning Unit to get a sense of trainees’ knowledge and skills going into it and what they have gained by the end of the Learning Unit (and steps they need to take to further their understanding and skills).
3.  **Getting Started Activity:** Typically, a quick activity or questions to 1) give the trainer a sense of trainees’ existing knowledge and skills; 2) spark the interest of trainees in the topic; 3) introduce the objectives and key competencies of the topic.
4.  **Problem Solving Activity:** A challenging activity to get trainees engaged and to learn through discovery instead of memorization of facts. A variety of teaching and learning methodologies are used, including individual and group work such as reading real life work-based scenarios and answering accompanying questions to activities such as identifying proper tools and equipment from the school workshop to conduct a certain activity. Following the sharing of responses, the trainer guides trainees through the content and processes being introduced.
5.  **Guided Practice Activity:** Building on the concepts and skills gained in the Problem Solving Activity, the trainer guides trainees through practical examples.
6.  **Application Activity:** Consolidates trainees’ knowledge and skills through a real-life application of the topic in the classroom, community or workplace. Trainees are given more independence in applying what they have learned.

7. **Key Facts boxes:** Throughout the Trainee Manual, one will find Key Facts boxes. These contain the main information or content for a given Learning Outcome. They are there for the trainees' reference and are used throughout the different types of activities.



8. **Points to Remember:** List of the top key learning points or “take-aways” from the topic.



9. **Formative Assessment:** Questions and activities to assess trainees' level of understanding of the concepts introduced.



10. **Summative Assessment:** Based on the integrated, real life situation approach used in other TVET levels, this is done at the end of every module for agricultural modules and, with some variations, at the end of each Learning Unit for Basic Education and Soft Skills modules.



11. **Self-Reflection:** Trainees re-take the Self-Assessment given at the beginning of the Learning Unit and identify their strengths, challenges and actions to improve their level of competence.

The Trainer and Trainee Manuals are meant to be used in conjunction with each other and are well coordinated through the headings and labelling of activities. The trainer will always be able to refer trainees to specific activities by the coordinated numbering system. For instance, a specific exercise might be labelled Topic 1.2 Task 2. The Topic is the number of the Learning Outcome and the task is the specific exercise to be done. The Key Facts are also numbered for easy reference. These nor the Self-Assessment tables are in the Trainer's Manual so the trainer should have a copy of both manuals.

The Trainer's Manual includes answers (or guidelines to the trainer as appropriate) to Formative and Summative Assessments as well as to problems given throughout the activities. Summative Assessments are not included in the Trainee's Manual. These are meant to be used as a guide for those who will be developing a context-appropriate Summative Assessment at the end of the Module or Learning Unit. Basic Education and Soft Skills modules include Summative Assessments at the end of every Learning Unit while the technical modules include it only at the end of the module.

Lastly, there is a section in the Trainer's Manual for additional information to the trainer that includes either specific information or references to information that can help them deepen their understanding of the particular content.

BASIC ENGLISH AT THE WORKPLACE

Learning Units	Learning Hours	Learning Outcomes
Learning Unit 1: Listen to and interpret spoken English from a variety of sources for a variety of purposes	30	1.1 Effective listening to, interpreting and responding to instructions, explanations, conversations and short presentations related to familiar tasks and situations
		1.2 Successful use of background knowledge and strategies to understand and respond to what is being communicated orally
		1.3 Proper delineation between the main points and the details in oral communication
		1.4 Proper application of new vocabulary and knowledge of language structure and mechanics to comprehend spoken English
		1.5 Appropriate monitoring of comprehension and strategies adjustment to overcome barriers to comprehension
Learning Unit 2: Apply oral basic English using vocabulary, structure and mechanics of English language at workplace for a variety of purposes	30	2.1 Proper use of knowledge of basic grammar, discourse forms and sentence structure in communicating orally
		2.2 Effective organization and relaying of information to effectively serve the purpose, context and listener
		2.3 Accurate provision of basic information using simple statements
		2.4 Appropriate asking and responding to questions
		2.5 Effective asking of questions in order to get relevant information and seek clarification as per "wh" questions and other question styles
		2.6 Effective recalling and using vocabulary related to common, everyday topics in the home/community and workplace
Learning Unit 3: Apply knowledge of English vocabulary, grammar	30	3.1 Accurate decoding and recognition of familiar and some unfamiliar words

<p>structures and reading strategies to comprehend written English text</p>		<p>3.2 Appropriate use of knowledge of common letter patterns to decode words</p> <p>3.3 Consistent recognition of high frequency words</p> <p>3.4 Effective following of punctuation cues and capitalization when reading aloud</p> <p>3.5 Fluent reading with minimal hesitation (orally and silently)</p> <p>3.6 Regular improvement of vocabulary using knowledge of common roots and prefixes/suffixes, homographs, homophones, and homonyms</p> <p>3.7 Accurate reading of short texts and following of simple and multi-step written directions</p> <p>3.8 Appropriate use of comprehension strategies to understand text</p> <p>3.9 Efficient identification of main idea, supporting details, sequence and common transitions in simple texts</p>
<p>Learning Unit 4: Write to convey ideas and information</p>	<p>30</p>	<p>4.1 Adequately determine the purpose and audience for communicating in writing</p> <p>4.2 Accurate filling out of simple forms</p> <p>4.3 Proper writing of simple workplace documents</p> <p>4.4 Proper writing of a paragraph with a beginning, middle and end</p> <p>4.5 Accurate use of capitalization and punctuation marks in writing</p> <p>4.6 Adequate spelling of familiar words phonetically and by application of some basic spelling rules</p> <p>4.7 Effective use of simple planning strategies to identify and organize a limited number of ideas to support a single purpose (to convey a personal experience, meet a specific need, or respond to a work request) and produce a draft</p>

		4.8 Appropriate use of simple revision strategies to monitor effectiveness by re-reading and revising during the writing process
		4.9 Adequate revision to a first and final draft based on review and feedback from others

Learning Unit 1: Listen to and interpret spoken English from a variety of sources for a variety of purposes










Learning Outcomes

- 1.1 By the end of the Learning Unit, trainees will be able to:
- 1.2 Interpret and respond to instructions, explanations, conversations and short presentations related to familiar tasks and situations
- 1.3 Use background knowledge and strategies to understand and respond to what is being communicated orally
- 1.4 Delineate between the main points and the details in oral communication
- 1.5 Apply new vocabulary and knowledge of language structure and mechanics to comprehend spoken English
- 1.6 Monitor comprehension and adjust strategies to overcome barriers to comprehension

Learning Unit 1 Self-Assessment

1. Ask trainees to look at the illustration above (in their Trainee Manuals) and discuss what they see. What topics do they think this unit will include based on the illustration? After some brainstorming, share the main topics.
2. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 1.1: Listen, interpret and respond to instructions, explanations, conversations and short presentations

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Follow stages of listening and interpretingUse strategies of listening and interpretingApply parts of speech conversations and short presentations
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: role plays and scenarios with real life situations; brainstorming, individual, pair and group work; dialogue; audio</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate materials such as dialogues, texts and other real life materials
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: Include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Identify key words and expressions▶ Listen and interpret messages in a short conversation▶ Basic English grammar (simple sentence structure)

Key Competencies:

Knowledge	Skills	Attitudes
1. Listen for individual words, phrases, and letters	1. Listen actively to spoken English	1. Be attentive and curious
2. Apply context and background knowledge to listen well	2. Prepare for listening	2. Preparedness
3. Reflect on what might have not been understood during listening and why	3. Check post listening understanding in order to improve	3. Strives for improvement



Steps:



Getting Started: What do we know and where are we going?

1. Have trainees open their manuals to **Topic 1.1 Task 1** and place them in pairs. Each trainee has 30 seconds to tell their partner about themselves. The other partner must listen as carefully as possible and then repeat back what they heard. Then, partners switch.
2. Ask the question ‘What is listening?’ Stress that listening (as opposed to hearing) is an active process. It can even be physical and include gestures that show we are listening, such as nodding. Hearing, on the other hand, is a passive process. It can be difficult to listen well, but it is a skill we can practice.
3. Ask what is the difference between listening and hearing? (Hearing is passive, and listening is active.) Tell trainees that today’s lesson is going to help us become better listeners, which is a strength in both personal and professional situations.



Problem Solving Activity

1. Direct the trainees attention to **Topic 1.1 Task 2** and proceed to read out loud the following story about Emmanuel, his brother Jean, and their grandmother, Marie:

Marie is teaching Emmanuel and Jean how to make ubugali:

Today, Marie is going to teach her grandsons Emmanuel and Jean how to make ubugali.

“Are you ready to listen and learn, Emmanuel and Jean?” asks Marie.

Jean answers right away: “Yes!”

Emmanuel, who is sitting on a chair, does not answer. He is too busy looking at his phone.

“Emmanuel, did you hear me?” asks Marie.

Emmanuel looks up. “Yes—what are we doing? I forgot.”

“You are not listening to me,” said Marie, shaking her head and sighing.

“Now listen, boys. Today, we are making ubugali. First, we boil some salt and water.

Next, we pour in some oil and the cassava flour. Then, we stir the ingredients together.”

Jean nods and smiles.

Emmanuel looks off in the distance and yawns.

“Excuse me,” says Jean. “I did not understand one of the words. What does the word ‘ingredient’ mean?”

“What a good question!” says Marie. “An ‘ingredient’ is something that we add to a recipe.”

Marie serves the hot ubugali with some sauce on three plates. Everyone eats the meal.

“Emmanuel, will you be able to teach others the four ingredients for ubugali?” asks Marie.

“What’s an ingredient?” asks Emmanuel.

Jean groans and holds his head in his hands. “Emmanuel, you never listen!”

2. In pairs, have the trainees answer the following questions from the story:
 - a. What is Marie teaching her grandsons Emmanuel and Jean? (**Answer:** She is teaching them how to make ubugali.)
 - b. What is the order of the steps to make ubugali? How do you know? (**Answer:** first, boil salt and water; next, pour in oil and cassava flour; then, stir ingredients together. We know the order because of words like “first,” “next,” and “then”).
 - c. Who is a good listener? Why? (**Answer:** Jean is a good listener. He pays attention and asks questions when he doesn’t understand.)
 - d. Who is a bad listener? Why? (**Answer:** Emmanuel is a bad listener. He is looking at his cell phone, and he does not pay attention to what anyone else is saying.)
3. Ask volunteers to act out the dialogue before class.

4. Ask trainees to revisit the difference between listening and hearing. (Hearing is received the audible sounds; listening is the act of interpreting and thinking about what is heard.)
5. Ask trainees to turn to **1.1 Key Facts**, read the points together and answer any questions about listening.



Guided Practice Activity

1. In their respective groups, ask the trainees to sort the phrases out in **Topic 1.1 Task 3** into the correct categories. Let them to add any more they can think of.

GOOD LISTENER	BAD LISTENER
Nods and smiles.	Stares out of the window when a client is talking.
Looks at the client and concentrates on what he or she is saying.	Interrupts or is in a rush.
Stays in one place and gives the relative of a client his or her full attention.	Stands up or walks away while a relative of a client is talking.
Mirrors the body language of the client.	Does not notice if the client is angry, upset or frightened.
Listens for the tone of voice	Looks bored and yawns.
	Looks at her watch to check the time.

2. Ask trainees who was the good listener and who was the bad listener in the story. Why? (Emphasize to trainees that whether we are with a client, a family member, a friend, or a stranger, it is important to listen well.)
3. Read out the story again. Ask the trainees to listen to the dialogue again. Then give examples of nouns that are in the story. Write the following categories on the board:

Example:

person	place	thing

Have trainees categorize their examples under the 3 types of nouns. Ask trainees for the difference between common and proper nouns. Then have them underline the proper nouns on the board.

4. Hold up one object and ask what it is (ex. pen). Hold up two of the same object and ask what they are called (pens). Trainees then practice making plural nouns using objects in the room.
5. Ask learners, with a partner, to list words that can be substituted for people or things in the dialogue.
6. Refer trainees to **1.2 Key Facts** and read about nouns together. Answer any questions.



Application Activity

1. In groups of three, ask the trainees to create their own skits or short performances. One person needs to teach someone how to do something simple (such as tying a shoe). One person needs to listen actively as a good listener. The other person should not listen and pretend to be a “bad listener.”
2. Trainees act the dialogue to the class. Let the pairs be a boy and a girl to promote gender equality. The class discusses what makes a good listener and bad listener. The whole class listens carefully and takes notes and asks questions. Those listening should also write down examples of nouns they hear, both singular and plural.



Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Using your own words what a noun is.
A noun is a part of speech which refers to a person place or thing
2. Underline the noun in each sentences:
Answers:
 - a. The dog sits
 - b. He is Rwandan
 - c. She always helps

- d. The apple is green
- e. The water is hot.
- f. I like to learn

3. Identify if the following words are a concrete noun, abstract noun, proper noun, or pronoun:

Answers:

- a. water – **concrete noun**
- b. love – **abstract noun**
- c. book – **concrete noun**
- d. Burundi – **proper noun**
- e. He – **pronoun noun**
- f. anger – **abstract noun**
- g. the president – **concrete noun**
- h. Muhire – **proper noun**



Points to Remember

- Listening is a form of communication and is an active process.
- When you listen, you understand the meaning of what is said before you can appropriately respond.
- A noun is a part of speech which refers to a person, place or thing.



Formative Assessment

1. Ask the trainees to form pairs and to explain to each other how to do something relatively simple, such as making *ubugali* or tying a shoe.
2. Each pupil takes turns being the speaker or listener. When the speaker is finished speaking, the listener repeats one of the speaker's main points.
3. The trainer should move around the room, observing the pairs and assessing if the listener is able to say one of the speaker's main points.










Further Information for the Trainer

1. 10 Steps to Effective Listening:

<https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#3cebf6ad3891>

Learning Outcome 1.2: Use background knowledge and strategies to understand and respond to what is being communicated orally

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Apply background knowledge to understand and respond what is communicated orally Apply different strategies to understand and respond what is communicated orally Use action verbs and stative verbs in a sentence
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; role play; audio; individual, pair, and group activities; dialogues</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"> Select appropriate materials such dialogues, texts and other real-life materials
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Gender: Avoid gender bias and challenge gender stereotypes and norms ✓ Inclusiveness: include everyone while allocating roles for the scenarios ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none"> Basic grammatical structure (write simple sentences) Basic English strategies (note-taking, asking questions)

Key Competences:

Knowledge	Skills	Attitudes
1. Listen for individual words, phrases, and letters	1. Listen for meaning and for details	1. Be attentive and curious
2. Apply basic grammar and vocabulary	2. Distinguish between verbs of action and verbs of state	2. Pay attention to detail
3. List active listening strategies	3. Take notes while listening	3. Meticulous



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees if they have ever found themselves in a situation where they were supposed to be listening to someone speak but they were not paying attention. Therefore, the situation became embarrassing because it was obvious that they were not listening.
2. Then, ask trainees to share a few examples where it was clear someone was not listening to them. How did it feel to speak when someone wasn't listening well? How can we all learn to listen better?



Problem Solving Activity

1. Ask the trainees to turn to **Topic 1.2 Task 2** in their trainee manuals.
2. Explain to the trainees that they will practice their listening by hearing a dialogue between two new colleges.
3. They should predict some words and phrases that might occur in the dialogue based on their previous experience when meeting people.
4. They should take notes and see if some of the phrases and words in their list appear in the dialogue.
5. Explain that they will hear the dialogue two times.

6. If you have access to a computer, internet and speakers you may play the dialogue out loud. <https://learnenglish.britishcouncil.org/skills/listening/beginner-a1/meeting-a-new-team-member>

7. If not read the following dialogue to the class:

Peter: Hi, my name's Peter. What's your name?

Carla: Hi, Peter. I'm Carla. I'm new here.

Peter: Welcome to the company, Carla.

Carla: Thanks, Peter. I'm happy to be here and it's nice to meet you.

Peter: It's nice to meet you too.

Carla: Where do you work?

Peter: I work in the design team. We sit over there.

Carla: I'm in the marketing team. I started last week.

Peter: You work in marketing? That's very interesting.

Carla: Yes, it is. I'm enjoying it. But there are a lot of new things to learn.

Peter: I'm sure there are. I'm happy to help you if I can.

Carla: Thank you, Peter. What do you do in the design department?

Peter: I design new products.

Carla: That sounds interesting. I plan marketing events for new products. So I think we'll work together sometimes.

Peter: That would be great. So, where are you from, Carla?

Carla: Brazil. And you?

Peter: I'm from the UK.

Carla: How long have you been here?

Peter: I've worked here for three years but I actually moved here from the UK five years ago, to study.

8. The first time they should listen and try to get the general idea of what is being said. This is called the “gist.”
9. After the first time through, direct their attention to the true/false comprehensions questions. Explain that they should look at their notes and see if there is anything they have missed.
10. Second time they hear the dialogue they should listen to the details of what is being said and answer the questions below:

- a. Peter is new in the company.
Answer - False: Peter has been working for at the company for 3 years
- b. Peter is a designer.
Answer - True.
- c. Carla works in marketing.
Answer - True.
- d. Peter started his job five years ago.
Answer - False: Peter moved to the UK five years ago.

11. Upon completion go through the trainee's notes and the correct answers.

12. Refer trainees to the **1.3 Key Facts** and review it together.



Guided Practice Activity

1. Write on the black board the title: My Grandmother's Kitchen. Ask trainees to predict what they think the story will be about. Who are the characters? What actions will take place? Trainees talk about the predictions.
2. Ask trainees to listen carefully to the story titled "My Grandmother's Kitchen, and explain they will need to pay attention to the details so they can summarize it.
3. Read the following story out loud at a pace which all the trainees can follow:

My Grandmother's Kitchen

My grandmother's kitchen is a nice place. Even before I arrive I know by the smells that something good is cooking, and I'm never disappointed. There's always something on the stove or in the oven, and it always smells delicious. When I enter, first she hugs me, then sets the table with different kinds of home-made things and says, "You need to try this! I just made it. So we sit at her table, which is covered with one of her nice home-made tablecloths, and while I eat, my grandmother smiles and tells me how glad she is to see me. I was hungry before I arrived, but I know I will be full for a long time.

4. Have trainees discuss their summaries clarifying any details which might be missing.
5. Then refer the trainees back to **1.4 Key Facts** and review them paying special attention to what a verb is and how to identify one in speech.

6. The explain that you will read the story again but this time they should write down as many of the verbs as they can.
7. Once they have their list of verbs refer them back to **1.4 Key Facts** to elaborate their list with the following questions which you can write on the black board:
 - a. Are the verbs action verbs or states of being?
 - b. What tense are the verbs in?

Possible Answers: is (state of being, present); arrive (action, present tense); am (state of being, present); smells (action, present); enter (action, present); hugs (action, present); sets (action, present); says (action, present); need (action, present); to try (action, infinitive); sit (action, present), eat (action, present); smiles (action, present); to see (action, infinitive); was (state of being, past); will be (state of being, future tense).

8. Review the answers with the entire class.



Application Activity

1. Place trainees in small groups of three or four. Guide trainees to consider the following situation. What are some strategies that Anna could use to respond to clarify information?

Situation: Anna in the kitchen

Anna is in the kitchen with her colleagues during a break. She understands most of the conversation. Suddenly, one of her colleagues says something and everyone starts laughing. Her colleague used an unusual expression. Anna does not laugh because she does not know the expression.

2. Act out your strategy in the form of a skit. Each group should share their reasoning and ideas with the class.
3. As a class, discuss what clarification strategies are the most successful? Which approaches might trainees use in the future?



Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Describe the difference between a noun and a verb.

Answer: Nouns are a part of speech which denotes a person place or thing, while verbs are the actions or states of being for which nouns do or occupy.

2. Underline the verbs and circle the nouns in the following sentences: (Note: nouns are **bolded**)

a. My **family** and I go to **Church** on **Sundays**.

b. A **man** swam across the **river**.

c. **She** believes there is no **water** in the **tank**

d. My **sisters** are in primary **school**.

e. I want to thank you for your **time**, **it** is nice of **you** to spend **it** with **me**.

f. Go right after the **junction** and stop at the next **house**.

g. I have green **eyes**.

3. List all the stative and action verbs from the sentences above.

Stative: **is, are, is, have**

Action: **go, swam, believes, want, thank, spend, go, stop**



Points to Remember

- Active listening involves paying attention, withholding judgment, reflecting, clarifying, summarizing and sharing.
- Asking for clarification can involve nonverbal gestures (raising a hand, making eye contact) and verbal cues (“Excuse me?”).
- Action verbs (or dynamic verbs) are verbs that describe actions
Stative verbs (or state verbs) describe a status or quality of something.

Formative Assessment

1. Ask trainees to read the following situation. Ask them to underline action verbs with one line and state of being verbs with two lines.
2. Ask learners to list two ideas for how Jean-Bosco might ask for clarification.

Situation: Jean-Bosco at the grocery store

Jean-Bosco is at the grocery store. He needs to buy some chili peppers (AGASHYA), but he does not have time to search for them. He sees an employee and asks him where he can find the peppers. As the employee tells Jean-Bosco the answer, there is a very loud announcement over the speaker. Jean-Bosco cannot hear the answer.








Answers: (as they appear in the text)

1. Action verbs: needs, to buy, to search, sees, asks, find, tells, hear.
State-of-being verbs: is, does, have, can, is, cannot.
2. Jean-Bosco could say:
“Excuse me, could you repeat what you just said?”
“I’m sorry I didn’t hear you.”
“What was that?”
“Did you say...?”

Further Information for the Trainer

1. <http://en.copian.ca/library/learning/cclb/language/lesson10/lesson10.pdf>
2. Bonet, D (2001). The Business of Listening: A Practical Guide to Effective Listening. California: Crisp Learning.

Learning Outcome 1.3: Delineate between the main points and the details in oral communication

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Describe characteristics of a main idea statementApply different strategies to detect main ideasUse types of supporting materials
	<p>Time Required:</p>
	<p>Learning Methodology: Student-centred learning, real life material and examples, small group work, role play, large group discussion, group brainstorm, individual and pair activities, dialogues</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate materials such dialogues, texts and other real-life materials
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic grammatical structure (writing simple sentences)▶ Basic English strategies (note-taking, asking questions)▶ Basic spoken English

Key Competencies

Knowledge	Skills	Attitudes
1. Describe characteristics of a main idea statement	1. Differentiate between main points and details	1. Attentive
2. Describe strategies to detect main ideas	2. Perform a given task using supporting materials	2. Curiosity
3. Explain types of supporting materials	3. Differentiate different types of prepositions	3. Detail oriented



Steps:



Getting Started: What do we know and where are we going?

1. Ask the trainees to open their trainee manuals to **Topic 1.3 Task 1**, and then have a dialogue with their partner about the restaurant or shop that they like best in their city or town.
2. Explain that this lesson is going to focus on how to discern (or understand) the main idea and the supporting ideas.



Problem Solving Activity

1. Write the dialogue on the black board and have trainees open up to **Topic 1.3 Task 2**. Select two volunteers to practice the dialogue in a pair.

Dialogue: The Best Restaurant in Kigali Town

John-Paul: Where's the best restaurant in Kigali town?

Gloriosa: Fantastic restaurant is the best restaurant in Kigali town.

John-Paul: Why?

Gloriosa: Fantastic Restaurant is the best restaurant in Kigali town because it has good Rwandan food. Moreover, it's cheap, delicious, and friendly. It also has a great ambiance. The bottom line is that you must try Fantastic Restaurant!

2. Ask the trainees to identify main ideas and supporting details. Ask them how they know the main idea compared to supporting details.

3. Guide them to base their answers in the information included in the **1.5 Key Facts**, and after they have read it, they should write a list of the main idea and then supporting details from the dialogue on the board.
4. Review with learners: A main idea is the theme of the conversation. (In this case, it's the question of: What is the best restaurant in Kigali town?) A supporting detail provides more information about the main idea. It may often follow the word **"because."** (In this case, the qualities of having Good African food, being cheap, delicious, and friendly are all supporting details that support the point that Fantastic restaurant is the best in Kigali town.) Emphasize that it is important to be able to identify the main point of something so we can communicate effectively, especially in professional settings.
5. Ask the trainees to practice the dialogue in pairs.



Guided Practice Activity

1. Make sure each trainee has their manual open to **Topic 1.3 Task 3**.
2. Write the following dialogue on the board and then ask volunteers to read it aloud.

Dialogue:

Ms. Keza : Hello.

Mr. Manzi : Hello, Ms Keza.This is your tenant, John Manzi.

Ms. Keza : Uh, Mr.Manzi....

Mr. Manzi: In Apartment 204.

Ms. Keza: Oh, yes.What can I do for you? Does your refrigerator need fixing again?

Mr. Manzi: No, it's the oven this time.

Ms. Keza : Oh, so what's wrong with it?

Mr. Manzi: Well, I think the temperature control needs to be adjusted.The oven keeps burning everything I try to cook. At the end of the day, it really needs to be fixed.

Ms. Keza: Really? OK, I'll have someone look at your refrigerator right away.

Mr.Manzi: Excuse me, Ms. Keza. It's my oven, not the refrigerator, that needs fixing.

Ms. Keza: Oh, yes! Thank you for correcting me. But wait...Mr.Manzi, are you sure it's the oven's fault and not just your poor cooking? *(They both laugh.)*

3. Explain and review any new words (e.g., tenant, etc.). (Also review the phrase, "At the end of the day," which is an expression meaning "The bottom line" or "main point is.") Then, ask them to find out Manzi's problem. What is the main idea? What are the

details?

4. Ask for trainees to practice the dialogue on their own.



Application Activity

1. Ask the trainees to open their trainee manuals to **Topic 1.3 Task 4** and read the instructions.
2. Explain that they will listen to a dialogue between two colleagues called “changing a meeting time.”
3. If you have access to a computer, internet and speakers you may play the dialogue out loud. <https://learnenglish.britishcouncil.org/skills/listening/beginner-a1/meeting-a-new-team-member>
4. If not, you may read the dialogue below:

Lucy: Hi, Anna. Do you have a minute to talk about the meeting next Tuesday?

Anna: Sure. We said 11, didn't we?

Lucy: Yeah, we did. But I have a bit of a problem with the time. Would it be possible to move it?

Anna: Oh, I see. We could postpone it to the afternoon, to 1 p.m., for example. Or bring it forward to earlier in the morning. What would suit you?

Lucy: Could we make it 9 o'clock? That would really help me. I have another important meeting in the central office at 12.

Anna: No problem. It's important you're there.

Lucy: Thanks a lot, Anna.

Anna: Do you need help with any preparation? Did you get the agenda I sent out?

Lucy: Yes, I did. And no, that's all fine, thanks. My report is ready and I'm looking forward to presenting it.

Anna: Great.

Lucy: I can tell Sven about the time change. I'll see him later.

Anna: Don't worry about telling Sven. I'll send an email to everyone to confirm the time has changed and with an updated meeting invite.

Lucy: Great. Thanks, Anna.

Anna: OK. I'm happy that works for you. We really need you there and it's good we don't have to cancel it.

Lucy: See you then. Have a good weekend in the meantime.

Anna: You too.

5. They will listen to the dialogue twice. The first time they should try to understand the main point of the conversation, remind them to listen for **who** and **what** is happening and circle the correct statements about main points a-c below:
- a. Moving the meeting:
 - i. Lucy wants to cancel the meeting.
 - ii. **Lucy wants to bring the meeting forward.**
 - iii. Lucy wants to postpone the meeting.

 - b. The agenda:
 - i. **Anna has already sent the agenda.**
 - ii. Anna is sending the agenda now.
 - iii. Anna will send the agenda later.

 - c. Lucy's presentation:
 - i. Lucy is nervous about her presentation.
 - ii. **Lucy is looking forward to her presentation.**
 - iii. Lucy isn't ready to give her presentation.
6. After the trainees have heard the dialogue once, instruct them to read the sentences below taken from the dialogue, they have words taken out which can be found in the word bank.

WORD BANK			
accept	bring	agenda	forward
postpone	invitation	cancel	

- a. I sent an **agenda** with the topics for the meeting.
 - b. Could we **postpone** the meeting to a later date?
 - c. Could we **bring** the meeting **forward** to an earlier time?
 - d. The project has been stopped. So we need to **cancel** the meeting.
 - e. I'll send a meeting **invitation** with the time and place.
 - f. I'll **accept** the invitation when I get it.
7. Read or play the dialogue a second time instructing the trainees to pay close attention to these sentences and fill in the missing words found in the word bank.

8. Share and discuss the answers.

Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

Prepositions of time:

- a. Rwigema died _____ 1990. **(on)**
- b. Ndahiro is _____ holiday for three weeks. **(on)**
- c. His daughter was born _____ January 18. **(on)**
- d. Mobile phones became popular _____ the nineties. **(in)**

Prepositions of place:

- e. She studies _____ every day. **(no preposition)**
- f. Umwiza was waiting _____ the bus stop. **(at)**
- g. I stayed _____ home all weekend. **(at)**
- h. I told you to _____ the store. **(to)**
- i. When I called Lucy, she was _____ the bus. **(by)**

Prepositions of movement:

- j. Please hold my hand and walk _____ to me. **(beside)**
- k. The store is _____ the street from my house. I can walk straight out my door and go right in. **(across)**
- l. I always had to go _____ the bridge to get to my mother's house, because I live on the other side of the river. **(over)**



Points to Remember

- A main point is the main idea of what someone is communicating; supporting details provide evidence, examples, and specifics of the main idea.
- A main point may be either direct (a stated idea) or indirect (an implied idea).
- If the main point is not directly stated, then look at what the supporting details have in common: from this, you can imply the main idea.
- Prepositions are words that show the relationship between a noun or a pronoun and another word in the sentence.



Formative Assessment

1. Read out the dialogue. Look for the main idea and the supporting details.

Dialogue: Tonight's Dinner

Manzi: I was thinking about cooking supper tonight.

Bwenge: What do you want to make?

Manzi : I'm not exactly sure.

Bwenge: I wouldn't mind a beef bowl.

Manzi : How do I make that?

Bwenge: All it has is rice and teriyaki beef.

Manzi : That sounds easy, but how do I make it?

Bwenge: First, you need to make some white rice

Manzi: Then what do I do?

Bwenge: Then you need to shred some beef and marinate it with teriyaki sauce.

Manzi : By the way, what exactly is teriyaki sauce? What are the ingredients and where is it from? I have never had it before.

Bwenge: Teriyaki sauce is a sauce that comes from Japan. It has sugar, ginger, garlic, and soy sauce. You can find it in the Asian grocery store.

Manzi: It sounds delicious! Is there anything else I need to do next?

Bwenge: Finally, you cook it up and eat it.

2. In pairs, tell trainees to answer the following questions. Remind them of strategies to find main idea and the details before they do it. Make sure all words in the dialogue are clear.
 - a. What is the main point/idea the speakers are talking about?

Answer: Process of cooking *a beef bowl*.








- b. What are the supporting details of the main point?

Answer: The ingredients—white rice, shredded beef, teriyaki sauce—and instructions.

- c. Did Manzi understand everything that Bwenge said? What did he do to ask for clarification?

Answer: No. He was not familiar with the term *teriyaki sauce*. Hence, he asked Bwenge to explain its taste, ingredients, and where he could find it.

Learning Outcome 1.4: Apply new vocabulary, knowledge of language structure and mechanics to comprehend spoken English

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Speak in an appropriate professional registerIdentify English words/expressions related to occupations/professionsApply subject and object pronouns in a sentence
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning, real life material and examples, small group work, role play, large group discussion, group brainstorm, individual and pair activities, dialogues</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none">Select appropriate materials such dialogues, texts, and other real life materials
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic grammatical structures (write simple sentences)▶ Basic English strategies (note-taking, asking questions)▶ Basic spoken and written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Distinguish between professional register	1. Demonstrate correct use of professional register	1. Respectful
2. Apply English related to occupations and professions	2. Use occupation related vocabulary	2. Listen attentively
3. Distinguish subject and object pronouns in a sentence	3. Use subjects and object pronouns correctly	3. Willingly seek clarification



Steps:



Getting Started: What do we know and where are we going?

1. Ask the trainees to turn to **Topic 1.4 Task 1** in their training manuals and name some examples of situations when it is especially appropriate to show special respect for others. (Examples: at school with teachers, at the health clinic with a doctor, at home with elders, at a job interview with a potential boss, etc.). Why is it important to show respect?
2. Ask the trainees examples of courtesies they use when they want to show respect for others. Write them on the blackboard as they brainstorm. (Examples include “Excuse me,” “May I,” “Please,” etc.)
3. Explain to the trainees that this learning unit will focus on what language is appropriate in a workplace setting, how to use new professional vocabulary words and finally grammar dealing with parts of a sentence.
4. Have the trainees turn to the Key Competencies table and review it together.



Problem Solving Activity

1. Once all trainees have turned to **Topic 1.4 Task 2** in their trainee manuals, ask for volunteers to assist with reading the following dialogue, while encouraging all trainees to listen carefully and to circle the courteous expressions used:

Dialogue

Fred: Hello! Good Afternoon.

Marie: Hello! Good afternoon. This is Marie, may I speak with Danny, please?

Fred: Please hold the line. I'll call him.

Marie: Thank you.

*** (After a few seconds)***

Danny: Hello, Marie, this is Danny. How many I help you?

Marie: I'm having a problem with my car.

Danny: I can't hear you. Would you repeat what you said, Marie?

Marie: I said I'm having a problem with my car.

Danny: Oh! Sorry! What's your problem?

Marie: Well, a couple of things. First, when I put on my brakes I hear a loud screech. Second, each time I drive to my job as principal at the local school, my steering wheel shakes.

Danny: That's certainly not good. The other mechanics and I will put your car up on the lift and check your brakes. When can you bring your car in to the shop?

Marie: I'll bring it directly. Thank you very much. I really appreciate your assistance.

Danny: You are welcome.

Marie: See you soon!

Danny: Goodbye!

3. Ask the trainees to find out the job titles of the people in the dialogue. What clues indicate their jobs?
 - a. What are names of the people in the dialogue?
Answer: Marie, Fred, and Danny
 - b. What is their job title?
Answer: Marie is principal at a school and seeking assistance with her car, Fred answers phone (presumably at an auto service centre), Danny is an auto mechanic
 - c. How do you know?
Answers will vary
4. Emphasize the importance of treating everyone with courtesy, no matter which job they hold. Review the **1.7 Key Facts** together and then have the trainees re-read the dialogue in groups of three, check to see if they missed any expressions of courtesy or found ones not included in the key facts.
5. Discuss their trainees findings as a group.



Guided Practice Activity

1. In pairs, trainees complete the following dialogues in **Topic 1.4 Task 3** with the correct expression or expressions. Ask them to get their answers from the word bank. The word bank includes common courtesy words. These words indicate respect, especially in a professional setting. A word may be used more than once. The first one has been completed as an example.

Word Bank					
You're welcome	would	May	ma'am	I'm sorry	
	ma'am	sir	Could you please	Thank you	

Dialogue 1

Answers:

A: Good morning! This is the office of the principal.

B: Hello! Who is on the phone?

A: This is Jane, the Administrative Assistant to the principal.

B: Good morning, Jane. This is Mrs. Imanzi, English teacher. **May** I speak with the principal, please?

A: **Pardon me/Sorry**, Mrs. Imanzi. I couldn't hear you. **Could you please** repeat with whom you'd like to speak?

B: I **would** like to speak with the principal.

A: I'm **sorry, ma'am**. The principal is not in the office right now. He is having a meeting with trainees in the main hall. Would you like to leave a message?

B: It's all right. I'll just call later. Thank you. Bye.

A: **You're welcome**.

Dialogue 2

Answers:

A: Hello! Good afternoon. This is Gilbert, assistant to the school accountant.

B: Hello, **sir**! This is Mr. Ruhorahoza, a father of one of the trainees. **May** I speak with to the school accountant, **please**?

A: **Please** hold the line, **sir**. I'll call him.

B: **Thank you!**

A: You are welcome.

2. Ask the trainees to work in pairs, and identify the common courtesies used in the dialogues.
3. Ask learners to identify the common courtesies used in the dialogue.
4. Have the trainees take turns practicing the dialogues. Make sure they exchange roles.



Application Activity

1. Have trainees turn to **Topic 1.4 Task 4** in their trainee manuals.
2. Explain to trainees that their task is to listen carefully to a dialogue read aloud about between two people discussing their occupations. They must fill in the missing words. However clarify that not all sentences from the dialogue appear in the questions i.e. some are missing in the sequence, therefore they will need to pay extra close attention.
3. Read the following dialogue out one or two times.

Mr. Muteza: Hello Mr. Hakizimana, what do you do for a living?

Mr Hakizimana: I am a teacher. I teach young people and work in a high school.

Mr. Muteza: A teacher? that sounds like a lot of hard work.

Mr Hakizimana: Sometimes. I teach high school children.

Mr. Muteza: Are there a lot if of students in your class?

Mr Hakizimana: Most classes have about fifty students on average.

Mr. Muteza: Do you like your job?

Mr Hakizimana: Yes, it is so rewarding. Teaching at high school is easier than primary. The students are less naughty.

Mr. Muteza: That's very interesting. I do not work with young people in my job.

Mr Hakizimana: Oh really, what is your occupation?

Mr. Muteza: I am a waiter. I take orders and serve people food in a restaurant.

Mr. Hakizimana: That also sounds like a lot of hard work.

Mr. Muteza: Yes, sometimes it is, especially during lunch time, but it pays the bills. And I am happy to have a job.

4. Instruct trainees to fill out the following questions. Answers are in bold.
 - a. Hello Mr. Hakizimana, what do you _____? **for a living**

- b. I am a _____. I teach young people and work _____. **teacher, at a high school**
- c. Sometimes. _____ high school children. **I teach**
- d. _____ like your job? **Do you**
- e. I am _____, I take orders and serve people food in a restaurant. **a waiter**
- f. Yes, sometimes it is, especially during lunch time, but it pays the bills. And I am _____. **happy to have a job**
5. Review the answers and then instruct the trainees to partner up for the next part of this activity
6. Direct their attention to the three examples of how people in different occupations discuss what they do for a living. Read them together with the trainees to have them practice the pattern of speech.
- I am a Doctor. I help sick people. I work in a hospital.
 - I am a hairdresser. I cut hair. I work in a salon.
 - I am a computer programmer. I make computer programs. I work in an office.
7. Then using the list of occupations in the **1.9 Key Facts** have them practice with a partner by asking each other what they do for a living and the picking occupations
8. They should try to explain some details about the occupation they have picked: such as the kind of work and where it is done.
9. Provide assistance where needed, and after each pair has practiced several rounds conclude the lesson.

Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Complete the following sentences with the correct pronoun.
- a. Peter, what are _____ reading?

you, I, him

b. My sister is very clever. _____ won first prize for mathematics.

He, **she**, her

c. My name is Nshuti. _____ have two older sisters.

Your, Am, **I**

d. Paul's wife is very rude. I don't like _____ !

me, **her**, she

e. This is my friend, Fotia Nziza. _____ attend the same school.

Us, He, **We**

f. Marie is a professional clown. _____ performs at the circus.

We, **She**, Her

g. Augustin and Yvonne want to be astronauts. _____ plan to fly to the moon someday.

It, Them, **They**

h. Agathe loves to ride in airplanes. _____ dreams of becoming a pilot.

Her, They, **She**

i. I could never be a scientist. Think of all the chemistry, biology, and physics classes. I don't like _____ !

her, we, **them**

2. Go back and identify the other parts of speech that you have learned so far.

a. Circle nouns

b. Underline verbs

c. Put a box around prepositions



Points to Remember

- **Courtesy** is very important in life and in the workplace because when you are courteous people have a good impression of you and respect often follows. ¹
- A **pronoun** is a word that stands in for a noun that has already been mentioned.
- A **personal pronoun** replaces another noun which has already been mentioned previously in the same sentence or one near to it.



Formative Assessment

1. Use a dictionary to help complete the chart below on names of professions. All of the words must begin with the letter of the alphabet given. Some letters may have many different answers, while others may not have an answer.

A: Architect	B:	C:	D:	E:
F:	G:	H:	I:	J:
K:	L:	M:	N:	O:
P:	Q:	R:	S:	T:
U:	V:	W:	X:	Y:
Z:				

Consider breaking your class into two teams and see which team can come up with the most (correctly spelled) words within a given time limit. Also, consider giving this worksheet to your trainees for homework.

Possible Answers

accountant	clown	grocer	police officer	singer
actor	cook	hairstylist	politician	taxi driver
actress	dentist	journalist	postal worker	teacher
architect	doctor	lawyer	professor	tour guide
artist	engineer	librarian	receptionist	truck driver
astronaut	factory	maid	repairman	usher
athlete	worker	mechanic	reporter	veterinarian
bank teller	farmer	musician	secretary	waiter
barber	fashion	nurse	sailor	waitress

¹ Alhassan, M. (2010, September 24). *Why courtesy is important*. Daily Trust. <https://dailytrust.com/why-courtesy-is-important>








bus driver	model	painter	salesperson	writer
businessperson	fireman	pharmacist	scientist	zoo keeper
cashier	fisherman	pilot	security guard	
clerk	flight attendant	plumber	soldier	
	florist			
	gardener			

2. Complete the sentences with the correct pronoun
 - a. John painted this picture.is very creative
He, him, me
 - b. The boys are so noisy! I toldto keep quiet.
We, **them**, they
 - c. Hurry up, girls! We're waiting for!
you, your, she
 - d. We're going to the market. Would you like to join.....?
They, **us**, we
 - e. I saw Erin and Eric today.told me to say hello to you.
Us, We, **They**

Further Information for the Trainer

1. Using Courteous Expressions:
<https://www.slideshare.net/alicetejero9/english-6d1p11usingcourteousexpressionsonappropriatesituati-1>
2. Jobs and Work:
<https://www.allthingstopics.com/jobs-and-work.html>
3. Dear Sir or Madam:
<https://www.grammarly.com/blog/dear-sir-or-madam/>

Learning Outcome 1.5: Monitor comprehension and adjust strategies to overcome comprehension barriers

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Identify different barriers to listeningApply different strategies of active listening and comprehensionApply basic English grammar in speaking and listening
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning, real life material and examples, small group work, role play, large group discussion, group brainstorm, individual and pair activities, dialogues</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate materials such dialogues, texts and other real life materials
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: Include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic grammatical structure (write simple sentences)▶ Basic English strategies (note-taking, asking questions)▶ Basic spoken and written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify barriers to listening	1. Demonstrate ability to overcome barriers to effective listening	1. Listen with openness and curiosity
2. Identify strategies of active listening and comprehension	2. Apply strategies of active listening and comprehension	2. Describe people, places, and things with precision
3. Apply basic grammatical structures	3. Use adjectives to describe nouns in a sentence	3. Recognize that not all communication is verbal (e.g., body language)



Steps



Getting Started: What do we know and where are we going?

1. Ask trainees to open their training manuals to **Topic 1.5 Task 1** and think of a time when they felt someone had not listened to them well.
 - a. What signs did they receive (e.g., yawning, lack of eye contact, etc.)?
 - b. Why did they stop listening?
 - c. How did you feel?
2. Ask trainees to think of a time when they did not listen well to someone.
 - a. Why did they do that? (Boredom? Were they busy, maybe the conversation became difficult to understand etc.?)
 - b. Do you think the other person noticed?
3. Explain to the trainees that in professional settings, it is especially important to listen well, no matter if you are busy or bored, and if one feels that they are beginning to not understand, kindly ask the speaker to slow down or repeat what is being discussed.

Clarify that this learning outcome will focus on ways that we can listen well—both to the words that are said aloud and other messages through body language.



Problem Solving Activity

1. Have two trainees turn to **Topic 1.5 Task 2** and sit back-to-back.
2. Person A must think of an object (such as an apple) and must describe it (without explicitly saying what the object is) to person B. Person B must then draw it based on person A's description.

(This game is effective for finding new ways to communicate around barriers. It also helps build problem-solving skills and effective communication strategies.)

3. For larger groups, make it a competition by deciding which team created the most accurate drawing in a set amount of time.

Ask trainees how listening played a role in this activity. What skills did they need to draw upon to be successful?



Guided Practice Activity



Topic 1.5 Task 3:

1. Begin this activity by reviewing adjectives together with the trainees in **1.10 Key Facts**.
2. Have the trainees make a list of words that describe them and share it with a partner.
3. Then have them find the adjectives in their partner's list.
4. Explain that an acrostic is a type of poem where each letter a word is matched with a word starting with that letter. Show an example and explain that each one of these adjectives describes Pauline:

Pauline

Active

Understanding

Limber

Interesting

Neat

Easygoing

5. Then instruct trainees to try to write an acrostic poem of their name.
6. Have trainees share their acrostic poems with one another.
7. Point out to the trainees that these adjectives—at least the positive ones—can be good things to mention in a job interview!



Application Activity

1. You may choose to assign this task as homework or in class if there is little likelihood that the trainees will have access to an audio program outside of school.
2. Start by explain to trainees that their task in **Topic 1.5 Task 4** is to listen to the BBC Worlds News Africa program live (or another program, or audio resource available to you in English, for example Voice of America “Daybreak Africa”) for 15 minutes, and record what they understand.
3. Inform them that this will require them to take notes on what the main message is and some supporting details. Remind them of the lessons covered in **Learning Unit 1.3**.
4. (If applicable) Instruct them to find a nice quiet place and either at the school’s library or in the neighbourhood and remind them to be in a comfortable position which allows them to concentrate intensely.
5. They should try to locate key words which help them answer the key “wh” questions: where, who, when, how, and what the program is discussing about.
6. Use the following link to access the programs:
 - BBC Radio Africa: <https://www.bbc.com/news/world/africa/live>
 - VOA Daybreak Africa: <https://www.voanews.com/listen/daybreak-africa>
7. You may want to pause the program and listen again.
8. Once they have finished the activity, inform them that they should reflect on what they were able to understand and if there were any points which hindered their listening.
9. Once the activity is finished, facilitate a sharing round where trainees discuss what they listened to, what they understood, what they did not, and why?

Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Usually an adjective goes _____ of a noun.
 - a. **before**
 - b. after

2. The dog is big but you don't need to be _____.
 - a. **frightened**
 - b. frightening

3. The instructions are really _____.
 - a. confused
 - b. **confusing**

4. The battery on my phone only lasts about two hours. It's really _____.
 - a. annoyed
 - b. **annoying**

5. He is _____ than his neighbours.
 - a. rich
 - b. **richer**
 - c. richest

6. She is too _____ for this work.
 - a. **intelligent**
 - b. more intelligent
 - c. most intelligent

7. I have a _____ house.
 - a. **good**
 - b. well
 - c. best



Points to Remember

- Listening is an active process.
- To listen fully means to pay close attention to what is being said beneath the words.
- Adjectives describe nouns (ex. good) and often come before them (ex. a good boy).



Formative Assessment

1. Now, match the adjective on the right, to its opposite on the left.

Answers:

Fast	Slow
Clean	Dirty
Strong	Weak
Wrong	Right
Ill	Healthy
Full	Empty
Wet	Dry
Early	Late
Light	Dark
Heavy	Light
Open	Closed
Expensive	Cheap

2. Write 5 sentences by using the list of adjectives above.



Further Information for the Trainer

1. <http://www.people-communicating.com/barriers-to-effective-listening.html>
2. <https://www.slideshare.net/DrashtiAndariya/barriers-to-effective-listening-ppt-70865894>
3. <https://learnenglish.britishcouncil.org/grammar/beginner-to-pre-intermediate/adjectives-ending-in-ed-and-ing>



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee's Manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Learning Unit 3 Summative Assessment

Administer the following summative assessment to determine if the learning outcomes have been achieved for this unit dealing with reading comprehension of basic English.

Note on preparation: Part one of this summative assessment requires that you have access to some form of audio equipment. Therefore, you should plan well in advance that there is a quiet space where trainees will be able to adequately hear the audio track in an environment free of distraction. The audio track is downloadable and it is recommended that you download the track in advance as to avoid complications related to network failure on the day of the assessment. Likewise if a network connection is not directly available, then this provides a good work around. If such equipment is not available, you may substitute the audio track, by reading the dialogue transcript text provided at the end of the assessment. You will also need to print or make photocopies of the page titled “**Summative assessment Part 1: listening to a dialogue.**”

Part 1: Listening to a Dialogue

1. Explain to trainees that they will now be assessed on their ability to listen and comprehend basic spoken English.
2. Explain to trainees that they will be provided with a question sheet and then listen to the following dialogue titled “Who’s who in the office.”
3. Clarify that the audio track will be played a total of 3 times.
4. Pass the out the questions sheet titled: “**Summative assessment Part 1: listening to a dialogue.**”
5. Play the audio track 3 times with 3-5 minute pauses in-between so trainees can compile their answers. You can access the audio file by following this link:
<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2/whos-who-in-the-office>
6. Collect the trainees’ answers when complete.

Part 1:
Listening to a Dialogue

Task A: Listening for the main idea and details

Are the sentences **true or false**?

- | | | |
|---|-------------|--------------|
| 1. Jani is new in the department. | True | False |
| 2. Luciana has short, dark, hair. | True | False |
| 3. The guy on the phone is called Ian. | True | False |
| 4. Maria is responsible for the new orders. | True | False |
| 5. Yuki should write everything down. | True | False |
| 6. Sebastian works in communications. | True | False |

Task B: Listening for names, descriptions and professions

Complete the match the beginning of the sentences (1-6) with their correct endings (a-f) by filling in the correct letter in the blank.

- | | |
|---|---|
| 1. The first people they see _____. | a. is the marketing director. |
| 2. The woman in the purple dress _____. | b. can get Yuki email access. |
| 3. The man in the green shirt _____. | c. will introduce herself to Sebastian later. |
| 4. Maria _____. | d. is responsible for IT systems |
| 5. Yuki _____. | e. do order management. |
| 6. Sebastian _____. | f. will be working with Yuki. |

Part 2: Listening for Key Words and Vocabulary

1. Once you have finished **Part 1** of the assessment move on to **Part 2**.
2. Explain to trainees that their task is to listen for key words in a passage about the topic of “professions” you will read aloud and write down all job occupations they hear.
3. Inform that there are 12 professions total.
4. Explain that they will hear the passage two times and remind them that they will need to employ quick note taking strategies such as jotting down a profession and then rewriting it later for spelling.
5. Read the passage aloud and at moderate pace, twice.
6. After reading through the first time pause for 2-4 minutes pause in order to allow trainees to compile their notes.
7. Collect their answers.

Professions

I have been thinking about what I'd like to be when I grow up.

There are so many choices.

I could be **a principal** like my father.

I could be **a teacher**.

I like animals.

Maybe I should be **a veterinarian**.

My cat just went to the veterinarian to get her shots.

I don't think my cat was too happy to be there.

I could be **a farmer** and grow vegetables.

Maybe I could be **a doctor** and cure people.

If I was good enough, I could be a famous **sports person or a singer**.

I could be an actor on television or in the films.

Maybe I would like to be **a policeman or a fireman**.

I could rescue people.

I can play the piano.

Maybe I should be **a musician**.

I could be **a lawyer**.

I sometimes watch shows about lawyers defending people.

Lawyers have to be able to speak well.

I could be a **carpenter** and work with wood, or I could be a welder and work with metal.
 There are just so many jobs.
 I could work in a restaurant.
 I could cook food, or I could serve food.
 I could be an **airline pilot** or the captain of a ship.
 I could be a repairman or an artist.
 The world is full of jobs.
 Some of the jobs require a lot of education.
 Some require a little bit of training, and some require a lot of training.
 It's all up to me.
 I can be whatever I want to be.

Evaluation:

Checklist	Score	
	Yes	No
Indicator 1: Delineate between the main points and the details in oral communication		
Part 1 Task A: Interprets the main point (Presenting a new co-worker to the office)		
Part 1 Task B: Identifies and correctly records the supporting details (, names, professions, etc.)		
Indicator 2: Monitors comprehension and adjusts strategies to overcome barriers		
Part 1 +2: Uses note taking strategy to quickly record information and later revises notes		
Indicator 3: Apply new vocabulary and knowledge of language and structure to comprehend spoken English		
Part 2: Listens for and distinguishes key words from a longer passage about professions.		
Observations:		

Learning Unit 2: Apply oral Basic English, structure and mechanics of English at workplace for a variety of purposes



Learning Outcomes








By the end of this unit, the trainees will be able to:

- 2.1 Provide basic information using simple statements
- 2.2 Ask and responding to questions
- 2.3 Ask questions in order to get relevant information and seek clarification as per “wh” questions and other question styles
- 2.4 Recall and use vocabulary related to common, everyday topics in the home/community and workplace
- 2.5 Use key words and expressions related to time and numbers at workplace according to English lexis
- 2.6 Participate in social conversations
- 2.7 Use conversation strategies to participate actively
- 2.8 Application of simple strategies to monitor and enhance the effectiveness of the communication and to meet the speaking purpose

Learning Unit 2 Self-Assessment

1. Ask trainees to look at the unit illustration above and discuss what they see. What topics do they think this unit will include based on the picture? After some brainstorming, share the main topics.
2. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 2.1: Provide basic information using simple statements

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Talk about the personal identification and daily routinesUse professional basic instructionsUse basic grammatical structure (adverbs)
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Group activity, role play, pair work</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate materials such dialogues, texts and other real life materials role play from the trainees’ manual to use or create new ones.<input type="checkbox"/> Write the role play on the flip chart so all can see or make copies for each small group.<input type="checkbox"/> Before the activity begins, identify a few willing volunteers to take part in the role play, give them a copy of the description of the role play and brief them on what they will need to do.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English vocabulary

Key Competencies:

Knowledge	Skills	Attitudes
1. Use vocabulary for talking about daily routine	1. Describe a daily routine	1. Demonstrate humility in following instructions
2. Use professional vocabulary related to specific sectors	2. Use profession-based instructions to relay information	2. Express confidence in giving instructions
3. Use basic grammatical structure to explain the way in which an action is done	3. Make requests and/or commands in a professional setting	3. Show interest and curiosity about how something is done



Getting Started: What do we know and where are we going?

1. Begin by writing the word “**routines**” on the board and ask trainees if they are familiar with the word. Then have a volunteer explain what a routine is.
2. Then instruct the trainees to open to **Topic 2.1 Task 1** in their trainee manuals, and have them briefly reflect individually on what routines mean to them.
3. Then have the trainees create a list of a few words which could help them describe their routines

Note: If the trainees lack this vocabulary, write a list on the black board before beginning the lesson.

Examples:

First in the morning I start by....

Then I...

Later...

By the time I finish...

Finally, before I go to bed...

4. After, divide the trainees into groups of three having them discuss the following:
 - a. Your own routines at home.

- b. How might routines at home be different than routines at work?
 - c. How can might routines help us accomplish everyday work
5. Make sure groups are gender balanced and learners are collaborating with one another through peer interaction.
 6. Have volunteer groups share their thoughts.
 7. Conclude by referring trainees to the Key Competencies table and review it together.



Problem Solving Activity

1. Ask trainees to role play the given dialogue about Alicia and Isimbi about self-presentation.
2. Then, tell them to brainstorm the terms for workplace introduction, instruction, and talking about daily routine.
3. Ask trainees to use these terms in sentences, which they will say out loud.
4. Guide the trainee in their groups to introduce themselves to their group members and tell them what they like and dislike.



Guided Practice Activity

1. Ask trainees to turn to **Topic 2.1 Task 3** in their trainee manuals and find a partner. Instruct them that one of them will take the roll of a chef, and the other is a new cook-in-training learning how to cook rice. The person who is the chef should tell the new cook-in-training how to cook rice.
2. Tell the pairs to begin giving instructions on the steps for cooking rice.
3. After both trainees have done both roles, ask the two volunteers to stand up and act as they are in the restaurant where a new trainee cook is instructed to cook rice by the senior chef. The first one should act as an experienced chef and the second one as a beginner.
4. Give them the chance and opportunity to speak in acting and correct their pronunciation mistakes.

5. Explain that when one gives instructions, the imperative mood is used. Encourage trainees to use sequential words such as “first,” “next,” and “then.”
6. You should invite more than two groups to do the same task and change the task as you have time to do so. Give the trainees the chance to act out in front of the class in turns. Correct accordingly. Give all trainees equal chance to participate to promote inclusive and gender education.
7. Review the meaning of adverbs with trainees.

Steps for Cooking Rice

Step 1: First, carefully choose a small pot with a fitting lid and place on the stovetop.

Step 2: Next, place 1 cup of rice, ½ (half) a teaspoon of salt, and 2 cups of water in the pot.

Step 3: Then, turn the burner onto highest setting. Boil rice for about 5 minutes, or until the water has reduced and there are only small foaming bubbles on the top of the rice.

Step 4: Reduce heat to low and cover the pot with a lid for 5 minutes.

Step 5: Diligently check every 2-4 minutes for desired done-ness. The rice should cook on low for 7-15 minutes total.

Step 6: Finally, fluff the rice by stirring it with a spoon. The rice can be eaten right away or be incorporated into another dish.

Grammar Bank: Adverbs

Adjectives—such as kind, tall, and green—describe nouns.

Adverbs, on the other hand, describe verbs. (They can also describe adjectives, such as *very* well, or *extremely* tall.)

There are three main kinds of adverbs: of time/frequency, of place, and of how an action is done.

Time/frequency: weekly, today, yesterday, rarely, frequently, etc.

How/ in what manner: kindly, slowly, angrily, quickly, etc.

Where: nearby, upstairs, etc.



Application Activity

1. Begin the lesson by making sure trainees have their manuals turned to **Topic 2.1 Task 4**.
2. Let trainees pick groups of three and have them think of someone in the community who has a job that requires some use of English, such as hospitality, tourism, or customer service. If they cannot think someone help them by facilitating a meeting with such an individual.
3. The groups should contact this person, either during class time or outside of it, and ask them to describe their daily routine.
 - What do they do first thing in the morning when they get to work?
 - What are some common tasks and responsibilities?
 - How often do they communicate with others?
 - How do they finish work?
 - What do they do after that?
 - What is the last thing they do before falling asleep?
4. They will record this person's answers as well as ask this person for 5 useful English phrases they use on the job.
5. Finally, once all the groups have finished their interviews, facilitate a sharing round with the entire class.



Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Complete the sentences using the correct different adverb.
 - a. You must **patiently** watch the rice to make sure it is cooked. (patiently, fast)
 - b. My father was going **somewhere** in town. (somewhere, at home)

- c. What are you doing **now?** (now, where)
- d. Genocide should **never** again happen in the world. (never, behind)
- e. She runs **quickly** to reach school early. (quickly, slowly)



Points to Remember








- Use the simple present to describe daily routines.
- Use the imperative mood to give instructions.
- Adverbs are words that modify (or describe) verb, adjectives or other adverbs.



Formative Assessment

1. Complete the following sentences using your own personal information.
 - a. My name is _____.
 - b. I am known by the nickname of _____.
Possible Answer: Trainee gives his/her nickname if relevant.
 - c. I am _____ years old.
Possible Answer: Trainee completes with his/her age.
 - d. I am _____ (married/single).
Possible Answer: Trainee responds with his/her marital status.
 - e. I _____ (like/dislike) playing basketball.
 - f. My ideal profession is _____.
Possible Answer: Trainee responds accordingly.
2. Complete the following sentences using the appropriate adverb from the brackets.
 - a. My father is going **somewhere**. (somewhere/ badly)
 - b. I **always** go to school early. (carefully/never)
 - c. His teacher noted that he did everything **slowly** (slowly/tomorrow)
 - d. I will find my book **behind** your desk. (behind/today)
 - e. We have English lesson **twice** a week. (twice/before)

Learning Outcome 2.2: Ask and respond to questions

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Talk about and describe the basic needsUse the sequence connectors to explain the processUse the words expressing the opinion
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Group activity, pair work, group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate material such as scenario or text and real life material to use.<input type="checkbox"/> Prepare instruction for the dialogue acting for the trainee in advance.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Using basic English vocabulary▶ Use Kinyarwanda knowledge

Key Competencies:

Knowledge	Skills	Attitudes
1. Recognize the difference between wants and needs	1. Ask and respond to questions about survival	1. Advocate for one's own needs
2. Discern the sequential steps of a process	2. Explain a process using sequence connectors	2. Logically process a task's sequential steps
3. Recognize opinions and ideas	3. Signal a personal opinion or idea in conversation	3. Respectfully assert one's own opinion



Steps:



Getting Started: What do we know and where are we going?

1. Ask the trainees to turn to **Topic 2.2 Task 1** about their everyday basic needs.
2. As a class, discuss the differences between wants and needs. A *need* is something on which our survival depends; a *want* is not required for us to live, but it is desirable to have.



Problem Solving Activity

1. Have trainees form pairs.
2. Direct their attention to the dialogue provided in **Topic 2.2 Task 2**. Read it out loud having the trainees follow along.
3. Have trainees role play the dialogue in their pairs.
4. Have the trainees answer the following questions to check for comprehension.
 - a. Why does the daughter want to prepare a breakfast?
 - b. What are the basic needs spoken in the dialogue above?
 - c. With your partner, discuss the basic daily needs in your family.
5. Conclude by deepening their understanding of wants and needs by reviewing the information in the **2.3 Key Facts**.



Guided Practice Activity

1. Direct the trainees attention to **Topic 2.2 Task 3** in their training manuals, read the paragraph together as a class:

Last summer, Peter came to Rwanda from Kenya to see the KWITA IZINA event in Volcanoes National Park. After that event, he and Manzi, his driver from Ikaze Tourism company, visited Kivu Lake in Akagera National Park. When they reached Akagera, Peter said to Manzi, "I want to see the animals of the savannah. Is it possible?" Immediately, Manzi replied, "You mean like buffalo? Giraffe? Elephant? Or hippo?" Peter did not hesitate to say that he wanted to see a giraffe. But a park guide did not allow them because it was too late. He told them that it would be better to visit the next day at noon where Peter could see both elephants and hippos. Soon after, they decided to wake up early the next morning, before going to the hotel. Once they reached there, Peter told Manzi that he needed to eat and to sleep because he was tired and angry. Manzi showed him the restaurant and the room that had been booked for him.

2. In groups of four, have the trainees discuss Peter's basic needs and wants.
3. Have volunteers share their answers.
4. Then, have the trainees review the **2.4 Key Facts**.
5. Read out the words with emphasis on correct pronunciation for the trainees and have them repeat to practice pronunciation.
6. Ask trainees to find some of the connecting words used in the story.
Note: Sequence connectors help trainees to know well how to organize their ideas when speaking and expressing themselves orally.
7. Ask them to give three sentences where they use the sequence connectors such as **in the first place, after, then, and finally**. The trainees will write their own sentences and the trainer will help them to correct the speaking errors and pronunciation mistakes.



Application Activity

1. Have trainees open their trainee manuals to **Topic 2.2 Task 4** and read the instructions.

2. Explain that, with a partner they will engage in a discussion activity designed to help them practice stating opinions.
3. Explain that the discussion starts by one person asking the question, "Tell me, what do you think about:" and then chooses one of topics from the topic list.
4. Then other person uses an opinion statement to start his or her discussion.
5. The trainees should take turns asking and answering questions about matters of opinions.
6. Emphasize the need to practice speaking as much as possible. At first they may not have a strong opinion about a topic, which is fine. Since the goal of the task is to gain practice speaking as much as possible, encourage them to try to see how someone could have a strong opinion about the issue and speak from their perspective.
7. Point out the TOPIC LIST and OPINION STATEMENT boxes. You may want to read through each topic to check if trainees understand them. Likewise you are encouraged to add your own topics of opinion.
8. Ask for two volunteers to read the example provided, and further model a discussion if needed.
9. Once each and every trainee has understood their task have them begin.

Example:

Partner 1: So, tell me what you think about making new friends

Partner 2: In my opinion making new friends is wonderful. The more friends you have in life the better, because you never know when you might need their help.

Partner 2: And what about you, tell me what you think about making new friends.

Partner 1: Well, that's a good question, the thing about making new friends, I believe is that it is good to make new friends but more important to keep your old friends.

Speaking personally I think you only have so much time in the day. You cannot be a good friend to everybody.

Tell me, what do you think about:

TOPIC LIST	OPINION STATEMENTS
<ul style="list-style-type: none"> ○ the attitudes of young people? ○ traditions? ○ using the computer? ○ playing sports? ○ which is the best sports team in Rwanda? ○ What is the best radio program? ○ What food tastes the best? ○ studying vs working? ○ Living in a city vs living on the countryside? ○ staying up very late at night? ○ saving money? 	<ul style="list-style-type: none"> ○ In my opinion... ○ In my eyes... ○ As far as I am concerned... ○ From my point of view... ○ For me... ○ Speaking personally, ... ○ From my point of view, ... ○ My view / opinion / belief / ○ impression / conviction is that

 **Grammar Practice Activity**

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Ask learners to turn to **Topic 2.2 Task 5** in their training manuals.
2. Have them read the description of Imena’s daily routine, paying special attention to sequence connectors.
3. Finally have the pairs respond to the following questions:
 - a. Underline 3 sequence connector words in the description.
 - b. What does Imena do when he wakes up?
Answer: First, he prays.
 - c. Does Imena make his bed? Why or why not?
Answer: Yes because he is tidy.
 - d. List the order of activities in Imena’s day.
Answer: First, he wakes up and prays. Second, he goes to the bathroom to shower and brush teeth, then he dresses and makes his bed. When reaching school, he cleans the tools, takes lunch, takes public transport with friends, then goes home to do a revision and watch news with parents. Finally, he goes for supper and sleeps.

- e. Tell your partner about your schedule for the coming weekend. Be sure to use at least five sequence connectors.
4. Ask trainees to tell their partners about their schedule for the coming weekend.
5. They should use at least five sequence connectors. Here, the trainer may show trainees the sequence connectors that can help them to form their own sentence such as *first of all, then, later, all in all, in conclusion, etc.*
6. Walk from pair to pair to check for comprehension and assist when needed.



Points to Remember

- We use “need” when expressing basic needs for survival. We use “want” to express desire for things that we do not need to survive.
- We use sequence connectors when explaining a process.
- It is important to express our opinions and ideas, which we can signal with phrases such as “In my opinion...”



Formative Assessment

Assess whether the learning objectives have been achieved by checking how the trainees have done the given tasks.

1. Correct the sentences below:
 - a. My father wants to a paracetamol.
Answer: My father wants a paracetamol.
 - b. I need to eat chocolate.
Answer: I want to eat chocolate.
 - c. What does you need?
Answer: What do you need?
 - d. She needs to see the new film.
Answer: She wants to see the new film.

- e. We want shelter during the thunderstorm.

Answer: We need shelter during the thunderstorm.

2. Complete the following sentences with need or want.

- a. My mother is sick and I don't have enough money to buy medicine. I **need** 100,000 francs.
- b. We **need** food in order to live.
- c. No, I **want** a glass of mango juice.
- d. I **need** a car.
- e. We **need** food in order to live.
- f. I **want** a biscuit.

3. Change the following sentences to the interrogative form.

- a. We need potatoes. **Answer:** Do we need potatoes?
- b. You have a dog. **Answer:** Do you have a dog?
- c. Mary wants my house. **Answer:** What does Mary want?
- d. John has a large car. **Answer:** Does John have a large car?
- e. The car needs a tune-up. **Answer:** Does a car need a tune-up?







4. Write three sentences using sequence connectors and one where you give your opinion.

Answers will vary.

5. Speak for 1 minute about a matter of opinion that you feel strongly about.

Answers will vary. However, their speech should be as fluent and free of pauses as possible, activities like this will aid them in the summative assessment so focus on giving high quality feedback on this task in particular.

Learning Outcome 2.3: Ask questions in order to get relevant information and seek clarification

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Ask appropriate questions to obtain relevant informationSeek clarification by asking different types of questionsUse conjunctions to join sentences
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Pair work, brainstorming, group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select an appropriate role play from the trainee book<input type="checkbox"/> Write the role play on the flipchart or on the chalkboard
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: Include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Knowledge of adverbs▶ Ability to form questions

Key Competencies:

Knowledge	Skills	Attitudes
1. Recognize the role of conjunctions in basic grammatical structure	1. Form open questions	1. Engage with curiosity about the world around us
2. Differentiate between different types of questions	2. Form funnel questions	2. Build community through conversations with others
3. Discern the appropriate type of question to ask to obtain relevant information	3. Form probing questions	3. Connect ideas and opinions with one another



Steps:



Getting Started: What do we know and where are we going?

1. Guide the learners through a discussion following the prompts in **Topic 2.3 Task 1**. Ask them questions related to the learning outcome in order to make them curious.
 - a. Why do we ask questions?
Possible Answers: We ask questions to obtain relevant information and clarify what we don't understand.
 - b. Ask trainees for examples of questions.
 - c. Are all questions the same? What are the different types of questions?
Possible Answers: Open-ended questions, closed questions, funnel questions, and probing questions.
 - d. Ask trainees which words are used to make questions in English?
Answer: Who, what where, when, how, why, how come, how many, what time, etc.
2. Explain that today's lesson will cover the various types of questions and when they are appropriate.



Problem Solving Activity

1. Instruct the trainees to turn their manuals to **Topic 2.3 Task 2** and read the dialogue between David and Levis together first as an entire class.

David and Levis

DAVID: Good morning, Levis!

LEVIS: Good morning, David. How are you?

DAVID: I am fine. What are you doing?

LEVIS: I am repairing the customer's phone.

DAVID: Do you really know how to repair electronic machines?

LEVIS: Yes! I studied it at the Technical School of Kigali.

DAVID: Why exactly did you decide to study at technical school?

LEVIS: Golly! I have many reasons.

DAVID: Tell me. What exactly pushed you to study a technical education?

LEVIS: My friend, remember that I am an orphan and I did not have the opportunity to go to boarding school. In addition, I couldn't solve my family's problems; that's why I decided to leave it for a short course at a technical school.

DAVID: I am sorry, my friend. But, how much do you earn per day?

LEVIS: This is really a good job. From it I am able to pay my sibling's school fees and rent out a room in the house where we live. As you know me, I am honest when I say that the helps me meet my needs.

DAVID: Thank you, Levis, my friend! Our conversation has opened my eyes. My young brother also wants to study a technical education.

LEVIS: Let him choose what is best for him. I think you will see the results very soon. And remember that is his right.

DAVID: So you recommend the same program you studied?

LEVIS: Yes, I do.

DAVID: Well then, thank you for the tip, it was nice talking ith you!

LEVIS: You're welcome, see you next time.

DAVID: See you.

2. Then ask the trainees to role play the dialogue and underline all of the questions asked
3. Review different types of questions with the trainees included in **2.5 Key Facts**.

4. Ask trainees to form groups of four and discuss the types of questions used in the given dialogue.
5. Ask trainees to brainstorm on types of questions and when to ask them.
6. Ask trainees to give an example of each type of the four questions. Volunteers share with the group.



Guided Practice Activity

1. Instruct trainees to pair up, look at **Topic 2.3 Task 3** in their manuals, and play the “detective story.”
2. Explain the procedure: One person starts the story by making a statement about themselves. The other person should play the role of the detective and ask them a question. The other person then must answer.
3. Point out that by taking turns asking and answering different kinds of questions a story is made. After a few different questions the trainees should switch roles. They should understand that the point is to hesitate as little as possible when answering the questions, so do not over think your answers. Sometimes the story becomes very funny.
4. Inform them that an example is provided and have them read through it first:

Sugira: I’m alone at home.

Ramba: What happened today? (**Open question**)

Sugira: Mum has gone to the hospital.

Ramba: Is she sick? (**Closed question**)

Sugira: Yes.

Ramba: Which hospital has she gone to? (**funnel question**)

Sugira: Kiravuba Hospital.

Ramba: When did she go there? (**funnel question**)

Sugira: At 8 o’clock.

Ramba: How did she get there? (**funnel question**)

Sugira: Public transport.

Ramba: Which means of public transport was it exactly? (**probing question**)

Sugira: By city bus.

5. Once everyone has understood the task, have them start, providing help when needed.
6. Ask for volunteers to share their stories.

Note: Remember, answering the probing questions in the discussion enhances the trainee’s creativity, critical thinking, communication, cooperation, respect, self-confidence and self-expression.

Always encourage trainees to work together regardless of special needs, different genders or being from different places. Doing so promotes gender inclusive education and peace and value education.



Application Activity

1. Instruct trainees to open their trainee manuals and turn to **Topic 2.4 Task 3**.
2. Explain to them that they will use the opinion topic that they spoke about in the last formative assessment from the previous Learning Outcome/Topic.
3. They should practice with a partner forming and answering different types of questions related to their opinion following the structure outlined below:

Partner 1: starts by asking the open question-	“can you tell me about an opinion of yours that you feel strongly about”
Partner 2: answers stating their opinion	
Partner 1: asks a closed question-	“So, you feel that is this correct”
Partner 2: replies.	
Partner 1: asks a funneling question-	“can you tell me when you started to feel this way... etc..
Partner 2: answers	
Partner 1: asks a probing question	“can you tell me why exactly you feel that this is important, why you think this, etc.”
Partner 2: answers:	

4. You will most likely need to demonstrate and model this activity before the trainees start.

5. Encourage them try new words, questions and expressions. Learning to speak well in a new language is as much about making mistakes as it is doing things correctly!
6. Once complete, have trainees switch roles.

Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Ask the trainees to turn to **Topic 2.3 Task 4** and have them discuss which questions might have been asked to result in the answers provided:
2. Draw their attention to the example provided.

Example:

My mother was going to the market to buy my school materials.

Answer: Where was your mother going?

- a. I am not eating because I am sick. I have lost my appetite. (Why are you not eating?)
- b. My father is not well. He had an accident last night, and he is at home. (Where is your father?)
- c. TVET School will start at the end of September. (When will TVET School start?)
- d. Musoni uses blue colour to paint. (Which colour does Musoni use to paint?)
- e. Ronaldo is a superstar. (Who is a Ronaldo?)

Explain that often when we speak or write, we want to connect words, phrases and sentences. We use the conjunctions. Explain that conjunctions are words used to connect words, phrases and sentences.

Give several sentences to the trainees and ask them to find the conjunctions in them. Help them to make a list of conjunctions such as *and, because, but, for, nor, yet, etc.*

3. Ask them to practice saying the sentences using conjunctions.

4. Ask them to try saying sentences using the conjunctions: but, and, for, also.
5. Ask the trainees how different conjunctions can change the meaning of a sentence.
6. Trainees will form the sentences and the trainer will help them in speaking errors correction.



Points to Remember

- Get information by using different styles of questions:
 - Open questions
 - Closed questions
 - Funnel questions
 - Probing questions
- Remember to use conjunctions to join your sentences when speaking.



Formative Assessment

Ensure the trainees correctly answer the questions of assessment. Follow up on the slow learners to ensure they have mastered the skills of asking and differentiate types of questions to help him/her to get relevant information.

1. From the responses below:
 - formulate and write out the appropriate questions
 - identify the type used

Example:

She is going to school.

Answer:

Where is she going?

Closed question

- a. Their favourite lesson is English.

Answer:

What is your trainees' favourite lesson?

Funnel question

- b. Family means love, trust, and dedication.

Answer:

What exactly does “family” mean to you?

Probing question

- c. Yes, I do need money.

Answer:

Do you need money?

Closed question

- d. I will come to visit you next week.

Answer:

When will you come to visit me?

Open question

2. What is the difference between open question and probing questions?

Possible Answer: Open questions are ones that require more than one word answer. They are different from probing questions, which are used to gather more details information. They are asked to clarify doubts and misunderstandings.

3. Use the words in brackets correctly to complete the sentences.

- a. Nadia is going to school. Jolie is going to school. (and)

Answer: Nadia and Jolie are going to school.

- b. Claude is absent in class today. Claude is sick. (because)

Answer: Claude is absent in class today because he is sick.

- c. Claire will be the first. James will be the first. (either.....or)

Answer: Either Claude or James will be the first.

- d. You should hurry. You will catch the train. (so)

Answer: You should hurry so you will catch the train.

- e. My mother is careful. My mother is generous. not only.....but also

Answer: Not only is my mother careful, but she is also generous.

4. Choose a suitable conjunction for each sentence.

1. Would you rather have cheese ___ bologna on your sandwich?

Answer: c - or

2. His two favourite sports are football ___ tennis.

Answer: b – and

3. I wanted to go to the beach, ____ Mary refused.

Answer: a – but

4. I am allergic to cats, _____ I have three of them.

Answer: c – yet








5. I am a vegetarian, ____ I don't eat any meat.

Answer: d – so

① Further Information for the Trainer

1. Kuczaj II, S.A. and Brannick, N., 1979. Children's use of the wh question modal auxiliary placement rule. *Journal of Experimental Child Psychology*
2. Aldridge, J., & Cameron, S. (1999). Interviewing child witnesses: Questioning techniques and the role of training. *Applied Developmental Science*.
3. Gleitman, Lila R. "Coordinating conjunctions in English." *Language* 41, no. 2 (1965): 260-293.
4. Brée, D. S. (1985). The durative temporal subordinating conjunctions: since and until. *Journal of Semantics*, 4(1).

Learning Outcome 2.4: Recall and use vocabulary related to common, everyday topics in the home/community and workplace

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ul style="list-style-type: none">a. Use vocabulary related to common uses at homeb. Name and present home furniturec. Discuss proper uses of furniture, utensils, etc.
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Discussion, group activity, pair work</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">• Standard training materials - Flipchart paper, flash cards, scotch /masking tape, markers
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Prepare the dialogue to be spoken aloud.<input type="checkbox"/> Select the flash cards and write some vocabulary on them.<input type="checkbox"/> Select some images/pictures of different materials.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: Include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Knowledge of sentence structure▶ Asking questions to get relevant information

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify home-related vocabulary	1. Use vocabulary related to common uses at home	1. Not afraid to socialize
2. Name home/office items	2. Apply everyday home vocabulary in sentences	2. Speak with confidence and precision
3. Identify community-related vocabulary	3. Discuss proper uses of furniture, utensils, etc.	3. Cultivate curiosity about the world



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to turn to **Topic 2.4 Task 1** and discuss the household items (e.g., spoons, knives, etc.) they use every day.
2. Instruct them to think about how and where they are used. In the kitchen, living room, on the farm etc.
3. Ask them which tool is their favourite? Why?



Problem Solving Activity

1. Ask trainees to role play the dialogue in pairs. Ask them to re-read it to their classmates.
2. Ask them to answer the questions from the dialogue.
 - a. State any four tools of cleaning.
Possible Answers: Tools of cleaning are soap, sponge, basin, dustpan.
 - b. What is Umulisa's brother going to do?
Possible Answers: Her brother is going to wash the plates, pan, saucepan, cutlery, and spatula.
 - c. Do you know any kitchen utensils? List five examples.
Possible Answers: Kitchen utensils are saucepan, spatula, spoon, knife, peeler, etc.

d. Apart from of sun and moon, can you give any other examples of celestial bodies?

Possible Answers: Other examples of celestial bodies are stars and planets.

e. What are the other domestic animals which are not in their farm?

Possible Answers: Goats, sheep, hens, cocks, etc.



Guided Practice Activity

1. Divide class in groups of four. Ask trainees to fill blank spaces in the chart included in in **Topic 2.4 Task 3**.
2. Support them by demonstrating examples and if necessary.

Answers

Domestic animals	Kitchen utensils	Celestial bodies	Cleaning tools	Flowers	Bedroom furniture
duck	pan	sun	sponge	lilies	dressing table
cow	Mug	satellites	Squeegee	Orchids	blanket
bee	Spatula	galaxies	lint roller	Rose	matress
lamb	Ladle	planets	a scrub brush	Tulip	pillow

3. Review the correct answers as a class once all pairs have finished.



Application Activity

1. Explain to trainees that they will complete the following activity outlined in **Topic 2.4 Task 4** at home.
2. They should make a list of items which are used every day. Maybe they do not know the names of some of the items English. Reassure them that this is okay.
3. Help the trainees or have them consult a dictionary to translate the items from Kinyarwanda to English.
4. They can write down the word in Kinyarwanda on the left to help them remember what the word means in English.

5. Facilitate a sharing session where trainees discuss their lists.



Points to Remember

- It is useful to categorize everyday items to help you remember their names in English.
- Such categories include: home, at the workplace, at the office, and in the kitchen.
- A larger vocabulary allows speakers to be more specific.



Formative Assessment

Ask trainees to complete the sentences using the given words. Correct them and if possible score them to evaluate their level of understanding and if the objectives are achieved.

- A. Complete the following sentences using the following words: *cows, goats, sheep, saucepan, clothes valet stand, pillow, ironing board*

1. In my uncle's farm there are so many animals such as **cow, goats, and sheep**.
2. I am using a **saucepan** to boil water.
3. What am I going to use to iron my blouse? The **ironing board** is broken.
4. She hangs his t- shirt on the **clothes valet stand**.
5. She puts her head on the **pillow**.

- B. Write five sentences using the following words:

Answers will vary. Below are some possible responses.

- a. Table lamp: *I need to sleep. Please switch off the table lamp.*
- b. Cow: *My father used to milk our cow every morning.*
- c. Roses: *The roses have good smell.*
- d. Desk: *Shema sat at his desk, reading reports.*
- e. Pigeon: *A pigeon is a common bird because it has grey and white plumage.*

- C. Ask trainees to state ten words they commonly used in everyday life. Ask them to form their own sentences from those words.








Trainees will choose the words that they want and make sentences. Correct them and appreciate them for participating actively in the lesson.



Further Information for the Trainer

1. Scherf, B. D. (2000). *World watch list for domestic animal diversity* (No. Ed. 3). Food and Agriculture Organization (FAO).

Learning Outcome 2.5: Use key words and expressions related to time and numbers at workplace according to English lexis

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Arrange events according to sequential timeApply the expressions related to timeTranscribe from number to letter and vice versa
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Group activity, pair work, discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Flipchart, drawings, textbooks, manuals for trainees, scotch /masking tape
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select the appropriate text to read containing the expressions of number and time.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English vocabulary▶ Simple sentence structure in English

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify time-related vocabulary such as days, seasons, and months	1. Arrange events sequentially	1. Communicate time and dates with precision
2. Describe the accurate quantity of items	2. Use concepts of numbers and time in everyday life	2. Practice punctuality
3. Recognize basic prefixes denoting quantity	3. Transcribe numbers	3. Pay attention to detail



Steps:



Getting Started: What do we know and where are we going?

1. Ask the trainees about their birthdays. What is the date, month, year, and season of their birthday? Do they know on which day their birthday will fall this year?
2. Trainees discuss answers in pairs. Volunteers then share with the class.
3. Ask trainees why it is important to identify dates and time. (Among other reasons, it helps us accurately know events in the past and in the future.)



Problem Solving Activity



Topic 2.5 Task 2:

1. Place trainees in small groups of three. Ask them to pay attention and listen to the scenario.
2. Read the scenario and asks the trainees to note down the expressions of time used in the scenario.
3. Ask trainees to brainstorm the expressions of time and number that used in the scenario.

4. Refer the trainees to the **2.8 Key Facts** to strengthen their answers.
5. Ask them to discuss the following questions about the scenario orally focusing on the vocabulary of time and numbers.

- a. When does Kasim wake up on Monday?

Answer: On Monday, Kasim wakes up at 5:00 AM.

- b. How did he plan his week?

Answers:

- On Monday, Kasim wakes up at 5:00 AM, takes shower and takes a bus at 5:30 from Rwamagana to Kigali to buy the goods, which he sells the whole week. On Tuesday, the whole morning, he takes a part of the goods from the shop and goes to sell them at Rugende market. He returns to his shop at 5:00 PM.
- On Wednesday at dawn, he takes time for accounting his business to see whether he has a loss or profit.
- Thursday, Friday, and Saturday, are the days which keep him busy from dawn until dusk.
- On Sunday he rests and goes to church with his family

- c. How do we call the window of time from 6 AM until noon?

Answer: This time is called morning.

6. Conclude the lesson by sharing the correct answers as well as reviewing the **2.8 Key Facts** together clarifying if there are any uncertainties.



Guided Practice Activity

1. Instruct the trainees to pair up and begin by asking each other about what they do during the day.
2. Encourage them to pay particular attention to telling time.
3. Once the trainees have practiced asking and answering questions about their daily routine, have the trainee pairs find another pair to create a group of four.
4. Instruct the trainees to read the scenario about Mubaji's day:

My name is Mubaji. I work in a carpentry workshop with my father. I wake up at a quarter to six to take a shower. At six o'clock sharp, I take my breakfast. We leave home

at 7 o'clock to the shop. Every day we produce 5 tables, 3 desks, and 2 cupboards in our workshop. We work together with 15 co-workers. At noon, my sister Liza brings food for lunch for me and my father because he does not like to eat in a restaurant. The rest of our co-workers go to the restaurant near of our carpenter workshop. In the evening, we usually calculate the profit of our work. Normally we generate a profit of 50,000 Rwandan francs. Our day at work ends at 7:00 PM.

5. Tell trainees to answer the following questions about the scenario:

Answers:

a. How is Mubaji's day divided?

- Mubaji gets up at a quarter to six every day,
- At 6 o'clock he takes breakfast.
- They leave home at 7 o'clock to the shop.
- At noon, his sister Liza brings food for lunch.
- At the evening, they calculate the profit.
- Work ends at 19:00 PM.

b. When does he wake up?

He wakes up at a quarter to six.

c. How many co-workers work together with him?

He works with 15 co-workers.

d. How much money they gain every day for profit?

They gain 50,000 Rwandan francs.

e. When do they have lunch?

They have lunch at noon.



Application Activity

1. Divide the trainees into groups of four individuals each.
2. Instruct them to practice speaking about numbers by doing the following from **Topic 2.5 Task 4** in their manuals:
 - a. Take turns asking what your partners' phone numbers are.
 - b. Ask them how old they are.
 - c. Ask them the time.

- d. Discuss a day you clearly remember, explain what day it was, what time of year, if you can remember even the time of day and why you remember it.
3. Make sure everyone understands the task.
 4. Go around to the various groups and provide help where needed.

Grammar Practice Activity

Have trainees complete the grammar practice individually if there is time left during the lesson or outside of class assigning it as homework. Make sure that trainees have access to check their answers once they have completed the task. Answers are in bold.

1. Indicate if the noun is countable or uncountable:

Answers:

- a. People: countable
 - b. Page: countable
 - c. Money: uncountable
 - d. Water: uncountable
 - a. Fire: countable
2. Use the correct adverb: (many vs a lot)
 - a. She has **a lot** of money in the bank
 - b. There are **many** ways to think about a problem
 - c. It is good to not be wasteful, this way you do not produce **a lot** of garbage.
 - d. I love cats, and the thing about them is you can never have too **many**.
3. Have trainees use a calendar in English to record the following information:

Answers:

 - a. Record the names of each month
January, February, March, April, May, June, July, August, September, October, November, December
 - b. Record which months have 30 days.
April, June, September, and November

- c. Which months have 31 days.
March, May, July, August, October, and December
- d. How many months are in a year?
12
- e. What is the first month of the year?
January
- f. What is the last month of the year?
December



Points to Remember

- Expressions related to time are important in our daily lives.
- Expressions of numbers and time help us know our history, such as birthdays and historical events.
- They also help us plan ahead for the future, such as planning for timelines of major goals or important appointments such as job interviews.



Formative Assessment

1. Match numbers to their figures.

159	↘	Two thousand five hundred forty-five
532	↘	Fifty-one thousand three hundred twenty-seven
2545	↘	Five hundred thirty- two
51327	↘	One hundred fifty-nine

2. Write these numbers in figures.
- a. Nine hundred and twenty-five = 925
 - b. One thousand six hundred forty-two = 1,642
 - c. Fourteen thousand five hundred ninety-four = 14,594
 - d. Two hundred fifty thousand = 25,000
 - e. Twenty-three thousand one hundred thirty-four = 23,134
3. Write these digits in all words.
- a. 534 = five hundred and thirty-four
 - b. 15,421 = fifteen thousand four hundred and twenty-one

- c. 63,574 = sixty-three thousand five hundred and seventy-four
- d. 74 =seventy-four
- e. 123 = one hundred twenty-three

4. Find at least five words (vertically or horizontally) that can be formed from the letters that are in table below.

Possible answers: Monday, April, eleven, noon, March, zero, evening, twelve

A	C	V	V	E	D	A	F	C	H
B	A	M	A	R	C	H	E	I	U
T	W	O	P	E	B	T	R	A	U
W	V	N	N	O	O	N	R	Z	T
E	I	D	G	E	L	E	V	E	N
L	D	A	P	R	I	L	I	R	U
V	U	Y	I	H	J	B	T	O	J
E	E	V	E	N	I	N	G	G	I

Further Information for the Trainer

1. Taş, A. (2017). English for Young Learners: Beginner Level. *Journal of Foreign Language Education and Technology*, 2(1).
2. Baddeley, A., & Hull, A. (1979). Prefix and suffix effects: Do they have a common basis? *Journal of Verbal Learning and Verbal Behavior*, 18(2), 129-140.

Learning Outcome 2.6: Participate in social conversations



Objectives: By the end of the learning outcome, trainees will be able to:

- a. Use social conversation requirements
- b. Introduce oneself in social conversation
- c. Identify and respond to social conversation norms



Time Required: 2 hours



Learning Methodology: Group and pair work



Materials Needed:

- **Standard training materials** - Textbooks, flipchart, dialogue and conversation, trainee manual



Preparation:

- Standard teaching materials: pencils, paper, erasers, chalk, blackboard, flip chart, marking pens, copies of texts etc.

Cross Cutting Issues:



- ✓ **Gender:** Avoid gender bias and challenge gender stereotypes and norms.
- ✓ **Inclusiveness:** Include everyone while allocating roles for the scenarios.
- ✓ **Peace and value in education:** Emphasize the importance of trainees working and learning together.



Prerequisites:

- ▶ Basic vocabulary
- ▶ Ability to form questions to clarify information

Key Competencies:

Knowledge	Skills	Attitudes
1. Recognize verbal cues in a conversation	1. Make formal introductions of others	1. Politely respect others in conversation by taking turns, etc.
2. Recognize non-verbal cues in a conversation	2. Make formal introductions of oneself	2. Express curiosity and clarify information
3. Discern and use social courtesies to start, continue, and conclude a conversation	3. Respond to non-verbal cues such as pace, gestures, and register	3. Proactively correct errors in conversation as necessary



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to turn to **Topic 2.6 Task 1** and arrange themselves sequentially in the order that their birthdays fall in the months of the year, communicating only in English.
 - a. For example, January is at the beginning and December at the end of the line.
2. This activity will encourage trainees to communicate months and dates with each other. It will also promote teamwork and communication.
3. Ask trainees how communication, asking questions, and listening carefully were important to this activity.



Problem Solving Activity

1. Have trainees read the short paragraph with a partner and answer the questions which follow:

I'm Hirwa and I met yesterday with Rooney. We exchanged names, but because his name was so difficult for me pronounce, I asked him to spell and repeat it. At first I felt a little embarased but Rooney didn't hesitate to spell his name R-O-O-N-E-Y, Rooney! and reassured me that it happens quite often.

I noticed that when he talked to me he made eye contact and smiled. It was very interesting to listen to him because his head and back were straight. We talked about some insignificant topics but he spoke carefully and made me feel at ease. Indeed he seemed very confident. I noticed that he used his hands to emphasise certain points. Everyone paid attention to him. Finally after we had talked for a while he said it had been a pleasure talking to me.

After that he shook my hand and said goodbye.

2. Tell trainees to answer the following questions:

Answers:

- a. How did Hirwa ask for clarification when she encountered difficulties with Rooney's name?

She asked him to spell it out.

- b. Why do you think Hirwa continued talking to Rooney?

Because his non-verbal communication and gestures were confident which made her feel at ease.

- c. What do you think made Rooney seem so confident to Hirwa?

He made eye contact, spoke carefully smiled and his posture was correct.

- d. Why did Rooney keep a smile?

It has probably served him well in other situations where he had to make a quick connection when meeting strangers.

3. Share and discuss the answers with the trainees.



Guided Practice Activity

1. Instruct trainees to open turn their manuals to **Topic 2.6 Task 2** and read the instructions.
2. Devide them into groups of three, and have them role play the following scenarios where they must introduce someone to someone else.
3. Start by having trainees read the scenarios and discuss which ones might be more formal and less formal:

Scenario 1: You run into a friend with whom you studied together in primary school while you are walking home from work with a coworker.

Scenario 2: A client is in town visiting and you must introduce them to the supervisor of your job.

Scenario 3: You would like to introduce a close friend to your family; your mother father grandmother and grandfather are all present.

4. Once everyone has understood the scenarios and task explain that they will need to decide who will play which role for each scenario and after the introduction has been made, switch roles so that each scenario is role played a total of three times each.
5. Inform them that they should consider the points below in order to make a proper introduction in each scenario
 - a. Who will you introduce first ?
 - b. What is their name,
 - c. how you know them.
 - d. Something that these people have in common or could talk about.



Application Activity



Topic 2.6 Task 4:

1. Explain to the trainees that their task is to watch a film, either real or fictional which shows two people introducing themselves in English.
2. They should record the following:
 - a. which words they use: formal and non-formal
 - b. body language
 - c. non-verbal cues or gestures
3. They can access the film at school, using a computer, smart phone or in the community. However if it is unlikely that the trainees will have access to a film, then arrange for one to be viewed during class time.



Points to Remember

- When conversing, remember to focus on the following:
- Introduce yourself to your colleague.
- Introduce the others in the conversation according to their titles, gender and age.
- Take turns and ask follow-up questions.
- Check for nonverbal cues such as pace (or speed of conversation) and register (or tone).



Formative Assessment

Assess whether the learning objectives fixed at the beginning of the learning outcome have been met by ensuring the learners complete the task.

1. Have trainees introduce a fellow classmate to another person according to the following scenarios:
 - a. On a business conference call
 - b. At the home of your best friend
 - c. During Umuganda



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the trainee's manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed.



Learning Unit 2 Summative Assessment

Administer the following summative assessment to determine if the learning outcomes have been achieved for this unit dealing with speaking basic English.

Part 1: Individual speaking

Format:

- Individuals speak for about 2 minutes, uninterrupted, for each topic,
- Trainees will have 5 minutes to prepare their remarks
- Topics: professions, opinions

Procedure:

1. Explain to trainees that they will now be tested on their ability speak individually
2. They will receive instructions and topics and be given 5 minutes to prepare their remarks.
3. Take trainees one-by-one into a quiet room and have the instructions sheet ready titled: "PART 1: Individual Speaking (for trainees)".
4. When a trainee has arrived in the room present the sheet of instructions, explain the task and start a timer with 5 minutes.
5. After they have prepared for 5 minutes allow the trainee to begin by speaking about TOPIC 1:
6. Observe their performance and record relevant data using the checklist below.
7. After the trainee has finished, prompt them to proceed to speaking about TOPIC 2:
8. Observe their performance and record relevant data using the checklist below.
9. Once the trainee has finished, they may send in the next trainee to be tested.

Note:

Trainees can ask questions about the procedures of the assessment. For example, "Should I speak about both topics or just one? For how many minutes do I need to speak?" However, they may not ask questions about the meaning of phrases or words.

Part 1: Individual Speaking

Your task is to speak for roughly 2 minutes uninterrupted, about each topic,

- **TOPIC 1:** What would you like to do for a living?

- **TOPIC 2:** Pick one topic you feel strongly about from the list below and give your opinion:
 - Which is more important keeping traditions or developing the future?
 - Use the computer or write by hand?
 - Living in a city vs living on the countryside?
 - To save money or spend it on the things one needs?
 - Your favourite food.
 - Better to study languages or science?
 - Having many children or only a few?

Part 2: Social conversations

Format:

- Trainees will be placed in groups of 3 and have to hold a conversation
- Each group will have 10 minutes to prepare their discussion.
- Each trainee will need to demonstrate the following:
 - make a formal introduction
 - appropriate professional courtesy/politeness
 - Ask questions dealing with basic workplace routines: such as, who is in charge of such a task, when do we start work? when does work end?
- Trainees are assessed individually and not as a group

Procedure:

1. Explain to trainees that they will now prepare for a social conversation by following a work related scenario. Reassure them that they will be assessed individually and not as a group.
2. Divide the trainees into groups of 3,
3. Have 1 group at a time come into a quiet room and have the instructions sheet ready titled.
4. Explain the task and start a timer with 10 minutes to prepare their social conversation.
5. After ten minutes have past prompt the group to begin.

6. Observe their performances and record relevant data using the checklist below.
(**Note:** prepare and fill out a check list for teach trainee)
7. and keep an eye on the time: the conversation should take roughly 5-7 minutes.
8. Once the group has finished, they may send in the next to be assessed.

Part 2:
Social conversations

Scenario:

You are a group of three new co-workers, and it is your first day on the job. You will need to meet and ask each other some basic questions about workplace routines. Your conversation should take 5-7 minutes. Consider the following topics to discuss:

- Schedules
- Supervisors
- Who to ask for help
- Who is responsible for what tasks
- What days are very busy
- When to eat lunch

You will be assessed on your ability to demonstrate the following criteria:

- Making a formal introduction
- Being polite
- Asking questions at the workplace
- Good body language

Checklist	Score	
	Yes	No
Indicator 1: Express an opinion or idea in spoken English (Part 1)		
Uses signalling phrases to communicate opinion such as: "In my opinion", "I think that", "To my mind" etc.		
Clarifies opinion with relevant information linking together ideas with words of procedure, firstly, In the first place, later, then, because, finally etc.		
Uses consistent, coherent and somewhat error and pause-free speech, which would otherwise lead to misunderstanding or communicative failure.		
Indicator 2: Use and adjust strategies to overcome barriers in spoken English (Part 2)		
Seeks clarification when necessary		
Follows appropriate turn-taking Corrects errors as necessary		
Indicator 3: Demonstrate appropriate workplace communication in spoken English (Part 2)		
Makes introduction using formal register: courtesy/politeness		
Appropriate body language/non-verbal gestures		
Ask questions dealing with basic workplace routines		
Observations:		

Further Information for the Trainer

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3. Baddeley, A., & Hull, A. (1979). Prefix and suffix effects: Do they have a common basis? Journal of Verbal Learning and Verbal Behavior, 18(2), 129-140.
4. Brée, D. S. (1985). The durative temporal subordinating conjunctions: since and until. Journal of Semantics, 4(1),
5. Flavell, John H. "The development of role-taking and communication skills in children." (1968).
6. Friend, Marilyn, and Lynne Cook. Interactions: Collaboration skills for school professionals. Longman Publishing Group, 95 Church Street, White Plains, NY 10601, 1992.
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9. Taş, A. (2017). English for Young Learners: Beginner Level. *Journal of Foreign Language Education and Technology*, 2(1).
10. White, L. (1991). Adverb placement in second language acquisition: Some effects of positive and negative evidence in the classroom. *Interlanguage studies bulletin (Utrecht)*

Learning Unit 3: Apply knowledge of English vocabulary, grammar structures and reading strategies to comprehend written English text



Learning Outcomes








By the end of the Learning Unit, trainees will be able to:

- 3.1** Decode and recognize familiar and some unfamiliar words
- 3.2** Use knowledge of common letter patterns to decode words
- 3.3** Recognize high frequency words
- 3.4** Follow punctuation cues and capitalization when reading aloud
- 3.5** Read with minimal hesitation (aloud and silently)
- 3.6** Improve vocabulary using knowledge of common roots and prefixes/suffixes, homographs, homophones, and homonyms
- 3.7** Read short texts and follow simple and multi-step directions
- 3.8** Use comprehension strategies to understand text
- 3.9** Identify main idea, supporting details, sequence, and common transitions in simple texts

Learning Unit 3 Self-Assessment

- 1.** Ask trainees to look at the illustrations above (in their Trainee Manuals) and discuss what they see. What topics do they think this unit will include based on the picture? After some brainstorming, share the main topics.
- 2.** Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.

Learning Outcome 3.1: Decode and recognize familiar and some unfamiliar words

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Identify different vowels and their pronunciation in reading activityExplain how English sounds are articulatedUnderstand how speech sounds are used to create meaning
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Group activity, role play, vocabulary drill, use of recording</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Trainee manual, writing materials and notebooks for the traineesVisual learning materials - Drawings, flash cards, pictures
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select an appropriate material such dialogues, texts and other real life materials role play from the trainees' manual to use or create the new one.<input type="checkbox"/> Write the role play on the flip chart so all can see or make copies for each small group.<input type="checkbox"/> Before the activity begins, identify a few willing volunteers to read for the class.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Identify key words and expressions▶ Speak and interpret messages in a short conversation▶ Basic English grammar

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify consonant blends	1. Correctly pronounce given letters or blends of letters	1. Fluently read English sentences
2. Identify consonant digraphs	2. Create and read words using letter combinations	2. Use language skills to decode and pronounce new words
3. Identify vowel digraphs	3. Decode unfamiliar words	3. Predict sounds of words based on language rules



Steps:



Getting Started: What do we know and where are we going?

1. Have trainees open their manuals and read the instructions for **Topic 3.1 Task 1**. They should choose a simple English word that they feel confident spelling and pronouncing.
2. Then ask each trainee to present their word by writing and spelling it on the black board or flip chart.
3. They should spell out the word on the board pronouncing every letter.

Examples:

C-a-t makes cat!

T-o-d-a-y makes Today!

4. Once everyone has presented, inform the trainees that this learning outcome will focus on strategies to help us decode letters and words so they can better comprehend texts written in English.



Problem Solving Activity

1. Ask the trainees to read the poem aloud and answer the accompanying questions after.
2. Remind them to focus on words that sound alike and are spelled alike.

3. Have trainees read and answer the questions about the poem.
4. After they have finished, discuss and share the answers.
5. Finally review **3.1 Key Facts** with the trainees and answer any questions that may arise.
6. It may be helpful to go through the ABC's with the trainees and point out which letters are pronounced differently in English vs Kinyarwanda.

Suggested Answers:

- a. The poem is about the cobbler asked to mend a boot.
- b. The words which are made up of four letters are foot, boot, mend, foot,
- c. One-syllable words include shoe, the, up, to (as well as others).
- d. Ask trainees to listen carefully to their group members reading, pointing out any errors of pronunciation that may occur.



Guided Practice Activity

1. Instruct the trainees to turn to **Topic 3.1 Task 3** in their trainee manuals and have them complete the following instructions:
2. "Indicate whether each vowel in the words below is short / ă, ě, ĭ, ǒ, ŭ /, long / ā, ē, ī, ō, ū / or silent / ə, e, ɪ, e, u /

Answers:

Example: frūit

- a. sēem
 - b. āpe
 - c. ăt
 - d. dǒg
 - e. dēep
 - f. wět
 - g. hĭm
 - h. tǒp
 - i. tube
3. Tell trainees to practice pronouncing these words aloud with a partner.
 4. Explain that there are two words that don't belong to the following group of words. The first is "wear." Which is the second one that does not belong? Why?

wear fear bear clear
 near dear ear
 year

5. Ask trainees to read the words in the box. Ask them to recognize the sounds of the given words. (Point out that even though the words may be spelled in a similar way—each ending with “ear”—that they are not pronounced the same way.)

Answer: wear and bear

6. Finally facilitate a sharing round where the correct answers are given.



Application Activity

1. Review with learners the meaning of consonant blends, consonant digraphs, vowel digraphs, and long vowels.
2. Ask the trainees to read the short text and find the words that have the following: consonant blends, consonant digraphs, vowel digraphs, and long vowels.
3. In their respective groups, guide them to identify the consonant blends, consonant digraphs, vowel digraphs, and long vowels as follows.

Consonant blend	Consonant digraph	Short vowel	Long vowel
Country	gender	That	work
Specify	people	gender	daughter
Preferred	household	major	freedom



Points to Remember

When you are reading, pay attention to the following:

- Letters and their sounds
- Letter combinations and their sounds
- Consonant blends
- Consonant digraphs
- Long and short vowels
- Vowel digraphs



Formative Assessment








1. Trainer asks trainees to read the given words. In the group of words that are written horizontally, ask them to identify the word pronounced differently from the other three.

Answers:

- | | | | | |
|----|----------------|--------|--------------|--------------|
| a. | catch | match | badge | scratch |
| b. | goose | choose | loose | rose |
| c. | through | rough | tough | enough |
| d. | meek | speak | weak | shirk |
| e. | miss | kiss | hiss | wish |

2. Ask trainees to read the given dialogue and emphasize the words in quotations.
3. Guide them to read and correct the errors occurred in pronunciation.

Learning Outcome 3.2: Use knowledge of common letter patterns to decode words

	<p>Objectives: By the end of the learning outcome, trainees should be able to:</p> <ol style="list-style-type: none">Use letter patternsRecognize letter pattern in decoding wordsCreate words using letter patterns
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Group activity, pair work, group discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Flipchart paper, markers, scotch/masking tape, text to read in manuals
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate material such as scenario or text and real life material to use.<input type="checkbox"/> Prepare instruction for the text reading for the trainee in advance.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English vocabulary▶ Formulate simple questions

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify common letter patterns	1. Use common letter patterns to decode words	1. Fluently read English sentences
2. Differentiate common letter patterns from one another	2. Correctly pronounce letter patterns	2. Use language skills to decode and pronounce new words
3. Recognize correct pronunciation of different letter patterns	3. Create words with different letter patterns	3. Read and write words with increased confidence



Steps:



Getting Started: What do we know and where are we going?

1. Divide the trainees into small groups.
2. Write these three words on the board: *tree / free / see* Ask the trainees what these three words have in common? Guide them to express themselves with confidence.
3. Explain that these three words share a letter pattern. Letter patterns are groups of letters that often appear together in many different English words (for example, -tion and -ing, or in this case, --ee). When you spell a word, it helps to remember letters as a group or pattern rather than remembering each letter on its own.
4. Explain that this learning unit will focus on letter patterns and how they can help us to spell and decode words in English.



Problem Solving Activity

1. Ask learners to read aloud the words written in the poem and to identify which words have the same number of syllables. Ask which words share the same letter patterns. (*win/window, blow/window/rainbow*) Give them chance to read in turn role and correct their pronunciation mistakes emphasizing pronunciation, intonation, and rhythm.
2. Ask the trainees to read the list of words and to pair the words together that share common letter patterns.

Answers

- a. Plough – rough (letter pattern: ough)
 - b. Argument- improvement (letter pattern: ment)
 - c. Speaking – writing (letter pattern: ing)
 - d. Responsible –terrible (letter pattern: ible)
 - e. Relation – creation (letter pattern: ion)
3. Ask the trainees to read the list of words and to pair the words together that share common letter patterns.
 4. Once trainees have finished facilitate a sharing round were trainees can share their answers, correcting any minunderstandings if they occur.
 5. Conclude by reviewing **3.2 Key Facts**.



Guided Practice Activity

1. Write the following words on the board: action, accommodation, decision, admission, permission, occasion, electrician, politician, station, television.
2. Ask trainees to read them aloud, emphasizing the last syllable. Ask learners to recognize the letter patterns
3. Ask trainees to add the correct endings (-ary, -ery, -ory) to the words listed in their trainee manual.
Ask them to read the words formed from the ending that they added.

Answers:

- a. *satisfaction*
 - b. *temporary*
 - c. *ordinary*
 - d. *mission*
 - e. *memory*
 - f. *introduction*
 - g. *nursery*
 - h. *every*
 - i. *necessary*
 - j. *February*
4. Share the correct answers with the trainees



Application Activity

1. Ask the trainees to compose a short poem of six lines that includes a common letter pattern in it. Examples could be house/mouse, light/sight/slight/fight.
2. Ask them to read it to their classmate. Guide them and correct their pronunciation. If time allows, let some learners present the poem reading it to the class in turns.

Note: Encourage both boys and girls to participate so as to promote gender equality. Give a chance to as many learners as possible.



Points to Remember

- Letter patterns appear together in many different words.
- They help a reader to decode a word.
- Letter patterns are especially useful in English because we do not always spell English words the way that they sound. This means that we cannot always rely on the sounds of letters to help us spell or read.



Formative Assessment

Ask and supervise the trainees to do the assessment at the end of this learning outcome in the trainee manual to ensure that the objectives have been achieved.







1. Which word in each list does not share a letter pattern with the others in the group?

Answers:

- a. onion, union, pinion, **pigeon**
- b. lotion, nation, addiction, **technician**
- c. cough, **caught**, tough, roughly
- d. **wintry**, dentist, artistic, psychologist
- e. relevant, elegant, instantly, **performance**

2. Choose the correct spelling for the word that matches the given definition. (Correct answers are in bold.)
- a. Vegetable used to make soups
- a) selery
 - b) **celery**
 - c) ceilery
- b. The opposite of happy
- a) **sad**
 - b) cad
 - c) sat
- c. To ride a vehicle that has two wheels
- a) to sycle
 - b) **to cycle**
 - c) to cicle
- d. A set of clothes to be worn together
- a) a soot
 - b) **a suit**
 - c) a cuit

Learning Outcome 3.3: Recognize high frequency words

	<p>Objectives: By the end of the learning outcome, trainees should be able to:</p> <ol style="list-style-type: none">Identify high frequency words in textUse high frequency words in writing a paragraphCorrectly pronounce high frequency words
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Pair work, brainstorming, group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Text, written conversation on the paper, flip chart, trainee and trainer manual, scotch/masking tape
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select an appropriate text from the trainee book for the trainee to use.<input type="checkbox"/> Write the text on the flipchart or on the chalkboard<input type="checkbox"/> Identify a few willing volunteers to read it as a model
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English▶ Kinyarwanda knowledge

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify high frequency words	1. Use high frequency words to read, rather than decode, a story	1. Attention to detail
2. Identify high frequency words in reading a paragraph	2. Use high frequency words to write a work-related paragraph	2. Willingness to try
3. Recalls pronunciation rules for high frequency words	3. Correctly pronounce high frequency words	3. Ready to apply new information to existing knowledge



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to work in pairs to list some of words that they encounter most frequently when they read texts (for example, “the,” “it,” or “she”). Ask them to share with their partner. Ask them if they know how what we call words we know by sight. (These words are called high frequency words).
2. Explain that today’s lesson will focus on high frequency words. If we can recognize them, we will be better readers in English.



Problem Solving Activity

1. Ask trainees to read out the given paragraph in small groups. Ask them to discuss the words that have been used frequently in the paragraph.
2. Ask the a willing volunteer to present words that occur most frequently in the given paragraph.
3. Ask the rest of the class to be attentive and count on how many times are those words used. Ask the other groups to add the other high frequency words which were not presented by the previous group.

4. The words which have been used frequently are as follows: my, is, I, are, at, in, our, us



Guided Practice Activity

1. Ask trainees to read the sentences written on the chalkboard or on the flip chart. Ask them to fill in the gaps using the word that fits best. Explain that this task will help the trainees to become more familiar with high frequency words.

Answers:

1. Is ___ a school?
a. what b. **this** c. have
2. This is _____ school.
a. **your** b. by c. answer
3. What is your _____?
a. this b. **answer** c. find
4. Your sister is _____ school.
a. has b. answer c. **at**
5. Your sister _____ this answer.
a. this b. what c. **has**
6. _____ your school.
a. **Find** b. Has c. What
7. What _____ the answer?
a. this b. **is** c. by
8. This is your _____.
a. **sister** b. has c. find
9. Find this _____.
a. is b. your c. **answer**
10. Your sister is in _____.
a. answer b. **school** c. find



Application Activity

1. Ask trainees to refer to the key facts and to study the high frequency words.
2. Ask the trainees to write a short meaningful paragraph using as many high frequency words as they can. Guide them to read and discuss without hesitation. Ask the willing group to present their paragraph to the rest of the class.



Points to Remember

- The high frequency words (or sight words) are the words frequently used in a text or a paragraph.
- When we recognize these words, they help us to read fluently without hesitation.



Formative Assessment

1. Ask the trainees to read the paragraph and then identify the high frequency words.

Answers:

Shaida is very **kind** and loves to **laugh**. She has **grown** up in the countryside of Rwanda. On **warm** days, she **drinks** orange Fanta. Luckily, the shop that sells Fanta is not too **far** away. Today, she and her brother Emmanuel will **carry** the laundry and **clean** the house for their mother. When they are **done**, she will **cut** some **small** yellow flowers to put in a vase. Tonight, Shaida and her family will eat **together** at **eight** p.m.






2. Ask the trainees to write a paragraph using as many high frequency words as possible. Trainees read aloud to their classmates.



Further Information for the Trainer

1. Dolch 3rd grade high frequency words:
https://sightwords.com/pdfs/word_lists/dolch_3rd.pdf
2. Jared, D. (1997). Spelling–sound consistency affects the naming of high-frequency words. *Journal of Memory and Language*
3. Shakopee High Frequency Words: <https://www.shakopee.k12.mn.us/Page/5069>

Learning Outcome 3.4: Follow punctuation cues and capitalization when reading aloud

	<p>Objectives: By the end of the learning outcome, trainees should be able to:</p> <ol style="list-style-type: none">Respect punctuation marks when reading aloudCapitalize words correctlyRecognize and decode dialogue or spoken language in text through punctuation marks
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Pair work, brainstorming, group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Text, written to read, flip chart, trainee and trainer manual, scotch/masking tape
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select material to use such as texts book, flip chart<input type="checkbox"/> Write the text on the chalk board, or on the flip chart<input type="checkbox"/> If possible, print out the text and distribute to trainees
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms✓ Inclusiveness: Include everyone while allocating roles for the scenarios✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English▶ Kinyarwanda knowledge

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify punctuation marks in sentences	1. Respect punctuation marks when reading aloud	1. Fluently read English sentences
2. Recognize the meaning of punctuation marks	2. Capitalize words correctly	2. Accurately modulate intonation according to punctuation marks
3. Identify capitalization rules	3. Recognize and decode dialogue or spoken language in text through punctuation marks	3. Communicate expressively



Steps:



Getting Started: What do we know and where are we going?

1. Instruct the trainees to open to **Topic 3.4 Task 1** in their trainee manuals and read the following text:

“hi my name is marie i know how to get to kigali from rwamangan do you what did you say your name was i do not remember what time is it 9:00 you say thanks i should leave early tomorrow”

2. Then ask them the following questions:

- a. Was the text difficult understand?

Answer: will most likely be yes

- b. What important part of was missing?

Answer: Punctuation and capitalization

- c. Why is this important, especially in reading aloud?

Possible Answer: Punctuation helps us see where one idea stops and another idea begins in written texts. They give us clues about how the tone of our voice should change when reading aloud. Punctuation can even help indicate if someone is stating a fact, asking a question, or simply excited.

- d. Try rewriting the text so it is easier to read and understand.

“Hi! My name is Marie, and I know how to get to Kigali from Rwamangan. Do you? What did you say your name was? I do not remember what time it is. 9:00 you say, thanks! I should leave early tomorrow.”

3. Give the trainees some time to answer the questions.
4. Once the trainees are finished answering, go through the questions one by one discussing the answers.
5. After each question has been discussed, explain that this learning outcome is about learning about capitalization and punctuation and how it can help us read in English.



Problem Solving Activity

1. Guide learners to read the text in **Topic 3.4 Task 2**, “The Punctuating Panda.” Before they begin, be sure to clarify that they understand certain key words in the story: A panda bear is a black and white animal from China. It eats bamboo shoots (a type of plant). Direct learners to the image at the bottom of the story.
2. Ask trainees to circle or list all of the punctuation marks. Review the meaning of the different marks

Answer: quotation marks indicate speech/dialogue

3. Ask learners to compare the sentence “Eats shoots and leaves” from “Eats, shoots, and leaves.”

Answer: In the first sentence, the absence of commas means that “shoots” and “leaves” are objects of the verb “eat”—so they are referring to plants. In the second sentence, the commas indicate a list, so “shoots” and “leaves” are verbs—so the panda thinks he should take action and shoot a gun and leave a place.

4. Ask learners: In light of this difference, why does the panda behave in such an “un-panda-like” way? How does punctuation contribute to the misunderstanding?

Answer: Because of the “poorly punctuated wildlife manual.” Emphasize that this story is meant to be funny and to illustrate the importance of good punctuation.

5. Ask why learners think it is important to use good punctuation?

Answer: To prevent confusion and to be clear in communication.

6. Conclude the activity by reviewing **3.4 Key Facts** together and clarifying any points that may remain uncertain.



Guided Practice Activity

1. Ask trainees to read the sentences and use the appropriate punctuation.
2. You can answer the first example question together as a group and then allow the trainees to do the rest individually

Example: What are you doing next weekend → What are you doing next weekend?

Answers:

- a. In the words of Murphy’s Law, “Anything that can go wrong will go wrong.”
 - b. A textbook can be a wall between teacher and class.
 - c. It is a fine idea; let us hope that it is going to work.
 - d. Did you understand why I was upset?
 - e. The children’s father sat in a corner.
 - f. Oh no, the child is gone!
3. Conclude the activity by reviewing the **3.5 Key Facts** discussing capitalization.



Application Activity

1. Ask trainees to remain in their respective groups. They should read the paragraph, punctuate it and capitalise where it is necessary.

The paragraph below has been punctuated and capitalised:

Judge Thacker walked out of the courtroom under heavy police guard. He entered a police car that took him straight to Nairobi. It is said that he then took the next flight to London. Immediately after the judgment, the six convicts were led out of the courtroom to a waiting truck. They were taken to the nearby Kapenguria jail, where they stayed overnight

under tight security. The following day they were transported to different jails in remoter parts of Kenya such as Lodwar, Marsabit, Manda, Island and Lokitaung.



Points to Remember

- In written work, punctuation signals meaning. Punctuation marks are used to help reader to clearly understand what is said.
- Some common punctuation marks include period (.), the comma (,), the colon (:), the semi-colon (;), the question mark (?), the apostrophe (’), the hyphen (-), etc.
- A sentence is always started with a capital, or “big” letter.



Formative Assessment

Ask trainees to correct the punctuation in the following sentences.

A. Ask trainees to replace any punctuation mark used inappropriately in the sentences with the appropriate punctuation marks. The corrected versions are below:

1. It is now known that our natural African foods are very healthy. When the processed foods from supermarkets are fed to our families everyday, their health can suffer.
2. Although taking one fruit a day is a healthy habit, we don't need to buy the most expensive fruits available.
3. James is known for many things: dancing, basketball, cross-country and hiking.
4. The scissors is a useful instrument around the house;however, we must be careful to keep it out of the reach of toddlers.
5. The good-hearted nature of most nurses has been taken for granted by many, attracting a lot of neglect by the hospital administration.

B. Ask trainees to choose the sentence which has the correct punctuation and capitalisation. The correct answers are in bold below.

1. Which is correct?
 - a. He was born in Kigali city.
 - b. **He was born in Kigali City.**
2. Which is correct?
 - a. His brother can speak english, spanish and french.
 - b. **His brother can speak English, Spanish and French.**

3. Which is correct?
 - a. **When we were in Nyagatare, we saw President Kagame.**
 - b. When we were in Nyagatare, we saw president Kagame.

4. Which is correct?
 - a. The minister of health was talking to the president.
 - b. **The Minister of Health was talking to the President.**

5. Which is correct?
 - a. He was examined by Dr. Mwiza.
 - b. **He was examined by Dr. Mwiza.**

6. Which is correct?
 - a. **In Rwanda, many good football players come from the Southern Province**
 - b. In Rwanda, many good football players come from the southern province.







7. Which is correct?
 - a. Go South for three blocks, then turn right.
 - b. **Go south for three blocks, and then turn right.**

8. Which is correct?
 - a. They have a cottage on lake Kivu.
 - b. **They have a cottage on Lake Kivu.**

9. Which is correct?
 - a. My favourite book is "The Fellowship Of The Ring."
 - b. **My favourite book is "The Fellowship of the Ring."**

10. Which is correct?
 - a. **RIB stands for "Rwanda Investigation Bureau."**
 - b. Rib stands for "Rwanda investigation bureau."

Learning Outcome 3.5: Read with minimal hesitation (orally and silently)

	<p>Objectives: By the end of the learning outcome, trainees should be able to:</p> <ol style="list-style-type: none">Identify model of readingUse sentence structure when readingRead aloud with minimal hesitation
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Pair work, brainstorming, group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Text, written to read, flip chart, Trainee and trainer manual, scotch/masking tape
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select material to use such as texts book, flip chart.<input type="checkbox"/> Write the text on the chalk board, or on the flip chart.<input type="checkbox"/> You should also print out the text, if possible.<input type="checkbox"/> Distribute the text to the trainees and give them tasks.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English speaking▶ Kinyarwanda knowledge

Key Competencies:

Knowledge	Skills	Attitudes
1. Recognize sentence, clause, and word structures when reading	1. Employ an interactive model of reading	1. Draw upon general, topical, and sociocultural knowledge of the world
2. Recognize letter-sound relationships	2. Use a top down knowledge “phonics” approach	2. Rely on existing knowledge as well as context of reading material
3. Discern text source and discourse type	3. Use a bottom up knowledge “whole language” approach	3. Consolidate previous reading lessons when reading new work-related texts



Steps:



Getting Started: What do we know and where are we going?

1. Tell trainees to consider and discuss the following questions:
 - a. What does it mean to read fluently?
 - b. What is the importance of reading fluently?
 - c. What are the ways which can help students to improve reading fluency?



Problem Solving Activity

1. Provide the text printed in **Topic 3.5 Task 2**. Ask trainees to read the text in their groups. Ask them to re-read the text with minimal hesitation.
2. Ask trainees to read the text silently. Then, in their groups, they should read the text aloud, taking turns by sentence.
3. Emphasize that they should try to read as fluently as possible.

4. Encourage the trainees to take notice which words they members struggle with as well as their group members.
5. They should work together to sound out new words.
6. Finally once they have read through the text two times, they should give each group member some feed back on how to imporvoe the fluency of their reading.



Guided Practice Activity

1. Ask trainees to re-read the text and find in the text the words which have the same meaning as the words written on the chalkboard or on the flip chart.
Example: small = compact
Answers:
 - a. to build: to assemble
 - b. common: ordinary
 - c. dread: fear
 - d. expensive: costly
2. Trainees consult text and answer the following questions. Then they share answers with the group.
 - a. Why did the first computers fill up almost the whole floor?
Answer: The computers filled up the whole floor because of their huge size.
 - b. Why do humans have to feed the computers with information and tell them what to do?
Answer: Humans had to feed the computers with information because they were not able to think on their own.
 - c. What are the advantage and disadvantages of computers in real life? Do you think that computers will ever replace humans? Why?



Application Activity

1. Ask trainees to choose the correct answer to the sentences.

Answers:

1. A simple sentence structure consists of...
 - a. One independent thought
 - b. One independent clause**

 2. An independent clause contains...
 - a. A subject and a verb**
 - b. A subject and an object

 3. Independent clauses can be joined by using...
 - a. A coordinating conjunction**
 - b. A subordinating conjunction

 4. A compound sentence consists of...
 - a. One or more independent clauses**
 - b. Two or more independent clauses
2. Write down five compound sentences. Make sure to use these three conjunctions: **and**, **or**, and **but**.



Points to Remember

- Use a pointer such as a pencil or index finger and move it along the line being read. Keep the pointer moving steadily without stopping or hesitating.
- Train your eyes to follow the pointer. Increase the speed of the pointer.
- As you run across the word that you do not understand, look up the words in the dictionary for both meaning and pronunciation.



Formative Assessment

- A. Choose the right answer.
1. Which one is a compound sentence?
 - a. I like walking on the beach with my dog.
 - b. I like walking, but my dog likes running.

 2. A compound-complex sentence consists of two or more independent clauses and
 - a. One or more dependent clauses
 - b. Two or more dependent clauses

B. Combine each pair of simple sentences below to make a compound-complex sentence

1. The doctor must be tired. She had no sleep last night.

Answer: The doctor must be tired **because** she had no sleep last night.

2. A lady will call to see me. Please ask her to wait.

Answer: Ask a lady **who** will call to see me to wait.

3. It was very hot last night. I still slept well.

Answer: I still slept well **even** if it was very hot last night.

4. He spoke very softly. Nobody could hear what he said.








Answer: He spoke so softly **that** nobody could hear what he said.

5. He distrusts his secretary. It is difficult to understand the reason.

Answer: It is difficult to understand the reason **why** he distrusts his secretary.

C. Write five compound-complex sentences on your own.

Learning Outcome 3.6: Improve vocabulary using knowledge of common roots and prefixes/suffixes, homographs, homophones and homonyms

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Combine root with prefixes and suffixes Infers correct meaning of similarly sounding and spelt words Combines roots and affixes correctly
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Discussion, group activity, pair work</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials - Flipchart paper, flash cards, scotch/masking tape, markers
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare the text to read. <input type="checkbox"/> Select the flash card and write some vocabulary on them.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Gender: Avoid gender bias and challenge gender stereotypes and norms. ✓ Inclusiveness: Include everyone while allocating roles for the scenarios. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ Basic phonics

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify parts of words	1. Combine root with prefixes and suffixes	1. Attention to detail
2. Differentiate between homophones, homographs, and homonyms	2. Infer correct meaning of similarly sounding and spelt words	2. Meticulous
3. Distinguish the meaning of affixes	3. Combine roots and affixes correctly	3. Willing to try



Steps:



Getting Started: What do we know and where are we going?

1. Organize the class and ask the trainees to form small groups between two and four people. Make sure groups are gender balanced and learners are collaborating with one another through peer interaction.
2. Ask the trainees to think and discuss relationship between the sets of words that are in their trainee manual.
 - a. Dear Yvette, How you are? / I see a deer in the forest.
Answer: These words are spelled differently but pronounced the same and have different meanings. “Dear” is a term of endearment used in formal letters, memos, or emails and “deer” is an animal.
 - b. Close the windows / as the storm is getting close.
Answer: These words (“close”) are spelled the same but pronounced differently and have different meanings. “Close” means to shut, and “close” means near.
 - c. I smell a red rose. / She rose to the occasion.
Answer: These words are spelled the same but have different meanings. A “rose” is a red flower, and “rose” is the past participle of the verb “to rise.”
3. Explain to trainees that today’s class will discuss the meaning of such words, including homonyms, homographs, and heteronyms. It is important to know the difference between words that sound or look the same but may have different meanings.



Problem Solving Activity

1. Ask the trainees to read the text in their trainee manual for **Topic 3.6 Task 2** and find out the words which have even few similar features within their form.
 - a. For example, we have the words “discount” and “discomfort.” They both have the same beginning, or prefix: “dis.” How do these similarities impact their meaning? The prefix “dis” means an absence—in this case, an absence of “comfort” in “discomfort.”
2. Ask the trainees to examine the words of same beginning part (prefix), middle (root words) or ending part (suffixes).
3. Review the **3.7 Key Facts** together.



Guided Practice Activity

1. Ask the trainees to read the text. Guide them to get to the meaning of the words in boldfaced type. Let them use the knowledge of roots and affixes to help them find the definition.
 - a. **Improvement:** a process of making something better or becoming better
 - b. **Overcoming:** the state of gaining victory over an enemy or a problem
 - c. **Effectively:** in a way that produces a good result
 - d. **Education:** the process of receiving or giving systematic instruction
 - e. **Social:** relating to society or its organization
 - f. **Encourage:** to help someone to do something by giving him confidence
 - g. **Passively:** not offering any resistance
2. Ask the trainees to divide the words into roots and affixes (prefixes and suffixes). An example has been completed for the trainees.

Answers:

- a. Impossibility → Root: *possible* Prefix: *im* Suffix: *ity*

- b. discouraging → Root: courage Prefix: dis Suffix: ing
- c. deactivate → Root: active Prefix: de Suffix: ate
- d. disability → Root: able Prefix: dis Suffix: ity
- e. blessing → Root: bless Prefix: *none* Suffix: ing



Application Activity

1. Instruct the trainees to use the prefixes and suffixes listed below to make a full word by attaching a correct root word to it. Consult **3.7 Key Facts** if you need help. Question 1 has been completed already.

Possible Answers: are given in the table below, however, note there are many more correct answers not included here.

1. pre- sent	6. blindly, happily	-ly
2. in- involve, inspect	7. fulfilment, government	-ment
3. un- do, hinge, acceptable	8. denial, revival	-al
4. re- do, remove, rediscover	9. careless, thoughtless	-less
5. co- operate, coordinate	10. combative, restrictive	-ive

2. Ask trainees to match the underlined word with its correct meaning. Question 2 has been completed as an example.

Underlined words

Meaning

- | | |
|---|---|
| 1. The kids are going to <u>watch</u> TV tonight. | (a) small clock worn on the wrist |
| 2. What time is it? I have to set my <u>watch</u> . | (b) in real time performance (rhymes with "hive") |
| 3. Which <u>page</u> is the homework on? | (c) theatre piece |
| 4. Please <u>page</u> the doctor if you need help. | (d) to call someone on an electronic pager |
| 5. Let's <u>play</u> soccer after school. | (e) participate in a sport |

6. The author wrote a new play. (f) one sheet of paper
7. The rope was wound around his ankles. (g) tied around (rhymes with “pound”)
8. The soldier received a wound in the battle. (h) an injury
9. I don’t know if I will live or die. (i) to have life (rhymes with “give”)
10. Last night I saw the band play live in concert. (j) look at

Answers:

1 = j; 2 = a; 3 = f; 4 = d; 5 = e; 6 = c; 7 = h; 8 = g; 9 = i; 10=b



Points to Remember

- Root- an existing word which suffixes, prefixes, or other roots may be combined with to create new meanings.
- Prefix- is a piece of meaning attached before the word.
- Suffix is a piece of meaning attached before the word.
- Homophones- two or more words that sounds the same but is spelt differently.
- Homographs- two or more words that are spelled and sound the same but mean different things.
- Homonyms – are words that *sound* alike but have different meanings.



Formative Assessment

1. Ask the learners to read the passage.

It was the first day of school and Muhire knew it wouldn't go well for him. It was only 8:10 and he was running late and had already gotten into a row with his mother. As he tore down the path to catch the bus, he felt bad about leaving his mom still sore. After all, she was right—he should have gotten up when the alarm went off. The driver waited just a moment before shutting the bus doors.

Muhire froze in his tracks as he watched the bus pull away. Now he would have to go back home and not only face his mom, but also ask her for a ride to school. Muhire squeezed his eyes tight for a moment, and then opened them wide. (His mom said this relieves tension. He hoped she was doing it, too.) Then he shoved his hands into his pockets and walked back home.

Mom didn't even look shocked to see him when he came back in the door. It was more of a glare. Muhire knew what that meant—I told you so. Rather than trump up some defence for himself, he just apologized and sweetly asked for a ride to school. Mom's face softened and she went to get her keys.

2. Ask trainees to underline the correct meaning of the word as it is used in the passage (Correct answers are underlined.)
 - a. Row: (a) use oars to propel (b) quarrel or squabble
 - b. Tore: (a) rip into pieces (b) moved very quickly
 - c. Catch: (a) overtake (b) get to grab or snare
 - d. Froze: (a) turned into ice (b) stopped motionless
 - e. Face: (a) confront (b) part of the head
 - f. Tension: (a) amount of stretch (b) mental stress
 - g. Glare: (a) bright light (b) disapproving look
 - h. Trump: (a) create (b) invent an advantage
 - i. Softened: (a) became gentler (b) became less loud

3. Trainees answer the following reading comprehension questions.

a. In paragraph 1, does “row” rhyme with “tow” or “cow”?

Answer: Tow

b. What was Mom sore about?

Answer: She was sore about the way her son was late.

c. Why wasn't Mom shocked to see Muhire back home?

Answer: Mom wasn't shocked to see Muhire home because she expected that to be so and it was not the first time.

d. What made Mom get over being mad?

Answer: Mom got over being mad because her son apologized to her.

e. Did Muhire believe he was right or wrong?

Answer: He believed he was wrong.

4. Ask trainees to show the relationship between the pairs below.

Answers:

a. Build/billed = **homophones**

b. Weather/whether = **homophones**

c. Watch (small clock worn on the wrist)/Watch (look at) = **homographs**

d. Page (one sheet of paper)/Page (to call someone on an electronic pager) = **homographs**

e. Too/two = **homophones**

5. Choose the correct word.

Answers:

a. Can I go (**to**, too, two) the party?

b. This is my favourite (pare, **pair**, pear) of jeans.








c. I (**sent**, scent, cent) a letter to my aunt in Vietnam.

d. The children got (**bored**, board) during the lecture.

e. Alec is going to (**wear**, ware) his work boots today.

f. Do you think it is going to (rein, **rain**, reign) this afternoon?

Learning Outcome 3.7: Read and follow simple and multi-step written directions

	<p>Objectives: By the end of the learning outcome, trainees should be able to:</p> <ul style="list-style-type: none">a. Use text features to predict the content of a textb. Follow multi-step instructions written in Englishc. Adjust strategies to the purpose of reading
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Group activity, pair work, discussion</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">• Standard training materials - Flipchart, drawings, textbooks, manuals for trainees, scotch /masking tape
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select the appropriate text to read which containing the expressions of number and time
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic English reading

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the basic structure of general multi-step instructions	1. Use prior knowledge to out the meanings within a text	1. Receptive
2. Identify tools and strategies to find the meaning of unknown words	2. Apply reading comprehension strategies	2. Willing to try
3. Recognise sequential directions	3. Follow multi-step instructions in correct sequence	3. Methodical



Steps:



Getting Started: What do we know and where are we going?

1. Ask learners to look at the following instructions for a recipe.
Add flower, sugar, eggs, milk, and vanilla to a bowl. Pour in pan and bake in oven. Enjoy this famous dessert.
2. Ask them to discuss the following questions:
 - a. What do they know based on these instructions?
 - b. What questions do they still have?
Possible Answers: How much do we need of the ingredients? What temperature is the oven or stove? How long should it bake? What kind of dessert is this? Where is it famous?
 - c. Are these clear instructions?
Answer: No.
3. Ask trainees what qualities make good instructions. (Possible responses: Titles, precision, sequence, adequate details). Tell them that today's lesson is going to focus on how to read and navigate multistep instructions. This will help to ensure success in following written tasks.



Problem Solving Activity

1. Ask trainees to read the text about how to make rice pudding. Draw their attention to the headings such as the title, introduction, the ingredients, cooking time, and instructions.
2. Ask them to read the text and try to understand it as best as they can in order to explain it to their classmate.
3. Ask them to read the instructions aloud to each other. Each team member in each group can read a different section (instructions, ingredients, etc.).
4. Ask trainees to explain the instructions to a neighbour in their own words.
5. Ask trainees to discuss their reading strategies. Let the trainees present their findings to the class. Give them a chance to present their experience on how to understand a written text.
6. Once everyone has had a chance to share review the **3.9 Key Facts**.

Reading Comprehension Strategies

- a. Look at titles, headings, and bold words
- b. Study images/pictures and captions for context
- c. Use contextual cues
- d. Read at different speeds for different purposes
- e. Pay attention to sequence
- f. Use a dictionary when necessary



Guided Practice Activity

1. Tell the trainees to read the instructions below about changing a bicycle tire. Remind them to keep the reading comprehension strategies in mind as they go.

How to Change a Bicycle Tire

It can happen to anyone: you're riding a bike, and the tire goes flat. But fear not! With these simple instructions, you'll be rolling along in no time.

1. First, take the wheel off the bike. Use a wrench to loosen the nuts.



Bicycle wrench

2. Second, remove the bike tire and bike tube with a tire lever.
3. Third, find the cause of the flat tire (inspect the wheel, tire, and tube for causes and locations of holes or tears).
4. Next, patch or replace the tube.
5. Finally, reinstall the wheel.

Note: If you need extra help, consult a local mechanic.

2. Guide learners through the questions below. Encourage them to keep in mind reading comprehension strategies.
 - a. What tools are required to replace a bicycle wheel?
Answer: A wrench and a tire lever
 - b. What is the first step in replacing a bicycle wheel?
Answer: Take the wheel off of the bike. *Note for learners that “bicycle” and “bike” are words that refer to the same thing.
 - c. Where might you find the cause of a flat tire?
Answer: The wheel, the tire, and the tube
 - d. In this context, what is a nut?

² Image from Pixabay.com; License: <https://pixabay.com/service/license/>

Answer: A nut is a part of the bike; it is different from a peanut; it is a homonym.

- e. Are there any words that you did not know? How did you find their meaning?

Answers will vary, but learners should be encouraged to consult a dictionary. Also note that there is a picture of a bicycle wrench.

- f. If you need extra help in stalling the bicycle tire, what should you do?

Answer: According to the note, you should call or find a mechanic.)



Application Activity

1. The following instructions and ingredients are in the wrong order. Guide trainees to place them in the correct sequence and location in the template below. Remind them to keep in mind clues such as sequence words (first, finally, etc.).

Word Bank	
Finally, cook until done. Transfer to a plate and serve.	Second, add butter to pan on the stove. When melted, add the eggs.
This classic recipe can be prepared quickly and makes an elegant meal. Remember not to overcook the eggs, or they will be rubbery.	3 eggs, salt, pepper, butter
First, combine the eggs, salt and pepper in a mixing bowl.	The Perfect Omelette

Title → The Perfect Omelette

Introduction → This classic recipe can be prepared quickly and makes an elegant meal. Remember not to overcook the eggs, or they will be rubbery.

Ingredients → 3 eggs, salt, pepper, butter

Steps →

1. First, combine the eggs, salt and pepper in a mixing bowl.
2. Second, add butter to pan on the stove. When melted, add the eggs.
3. Finally, cook until done. Transfer to a plate and serve.

2. Ask trainees to compare their answers with one another. Are they the same? Ask trainees to explain their decisions in placing the text.



Points to Remember

- Look at titles, headings, and bold words.
- Study images/pictures and captions for content.
- Use contextual clues. Reading is like detective work.
- Read at different speeds for different purposes.
- Pay attention to sequence.



Formative Assessment








1. Ask trainees to write directions for a simple task. For example, how to make ubugali or how to start a fire.
2. Trainees then write the directions (with headings and pictures, if possible) and then show them to the partner.
3. The partner must read their partner's directions and then explain to their partner, confirming that s/he understood correctly.



Further Information for the Trainer

1. Omelet Recipe:
<https://cooking.nytimes.com/recipes/1018367-omelet>
2. Flat Tire:
<https://www.rei.com/learn/expert-advice/flat-tire.html>

Learning Outcome 3.8: Use comprehension strategies to understand text

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Formulate questionsRespond to different comprehension questionsApply strategies for comprehension of a text
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Individual, pair and group activities; texts; scenarios</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Different written materials, trainee's manual, writing materials and notebooks for the trainees
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate materials such dialogues, texts and other real life materials.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Write a simple sentence▶ interpret messages in a short written material▶ Basic English reading

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the basic structure of a text	1. Use prior knowledge to infer the meanings of a text	1. Appreciates subtleties
2. Identify reading comprehension strategies	2. Read strategically	2. Methodical
3. Describe strategies to monitor reading comprehension	3. Deduce the meaning and use of words by contextual clues	3. Quick to synthesize new knowledge



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees the following question: Imagine that you are about to read a newspaper article about wildlife conservation (protecting animals) in Rwanda. You are being asked two different questions:
 - a. How many of the world's mountain gorillas live in Rwanda?
 - b. What efforts are currently being made to protect Rwandan wildlife?
2. How would you go about finding the answers in the article? Would you read the article differently to find each answer?
3. Guide trainees to discuss that the different questions require different strategies. Question a requires a very specific answer, and Question b is more general. There are different ways to read to find different types of information. Today, we will discuss different ways to read for different information.



Problem Solving Activity

1. Direct trainees to quickly read the text in **Topic 3.8 Task 2**. They should try to answer the following questions.
 - a. What is the passage about?
Answer: Rainbows

b. What happens for us to see a rainbow?

Answer: We see a rainbow when there have been a reflection, refraction and dispersion of light in water droplets resulting in a spectrum of light appearing in the sky.

2. Direct trainees to read the text carefully (and more slowly). Answer the questions below:

a. In relation to the sun's position, where does the rainbow appear?

Answer: A rainbow is located in the section of sky directly opposite the sun.

b. In paragraph 2, what makes the arc that the observers see above the ground?

Answer: Illuminated drops

c. Which colours of a rainbow are mentioned in paragraph 3?

Answer: Red and violet

d. What happens with colours in a double rainbow?

Answer: The order is reversed.

e. A rainbow often appears in two phases. What are they?

Answer: Primary rainbow and double rainbow

3. Ask trainees: Did the different types of questions require you to read the text differently? How was it to read fast versus slowly?

Possible Answer: When we read slowly, we are looking for specific answers. When we read quickly, we are often searching for the big idea.



Guided Practice Activity

1. Direct trainees to **Topic 3.8 Task 3** in their manuals. Tell them to think back to the text about rainbows.

a. Did the different types of questions require you to read the text differently?

b. How was it to read fast versus slowly?

2. Consider **Questions 1 and 2** from the **Problem Solving Activity** and classify them under:

a. Skimming

Answers: 1 a, 1 b

b. Scanning

Answers: 2 a, 2 b, 2 c, 2 d, 2 e

3. How do the answers justify your choices for skimming and scanning?

Answer: 1 a and 1 b provide general ideas while all of the question 2 answers ask for specific information.



Application Activity

1. Explain to learners that usually they are the ones finding the answers. For this activity, we are doing to work backwards: this time, they are going to think of questions that could be asked about the following text. Direct them to read the text below:

The Rwandan Education System

Rwanda operates on a 6-3-3-4 school system. It is to say six (6) years for primary school, three (3) years for ordinary level, three (3) years for advanced level and four (4) years for university bachelor's degree. 3 official languages of instruction are used in the Rwandan education system. Kinyarwanda is used in primary school P1-P2. English is used from P4 through university. French is taught as well but as a supplemental subject in public primary and secondary schools. A few private schools have both Anglophone and Francophone systems. They use English or French respectively as their languages of instruction. ³

Prior to 1900 education in Rwanda was informal. It was largely delivered through the family. Amatorero training schools also delivered the training. Among the courses trained included military and war skills. Foundry and iron smith work were taught. Basket making as well as poetry were also included. ⁴

2. What is one general question that could be asked about the text?

Possible Answer: How did the Rwandan education system change before and after 1900?

3. What are three specific questions that could be asked about the text?

Possible Answers:

- What does "6-3-3-4" mean in the Rwandan education system?

³ U.S. Embassy in Rwanda. (n.d.). *Rwanda education system*. <https://rw.usembassy.gov/education-culture/rwanda-education-system/>

⁴ Wikipedia. (n.d.). *Education in Rwanda*. Retrieved 2020, from https://en.wikipedia.org/wiki/Education_in_Rwanda

- How are the 3 official languages in Rwanda used in education?
- What courses were included in Amatorero training schools?



Points to Remember

- Skimming and scanning are two different reading strategies. Each serves a different purpose.
- Skimming is reading rapidly to find main information; the reader does not read everything. It is useful to get the gist of the passage.
- Scanning is reading to find detailed information about the passage. It is important to read the questions we need to answer to know what to search for.



Formative Assessment

Read the following text and answer the questions that follow.

Rwandan Social Services

The provision of social services is done by the government or nongovernmental organisations for the benefit of the community. These include education, medical care, housing, food, roads, welfare and poverty reduction programmes.

Health: Mutuelles de Santé

In Rwanda, the Ministry of Health is committed to improving the health of the Rwandan people by strengthening the quality of health care and providing access to treatment through the health insurance scheme (Mutuelles de Santé).

The ministry also launched a community-based insurance scheme in the country. The scheme covers all services and medicine provided by the health centres to sick people as well as ambulance transport to the hospital.

The beneficiaries are required to contribute to the scheme. However, the government pays for the very poor people as well as other vulnerable groups who cannot manage to contribute to the insurance scheme.

Poverty Reduction: Girinka

Through the “Girinka programme”, the government has been able to reduce poverty and child malnutrition among poor rural families. This programme also known as “one cow per poor family” is a system by which each poor family is given one cow. It is aimed at improving their living conditions and giving them hope for survival.

This programme combines livestock and crop farming. The cows produce milk, which is a source of nutrition for the family as well as income from the sale of surplus milk. The cows also provide organic manure used to fertilise the soil. As a result, this improves their livelihood through a more nutritious and balanced diet from milk, increased agricultural output through higher soil fertility and higher incomes.

Group Resettlement: Imidugudu From The New Humanitarian

“The Rwandan government introduced the national human settlement policy, which came to be known as “Imidugudu”, in December 1996. This policy focused on group settlement as a way of solving the problem of land scarcity. It aimed at establishing specific residential areas in each village in efforts to promote proper land utilisation and the provision of basic services.

With the help of United Nations agencies such as the United Nations High Commissioner for Refugees (UNHCR) and a number of nongovernmental organisations such as PREFER (Poverty Reduction Education Family Empowerment), the government then began building homes for the hundreds of thousands of people who were returning from exile after the war. Most beneficiaries were the vulnerable survivors of the genocide, many of whom were widows and orphans.

The programme since 1997 has been modified and extended to help the rural people more generally. This is aimed at bringing scattered households closer together in villages. The concept of Imidugudu was seen to offer many advantages to the population because of the fact that people would be living together in defined areas. This would make it much easier and more efficient for the government to provide social and economic services to the population.

Under this program, the government focuses on the provision of services such as health, education, water and sanitation. The government also aims at providing roads and other

communication networks, agricultural extension services and easy reach to markets. This would eventually encourage development in these locations.”⁵








1. What is the main topic of this reading passage? How do you know?
Answer: Rwandan social services—that is the title of the passage
2. What three main programmes are discussed in this passage? Does an answer to this question require skimming or scanning?
Answer: Health, Poverty Reduction, and Group Resettlement. This answer requires skimming for the bold sections.
3. Which United Nations agency supports the building of homes for those returning from exile? Does this question require skimming or scanning?
Answer: United Nations Commissioner for Refugees—UNHCR; this question requires scanning for detailed information.
4. What is the other name for the Girinka programme?
Answer: “One cow per family”
5. What is the conclusion of this text?
Answer: The government provides many services that promotes the development of the country.

Further Information for the Trainer

1. Skimming:
<https://www.teachingenglish.org.uk/article/skimming>
2. Scanning:
<https://www.teachingenglish.org.uk/article/scanning>

⁵ IRIN News. (2004, October 5). *Government implements low-cost housing for returnees*. The New Humanitarian. <https://www.thenewhumanitarian.org/report/51581/rwanda-government-implements-low-cost-housing-returnees>

Learning Outcome 3.9: Identify main idea, supporting details, sequence and common transitions

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Identify main idea and supporting details in a reading materialIdentify types of supporting reading materialsIdentify sequence words and common transitions
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; use of real life materials and examples; Brainstorming; Individual, pair and group activities; Texts; Scenario</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Different written materials, writing materials and notebooks for the trainees
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate materials such dialogues, texts and other real life materials
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Write a simple sentence▶ Interpret messages in a short written material▶ Basic English reading

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify main idea and supporting details in reading materials	1. Use reading strategies to comprehend a given text	1. Seek out evidence to support a main idea
2. Identify different types of supporting reading materials	2. Use specific details to support a main idea	2. Make logical and smooth transitions in a story or text
3. Recognize the markers of sequencing and common transitions	3. Clarify sequences and transitions in reading material	3. Recognize the main idea or “take-away” of a text or argument



Steps:



Getting Started: What do we know and where are we going?

1. Show learners two different paragraphs about gender equality in Rwanda. Which one is a stronger or more convincing paragraph? Why?

Paragraph A:

Gender equality is good. Rwanda is a leader in the world when it comes to gender equality. When boys and girls are given equal opportunities, all parts of society are better.

Paragraph B:

Gender equality is beneficial for society, and Rwanda is leading the world in many regards. First, Rwanda has the highest percentage of female parliamentarians in the world, with approximately two-thirds of the seats held by women. (Other countries, such as the United States, ranks far lower on this list, at seventy-fifth.) Global studies have shown that gender equality helps to prevent gender-based violence, promote economic growth, and make communities healthier. In conclusion, other cultures and countries can look to Rwanda to lead the way.

2. Lead learners with a discussion of why paragraph B is stronger.

Answer: It has a clear topic sentence, offers concrete examples and evidence, and includes transitions and a conclusion. It is more specific and more convincing.

3. Explain to learners that today's lesson will focus on how to write effective and convincing paragraphs.



Problem Solving Activity

1. Below are different definitions of an effective paragraph; ask the learners to read them and find the correct definition. Present the different definitions to the learners. You can even add what learners mentioned from their group discussions.
 - a. A paragraph is group of sentences expressing varied ideas in a well indented piece of writing. Effective paragraphs are characterized by comparisons, examples and clear layout.
 - b. A paragraph is a collection of sentences that all relate to one main idea or topic. Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development.
 - c. A paragraph is just a combination of words in a well grouped set of sentences. An effective paragraph is characterized by coherence, layout and conclusion.
 - d. A paragraph is set of grouped sentences with more than one hundred words. It must have one topic sentence, body and conclusion.

Answer:

(b) A paragraph is a collection of sentences that all relate to one main idea or topic. Effective paragraphs have four main characteristics: a topic sentence, unity, coherence, and adequate development.

Note: Clarify that a paragraph is not about word length, though most paragraphs include at least four sentences.



Guided Practice Activity

1. Instruct the learners to read the paragraph below and highlight different parts that make it an effective paragraph.

Rwanda's Impressive Economic Growth

Rwanda is one of the fastest-growing economies in Africa. The country has earned its reputation: its economy has been growing steadily at seven percent each year. Several factors have contributed to this impressive growth. First, in 2000, the Rwandan government established Vision 2020, which stated the goal of becoming a middle-income country by 2020. Second, the Rwandan Development Board (RDB), put in place in 2009, oversees business regulations, foreign investment, tourism, and environmental conservation efforts, acting as a stabilizing institution for economic growth. Finally, corruption levels are relatively low: the 2017 Corruption Perception Index ranked Rwanda the third least corrupt country on the continent after the Seychelles and Botswana. In spite of this growth, rates of poverty and unemployment remain high, so there are many challenges that remain to be addressed. Still, Rwanda's steady economic development is noteworthy and something for which we can be proud ⁶

2. Ask trainees: Considering the definition of an effective paragraph from **3.12 Key Facts**, do you think this paragraph is an effective one? Why?
3. Discuss with trainees how the paragraph includes a topic sentence, supporting details, transitions, and a conclusion sentence.



Application Activity

1. Ask learners to use the following template and to write a paragraph on one of the following topics:

Topics:

- City of Kigali
- Africa
- My family

⁶ Nzohaboimana, D. (2019, January 17). *What makes Rwanda one of Africa's fastest growing economies?*. TRT World. <https://www.trtworld.com/magazine/what-makes-rwanda-one-of-africa-s-fastest-growing-economies-23410>

Topic:		
1	Topic sentence
2	Supporting sentences + transitional word	Support 1 (First)..... Support 2 (Second)..... Support 3 (Third).....
3	Concluding sentence	(As a result)

2. Learners form pairs with their partners and read their paragraphs aloud to one another. Learners evaluate if their partner’s paragraph included the following qualities:
 - Topic sentence
 - Supporting sentences
 - Transitional words
 - Concluding sentence

3. The trainer considers the characteristics of an effective paragraph and asks for volunteers to share what made their paragraphs successful.



Points to Remember

- An effective paragraph is a piece of writing dealing with one single idea. It is characterized by a topic sentence, supporting sentences and a concluding sentence put together for unity, organization and coherence.

- The topic sentence is the first sentence in a paragraph; it introduces the main idea of the paragraph, summarizes the main idea of the paragraph and makes clear what the paragraph is about.

- Supporting sentences come after the topic sentence, making up the body of a paragraph, they give details to develop and support the main idea of the paragraph by facts, details, and examples.
- The closing sentence is the last sentence in a paragraph; it restates the main idea of the paragraph using different words. It may also transition to the next paragraph if it is part of a longer piece of writing.
- Transitions are words and phrases that provide a connection between ideas, sentences, and paragraphs, they help to make a piece of writing flow better by turning disconnected pieces of ideas into a unified whole, and they prevent a reader from getting lost in the storyline.



Formative Assessment

1. The following sentences are mixed up and in the incorrect order. Sort them out to form a coherent paragraph.

Sentences:

- Consequently, over millions of years, the sediment became rock.
- Additionally, its weight put even more pressure on the sediment.
- Sedimentary rocks have a long and layered history.
- Also, the amount of water on top of the sediment might have increased.
- Next, more sediment covered the earlier sediment and put pressure on the earlier sediment.
- Finally, the rock was thrust up so that we can see its layers today in places like the Grand Canyon.
- First, sedimentary rocks were formed when sediment sifted down under water.

Answer:

Sedimentary rocks have a long and layered history. First, sedimentary rocks were formed when sediment sifted down under water. Next, more sediment covered the earlier sediment and put pressure on the earlier sediment. Also, the amount of water on top of the sediment might have increased. Additionally, its weight put even more pressure on the sediment. Consequently, over millions of years, the sediment became rock. Finally, the rock was thrust up so that we can see its layers today in places like the Grand Canyon.)

2. In your own words, write a paragraph describing what an effective paragraph is. Revisit **3.12 Key Facts** for guidance.

Learning Unit 3 Summative Assessment

Administer the following summative assessment to determine if the learning outcomes have been achieved for this unit dealing with reading comprehension of basic English.

Procedure:

1. Explain to the trainees that they will now be assessed on the reading comprehension of basic English.
2. Each trainee should be provided a copy of Parts 1,2 and 3 of the assessment and answers the reading tasks individually.
3. Trainees have two hours to complete the task

Part 1:

Read and follow simple and multi-step written directions

Put the following instructions in the correct order. They are for a colleague who will open up your place of work.

Instructions to a colleague

Start at 8 a.m.

1. Then open the windows and turn on the lights so you can see.
2. 078-555-555-55
3. After the deliveries come, check the phone and shop email account for any new messages.
4. At 8.15 a.m., watch out for the fresh deliveries at the back door. They usually arrive at that time. Pay attention to the order list and what is actually delivered. Remember not to sign for anything that isn't in the delivery as there are often items missing.
5. Firstly, when you enter the shop, remember to turn off the alarm.
6. Once, you can see inside, please don't forget to start heating some water for tea so your colleagues have fresh tea for when they arrive.

7. Finally, there is a red logbook under the counter. Make sure you sign it for each day when you have completed all points on this checklist. Make a note of any issues. If you have any problems, call your supervisor number below.
 8. Do this by turning off the alarm panel directly after unlocking the door. It's behind the door near the light switches. Do not do anything else inside before this or you will have problems.
 9. You need to finish everything above before 8.45 a.m. and open the shop at 9 a.m.
- a. Underline any sequence words in the instructions.
 - b. Write the numbers in order which correspond to the instruction sequence:

Answers

- a. Sequence words:
Firstly, Then, Once, Finally
- b. Order of instructions
5, 8, 1, 6, 4, 9, 3, 7, 2

Part 2:

Use of reading comprehension strategies to understand text

To: Dr. MC Cyulinyana

From: Nina Petrov

Subject: Report on Smart Africa conference

Dear Dr. MC Cyulinyana,

Thanks for making it possible for me to go to the Smart Africa conference in Kigali last week. As you know, it is the biggest technology conference in the continent and very important to our work. I learned a lot and I've made some new contacts that will be good for our company. I think we should try to attend the 'Innovation Day' in May as well.

I focused on talks about robotics, as that is our most interesting area at the moment. The presentations on robot 'hands' and robots for hospitals were particularly interesting for us. I will leave a detailed report on your desk about this new research with some

suggestions about how we can use it. Thanks again for this opportunity. I'm happy to discuss the report further if you're interested.

Best regards,
Nina

Circle and write the correct answer:

1. Who went to the smart Africa conference?
 - a. Nina Petrov
 - b. Dr. MC Cyulinyana,

2. What is the Smart Africa conference?
 - a. A large conference in Africa about technology
 - b. A presentation on robot 'hands' and robots for hospitals

3. What is the report about?
 - a. a new opportunity
 - b. robotics research

4. What kind of text do you believe this is?

Answers:

1. a
2. a
3. b
4. memo or email

Part 3:

Identify main idea, supporting details, sequence and common transitions in simple texts

Artificial Intelligence

Artificial Intelligence (AI), sometimes called “machine intelligence,” is intelligence demonstrated by machines. It is in contrast to natural intelligence displayed by humans and non-human animals. The term AI was coined by computer scientist John McCarthy in 1955. Initially the field of AI was founded on the assumption that human intelligence “can be so precisely described that a machine can be made to simulate it.” Later, this raises philosophical arguments about the nature of the mind and the ethics of creating artificial beings with human-like intelligence. Consequently, people also consider AI a danger to humanity; others believe that it may lead to mass unemployment, with fears of robots taking jobs from humans. In conclusion, whether we like it or not, AI is here to stay.

1. What is the main point of this text?
2. Who coined the term AI?
3. When was the term AI coined?
4. What are some concerns people have about AI?
5. Underline the topic sentence.

Answers:

1. Artificial intelligence is an important topic today.
2. John McCarthy
3. 1955
4. People are concerned about the ethics of creating artificial beings with human-like intelligence and also consider AI a danger to humanity; at the same time others believe that it may lead to mass unemployment, with fears of robots taking jobs from humans.
5. Artificial Intelligence (AI), sometimes called “machine intelligence,” is intelligence demonstrated by machines.

Checklist	Score	
	Yes	No
Indicator 1: Read and follow simple and multi-step written directions (Part 1)		
A passing score of %50		
Indicator 2: (Part 2)		
A passing score of %50		
Indicator 3: (Part 3)		
A passing score of %50		
Observations:		



Self-Reflection

1. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the trainee’s manual to identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees’ results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed



Further Information for the Trainer

1. Advanced Reading Power (www.pdfdrive.com)
2. Reading, Writing and Learning in ESL_ A Resource Book for K-12 Teachers (www.pdfdrive.com)
3. Prefixes And Suffixes (Four-Blocks Literacy Model) (www.PDFDrive.com)
4. Chapter 3 Suffixes (www.PDFDrive.com)
5. Prefixes and Suffixes_ Teaching Vocabulary to Improve Reading Comprehension (Grades 4-8) (www.PDFDrive.com)
6. Word Parts Dictionary_ Standard and Reverse Listings of Prefixes, Suffixes, and Combining Forms (www.PDFDrive.com)
7. 2-reading-comprehension-skills-strategies-level-8
8. <http://www.primaryconcepts.com>
9. Homonyms, Homographs, Homophones
10. English for Rwanda Schools/Secondary 3 Learner’s Book

Learning Unit 4: Write to convey ideas and information



Learning Outcomes








By the end of the Learning Unit, trainees will be able to:

- 4.1 Determine the purpose and audience for communicating in writing
- 4.2 Fill out simple forms
- 4.3 Write simple workplace documents
- 4.4 Write a paragraph with a beginning, middle and end
- 4.5 Use capitalization and punctuation marks in writing
- 4.6 Spell familiar words phonetically and by application of some basic spelling rules
- 4.7 Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose and produce a draft
- 4.8 Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process
- 4.9 Revise a first and final draft based on feedback from others

Learning Unit 4 Self-Assessment

1. Ask trainees to look at the illustration above (in their Trainee Manuals) and discuss what they see. What topics do they think this unit will include based on the illustration? After some brainstorming, share the main topics.
2. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee Manuals. Explain that the purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning. At the end of the unit, they will do a self-reflection, which includes re-taking the self assessment and identifying their strengths, areas that need improvement and actions to take. The self-assessment is not a test!

Learning Outcome 4.1: Determine the purpose and audience for communicating in writing

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Adapt writing to fit general purpose.Modify writing with audience in mind.Adjust writing to meet the needs of different readers.
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life materials and examples; brainstorming; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Trainee’s manual, writing materials and notebooks for the traineesSample documents – samples of different workplace documents
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents as possible. You can also write on pieces of paper those that cannot be found in hard copy such as the internet related (emails, WhatsApp, etc.).
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Interpret written instructions▶ Basic written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the main purpose of different types of written documents	1. Adapt writing to fit general purpose.	1. Flexible
2. Identify different types of audiences and readers	2. Modify writing with audience in mind	2. Takes in others' perspectives
3. Identify different readers	3. Adjust writing to meet the needs of different readers	3. Detail oriented



Steps:



Getting Started: What do we know and where are we going?

1. Divide learners into groups of three. Ask them to think about something that they have written in the past. It could be an email, a text message, an official form, a letter to a friend.
2. Ask them to discuss to whom they were writing and for what purposes. How did those factors affect their writing? For example, were they more casual or formal? Were they writing to communicate logistical details such as a meeting place and time, or to discuss more complex issues? Did they use abbreviations, for example, or did they spell everything out?
3. Ask groups to share some of their discussion points. Explain that learning outcome is going to focus on the purpose of writing and how to write for different types of readers.



Problem Solving Activity

1. Ask trainees to read the writing samples presented below (**Topic 4.1 Task 2**) and identify the purpose and intended audience for each. Help them to identify the audience and purpose of the writings. Be sure to point out details and evidence that supports their answers.

Text A

Mugabo Family,

You are invited to dinner in honour of Chrystella

Come and help Chrystella celebrate her birthday party with friends and classmates from Kigali Parents School.

Saturday, the 24th August 2019, 1:00 pm until 3:00 pm at Bambino Super City, Kabuga

Please have your children put on white casual wear and bathing suit under their clothes.

Please confirm your attendance by Monday 19th August.

Your presence is highly appreciated.

Answer:

Purpose: Social invitation to a party

Audience: Invitees to the party—private list

Text B

JOB OPPORTUNITY

Kigali Serena Hotel requires the services of a qualified person for the position of Chief Finance Officer.

Qualification

Master's degree or MBA (finance) from a recognized educational institution.

Experience

5 years qualification experience in a similar position or in the rank of Assistant/ deputy manager finance in an organization of repute.

Salary

An attractive salary will be offered to the selected candidate.

Interested candidates may send their written applications along with a copy of CV, two passport-size photographs and names and contact details of three referees by or before 20th August to the following address:

KN 3 Avenue
Kigali@serena.co.rw
Kigali
Rwanda

Answer:

Purpose: Advertisement for a job vacancy

Audience: General reader

Text C

MARASA UMUBANO HOTEL
KG 7 AVE 874
Kigali-Rwanda

NOTICE OF MARASA UMUBANO HOTEL TEMPORARY CLOSURE

Marasa Umubano Hotel will be closed temporarily from April 2019 to September 2019 for renovation processes.

The Hotel management is apologizing for any inconveniences that may be caused by this temporary closure.

If you have any queries or suggestions, you can contact us on phone (+250) 788136000.

James Kabano
Manager

Answer:

Purpose: Announcement from management for a temporary hotel closure

Audience: General reader



Guided Practice Activity

1. Ask trainees to read the following two documents (**Topic 4.1 Task 3**) and answer the corresponding questions. Review the answers together after each text.

Text A

June 18

Dear Professor Kamal,

It has come to our attention that we have discovered some important artefacts in your country's national parks. We have found an assemblage of femurs, coprolite, and a flexed burial, possibly dating from the Bronze Age. In order to expedite absolute dating, we invite you and your team to visit the site and assist with archaeological excavation.

Sincerely,

Dr. Abu Kamanzi

Director, National Parks

1. Answer the following questions for Text A:

- a. Who is the intended audience? Underline the correct answer.

General audience Expert

- b. How do you know?

Answer: The vocabulary is very specialized and is between a doctor and a professor.

- c. What information is being communicated in this document?

Answer: The director of national parks is inviting the archaeologist to assist with the discovery of artefacts.

- d. How would you write this sample differently if it were for a different reader?

Answer: If the sampler were written to a more general reader it would avoid technical vocabular, for example it would not assume the readers is familiar with terms like femurs or the Bronze Age. Instead it would use general terms like bones and thousands of years ago.

Text B

Dear family, friends, and colleagues,

We are proud to announce the birth of our beautiful daughter, Grace Yvette Umugisha. She was born January 15. Baby and parents are happy and healthy.

Warmest regards,

The Umugisha family

2. Answer the following questions about Text B:

a. Who is the intended audience? Underline the correct answer.

General audience Expert

b. How do you know?

Answer: The vocabulary is accessible, and the message is addressed to “family, friends, and colleagues.”

c. What information is being communicated in this document?

Answer: The birth of a baby girl in the Umugisha family.

d. How would you write this sample differently if it were for a different reader?

Answer: The text would most likely not change much if it were written to a specialist or expert, because its purpose is quite general anyways.



Application Activity

1. Instruct trainees to open their trainee manual to **Topic 4.1 Task 4** and read the following instructions together:

“Imagine that you are the head teacher of a school in Kigali and, need to inform teachers, trainees and parents about an award that your school has received based on excellence from the government. You are announcing a community- celebration to take place in February.”

2. Once everyone has understood the task. Have trainees write a draft of this letter to the teachers, and another to trainees and parents.

3. Be sure to point out the points to consider before starting:

a. Think about what is the purpose of your writing?

b. What information do you need to share?

c. How will the information be different in the two letters?



Points to Remember

- We write to entertain, inform, explain, support an opinion and write a response to texts.
- There are 5 main writing processes: prewriting, drafting, revising, proofreading and publishing.
- There are 3 types of audiences: primary audience, secondary audience and nominal audience.
- The four categories of audience are expert, technician, manager and general reader.



Formative Assessment

You will now write two brief texts according to the following description:








1. Write a short memo to convince your co-workers that it is better to finish a project several weeks ahead of schedule, instead of waiting until the week of the deadline.
2. Write an email to invite a client to a work related dinner on Friday night.



Further Information for the Trainer

1. <http://www.poucecoupe.ca/content/village-office-holiday-closure>
2. <https://www.slideshare.net/MazharIftikhar/job-advertisement-sample>
3. https://www.google.com/search?q=letter+for+farewell+party+invitation&tbm=isch&source=iu&ictx=1&fir=QMTHoEM60J8VwM%253A%252Cd2XsQGpbYiaSWM%252C &vet=1&usg=AI4 - kR_39XljlC8LEiRWruX_T42nyHcg&sa=X&ved=2ahUKEwjowPmX95vkAhXFDewKHZ7YANgQ9QEwAXoECAgQBg#imgrc=hgg5sYqHhxmzhM:&vet=1

Learning Outcome 4.2: Fill out simple forms

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Develop different content of workplace documentsDesign layout of different workplace documentsComplete different workplace documents
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Trainee's manual, writing materials and notebooks for the traineesLearning materials - Samples of different workplace documents
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents as possible. You can also write on pieces of paper those that may not be available in hard copy such as the internet related (emails; WhatsApp, etc.)
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Familiarity with simple workplace documents▶ Basic written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify content and layout of work related forms	1. Design layout of different workplace forms	1. Precision
2. Lists information to include in forms	2. Fill out a form with appropriate related information	2. Willing to try
3. Familiarize oneself with some vocabulary related to forms such as job applications	3. Discuss how forms can be used at work	3. Excitement for new information



Steps:



Getting Started: What do we know and where are we going?

1. Answer the trainees to open their trainee manuals to **Topic 4.2 Task 1** and read the following questions about information forms:
 - a. Have you ever had to provide basic information in writing form?
 - b. Where, how and why?
 - c. How might the form you were given help organize the information you provided?
 - d. Where are some other places you have seen forms?
 - e. Is there any information you wouldn't provide on a form? What might that be?
 - f. How can forms be used at places of work?
2. Explain to the trainees that basic information forms help organize information in a way that is easy to read and see. Most places of business or service, such as mobile telephone company or a hospital require you to fill out forms, you should always be careful about the information you provide. Never give away information that could put you in a vulnerable place such as your bank account number. In general forms are great way to gather information from customers and colleagues when trying to get things like customer contact details or feedback.



Problem Solving Activity



Topic 4.2 Task 2:

1. Work with trainees to collectively create a profile for someone named KALISA Eugene Sheja. Make a list of qualities of Eugene that includes the following: address, phone number, family members, next of kin, next of kin's telephone and address, work experience, the position Eugene is applying for, expected hourly rate and earnings, date available to work, birth date, age, ability to drive, weight, health, date of doctor's appointment, and doctor's name. This list of information on the board will serve as Eugene's profile.
2. Review the vocabulary listed in the employment and health record forms with trainees. Direct them to fill out the forms accordingly. Review answers as a group and respond to any questions.



Guided Practice Activity

1. Ask trainees to fill out the following form found in **Topic 4.2 Task 3**. Review vocabulary. Clarify that they understand what is being asked and assist them with any difficulties.

Personal Information

Last name	First name	Middle name	Nationality	Country	
Street Address	City	District	Sector	Sex	Phone contact

Prior Work Experience

	Current or Most Recent		Prior		Prior	
Employer						
Address						
City, District, Sector						
Telephone						
Name of Immediate Supervisor						
Dates of Employment	From	To	From	To	From	To

Position/Job Title			
Pay			
Reason for Leaving			
May We Contact			

Education

	Name/Location	Year of completion	Degree	Major
High School				
College/University				
Trade School				
Other				

List any applicable special skills, training or proficiencies.

Disclaimer - By signing, I hereby certify that the above information, to the best of my knowledge, is correct. I understand that falsification of this information may prevent me from being hired or lead to my dismissal if hired. I also provide consent for former employers to be contacted regarding work records.	Signature	Date
--	-----------	------

2. After the trainees have filled in the formula turn the trainees attention to the **4.2 Key Facts** and review them together.



Application Activity



Topic 4.2 Task 4

1. Ask trainees to work in groups of four to design a healthcare appointment form for a nearby health institution.
2. Instruct them to use the following unorganized information which is taken from a make believe person who filled out a hospital form to make an appointment:

Woman, february 3rd, HAKIZIMANA Jean-Claude, HAKIZIMANA Ange, Dr. NYIONSHUTI Innocent, Patrick, general pain after eating, KK 15 Kimironko #2, 0785 555 555, 55kg, 28 years old, Kigali Gatsabo, Kimihurura, HAKIZIMANA, Doreen, Gloria

3. Remind them that the form should organize the information provided above so it can be easily read.

4. Encourage them to think about what the most important information and what should come first. What information might be similar to other ones and therefore should be put closer together.

5. Direct them to the points below to help organize their design.
 - Names: First, Last, Middle,
 - Address
 - Age
 - Weight
 - Sex
 - Date of appointment
 - symptoms
 - Doctor
 - Signature
 - Family
 - Parents
 - Next of kin
 - Contact for next of kin

Example of a possible design

Health Record Form

PERSONAL INFORMATION		
Last Name	First Name	Middle Name
	Doreen	
Address		
City	District	Sector
Age	Weight	Sex
Symptoms:		
Date of appointment	Doctor	Signature
Parents		
Father's names		Mother's names
Next of kin		
Names	Address	Telephone



Points to Remember

- Forms are quick ways of expressing exactly what the addressee, recipient or employer wants.
- For job application forms for instance, unlike a CV, the applicant has specific questions to answer, which can make it easier to match his/her skills to the job.
- If you are ever unsure of vocabulary on employment, school, or health forms, then be sure to ask for clarification.



Formative Assessment








1. Tell trainees to fill out the following job application form with required information.
Note: if trainees do not feel comfortable filling out their own information, they may create a persona (like the one for Eugene in the **Problem Solving Activity**).⁷

Position you're applying for			
Desired salary			
Date available for work			
PERSONAL INFORMATION			
Last Name	First Name	Middle Name	
Address			
City	District	Sector	
Age	Weight	Sex	
Date of appointment	Doctor	Signature	
Parents			
Father's names		Mother's names	
Next of kin			
Names	Address	Telephone	

⁷ Doyle, A. (2019, December 28). *Top tips for filling out job applications*. The Balance Careers. <https://www.thebalancecareers.com/how-to-complete-a-job-application-2058589>

Education				
School name	Location	Years attended	Degree received	Major
Other training, certifications or licenses held				
Date		Signature		

Learning Outcome 4.3: Write simple workplace documents

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Format a workplace document correctlyTailor the content of a workplace document according to recipient sCommunicate ideas or information efficiently and clearly through a memo or business letter
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials - Trainee’s manual, writing materials and notebooks for the trainees
	<p>Preparation:</p> <ul style="list-style-type: none">Find as many samples of workplace documents as possible. You can also write on pieces of paper those that cannot be availed in hard copy such as the internet related (emails; WhatsApp, etc.)
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">Write simple structured messagesBasic written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify structure of a simple workplace document	1. Format a workplace document correctly	1. Communicate with professionalism
2. Identify elements of simple workplace documents	2. Tailor the content of a workplace document according to recipient	2. Pay attention to detail, formatting, and etiquette
3. Identify the different purposes for writing a workplace document	3. Communicate ideas or information efficiently and clearly through a memo or short business letter	3. Promote transparent communication among clients and employees



Steps:



Getting Started: What do we know and where are we going?

Place trainees in pairs and have them open their trainee manuals to **Topic 4.3 Task 1**.

1. Ask trainees to think of different types of workplace documents. For example, a letter from a bank to clients informing them of holiday hours.
 - a. What type of information may need to be communicated and to whom?
 - b. Why might they be written?
 - c. What might be the protocol, or standard, for workplace documents?
2. Encourage trainees to think of documents written to staff, customers, or potential clients. Ask trainees to share answers with the class.
3. Facilitate discussion of the trainees thoughts and inform them that this learning outcome will focus on workplace documents.



Problem Solving Activity

1. Trainees read the following two documents in **Topic 4.3 Task 2** and answer the following questions:
 - a. To whom are the documents written?
 - b. What is the message of each document?
 - c. What are the similarities between the documents?
 - d. What are their differences?

Document 1

August 15, 2019

To: All employees

From: Kalisa Felix, Cellar Restaurant

Subject: Renovation of the kitchen

I am writing to inform you that, over the next few weeks, our kitchen area will be under construction.

As our restaurant continues to grow, we feel it necessary to provide more communal dining space, and we are very grateful to our facilities team for their hard work in making that happen.

In between the weeks of August 19 –August 31, we will keep the restaurant closed for renovation duties, and all employees will have a two week break.

In the meantime, we are sorry for any inconveniences.

Thank you for your cooperation.

Kalisa Felix
Managing Director

Document 2

Smart Buy
22 Blue Street
Kampala
Uganda

August 15, 2019

Thomas Rugwe
15 KN, 7 Avenue
Rugenge
Kigali City
Rwanda

Dear Mr. Rugwe,

With reference to your order No. 5432 placed on January 2nd 2019, I am writing to apologize for the delay in shipping the item. Unfortunately, the specific model of camera you ordered is currently out of stock. It should be in stock by Monday. We are confident that we will be able to ship your order within the next three days.

Please contact us if you have any questions. Thanks for being patient with us.

Yours sincerely,

Paul Museveni
Manager of Smart Buy⁸

2. Ask trainees to share their responses and discuss. Answer any questions.



Guided Practice Activity

1. Now ask trainees to sit in groups and discuss the same two documents focusing on the layout of both documents. Make sure that the trainees recognize that Document 1 is a memo and Document 2 is a business letter. Direct their attention to the heading, the dates, the address, the salutation, and the closings of the documents.

⁸ User: Manjusha. (n.d.). *Formal letter sample*.

PerfectYourEnglish.com. <https://www.perfectyourengish.com/businessenglish/sample-formal-letter.htm>

2. Trainees should highlight different parts of the memo and the business letter and annotate (or note and mark) them.
3. Assist the trainees where needed and when finished turn their attention to **4.3 Key Facts**. Conclude by reviewing it together and having them compare their notes with the format described in **4.3 Key Facts**.



Application Activity

1. Have trainees turn to **Topic 4.3 Task 4** and explain that in this activity they will write a memo according to the scenario below:

You are Director of Education in Nyarugenge District. Write a memo to the Headteacher of Camp Kigali Primary school requesting him to submit to the district the action plan for the next academic year 2019-2020.

2. Remind trainees to follow the memo layout presented in **4.3 Key Facts**.
3. Be sure to guide trainees on the placement of the heading, date, salutation, closing, etc.

Model letter

Nyarugenge District
KN 14, Muganda St.
Nyarugenge
Kigali City

August 12, 2019

To: Headteacher of Camp Kigali Primary School
From: Abel Mukunzi, Director of Education, Nyarugenge

Subject: Action Plan 2019-2020

This memo serves to request your school to submit to the District the action plan for 2019-2020 not later than August 31, 2019. The document should be in three hard copies and one soft copy.

I am looking forward to your cooperation.

Sincerely yours,

Abel Mukunzi
Director



Points to Remember

- A memo or office note is one of the workplace documents that may have one of several purposes:
 - to inform or remind people about policies, meetings, updates etc.
 - to request information, suggestions or actions
 - to serve as a covering note to send with a report, a file of documents or other material
- Like a memo, other workplace documents such as business letters, requisitions, stock forms, etc., have structures and elements particular to each type of document.



Formative Assessment

1. Below are different elements of a memo, which are out of order. Ask trainees to sort them out to make a meaningful memo.
 - We are writing to inform you of a retirement party for James Rwahama from the Marketing Department.
 - Sincerely yours,
 - From: Denis Hirwa, Director, Human Relations Department
 - Rwanda Metal Ltd
 - RM/03/18 Aug 19
 - KN 514, Street 2
 - Nyarugenge
 - Kigali
 - To: All Employees
 - The party will be held at Radisson Blue Hotel on Saturday 17 august 2019 at 6 pm.
 - Subject: James Rwahama' s retirement party
 - Denis Hirwa
 - Managing Director

- We invite you to join us in celebrating the contribution that James Rwahama made to our company throughout the years.
- Date: August 1, 2019

2. From the memo obtained in question 1, identify the following parts.
 - a. Sender's address:
 - b. Reference:
 - c. Subject:
 - d. Closing:

Answers:

1.

Rwanda Metal Ltd
KN 514, Street 2
Nyarugenge
Kigali

August 18, 2019

RM/03/18 Aug 19

To: All Employees

From: Denis Hirwa, Director, Human Relations Department

Subject: James Rwahama's retirement party

We are writing to inform you of a retirement party for James Rwahama from the Marketing Department.

We invite you to join us in celebrating the contribution that James Rwahama made to our company throughout the years.

The party will be held at Radisson Blue Hotel on Saturday 17, at 6 pm.

Sincerely yours,

Denis Hirwa
Managing Director








2. Answers

- a. Sender's address:

Rwanda Metal Ltd
KN 514, Street 2
Nyarugenge
Kigali

- b.** Reference: RM/03/18 Aug 19
- c.** Subject: James Rwahama' s retirement party
- d.** Closing: Sincerely yours,

Learning Outcome 4.4: Write paragraph with a beginning, middle and end

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Outline main parts of a paragraphIdentify qualities of a good paragraphDifferentiate a strong paragraph from a weak paragraph
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammarSamples - different workplace documents/passages/textbooks, dictionaries
	<p>Preparation:</p> <ul style="list-style-type: none">Find as many samples of workplace documents/passage/texts as possible. You can also write on pieces of paper those that cannot be availed in hard copy such as internet-related text (emails, WhatsApp, etc.)
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">Write simple sentencesBasic written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Define a paragraph	1. Annotate the main parts of a paragraph	1. Meticulous
2. Identify the qualities of a strong paragraph	2. Compose and organize a paragraph	2. Strives for quality
3. Differentiate a strong paragraph from a weak paragraph	3. Improve communication of ideas and information	3. Thoughtful reader



Steps:



Getting Started: What do we know and where are we going?

1. Have trainees open their manuals to **Topic 4.4 Task 1**.
2. Divide learners into small groups and ask them to look at the following choices. Which one describes a paragraph?
 - a. A paragraph is group of sentences expressing varied ideas in a well indented piece of writing.
 - b. A paragraph is just a combination of words in a well grouped set of sentences.
 - c. A paragraph is a group of sentences with one main idea and examples that support it.
 - d. A paragraph is set of grouped sentences with more than one hundred words.
3. Explain to learners that the answer is **C**.
4. Clarify that a paragraph is not necessarily about the number of words, but the content and its organization. Tell learners that this learning outcome will focus on paragraphs, which are an important part of writing, especially in the workplace.



Problem Solving Activity

1. Ask learners to turn to **Topic 4.4 Task 2** and match the following definitions with the correct phrase in the word bank. Review answers together.

Word Bank		
Topic sentence	Concluding sentence	Supporting sentences

- a. It restates the main idea and reinforces the point or opinion. It may also expand the ideas of the paragraph and open up new questions.
Answer: Concluding sentence
 - b. These give facts, examples, explanations, or other types of support to prove the main idea.
Answer: Supporting sentences
 - c. It states the writer's idea, point or opinion. It is usually the first sentence of the paragraph.
Answer: Topic sentence
2. Ask learners to read the paragraph below and identify three main parts:
 - a. Topic sentence
Answer: "Dreams are a complex phenomenon deeply connected to psychology."
 - b. Supporting sentences
Answer: All sentences between the first and last sentence
 - c. Concluding sentence
Answer: "The complicated and mysterious nature of dreams will continue to puzzle researchers for years to come."

Nature of Dreams

Dreams are a complex phenomenon deeply connected to psychology. When people dream, they experience various emotions such as anxiety, joy, fear, etc. Often dreamers believe their dream is real. Many people have recurring dreams. Nightmares are also commonly experienced. They may be due to unresolved problems. Dreams may be extensions of one's thoughts, embodiments of one's fears and desires and predictions about the future. Dreams may even be useful in solving problems. The famous psychologist Carl Jung was known for keeping a dream journal. The complicated and mysterious nature of dreams will continue to puzzle researchers for years to come.

3. Instruct trainees to have a look at the 4.4 Key Facts and review them together.



Guided Practice Activity

1. Guide the trainees to read the paragraph in **Topic 4.4 Task 3** (below) and discuss the role of the words in **bold**. Emphasize that these words are transition words, and they help to guide and structure the paragraph.

Household income affects consumption of fruits and vegetables. **Firstly**, the demand for fruits and vegetables increases with higher income, although the share of the total expenditure allocated to fruits and vegetables tend to decline. **Secondly**, higher income is associated not only with the increase in the volume of fruit and vegetable consumed, but also with an increase in the diversity of fruit and vegetables. **Furthermore**, low income households prioritize the fulfilment of their basic energy needs to avoid hunger, and hence fruits and vegetables tend to be an expensive source of energy. **As a result**, vegetables are seen as the most expensive food items for the poorer households.⁹

2. Once they have discussed emphasize that they orient the reader to the content. Readdress the point in **4.4 Key Facts** about coherency.

⁹ Ruel, M. T., Minot, N., & Smith, L. (2005). *Patterns and determinants of fruit and vegetable consumption in sub-Saharan Africa: A multi-country comparison*. World Health Organization (WHO). https://www.who.int/dietphysicalactivity/publications/f%26v_africa_economics.pdf



Application Activity

1. Ask trainees to turn to **Topic 4.4. Task 4** in their trainee manuals.
2. Using the following template, supervise trainees to write a paragraph about one of the following topics:
 - Their future dreams
 - Their professional strengths
 - Teamwork

Topic	
Topic sentence	
Supporting sentences	Supporting sentence 1 Supporting sentence 2 Supporting Sentence 3
Concluding sentence	

3. Encourage them to use at least four of these transitional words:
 - First of all
 - Secondly

- Third
- Finally
- Consequently
- Therefore

Note: This activity will most likely come as challenge to many trainees. Be supportive and encourage them to try their best, reminding them that this is practice for more advance paragraph writing in later learning outcomes.



Points to Remember

- A paragraph is a piece of writing, usually several sentences, dealing with one single idea. It is characterized by unity, organization and coherence.
- It includes a topic sentence, supporting sentences and concluding sentence.
- The transitional words such as “first of all,” “secondly,” and “consequently” help to organize the ideas in the paragraph.



Formative Assessment

Instruct trainees to complete the following formative assessment in order to check their learning and evaluate if the learning objectives have been achieved. Give feedback when appropriate to each learning so they may better understand where they are in their own learning process.

1. The following sentences are mixed up. Sort them out to form a coherent paragraph using the transitional words ***first of all, secondly, thirdly and consequently***. (Not all sentences will have a transitional word in front of them.) Review the answers with learners.

Sentences:

- 1) The city has made an effort to clean its well paved pot hole free roads and streets on a regular basis, by providing employment to a section of the vulnerable population. (First of all, secondly, or thirdly)
- 2) plastic bags that cause a lot of blockage of the drainage systems, flooding, and soil erosion have been banned. Rwandans have become accustomed to using other kinds of biodegradable shopping bags to do their shopping. (First of all, secondly, or thirdly)

- 3) Kigali remains one of the capitals in Africa where people enjoy a clean environment, and it sets an example for cities around the world. (Consequently)
- 4) Residents have been mobilized to participate in the cleanliness of the city. Every last Saturday of the month, citizens gather for the compulsory national clean up activity, locally known as *umuganda*, and contribute to pay cleaning companies that help to transport their wastes from their homes. (First of all, secondly, or thirdly)
- 5) Kigali City has been hailed by many as one of the cleanest city in Africa, and many efforts have been done by the city authorities to achieve this success.

2. Look at the following two paragraphs. Which one is a better paragraph? Why? Review answers with learners.








Answer: Paragraph B is better because it contains a clear topic sentence, organization, and transitional words.

A. I felt bad when I woke up. The drive to work took a long time, and it was so depressing. When I finally got to work, my boss was in a bad mood. Work was just really stressful the whole day. I left to go home later, but I didn't feel like staying home. I called some people and they were all rude to me. I ended up just doing stuff around the house. I watched some stuff on TV and fell asleep during a boring show.

B. Canada is one of the best countries in the world to live in. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Trainees are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.¹⁰

¹⁰ Auerbach. (n.d.). *How to write a perfect paragraph*. California State University, Northridge. <https://www.csun.edu/sites/default/files/Auerbach-Handout-Paragraph-Writing-Examples.pdf>

Learning Outcome 4.5: Use Capitalization and punctuation marks in writing

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Use common punctuation marks in a sentenceUse capital letters in a sentenceAccurately inflect writing through punctuation
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents/passage/texts as possible. You can also write on pieces of paper those that cannot be availed in hard copy such as the internet related (emails; WhatsApp, etc.)
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Write simple sentences▶ Basic written English

Key Competencies:

Knowledge	Skills	Attitudes
1. Differentiate common punctuation marks	1. Use common punctuation marks in a sentence	1. Precision and accuracy
2. Identify the meaning of common punctuation marks	2. Use capital letters in a sentence	2. Consistency in applying rules
3. Identify capital letters	3. Accurately inflect writing through punctuation	3. Attention to detail



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to open their trainee manual to **Topic 4.5 Task 1** and ask them to think about what they have learned in the last unit about punctuation.
2. Show learners the following sentence. Ask them to identify anything that is either wrong or unclear. How would they correct the sentence with punctuation and capitalization changes?

my name is amahoro francine and i come from nyanza Rwanda, the woman said. what is your name

3. Review with the trainees that there are missing certain punctuation and capitalization. For instance, “Nyanza,” a city, isn’t capitalized here, and it should be. There are also missing punctuation marks to show dialogue and the presence of a question. The sentence should look like this:

*My name is Amahoro Francine, and I come from Nyanza, Rwanda,” the woman said.
“What is your name?”*

4. Explain that this learning unit will focus on punctuation and capitalization in writing. These can help us to express ideas and information more clearly.



Problem Solving Activity

1. Below is a chart of different punctuation marks used in writing. Ask trainees to choose from the box of punctuation marks in **Topic 4.5 Task 2** and match the mark accordingly. An example has been completed for the learners. Other answers are included below.

Different punctuation marks	
. , : () ! — ; ? “ ” - ’	

Punctuation mark name	Purpose	Punctuation mark symbol
Period (also known as a full stop)	Placed at the end of declarative sentences, statements thought to be complete and after many abbreviations	.
Comma	Used to join 2 independent clauses, to separate elements in a series, to separate nonessential elements from a sentence, after an introductory phrase, prepositional phrase, or dependent clause, and after a transitional elements	,
Exclamation mark	Used when a person wants to express a sudden outcry or add emphasis	!
Question mark	Placed after an interrogative sentence	?
Semicolon	Used to separate parts of a sentence which need clearer separation than would be shown by a comma, to separate main clauses which have no conjunction between, and to separate phrases and clauses containing commas	;
Quotation marks	Placed around a direct quote	“ ”
Colon	Used to separate two independent clauses when the second explains or illustrates the first	:
Hyphen	Used especially to divide or to compound words, word elements, or numbers	-
Dash	Indicates a break in the thought or structure of a sentence	—

Parentheses	Used to add and enclose extra information in a sentence	()
Apostrophe	Used to show possession or the contraction of a word ¹¹	'



Guided Practice Activity

1. Ask trainees to read each sentence in **Topic 4.5 Task 3** and to identify the punctuation marks in bold. Answers can be found below. Be sure to review correct answers with trainees.

a. George wakes up at 4 a.m. each day. **(**He is very disciplined and an early bird by nature.**)**

Answer: parentheses

b. We purchased all of the ingredients for the salad**:** tomatoes, lettuce, carrots, and salad dressing.

Answer: colon

c. **“**Alice, are you ready for the party?**”** her mother asked from the kitchen.

Answer: quotation marks

d. The mayor was born in the year nineteen sixty-eight.

Answer: hyphen

e. **“**Ezekiel, did you like the birthday cake?**”**

Answer: question mark

f. The trainees came from several cities, including Kigali, Rwanda**;** Kampala, Uganda; Beijing, China**;** Toronto, Canada**;** and Oslo, Norway.

Answer: semicolon

g. Agathe announced that she is allergic to nuts**.**

Answer: period/full stop

h. To make rice pudding, you will need rice, milk, sugar, and cinnamon.

Answer: comma

¹¹ YourDictionary. (n.d.). *What are the 14 punctuation marks in English grammar?*. <https://grammar.yourdictionary.com/punctuation/what/fourteen-punctuation-marks.html>

- i. Jean-Baptiste is scared of animals—especially dogs.

Answer: dash

- j. Louise's favourite drink is orange Fanta.

Answer: apostrophe



Application Activity

1. Guide trainees to read the following sentences and insert the proper punctuation and capital letter for each sentence. An example has been completed for the trainees.

(Answers are in parentheses.)

Example: my aunt is a hair dresser → My aunt is a hair dresser.

- a. what is your favourite team

Answer: What is your favourite team?

- b. teta said to her brother you should be more careful when crossing the road

Answer: Teta said to her brother, "You should be more careful when crossing the road."

- c. where are you from, asked the teacher

Answer: "Where are you from?" asked the teacher.

- d. don't shut the window George

Answer: Don't shut the window, George.

- e. the tree is very tall old and green

Answer: The tree is very tall, old, and green.

- f. surprise shouted the cousins when their grandfather walked in the door

Answer: "Surprise!" shouted the cousins when their grandfather walked in the door.

- g. when english class ends today at 4:30 p.m. we will play tennis

Answer: When English class ends today at 4:30 p.m., we will play tennis.

- h. she is from kigali Rwanda

Answer: She is from Kigali, Rwanda.

- i. the cake recipe has three main ingredients flour sugar butter.

Answer: The cake recipe has three main ingredients: flour, sugar, butter.

j. what do you think the world will be like in two thousand thirty eight

Answer: What do you think the world will be like in two thousand thirty-eight?

k. every morning my ugandan grandfather has a talk with god

Answer: Every morning my Ugandan grandfather has a talk with God.



Points to Remember

- Punctuation marks are symbols used to aid the clarity and comprehension of written language.
- Common punctuation marks include the period/full stop (.); question mark (?); comma (,); exclamation mark (!); colon (:); semicolon (;); apostrophe ('); hyphen (-); slash (/); ellipsis mark (...); parentheses (); quotation mark (" "), etc.



Formative Assessment








1. Instruct trainees to punctuate and capitalise the following paragraph correctly.

lucas goes to school every day of the week he has many subjects English art science mathematics gym and history his mother packs a big backpack full of books and lunch for lucas his first class is english and he likes that teacher very much his english teacher says you are a good pupil lucas lucas knows means that she thinks he is a good student

Answer:

Lucas goes to school every day of the week. He has many subjects: English, art, science, mathematics, gym, and history. His mother packs a big backpack full of books and lunch for Lucas. His first class is English, and he likes that teacher very much. His English teacher says, "You are a good pupil, Lucas." Lucas knows means that she thinks he is a good student.

Learning Outcome 4.6: Spell familiar words phonetically and by application of some basic spelling rules

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Spell singular and plural nouns correctlySpell various conjugations of verbs correctlySpells words with vowel pairs correct
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents/passage/texts as possible.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Write and comprehend simple sentences▶ Basic English pronunciation

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify basic spelling rules	1. Spell singular and plural nouns correctly	1. Attention to detail
2. Identify silent consonant combinations	2. Spell various conjugations of verbs correctly	2. Willing to try
3. Identify vowel teams or pairs	3. Spells words with vowel pairs correct	3. Apply rules with consistency



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to open their trainee manuals to **Topic 4.6 Task 1** and read the following sentences, which include funny spelling mistakes.
2. Ask learners to form small groups and identify the spelling mistake.
 - a. “Is school two easy for kids?”
Answer: “Two” is a number; the word should be the adverb “too.”
 - b. “Bad spellers of the world untie!”
Answer: The word “untie” should be “unite.” This is also a play on a famous line from *The Communist Manifesto*.
 - c. “Illegally parked cars will be fine.”
Answer: It should be “fined,” or required to pay a fee, not “fine.” If the cars are parked illegally, they probably will not be fine!
3. Explain that today’s lesson will focus on spelling rules so learners can avoid such mistakes in their written English. These mistakes may make us laugh, but it is not a good idea to have mistakes in work settings if we want to produce professional quality documents.



Problem Solving Activity

1. Instruct the trainees to change the singular nouns to plural nouns in **Topic 4.6 Task 2**. There are some examples provided.
2. Give them some time to answer the questions they can and then turn their attention to the information contained in **4.6 Key Facts** to supplement their answers.

Answers:

- a. belief – beliefs
 - b. boy - boys
 - c. cat - cats
 - d. person - people
 - e. catch - catches
 - f. top - tops
 - g. god - gods
 - h. man - men
 - i. child - children
 - j. plane - planes
 - k. fry - fires
 - l. defence – defences
3. Once you have shared the answers review the **4.6 Key Facts** together with the trainees.



Guided Practice Activity

1. Instruct the trainees to turn the trainee manuals to **Topic 4.6 Task 3**.
2. Have them use the rules in **4.6 Key Facts** identify the spelling error, write the corresponding rule and write the correct form of the word.
 - a. Where can I supplys to repair my car?
Answer: Supplies, rule 2
 - b. There are many beautiful beachs on the coast of Kenya and Tanzania.
Answer: Beaches, rule 3
 - c. Did you recieve my message yesterday?
Answer: Receive, rule 1

d. Some people say that happiness cannot be bought with money.

Answer: Happiness, rule 7

e. Writing is an important skill to master at the workplace.

Answer: Writing, rule 6

f. Which country is biger; Uganda or Burundi?

Answer: Bigger, rule 5

g. He gos to church every Saturday and Sunday

Answer: goes, rule 10



Application Activity

1. Explain to trainee that this activity will involve participating in a “spelling bee”.
2. A “spelling bee” is a competition in which each person lines up and one by one is given a word to spell. If an individual cannot spell the word correctly that individual is out of the spelling bee.
3. Divide learners into small teams of four and explain the rules below:
 - a. A word will be read from a list of words, the first team will then have a chance to answer, by spelling the word.
 - b. If they answer correctly, they gain a point, if not then the word is given to the next team to attempt spelling it.
 - c. If that team answers correctly, they gain a point, and teacher moves on to the next team etc.
 - d. If one team misses a word, the next team must try to answer it.
 - e. The team with the most points wins.

WORD LIST:

- Fly
- Flies
- Coat
- Thief
- Thieves
- Preferred
- Buses
- Wolves

- Wolf
- Knot
- Scale
- Chief
- Beach
- Beaches
- Loss
- Losses

Note: this is only a suggestion of words, as the trainer you should add your own words that you have noticed trainees struggling with.

4. After the spelling bee, celebrate the winning team. Review any words, rules, and difficulties with learners.



Points to Remember

- In English, spelling can often be determined on the basis of pronunciation.
- For instance, when a word ends in a vowel, consonant, and silent *e*, the vowel is long, which means it is pronounced like the alphabet letter itself.
- When a word ends in a consonant, then the vowel is normally short. However, not every word follows a strict spelling rule.
- There are always exceptions and irregular forms.



Formative Assessment








1. Underline the correct word form.

Answers:

- a. Kalisa visites/**visits** us twice every week.
- b. What if my elder brother **passes**/pasies the National Exam!
- c. She always gos/**goes** to school early in the morning.
- d. Monkies/**monkeys** are primates.
- e. Franky prefered/**preferred** to stay in a hotel for more 5 days.
- f. Writting/**writing** is a good intellectual exercise.
- g. There were a lot of flys/**flies** on the table.

- h. John will be adviseing/**advising** his boss next year.
 - i. The secretary injured her legies/**legs** when she fell down.
 - j. Babbies/**babies** like sweets drinks.
2. Fill in the blanks with the correct form of the word in brackets.
- a. Mugabo **watches** films on TV in his bedroom.
 - b. Many **thieves** live in big cities.
 - c. My sisters **tried** their party dresses on last weekend!
 - d. Listen, the young boy **is crying** for help now!
 - e. There are too many **loaves** of bread in the kitchen!
 - f. Yesterday I **waited** for you for an hour.
 - g. My brother **planned** to build this house here last month.
 - h. A well **written** letter should be addressed to the Mayor.
 - i. How many **pieces** of paper do you need?
 - j. His father **fixes** TV sets at the market.

Learning Outcome 4.7: Use simple planning strategies to identify and organize a limited number of ideas to support a single purpose and produce a draft (to convey a personal experience, meet a specific need, or respond to a work request)

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none"> Correctly compose a paragraph according to its proper structure Identify summary process Accurately summarize a written text Respond to a work-related request in writing
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find as many samples of workplace documents/passage/texts as possible.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none"> ✓ Gender: Avoid gender bias and challenge gender stereotypes and norms. ✓ Inclusiveness: Include everyone while allocating roles for the scenarios. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none"> ▶ Write a short paragraph ▶ Basic English pronunciation

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify basic structure of a paragraph	1. Correctly compose a paragraph according to its proper structure	1. Meticulous
2. Identify the summary process	2. Accurately summarize a written text	2. Attention to details and the big picture
3. Identify main ideas of a paragraph or written text	3. Respond to a work-related request in writing	3. Attentive



Steps:



Getting Started: What do we know and where are we going?

1. Instruct trainees to open their trainee manuals to **Topic 4.7 Task 1**.
2. Begin this activity by having trainees imagine that they have completed the TVET level II training course and are planning their futures. What ideas about the future would they want to share with someone?
3. Have them use the following questions to help guide their thoughts:
 - a. What job you will do,
 - b. How will you achieve this?
 - c. Why do you want to do this job?
 - d. What other benefits might come from this job?

Note: They will use these ideas later when writing a more developed paragraph in the Formative Assessment.

4. Place the trainees in small groups of three or four and ask them to imagine that they are poultry farmers and want to apply for a loan from the bank. In order to apply, the bank asks for a paragraph describing how the loan will help them.
5. Ask them:
 - a. How would they respond?

b. How would and organize the paragraph?

6. Ask learners to share their answers. Explain that in this learning outcome will focus on how to respond to such requests by learning how to summarize, construct paragraphs, and respond to work-related requests.



Problem Solving Activity

1. Review the concept of the MEAL plan mnemonic device (or way that can help trainees remember a paragraph structure: Main idea / Example / Analysis / Linking idea. The sentences in the following paragraph have been scrambled. Ask trainees, in **Topic 4.7 Task 2**, to match each of the sentences with a part of the MEAL plan. An example (A) has been completed for the trainees. Review answers as a group.

MEAL plan	Sentence
M (main)	Animals have many amazing defence mechanisms.
E (example)	For example, take the hairy frog, which lives in Central Africa.
L (Link or conclusion)	But the hairy frog isn't alone in its remarkable ways of protecting itself: there are also underwater squids that leave their arms behind as a decoy, hairy possums that "play dead," and lizards that shoot blood from their eyes.
A (Analysis)	When under attack, the hairy frog can crack its own toe bones and use them to form sharp claws to defend itself. ¹²

2. Now, ask trainees to think of an animal and work with a partner to write a paragraph about it using the MEAL plan model. Ask volunteers to share their paragraphs with the class.



Guided Practice Activity

1. Direct learners' attention to the MIDAS summary process (Main Idea/Idea/Disregard unimportant information/Analyse redundant information/Simplify) in **Topic 4.7 Task 3**. Ask them to read the following paragraph with the process in mind.

¹² Hullinger, J. (2018, May 10). *7 impressive animal defense mechanisms*. Mental Floss. <https://www.mentalfloss.com/article/12258/7-absolutely-insane-animal-defense-mechanisms>

“Global warming is a serious threat to Earth, causing many harmful effects on the environment and the ozone layer. The first reason for global warming is deforestation. Many trees that clean the air get cut and this leads to global warming. To reduce the effect of global warming people who cut trees should replant new trees in order to maintain balance. The second reason for global warming is garbage. Too much packages around things we buy and too many plastic bags cause global warming. We must reduce the things we buy, recycle the garbage we make, and not use so many things. The last reason for global warming is fossil fuels. Fossil fuels are burned for energies. If we did not burn the fossil fuels, we would not have had the global warming. Smoke from factories, industries and mainly nuclear plants cause global warming. Smoke needs to stop and that means no more fossil fuels. We need to make more fuel-efficient vehicles and find other ways to make power. If we use everything the proper way, we can reduce global warming and the Earth will be saved.”¹³

2. Ask trainees to fill out the following chart using the information from the paragraph above. An example has been completed for trainees. Be sure to emphasize that trainees do not need to copy all of the paragraph’s sentences to complete the chart.
3. Summarizing is a process of discerning what information is the most important.

Summary process		Notes
M	Main idea from topic sentence or basic signal words	<i>Global warming is a serious threat to Earth, causing many harmful effects on the environment and the ozone layer.</i>
I	Identify supporting details	
D	Disregard unimportant information	
A	Analyse redundant information	
S	Simplify, categorize, and label important information	

3. Based on the MIDAS model, write a one- or two-sentence summary of the paragraph.

¹³ Learn Alberta. (n.d.). *Grade 8 level 4 writing sample*. https://www.learnalberta.ca/content/eslapb/writingsamples/grade8_level4.html



Application Activity

1. Have trainees work independently to find a short text in English and summarize it in **Topic 4.7 Task 4**. The text could be a news article, product description, or a bit of information online e.g. a page from Wikipedia.
2. You may need to help trainees find sources of information. Hence if a computer with access to the internet is available ensure that trainees can gain access sometime within the timeframe which you plan to do this activity.
3. The trainees should summarize the text using the MIDAS process in a written paragraph.
4. Emphasize to the trainees that they should include only the most important information.
5. Have them share their summaries with another partner to review each other's summary.



Points to Remember

- A well written paragraph comprises one single idea expressed by a topic sentence, one or more supporting sentences and a concluding sentence.
- The MEAL acronym can help us remember the parts of a paragraph: Main idea / Example / Analysis / Link or conclusion
- The MIDAS acronym can help us to summarize information: Main idea / Identify supporting details / Disregard important information / Analyse redundant information / Simplify important information



Formative Assessment

1. The following sentences are mixed up. Sort them out to form a coherent paragraph by ordering them with numbers. (Write “1” in front of the first sentence, etc.)

Sentences:

2 For instance, I enjoy spelling bees where my classmates and I compete to spell new vocabulary words from Anglophone countries—such as “lorry” in British English and “truck” in American English.

1 For a variety of reasons, my favourite subject in school is English.

4 There is no class that compares to English, and I look forward to traveling to other countries such as South Africa one day to practice my language skills.








3 With activities such as these, studying English provides a key that opens doors to new cultures, conversations, and ideas.

2. The trainees should use the ideas they have written down in **Topic 4.7 Task 1** to write a paragraph about what job they plan to do in the future after they have completed this course. This paragraph will serve as their rough draft for the used in the next learning outcome.

Further Information for the Trainer

1. https://www.learnalberta.ca/content/eslapb/writingsamples/grade8_level4.html

Learning Outcome 4.8: Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Strategically re-read document to form an overview of its contents the Identify revision strategiesUse re-reading strategies such as distinguishing purpose of a document, from main idea and evidenceRe-read and revise drafts of writing, prioritizing unity, coherence, and flow of writing
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee’s manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents/passage/texts as possible.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Write a short paragraph▶ Read a short passage

Key Competencies:

Knowledge	Skills	Attitudes
1. Distinguish between the structure, content, and details of writing	1. Strategically re-read document to form an overview of its contents the	1. Attentive
2. Identify the main idea of a paragraph	2. Use re-reading strategies such as distinguishing purpose of a document, from main idea and evidence	2. Meticulous
3. Identify weaknesses and needs for revision in text	3. Re-read and revise drafts of writing, prioritizing unity, coherence, and flow of writing	3. Reflexive



Steps:



Getting Started: What do we know and where are we going?

1. Ask trainees to open to **Topic 4.8 Task 1** in their trainee manuals and exchange ideas about what they do to improve their writing. How many times do they review their work before submitting it? Do they consult with others? Ask them to explain their answers.
2. Explain to trainees that this learning outcome will discuss the benefits of revising work as well as strategies to do so.



Problem Solving Activity

1. Ask trainees to review the qualities of a paragraph (i.e., the MEAL plan model of Main idea / Example / Analysis / Link).
2. With these criteria in mind, trainees read and re-read the paragraph below, found in **Topic 4.8 Task 2**.

Paragraph:

We study the past because it's good to learn about things that happened years ago. In History we learn all about the past. Many history professors and teacher also earn quite a bit of money. We learn about wars that happed years ago, how people lived, and died. The past is full of people with history. By looking at the past and what people believed in then, we can learn about what is specific to our age and what might be considered part of the universal human experience.

3. They should make a list of the paragraph's strengths and weaknesses. Suggested answers are included in the chart below.
4. Once trainees have had the chance to record their answers, have them share their answers with the rest of the class.
5. Conclude by reviewing **4.9 Key Facts**.

Strengths <i>(What is good about this paragraph?)</i>	Room for improvement <i>(What is wrong or missing from the paragraph?)</i>
<ul style="list-style-type: none">- Mostly focuses on a single topic- Rich vocabulary- Powerful concluding sentence	<ul style="list-style-type: none">- Spelling errors- Grammatical mistakes- No examples of the topic- No analysis.- Second sentence is out of place lack of unity



Guided Practice Activity

1. Ask trainees, in **Topic 4.8 Task 3**, to write a list of the ways that the paragraph above can be improved. An example is given below.
2. Encourage trainees to add examples or other information, as long as it's helping to improve a strong paragraph.

Ways to improve the paragraph

- Make a stronger topic sentence
- Add concrete examples of historical events
- Add analysis

3. Tell trainees to re-write the paragraph in the **Problem Solving Activity** based on the list of missing elements of a good paragraph.

Proposed Correction:

We study the past to learn about what happened years ago. History teaches us the past. We learn about the wars which happened many years ago, the people who died, generals who led the battles and countries which were involved in the fighting. By looking at the past and what people believed in then, we can learn about what is specific to our age and what might be considered part of the universal human experience. The past is full of man’s history.



Application Activity

1. Ask trainees to form pairs. They should share their individual paragraph about their future job from the **Formative Assessment** of the previous topic with their partners.
2. Trainees should offer their partners feedback about the following points:

Peer Review Checklist

- Can I identify the MEAL plan?
 - M (main idea)
 - E (example)
 - A (analysis)
 - L (link/big idea)
- What are the strengths (interesting examples, strong vocabulary, etc.)?
- Where is their room for improvement (spelling, grammar, etc.)?

3. Encourage trainees to be honest but supportive of each other and take notes if possible. This re-writing process is something that all writers go through. Explain that this process is known as revision.
4. Trainees make changes to their paragraphs based on their partner’s feedback. Remind trainees that at the end of the day, their work is their own. They should only make edits that feel right to them.



Points to Remember

- Revision is an ongoing process of rethinking the paper: reconsidering your arguments, reviewing your evidence, refining your purpose, reorganizing your presentation.
- Proofreading is another strategy that comes last after revision and editing. It consists of a final sweep through one's paper with an eye to errors.
- Revision can benefit from having someone else look at your work. They can catch mistakes such as typos or identify when something is not clear.
- Read your writing aloud. This strategy can help you find errors, adjust the rhythm, and improve the flow.



Formative Assessment

1. Trainees read the paragraph and underline the mistakes they notice.
It is very impotent that every learner revises, edits and proofreads his or her paper. When learners proofreads there paper, they must take the tome for through examination off what they wrote. The must try too fin the hidden miss takes in the paper. If they doo knot fin the mistakes, then there paper will not red right. Everyone want to make a god impression with there righting. There is no substitute four careful editing off your on wok.
2. Ask trainees to correctly rewrite the paragraph above.

Answer:








It is very important that every learner revises, edits, and proofreads his or her paper. When learners proofread their papers, they take their time to examine what they wrote. They try to find hidden mistakes in their papers. When they do not find the mistakes, their papers are not read. Everyone wants to make good impression with their writing. There is no substitute for careful editing of your own work.



Further Information for the Trainer

1. <https://www.nytimes.com/2017/08/02/education/edlife/writing-education-grammar-students-children.html>

Learning Outcome 4.9: Revise a first and final draft based on review and feedback from others

	<p>Objectives: By the end of the learning outcome, trainees will be able to:</p> <ol style="list-style-type: none">Give clear peer feedback in terms of structure and word choiceSelf-edit writing and accept peer feedbackPeer-review another person's writing
	<p>Time Required: 2 hours</p>
	<p>Learning Methodology: Student-centred learning; real life material and examples; individual, pair and group activities</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none">Standard training materials – Trainee's manual, writing materials and notebooks for the trainees, flipchart and pen, grammar
	<p>Preparation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Find as many samples of workplace documents/passage/texts as possible.
	<p>Cross Cutting Issues:</p> <ul style="list-style-type: none">✓ Gender: Avoid gender bias and challenge gender stereotypes and norms.✓ Inclusiveness: Include everyone while allocating roles for the scenarios.✓ Peace and value in education: Emphasize the importance of trainees working and learning together.
	<p>Prerequisites:</p> <ul style="list-style-type: none">▶ Basic reading skills▶ Write a short paragraph

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify different types of editing	1. Give clear peer feedback in terms of structure and word choice	1. Respectful
2. Identify facts to consider in proofreading and editing	2. Self-edit writing and accept peer feedback	2. Humility and an open mind
3. Identify different styles of proofreading and editing	3. Peer-review another person's writing	3. Strive to improve



Steps:



Getting Started: What do we know and where are we going?

1. In groups of four, trainees exchange ideas about the challenges encountered while they were revising their first draft from the previous learning outcome in **Topic 4.8 Task 4**.
2. Groups share their views to the class.
3. Explain to trainees that this learning outcome will focus on best practices for revising written work. They will also discuss and practice using peer feedback and sharing work with others.



Problem Solving Activity

1. Ask trainees to close their eyes and imagine what to them would be a perfect day. How would the day start? How would it end?
2. Ask the trainees to write a paragraph describing this perfect day. Remind them to follow the MEAL paragraph structure and use connecting words. Encourage them to write more than one paragraph if they would like.
3. Provide assistance as needed.



Guided Practice Activity



Topic 4.9 Task 3:

1. Explain to trainees that they are going work on what is known as “self-editing.”
2. Ask trainees to re-read their paragraph and to fill out this proofreading list.

Editing Checklist

Paragraph

- Is there a MEAL plan in the paragraph(s)?
 - M (main idea)
 - E (example)
 - A (analysis)
 - L (link/big idea)

Choice of words

- Grammar
- Punctuation
- Spelling
- Sentence structure

What are the strengths?

Where is their room for improvement?

3. Now, based on the notes that each learner has written, they rewrite their own paragraph.
4. After revising their paragraphs, learners then answer these questions about their revisions:
 - a. What did you add?
 - b. What did you rearrange?
 - c. What did you remove?

- d. What did you replace?
- e. How has the writing improved?



Application Activity



Topic 4.9 Task 4:

1. Place trainees in pairs. Pairs will now engage in a process known as “peer review.” Trainees share their paragraph with their partner. They then proofread and fill out the following feedback form on each other’s work.

Editing Checklist

<p>Paragraph</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is there a MEAL plan in the paragraph(s)? <ul style="list-style-type: none"> ○ M (main idea) ○ E (example) ○ A (analysis) ○ L (link/big idea) 	<p>Choice of words</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grammar <input type="checkbox"/> Punctuation <input type="checkbox"/> Spelling <input type="checkbox"/> Sentence structure <p>What are the strengths?</p> <p>Where is there room for improvement?</p>
--	--

2. Trainees rewrite their paragraph according to the peer feedback. Supervise the activity while learners are exchanging papers with feedback for individual work correcting their pieces of writing.
3. After revisions, trainees answer the following questions about their paragraph:
 - a. What did you add?
 - b. What did you rearrange?
 - c. What did you remove?
 - d. What did you replace?
 - e. How has the writing improved?



Points to Remember

- People say, “writing is rewriting.” This means that it is helpful and normal to rewrite a draft as many times as is necessary.
- Self-review and peer-review are two important types of revision.
- Editing and proofreading after getting feedback are crucial to a polished paper. They may include adding, rearranging, removing, and replacing words.
- Grammar, punctuation, spelling, sentence structure, and body are all things to consider.



Formative Assessment

1. In a paragraph, discuss your personal experience with self-editing and peer-editing. How did it improve your writing? Use concrete examples and be sure to follow correct paragraph structure.



Further Information for the Trainer

1. <https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/peer-review>



Self-Reflection

1. Ask learners to re-take the self-assessment at the beginning of the unit. They should then fill in the table in the Trainee’s Manual to identify their areas of strength, areas for improvement and actions to take to improve regarding writing and interpreting workplace documents.
2. Discuss trainees’ results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).



Learning Unit 4 Summative Assessment

Administer the following summative assessment to determine if the learning outcomes have been achieved for this unit dealing with reading comprehension of basic English.

Procedure:

1. Explain to the trainees that they will now be assessed on their ability to write in basic English.
2. Each trainee should be provided a copy of Parts 1,2 3, 4 and 5 of the assessment and answers the reading tasks individually.
3. Trainees have three hours to complete the task

Part 1:

Spell familiar words by application of some basic spelling rules

Rewrite the sentence with correct spelling and punctuation.

- a. hello george did you go to any partys this weekend asked agathe

- b. Help We need a heroe This house is on fire and we need to save mamas jewelry and supplys.

- c. To make the cake, you need flour sugar milk eggs vanilla and salt.

- d. She stoped running as soon as she pased the finish line.

Part 2:

Fill out of simple forms

Fill in the names in the form according to the correct categories.

- 1. Celestin Safi Rugira
- 2. Antoinette Mucyo Sheja

No	First name	Middle name	Last name
1			
2			

Part 3:

Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process

“My Wonderful Family”

I live in a houses near the mountains. I have too brothers and one sisters, and I was born last. My father teeches mathematics, and my mother is a nurse at a big hospital. My brother are very smart and work hard in school. My sister is a nervous girl, but they are very kind. My grandmother also leaves with us. She came from Ghana when I was two years old. She has growed old, but she is still very strong. She cooks the best food!

1. Read the paragraph and underline the mistakes you notice.
2. Edit the text and rewrite paragraph to follow the Meal plan and editing checklist provide below

Editing Checklist

<p>Paragraph</p> <ul style="list-style-type: none"><input type="checkbox"/> Is there a MEAL plan in the paragraph(s)?<ul style="list-style-type: none">○ M (main idea)○ E (example)○ A (analysis)○ L (link/big idea)	<ul style="list-style-type: none"><input type="checkbox"/> Choice of words<input type="checkbox"/> Grammar<input type="checkbox"/> Punctuation<input type="checkbox"/> Spelling<input type="checkbox"/> Sentence structure<input type="checkbox"/> What are the strengths?<input type="checkbox"/> Where is there room for improvement?
---	---

Part 4:

Write simple workplace documents

Below are different elements of a memo, which are out of order. Sort out the elements and put them into the correct formatting of a memo.

- We are writing to inform you of a retirement party for James Rwahama from the Marketing Department.
- Sincerely yours,
- From: Denis Hirwa, Director, Human Relations Department
- Rwanda Metal Ltd
- RM/03/18 Aug 19
- KN 514, Street 2
- Nyarugenge
- Kigali
- To: All Employees
- The party will be held at Radisson Blue Hotel on Saturday 17 August 2019 at 6 pm.
- Subject: James Rwahama' s retirement party
- Denis Hirwa
- Managing Director
- We invite you to join us in celebrating the contribution that James Rwahama made to our company throughout the years.
- Date: August 8

Part 5:

Write a paragraph with a beginning, middle and end

In one paragraph, write about what you plan to do after you complete this course. This could involve your future career or your greatest dreams. Make sure the paragraph has a beginning, middle and end.

Answers:

Part 1

- a. "Hello, George. Did you go to any parties this weekend?" asked Agathe.
- b. Help! We need a hero. This house is on fire and we need to save mama's jewellery and supplies!
- c. To make the cake, you need flour, sugar, milk, eggs, vanilla, and salt.
- d. She stopped running as soon as she passed the finish line.

Part 2

No	First name	Middle name	Last name
1	Celestin	Safi	Rugira
2	Antoinette	Mucyo	Sheja

Part 3

"I live in a house near the mountains. I have two brothers and one sister, and I was born last. My father teaches mathematics, and my mother is a nurse at a big hospital. My brothers are very smart and work hard in school. My sister is a nervous girl, but she is very kind. My grandmother also lives with us. She came from Ghana when I was two years old. She has grown old, but she is still very strong. She cooks the best food!"

Part 4

Rwanda Metal Ltd
KN 514, Street 2
Nyarugenge
Kigali

August 18, 2019

-RM/03/18 Aug 19

To: All Employees

From: Denis Hirwa, Director, Human Relations Department

Subject: James Rwahama's retirement party

We are writing to inform you of a retirement party for James Rwahama from the Marketing Department.

We invite you to join us in celebrating the contribution that James Rwahama made to our company throughout the years.

The party will be held at Radisson Blue Hotel on Saturday 17, 2019 at 6 pm.

Sincerely yours,

Denis Hirwa
Managing Director

Part 5

Possible Answer:

I hope to this course prepares me for a bright future. For starters I hope to find a job related to my field of study. Then of course, hope I can provide for my family. One day I will start a family of my own. I hope to have children and raise them to have a good life. I guess no one can know what the future will hold but I have strong faith that I will continue to improve on the work I do and the person that I am. They say that life is a journey of a thousand miles, but you cannot begin without taking the first step. Maybe this course has helped me make step.

Checklist	Score	
	Yes	No
Indicator 1: Spell familiar words by application of some basic spelling rules (Part 1)		
Uses signalling phrases to communicate opinion such as: “In my opinion”, “I think that”, “To my mind” etc.		
Indicator 2: Fill out forms (Part 2)		
Writes in basic information in correct sequence		
Indicator 3: Use simple revision strategies by re-reading and revising (Part 3)		
Majority of errors are identified in the text		
Text is re-written and revised for improvement		
Indicator 4: Write simple workplace documents (Part 4)		
Follows basic format of a memo		
Organizes information correctly		
Indicator 5: Write simple workplace documents (Part 5)		
Structure: paragraph has a clear beginning, (topic) middle (body) end (conclusion)		
Coherence: and unity: paragraph has a clear main point and a clear connection to most sentences		
Grammar, punctuation, spelling and sentence structure errors to not distract or inhibit the writer’s message to a large degree.		
Observations:		

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