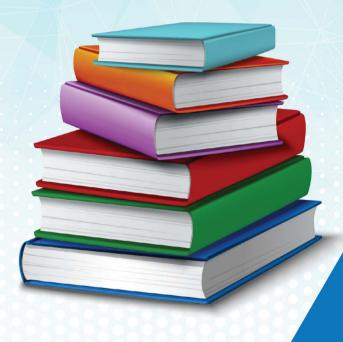




TVET LEVEL II



BASIC EDUCATION

English

TRAINEE MANUAL











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BASIC ENGLISH AT THE WORKPLACE

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

Unit 2: Apply oral basic English using vocabulary, structure and mechanics of English language at workplace for a variety of purposes.

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

Unit 4: Write to convey ideas and information

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



Topics

- **1.1** Listening, interpreting and responding to instructions, explanations, conversations and short presentations
- **1.2** Use of background knowledge and strategies to understand and respond to what is being communicated orally
- **1.3** Delineating between the main points and the details in oral communication
- **1.4** Applying new vocabular y and knowledge of language structure and mechanics to comprehend spoken English
- **1.5** Monitoring comprehension and adjust strategies to overcome barriers to comprehension

Unit Summary:

Being able to understand others is one of the most important skill for language learners. Not only does it enable someone to understand a situation, but by listening, he/she is saying that they are interested in what someone else has to say, that is his/her contribution is valuable. The unit introduces trainees to English listening skills with focus on stages and strategies of interpreting the message and giving feedback.

Self-Assessment: Unit 1

- **1.** Look at the illustration. What is happening? What do you think this unit will be about? What topics might be covered?
- **2.** Fill in the self-assessment below.

There are no right or wrong ways to answer this assessment. It is for your own use during this unit. The trainer will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, you will take this assessment gain.

My experience	I don't have any	I know a little	I have	I have a	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Listen, interpret and respond to instructions, explanations, conversations and short presentations					
Use background knowledge and strategies to understand and respond					
Delineate between the main points and the details in oral communication					
Apply new vocabulary and knowledge of language structure and mechanics to comprehend spoken English					
Monitor comprehension and adjust strategies to overcome barriers to comprehension					

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

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Listen for individual	1.	Listen actively to	1.	Be attentive and
	words, phrases, and		spoken English		curious
	letters				
2.	Apply context and	2.	Prepare for listening	2.	Preparedness
	background				
	knowledge to listen				
	well				
3.	Awareness of miss	3.	Check post-listening	3.	Strives for
	information during		understanding in		improvement
	listening and why		order to improve		

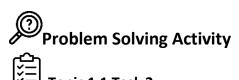




Topic 1.1 Task 1:

Follow the instructions, then answer the questions:

- 1. In 30 seconds, tell your partner about yourself. The other partner must listen as carefully as possible and then repeat back what they heard. Then, partners switch. How accurate was your partner? How accurate were you in what your understood? Was listening hard?
- 2. What does it mean to listen?
- 3. What is the difference between listening and hearing?



- 1. The trainer is going to read a story about listening. Listen carefully and take notes.
- 2. Work in pairs and answer the following questions from the dialogue.

- a. What is Marie teaching her grandsons Emmanuel and Jean?
- **b.** What is the order of the steps to make ubugali? How do you know?
- **c.** Who is a good listener? Why?
- **d.** Who is a bad listener in this story? Why?
- **3.** In groups of three, practice and act out the story.
- **4.** What is the difference between listening and hearing? Has your mind changed at all since hearing the story?

1.1 Key Facts

- Listening is an active, not a passive, process.
- Like any skill, it is something that we can improve with practice.
- Listening well can help us both in professional and personal situations.
- Here are some tips for effective listening:
 - Face the speaker
 - Maintain eye contact
 - o Be attentive
 - o Keep an open mind
 - Note-taking (if appropriate)
 - Do not interrupt
 - Wait for the speaker to pause and then ask clarifying questions
 - o Pay attention to nonverbal cues
 - o Affirm the person who is talking ("What I think I understand is this...")
 - Ask follow-up questions
 - Listen to the tone of a message. Voices can be calm, insistent, pleading, questioning, whining, demanding, etc.¹

¹ WomensMedia. (2012, November 9). *10 steps to effective listening*. Forbes. https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/#4f13f70c3891



Guided Practice Activity



Topic 1.1 Task 3:

- 1. These phrases describe either good listeners or bad listeners. In your small groups, sort them out into the correct categories. Add any more you can think of. Some examples have been completed for you.
 - Stares out of the window when a client is talking
 - Looks at the client and concentrates on what he or she is saying
 - Stands up or walks away while a relative of a client is talking
 - Stays in one place and gives the relative of a client his or her full attention
 - Looks bored and yawns
 - Looks at her watch to check the time
 - Nods and smiles
 - Interrupts or is in a rush
 - Does not notice if the client is angry, upset or frightened
 - Mirrors the body language of the client
 - Listens for the tone of voice

GOOD LISTENER	BAD LISTENER
Nods and smiles	Stares out of the window when a client is
	talking

- 1. Who was a good listener in the story? Who was a bad listener? Why?
- 2. Listen to the dialogue again. Give examples of nouns in the dialogue. Which nouns are persons, places, or things? Which nouns are common and which are proper?
- **3.** With a partner, list words that can be substituted for people or things in the dialogue. Example: **<u>He</u>** never listens.

1.2 Key Facts

Grammar Facts:

- A noun is part of speech which consists of: a person, place or a thing.
- There are several different types of nouns.
- **Proper nouns** name particular persons, places, or things. All other nouns are common nouns.
- A concrete noun names something you can see, hear, state, touch, or smell.
- An abstract noun cannot be experienced by the five senses.
- A singular noun names one, and a plural noun names more than one.
 - Most nouns are made plural by adding -s or -es
 - Example: shoe shoes clock- clocks
 - o For nouns that end in x, z, ch, sh or ss, add -es
 - Example: box –boxes match matches glass glasses
 - For nouns that end in y preceded by a consonant, change the y to I and add –es.
 - Example: city cities story- stories
 - \circ For nouns that end in y preceded by a vowel, add **s**.
 - Example: day days
 - monkey monkeys
- A pronoun is a noun that substitutes for a person or things
 - Examples: I, you, she/he/it, we, you (plural),they





Topic 1.1 Task 4:

- 1. In groups of three, create your own skit or small play about your routine. The first person needs to teach someone how to do something simple (such as tying a shoe). The second person—the "good listener"—needs to actively listen (nodding, etc.). The third person—the "bad listener"—should not listen (staring into space, etc.).
- **2.** Present the skit to the class. The whole class listens carefully and takes notes and asks questions. The class discusses what makes a good listener and a bad listener.

Grammar Practice Activity



Topic 1.1 Task 5:

- **1.** Using your own words what a noun is.
- 2. Underline the noun in each sentence:
 - 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:
 - a. water-
 - b. love -
 - c. book -
 - d. Burundi -
 - **e.** He -
 - f. anger -
 - g. the president -
 - h. Muhire -

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.** Form pairs and explain to each other how to do something simple, such as making ubugali or tying a shoe.
- **2.** Each pupil turns being the speaker or listener. When the speaker is finished speaking, the listener repeats one of the speaker's main points.

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

Key Competencies:

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

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



Topic 1.2 Task 1:

- 1. Have you ever found yourselves in a situation where you were supposed to be listening to someone speak but you were not paying attention? Did the situation become embarrassing because it was obvious you were not listening? Share such an experience with a partner.
- **2.** Then, share a few examples where it was clear someone was not listening to you. How did it feel to speak when someone was not listening well?
- **3.** How can we all learn to listen better?





Topic 1.2 Task 2:

Meeting someone at work requires good listening.

1. You will listen to a dialogue between two work colleagues meeting each other.

- **2.** Before listening, make a prediction about some words and expressions that might come up.
- **3.** Take notes on the words and phrases they use. Did they use any of your phrases?
- **4.** What was the gist, or main point of the conversation?
- **5.** Now listen to the dialogue again, this time focus more closely on the details, and then answer the following questions as either true or false.
 - **a.** Peter is new in the company.
 - **b.** Peter is a designer.
 - **c.** Carla works in marketing.
 - **d.** Peter started his job five years ago.

1.3 Key Facts

As you work on your listening skills, here are some things to keep in mind:

- The gist: when listening to other speak first try to grasp the main point, or the gist of what is being said. If you miss some details that is okay, because you can always ask for clarification. Getting the gist of the conversation will help you understand and situate what is being said.
- Good listeners are note takers: Note-taking will help you follow disorganized speakers, help you locate the key points, and identify supporting data. The following suggestions can help you improve your note-taking skills.
- **Be prepared:** Carry a small notepad and a pen at all times. Use the pad regularly to record any thoughts or ideas you want to remember.
- **Get it down:** Don't take time to be overly neat. If necessary, you can recopy your notes later. Write just clearly enough so you remember what you wrote and why you wrote it. Answer the questions: who? what? why? when? and where?
- **Don't try to write everything**: Avoid complete sentences. Write **nouns** that create visual pictures. Use active verbs. Develop and use your own shorthand including

symbols, pictures, punctuation, and abbreviations (e.g., Shamira Kamanzi, Inch w/HP client, Fri. 11:30 @ Café Magda).

- **Ask for clarification**: Here are some useful expressions for clarifying information:
 - Sorry, could you repeat that, please?
 - Excuse me, but would you speak more slowly?
 - Pardon me, but my English is still improving. What was the last word you said?
 - My apologies! I don't understand that word. What does "carpool" mean?
 - O Where can I find more information?



Guided Practice Activity



- 1. Look at the title on the blackboard: "My Grandmother's Kitchen" and predict what you think the story will be about. Share your views.
- 2. Listen to the story attentively. In groups of four, take notes and make a summary.
- **3.** Listen to the story again. As you listen, make a list of **verbs** in the story.
 - **a.** Are the verbs action verbs or states of being?
 - **b.** What tense are the verbs?

1.4 Key Facts

Grammar Facts:

- Verb A verb is a word that expresses action or a state of being. They are the doing words in a sentence.
- Active verbs express action like to work, or to run,
- State-of-being verbs express the status, quality of or how something is. These include am, is, are, was, were, be, being, been, has, had, have, can, could, shall, should, will, would, do, does, did, may, might, seem, appear, and must.
- **Verb Tense** Verbs have tenses, or different forms depending on usage.

- Infinitive The most basic form of a verb, which is used in its "to" form. This is the verb without changes or endings, such as to swim, to be, to know.
- Past tense A form of verb that expresses that the action happened in the past. Examples: walked, thought, was
- **Present Tense** A form of verb that expresses action happening at the current time. Examples: swims, thinks, is
- **Future Tense** A form of the verb that expresses action that happens in the future. Examples: will swim, is going to be, will think



Application Activity



Topic 1.2 Task 4:

1. In a small group, 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. Share your ideas with the class.
- 3. What clarification strategies are the most successful? Which ones would you use in the future?



Grammar Practice Activity



Topic 1.2 Task 5:

- **1.** Describe the difference between a noun and a verb.
- **2.** Underline the verbs and circle the nouns in the following sentences:
 - **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:

Action:



Points to Remember

- Active listening involves paying attention, withholding judgment, reflecting, clarifying, summarizing and sharing.
- Action verbs (or dynamic verbs) are verbs that describe actions.
- State-of-being verbs describe a status or quality of something.



Formative Assessment

- 1. Individually, read each situation silently. Underline the action verbs with one line and the verbs of state with two lines.
- 2. 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.

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

Key Competencies:

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





Topic 1.3 Task 1:

1. Have a conversation with your partner about your favourite restaurant or shop in town. Be sure to provide supporting details to your main point.





Topic 1.3 Task 2:

- 1. Listen to the dialogue and answer the questions:
 - a. What is the main idea of the dialogue?
 - **b.** What are the supporting points? How do you know?

1.5Key Facts

- The **main idea** is the main point or most important thing that the speaker says.
 - The main idea answers the question: **who, what, where, when** is the conversation, story, or dialogue about.
 - Here are some phrases that may indicate the main idea is being said:
 - Above all

- The bottom line is
- In conclusion
- Supporting details: Supporting details are the facts, statements, examples, and specifics that clarify, illuminate, explain, describe, expand and illustrate the main idea. Here are some phrases that may indicate supporting details:
 - o For example
 - For instance
 - Moreover
 - Also
- It is important to be able to recognize the main idea so you have a good understanding of what is being said or communicated.
- Sometimes, the main idea can be detected easily: It is stated directly. This is known as a stated idea. Example: The Nyanza café is the best restaurant.
- Sometimes it is not easy to detect, not easy to pick out. Sometimes, you somewhat have to guess or to imply the main idea from the supporting details. It is called an implied idea.



Guided Practice Activity



Topic 1.3 Task 3:

- 1. Listen to the conversation between Ms Keza and Mr Manzi.
 - a. What is Manzi's problem?
 - **b.** Pay close attention to main ideas and supporting details.
- 2. Then, in pairs, practice the dialogue.

1.6 Key Facts

Grammar Facts:

- **Prepositions** are words that show the relationship between a noun or a pronoun and another word in the sentence. Examples include above, across, against, along, before, behind, beside, by, from, near, off, under, with.
- Here are some of the types of prepositions:
 - o **Time prepositions**: durring, before, after, while
 - At night, in the past, on New Year's Day, in January, at 7:30, in 1998, around noon
 - o Place prepositions: Above, below, ahead, around, across, between
 - In Nyanza, on the table, above the grass, down the road, at the bus stop, on the bus, across the ocean
 - o **Movement prepositions**: down, up, over, under, through
 - Over the bridge, up the stairs, down the street
- Because there so many variations, many prepositions need to be memorized. Be patient with yourself as you learn which prepositions follow which words.





Topic 1.3 Task 4:

- **1.** You will now practice listen for the main points and details in a dialogue between two colleagues called "changing a meeting time.
- 2. Listen to the dialogue twice. The first time try understand the main point of the conversation, remember to listen for **who** and **what** is happening in the dialogue. Then circle the correct statements about main points a-c bellow:
 - **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.
- **3.** Now 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	
postpo	one	invitation	cancel	

a 1	l cent an	with the topics for the meeting.	
a.	SEIIL AII	WILL LIE LODICS FOL LIE HIEELING.	

	~ II	., ., ., ., ., ., ., ., ., ., ., ., ., .	
n		the meeting to a later d	2127
ν.	Could WC	the first the first the first the first to a fatter a	all:

- **c.** Could we to an earlier time?
- **d.** The project has been stopped. So we need to the meeting.
- e. I'll send a meeting with the time and place.
- f. I'll the invitation when I get it.
- **4.** The second time you listen to the dialogue pay close attention to these details. When you hear the first word in the sentences that is your que to listen for the word. When you have it, fill in the missing words found in the word bank

Grammar Practice Activity



1. Fill out the prepositions in English.

Prepositions of time:

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

Prepositions of place:

- **e.** She studies _____ every day.
- **f.** Umwiza was waiting _____ the bus stop.
- g. I stayed ____ home all weekend.
- **h.** I told you to _____ the store.
- i. When I called Lucy, she was _____ the bus.

Prepositions of movement:

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



- 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, answer the following questions. Remember the strategies you use to find main idea.

- **a.** What is the main point/idea the speakers are talking about?
- **b.** What are the supporting details of the main point?
- **c.** Did Manzi understand everything that Bwenge said? What did he do to ask for clarification?

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

Key Competencies:

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

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



Topic 1.4 Task 1:

- **1.** Name some situations when it is especially appropriate to show respect for others. Why?
- 2. When you want to show respect for others, what are the most common words can you use? (Examples include, "Excuse me.") In small groups, write down five words or expressions you know that indicate courtesy. Read your words to the whole class.





Topic 1.4 Task 2:

1. Listen to your classmates and the trainer read the following conversation. Circle any expressions of courtesy that you hear.

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. OK. 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!

- **2.** Answer the following questions:
 - **a.** What are names of the people in the dialogue?
 - **b.** What are their job titles?
 - **c.** How do you know?
- **3.** Review **1.7 Key Facts** together. Then, in small groups of three, practice the dialogue. Pay attention to the courtesy phrases.

1.7 Key Facts

In order to express courtesy in English, remember these phrases:

- Say "Excuse me"
 - When you want to go past somebody
 - When you want to attract the attention of someone, especially a stranger

- When you cough or sneezeSay "Sorry"
 - When you need to apologize for something small (such as bumping into someone)
- Say "Please"When you ask for something
- Say "Thank you"
 - o When you are grateful for something.



∰ Guided Practice Activity



Topic 1.4 Task 3:

1. Complete the following dialogues with the correct expression or expressions. Get your answers from the word bank. A word may be used more than once. The first one has been done as example.

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

Dialogue 1:

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. <u>May</u> I speak with the principal, please?

A: ______, Mrs. Imanzi. I couldn't hear you. _____ repeat with whom you'd like to speak?

B: I like to speak with the principal.

A: ______. The principal is not in the office right now. He is having a meeting with students 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 :
Dialogue 2:
A: Hello! Good afternoon. This is Gilbert, assistant to the school accountant.
B: Hello,! This is Mr. Ruhorahoza, a father of one of the students I
speak with to the school accountant,?
A: hold the line, I'll call him.
B:!
A: You are welcome.
 In groups of four, identify the common courtesies used in the dialogues. Take turns practicing the dialogues in pairs. Then, exchange roles.
1.8 Key Facts
Grammar Facts:
 A pronoun is a word that takes the place of a noun. Without pronouns, we would have to keep repeating our nouns. For example, we don't say: My sister is very friendly. Everyone likes my sister. Instead, we say: My sister is very friendly. Everyone likes her.
• Personal pronouns <i>I, you, he, she, it, we</i> and <i>they</i> are used as the subject of a verb in sentence.
• The object pronouns <i>me, you, him, her, it, us</i> and <i>them</i> take the object of the sentence.
Here are some examples:
\circ My name is Imanzi. I have three dogs. $ o$ The pronoun \emph{I} is the subject. It is
replacing the noun "Imanzi."
\circ My sister is very friendly. Everyone likes her. \rightarrow The pronoun <i>her</i> is the object.





1.	You will listen to a dialogue between two people discussing their occupations. Fill in the
	missing words.
	a Hollo Mr. Hakizimana what do you

a. Hello Mr. Hakizimana, what do you		Hello N	a.
--------------------------------------	--	---------	----

1.	Lance a	the sale of the sale and the sale	
b.	I am a	. I teach young people and work	

- **c.** Sometimes. _____high school children.
- **d.** _____like your job?
- **e.** I am ______. I take orders and serve people food in a restaurant.
- f. Yes, sometimes it is, especially during lunch time, but it pays the bills. And I
- 2. With a partner look at the three examples of how people in different occupations discuss what they do for a living.
- 3. Practice with a partner by asking each other what you do for a living and the picking occupations from the list in the 1.9 Key Facts.
- 4. Try to explain some detials about the occupation you have picked, such as the kind of work and where it is done.
- **5.** Below are three examples.
 - I am a <u>Doctor</u>. I <u>help sick people</u>. I work in a <u>hospital</u>.
 - I am a <u>hairdresser</u>. I <u>cut hair</u>. I work in a <u>salon</u>.
 - I am a <u>computer programmer</u>. I make <u>computer programs</u>. I work in an <u>office</u>.

1.9 Key Facts

- An occupation is a neutral and broad term that refers to any type of paid work.
- A job title is the specific name of the position held by an employee.
- Here are some examples of job titles:

accountant	doctor	musician	soldier
actor	engineer	pilot	taxi driver
artist	farmer	plumber	teacher
astronaut	florist	police officer	truck driver
businessperson	firefighter	president	waiter
carpenter	judge	reporter	writer
cashier	maid	sailor	
chef	lawyer	scientist	

Grammar Practice Activity



Topic 1.4 Task 5:

- **1.** Complete the 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 rides 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 vebs
 - 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.²
- 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.

² Alhassan, M. (2010, September 24). *Why courtesy is important*. Daily Trust. https://dailytrust.com/why-courtesy-is-important



1. Use a dictionary to help complete the chart below. 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.

Job Titles/Professions

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:			•	

2.	Complete	the sentences	with the	correct	pronoun.
∠.	Compicto	tile selltellees	WILLI LIIC	COLLCC	pionoun

a. John painted this picture. _____ is very creative He, him, me

b.	The boys are so noisy! I told	to keep quiet.
	We, them, they	

Topic 1.5: Monitor comprehension and adjust strategies to overcome comprehension barriers

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Identify barriers to	1.	Demonstrate ability	1.	Openness and
	listening		to overcome		curiosity
			barriers to effective		
			listening		
2.	Identify strategies of	2.	Apply strategies of	2.	Precision
	active listening and		active listening and		
	comprehension		comprehension		
3.	Apply basic	3.	Use adjectives to	3.	Attention to detail
	grammatical		describe nouns in a		
	structures		sentence		

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



- 1. Think of a time when you feel someone has not listened well to you.
 - **a.** What signs made you think this was the case (e.g., yawning, lack of eye contact, etc.)?
 - **b.** Why did they stop listening?
 - c. How did you feel?
- 2. Now think of a time when you did not listen carefully to someone else.
 - **a.** Why did you stop listening (boredom, distraction, etc.)?
 - **b.** Do you think the other person noticed?
- 3. With a partner discuss what kinds of situations can make someone stop listening.





- 1. Sit back-to-back with a partner.
- **2.** Person A has an object 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.
- 3. How did listening play a part in this activity? What skills did you have to draw upon?

1.10 Key Facts

Grammar Facts:

- An adjective is a word that modifies (or describes) a noun (a person, place, or thing).
- There are several types of adjectives:
 - o Appearance: ugly, pretty, wonderful, horrible, lovely
 - o Size: small, large, little, big, huge, tiny, many, few
 - Age: old, young, newShape: round, square
 - o Colour: blue, red, green, yellow
 - o Origin: Rwandan, British, Chinese, French
 - o Material: paper, cotton, wooden
 - o Purpose: sports club, school uniform
- Certain types of adjectives usually are placed in front of others. You can remember
 the order from an acronym (or word formed from the first letters of other words)
 based on the list above: OSACOMP (Opinion, Size, Age, Colour, Origin, Material,
 Purpose)
- There are also different degrees of adjectives.
 - Comparative (prettier, uglier, fatter)
 - o Superlative (wisest, saddest, most beautiful
 - -ed adjectives: Adjectives that end in -ed generally describe emotions they tell us how people feel.

Examples:

I was so <u>bored</u> in that lesson that I almost fell asleep.

He was surprised to see Helen after all those years.

She was really <u>tired</u> and went to bed early.

o -ing adjective: Adjectives that end in -ing generally describe the thing that causes the emotion – a boring lesson makes you feel bored.

Examples:

Have you seen that film? It's really frightening. I could listen to her for hours. She's so interesting. I can't sleep! That noise is really annoying!



Guided Practice Activity



Topic 1.5 Task 3:

- 1. Make a list of some words that describe you and share it with a partner.
- 2. Look at your partners list and find the adjectives.
- 3. You will now learn how to make an an acrostic poem. An acrostic is a type of poem where each letter a word is matched with a word starting with that letter. Here is an example of an acrostic poem about someone named PAULINE:

Peaceful

Active

Understanding

Limber

Interesting

Neat

Easygoing

Using your list and some new adjectives write an acrostic poem about yourself using your own name.

4. Share your acrostic poem with another trainee. Note that these adjectives—at least the positive ones—can be good things to mention in a job interview

1.11 Key Facts

- There are several major barriers to listening well:
 - o Incomplete background knowledge on the topic
 - Lack of interest or inattentiveness
 - Listening with preconceived idea or a prejudiced mindset`
 - Physical discomfort in terms of seating arrangement, hunger, thirst, or nature's call
 - Noise (examples: vehicles or murmur among the audience)
 - Cultural differences between listener and speaker
- To improve our listening skills in conversation, we can focus on a technique known as active listening:
 - Use nonverbal cues (leaning forward, making eye contact, nodding)
 - o Give brief, nonverbal affirmations such as "I see," "Sure," etc. (if appropriate)
 - Ask open-ended follow-up questions (e.g., "Tell me more")
 - o Paraphrase (or summarize in your own words) to confirm understanding
 - Take notes (if appropriate)



Application Activity



- 1. Your task is to listen to the BBC world new Africa program live (or another program available to you in English, for example Voice of America "Daybreak Africa") for 15 minutes, and record what you understand.
- 2. This will require you to take notes on what the main message is and some supporting details. Remember back to the Learning Unit 1.3.
- 3. Find a nice quiet place and either at your school's library or in your neighbourhood and remember to be in a comfortable position which allows you to concentrate intensely.
- 4. Try to locate key words which help you identify where, who, when, how, and what the program is discussing about.
- **5.** Use the following link to access the program:
 - BBC Radio Africa: https://www.bbc.com/news/world/africa/live
 - VOA Daybreak Africa: https://www.voanews.com/listen/daybreak-africa

- **6.** You may want to pause the program and listen again if possible.
- **7.** Once you have finished the activity, reflect on what you were able to understand and if there were any points which hindered your listening.
- **8.** Prepare your notes for a small presentation in class.

	-
L	☐ Grammar Practice Activity
رج ج	<u>`</u>
<u>*</u> :	Topic 1.5 Task 5:
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. Match the adjective on the right, to its opposite on the left.

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

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



1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, skill or attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation

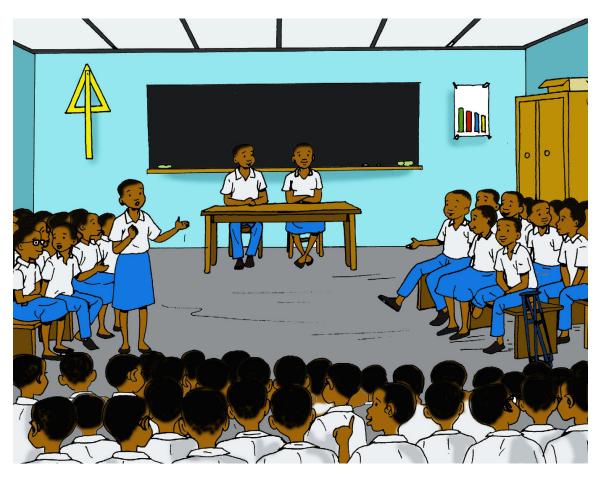
My experience	I don't have any	I know a little	I have some	I have a lot of	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Listen, interpret and respond to instructions, explanations, conversations and short presentations					
Use background knowledge and strategies to understand and respond					
Delineate between the main points and the details in oral communication					
Apply new vocabulary and knowledge of language structure and mechanics to comprehend spoken English					
Monitor comprehension and adjust strategies to overcome barriers to comprehension					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement with the actions/strategies you will use to help you improve regarding receiving and interpreting information at workplace.

Areas of strength	Areas for improvement	Actions to be taken to improve		
1.	1.	1.		
2.	2.	2.		

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

Unit 2: Apply oral basic English using vocabulary, structure and mechanics of English language at workplace for a variety of purposes





Topics

- **2.1** Providing basic information using simple statements
- **2.2** Asking and responding to questions
- **2.3** Asking questions in order to get relevant information and seek clarification as per "wh" questions and other question styles
- **2.4** Recalling and using vocabulary related to common, everyday topics in the home/community and workplace
- **2.5** Using key words and expressions related to time and numbers at workplace according to English lexis
- **2.6** Participation in social conversations

Unit Summary:

Being able to speak to others is the most important skill for language learners. Not only does it enable someone to express him/herself, but it also cultivates interest in sharing ideas with others through speaking fluently. Pronouncing words well will promote being confident at the workplace. The unit introduces you to English speaking skills with a focus on the structure and mechanics of giving a message and expressing oneself at the workplace.

Self-Assessment: Unit 2

- **1.** Look at the illustration. What is happening? What do you think that this unit will be about?
- **2.** Fill in the self-assessment below.

There are no rights or wrong ways to answer this assessment. It is for your own use during this course. You will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we will take this assessment again.

My experience	I don't have any	I know a little	I have	I have a lot	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Provide basic information using simple statement					
Ask and respond to questions					
Ask questions in order to get relevant information and seek clarification as per 'wh' questions and other question style					
Use vocabulary related to common everyday topic in the homme / community and workplace					
Use key words and expressions related to time and numbers according to English lexis					
Participate in social conversation					

Topic 2.1: Provide basic information using simple statements

Key Competencies:

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

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



Topic 2.1 Task 1:

- **1.** Think about what the word "routine" means to you? Do you know what it means? Maybe you have a routine yourself.
- **2.** Make a small list of words which you use to talk about routines.
- **3.** Next, in groups of three, 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?
- **4.** Prepare to share your answers with the rest of the class.





1. Role play this dialogue between Alicia and Isimbi.

Isimbi: Hello, my name is Isimbi. Welcome to our university.

Alicia: Hi, I am Alicia. What is your first name?

Isimbi: Gloria, but they use to call me Sisi as nickname. Nice to meet you.

Alicia: Nice to meet you, too.

Isimbi: Where are you from, Alicia?

Alicia: I am from United States. How about you?

Isimbi: I'm from Burundi.

Alicia: Is this your first time in Kigali?

Isimbi: No, I have been living in Kigali for about three years now.

Alicia: I see. Have you been studying here for all that time?

Isimbi: Yes, this is my third year here; I have one more year to go.

Alicia: What are you studying?

Isimbi: I'm studying hospitality management. I like world of tourism. How about you?

Alicia: Sounds cool. I want to be a school teacher.

Isimbi: That's great!

Alicia: I have always wanted to study abroad, so I came to Kigali.

Isimbi: Nice! Yeah I love it here, I am actually planning to live here even after I graduate.

Alicia: Perfect, you are already from Africa, so it shouldn't be that difficult for you.

Isimbi: Yeah, I will just need to convince my parents. What about you?

Alicia: I love Kigali, but I am just here for school, I will need to go back once I graduate

anyway.

Isimbi: I see, well, good luck to you. I have to go to class now. It was nice talking with

you.

Alicia: Thank you! You too and have a good class.

Isimbi: Goodbye!

2. Brainstorm the terms for workplace introduction, instruction, and talking about daily routine.

3. Use these terms in sentences and share them out loud.

2.1 Key Facts

- There are different types of personal information that we can provide:
 - o Personal information:
 - **First Name:** Your given name by which people call you. (Example: My name is Christophe.)
 - **Surname**: This is the name shared with your family. It comes after your first name. (Example: My last name is Gahire.)
 - Nickname: An unofficial name given by your friends or family. It is not your official name.
 - Marital status: Whether you are married or not (single, married, widow)
 - **Family**: The group of people to whom we are related (father, mother, sisters, brothers, niece, nephew, sister/brothers in law, etc.)
 - o Like/dislikes: Personal preferences. (Example: I like swimming, I like coffee, I like banana, I like dancing.)
 - o **Contact information**: An individual's private or personal **information** by which another person, business, or entity can use to reach the individual.
- A statement sentence is a sentence, which asserts or declares a fact, opinion or idea.
 It also called an assertive sentence and it is the most common type of sentence.
 Statement sentence never ask a question, give a command or make request.

Example:

- The door is green.
- My partner is beautiful.
- My father is a farmer.
- I am single.
- A simple statement is a simple sentence, which has subject, a verb, though not always an object.



Guided Practice Activity



Topic 2.1 Task 3:

- **1.** Find a partner. One person is a chef, and the other is a new cook-in-training. The person who is the chef should tell the new cook-in-training how to cook rice.
- **2.** The chef should give instructions on the steps for cooking rice. Practice using words such as "first," "then," and "next." The steps for cooking rice are given below.

- **3.** Once the chef has completed the instructions the cook-in-training can ask questions about a certain step.
- 4. Then switch roles.

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.

2.2 Key Facts

Grammar Facts:

- Adverbs: are words which usually describe verbs but can also describe adjectives or adverbs. They describe how, where, when or how often an action or description occurs.
 - o Ex:
 - Chris ran quickly to his father.
 - He tearfully told him about the strange man who wanted to take him away.
 - They leave for America today.
 - There are several kinds of adverbs:
- Adverbs of manner: Adverbs of manner tell us how an action was done.
 - o Ex:
 - Carefully, her father listened to her story.

- **NOTE:** Adverbs of manner can be placed before the subject, between the subject and the verb or immediately after the verb.
- Adverbs of time and frequency: give us information on when something happened. They answer the question "when." Adverbs of frequency tell us how often an event happens. They respond to the question' how many times has an event taken place?
 - o of time-today, yesterday, now, tomorrow, early and before.
 - of frequency- never, sometimes, occasionally, often, always, twice, weekly, monthly.
 - Examples:
 - I will do my best entertaining today.
 - Shema always thinks about Umwiza.
 - **NOTE:** most adverbs of time and frequency do not take the ly suffix.
- **NOTE:** Adverbs of time/frequency can be placed at different position in a sentence. They can occur immediately before the verb. Their most natural position is at the end of the sentence.
 - Examples:
 - They leave for Nyagatare today.
 - They leave today for Nyagatare.
 - Today, they leave for Nyagatare.
- Adverbs of place: Adverbs of place are words such as near, nearby, anywhere and downstairs. Adverb of place tell us **where** something happens.
 - Example:
 - Our school is nearby.³





Topic 2.1 Task 4:

- 1. In a group of three, think of someone in your community who has a job that requires some use of English, such as hospitality, tourism, or customer service.
- 2. Your group should contact this person 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?

³ White, L. (1991). Adverb placement in second language acquisition: some effects of positive and negative evidence in the classroom. UMass Amherst. https://blogs.umass.edu/moiry/files/2015/09/white1991.pdf

- 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?
- 3. Record this person's answers and ask for 5 useful English phrases they use on the job.
- **4.** Once you have done an interview with this person, compile your findings and prepare to present to the rest of your class.

Grammar Practice Activity



Topic 2.1 Task 5:

Choose the correct adverb for each sentence.

- 1. You must _____ watch the rice to make sure it is cooked. (patiently, fast)
- **2.** My father was going _____ in town. (somewhere, at home)
- **3.** What are you doing _____? (now, where)
- **4.** Genocide should _____ again happen in the world. (never, behind)
- **5.** She runs 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.



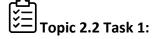
L.	Со	mplete the following sentences using your own personal information.
	a.	My name is
	b.	I am known by the nickname of
	c.	I am years old.
	d.	I am (single/married).
	e.	I (like/dislike) playing basketball.
	f.	My ideal profession is
,	Co	mplete the following sentences using the appropriate adverb from the brackets.
- •		My father is going (somewhere/ badly)
	b.	I go to school early. (carefully/never)
	c.	His teacher noted that he did everything (slowly/tomorrow)
	d.	I will find my book your desk. (behind/today)
	e.	We have English lesson a week. (twice/before)

Topic 2.2: Ask and respond to questions

Key Competencies:

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

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



1. With a partner, discuss this question: "What are your everyday basic needs?"

2. As a class, discuss: What is the difference between a need and a want?





1. Listen to the following dialogue from the teacher.

2. Identify the needs expressed in the dialogue to your partner.

Mother: Good morning, my daughter.

Daughter: Good morning mom, how are you?

Mother: I am fine. I want you to prepare breakfast because I am hungry.

Daughter: Mom, it is early morning.

Mother: Yes I know, but I want to go to work early, since I have many problems to

solve.

Daughter: Mom, you work hard nowdays.

Mother: Oh, my daughter! It is a must! Please, remember that I have to make money for buying food, house rent, and medical care.

Daughter: Mom, remember that we also need to buy other clothes because our clothes are old and in tatters.

Mother: Alright! I guess I have to satisfy all our needs.

- **3.** Answer the following questions about the dialogue aloud:
 - **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.

2.3 Key Facts

We use "need" when expressing basic needs, or things required to survive. (Example: I need food and water to live.)

NEED TO + A VERB \rightarrow This form is used for an action that is necessary or important.

Examples: I need to sleep. I want to dance.

• To make a survival question, with need, want, you have to use auxiliary "do" before "want or "need" then a question mark at the end.

Use "do" with I, you, we, they and "does" with she, he, it or with noun that would mean the same.

Examples: What do you need? What does he need? What do you want? What does he want?

• We use "want" to express our desire for things that we do not need to survive.

Example: I want to buy a new dress today.



Guided Practice Activity



Topic 2.2 Task 3:

1. Working in groups of four, discuss Peter's basic needs when he and Manzi visited Akagera National Park. State other basic needs he may need at Akagera National Park.

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 hesisate 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. Finally, Manzi showed him the restaurant and the room that had been booked for him.

- **2.** Share your answers with the rest of the class.
- 3. Review 2.4 Key Facts and practice your pronunciation as you read.
- **4.** After reading, find some of the connecting words used in the story.
- **5.** Write three sentences using sequence connectors.

2.4 Key Facts

Grammar Facts:

- **Sequence connectors:** are words that used to join sentences.
- They are very helpful to organize ideas when you want to tell someone what happened at a particular time in a logical sequence.
- Each sequence connector has a specific function within a text, to either add some information, express consequence or introduce a new idea etc. the correct use of connectors allows the listener to interpret the speaker's message in a better way.

Connectors	Function	Example		
■ First	Introduce the first of sequence	First, I clean the fruits.		
■ Then	Introduce the next action or concept	Then, I peel the fruits.		
■ Later	Introduce the next action or concept	Later, She take different fruits to mix them in a blender machine.		
■ After	That also introduce another action or concept	After that, I filter the fruit mixture.		
■ Before	Demonstrates a previous action or concept	Before we left Kigali, we visited the convention centre.		
Finally	Demonstrates the last action or concept	Finally, my friend and I finished sewing the dresses.		

- **Opinions**: an opinion is an idea, position, or judgement that you hold which may not be based in reason or fact. It can be important to use specific phrasing when expressing an opinion, in order to show that you understand the difference between matters of fact and opinion.
- Use these expressions when stating an opinion:
 - o In my opinion...
 - o In my eyes...
 - o As far as I am concerned...
 - o From my point of view...
 - o For me...
 - o Well, the thing about _____ I believe is that...





Topic 2.2 Task 4:

- **1.** With a partner you will engage in a discussion activity designed to help you practice stating your opinion.
- **2.** 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.
- **3.** The other preson uses an opinon statement to start his or her discussion.
- **4.** Take turns aksing and answering questions about matters of opinons.
- **5.** An example is provided below:

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 meake 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
0	the attitudes of young people?	0	In my opinion
0	traditions?	0	In my eyes
0	using the computer?	0	As far as I am concerned
0	playing sports?	0	From my point of view
0	sports teams in Rwanda?	0	For me
0	the best radio programs in Rwanda?	0	Speaking personally,
0	food that tastes good?	0	From my point of view,
0	studying vs working?	0	My view / opinion / belief /
0	Living in a city vs living on the countryside	0	impression / conviction is that
0	staying up very late at night?	0	Well, the thing aboutI
0	saving money		believe is that

Grammar Practice Activity



Topic 2.2 Task 5:

1. Read the description of a Imean's typical day to your partner and ask him/her to identify the sequence connectors.

My name is Imena, and I want to share my daily routine with you. First, when I wake up, I pray. Secondly, I go to the bathroom to take a shower and brush my teeth, of course. Then I come back to my room to dress. Before to go to school, I make my bed because I am a very tidy person. When I reach school, we clean all the tools we may need. We do this because the objective of cleaning is not just to clean, but to feel happiness living within that environment. At noon, we go for lunch and share updated stories with classmates. After class, despite having a car, I use a public transport because I like always to be with my friends. In our town, we have a group who does sport activities every day. But for me, I only play sports occasionally. When I am at home, I do a revision then I watch news with my parents. After that, we go for supper and I go to my room to sleep."

- **2.** Answer the following questions about the reading:
 - **a.** Underline 3 sequence connector words in the description.
 - **b.** What does Imena do when he wakes up?
 - **c.** Does Imena make his bed? Why or why not?
 - d. List the order of activities in Imena's day.
 - **e.** Tell your partner about your schedule for the coming weekend. Be sure to use at least five sequence connectors.



- 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

- 1. Correct the sentences below.
 - **a.** My father wants to a paracetamol.
 - **b.** I need to eat chocolate.
 - **c.** What does you need?
 - **d.** She needs to see the new film.
 - e. We want 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 _____ 100,000 francs.
 - **b.** No, I a glass of mango juice.
 - c. I a car.
 - **d.** We _____food in order to live.
 - e. I _____ a biscuit.
- **3.** Change the following sentences to the interrogative (question) form.
 - **a.** We need potatoes.
 - **b.** You have three dogs.

	d. John has a large car.
	e. The car needs a tune-up.
4.	Write three sentences using sequence connectors and one where you give your opinion. a.
	b.
	c.
	d.
5.	Speak for one minute about a matter of opinion that you feel strongly about.

c. Mary wants my house.

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

Key Competencies:

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

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



Topic 2.3 Task 1:

- 1. Discuss the following questions as a class:
 - a. Why do we ask questions?
 - **b.** What are some examples of questions?
 - **c.** Are all questions the same? What are the different types of questions?
 - d. Which words are used to make questions in English?



Problem Solving Activity



- **1.** Read the dialogue as a class.
- 2. With a partner, role play the dialogue and then underline all of the questions asked.
- 3. Review the types of questions outlined in 2.5 Key Facts.

- **4.** Form a group and identify which kinds of questions are being asked in the dialogue.
- **5.** Based on these kinds questions, brainstorm other types of questions and when to use them.

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.

2.5 Key Facts

• Types of questioning techniques: Questioning techniques are used in all walks of life, at home, among friends and in other relationships too. It is one of the basic principales of communication.

From MindTools' "Questioning Techniques: Asking Questions Effectively":

- Open questions can be used when:
 - O Developing an open conversation: ex. "What did you get up to on vacation?"
 - Finding out more detail: ex. "What else do we need to do to make this a success?"
 - Finding out the other person's opinion or issues: ex. "What do you think about those changes?"
- Closed questions can be used when:
 - Testing your understanding, or the other person's: ex. "So, if I get this qualification, I will get a raise?"
 - Concluding a discussion or making a decision: ex "Now we know the facts, are we all agreed this is the right course of action?"
 - o Frame setting: ex. "Are you happy with the service from your bank?"
- **Funnel questions:** This type of questions can be used to gather information and then narrow down and arrive at a decision. They are used in research, investigation and by detectives. They are useful for building a relationship, discovering very specific information, and diffusing arguments.

• Examples of funnel questions:

- O When was the call made?
- O What was your call about?
- o How will you describe their approach?
- O What questions did you ask?

Probing questions:

- Probing questions are used to gather more details and information. These are asked to clarify doubts or misunderstandings. These questions will help you pull out information from people who are hiding information or avoiding from telling you something.
- They dig deeper and provide fuller picture.

o Use questions that include the word "exactly" to probe further: "What exactly do you mean by fast-track?" or "Who, exactly, wanted this report?"4



Guided Practice Activity



- 1. With a partner, take turns playing the "decective story."
- 2. One person starts the story by making a statement about themselves. The other person should play the role of the dective and ask them a question. The other person then must answer.
- 3. By taking turns asking and answering different kinds of questions, a story is made. After a few different questions switch roles.
- **4.** 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.
- **5.** An example is provided for you:

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.

6. Volunteer to share your story that resulted from the conversation.

⁴ The Mind Tools Content Team. (n.d.). Questioning techniques: Asking questions effectively. Management Training and Leadership Training. https://www.mindtools.com/pages/article/newTMC 88.htm

2.6 Key Facts

Grammar Facts:

- **Conjunctions**: Joining words also known as linking words, which put two ideas together in one sentence.
- **Coordinating conjunctions**: Most common type, examples of coordinating conjuctions are: and, but, or, for, nor, so, yet
 - o Ex.
 - We planted potatoes. They planted casava.
 - We planted potatoes and they planted casava
- The mnemonic "FANBOYS" can help in memorizing coordinating conjunctions.
 - o **F = for** I hate to waste a drop of gas, **for** it is very expensive these days.
 - A = and David and Levis are conversing.
 - o **N = nor** Bill refuses to eat peas, *nor* will he touch carrots.
 - B = but We gave the guest everything he asked for but he was forever complaining.
 - O= or Edmond can take a bus or a train.
 - **Y** = **yet** I am allergic to cats, **yet** I have three of them.
 - S = so I am a vegetarian, so I don't eat any meat.
- **Subordinating conjunctions:** In English, there are a lot of subordinating conjunctions. Let's take a look at the most common ones, along with a few examples from some classic songs:
 - After "Your heart will break like mine, and you'll want only me after you've gone" (Ella Fitzgerald)
 - Although "Although I've been here before, he's just too hard to ignore" (Amy Winehouse)
 - As "As I walk through the valley of the shadow of death, I take a look at my life and realize there's nothing left" (Coolio)
 - As long as "I don't care who you are, where you're from or what you did as long as you love me" (Backstreet Boys)
 - o **Because** "I'm everything I am **because** you loved me" (Celine Dion)⁵
- **Correlative conjunctions:** Come in pairs, and you have to use both of them in different places in a sentence to make them work. They get their name from the fact that they work together and relate one sentence element to another.

⁵ Your Dictionary. (n.d.). *Subordinating conjunctions*. https://grammar.yourdictionary.com/parts-of-speech/conjunctions/subordinating-conjunctions.html

Examples:

- either/or Mugabo wants either the cheesecake or the chocolate cake.
- both/and We'll have both the cheesecake and the chocolate cake.
- whether/or I didn't know whether you'd want the cheesecake or the chocolate cake, so I got both.
- neither/nor Oh, you want neither the cheesecake nor the chocolate cake? No problem.
- not only/but also I'll eat them both not only the cheesecake but also the chocolate cake.
- not/but I see you're in the mood not for desserts but appetizers. I'll help you with those, too.



Application Activity



Topic 2.3 Task 4:

- **1.** Use the opinion topic that you spoke about in the last Formative Assessment from the previous topic.
- **2.** Practice with a partner forming and answering different types of questions related to your opinion following the structure outlined below:

Partner 1: Starts by asking the open	"Can you tell me about an opinion of			
question-	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?"			
Partner 2: Answers				
Partner 1: Asks a probing question	"Can you tell me why exactly you feel that this is important? Why do you think this?"			
Partner 2: Answers				

3. Once complete, switch roles.

Grammar Practice Activity



1. Using the answers provided, work out which question might have been asked.

Example:

Statement: 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.
- **b.** My father is not well. He had an accident last night, he is at home.
- **c.** TVET School will start at the end of September.
- **d.** Musoni uses blue colour to paint.
- **e.** Ronaldo is a superstar.
- **2.** With your partner, write three sentences using different conjunctions.
- **3.** How can different conjunctions change the meaning of a sentence?

Points to Remember

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



1. From the responses below: formulate and write out the appropriate questions • identify the type used Example: Statement: She is going to school. **Answer:** Where is she going? → Closed question a. Their favourite lesson is English. **b.** To me, family means love, trust, and dedication. **c.** Yes, I do need money. **d.** I will come to visit you next week. 2. What is the difference between open questions and probing questions? **3.** Use the words in brackets correctly to complete the sentences. **a.** Nadia is going to school. Jolie is going to school. (and) **b.** Claude is absent in class today. Claude is sick. (because) **c.** Claire will be the first. James will be the first. (either.....or) **d.** You should hurry. You will catch the train. (so) e. My mother is careful. My mother is generous. (not only.....but also) **4.** Choose a suitable conjunction for each sentence. 1. Would you rather have cheese _____ bologna on your sandwich? a. For **b.** Nor c. Or

d. So

2.	His two favourite sports are football tenn				
	a.	Or			
	b.	And			
	c.	Nor			
	d.	For			
3.	۱w	anted to go to the beach, Mary refused.			
	a.	But			
	b.	Or			
	c.	So			
	d.	For			
4.	l ar	m allergic to cats, I have three of them.			
		Or			
	b.	For			
	c.	Yet			
	d.	So			
5.	l ar	m a vegetarian, I don't eat any meat.			
	a.	So			
	b.	Yet			
	c.	Nor			
	d.	But			

Topic 2.4: Recalling and use of vocabulary related to common, everyday topics in the home/community and workplace

Key Competencies:

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

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



1. What are some examples of household items you use every day?

2. Think about how and where they are used. In the kitchen, living room, on the farm etc.

3. What is your favourite house hold item? Why?



Problem Solving Activity



1. Role play the following dialogue:

Mother: Umulisa! Umulisa: Yes, mom.

Mother: What are you doing?

Umulisa: I was cleaning the house.

Mother: Nice job, remember that your uncle, his wife and your nieces are coming for

visit.

Umulisa: Yes mom, I miss my nieces. What are you going to prepare for them?

Mother: You are going to the butcher to buy some meat. Your brother is going to wash the plates, pan, saucepan, cutlery and spatula.

Umulisa: Yes mom, but I am going to clean home furniture first. I see there is some dust on the cupboard, on the chairs and everywhere in the dinning room.

Mother: Do it quickly. But first, bring my sweater which is hanging on the clothes valet stand in the bedroom. And don't forget to charge my phone because battery is low.

Umulisa: Last night, your bedroom was too dark. Probably the light bulb has a problem. Let me first switch it on to check if there is electricity. Also there's a beautifull bird I see in your room!!!

Mother: A goldfinch?

Umulisa: Yes! Anyway, when they come, I will accompany my niece to my father's farm. She told me that she likes to see domestic animals and we will pass through that forest so that she may see lilies, orchids and many flowers.

Mother: If you find time, go and show her the others which are not in our farm, like goat, sheep, hens, and cocks.

Umulisa: Thank you, mom!

- **2.** After finishing the dialouge answer the following questions:
 - **a.** What cleaning tools were mentioned?
 - **b.** What is Umulisa's brother going to do?
 - **c.** What kitchen utensils were mentioned?
 - **d.** Apart from the sun and moon, can you give any other examples of celestial bodies?
 - e. Can you think of other domestic animals that are not farm animals?

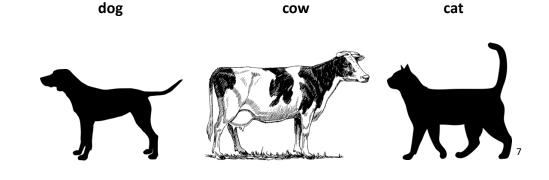
2.7 Key Facts

Vocabulary for common household items:

• **Kitchen utensils:** These are tools that we use to cook and prepare our food.



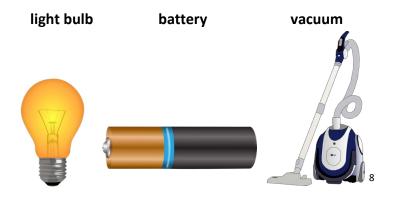
• **Domestic animals:** Domestic animal have been domesticated by humans so as to live and breed in a tame condition and depend on humankind for survival.



⁶ Images from Pixabay.com; License: https://pixabay.com/service/license/

⁷ Images from Pixabay.com; License: https://pixabay.com/service/license/

• **Electrical devices:** Usually plug into a wall and use electric energy to make our daily tasks easier.



- Bedroom furniture: pillow ,bed, clothes valet stand
- Flowers: lilies, tulips, orchids
- Cleaning tools: soap, basin, dustpan, sponge



Guided Practice Activity



Topic 2.4 Task 3:

- 1. Work in pairs to fill in the blank spaced of the chart.
- **2.** Each word from the word bank correlates to the category listed in the table.

Word Bank

lint roller a moon a matress a rose a mug a squeegee a scrub brush satellites orchids a lamb tulips blanket pillow a spatula a cow a bee a ladle duck pan dressing table lilies sponge

⁸ Images from Pixabay.com; License: https://pixabay.com/service/license/

Domestic	Kitchen utensils	Cleaning tools	Flowers	Bedroom
animals				furniture
Duck	Pan	Sponge	Lilies	Dressing table



Application Activity



- 1. At your home and make a list of items which are used every day. Maybe some of them you do not know the English equivalent for, this is okay.
- 2. With the help of your trainer or by consulting the dictionary, complete your list of household items in English.
- 3. You can write down the word in Kinyarwanda on the left to help you remember what the word means in English.

Household Items Vocabulary List					
Ikinyarwanda	English				
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

4. Share and discuss your lists with the rest of the class.



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

- **A.** Complete the following sentences using the following words: cow, goat, sheep, sauce pan, clothes valet stand, pillow, ironning board
 - 1. In my uncle's farm there are so many animals such as
 - 2. I am using a to boil water.
 - **3.** What am I going to use to iron my blouse? The is broken.
 - 4. She hangs his t-shirt on the
 - 5. She puts her head on the
- **B.** Write five sentences using the following words:
 - a. Table lamp
 - **b.** Cow
 - c. Roses
 - d. Desks
 - e. Pigeon
- C. State ten (10) words that you commonly use in your everyday life. Make different sentences and tell them to your friend.

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

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

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



Topic 2.5 Task 1:

- 1. When is your birthday? What is the date, month, year, and season of your birthday?
- 2. On which day of the week does your birthday fall this year?
- 3. Why is it important to identify dates and times? How does it help us communicate?





Topic 2.5 Task 2:

1. In pairs, read out the following scenario:

After finishing TVET school in September, after the end of summer, Kasim decided to apply the lessons he had gained from school. He intened to be a young entrerpreneur and started to work in his shop. His father was a businessman, too. He told him that in business everything must be planned and to not waste time. Hence Kasim began keeping aweekly schedule. Here is an example taken from one week:

- On Monday, he wakes up at 5:00 AM, takes a shower, and takes a bus at 5:30 from Rwamagana to Kigali. In Kigali, he buys the goods which he sells for 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 at his shop at 5:00 PM.
- On Wednesday at dawn, he takes time for counting and controlling his business to see
 whether he has a loss or profit. He does it early morning to gain time in order to best
 care for his customers who come to buy what they want. He keeps selling from 6:00
 AM to noon, when her sister brings him food for lunch. In the afternoon, his sister
 replaces him in the shop and he goes to home to have a nap. He returns at 2 o'clock
 and continues selling.
- Thursday, Friday, Saturday, are the days which keep him busy. In fact, he doesn't even have time to take a small tea break because of a great number of customers he has.
- On Sunday, he rests and goes to church with his family
- His father loves him because of his work ethic and asks for advisce when he gets confused. Kasim never wastes time—in fact, he profits from it.
- **2.** Discuss the following questions with your partner:
 - **a.** When does Kasim wake up on Monday?
 - **b.** How did he plan his week?
 - c. How do we call the window of time from 6 AM to noon?
- 3. Review your answers as a class and refer to 2.8 Key Facts for clarification.

2.8 Key Facts

- Times of the day:
 - Dawn: Refers to time around the actual solar event that is sunrise. It lasts from approximately 4 AM to 6 AM
 - Morning: Lasts from the end of dawn until noon (12 PM)
 - Noon: Refers to 12 noon (exact midday) and the time just around it. 11:50 is not noon.

- o **Afternoon**: Refers to the time after noon and before the evening.
- Evening: Variable in its usage and is tied both to work schedules and the solar time. It may last from late afternoon until after sunset.
- Night: Refers to the time after sunset. Accordingly, it can be both morning and night this being pretty much the definition of the small hours.
- Midnight: Refers to exactly 00:00/24:00 and the time just around it. 23:01 is not midnight.⁹
- The 7 days of the week are the following:
 - o Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- The 12 months the year are the following:
 - January, February, March, April, May, June, July, August, September, October, November, December
- The seasons of the year are the following:
 - Spring: Season following winter and preceding summer.
 - o **Summer**: Season following spring and preceding autumn.
 - o **Autumn**: Season following summer and preceding winter.
 - Winter: Season following autumn and preceding spring



Guided Practice Activity



Topic 2.5 Task 3:

1. Start by pairing up with a classmate nearby and practice asking and answering questions about your daily routine using numbers to tell time. One of you should ask questions while the other answers. After finishing, exchange roles.

⁹ User: Marcin. (2014, April 1). *Precise names for parts of a day*. English Language & Usage Stack Exchange. https://english.stackexchange.com/questions/28498/precise-names-for-parts-of-a-day

- **2.** The following are examples provided for you.
 - **A:** When do you wake up?
 - **B:** I wake up around dawn at 4:30 AM.
 - A: What do you do during that time?
 - **B:** I take shower until a quarter to five.
- **3.** Find another pair to make a group of four, and read the scenario about how Mubaji describes his 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.

- **4.** Answer the following questions about the scenario:
 - **a.** How is the day divided for Mubaji?
 - **b.** When does he wake up?
 - **c.** How many co-workers work together with him?
 - **d.** How much money do they gain every day for profit?
 - **e.** When do they have lunch?

2.9 Key Facts

- Writing numbers in words
 - Examples: one, ten, twenty, twenty-three, thirty, forty, fifty, one hundred-forty
 - Spell out all numbers beginning a sentence and lower than 10.
 - Example: Twenty-three victims were hospitalized only five days ago, while 30 invidiuals have died from the incident.
- Using figures to express dates:
 - o June 18, 1984

Countable vs uncountable nouns

Countable nouns:

 Anything that can be counted, whether singular – a dog, a house, a friend, etc. or plural – a few books, lots of oranges, etc. is a countable noun.

Examples

- There are at least twenty Italian restaurants in Kimihurura.
- Umulisa took a lot of photographs.
- Your book is on the kitchen table.
- There's a big brown dog running around the neighborhood.
- Usually the adverb many "not many" while uncountable nouns usually are preceded by the adverb "a lot" or "not a lot" or "not much"
 - There are <u>many pages</u> in this book. There are <u>not many people</u> inside the house."
 - There is <u>a lot</u> of water on the floor, yet <u>not much</u> in the sink.
 - That is <u>not much food</u> for <u>a lot</u> of <u>people.</u>
- **Uncountable nouns:** anything that cannot be counted is an uncountable noun. Even though uncountable nouns are not individual objects, they are always singular, and one must always use singular verbs in conjunction with uncountable nouns.

Examples:

- There is no more water in the tank.
- Please help yourself to some food.
- I need to find information about computers.
- You seem to have a high level of intelligence.
- Please take good care of your equipment.
- Let's get rid of the garbage.
- He makes **money** by selling used cars. 10

Basic prefixes denoting quantity:

- Uni-, mono-: means one(1) ;monotone, monogram, universe, union.
- o Bi-, di: represents two(2): bilateral, bicycle, bigam, bisexual, diphthongs, diagonal
- o Poly-: represents many: polygon, polythesistic polygamy, polynominal.

¹⁰ Ginger Software. (n.d.). *Countable and uncountable nouns*. https://www.gingersoftware.com/content/grammar-rules/nouns/countable-uncountable-nouns/



Application Activity



opic 2.5 Task 4:

- 1. In a group practice speaking about numbers by doing the following:
 - **a.** Take turns aksing 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.

Grammar Practice Activity



Topic 2.5 Task 4:

- 1. Indicate if the noun is countable or uncountable
 - **a.** People
 - **b.** Page
 - **c.** Money
 - **d.** Water
 - **a.** Fire
- 2. Use the correct adverb: (many vs a lot)
 - a. She has _____ of money in the bank
 - **b.** There are _____ ways to think about a problem
 - **c.** It is good to not be wasteful, this way you do not produce _____ of garbage.
 - **d.** I love cats, and the thing about them is you can never have too _____.
- **3.** Using a calendar in English answer the following questions:
 - a. Record the names of each month
 - **b.** Record which months have 30 days.

- **c.** Which months have 31 days.
- **d.** How many months are in a year?
- **e.** What is the first month of the year?
- **f.** What is the last month of the year?



? 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.



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 the numbers into figures.
 - a. Nine hundred and twenty-five
 - **b.** One thousand six hundred forty-two
 - **c.** Fourteen thousand five hundred ninety-four
 - **d.** Two hundred fifty thousand
 - e. Twenty-three thousand, one hundred thirty-four

- **3.** Write these number into words.
 - **a.** 534
 - **b.** 15421
 - **c.** 63574
 - **d.** 74
 - **e.** 123
- **4.** Find at least five words (vertically or horizontally) that can be formed from the letters that are in table below.

Α	С	V	V	Е	D	Α	F	С	Н
В	Α	М	Α	R	С	Н	Е	I	U
Т	W	0	Р	Е	В	Т	R	Α	U
W	V	N	N	0	0	N	R	Z	Т
Е	I	D	G	Е	L	Е	V	Е	N
L	D	Α	Р	R	I	L	I	R	U
V	U	Υ	ı	Н	J	В	T	0	J
Е	E	٧	E	N	Ī	N	G	G	I

Topic 2.6: Participate in social conversations

Key Competencies:

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

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



Topic 2.6 Task 1:

- 1. Working in only in English you and your classmates should arrange yourselves in order of your birthdays.
 - a. For example, those with January birthdays are at one end of the line and those with December birthdays are at the other end.
- 2. Afterwards, discuss as a class how communication, asking questions, and listening carefully were important to this activity.



Problem Solving Activity



1. Read the short paragraph with a partner:

I'm Hirwa and I met yestarday 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 insignficant 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.** Now, answer the following questions:
 - **a.** How did Hirwa ask for clarification when she encountered dificulties with Rooney's name?
 - **b.** Why do you think Hirwa continued talking to Rooney?
 - c. What do you think made Rooney seem so confident to Hirwa?
 - **d.** Why did Rooney keep smile?
- **3.** Share and discuss the answers as a class.

2.10 Key Facts

Non-verbal ques/body language

Making introductions

- When conversing you have first to introduce yourself or introduce your relatives.
- There are several situations of introductions and specific guidelines to follow.

• Business introduction:

- Introducing business associates of differents ranks: Introduce the person of lower rank to the person of higher rank, regardless of age or gender.
- o Introducing a business associate of any rank and a client: Introduce the business associate to the client regardless of rank, age or gender.
- o Introduce a man and a woman: Introduce the man to a woman.
- Example: "Gilbert, this is Violette, who has been helping me how to bake a cake."

Introducing a person and a relative:

- Introduce the person to the relative.
- o Example: Dad, I would like to introduce my girlfriend, Claudette.
- When introduce a group, say the names of everyone in the group so that your guests will have a chance of remembering them.

Other tips:

- In formal situations, when the person has not given you permission to use their first name, use titles like Mr., Mrs., and Dr.
- Always stand up for an introduction.
- Make sure you know how to pronounce people's names correctly when making an introduction.
- Say something interesting about the person you are introducing.
- o When being introduced or making an introduction outside, remove your hat and keep it off until your part ways again.
- Remove your glove before shaking someone's hand.



Guided Practice Activity



Topic 2.6 Task 3:

- 1. In a group of three, role play the following scenarios where you must introduce someone to someone else.
- 2. First 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 cooworker.
 - 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.
- 3. Then 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.

- 4. 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 do you know them?
 - **d.** Something that these people have in common or could talk about.



Application Activity



- 1. Either at school or in your community watch a film, either real or fictional which shows two people introducing themselves in English.
- **2.** Record the following:
 - a. which words they use: formal and non-formal
 - **b.** body language
 - **c.** non-verbal ques or gestures



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).



- 1. 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



1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do the self- assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitude after the unit. Read the knowledge, skills or attitudes in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience	I don't have any	I know a little	I have some	I have a lot of	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Provide basic information using simple statement					
Ask and respond to questions					
Ask questions in order to get relevant information and seek clarification as per 'wh' questions and other question style					
Use vocabulary related to common everyday topic in the home / community and workplace					
Use key words and expressions related to time					

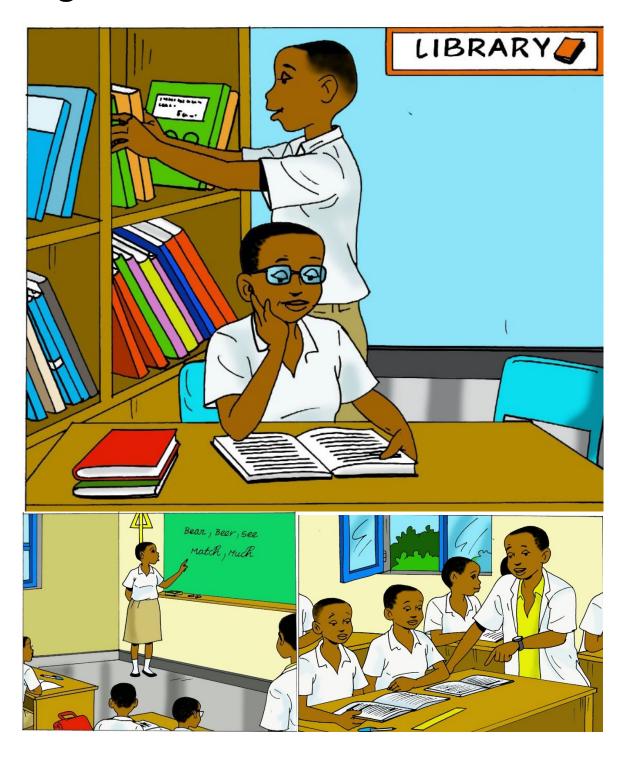
My experience	I don't have any	I know a little	I have some	I have a lot of	l am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
and numbers according to English lexis					
Participate in social conversation					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement with the actions /strategies you will use to help you improve regarding applying basic English vocabulary and the structure and mechanics of English at the workplace.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding the learning unit, you can contact your trainers for assistance.

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



Topics

- **3.1** Decoding and recognizing familiar and some unfamiliar words by breaking words into syllables and applying pronunciation rules
- **3.2** Use of knowledge of common letter patterns to decode words
- **3.3** Recognizing high frequency words
- **3.4** Following punctuation cues and capitalization when reading aloud
- **3.5** Reading (fluently) with minimal hesitation (orally and silently)
- **3.6** Improving vocabulary using knowledge of common roots and prefixes/suffixes, homographs, homophones and homonyms
- **3.7** Reading and follow simple and multi-step written directions
- **3.8** Use of comprehension strategies to understand text
- **3.9** Identifying main idea, supporting details, sequence and common transitions in simple text

Unit Summary

Being able to read texts and books is one of the most important skill for language learners. Not only does it enable someone to read fluently, s/he will be interested in sharing ideas with others trough reading fluently and comprehend well some words as being confident at workplace. The unit introduces you to English reading skill with focus on reading strategies to comprehend written English texts.

Self-Assessment: Unit 3

- 1. Look at the illustration. What is happening? What do you think this unit will be about?
- **2.** Fill in the self-assessment below.

There are no rights or wrong ways to answer this assessment. It is for your own use during this course. The trainer will read a skill that is listed in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we'll take this assessment again.

My experience	I don't have any	I know a little	I have	I have a lot of	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Decode and recognize familiar and some unfamiliar words by breaking words into syllables and applying pronunciation rules.					
Use knowledge of common letter patterns to decode words.					
Recognize high frequency words.					
Follow punctuation cues and capitalization when reading aloud.					
Read (fluently) with minimal hesitation (orally and silently).					
Improve vocabulary using knowledge of common roots and prefixes/suffixes, homographs, homophones and homonyms.					
Read and follow simple and multi-step written directions.					

My experience Knowledge, skills, and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Use comprehension strategies to understand text.					
Identify main idea, supporting details, sequence and common transitions in simple texts.					

Topic 3.1: Decode and recognize familiar and some unfamiliar words

Key Competencies:

Knowledge			Skills	Attitudes		
1.	Identify consonant	1.	Pronounce given	1.	Attention to detail	
	blends		letters or blends of			
			letters correctly			
2.	Identify consonant	2.	Create and read	2.	Willing to try	
	digraphs		words using letter			
			combinations			
3.	Distinguish between	3.	Correct vowel	3.	Incorporates new	
	long and short		pronunciation		information quickly	
	vowels				and accurately	

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



- 1. Choose a simple English word that you feel confident spelling and pronoucing.
- **2.** The trainer will ask everyone to present their word by writing and spelling it on the black board or flip chart.

3. When it is your turn, spell out the word on the board pronoucing every letter.

Examples:

C-a-t makes cat!

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



Problem Solving Activity



1. Read the poem below. First read it silently. Then read it aloud in pairs

Finest shoe

Cobbler, cobbler, mend my boot,

Mend it well, to fit my foot.

Stitch it up and stitch it down,

Make it the finest shoe in town.

- **2.** Working in small groups, answer the following questions:
 - a. What is the poem about?
 - **b.** Identify the words that have four letters.
 - **c.** In the above poem, which words are one-syllable?
 - **d.** Listen carefully from your group member's reading and notice if there is an error in pronunciation.

3.1 Key Facts

Letters and their sounds

Consonants

Vowels

- /b/ b ball,
- /a/ a cat,
- /c/ c cat,
- /e/ e egg,
- /d/ d dog,
- /i/ i igloo,
- /f/ f fan,

- /o/ o orange,
- /g/ g grapes,
- /u/ u put.
- /h/ h hat,

- /j/ j jellyfish,
- /k/ k kite,
- /I/ I leaf,
- /m/ m monkey,
- /n/ n nest,
- /p/ p pig,
- /r/ r robot,
- /s/ s sun,
- /t/ t tap,
- /v/ v van,
- /w/ w web,
- /y/ y yo-yo,
- /z/ z zebra

Letter combinations and their sounds

- o Wh: as in where, which is often taught to be pronounced just as /w/ (In other words, "where" and "were", "which" and "witch" sound the same).
- o Oo: is mostly pronounced in two different ways: /uː/, as in fool, cool, or /ʊ/, as in book, look
- o Ng: is usually pronounced as $/\eta/$, as in wrong, song, shopping
- o Ps: is pronounced just as /s/ (p is silent), for example psychology, psalm. 11
- Consonant blends (also called consonant clusters) are groups of two or three
 consonants in words that make distinct consonant sound such as "bl", black or "spl"
 splay.
- Short vowel consonant diagraphs are combinations of two consonant letters that
 form a single consonant speech sound (technically known as a consonant phoneme).
 Sometimes the combination results in one letter becoming silent, ex. "ce" in silence
 but many times the pairing produces a unique sound that neither letter would form
 on its own. ex. cr

Long vs short vowels

o **Short vowels:** When there is one vowel in a word, either at the beginning or between two consonants, it usually has the short vowel sound. There is no difference between how short and long vowels are written, however to show pronunciation short vowels are often indicated as follows ă, ě, ĭ, ŏ, ŭ while long vowels usually are indicated as such ā, ē, ī, ō, ū

¹¹ Marian, J. (n.d.). *Pronunciation of letter groups (letter combinations) in English*. Jakub Marian's Educational Blog. https://jakubmarian.com/pronunciation-of-letter-groups-in-english/

ex.

ănt, lĕg, kid, Gŏd, bŭt,

Long vowel sounds are pronounced the same way as the name of the letter itself.
 When a word has two vowels, usually the first vowel says its name and the second vowel is silent.

ex.

cāke, tēach, side, hōme, ūse

• **Vowel digraphs** are combination of vowels that combine to make a single vowel sound like the "oa" in goat, the "ai" in rain, the "ee" in feet, the "ea" in sea, and the "oo" in moon. (The **digraphs** AW, EW, OW, OU, and OO as in "wood" are covered in **vowel digraphs** unit 2).¹²



Guided Practice Activity



Topic 3.1 Task 3:

Indicate whether each vowel in the words below is short / ă, ě, ĭ, ŏ, ŭ /, long / ā, ē, ī, ō, ū / or silent /a, e, l, e, u/

Example: frūit

- a. seem
- **b.** ape
- c. at
- d. dog
- e. deep
- f. wet
- g. him
- **h.** top
- i. tube

2. With a partner practice pronouncing these words aloud.

¹² Roach, P. (2010). *English phonetics and phonology: A practical course* (4th ed.). Ernst Klett Sprachen.

3. 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?

w<u>ear</u> f<u>ear</u> b<u>ear</u> cl<u>ear</u> n<u>ear</u> d<u>ear</u> <u>ear</u> y<u>ear</u>



Application Activity



Topic 3.1 Task 4:

- 1. Read aloud the text below and identify words that include:
 - a. Consonant blends
 - **b.** Consonant digraphs
 - c. Short vowels
 - **d.** Long vowels

In our country, gender equality is a major challenge. Many people specify household and outdoor work on the basis of gender. For instance, girls are often preferred for doing household work and they are deprived of enjoying outdoor freedom. Many parents don't allow their daughters to go out at night, but these same rules do not apply to their sons. However, we should not forget that women are surpassing men in many fields. For example, Rwanda was the first country in the world to have a female majority in Parliament. Following successes such as this one, if Rwandans work together, we can build a better future for both boys and girls.

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



- 1. Read the following words out loud focusing on correctly pronouncing each one. Note, in every line, there is one word that is pronounced differently.
 - **a.** catch, match, badge, scratch
 - **b.** goose, choose, loose, rose
 - **c.** through, rough, tough, enough
 - **d.** meal, speak, weak, shirk
 - e. miss, kiss, hiss, wish
- **2.** Read the dialogue aloud and pay special attention to the words in quotation marks. After your trainer will give you feedback on your pronunciation.

Teacher: Cyusa, how do we spell the word 'instruction?

Cyusa: 'I-N-S-T-R-U-C-T-I-O-N'.

Teacher: That is correct. Shania, how do we spell the word 'pronounce'?

Shania: 'P-R-O-N-O-U-N-C-E'.

Teacher: Class, do you agree with her?

Class: Yes teacher, we agree. **Teacher**: Good job, Shania.

Teacher stands up and goes to the board. She writes the word 'REPORT'.

Teacher: Cyusa, how is that word pronounced?

Cyusa: That word is pronounced as re-port

Teacher: That is correct Cyusa. Shania, what do you think is the correct pronunciation of the word (*Teacher writes on the board*) 'REPEAT'?

Shania: I think it is pronounced as "re-peet"

Teacher: That is correct Shania. We have a tie. Both teams have the same numbers of points. We will have another quiz tomorrow during the quiz time until we have a winner. Thank you for your participation.

Topic 3.2: Use knowledge of common letter patterns to decode words

Key Competencies:

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





1. What do these three words have in common?

tree / free / see

- 2. What are letter patterns? Can you think of any?
- 3. How can letter patterns help with spelling?





1. In small groups, read the following text aloud. Which words have the same number of syllables? Which words share the same letter patterns?

We watch from the window As the storm winds blow. We watch from the window, And hope for a rainbow.

- **2.** Read the words below and put the words which have the common letter patterns in the same group. For example, "responsible" and "terrible" share a common pattern: "ible."
 - a. Plough
 - **b.** Argument
 - c. Speaking
 - d. Writing
 - e. Rough
 - f. Responsible
 - g. Relation
 - h. Creation
 - i. Improvement
 - j. Terrible
- **3.** Share your answers with the rest of the class.
- 4. Together, review 3.2 Key Facts.

3.2 Key Facts

- Letter patterns are groups of letters that often appear together in many different English words: for example: -tion (information, function) and -ing (swimming and shopping)
- If you recognize a letter pattern in a word and know the sound that it makes, then you won't have to sound out every letter in the word to read it.
- Letter patterns can help with spelling.
- When you are spelling, it helps to remember letters as a group or pattern rather than remembering each letter on its own (for example, -ough is found in the words "tough" and "enough").
- You only need to learn to spell a letter pattern once to help you spell many different words that have the same pattern. Letter patterns are especially useful in English because English words are not always spelled the way that they sound. This means we

cannot always rely on the sounds of letters to help us spell or read (for example, "tion" sounds like "shun"). 13



Guided Practice Activity



Topic 3.2 Task 3:

- **1.** Read these words aloud: action, accommodation, decision, admission, permission, occasion, electrician, politician, station, television. (Did you notice that the endings -tion, -sion, -cian all have a 'shun' sound?)
- **2.** Write the correct endings for these words. Choose between the endings -ary, -ery, or ory.
 - a. satisfact
 - b. tempor
 - **c.** ordin
 - **d.** mis
 - e. mem
 - f. introduct
 - g. nurs
 - **h.** ev
 - i. necess
 - j. Febru



Application Activity



Topic 3.2 Task 3:

- **1.** Compose a short poem (in 6 lines). Try to insert letter patterns that we have learned so far.
- 2. Read your poem to a classmate. Can you hear the letter patterns as you read or listen?

¹³ Venezky, R. L., & Johnson, D. (1973). Development of two letter-sound patterns in grades one through three. *Journal of Educational Psychology*, *64*(1), 109-115. https://doi.org/10.1037/h0033971



- 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 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

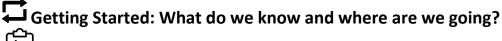
- 1. Which word in each list does not share a letter pattern with the others in the group?
 - a. onion, union, pinion, pigeon
 - **b.** lotion, nation, addiction, technician
 - **c.** cough, caught, tough, roughly
 - **d.** wintry, dentist, artistic, psychologist
 - e. relevant, elegant, instantly, performance
- **2.** Choose the correct spelling for the word that matches the given definition.
 - 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

Topic 3.3: Recognize high frequency words

Key Competencies:

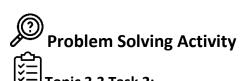
Knowledge			Skills	Attitudes	
1.	Identify high	1.	Use high frequency	1.	Attention to detail
	frequency words		words to read,		
			rather than decode,		
			a story		
2.	Identify high	2.	Use high frequency	2.	Willingness to try
	frequency words in		words to write a		
	reading a paragraph		work-related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





Topic 3.3 Task 1:

- 1. Think of words that you use, write, or read very often. (With a partner, list some examples.
- 2. What is a name for words that we recognize immediately—or by sight? How can these words help us in reading and writing?



1. In a small group, silently read the paragraph. Then, take turns reading sentences aloud from the text below. Write down the words that appear most frequently in this paragraph.

My name is Mutesi. I live with my parents and siblings. My little sister and I are always going early to school. My mother used to stay at home preparing meals for us. My dad works in the shop. My sister and I love our parents. Every evening we do our homework before eating and sometimes when dad is off from work, he tells us about the past. He

discusses things like how he and my mother were treated by their parents and encourage us always to be hardworking, persistent and brave.

3.3 Key Facts

High frequency words

- High frequency words are quite simply those words that occur most frequently in written material, such as "and," "the," "as," and "it."
- When we recognize these words, they help us read and write more fluently.
- They are often words that have little meaning on their own, but they do contribute a
 great deal to the meaning of a sentence. Some of the high frequency words can be
 sounded out using basic phonic rules—for example, "it" is an easy word to read using
 phonics.
- However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages. These words are sometimes called "tricky words," "sight words" or "camera words." 14

High Frequency Words					
About	Grown	Own			
Better	Hold	Pick			
Bring	Hot	Seven			
Carry	Hurt	Shall			
Clean	If	Show			
Cut	Keep	Six			
Done	Kind	Small			
Draw	Laugh	Start			
Drink	Light	Ten			
Eight	Long	Today			
Fall	Much	Together			
Far	Myself	Try			
Full	Never	Warm			
Got	Only				

_

¹⁴ High Frequency Words. (n.d.). *High frequency words*. https://www.highfrequencywords.org/

	High Frequency Words	
The	Or	Will
Of	One	Up
And	Had	Other
A	Ву	About
То	Word	Out
In	But	Many
Is	Not	Then
You	What	Them
That	All	These
It	Were	So
He	We	Some
Was	When	Her
For	Your	Would
On	Can	Make
Are	Said	Like
As	There	Him
With	Use	Into
His	An	Time
They	Each	Has
I	Which	Look
At	She	Two
Be	Do	More
This	How	Write
Have	Their	Go
From	If	See



Guided Practice Activity Topic 3.3 Task 3:



1.	Read each sentence. Find and underline the word that best fits the sentence. The first
	sentence has been completed for you as an example.

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 the school.	a. has	b. answer	c. by
5.	Your sister the 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	h school	c find



)) Application Activity



Topic 3.3 Task 4:

- **1.** Read the list of high frequency words from the key facts and form a short meaningful paragraph using as many of those words as you can.
- **2.** In small groups, study the words and count the time each high frequency word has been used in your passage.

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. Read the paragraph and then identify the high frequency words. Consult with 3.3 Key Facts to see the list of high frequency words.

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 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. "

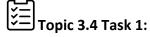
2. Write your own paragraph about a topic of your choice and use high frequency words that you know. After writing it, read it for your classmates.

Topic 3.4: Follow punctuation cues and capitalization when reading aloud

Key Competencies:

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

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



1. Read the challenging text below and see if you can understand it.

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 answer the following questions:
 - a. Was the text difficult understand?
 - **b.** What important part of was missing?
 - **c.** Why is this important, especially in reading aloud?
 - **d.** Try rewriting the text so it is easier to read and understand.
- 3. Discuss the answers as a class.





1. Read the following text:

The Punctuating Panda

Adapted from Mental Floss

A panda bear walks into a bar. He orders a sandwich, eats it, then draws a gun and fires two shots in the air.

"Why? Why are you behaving in this strange, un-panda-like fashion?" asks the confused waiter, as the panda walks towards the exit. The panda produces a badly punctuated wildlife manual and tosses it over his shoulder.

"I'm a panda," he says, at the door. "Look it up."

The waiter turns to the relevant entry and, sure enough, finds an explanation.

"Panda: Large black-and-white bear-like mammal, native to China. Eats, shoots and leaves." 15



16

A panda bear eating bamboo shoots and leaves

2. Circle or list all of the punctuation marks in the text. What types of punctuation do you find? What do they mean?

¹⁵ Israel, D. K. (2006, August 4). *The punctuating panda*. Mental

Floss. https://www.mentalfloss.com/article/14628/punctuating-panda

¹⁶ Image from Pixabay.com; License: https://pixabay.com/service/license/

- **3.** How is the meaning of "Eats shoots and leaves" different from "Eats, shoots, and leaves"?
- **4.** Think about the story. Why does the panda behave in such a strange way? How does punctuation contribute to the panda's behavior?
- 5. Why do you think it is important to use the correct punctuation?
- 6. Review 3.4 Key Facts together.

3.4 Key Facts

Punctuation marks help us to read fluently and to make a message clear.

• Comma (,)

- Separates an interruption from the rest of the sentence.
 - Example: Mr Amahoro, our teacher, is very clever.
- Separates two independent clauses that are connected by a conjunction such as "but."
 - Example: They wanted to purchase a new car, but their financial situation would not allow it.
- Separates phrases (clauses).
- o Introduces a direct quote (as opposed to indirect speech).
 - Example: The boy said, "My father is often away during the week on business trips."
- Lists a number of things.
 - Example: He bought a banana, an orange, an apple, and a passion fruit.
- o Formats an address or a date.
 - Popular Junior School, P.O. Box 111, Masaka
 - Tuesday, 26th July 2000

Period/full stop (.)

- A period is used to complete sentence (a subject and a verb) that makes a statement.
 - Example: It is your birthday.

Semicolon (;)

- A semicolon signals a pause longer than a comma but briefer than a period (when reading).
- It can do the following:

- Separate two independent clauses: one or both of the clauses are shorts and the ideas expressed are usually closely connected to one another.
 - Example: He loves studying; he can't get enough of schools.
- Separate groups of words that are themselves separated by comma.
 - Example: I took a holidayand played golf, which I love; read a lot, which I needed to do; and slept late, which I hadn't done for quite a while.
- Note: Do not use a capital letter after a semicolon, unless it is followed by a proper noun.

• Question mark (?)

- A question mark is used afte a direct question.
 - Example: Who is the president of Kenya?

• Exclamation mark (!)

- An exclamation mark is used to show surprise, admiration, or fear. It is an expression of strong and sudden emotion.
 - Examples: Oh, my God! Help! Stop!
- The other puntuation marks that are used include the following:
 - o Colon (:)
 - Quotation marks ("")
 - o Brackets ({ })
 - o Dash, hyphen, etc.



Guided Practice Activity



Topic 3.4 Task 3:

1. Use appropriate punctuation marks in the following sentences.

Example: What are you doing next weekend \rightarrow What are you doing next weekend?

- a. In the words of Murphys Law Anything that can go wrong will go wrong
- **b.** A textbook can be a wall between a 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
- 2. Share your answers and then review 3.5 Key Facts together.

3.5 Key Facts

- Capitalization means writing a word with its first letter as a capital letter (big or "uppercase letter") and the remaining letters in lower case.
- Capitalization has three main purposes:
 - o to let the reader know a sentence is beginning
 - o to show important words in a title
 - o to signal proper names and official titles
- We use capital letters in the following circumstances:
 - o The first letter at the beginning of a sentence
 - Example: We shall come tomorrow.
 - o The names of days of the week and months of years
 - Example: Monday, Saturday
 - Example: January, September
 - Governmental matters
 - Example: National Election Commission, Rwanda Education Board
 - Historical episode and eras
 - Example: The American Revolutionary War, the Genocide Against the Tutsi
 - Institutions:
 - Example: Tumba College of Technology
 - Organisations
 - Example: World Health Organisation
 - Planets : Mercury, Venus, Jupiter
 - Races, nationalities and tribes

- Examples: Kikuyu, Rwandese, Amhara of Africa
- o Names of specific course titles but not general academic subject
 - Example: I must take Twentieth-Century African Literature and science this semester.
- The first word in a complete quotation, even midsentence
 - Example: Anne says, "The case is far from over, and we will win."
 - NOTE: Only capitalize words such as "city" if they are part of a proper noun (for instance, we write "the city of Kigali" but "New York City."



Application Activity



Topic 3.4 Task 4:

1. Insert capital letters and full stops wherever needed in the following text.

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.



- **A.** Replace any punctuation mark used inappropriately in the sentences with the appropriate punctuation mark. Make any other necessary changes.
 - 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;attractng a lot of neglect by the hospital administration.
- **B.** Choose the sentence with the correct capitalization:
 - **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."

Topic 3.5: Reading with minimal hesitation (orally and silently)

Key Competencies:

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

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



- 1. 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?





- **1.** First read the text silently.
- 2. Then work with your group members to read the text as fluently as possible.
- 3. Take turns as each group member reads a sentence aloud.

- **4.** Notice which words you and your group members struggle with.
- **5.** Work together to sound out new words.
- **6.** Finally once you have read through the text two times, give each group member some feedback on how to imporvoe the fluency of their reading.

From English Daily:

"Computers are machines that can help us in many ways. But they cannot think or do things on their own. Humans have to feed them with information and tell them what to do with it. They cannot come up with any new information. But they can save much time and work. For example, all the information and the office files can be stored in a computer's "memory". If a clerk were to trace any information from a particular file, the computer would only take seconds to find it. It would take a clerk days or even weeks to go through every file if no computers were used.

The first computers were huge and costly. They filled up almost the whole floor of large offices. Later, because of the usefulness and demand for computers in business, scientists soon found ways to produce cheaper and smaller computers. They invented chips which made it possible to store more information in less space.

Today, computers are not only cheaper, but also more compact. They can just be placed on top of an ordinary writing table. They can even be carried from place to place easily. Computers are not only used in offices by companies, but they are also used at home, by families who can afford them.

Robots, on the other hand, are not mechanical people. They are only moving parts controlled by a computer. A robot can do the same work for twenty-four hours, and yet, it does not complain or get tired. In the United States robots are computers that tell them where to guard and what to do. These robots are programmed to listen for certain noises and signals for help in case of trouble or danger.

In Japan and in some places in America, robots are used in factories to assemble cars. As computers become more common in businesses and factories, people fear that one day computers and computer-controlled robots will put human workers out of work."¹⁷

Trainee Manual

¹⁷ English Daily. (n.d.). *Reading comprehension - Lower and upper secondary schools*. https://www.englishdaily626.com/reading comprehension.php?032

3.6 Key Facts

- Fluent oral reading is essential in the successful journey throughout education.
- Silent reading is a strategy that can be used to help improve fluency.
- Reading comprehension is the ability to process text, understand its meaning, and to integrate the text with what the reader already knows.
- There are four main types of sentence structures:
 - **Simple sentence** consists of one independent clause. An independent clause contains a subject and a verb and expresses a complete thought.
 - Example: Mary likes tea.
 - Compound sentence is two or more independent clauses joined by a conjunction or semi-colon. Each of these clauses could form a sentence alone.
 - Example: I like coffee and Mary likes tea.
 - Complex sentence consists of an independent clause plus a dependent clause. (A
 dependent clause starts with a subordinating conjunction or a relative pronoun
 and contains a subject plus verb but does not express a complete thought.)
 - Example: Maria likes tea because it makes her stronger.
 - Compound-complex sentence is a combination of compound sentence and a complex sentence.
 - Example: Mary cried because the ball hit her, and I apologized to her immediately.¹⁸



Guided Practice Activity



Topic 3.5 Task 3:

1. Find a word in the reading passage from the **Problem Solving Activity** that has the same or similar meaning as the words below:

Example: small → compact

¹⁸ English Club. (n.d.). *The 4 types of sentence structure*. https://www.englishclub.com/grammar/sentence/sentence-structure.htm

- a. to build
- **b.** common
- c. to dread
- **d.** expensive
- 2. Answer the following reading comprehension questions.
 - **a.** Why did the first computers fill up almost the whole floor?
 - b. Why do humans have to feed the computers with information and tell them what to do?
 - c. What are the advantage and disadvantages of computers in real life? Do you think that computers will ever replace humans? Why or why not?



Application Activity



- 1. Choose the correct answer to the questions below:
 - 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 clause 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 you have used these three conjunctions: **and, or,** and **but.**



ر 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.



- A. Choose the right answer.
 - 1. Which 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 an
 - a. One or more dependent clauses
 - b. Two or more dependent clauses
- **B.** Combine each pair of simple sentences below to make a compound sentence.
 - 1. The doctor must be tired. She had no sleep last night.
 - **2.** A lady will call to see me. Please ask her to wait.
 - **3.** It was very hot last night. I still slept well.
 - **4.** He spoke very softly. Nobody could hear what he said.
 - **5.** He distrusts his secretary. It is difficult to understand the reason.
- **C.** Write five compound-complex sentences on your own.

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

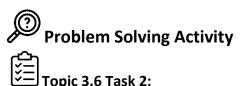
Key Competencies:

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





- **1.** With your small groups, look at and read the pairs of words below. How are the underlined words in each pair related to one another? What do they mean?
 - **a.** <u>Dear</u> Yvette, How you are? / I see a d<u>eer</u> in the forest.
 - **b.** Close the windows / as the storm is getting close.
 - **c.** I smell a red <u>rose</u>. / She <u>rose</u> to the occasion.
- 2. Share and verify your ideas with the rest of the class.



1. Read the text below and find out the words which have even few similar features within their form and how they impact their meaning.

For example, we have the words "discount" and "disbelief." They both have the same beginning, or prefix: "dis," which means "not."

Text: She's a winner! Few people would disagree that track star Wilma Rudolph was lightning fast. In the late 1950s and early 1960s, Americans discovered Rudolph. She was the first American woman to win three gold medals in one Olympic Game. Born in a poor family, young Wilma wore a brace on her left leg. Back then it was easy to discount her chances for success. But Wilma was not discouraged by her disability. She took off her brace every time she could. As her legs grew stronger, her discomfort disappeared. Her talent left others in disbelief. Today, Wilma Rudolph is remembered as one of the top athletes of the twentieth century!

3.7 Key Facts

- Root word: The most basic part of a more complex word, which does not need another root, prefix or suffix to be a word (such as "appear" in dis-appear-ing)
- **Prefix**: A small piece of meaning which is placed before the root of a word. Prefixes cannot be words by themselves.
- Example: Im-possible, dis-appear, bi-nominal
 - a-, an- = without; amoral,
 - ante- = before; antecedent
 - co- = with; co-worker
 - con= together: *context, convene*
 - de- = off, remove; *de-ice*
 - dis- = not or lack of; disbelief
 - ex =out of, former; ex-boyfriend
 - il = not; illegal
 - inter = between; intergalactic
 - post = after; postpone
 - re- to continue or do again: redo, reselect, research
 - super = above; *supersede*
 - un = not; *unnatural*
- Suffix: an affix, which is placed after the root of a word
- Example: quick-ly, end –less
 - -er = someone who performs an action; dancer
 - -ion = the action or process of; *celebration*

- -ment = the action or result of; movement
- -ive = quality or nature of; creative
- -al = pertaining to; *criminal*
- -ment= turns an adjective into a noun; judgement, betterment
- -less = without something; careless
- -ly = in the manner in which something is done; honestly
- -ing = verb form/present participle of an action; laughing
- Knowledge of prefix, root words, and suffixes can help us to decode the meaning of new words.
- For example, let's look at the word "international."
 - We have the prefix "inter," which means "between."
 - We have the root word "nation."
 - And we have the suffix "al," which signals pertaining to.
 - So, this is an adjective that signifies "between nations."



Guided Practice Activity



Topic 3.6 Task 3:

1. Read the following paragraph and use your knowledge of roots and affixes to identify the meaning of each of the word in boldfaced type. Use a dictionary if necessary.

The first step to improvement is always self-awareness. Analyse your shortcomings as a listener and commit yourself to overcoming them. Good listeners are not born that way. They have worked at learning how to listen effectively. Good listening does not go hand in hand with intelligence, education, or social standing. Like any other skill, it comes from practice and self-discipline. You should begin to think of listening as an active process. So many aspects of modern life encourage us to listen passively. We "listen" to the radio while studying or "listen" to the television while moving about from room to room. This type of passive listening is a habit-but so is active listening. We can learn to identify those situations in which active listening are important. If you woke seriously at becoming a more efficient listener, you will reap the rewards in you schoolwork, in your personal and family relations, and in your career.

- **a.** improvement:
- **b.** overcoming:

	c.	effectively:				
	d.	education:				
	e.	social:				
	f.	encourage:				
	g.	passively:				
2.	ide	entify the part o	of speed		cample has bee	x). Write the definition and not note
	a.	impossibility	\rightarrow	Root: possible	Prefix: im	Suffix: ity
	b.	discouraging	\rightarrow	Root:	Prefix:	Suffix:
	c.	deactivate	\rightarrow	Root:	Prefix:	Suffix:
	d.	disability	\rightarrow	Root:	Prefix:	Suffix:
	e.	blessing	\rightarrow	Root:	Prefix:	Suffix:
				3.8 Key Fa	ıcts	
•	di	ifferent meanir		hat have the same spe	elling and same	pronunciation, but
	<u>E</u>	• •		ying to me. (Telling a lion the table. (Being in	·	osition)
		Crane				
				(A type of bird)		
		•		ane to lift the object.	•	•
		She had to c ı	r ane he	r neck to see the film.	(The act of r	moving a body part)

Type

He can **type** over 100 words per minute. (To push buttons on a keyboard)

That guy is really not her **type**. (A category of person or thing)

Leaves

The children love to play in the leaves. (Parts that grow on plants)

They do not like when their father leaves for work. (To depart)

• **Homographs** are words that have the same spelling, but different pronunciations and meanings.

Examples:

Wind

The **wind** is blowing hard.

I have to **wind** my clock.

Read

She is going to **read** the book later.

He read the book last night.

Minute

That is only a minute problem.

Wait a minute!

Sow

A **sow** is a female pig.

We'll **sow** the seeds in springtime.

• **Homophones** are words that have the same pronunciation, but different spelling and different meanings.

Examples:

Pale/pail

Ate/eight

Alter/altar

Band/banned

Buy/bye/by

Red/read

Blew/blue



Application Activity



Topic 3.6 Task 4:

1. 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.

1. pre-sent	6.	-ly
2. in-	7.	- <u>ment</u>
3. un-	8.	-al
4. re-	9.	-less
5. co-	10.	-ive

2. 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 watch TV tonight.

- (a) small clock worn on the wrist
- 2. What time is it? I have to set my watch.
- (b) in real time performance (rhymes with "hive")
- 3. Which page 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 <u>wound</u> around his ankles.
- (g) tied around (rhymes with "pound")
- 8. The soldier received a <u>wound</u> in the battle.
- (h) an injury
- 9. I don't know if I will <u>live</u> or die.
- (i) to have life (rhymes with "give")
- 10. Last night I saw the band play <u>live</u> in concert.
- (j) look at



- 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. Read and understand the story below then answer the questions.

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.** Underline the correct meaning of each word below as it is used in this story. The first has been completed as an example.
 - **a.** Row: use oars to propel / <u>a quarrel or squabble</u>
 - **b.** Tore: rip into pieces / moved very quickly
 - **c.** Catch: overtake / get to grab or snare
 - **d.** Froze: turned into ice / stopped motionless
 - **e.** Face: confront / part of the head
 - **f.** Tension: amount of stretch / mental stress
 - **g.** Glare: bright light / disapproving look
 - **h.** Trump: create / invent an advantage
 - i. Softened: became gentler / became less loud
- **3.** Answer these questions.
 - a. In paragraph 1, does "row" rhyme with "tow" or with "cow"?
 - **b.** What was Mom sore about?
 - **c.** Why wasn't Mom shocked to see Muhire back home?
 - **d.** What made Mom get over being mad?
 - **e.** Did Muhire believe he was right or wrong?
- **4.** What is the relationship between the pairs below?
 - a. Build/billed
 - **b.** Weather/whether
 - **c.** Watch (small clock worn on the wrist)/Watch (to look at)
 - **d.** Page (one sheet of paper)/Page (to call someone on an electronic pager)
 - **e.** Too (also)/Two (the number 2)

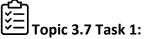
- **5.** Choose the correct word in each sentence.
 - **a.** Can I go (to, too, two) the party?
 - **b.** This is my favourite (pare, pair, pear) of jeans.
 - **c.** I (sent, scent, cent) a letter to my aunt in Vietnam.
 - **d.** The children got (bored, board) during the lecture.
 - **e.** Alec is going to (wear, ware) his work boots today.
 - f. Do you think it is going to (rein, rain, reign) this afternoon?

Topic 3.7: Reading and follow simple and multi-step written directions

Key Competencies:

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

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



1. 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. Discuss:

- a. What do you know based on these instructions?
- **b.** What questions do you still have?
- c. Are the instructions clear, or is there room for confusion?
- **3.** What qualities make good, clear, and adequate instructions?

Problem Solving Activity



opic 3.7 Task 2:

- 1. Read the recipe of rice pudding. Look for bold headings such as the title, ingredients, instructions, and images to help guide you.
- 2. In a small group, take turns reading aloud. Help your classmates as needed with comprehension and pronunciation.
- **3.** Now, try explaining the instructions to your neighbor in your own words.
- **4.** In your group, discuss the following question: What are some strategies you use to help you comprehend a text?

Rice Pudding Recipe

Serves 2 to 4 people

Background

Rice pudding is a delicious and easy dessert that is enjoyed in all parts of the world. It can be prepared with leftover rice and can be eaten either hot or cold. In some parts of the world, such as Latin America, people add cinnamon. In other places, such as the United States, they include raisins (dried grapes). In India, they may add pistachios or coconut milk and a spice called cardamom. Of course, some people like it plain! How do you prefer your rice pudding?

Ingredients

375 grams cooked white rice, preferably medium-grain

1 pinch salt

950 milliliters whole milk

115 grams sugar

½ teaspoon vanilla extract

Dash of cinnamon (optional)

Instructions

- 1. First, have 375 grams of cooked rice ready in a saucepan. (You can use leftover rice from last night's meal.)
- **2.** Second, stir in the milk and sugar with a spoon over low heat.

- **3.** Next, cook the rice, uncovered, over medium heat for 30 to 40 minutes. Be sure to stir the rice often so that it does not stick to the bottom of the pan or burn.
- **4.** Then, you will know that the rice pudding is done when it is thick, like porridge.
- **5.** Finally, take the pot off the stove and stir in the vanilla extract. Add cinnamon (if desired) according to taste.
- 6. Enjoy!



Rice pudding with raisins

3.9 Key Facts

Reading Comprehension Strategies

Several strategies can help you understand words and written text that are unfamiliar to you.

- Look at titles, headings, and bold words. These words signal big ideas or important points, and they organize the text. Pay attention to them to try to get the most important ideas.
- Study images/pictures and captions for content. Pictures might help to tell the story.
- Use contextual clues. Reading is like detective work. Clues to unknown words can be found right among the words around it. Keep in mind that many words have multiple meanings (such as heteronyms!). Some you may know, and others not. It's okay to use a dictionary.
- Read at different speeds for different purposes. If you are reading something very
 precise, such as a recipe or instruction manual, it is important to read slowly and
 carefully so you don't miss any details and make a mistake. But at other times, maybe
 you just need the big idea or are looking for a specific answer. In that case, it may be
 better to skim, or read quickly.
- Pay attention to sequence. When reading instructions or recipes, it's important to do things in order. Be aware of words such as "first," "second," "next," and "finally."

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¹⁹ Image from Pixabay.com; License: https://pixabay.com/service/license/



Guided Practice Activity



opic 3.7 Task 3:

1. Read the instructions below about changing a bicycle tire. Keep the reading comprehension strategies in mind as you 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.



- 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. Keeping in mind reading comprehension strategies, answer the questions that follow.
 - **a.** What tools are required to replace a bicycle wheel?
 - **b.** What is the first step in replacing a bicycle wheel?
 - c. Where might you find the cause of a flat tire?

²⁰ Image from Pixabay.com; License: https://pixabay.com/service/license/

- **d.** In this context, what is a nut?
- e. Are there any words that you did not know? How did you find their meaning?
- f. If you need extra help in installing the bicycle tire, what should you do?



Application Activity



Topic 3.7 Task 4:

1. The following instructions and ingredients in the Word Bank are in the wrong order. Place them in the correct sequence and location in the template below.

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

2. Use the words in the Word Bank to fill out the recipe template.

Title →		
Introduction →		
Ingredients →		
Steps → 1.		
2.		
3.		

3. Compare your answers with a classmate. Are yours the same? How did you decide where to put each answer?



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.** Think of the multi-step directions for a simple task. For example, how to make ubugali or how to start a fire.
- **2.** Write the directions (with headings and pictures, if possible) and then show them to your partner.
- **3.** The partner must read the directions and then explain, confirming that s/he understood correctly. What could have been clearer in your directions?

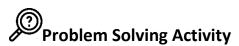
Topic 3.8: Use comprehension strategies to understand text

Key Competencies:

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

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

- 1. Imagine that you are about to read a newspaper article about wildlife conversation (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?





- 1. Quickly read the text below. Try to answer the following questions.
 - **a.** What is the passage about?
 - **b.** What happens for us to see a rainbow?

Rainbows

From Wikipedia:

"A rainbow is a meteorological phenomenon that is caused by reflection, refraction and dispersion of light in water droplets resulting in a spectrum of light appearing in the sky. It takes the form of a multicoloured circular arc. Rainbows caused by sunlight always appear in the section of sky directly opposite the sun.

Rainbows can be full circles. However, the observer normally sees only an arc formed by illuminated droplets above the ground and cantered on a line from the sun to the observer's eye.

In a primary rainbow, the arc shows red on the outer part and violet on the inner side. This rainbow is caused by light being refracted when entering a droplet of water, then reflected inside on the back of the droplet and refracted again when leaving it.

In a double rainbow, a second arc is seen outside the primary arc, and has the order of its colours reversed, with red on the inner side of the arc. This is caused by the light being reflected twice on the inside of the droplet before leaving it."²¹

- 2. Now re-read the text carefully (and more slowly). Answer the questions below:
 - **a.** In relation to the sun's position, where does the rainbow appear?
 - **b.** In paragraph 2, what makes the arc that the observers see above the ground?
 - **c.** Which colours of a rainbow are mentioned in paragraph 3?
 - **d.** What happens with colours in a double rainbow?
 - **e.** A rainbow often appears in two phases. What are they?
- **3.** Did the different types of questions require you to read the text differently? How was it to read fast versus slowly?

²¹ Wikipedia. (n.d.). *Rainbow*. Retrieved August 19, 2020, from https://en.wikipedia.org/wiki/Rainbow

3.10 Key Facts

- **Skimming** and **scanning** are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.
- **Skimming** is reading a text quickly in order to get a general overview of the material. For example, a learner taking a reading exam decides to approach text by looking at the title, introductions, and any diagrams and sub-headings, then skim reading to get a clear general idea of what the text is about. In the classroom Skimming is a specific reading skill commonly used in reading newspapers, messages and e-mails. It is important that learners understand that there is no need to read every word when skimming, so often teachers set this as a timed task to encourage speed.²²
- Scanning is reading a text quickly in order to find specific information such as figures or names. (It is in contrast to skimming, which is done to gather general information.) For example, a learner taking a reading test needs to scan a text on population rates quickly to find out if a series of statements about the population figures are true or false. In the classroom, as the above example shows, scanning is a specific reading skill often used in combination with others such as skimming and intensive reading. Learners need to learn different ways and understand that choosing how to read is an important step in building reading skills.²³



Guided Practice Activity



Topic 3.8 Task 3:

- 1. 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 as either skimming or scanning.
- **3.** How do the answers justify your choices for skimming and scanning?

²² British Council. (n.d.). *Skimming*. TeachingEnglish. https://www.teachingenglish.org.uk/article/skimming

²³ British Council. (n.d.). Scanning. TeachingEnglish. https://www.teachingenglish.org.uk/article/scanning

3.11 Key Facts

- There are several sections of text. Recognizing them and their purpose can help you navigate and understand the content.
- The **title** of a book, article, or any other published text or work of art is a name for the work. It is usually chosen by the author. A title can be used to identify the work, place it in context, convey a summary of its contents, or to pique the reader's curiosity.
- The introduction is a beginning section that states the purpose and goals of a body of writing. It typically describes the scope of the document and gives a brief explanation or summary.
- The main body of the text forms the main content of the text.
- The **conclusion** is the last part of something—its end or its result. It often sums up an argument and explains the broader point of the body of text.²⁴



Application Activity



Topic 3.8 Task 4:

1. Read the text below. What are possible questions that could be asked about its contents?

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.²⁵

²⁴ Definitions from www.Wikipedia.com

²⁵ U.S. Embassy in Rwanda. (n.d.). *Rwanda education system*. <u>https://rw.usembassy.gov/education-</u>culture/rwanda-education-system/

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.²⁶

- 2. What is one general question that could be asked about the text?
- **3.** What are three specific questions that could be asked about the text?



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

²⁶ Wikipedia. (n.d.). *Education in Rwanda*. Retrieved 2020, from https://en.wikipedia.org/wiki/Education in Rwanda

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."²⁷

- 1. What is the main topic of this reading passage? How do you know?
- **2.** What three main programmes are discussed in this passage? Does an answer to this question require skimming or scanning?
- **3.** Which United Nations agency supports the building of homes for those returning from exile? Does this question require skimming or scanning?
- **4.** What is the other name for the Girinka programme?
- **5.** What is the conclusion of this text?

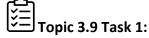
²⁷ IRIN News. (2004, October 5). *Government implements low-cost housing for returnees*. The New Humanitarian. https://www.thenewhumanitarian.org/report/51581/rwanda-government-implements-low-cost-housing-returnees

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

Key Competencies:

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

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



1. Read the following two paragraphs about gender equality in Rwanda.

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, rank far lower on this list, at seventy-fifth.) Second, 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. Now compare Paragraph A and Paragraph B. Which one is a stronger or more convincing paragraph? Why? Discuss in a small group.





- **1.** Below are different definitions of an effective paragraph. Read them and find the correct definition.
 - **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 a 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.





1. Read the paragraph below. Note and highlight the parts that make it an effective paragraph (for example, a topic sentence, unity, adequate development, etc.).

Rwanda's Impressive Economic Growth

Adapted from TRT World:

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 conversation 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.²⁸

2. Look at **3.12 Key Facts** below. Do you think the paragraph above about Rwanda's economic growth is an effective one? Why or why not? Provide examples to support your opinion.

3.12 Key Facts

An effective paragraph includes several parts:

Topic Sentence

- The topic sentence is the first sentence in a paragraph.
- It introduces the main idea of the paragraph.
- It summarizes the main idea of your paragraph and makes clear what your paragraph will be about.

Supporting Details

- 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.
- These often include facts, details, and evidence and are often indicated by words such as "for example," "first," "second," and "finally."

Closing Sentence

- The closing sentence is the last sentence in a paragraph.
- It often restates the main idea of the paragraph using different words.
- The closing sentence may also serve as a transition to the next paragraph in a piece of writing.

²⁸ 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

Transitional words

- Transitions are words and phrases that provide a connection between ideas, sentences, and paragraphs. Examples include "for instance," "in spite of," "on the other hand," or "in conclusion."
- They help to make a piece of writing flow better by turning disconnected pieces of ideas into a unified whole.
- They prevent a reader from getting lost in the storyline.²⁹





Topic 3.9 Task 4:

- 1. Using the following template, write a paragraph on one of the following topics:
 - City of Kigali
 - Africa
 - My family

To	pic	
1	Topic sentence	
2	Supporting	Support 1
	sentences +	(First)
	transitional	
	words	
		Support 2
		(Second)
		Support 3
		(Third)
3	Concluding	(As a result)
	sentence	

²⁹ 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

2.	Share your paragraph with a partner. Is his or her paragraph effective? Decide if your
	partner's paragraph meets the criteria of a strong paragraph:
	☐ Topic sentence
	☐ Supporting sentences
	☐ Transitional words
	☐ Concluding sentence

3. If necessary, help your partner revise the paragraph accordingly.

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.



1. The following sentences are mixed up and out of order. Sort them out to form a coherent paragraph by putting them in order with numbers. (Write #1 next to the first sentence, 2 the second sentence, etc.) Compare your answers with your classmates.

Sentences:

- Consequently, over millions of years, the sediment became rock.
- Sedimentary rocks have a long and layered history.
- Additionally, its weight put even more pressure on the sediment.
- 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.
- 2. In your own words, write a paragraph describing what an effective paragraph is.



1. You have come to the end of the unity. You are going to do the assessment you did at the beginning of the unit again to help you do the self- assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this assessment. It is for your own use to gauge your knowledge, skills and attitude after the unit. Read the knowledge, skills or attitudes in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation.

My experience Knowledge, skills, and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Decode and recognize familiar and some unfamiliar words by breaking words into syllables and applying pronunciation rules.					uo tilis.
Use knowledge of common letter patterns to decode words.					
Recognize high frequency words.					
Follow punctuation cues and capitalization when reading aloud.					
Read (fluently) with minimal hesitation (orally and silently).					
Improve vocabulary using knowledge of common roots and prefixes/suffixes, homographs, homophones and homonyms.					
Read and follow simple and multi-step written directions.					

My experience Knowledge, skills, and attitudes	I don't have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Use of comprehension strategies to understand text.					
Identify main idea, supporting details, sequence and common transitions in simple texts.					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement with the actions /strategies you will use to help you improve regarding Knowledge of English vocabulary, grammar structures and reading strategies to comprehend written English text.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

Unit 4: Write to convey ideas and information



Topics

- **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 review and feedback from others

Unit Summary

This unit will provide you the knowledge and writing skills you need to convey ideas and information in effective and meaningful ways.

Self-Assessment: Unit 4

- **1.** Look at the illustration. What is happening? What do you think this unit will be about? What topics might be covered?
- 2. Fill in the self-assessment below.

There are no right or wrong ways to answer this survey. It is for your own use during this course. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation. At the end of this unit, we'll take this survey again.

My experience	I don't have any	I know a little	I have	I have a	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Identify main purposes of writing					
Identify types of audience					
Identify different workplace document formats					
Choose workplace document format according to purpose and situation					
Practice writing workplace documents					
Write workplace documents using the right and appropriate format					
Write workplace documents appropriate for a given situation					

Topic 4.1: Determine the purpose and audience for communicating in writing

Key Competencies:

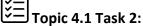
	Knowledge		Skills		Attitudes
1.	Identify the main	1.	Adapt writing to fit	1.	Flexible
	purpose of different		general purpose		
	types of written				
	documents				
2.	Identify different	2.	Modify writing with	2.	Takes in others'
	types of audiences		audience in mind		perspectives
	and readers				
3.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

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



- **1.** Think of something that you have written in the past. It could be an email, a text message, a letter, an official form, etc.
 - **a.** Whom were you writing to and for which purposes (to exchange information, to share ideas, to set a meeting time, etc.)?
 - **b.** How did that influence your writing?
- 2. Share your ideas with the rest of the class.





- 1. Read the text samples presented below and discuss the with a partner:
 - a. What is the purpose?
 - **b.** Who is the intended audience?

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.

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

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

4.1 Key Facts

- Purposes of writing: a piece of writing generally fulfils a function or purpose. Knowing
 why something was written may help you better understand its message. Likewise
 when you are writing a message, you should think about what you want your reader
 to know, experience, understand, or feel.
- Some examples include: to entertain, inform, explain, support an opinion, make a request, or write a response.
- Writing to inform: When writing to inform, keep the text brief and to the point. Include only relevant information but do not forget to include any important details such as dates, deadlines, names of co-workers involved, or even your own contact information. You can achieve this by asking yourself two questions: what does the reader need to know, and what must I communicate? Examples at the work place include: writing an email to co-workers or clients, filling out a form, leaving a memo, or an update or report.
- Writing to persuade: To persuade means to convince someone or change their
 opinion about a matter. In the workplace this could include discussions about how to
 handle actions which concerned staff or clients. Being persuasive often times involves

stating what your position is, listing reasons for why it is such, and pointing out the benefits of said position. However, one should always treat any other opinions at the workplace with respect and decency.

• Writing to entertain: the purpose of writing to entertain is the hope that your reader will gain some satisfaction or pleasure from your written work. This is most often not a common purpose for writing in the workplace.

Types of audiences:

- **1. Primary audience** refers to those who have a direct role in responding to your document, for instance directors or managers of institutions.
- **2. Secondary audience** refers to those who need to stay abreast of developments in the organization; those are applicants, customers, employees.
- **3. Nominal audience** refers to those who may have a supervisory need to know about what you communicate.

• Main categories of readers:

- 1. Expert: a highly trained individual with extensive theory and knowledge
- 2. Technician: an individual who applies practical application of theory to real things
- 3. Manager: an individual who makes organization operate smoothly
- **4. General reader**: better known as general public



Guided Practice Activity



Topic 4.1 Task 3:

Read the following two documents and answer the corresponding questions.

Text A

June 18

Dear Director National Parks,

Dr. Abu Kamanzi

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 archeological excavation.

Sincerely,

Professor Kamal

- 1. Answer the following questions for Text A:
 - a. Who is the intended reader? Underline the correct answer.

General reader Expert

- **b.** How do you know?
- **c.** What information is being communicated in this document?
- **d.** How would you write this sample differently if it were for a different reader?

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 for Text B:
 - **a.** Who is the intended reader? Underline the correct answer.

General reader Expert

- **b.** How do you know?
- **c.** What information is being communicated in this document?

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





1. Read the following scenario:

Imagine that you are the head teacher of a school in Kigali and, need to inform teachers, students 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. Write a draft of this letter to the teachers, and another to students and parents.
- **3.** Consider the following before starting:
 - **a.** 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 five main writing processes: prewriting, drafting, revising, proofreading and publishing.
- There are three types of audiences: primary audience, secondary audience and nominal audience.
- The four categories of audience are expert, technician, manager and general reader.



You will now write two brief texts according to the following description:

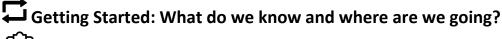
1. Write a short memo to convince your co-workers that it is better to finish a project several weeks ahead of schedule, instead of waiting until the week of the deadline.

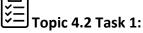
2. Write an email to invite a client to a work related dinner on Friday night.

Topic 4.2: Fill out simple forms

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Identify content and	1.	Design layout of	1.	Precision
	layout of work		different workplace		
	related forms		forms		
2.	List information to	2.	Fill out a form with	2.	Willing to try
	include in forms		appropriate related		
			information		
3.	Familiarize oneself	3.	Discuss how forms	3.	Excitement for new
	with some		can be used at work		information
	vocabulary related to				
	forms such as job				
	applications				





- 1. Answer 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.** How can forms be used at places of work?

Problem Solving Activity

Topic 4.2 Task 2:

1. With your classmates, create a profile for someone named KALISA Eugene Sheja. Follow the trainer's guidance for what information to include.

2. Based on the profile your class has created about Eugene, fill out the form below.

Personal Informatio	n				
Last name	First name	Middle name	Nationality	Country	
KALISA	Eugene	Sheja	Rwandan	Rwanda	
Street Address	City	District	Sector	Sex	Phone contact
Are you ready to work in	countryside?	Are you 18 or older?		If yes, Date of Birth	
Have you been a public so	ervant?			If yes, please explain:	
Do you drive?	Category/code	Work experience Education			
What position are you ap	plying for?	How did you hear about this position?			
Expected Hourly Rate	Expected Weekly Earnings	Date Availal	ble		

3. Review the vocabulary listed in the employment and health record forms

4.2 Key Facts

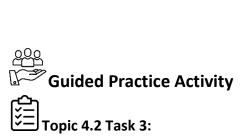
- Forms or Formulas are organizational tools which help sort out information in a way that is easy to read.
- Generally, what is most important and most relevant comes first on the form.
- Information is grouped by who it belongs to or who will use it.
- Forms are quick ways of expressing exactly what 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.
- When designing a form be aware that there is some information which is not appropriate to ask in certain settings.

- If you are ever unsure of vocabulary on employment, school, or health forms, then be sure to ask for clarification.
- When filling out your name on a form remember: there are different types of names that we fill out in forms: first names, middle names, and surnames.
- The first name refers to the name given to an individual at birth or during baptism so that they can easily be identified among their family members. In many cultures, the first name is the given name; it appears first in Western cultures.³⁰
- The surname is defined as the family or last name. In Rwanda, the surname usually appears first in forms and correspondence.
- The middle name is a person's name placed after the first name and before the surname.

Examples:

Full name	First name	Middle name	Surname/last name
John Walker Smith	John	Walker	Smith
Kuzo Kwizera Alice	Alice	Kwizera	Kuzo
Mugabo Rwema Julius		Rwema	Mugabo
Julius			

³⁰ Morgan, J. (2018, April 3). *Difference between first name and last name | Difference between*. DifferenceBetween.net. https://www.differencebetween.net/language/words-language/difference-between-first-name-and-last-name/





Topic 4.2 Task 3:

1. Fill out the following form using your own information.

Personal Information									
Last name	First name	Middle name	Nationality	Country					
Street Address	City	District	Sector	Sex	Phone contact				
Prior Work Experienc	e								
	Current or Most Recent	Prior		Prior					
Employer									
Address									
City, District, Sector									
Telephone									
Name of Immediate Supervisor									
Dates of Employment	From To	From	То	From	То				
Position/Job Title									
Pay									
Reason for Leaving									
May We Contact									
Education									
	Name/Location	Year of co	mpletion	Degree	Major				
High School									
College/University									
Trade School									
Other	_								
List any applicable special skills,									
training or proficienci	training or proficiencies.								
to the best of my knowledg	reby certify that the above information, ge, is correct. I understand that	Signature			Date				

or lead to my dismissal if hired. I also provide consent for former employers to be contacted regarding work records.

2. Review 4.2 Key Facts together.



Application Activity



Topic 4.2 Task 4:

1. Following unorganized information is taken from a make believe person who filled out a hospital form to make an appointment:

Woman, februrary 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

- 2. Your task is to design a hospital form so that the information provided above can be easily organized and read.
- 3. Think about the most important information and therefore what should come first. What information might be similar to other ones and therefore should be put closer together? Use the points below to help your organize your 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



- 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. Fill out the following job application form with required information. If you do not feel comfortable filling out their own information, you may create a persona (like the one for Eugene in the **Problem Solving Activity**).³¹

Position you	're applyi	ng for							
Desired salar	r y								
Date availab	le for wo	rk							
			PERSONAL IN	IFOR	MATION				
Last Name				Firs	st Name			Midd	le Name
			Address	•					
City				Dis	trict			Secto	r
Age				Weight			Sex		
			Education						
School	Location				Years		Degr	ee	Major
name					attend	ed	recei	ived	
			Other trainin	g, ce	rtificatio	ns or l	icens	es held	
Date						Signa	ture		

³¹ 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

Topic 4.3: Write simple workplace documents

Key Competencies:

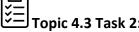
	Knowledge		Skills		Attitudes
1.	Identify structure of	1.	Format a workplace	1.	Communicate with
	a simple workplace		document correctly		professionalism
	document				
2.	Identify elements of	2.	Tailor the content of	2.	Pay attention to
	simple workplace		a workplace		detail, formatting,
	documents		document according		and etiquette
			to recipient		
3.	Identify the different	3.	Communicate ideas	3.	Promote transparent
	purposes for writing		or information		communication
	a workplace		efficiently and		among clients and
	document		clearly through a		employees
			memo or short		
			business letter		

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



- **1.** Think of different types of workplace documents you may have seen. For example, a letter from a bank, a school, or a hospital.
 - **a.** What type of information may need to be communicated and to whom?
 - **b.** What are the reasons these documents may be written?
 - **c.** What might be the protocol, or standard, for workplace documents?
- 2. Share your ideas with the rest of the class.





- **1.** Read the following two documents and answer the 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 all 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

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. Thank you for being patient with us.

Yours sincerely, Paul Museveni Manager of Smart Buy

Adapted from PerfectYourEnglish.com.³²



Guided Practice Activity



Topic 4.3 Task 3:

- 1. Using the documents from the previous activity, look at the layouts of both.
- 2. Highlight different parts of the memo and annotate them.

PerfectYourEnglish.com. https://www.perfectyourenglish.com/businessenglish/sample-formal-letter.htm

³² User: Manjusha. (n.d.). Formal letter sample.

- 3. Highlight different parts of the business letter and annotate them.
- 4. Use these notes to draw a conclusion about each document is formatted and laid out.
- **5.** Review **4.3 Key Facts** together and compare your notes with the formats described.

4.3 Key Facts

- A memo or office note is one of the workplace documents that may have one of several purposes:
 - o to inform or remind people about policies, meetings, updates etc.
 - o 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.

Workplace documents follow specific formats:

Format of a memo

- o Memo head: name of the organization
- o Date
- o Receiver
- o To:...Name + position
- o Sender:
- o From: Name + position
- Reference number/ Filing Index
- Subject
- Content/main body
- Closing
- Space for signature
- Sender's names

• Format of a business letter

- Letterhead: name of the organization and address
- Reference number/ Filing Index
- o Date
- Receiver's names or position and address
- Subject

- Content/main body
- Closing
- Space for signature
- Sender's names





Topic 4.3 Task 4:

1. Write a memo according to the following scenario:

Imagine that you are Director of Education in Nyarugenge District. Write a memo to the Head teacher of Camp Kigali Primary school requesting him to submit to the district the action plan for the next academic year 2019-2020.

2. Be sure to follow the memo layout presented in 4.3 Key Facts.

Points to Remember

- A memo or office note is one of the workplace documents that may have one of several purposes:
 - o to inform or remind people about policies, meetings, updates etc.
 - o 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.



- **1.** Below are different elements of a memo, which are out of order. 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:

Topic 4.4: Write paragraph with a beginning, middle and end

Key Competencies:

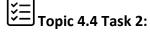
	Knowledge		Skills		Attitudes
1.	Define a paragraph	1.	Annotate the main	1.	Meticulous
			parts of a paragraph		
2.	Identify the qualities	2.	Compose and	2. Strives for quality	
	of a strong		organize a		
	paragraph		paragraph		
3.	Differentiate a	3.	Improve	3. Thoughtful reader	
	strong paragraph		communication of		
	from a weak		ideas and		
	paragraph		information		

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



- 1. Which of the following choices best describes a paragraph? Discuss with your team.
 - **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.

Problem Solving Activity



1. Match the following definitions with the correct phrase in the word bank.

	W	0	rd	В	aı	nk	Ć
--	---	---	----	---	----	----	---

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:
- **b.** These give facts, examples, explanations, or other types of support to prove the main idea:
- **c.** It states the writer's idea, point or opinion. It is usually the first sentence of the paragraph:
- 2. Read the paragraph below and identify three main parts:
 - a. Topic sentence
 - **b.** Supporting sentences
 - **c.** Concluding sentence

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.





1. Read the paragraph below and discuss the role of the words in **bold**.

"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."³³

4.4 Key Facts

- Well organized writing usually attains two key aspects: coherence and unity.
- **Coherence** refers to the logical order of a paper. A coherent paper helps readers move from beginning to end smoothly.
- **Unity** refers to how material in a paper is connected. Paragraphs in a unified paperwork together to support one main point.
- Transitional words help with coherence (also called linking words or joining words)
 create powerful links between ideas and help the reader understand the logic of the
 paragraph.
- They act as the bridge or the link among sentences.
- They are used for various purposes such as an introducing an additional idea, exemplification, illustration, comparison, etc.
- "Firstly," "secondly," "furthermore," and "as a result" are examples of transitional words/phrases.

³³ 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

Unity is achieved when supporting sentences or ideas lead back to the main idea.³⁴

Activity 4: Application



Topic 4.4 Task 4:

- 1. Using the following template write a paragraph about one of the following topics:
 - Your future dreams
 - Your professional strengths
 - The importance of teamwork
- **2.** Be sure to use at least four of these transitional words:
 - First of all
 - Secondly
 - Third
 - Finally
 - Consequently
 - Therefore
 - Above all

	Topic						
Topic							
sentence							
Supporting	Supporting sentence 1						
sentences							
	Supporting sentence 2						

³⁴ University Writing Center. (n.d.). *Revising for coherence & unity*. Indiana University: School of Liberal Arts. https://liberalarts.iupui.edu/uwc/files/documents/Coherence Unity.pdf

	Supporting Sentence 3
Concluding sentence	

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.
- Transitional words such as "first of all," "secondly," and "consequently" help to organize the ideas in the paragraph.



Formative Assessment

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*.

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.
- 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.
- 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.
- 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.

- 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?
 - 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. Students 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.³⁵

Trainee Manual

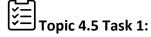
³⁵ Auerbach. (n.d.). *How to write a perfect paragraph*. California State University, Northridge. https://www.csun.edu/sites/default/files/Auerbach-Handout-Paragraph-Writing-Examples.pdf

Topic 4.5: Use capitalization and punctuation marks in writing

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Differentiate	1.	Use common	1.	Precision and
	common		punctuation marks		accuracy
	punctuation marks		in a sentence		
2.	Identify the meaning	2.	Use capital letters in	2.	Consistency in
	of common		a sentence		applying rules
	punctuation marks				
3.	Identify capital	3.	Accurately inflect	3.	Attention to detail
	letters		writing through		
			punctuation		

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



- 1. Think back to the previous unit and the what you learned about punctuation.
- **2.** Read the following sentence and think about what punctuation marks and capitalization are missing.

my name is amahoro francine and i come from nyanza Rwanda the woman said what is your name

- 3. How does that affect our understanding of the sentence?
- **4.** How would you rewrite this sentence?



خ= Topic 4.5 Task 2:

1. Below is a chart of different punctuation marks used in writing. Choose from the box of punctuation marks and match the mark accordingly. An example has been completed for you.

			Diff	erent pu	ınctuation	marks				
•	,	:	()	!	_	;	?	u n	-	

Punctuation mark	Purpose	Punctuation
name		mark symbol
Period (also known as	Placed at the end of declarative sentences,	
a full stop)	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	One or both of the curved marks () used in	
	writing and printing to enclose a	
	parenthetical expression or to group a	
	symbolic unit in a logical or mathematical	
	expression. ³⁶	

³⁶ YourDictionary. (n.d.). What are the 14 punctuation marks in English grammar?. https://grammar.yourdictionary.com/punctuation/what/fourteen-punctuation-marks.html



Guided Practice Activity



opic 4.5 Task 3:

- 1. Read each sentence and to identify the punctuation marks in **bold**. An example (a.) has been completed.
 - **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.
- **c.** "Alice, are you ready for the party?" her mother asked from the kitchen.
- **d.** The mayor was born in the year nineteen sixty-eight.
- e. "Ezekiel, did you like the birthday cake?"
- f. The students came from several cities, including Kigali, Rwanda; Kampala, Uganda; Beijing, China; Toronto, Canada; and Oslo, Norway.
- g. Agathe announced that she is allergic to nuts.
- **h.** To make rice pudding, you will need rice, milk, sugar, and cinnamon.
- i. Jean-Baptiste is scared of animals—especially dogs.

4.5 Key Facts

- Punctuation marks are symbols that are used to aid the clarity and comprehension of written language. We can think of them as stage cues for rhythm, intonation, and meaning, especially as we read aloud.
 - o **Period/full stop** (.) placed at the end of declarative sentences, statements thought to be complete, and many abbreviations.

- Question mark (?) Usually used at the end of an interrogative sentence to form a question
- 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 element.
- Exclamation mark (!) Used to denote shock, surprise, anger or a raised voice
- Colon (:) Used to separate two independent clauses when the second explains or illustrates the first
- 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
- Apostrophe (') Used to show possession or for contraction of word
- Hyphen (-) Used to combine two or more words together such as compound words or numbers
- Parentheses/round brackets () Used to add extra information in a sentence
- Quotation Mark (" ") Placed around a direct quotation, or spoken word³⁷
- The letters of certain words are always capitalized (written in uppercase) in writing:
 - First word of a sentence
 - o First letter of a proper noun
 - Nationalities
 - Abbreviation names
 - The pronoun "I"
 - Supreme being
 - Geographic names

³⁷ YourDictionary. (n.d.). What are the 14 punctuation marks in English grammar?. https://grammar.yourdictionary.com/punctuation/what/fourteen-punctuation-marks.html



Topic 4.5 Task 4

1. Read the following sentences and insert the proper punctuation and capital letter for each sentence. An example has been completed.

Example: my aunt is a hair dresser \rightarrow My aunt is a hair dresser.

- a. what is your favourite team
- b. teta said to her brother you should be more careful when crossing the road
- **c.** where are you from, asked the teacher
- **d.** don't shut the window george
- e. the tree is very tall old and green
- f. surprise shouted the cousins when their grandfather walked in the door
- g. when english class ends today at 4:30 p.m. we will pay tennis
- h. she is from kigali Rwanda
- i. 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
- k. every morning my ugandan grandfather has a talk with god

Points to Remember

- Punctuation marks are symbols that are 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.



1. 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 knows means that she thinks he is a good student

Topic 4.6: Spell familiar words phonetically and by application of some basic spelling rules

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Identify basic	1.	Spell singular and	1.	Attention to detail
	spelling rules		plural nouns		
			correctly		
2.	Identify silent	2.	Spell various	2.	Willing to try
	consonant		conjugations of		
	combinations		verbs correctly		
3.	Identify vowel teams	3.	Spells words with	3.	Apply rules with
	or pairs		vowel pairs correct		consistency





- 1. The following sentences include spelling mistakes. Why are these sentences so funny? Where is the spelling mistake?
 - a. "Is school two easy for kids?"
 - **b.** "Bad spellers of the world untie!"
 - c. "Illegally parked cars will be fine."
- 2. Share, discuss, and review the correct spellings.





1. Change the singular nouns to plural nouns. Some examples are provided.

Answer:

Friend – Frends

Box - Boxes

Woman - Women

- a. belief
- **b.** boy
- c. cat
- **d.** person
- e. catch
- f. top
- **g.** god
- **h.** man
- i. child
- j. plane
- **k.** fry
- **I.** defence
- 2. Review the correct answers and then read 4.6 Key Facts together.

4.6 Key Facts

Sp	elling Rules	Examples	Exceptions
1.	the "I" comes before "e" \except after c" rule	Believe, achieve, - receive	ancient, leisure, neighbor
2.	Changing "y" to "ies"	Fly → flies Try → tries	baby → babies company → companies difficulty → difficulties
3.	When the word ends in a vowel + y just add 's'	Trauma → traumas Shoe → shoes	key → keys delay → delays trolley → trolleys
4.	Add -es to words ending in -s, -ss, -z -ch - sh -x	bus → buses business → businesses watch → watches box → boxes quiz → quizzes	
5.	When a word has one syllable + 1 vowel next to 1 consonant, double up the final consonant with a vowel suffix:	put - putting, big-bigger, quiz - quizzes, swim – swimming sit - sitter, big - biggest, tap - tapping,	

Т			1
		shop - shopper/shopping,	
		fat - fatten, fattening,	
		fatter, fattest	
6.	Drop the final 'e' or	write + ing → writing	if the word ends in –CE or –
	silent "e" when adding	hope + ed = hoped	GE to keep a soft sound, with
	vowel suffix endings.	excite + able = excitable	able/ous
			Ex
			• courage + ous =
			courageous
			• outrage + ous =
			outrageous
			• notice + able =
			noticeable
			• manage + able =
			manageable
7.	If a word ends in a	beauty+ful >	• dry: dried, BUT drying,
	consonant + Y, the Y	beauti+ful =beautiful,	dryish
	changes to i (unless	beautify, beautician	• defy: defies, defied, but
	adding endings with "i"	 happy + ness = - 	defying
	-ing -ish, which already	happiness, happily,	 apply: applies, applied
	begins with an i)	happier, happiest	but applying
		angry + er = angrier,	
		angriest, angrily,	
		 pretty: prettier, 	
		prettiest but prettyish	
		ready: readily	
		readiness	
8.	Most words ending in	• calf – calves	• chief – chiefs
	"-f" or "-fe" change	half – halves	• spoof – spoofs
	their plurals to "-ves"	 knife – knives 	roof − roofs
		• leaf – leaves	• chief – chiefs
		 loaf – loaves 	● oaf – oafs
		• life – lives	belief- beliefs
		• wife – wives	
		shelf – shelves	
		thief – thieves	
		yourself - yourselves	
9.	Common irregular	• man = men	
	plural nouns	woman = women	
	piararrioans		
1		• person = people	

	 mouse = mice child = children foot = feet tooth = teeth 	
person singular also follow a similar patter as plural nouns. These are good to know but unrelated to plural/singular nouns	 go – goes cry – cries have – has 	



Guided Practice Activity



- 1. Using the rules in the key facts identify the spelling error, write the corresponding rule and write the correct form of the word.
 - **a.** Where can I <u>supplys</u> to repair my car?
 - **b.** There are many beautiful <u>beachs</u> on the coast of Kenya and Tanzania.
 - **c.** Did you recieve my message yesterday?
 - **d.** Some people say that <u>happyness</u> cannot be bought with money.
 - **e.** Writeing is an important skill to master at the workplace.
 - f. Which country is biger; Uganda or Burundi?
 - **g.** He gos to church every Saturday and Sunday

4.7 Key Facts

- Every word has at least one vowel.
- Every syllable has one vowel.
- The letter "C" can have a hard or soft sound. A hard "c" sounds like a /k/ found in the word cat or can. A soft "C" sound usually is made when the vowels **e**, **i**, or **y** follow as seen in cent, city, or cylinder.
- G can be read /g/ or /j/. G may be read /j/ before an **e**, **i**, or **y** (gem, giant, gym). It says /g/ before everything else (garden, glad).
- Q is always followed by a *u* (queen, queue, quarter).
- Double the consonants f, l, and s at the end of a one-syllable word that has just one vowel (stiff, spell, pass). In a word with one syllable, double the final consonant only if the word ends in 1 vowel + 1 consonant. In a word with 2 or more syllables, double the final consonant only if the word ends in 1 vowel + 1 consonant.
- To spell the sound of /k/ at the end of a word, we use ck or k. Use ck after a short vowel (sick). After everything else, use a k (milk).

Adapted from All About Learning Press.³⁸



Application Activity



- **1.** This activity will involve doing a spelling bee.
- 2. A "spelling bee" is a competition in which each team lines up, and one by one, is given a word to spell. If a team cannot spell the word correctly that team does not gain a point and the next team has the chance to gain the point.
- 3. Remember to always try "sounding out" the word and if you cannot spell the word correctly, it's okay. This is just practice.

³⁸ All About Learning Press. (n.d.). *Spelling rules*. <u>https://blog.allaboutlearningpress.com/category/spelling-</u> rules/

4. The team with the most points wins.

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.
 - 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.

Fil	I in the blanks with the correct form of the word in brackets.
a.	Mugabo(watch) films on TV in his bedroom.
b.	Many(thief) live in big cities.
c.	My sisters(try) their party dresses on last weekend!
d.	Listen, the young boy(cry) for help now!
e.	There are too many(loaf) of bread in the kitchen!
f.	Yesterday I(wait) for you for an hour.
g.	My brother(plan) to build this house here last month
h.	A well(write) letter should be addressed to the Mayor.
i.	How many(piece) of paper do you need?
j.	His father(fix) TV sets at the market.

2.

Topic 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)

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Identify basic	1.	Correctly compose a	1.	Meticulous
	structure of a		paragraph according		
	paragraph		to its proper		
			structure		
2.	Describe the	2.	Accurately	2.	Attention to details
	summary process		summarize a written		and the big picture
			text		
3.	Identify main ideas	3.	Respond to a work-	3.	Attentive
	of a paragraph or		related request in		
	written text		writing		

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



- 1. Imagine you have completed the TVET level II training course and are planning your future. What ideas about your future would you want to share with someone? Use the questions to help guide your thoughts:
 - a. What job will you 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: You will use these ideas later when writing a more developed paragraph in the Formative Assessment.

- 3. In a group, imagine that you 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 you.
 - **a.** How would you respond?
 - **b.** How would you organize your paragraph?



Problem Solving Activity



opic 4.7 Task 2:

1. The following paragraph has been scrambled or mixed up. Match each of the sentences with a part of the MEAL plan outlined in 4.7 Key Facts. An example (A) has been completed as an example.

MEAL plan	Sentence			
M (Main idea)	Animals have many amazing defence mechanisms.			
	For example, take the hairy frog, which lives in Central			
	Africa.			
	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.			
	When under attack, the hairy frog can crack its own toe			
	bones and use them to form sharp claws to defend itself. ³⁹			

2. Think of an animal and work with a partner to write a paragraph about it using the MEAL plan model.

4.7 Key Facts

- A well written paragraph comprises one single idea expressed by a topic sentence, one or more supporting sentences and a concluding sentence.
- It has unity, coherence, and is organized.

Floss. https://www.mentalfloss.com/article/12258/7-absolutely-insane-animal-defense-mechanisms

³⁹ Hullinger, J. (2018, May 10). 7 impressive animal defense mechanisms. Mental

- The MEAL acronym can help us remember the parts of a paragraph. (An acronym is a word made up of the first letters of a series of words. In this case, it is a mnemonic device: it can help us remember something important.)
 - Main idea: the main topic or big idea of the paragraph
 - **Example**: an example of the main idea
 - Analysis: a sentence or two explaining how the example connects to the main idea
 - o **Link**: a final sentence that links the paragraph to the bigger theme of the document or opens up bigger questions



Guided Practice Activity



- 1. Review the MIDAS summary process outlined in 4.8 Key Facts (Main Idea/Idea/Disregard unimportant information/Analyse redundant information/Simplify).
- **2.** Then read the following paragraph with the process in mind.

"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."40

⁴⁰ Learn Alberta. (n.d.). *Grade 8 level 4 writing* sample. https://www.learnalberta.ca/content/eslapb/writingsamples/grade8 level4.html

2. Fill out the following chart using the information from the paragraph above. The first part of the summary process is already complete.

Sumi	mary process	Notes		
М	Main idea from topic sentence or basic	Global warming is a serious threat to		
	signal words	Earth, causing many harmful effects on		
		the environment and the ozone layer.		
I	Identify supporting details			
D	Disregard unimportant information			
Α	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.

4.8 Key Facts

- When we summarize information, we take out a document's most important message.
- Summarizing information helps us to process new information and to communicate effectively, especially in the workplace.
- The MIDAS acronym can help us to summarize information:
 - o **M**: Main idea from topic sentence or by basic signal words
 - I: Identify supporting details
 - o **D**: Disregard unimportant information
 - o **A**: Analyse redundant information
 - o **S**: Simplify, categorize, and label important information





- **1.** Working independently find a short text in English to summarize. it may be a news article, product description, or a bit of information online e.g. a page from Wikipedia.
- 2. Summarize the text using the MIDAS process in a written paragraph.
- **3.** Make sure to include only the most important information.
- **4.** Share your summary with a partner and review theirs.

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



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:
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.
For a variety of reasons, my favourite subject in school is English.
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.
With activities such as these, studying English provides a key that opens doors to new cultures, conversations, and ideas.

2. Use the ideas you have written down in **Topic 4.7 Task 1** to write a paragraph about what job you will do in the future after you have completed this course. This will serve as your rough draft for the next topic.

Topic 4.8: Use simple revision strategies to monitor effectiveness by re-reading and revising during the writing process

Key Competencies:

	Knowledge		Skills		Attitudes
1.	Distinguish between	1.	Strategically re-read	1.	Attentive
	the structure, content,		document to form an		
	and details of writing		overview of its		
			contents the		
2.	Identify the main idea	2.	Use re-reading	2.	Meticulous
	of a paragraph		strategies such as		
			distinguishing purpose		
			of a document, from		
			main idea and		
			evidence		
3.	Identify weaknesses	3.	Re-read and revise	3.	Reflexive
	and needs for revision		drafts of writing,		
	in text		prioritizing unity,		
			coherence, and flow of		
			writing		

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



- 1. With a partner discuss the following:
 - a. What do you do to improve your writing?
 - b. How many times do you review your work before submitting it?
 - **c.** What are the biggest errors to look for (e.g. spelling, poor structure, unclear ideas)?
 - **d.** Do you consult with others?
 - e. Do you read your work out loud or use spellcheck?





- 1. Review the qualities of a paragraph. (Hint: think of the MEAL plan model of Main idea / Example / Analysis / Link.)
- 2. With these criteria in mind, read and re-read the paragraph below. Now make a list of the paragraph's strengths and weaknesses. Some answers are included in the chart below. Add your own responses to the lists.

Strengths	Weaknesses
What is good about this paragraph?	What is wrong or missing from the paragraph?
- It focuses on a single topic	- Spelling errors
-	-
-	-
	-

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.

4.9 Key Facts

Revision means more than making a quick sweep for spelling errors. Revising your writing may require rethinking, rewriting, and restructuring. The following are some practical strategies and a checklist of questions to help you revise your work.

- **Schedule time to revise**. Plan revision and editing time into your writing plan and process, recognizing that it often takes more time to revise and edit than to write.
- Work from a hard copy. Printing out your work will allow you to see your work differently than you do on the screen. Do a close reading of your work with a pencil in

hand to mark changes.

- **Shift from writer to reader**. Try to read your work, not as the author, but as a reader. Read your work several times, looking at specific areas (e.g., content, use of sources, structure, style, etc.).
- Address the big picture before focusing on sentence-level errors. To make best use of your time and efforts, look at assignment appropriateness, content, and structure before addressing issues of style or mechanics.
- Review previous feedback about your work. Consider what others have said about what works well in your writing and what needs additional work.
- Set your work aside for enough time that you can come back to it with fresh eyes.
- Read your work aloud to hear if your writing sounds the way you want it to and to help you catch small errors your eye would otherwise overlook.
- Ask for feedback from an instructor, a friend or family member. The process of talking about your writing with others will help you reflect on your writing and learn how other people read it.⁴¹



Guided Practice Activity



Topic 4.8 Task 3:

1. Write a list of the ways that the paragraph can be improved. (An example is below.)

Ways to improve the paragraph

- Example: Make a stronger topic sentence

- **2.** Re-write the paragraph in the **Problem Solving Activity (Task 2)** about History based on the list of missing elements of a good paragraph.

⁴¹ Brigham Young University Research & Writing Center. (n.d.). *Revision strategies and checklist*. https://rwc.byu.edu/files/2019/08/Revision-Strategies-and-Checklist.pdf





- **1.** Share your individual paragraph about your future job from the **Formative Assessment** of the previous topic with your partner.
- 2. Revise your partner's draft using the Peer review checklist

Pe	er Revi	ew Checklist	1
	Can I i	dentify the MEAL plan? M (main idea) E (example) A (analysis) L (link/big idea)	
_ _		are the strengths (interesting examples, strong vocabulary, etc.)? e is their room for improvement (spelling, grammar, etc.)?	

- **3.** Then offer your partner feedback. It is important to be honest but supportive of each other. This re-writing process is something that all writers go through.
- **4.** Make changes to your draft based on your partner's feedback. Remember at the end of the day, this is your work and you should only make edits that feel right to you.



- 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 out loud. This strategy can help you find errors, reach greater coherence, and improve the flow.



1. Read the following paragraph and underline the mistakes you notice.

It is very impotent that every learner revises, edits and proofreads his or her paper. When trainees 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. Re-write the paragraph correctly.

Topic 4.9: Revise a first and final draft based on review and feedback from others

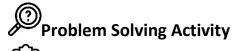
Key Competencies:

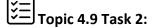
	Knowledge		Skills		Attitudes
1.	Identify different	1.	Give clear peer	1.	Respectful
	types of editing		feedback in terms of		
			structure and word		
			choice		
2.	Identify facts to	2.	Self-edit writing and	2.	Humility and an
	consider in		accept peer		open mind
	proofreading and		feedback		
	editing				
3.	Identify different	3.	Peer-review another	3.	Strive to improve
	styles of		person's writing		
	proofreading and				
	editing				

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



- 1. In small groups, exchange ideas about the challenges encountered while you were revising your first draft from **Topic 4.8 Task 4.**
- **2.** Share your experiences with the rest of the class.





- 1. Close your eyes and imagine a perfect day. How would the day start? How would it end? How would the day go?
- 2. Write a paragraph describing this perfect day. Be sure to follow the MEAL paragraph structure and use connecting words. You can write more than one paragraph if you like to.



Guided Practice Activity



Topic 4.9 Task 3:

1. Re-read your paragraph from the previous activity and fill out this proofreading list.

Editing Checklist

Paragraph	Choice of words		
Is there a MEAL plan in the			
paragraph(s)?	☐ Grammar		
o M (main idea)	Punctuation		
o E (example)	☐ Spelling		
o A (analysis)	☐ Sentence structure		
○ L (link/big idea)			
	What are the strengths?		
	Where is there room for improvement?		

- **2.** Now, based on your notes, revise your paragraph.
- **3.** Reflecting on your revisions, answer these questions:
 - 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?

4.10 Key Facts

- Peer review is a process where learners review other learners' work and provide feedback on it.
- In giving and receiving feedback, students develop skills that help prepare them for future professional practice and collaboration.
- Giving feedback is a very proactive process requiring learners to review and think about the assignment criteria and make comparative judgements.
- Receiving peer feedback can be a valuable supplement to tutor feedback and enable learners to reflect on things they may not have thought about.⁴²



Application Activity



Topic 4.9 Task 4:

1. Share your paragraph with your partner. Proofread your partner's paragraph and fill out the following feedback form.

Editing Checklist

Paragraph	Choice of words		
Is there a MEAL plan in the			
paragraph(s)?	☐ Grammar		
o M (main idea)	Punctuation		
o E (example)	☐ Spelling		
A (analysis)	☐ Sentence structure		
L (link/big idea)			
	What are the strengths?		
	Where is there room for improvement?		

2. Rewrite your paragraph according to the peer feedback.

⁴² Jisc. (2015, October 9). *Peer review*. https://www.jisc.ac.uk/guides/transforming-assessment-and-feedback/peer-review

- **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.



1. You have come to the end of the unit. You are going to do the survey you did at the beginning of the unit again to help you do self-assessment of your knowledge, skills and attitudes.

Again, there are no right or wrong answers to this survey. It is for your own use to gauge your knowledge, skills and attitudes after the unit. Read the Knowledge, skill or attitude in the left column. Think about yourself: do you think you can do this? How well? Read the statements across the top. Put a check in column that best represents your situation

My experience	I don't have any	I know a little	I have some	I have a lot of	I am confident
Knowledge, skills, and attitudes	experience doing this.	about this.	experience doing this.	experience with this.	in my ability to do this.
Identify main purposes of writing					
Identify types of audience					
Identify different workplace document formats					
Choose workplace document format according to purpose and situation					
Practice writing workplace documents					
Write workplace documents using the right and appropriate format					
Write workplace documents appropriate for a given situation					

2. Complete the table below by identifying areas from the unit where you have improved and those that you need improvement with the actions/strategies you will use to help you improve regarding receiving and interpreting information at workplace

Areas of strength	Areas for improvement	Actions to be taken to improve	
1.	1.	1.	
2.	2.	2.	

Note: If you still have challenges regarding the learning unit, you can contact your trainers for more assistance.

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