



Republic of Rwanda
Ministry of Education



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TVET BOARD

RQF LEVEL 5



ALL TRADES

CCMEN502

ENGLISH



TRAINEE'S MANUAL

April, 2025



Republic of Rwanda
Ministry of Education



USE UPPER INTERMEDIATE ENGLISH AT WORKPLACE



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LIST OF ABBREVIATIONS AND ACRONYMS

CBET:	Competence Based Education and Training
RQF:	Rwanda Qualification Framework
RTB:	Rwanda TVET Board
TVET:	Technical and Vocational Education and Training

INTRODUCTION

This trainee's manual encompasses all necessary skills, knowledge and attitudes required to use upper-intermediate English at workplace. Students undertaking this module shall be exposed to practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

This trainee's manual is subdivided into units, each unit has got various topics, you will start with a self-assessment exercise to help you rate yourself on the level of skills, knowledge and attitudes about the unit.

A discovery activity is followed to help you discover what you already know about the unit.

After these activities, you will learn more about the topics by doing different activities by reading the required knowledge, techniques, steps, procedures and other requirements under the key facts section, you may also get assistance from the trainer. The activities in this training manual are prepared such that they give opportunities to students to work individually and in groups.

After going through all activities, you shall undertake progressive assessments known as formative and finally conclude with your self-reflection to identify your strengths, weaknesses and areas for improvement.

Do not forget to read the point to remember the section which provides the overall key points and takeaways of the unit.

Module Units:

Unit 1: Talk about daily routine activities.

Unit 2: Describe objects, places and people

Unit 3: Form new words used at the workplace

Unit 4: Write essays for professional purposes

UNIT 1: TALK ABOUT DAILY ROUTINE ACTIVITIES



Unit summary:

This unit provides you with the knowledge, skills and attitudes required to talk about daily routine activities required to use upper intermediate English at the workplace. It covers the discussing ongoing activities, planning a day schedule and discussing hobbies and interests.

Self-Assessment: Unit 1

- Referring to the learning unit illustration above, discuss the following:
 - What does the illustration show?
 - What do you think this learning unit is about based on the illustration?
- Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.
 - There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
 - Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.
 - At the end of this learning unit, you will assess yourself again.

My experience	I do not	I know a	I have	I have a lot of	I am
Knowledge, skills and attitudes	have any experience doing this.	little about this.	some experience doing this.	experience with this.	confident in my ability to do this.
Identify present tenses used in discussing ongoing activities					
Identify appropriate adverbs used in planning daily activities					
Describe hobbies and interests					

My experience	I do not 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.
Knowledge, skills and attitudes					
using appropriate verbs.					
Use adequate tenses to discuss ongoing activities					
Plan daily activities by using required adverbs.					
Use stative verbs talking about hobbies and interests.					
Be polite while discussing ongoing activities					
Respect rules while planning daily routine activities					
Be humble while talking about hobbies and interests					



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify present tenses used in discussing ongoing activities	1. Use adequate tenses to discuss ongoing activities	1. Be polite while discussing ongoing activities
2. Identify appropriate adverbs used in planning daily activities	2. Plan daily activities by using required adverbs.	2. Respect rules while planning daily routine
3. Describe hobbies and interests using appropriate verbs.	3. Use stative verbs talking about your hobbies and interests.	3. Be humble in talking about hobbies and interests.



Discovery activity:



Task1:

Read the text below and answer the questions after it.

A daily routine is a set of activities that we engage in regularly, following a specific schedule. It helps to structure our day and ensures that we utilize our time efficiently. Having a well-planned daily routine not only increases our productivity but also improves our physical and mental well-being. In this essay, I will describe my daily routine and how it helps me to achieve my goals and maintain a healthy lifestyle.

I start my day early in the morning as it gives me a head start and allows me to accomplish more. My alarm clock goes off promptly at 6 am, and I immediately stretch, as it helps to awaken my body. After that, I freshen up and spend 15 minutes practicing meditation, which sets a calm and positive tone for the day. Following that, I do an hour of exercise, alternating

between cardio and strength training. This energizes me and helps me stay fit. Finally, I have a nutritious breakfast consisting of fruits, oats, and eggs to fuel my body and mind.

After breakfast, I get ready for work or school. I organize my belongings, pack my lunch, and ensure that I have everything I need for the day. Transportation to my workplace or school takes approximately 30 minutes, during which I catch up on reading or listen to educational podcasts. Upon arrival, I review my schedule, prioritize my tasks, and create a to-do list. This helps me stay focused and organized throughout the day, ensuring that I complete all my assignments and projects efficiently.

During my lunch break, I take time to relax and recharge. I have a healthy meal, preferably packed from home to ensure balanced nutrition. Afterward, I engage in a leisure activity for a short period, such as reading a book or going for a walk. This helps me to de-stress and re-energize for the second half of the day. In the afternoon, I attend classes or work on assignments, actively participating and seeking clarification whenever required.

In the evening, I prioritize spending quality time with my family and friends. Depending on the day, I either attend extracurricular activities or have a quiet evening at home. This includes activities such as playing sports, watching a movie, or engaging in hobbies such as painting or writing. Regularly engaging in leisure activities helps me maintain a healthy work-life balance and keeps my mind stimulated.

To wind down for the night, I allocate time for personal care and relaxation. I ensure that I complete all pending tasks, review my to-do list for the next day, and plan accordingly. Afterward, I enjoy a homemade dinner with my family, engaging in light-hearted conversations. Following dinner, I spend time away from screens, allowing my mind to relax. This could be reading a book, practicing mindfulness, or writing in my journal. Finally, I maintain a consistent sleep schedule, ensuring I get at least 7-8 hours of sleep every night.

In conclusion, maintaining a disciplined daily routine helps me lead a healthy and balanced lifestyle. It allows me to accomplish my goals, stay focused, and make the most of my time. My daily routine consists of a structured morning, work/school schedule, leisure activities in the evening, and a restful night routine. By following this routine diligently, I have found

myself more productive, happier, and physically healthier. Having a daily routine is not only beneficial to our work or academics but also contributes to our overall well-being.

Comprehension questions:

- a. Give the title to this passage.
- b. Why is having a daily routine important?
- c. What should be included in a daily routine for students?

Topic 1.1: Discussing ongoing activities



Activity 1: Problem Solving



Task 2:

Read carefully the dialogue underneath and answer the questions that follow.

Donnie: Hello, good morning, Peter.

Peter: Good morning, Don, how are you today?

Donnie: Not bad, thank you. How about you?

Peter: I am fine.

Donnie: What do you do in your daily activities?

Peter: Nothing special, I usually help my father in the garden after going home from school.

Donnie: What do you do there?

Peter: I usually hoe and water some plants.

Donnie: What time do you come from your garden?

Peter: At 05.00 (five o'clock) p.m.

Donnie: Great, you're so diligent and helpful, Peter.

Peter: Thank you, Don.

Donnie: Anyway, do you usually get up early in the morning?

Peter: Yes, I do. Get up early makes me fresh.

Donnie: What time do you usually get up every morning?

Peter: I usually get up at 04.15 (quarter past four) a.m.

Donnie: What do you do then?

Peter: I pray dawn at the mosque. Then, I go jogging to the park till 5 o'clock a.m.

Donnie: After that?

Peter: I take a shower and get dress.

Donnie: Do you always have breakfast?

Peter: Sure. I usually have a sandwich and milk for breakfast.

Donnie: At what time do you go to school?

Peter: I usually go to school at 06.45 (a quarter to seven) a.m.

Donnie: How do you go there?

Peter: I go there by bike because my school is not far from my home. How about you?

Donnie: I go to school by taking a bus because my school is quite far. It's nice to talk to you Peter.

Peter: Yes, it's nice to talk to you too, Donnie.

Questions:

1. Understanding the Dialogue
 - a. What does the dialogue talk about?
 - b. Give any reason to prove your answer.
 - c. Which tenses are used in this dialogue?
2. Outline any 4 adverbs of frequency used in this dialogue.
3. Using concrete example, explain how compound sentences differs from complex sentences.
4. Identify any two complex sentences that are in this passage and explain the reason why you think they are complex ones.

Key Facts 1.1a: Discussing ongoing activities

• Present tenses

When discussing ongoing activities and hobbies using present tenses, it's important to choose the correct tense based on whether the activity is happening right now, is a regular occurrence, or is an ongoing situation that started in the past and continues to the present. Here's how you can effectively use present tenses to talk about these topics:

✓ Present Simple Tense

Usage

The present simple tense is used:

1. To describe regular, habitual actions or general preferences.

Examples:

- i. I play the guitar every evening.*
- ii. She goes to the gym three times a week.*
- iii. I regularly bake bread on weekends because it is a relaxing hobby.*
- iv. She likes to read mystery novels in her spare time.*

2. For future events which are part of timetable. For example:

- i. My bus leaves at eight tonight.*
- ii. Our holiday starts next Friday.*

3. To talk about the future after certain words (when, until, after, before, as soon as, ...)

Examples:

- i. I'll call you when I get home.*
- ii. You have to stay here until she arrives.*

Structure:

- **Affirmative:** Subject + base form of the verb (add -s/-es for third-person singular)
 - **Example:** *He collects stamps.*
- **Negative:** Subject + do/does not + base form of the verb
 - **Example:** *They do not (don't) watch TV regularly.*
- **Interrogative:** Do/does + subject + base form of the verb?
 - **Example:** *Do you enjoy painting?*

✓ **Present Continuous Tense**

Usage

The present continuous tense is used in the following situations:

1. To describe actions happening right now or ongoing activities.

Examples:

- i. *I am currently taking a pottery class.*
- ii. *She is working on a new knitting project.*
- iii. *I am currently working on a jigsaw puzzle.*
- iv. *He is taking swimming lessons this month.*

2. For temporary situations

Example:

- i. *Julie is living in Paris for a few months (usually she lives in London).*

3. Situations that are slowly changing

Example:

I am getting better and better at speaking English.

4. Definite future plans.

Example:

I'm meeting John after class today.

Structure:

- **Affirmative:** Subject + am/is/are + verb + -ing
 - **Example:** *I am practicing yoga at the moment.*
- **Negative:** Subject + am/is/are not + verb + -ing
 - **Example:** *He is not playing video games right now.*
- **Interrogative:** Am/Is/Are + subject + verb + -ing?
 - **Example:** *Are they reading a new book?*

✓ Present Perfect Tense

Usage

The present perfect tense is used to describe activities or hobbies that have been completed at some point before now and have relevance to the present, or to discuss experiences.

Examples:

- i. *I have finished painting my room.*
- ii. *She has tried several new recipes this month.*
- iii. *I have tried several different painting techniques this year.*
- iv. *They have visited many historic sites during their travels.*

Structure:

- **Affirmative:** Subject + **has/have** + past participle
 - **Example:** *We have attended several art workshops.*
- **Negative:** Subject + **has/have not** + past participle
 - **Example:** *He has not participated in any sports lately.*
- **Interrogative:** **Has/Have** + subject + past participle?
 - **Example:** *Have you visited the new museum?*

✓ Present Perfect Continuous Tense

Usage

The present perfect continuous tense is used to describe activities that started in the past and have been continuing up to the present, emphasizing the duration of the activity.

Examples:

- i. *I have been learning guitar for two years.*
- ii. *She has been gardening every weekend.*
- iii. *I have been practicing yoga for the past three months.*
- iv. *She has been sewing a quilt for her new house.*

Structure

- **Affirmative:** Subject + **has/have been** + verb + -ing
 - **Example:** *They have been playing chess together for months.*
- **Negative:** Subject + **has/have not been** + verb + -ing
 - **Example:** *He has not been practicing his photography lately.*
- **Interrogative:** **Has/Have** + subject + **been** + verb + -ing?
 - **Example:** *Have you been writing in your journal?*

Key Facts 1.1b: Discussing ongoing activities

• Sequence adverbs

Adverbs of sequence are used to indicate the order of events or actions. They help to show how things happen in relation to each other in time. Here's a guide to common adverbs of sequence, their meanings, and examples:

✓ First

Meaning: Indicates the beginning of a sequence.

Example: *First, we need to gather all the materials.*

✓ **Then**

Meaning: Indicates the next step or action in a sequence.

Example: *We will mix the ingredients, then bake the cake.*

✓ **Next**

Meaning: Refers to the subsequent step or action in a sequence.

Example: *Next, add the flour to the mixture.*

✓ **Later**

Meaning: Refers to an action that happens after a certain point in time.

Example: *She will finish her homework and later watch a movie.*

✓ **Finally**

Meaning: Indicates the last step or conclusion of a sequence.

Example: *We packed our bags, checked the list, and finally left for the airport.*

✓ **Eventually**

Meaning: Indicates that something happens after a period of time or a series of events.

Example: *They faced many challenges but eventually succeeded.*

✓ **Ultimately**

Meaning: Refers to the final outcome or the end result in a sequence.

Example: *We made many revisions to the project, and ultimately, it was well-received.*

Placement in Sentences

1. **Beginning:** First, we need to prepare the ingredients.
2. **Middle:** We finished cooking the meal, and then we set the table.
3. **End:** We completed the project, and finally, we presented it to the team.

Key Facts 1.1c: Discussing ongoing activities

• Punctuations

Punctuation marks are symbols used in writing to clarify meaning, indicate pauses, and separate ideas. Here's a guide to some of the most common punctuation marks, their uses, and examples:

Period/full stop (.)

Use: Ends a declarative sentence or statement.

Example: *She enjoys reading books.*

Comma (,)

Use: Separates items in a list, clauses in a sentence, or additional information.

Examples:

- *I bought apples, oranges, and bananas.*
- *She went to the store, but it was closed.*

Question Mark (?)

Use: Ends a direct question.

Example: *What time does the meeting start?*

Exclamation Mark (!)

Use: Expresses strong emotions or emphasis.

Example: *Wow! That was an amazing performance!*

Colon (:)

Use: Introduces a list, quote, explanation, or elaboration.

Examples:

- *She brought three things: a notebook, a pen, and a flashlight.*
- *He had only one request: that everyone be on time.*

Semicolon (;)

Use: Connects closely related independent clauses or separates items in a complex list.

Examples:

- *I have a big test tomorrow; I can't go out tonight.*
- *On our trip, we visited Paris, France; Rome, Italy; and Berlin, Germany.*

Hyphen (-)

Use: Joins words or parts of words together, such as in compound words or numbers.

Examples:

- *Well-known author*
- *Twenty-three students*

Quotation Marks (" ")

Use: Enclose direct speech, quotations, or titles of short works.

Examples:

- *She said, "I will be there at 5 PM."*
- *I just read "The Tell-Tale Heart" by Edgar Allan Poe.*

Apostrophe ('):

Use: Indicates possession or contractions.

Examples:

- *Sarah's book (possession)*
- *Can't (contraction of "cannot")*

Parentheses (())

Use: Enclose additional information or clarifications.

Examples:

- *He finally answered (after taking five minutes to think) that he did not know the answer.*
- *The meeting is scheduled for Monday (September 10th).*

Brackets ([])

Use: Enclose explanatory or editorial information, or to indicate modifications to quoted material.

Examples:

- *The professor said, "The research [in the recent study] was groundbreaking."*
- *She noted that the results [were updated on March 15th].*

Ellipsis (...)

Use: Indicates the omission of words, a pause, or an unfinished thought.

Examples:

- *She said, "I'm not sure what to do next... I'll think about it."*
- *In the sentence "To be or not to be...", the ellipsis shows a pause.*

Slash (/)

Use: Indicates alternatives, separates dates or numbers, or suggests a division.

Examples:

- *You can choose either the red/blue option.*
- *Please call on 10/12/2024.*

Using punctuation correctly helps make writing clearer and easier to understand. Each mark serves a specific purpose, and knowing how to use them properly can significantly improve the readability of your text.

Key Facts 1.1d: Discussing ongoing activities

• Compound sentences

A compound sentence is a type of sentence that connects two or more independent clauses (complete thoughts) using a coordinating conjunction or a semicolon. Each independent clause can stand alone as a complete sentence, but when joined together, they form a compound sentence that shows the relationship between the ideas.

Structure of a Compound Sentence

1. Using Coordinating Conjunctions:

Coordinating Conjunctions: For, And, Nor, But, Or, Yet, So (often remembered by the acronym FANBOYS)

Example: *I wanted to go for a walk, but it started raining.*

She likes to read books, and he enjoys watching movies. The conjunction "**and**" connects two independent clauses: "She likes to read books" **and** "he enjoys watching movies."

I was tired, yet I decided to go for a run. The conjunction "**yet**" connects two independent clauses that contrast with each other: "I was tired" **and** "I decided to go for a run."

2. Using a Semicolon:

Example: *I wanted to go for a walk; it started raining.*

She was excited for the concert; she had been waiting for months. The semicolon connects two independent clauses: "She was excited for the concert" and "she had been waiting for months," indicating that the ideas are closely related.

Note:

- **Independent Clauses:** *Each clause in a compound sentence must be able to stand alone as a complete sentence.*

- **Punctuation:** When using coordinating conjunctions, a comma is placed before the conjunction. When using a semicolon, no comma is needed.

- **Complex sentence**

A **complex sentence** is a type of sentence that contains one independent clause and at least one dependent (or subordinate) clause. The dependent clause provides additional information and cannot stand alone as a complete sentence. It is connected to the independent clause by subordinating conjunctions or relative pronouns.

Structure of a Complex Sentence

1. **Independent Clause:** A complete thought that can stand alone as a sentence.
2. **Dependent Clause:** A clause that cannot stand alone and provides additional information. It is introduced by subordinating conjunctions (such as because, although, if, when) or relative pronouns (such as who, which, that).

Examples and explanations:

1. Using Subordinating Conjunctions:

Example: *Although it was raining, we decided to go for a hike.*

The independent clause is "we decided to go for a hike," and the dependent clause is "Although it was raining," which provides context and explains the condition for the decision.

- *I will call you when I arrive at the airport.*

The independent clause is "I will call you," and the dependent clause is "when I arrive at the airport," which specifies the timing of the action in the independent clause.

2. Using Relative Pronouns:

Example: *The book that I borrowed from the library is very interesting.*

The independent clause is "The book is very interesting," and the dependent clause is "that I borrowed from the library," which provides additional information about the book.

She met the author who wrote her favorite novel.

The independent clause is "She met the author," and the dependent clause is "who wrote her favorite novel," which gives more detail about the author.

Note:

- **Dependent Clauses:** *These clauses cannot stand alone as complete sentences. They add context, detail, or explanation to the independent clause.*
- **Subordinating Conjunctions:** *Common ones include "because," "although," "if," "since," "when," "unless," and "while."*
- **Relative Pronouns:** *Common ones include "who," "whom," "whose," "which," and "that."*

Complex sentences are useful for providing detailed information and showing the relationship between ideas. They help to add depth and clarity to writing by connecting thoughts in a more nuanced way.



Activity 2: Guided Practice



Task 3:

1. Use the correct form of the verb in brackets to complete the following sentences.

- a. They in Chicago for 20 years (be).
- b. They to the movies only once in a while (go).
- c. Someone to our conversation (listen).
- d. I think Bob for London this very moment (leave).
- e. I my watch because it is being fixed (not wear).
- f. This an easy quiz so far (be).
- g. They in an apartment right now because they cannot find a cheap house. (live)
- h. He by himself since her divorce (live).
- i. Our daughter from the university yet (graduate).
- j. She to a doctor once a year for an examination (go)

2. Form your own meaningful sentence by using the following tenses

- a. Two sentences for present continuous tense.
- b. Two sentences for present perfect tense negative form.



Activity 3: Application



Task 4:

1. Construct two meaningful sentences using each present tense.

2. Punctuate the following:

- a. She enjoys reading books
- b. What time does the meeting start
- c. Twenty-three students
- d. She said I will be there at 5 PM
- e. You can choose either the red blue pen

3. Use the following conjunction to form your meaningful sentences:

- a. When
- b. But
- c. Because
- d. Although
- e. Or
- f. and

Topic 1.2: Planning a day schedule.



Activity 1: Problem Solving



Task 5:

Referring to the passage from the task 1 re-read and underline where you have seen an adverb.

1. After underlining those adverbs, write them down in your exercise notebook.
2. Classify them by describing adverbs of time and frequency among them.
3. After describing them, explain the difference between adverbs of time and frequency.

Key Facts 1.2: Planning a day schedule

• Adverbs of time

Adverbs of time specify when an action occurs or how often. They help to provide temporal context to sentences. Here's a detailed look at common adverbs of time, their meanings, and examples.

Common adverbs of time:

1. Now

Meaning: At the present moment. Example: I need to finish this report now.

2. Today

Meaning: On this day. Example: We have a meeting scheduled for today.

3. Tomorrow

Meaning: On the day after today. Example: She will call you tomorrow.

4. Yesterday

Meaning: On the day before today. Example: We went to the museum yesterday.

5. Soon

Meaning: In the near future. Example: The train will arrive soon.

6. Later

Meaning: At a time in the future, after now. Example: We can discuss this later.

7. Then

Meaning: At that time in the past or future. Example: We'll have dinner at 7 PM, and then we can watch a movie.

8. Eventually

Meaning: After a period of time or after many things have happened.

Example: *He will eventually finish his studies.*

9. Always

Meaning: At all times, consistently. Example: She always arrives on time.

10. Often

Meaning: Frequently or many times. Example: They often visit their grandparents.

11. Sometimes

Meaning: Occasionally, but not regularly. Example: I sometimes go to the gym in the evening.

12. Rarely

Meaning: Infrequently, seldom. Example: He rarely eats out.

13. Never

Meaning: Not at any time. Example: She never eats breakfast.

14. Already

Meaning: By this time; earlier than expected. Example: He has already finished his homework.

15. Still

Meaning: Up to now; continuing. Example: She is still waiting for her appointment.

16. Before

Meaning: At an earlier time than. Example: We need to finish this before the deadline.

17. After

Meaning: At a later time than. Example: We can go for coffee after the meeting.

Placement in Sentences

Beginning of a Sentence: Soon, we will know the results.

Middle of a Sentence: She will call you later.

End of a Sentence: We will visit the museum tomorrow.

Adverbs of time are essential for providing context about when actions take place or how often they occur, helping to make writing and speaking more precise and clear.

• Adverbs of frequency

Frequency adverbs are words that describe how often an action or event occurs. They provide information about the regularity or likelihood of an action happening. Here's a brief definition along with examples for each common frequency adverb: Certainly! Here's a detailed explanation of each frequency adverb, along with examples to illustrate their usage:

1. **Always** refers to an action or event that happens 100% of the time, without exception. Example: She always checks her email first thing in the morning.
2. **Usually** indicates that something happens about 80-90% of the time, or regularly but not always. Example: He usually has breakfast at 7 AM.
3. **Frequently** suggests that an action occurs about 60-70% of the time, often or regularly. Example: They frequently visit the local farmers' market.

4. **Often** implies that something happens about 50% of the time, fairly regularly or frequently. Example: I often read before bed.
5. **Sometimes** describes an action that occurs about 30-40% of the time, occasionally or intermittently. Example: She sometimes takes a walk in the evening.
6. **Occasionally** refers to something that happens about 10-20% of the time, infrequently or sporadically. Example: We occasionally have dinner at a restaurant.
7. **Rarely** indicates that something happens about 5-10% of the time, infrequently or seldom. Example: He rarely goes to the gym.
8. **Seldom** similar to "rarely," but can imply even less frequency or a slightly stronger sense of infrequency. Example: She seldom eats out.
9. **Never** denotes that something does not happen at all, 0% of the time.

Example: *They never watch TV.*

Placement in Sentences:

1. **With Main Verbs:** Frequency adverbs are usually placed before the main verb.
 - *She always remembers to lock the door.*
 - *He seldom misses a deadline.*
2. **With the Verb "To Be":** When used with the verb "to be," the adverb comes after the verb.
 - *They are never late to meetings.*
 - *The movie is occasionally shown on TV.*

Note:

In Negative Sentences: Adverbs like "never," "rarely," and "seldom" are often used with the negative form of the verb.

- *He does not often attend the meetings.*
- *We rarely see them at social events.*

These adverbs help to provide context and clarity regarding the frequency of actions or events in sentences.

• Prepositions of time

Prepositions of time are used to indicate specific points in time or durations. They help provide context about when something happens. Here's a guide to common prepositions of time, their meanings, and examples:

Common Prepositions of Time

1. **At:** Used for precise times of day, holidays, or festivals.

Examples:

- *The meeting starts at 3 PM.*
- *We will have dinner at Christmas.*

2. **On:** Used for days of the week, specific dates, and holidays.

Examples:

- *She was born on Monday.*
- *We will have a party on April 5th.*
- *He is coming on Halloween.*

3. **In:** Used for longer periods such as months, years, centuries, and long periods of time.

Examples:

- *They will arrive in June.*
- *He was born in 1990.*
- *We will finish the project in two weeks.*

4. **By:** Used to indicate a deadline or the latest time something will happen.

Examples:

- *Please submit the report by Friday.*
- *The cake will be ready by 6 PM.*

5. **For:** Used to specify the duration of time.

Examples:

- *She has lived here for five years.*
- *They went on vacation for two weeks.*

6. Since: Used to indicate the starting point of an action or event.

Examples:

- *He has been working here since 2010.*
- *They have been married since June.*

7. During: Refers to a period of time within which something happens.

Examples:

- *She read a book during the flight.*
- *We went hiking during the summer.*

8. Until / Till: Used to indicate the point in time when something stops or is completed.

Examples:

- *I will be at work until 5 PM.*
- *The store is open till midnight.*

9. After: Used to indicate that something happens later than another event.

Examples:

- *We will have lunch after the meeting.*
- *She called me after her trip.*

10. Before: Used to indicate that something happens earlier than another event.

Examples:

- *Please finish your homework before dinner.*
- *We need to leave before 7 AM.*

11. From: Used to indicate the starting point of a period of time.

Examples:

- *The exhibition runs from June 1st to August 31st.*
- *I will be on vacation from Monday.*

12. Between: Used to specify a range of time.

Examples:

- *The project is due between January 10th and January 20th.*
- *We will meet between 2 PM and 4 PM.*

13. **Among:** Used to indicate a time shared with others.

Examples:

- *Among the guests, only a few knew about the surprise.*
- *She was famous among her peers.*

Prepositions of time help to clarify the timing and duration of events, making communication more precise and structured.



Activity 2: Guided practice



Task 6:

Use the following words to complete the paragraph below it:

- a. and
- b. at
- c. because
- d. but
- e. from
- f. in
- g. next
- h. that
- i. then
- j. usually
- k. when

Top of Form

Every morning, I get up at 7:30 and I have breakfast. I have coffee and toast for breakfast, sometimes I don't eat breakfast I don't have time. After breakfast, I have a shower and I get dressed....., I walk to school.

I have lesson..... 8:30 a.m. to 3:30 p.m. At 12:30, we have a break for lunchI finish school, I go home I play video games or watch some YouTube. the evening, I go to football practice. I train for one hour. Then, I go back home and I do some homework before dinner. I have dinner with my parents, and we watch TV. 10 After , I go to bed.



Activity 3: Application



Task 7:

Make your weekly schedule by using adverbs in your writing including preposition of time and after that, present it in front of your classmates.

Topic 1.3: Discussing hobbies and interests.



Activity 1: Problem Solving



Task 8:

1. Reference to dialogue above in the task 2, re-read and answer the following:
 - a. Identify the stative verbs in the dialogue
 - b. State the types of stative verbs
2. Correct the stative verb errors in the following sentences:
 - a. I am knowing the answer to this question.
 - b. She is having a car for years now.
 - c. This perfume is smelling great.
 - d. They are believing in fair treatment for everyone.
 - e. The soup is tasting salty.

Key Facts 1.3 a: Discussing hobbies and interests

• Stative verbs

Stative verbs are verbs that describe a state or condition rather than an action or process. They often relate to emotions, thoughts, relationships, senses, or states of being. Unlike dynamic verbs, which describe actions and activities that can change or progress, stative verbs typically describe situations or states that are relatively static or unchanging:

✓ Types of Stative Verbs

Verbs of Perception

Examples: see, hear, taste, smell, feel

Usage: These verbs describe the state of perceiving or experiencing something.

Examples:

- *I see the mountains from my window.*
- *The cake smells delicious.*

 Verbs of Emotion

Examples: love, hate, prefer, dislike

Usage: These verbs express feelings or emotional states.

Examples:

- *She loves classical music.*
- *He hates waiting in long lines.*

 Verbs of Thinking and Knowing

Examples: know, believe, understand, remember, forget

Usage: These verbs relate to mental states, knowledge, or cognitive processes.

Examples:

- *I know the answer to the question.*
- *He remembers the old days fondly.*

 Verbs of Being and Possession

Examples: be, have, own, belong

Usage: These verbs describe states of existence, possession, or identity.

Examples:

- *She is a talented musician.*
- *They have a beautiful house.*

 Verbs of Relation

Examples: belong, consist, include, involve

Usage: These verbs describe relationships or states of being part of something.

Examples:

- *The book consists of ten chapters.*
- *The team includes several experienced players.*

Note:

1. Non-Continuous Use:

Stative verbs are typically not used in continuous (progressive) tenses because they describe a state rather than an action in progress.

- **Incorrect:** *I am knowing the answer. (instead, use: I know the answer.)*
- **Incorrect:** *She is loving her new job. (instead, use: She loves her new job.)*

2. Exceptions:

Some stative verbs can be used dynamically in different contexts or when the focus shifts to a more active aspect of the state.

- **Example:** *I'm thinking about changing careers. (dynamic use of "think" when referring to a process of thought)*

3. Verb Forms:

Stative verbs generally do not have an imperative form, as they describe states rather than actions.

- **Example:** *You belong here. (You wouldn't say Belong here! as a command.)*

Key Facts 1.3 b: Discussing hobbies and interests

• Language used to discuss hobbies

✓ Gerunds

Gerunds are a type of verbal noun that ends in -ing. They are formed from verbs but function as nouns within sentences. Gerunds can be used in various ways to express activities, actions, or states, providing flexibility in both written and spoken English.

Form:

1. Gerunds are formed by adding -ing to the base form of a verb.

Examples: *run → running, swim → swimming, write → writing*

Function as Nouns:

Although derived from verbs, gerunds function as nouns in sentences.

Examples:

- *Swimming is a good exercise. (Here, "swimming" is the subject of the sentence.)*
- *She enjoys reading. (Here, "reading" is the object of the verb "enjoys.")*

Uses of Gerunds

1. As the Subject of a Sentence:

Examples:

- *Jogging every morning keeps me healthy.*
- *Cooking is her passion.*

2. As the Object of a Verb:

Examples:

- *I love traveling to new places.*
- *They finished painting the house.*

3. As the Object of a Preposition:

Examples:

- *He is interested in learning new languages.*
- *She apologized for being late.*

Common Verbs Followed by Gerunds

Certain verbs are often followed by gerunds. These include verbs that express likes, dislikes, preferences, and other states of being:

- **Enjoy:** *She enjoys reading mystery novels.*
- **Avoid:** *He avoids eating junk food.*
- **Consider:** *They are considering moving to a new city.*
- **Suggest:** *I suggest taking a break.*
- **Mind:** *Do you mind waiting a few minutes?*
- **Admit:** *He admitted forgetting the meeting.*

✓ Question tags

Question tags are short questions added at the end of a statement to confirm or seek agreement. They are commonly used in English to check information or to engage the listener in conversation. The structure of question tags depends on the main clause's verb, subject, and form (positive or negative).

📌 Basic Structure of Question Tags

1. Positive Statement + Negative Question Tag

Examples:

- *You're coming to the party, aren't you?*
- *She has finished her homework, hasn't she?*

2. Negative Statement + Positive Question Tag

Examples:

- *You don't like coffee, do you?*
- *They weren't late, were they?*

📌 Forming Question Tags

1. Matching the Auxiliary Verb

The question tag mirrors the auxiliary (helping) verb used in the main statement.

Examples:

- *He is a teacher, isn't he? (Auxiliary verb: is)*
- *They have been to Paris, haven't they? (Auxiliary verb: have)*

2. Using the same subject pronoun

The subject pronoun in the question tag matches the subject of the main clause.

Examples:

- *Maria likes sushi, doesn't she? (Subject: Maria, Pronoun: she)*
- *John and Sarah are late, aren't they? (Subjects: John and Sarah, Pronoun: they)*

3. Positive vs. Negative Statements

If the main clause is positive, the tag is negative.

If the main clause is negative, the tag is positive.

Examples:

- *You are ready, aren't you? (Positive statement → Negative tag)*
- *She isn't coming, is she? (Negative statement → Positive tag)*

 Uses of Question Tags

1. Seeking Confirmation

Examples:

- *It's going to rain, isn't it?*
- *You finished the report, didn't you?*

2. Encouraging Conversation

Examples:

- *Nice weather today, isn't it?*
- *You enjoyed the movie, didn't you?*

3. Expressing Surprise or Disbelief

Examples:

- *He's actually moving to another country, isn't he?*
- *She forgot your birthday, didn't she?*

 Special Cases

1. Using "Let's" With let's, the question tag is shall we?

Examples:

- *Let's go for a walk, shall we?*
- *Let's finish this task now, shall we?*

2. Using "I am" With the statement I am, the question tag is aren't I?

Examples:

- *I am the manager, aren't I?*
- *I am right, aren't I?*

3. With Imperatives: For imperatives, the tag is won't you? or will you?

Examples:

- *Close the door, will you?*

- *Help me with this, won't you?*

Using question tags effectively can help in making conversations more interactive, ensuring understanding, and expressing various nuances in communication.

✓ Action verbs

Action verbs are verbs that describe physical or mental actions performed by the subject of a sentence. They convey activities or processes and are essential for expressing what someone or something does. Action verbs are dynamic and often describe activities that can be observed or experienced.

Types of Action Verbs

1. **Physical Action Verbs:** Describe actions that involve physical movement or interaction.

Examples:

- *run: She runs every morning*
- *eat: They ate pizza for dinner.*
- *Write: He writes in his journal daily.*

2. **Mental Action Verbs:** Describe actions related to thinking, perceiving, or processing information.

Examples:

- *think: I think about the problem often.*
- *Believe: She believes in hard work.*
- *Remember: He remembers their last meeting vividly.*

3. **Transitive Action:** Action verbs that require a direct object to complete their meaning.

Examples:

- *Make: She made a cake. (What did she make? A cake.)*
- *Find: He found the book. (What did he find? The book.)*
- *Send: They sent an invitation. (What did they send? An invitation.)*

4. **Intransitive Action Verbs:** Action verbs that do not require a direct object; the action is complete in itself.

Examples:

- *Sleep: She sleeps soundly.*
- *Arrive: They arrived late.*
- *Laugh: He laughs loudly.*

Key Facts 1.3 c: Discussing hobbies and interests

• Active and Passive voice

Active and passive voice are two different ways of expressing actions in a sentence. They change the focus of the sentence from the subject performing the action (active voice) to the action being performed on the subject (passive voice). Here's a detailed explanation of both:

 **Active Voice:** In active voice, the subject of the sentence performs the action. The structure is typically: Subject + Verb + Object

Examples:

1. Simple Present:

She writes novels. (Subject: She, Verb: writes, Object: novels)

2. Past Simple:

They built the house. (Subject: They, Verb: built, Object: the house)

3. Future Simple:

He will finish the report. (Subject: He, Verb: will finish, Object: the report)

4. Present Continuous:

She is preparing dinner. (Subject: She, Verb: is preparing, Object: dinner)

 **Passive Voice:** In passive voice, the action is performed on the subject. The focus shifts from who is performing the action to the action itself and its recipient. The structure is typically: Subject + Form of "to be" + Past Participle (Verb) + (by + Agent)

The **agent** (the doer of the action) is often omitted if it is unknown or irrelevant.

Examples:

1. Simple Present:

*Novels **are written** by her.* (Subject: Novels, Form of "to be": are, Past Participle: written, Agent: by her)

2. Past Simple:

*The house **was built** by them.* (Subject: The house, Form of "to be": was, Past Participle: built, Agent: by them)

3. Future Simple:

*The report **will be finished** by him.* (Subject: The report, Form of "to be": will be, Past Participle: finished, Agent: by him)

4. Present Continuous:

*Dinner **is being prepared** by her.* (Subject: Dinner, Form of "to be": is being, Past Participle: prepared, Agent: by her)

Note

- when the verbs of the active voice are in command/ order.

Formula: Let+ noun / pronoun + be + past participle of given verb.

ACTIVE VOICE	PASSIVE VOICE
• Bring a packet of milk. • Return this book to him. • Hang the map on the wall.	• Let a packet of milk be brought. • Let this book be returned to him. • Let the map be hung on the wall.

🌈 Impersonal Passive

Impersonal Passive is not as common in English as in some other languages (e.g. German, Latin). In English, *Impersonal Passive* is only possible with verbs of perception (e. g. say, think, know).

Example:

- *They say that women live longer than men.*
- ***It is said that women live longer than men.***

Passive voice with the following: It is said that..., He is said to..., He is supposed to.....

- **Active:** *People say that he is 108 years.*
- **Passive:** *It is said that he is 108 years old.*
- *Or He is said to be 108 years old.*
- **Active:** *Kamoso works hard.* **Passive:** ***It is said that Kamoso works hard.***
- *Or Kamoso is said to work hard.*
- **Active:** *The police are looking for a missing boy.*
- **Passive:** ***It is believed that the boy is wearing a white pullover and blue jeans.***
- *Or The boy is believed to be wearing a white pullover and blue jeans.*



Activity 2: Guided Practice



Task 9:

1. Underline the stative verbs in the following sentences:
 - a. She seems very tired after the long journey.
 - b. I believe in the power of positive thinking.
 - c. This soup tastes delicious.
 - d. He owns several rare books.
 - e. They don't understand the instructions clearly.
2. Fill in the blanks with the appropriate stative verbs: (**know, like, belong, seem, need**)
 - a. This book _____ to Sarah.
 - b. I _____ more time to finish my homework.
 - c. He _____ the answer to the problem.
 - d. She _____ very confident today.
 - e. Do you _____ spicy food?

3. Correct the stative verb errors in the following sentences:

- a. I am knowing the answer to this question.
- b. She is having a car for years now.
- c. This perfume is smelling great.
- d. They are believing in fair treatment for everyone.
- e. The soup is tasting salty.



Activity 3: Application



Task 10:

1. Decide whether the use of the gerund is correct or incorrect. If incorrect, correct the sentence:

- a. She's interested in learn new languages.
- b. He kept on complain about the weather.
- c. They talked about go to the concert.
- d. I'm thinking of starting a new hobby.
- e. We enjoyed watching the sunset.

2. Rewrite these active sentences in the passive voice:

- a. The teacher explained the lesson.
- b. They will deliver the package tomorrow.
- c. The chef is preparing the meal.
- d. She cleaned the house yesterday.
- e. We are watching a movie.

3. Make your own question tags for these sentences:

- a. She loves playing chess, _____?
- b. They didn't go to the party, _____?
- c. He can play the piano, _____?

Text: Daily Routine Activities

A daily routine provides structure and helps us use our time effectively. Most people have a set of activities they follow daily, although these may vary depending on one's lifestyle, profession, and personal preferences. Establishing a good daily routine is essential for maintaining balance in life, staying productive, and promoting overall well-being.

A typical day begins in the morning. Many people start their day by waking up early, usually between 5:30 and 7:00 a.m. Morning routines often include activities such as stretching, exercising, or practicing meditation to prepare the body and mind for the day ahead. Some individuals prefer to read or journal in the morning to reflect and plan their goals for the day.

After morning preparations, people often proceed to have breakfast, which is considered the most important meal of the day. A nutritious breakfast fuels the body with the energy needed to tackle various tasks. Common breakfast items include fruits, cereal, toast, eggs, and coffee or tea. For those with busy schedules, a quick smoothie or a granola bar might suffice.

Once breakfast is done, individuals usually transition into their primary daytime activities. For students, this means heading to school or college, where they attend classes and engage in academic learning. Professionals, on the other hand, go to work or attend meetings and focus on their job responsibilities. Homemakers might spend their day managing household chores like cooking, cleaning, or running errands.

Lunchtime typically occurs around midday, offering a much-needed break from work or study. Many use this time not only to eat but also to socialize with friends or colleagues, enhancing relationships and reducing stress. A healthy lunch, often consisting of vegetables, proteins, and carbohydrates, keeps energy levels steady for the rest of the day.

Afternoon activities vary widely based on individual roles. Some might continue with work or studies, while others, like athletes or artists, focus on specific skills or practice sessions. By late afternoon, many people enjoy a brief pause, often accompanied by a light snack or a cup of tea.

Evenings are often dedicated to relaxation and leisure. After a long day, people return home to spend time with their families or unwind by watching television, reading, or engaging in hobbies. Dinner, usually a lighter meal compared to lunch, is often shared with family members, providing an opportunity to bond and discuss the events of the day.

As the night approaches, people begin to wind down. A consistent bedtime routine helps ensure good sleep quality. Common bedtime activities include reading, listening to music, or practicing mindfulness exercises. Many avoid using electronic devices close to bedtime to improve sleep.

A well-structured daily routine is not only about efficiency but also about striking a balance between work, rest, and recreation. By planning our time wisely, we can achieve our goals and maintain a healthy lifestyle. Remember, it is equally important to allow flexibility in your routine to adapt to unforeseen circumstances or simply enjoy spontaneous moments.

a. Comprehension questions

1. What are some common activities included in a morning routine?
2. Why is breakfast considered an essential part of the day?
3. What do professionals typically do during their daytime activities?
4. How do evenings differ from mornings in terms of activities?
5. Mention two bedtime activities that can improve sleep quality.

b. Vocabulary Questions

1. Write the meaning of the word "structure" as used in the passage.
2. Give a synonym for the word "unwind" from the text.
3. What does the phrase "fuels the body" imply?
4. Replace the word "essential" with another suitable word in the sentence:
"Breakfast is considered an essential part of the day."
5. Create a sentence using the word "spontaneous" based on its use in the passage.

c. Grammar

1. Rewrite the following sentences in the present continuous tense:

- i. *She brushes her teeth every morning.*
- ii. *He writes a letter to his friend.*
- iii. *They play football in the park.*

2. Convert these active sentences into the passive voice:

- i. *The chef is preparing dinner.*
- ii. *They will deliver the package tomorrow.*
- iii. *She cleans the house every weekend.*
- iv. *He repaired the car yesterday.*
- v. *People say that he is 108 years.*

3. Add the correct question tags to the following sentences.

- i. *He speaks Spanish, _____?*
- ii. *They haven't arrived yet, _____?*

4. State whether the verb in each sentence is stative or action verb.

- i. *He is running in the park.*
- ii. *I remember her from the conference last year.*
- iii. *She is thinking about the new proposal.*
- iv. *They have a large house in the countryside.*
- v. *This coffee smells amazing.*

5. Fill in the blanks using the appropriate adverbs (always, sometimes, never, usually, often):

- i. *I _____ wake up early on weekends.*
- ii. *She _____ goes to the gym in the evening.*
- iii. *They _____ miss their train to work.*
- iv. *We _____ eat out on Fridays.*
- v. *He _____ takes his dog for a walk in the morning.*



Points to Remember

- When discussing ongoing activities, we use present tenses. The four main present tenses in English are: present simple, present continuous, present perfect and present perfect continuous. We also use the sequence adverbs to show the order of different actions. In addition, compound sentences and complex sentences are used and the appropriate punctuation is applied.
- When planning a day schedule, we usually use the adverbs of time and prepositions of time to indicate the time when an action occurs. Adverbs of frequency are also used to indicate how often an action occurs.
- The discussion on hobbies and interests involves the use of stative verbs. Stative verbs are the verbs that describe a state or condition rather than an action or process (i.e. love, taste, adore, feel, appear, dislike, ...). Hobbies and interests can also be discussed using gerunds, question tags, action verbs and intonation. The verbs used can be in active or passive voice.



Self-Reflection

1. Re-take the self-assessment you did at the beginning of the unit.
2. Fill in and complete the self-assessment table below to reassess your level of knowledge, skills, and attitudes after undertaking this unit.
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills, and attitudes acquisition during the learning process.
 - b. Think about yourself; do you think you have the knowledge, skills, and attitudes to do the task? How well?
 - c. Read the statements across the top, put a check-in a column that best represents your level of knowledge, skills, and attitudes.

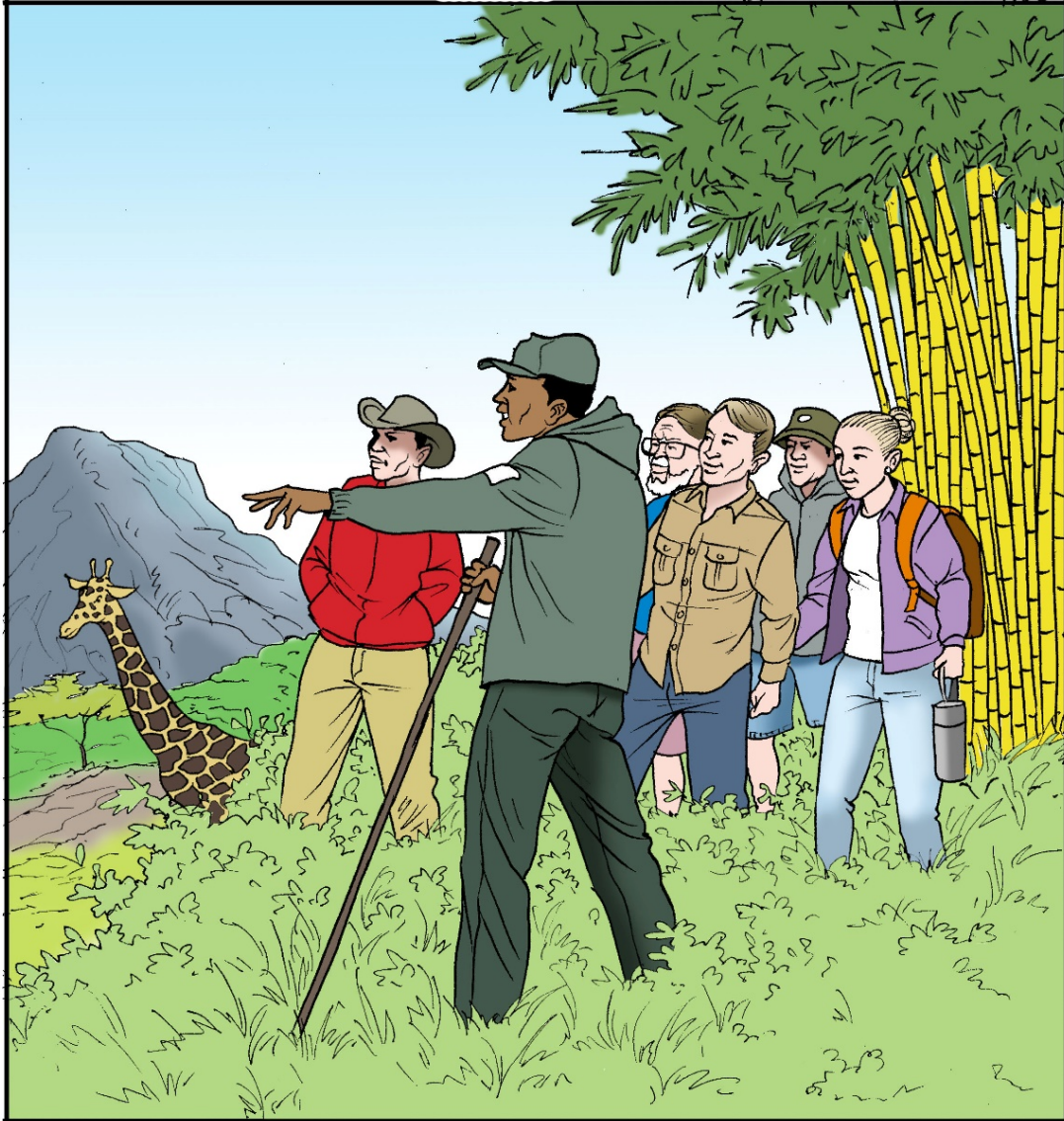
My experience	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Knowledge, skills and attitudes					
Identify present tenses used in discussing ongoing activities					
Identify appropriate adverbs used in planning daily activities					
Describe hobbies and interests using appropriate verbs.					
Use adequate tenses to discuss ongoing activities					
Plan daily activities by using required adverbs.					
Use stative verbs talking about hobbies and interests.					
Be polite while discussing ongoing activities					
Respect rules while planning daily routine activities					

My experience	I do not 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.
Knowledge, skills and attitudes					
Be humble while talking about hobbies and interests					

3. Fill in the table below and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

UNIT 2: DESCRIBE OBJECTS, PLACES AND PEOPLE



Unit Summary:

This unit provides you with the knowledge, skills and attitudes required to describe objects, places and people required to use upper intermediate English at the workplace. It covers three topics: describing objects using descriptive adjectives, describing people's appearance using adjective of appearance and writing a well-structured descriptive paragraph.

Self-Assessment: Unit 2

4. Referring to the learning unit illustration above discuss the following:
 - a. What does the illustration show?
 - b. What activities are performed in the illustrations above?
5. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this learning unit.
 - c. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - d. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
 - e. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.
 - f. At the end of this unit, you will assess yourself again.

My experience	I do not 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.
Knowledge, skills and attitudes					
Identify descriptive adjectives used to describe objects					
Describe people's appearance using adjectives of appearance					
Describe the characteristics of well-structured descriptive paragraph					
Use descriptive adjectives to describe objects.					

My experience	I do not 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.
Knowledge, skills and attitudes					
Apply adjectives of appearance to describe people					
Write well-structured descriptive paragraph using adjectives.					
Be kind while describing objects					
Show politeness while describing people's appearance.					
Respect the rule of writing well-structured descriptive paragraph.					



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify descriptive adjectives used to describe objects	1. Use descriptive adjectives to describe objects.	1. Be kind while describing objects
2. Describe people's appearance using adjectives of appearance	1. Apply adjectives of appearance to describe people	2. Show politeness while describing people's appearance.
3. Describe the characteristics of well-structured descriptive paragraph	1. Write well-structured descriptive paragraph using adjectives.	3. Respect the rule of writing well-structured descriptive paragraph.



Discovery activity



Task 11: Read the text below and answer the questions that follow it.

Text: Describe objects, places, and people

Describing objects, places, and people is an essential communication skill. It allows us to share vivid images and convey clear information about the world around us. By using specific vocabulary and details, descriptions become engaging and easy to understand.

Objects can be described based on their **shape, size, color, texture, and function**. For instance, a smartphone may be described as “a rectangular device, small enough to fit in one’s hand, with a sleek, smooth surface and a glossy black finish.” The use of adjectives like “rectangular,” “sleek,” and “glossy” makes the description clear and vivid. Adding details about an object's purpose can make the description even better. For example, “It is used for communication, browsing the internet, and capturing photos.”

When describing a place, one should focus on its **location, appearance, atmosphere, and significance**. For example, a park might be described as “a sprawling green space in the middle of a bustling city, filled with tall trees, colorful flowers, and winding pathways. The sound of chirping birds and the fresh scent of grass create a tranquil atmosphere.” Using sensory details for what you see, hear, smell, or feel, helps the listener or reader imagine the place vividly.

Historical places may also require information about their age and importance. For example: “The Colosseum in Rome is an ancient amphitheater with grand arches and towering walls. It reflects the architectural brilliance of the Roman Empire and serves as a symbol of history.

People can be described by focusing on their physical appearance, personality traits, and actions. For example: “John is a tall man with a muscular build, short curly hair, and piercing blue eyes. He is confident and kind, always helping others with a smile.” Descriptions can also include a person's habits, profession, or hobbies, adding depth to their character. For

instance: “As a passionate musician, John spends his evenings composing beautiful melodies on his piano.”

Describing famous individuals or fictional characters can involve their unique traits. For example: “Sherlock Holmes is a sharp-eyed detective with an analytical mind. His knack for observation and deduction makes him a fascinating personality.”

Key Vocabulary

1. **Sleek:** Smooth and shiny.
2. **Glossy:** Shiny and reflective.
3. **Sprawling:** Spreading out over a large area.
4. **Tranquil:** Peaceful and calm.
5. **Amphitheater:** A round or oval building with tiers of seats.
6. **Architectural:** Related to the design and construction of buildings.
7. **Piercing:** Intense or sharp.
8. **Analytical:** Skilled in examining details to solve problems

Answer the following questions on the text.

1. How can objects be described effectively?
2. What sensory details can be used to describe a place? Give examples from the text.
3. What are some traits used to describe a person in the passage?
4. What is the significance of the Colosseum, as described in the text?
5. Choose one word from the vocabulary list and use it in your own sentence.

Topic 2.1: Describing objects using descriptive adjectives



Activity 1: Problem Solving



Task 12:

Re-read the second paragraph in the task number 11 and answer the following questions:

- What does descriptive adjective mean to you?
- How can objects be described effectively?
- Enumerate descriptive adjectives used in the passage for describing objects.

Key Facts 2.1: Describing objects using descriptive adjectives

• Descriptive adjectives

Adjectives are words used to describe or modify nouns. They provide more information about the noun, helping to make sentences more specific and vivid. Below are various types of adjectives and their usage, including size, shape, color, origin, material, comparative forms, the position and the order of descriptive adjectives.

✓ Type of adjective



Adjectives of Size

These adjectives describe the physical dimensions of a noun, such as how big, small, or tall it is.

Examples:

- **Big:** *The big dog jumped over the fence.*
- **Small:** *She bought a small gift for her friend.*
- **Huge:** *The huge elephant wandered through the jungle.*
- **Tiny:** *A tiny insect flew past my face.*
- **Enormous:** *The enormous mountain appeared in the distance.*

Adjectives of Shape

These adjectives describe the form or structure of an object.

Examples:

- **Round:** *The round table sat in the middle of the room.*
- **Square:** *He used square paper for the project.*
- **Triangular:** *She wore a triangular pendant around her neck.*
- **Oval:** *The oval-shaped mirror reflected the light beautifully.*
- **Flat:** *He laid the flat rock on the ground.*

Adjectives of Color

These adjectives describe the color or kind of a noun.

Examples:

- **Red:** *She wore a bright red dress to the party.*
- **Blue:** *The sky is a clear, vibrant blue today.*
- **Green:** *The green leaves persuaded gently in the wind.*
- **Yellow:** *They painted the walls in a soft yellow shade.*
- **Black:** *He has a black leather jacket.*
- **White:** *The snow-covered ground was sparkling white.*
- **Purple:** *She liked purple flowers for her garden.*

Note: You can also use color adjectives in combination (e.g., **light blue**, **dark green**, **deep red**).

Adjectives of Origin

These adjectives tell you where something comes from or where it was made.

Examples:

- **Italian:** *I bought an Italian leather wallet.*
- **Japanese:** *She enjoys Japanese cuisine.*
- **Mexican:** *They prepared a delicious Mexican meal.*
- **French:** *He loves French art.*
- **American:** *She drives an American car.*
- **Chinese:** *The Chinese porcelain vase was very valuable.*

Note: Adjectives of origin often refer to a country or region and are used to describe food, products, and people.

Adjectives of Material

These adjectives describe the material or substance from which an object is made.

Examples:

- **Wooden:** *The table is made of wooden planks.*
- **Metallic:** *She wore a metallic necklace.*
- **Cotton:** *I prefer cotton shirts during the summer.*
- **Plastic:** *He bought a plastic bottle of water.*
- **Leather:** *He owns a leather jacket.*
- **Stone:** *The building has a strong stone foundation.*

Note: These adjectives are commonly used to describe the texture, durability, and appearance of objects.

Comparative Adjectives

Comparative adjectives are used to compare two or more things. These adjectives show a difference in degree or quality between nouns. Typically, **-er** is added to short adjectives, or **more/less** is used with longer adjectives.

Examples:

1. Short adjectives (add -er):

- *The cat is **smaller** than the dog.*
- *This book is **cheaper** than the other one.*

2. Long adjectives (use more/less):

- *Her dress is **more beautiful** than mine.*
- *This task is **less difficult** than I expected.*

Irregular Comparatives: Some adjectives have irregular comparative forms.

- **Good → Better**
- **Bad → Worse**
- **Far → Farther or Further**
- **Little → Less**

- **Many/Much → More**

Position of Descriptive Adjectives

In English, descriptive adjectives generally come **before the noun** they modify. However, in some cases, adjectives may appear **after the noun**, especially when linked by a linking verb (e.g, **be, seem, and appear**).

Adjectives Before the Noun:

Examples:

- *She wore a **beautiful** dress.*
- *I have a **small** cat.*
- *The **green** apples are on the table.*

Adjectives After the Noun:

When adjectives follow a linking verb or when a noun is used in a **predicative** position, the adjective comes after the noun.

Examples:

- *The dress is **beautiful**.*
- *His performance was **amazing**.*
- *The sky looks **blue**.*

Order of Descriptive Adjectives

When multiple adjectives are used to describe a noun, they follow a specific order. This order helps to make the description more logical and fluent in English.

Correct Order:

1. Quantity or Number
2. Quality or Opinion
3. Size
4. Age
5. Shape
6. Color

7. Proper Adjective (Origin/Material)

8. Purpose or Use

Examples:

- *Three **beautiful small round green Italian** plates.*

Three (quantity), beautiful (opinion), small (size), round (shape), green (color), Italian (origin).

- *A **large old wooden** table.*

Large (size), old (age), wooden (material).

Note: When using adjectives of the same type, you do not need to follow the specific order (e.g., two adjectives describing size can be used interchangeably).



Activity 2: Guided practice



Task 13:

1. Which sentence correctly uses adjectives of size and shape?
 - a. The round, large table stood in the corner.
 - b. The large, round table stood in the corner.
 - c. The table, round and large, stood in the corner.
2. Which sentence correctly uses a comparative adjective?
 - a. This room is larger than the other one.
 - b. This room is more larger than the other one.
 - c. This room is the larger than the other one.
3. Which sentence uses all adjectives in the correct order?
 - a. I saw a small round Italian ceramic vase.
 - b. I saw an Italian ceramic round small vase.
 - c. I saw a ceramic small round Italian vase.
4. Which sentence correctly uses an adjective of material?
 - a. She wore a dress cotton and elegant.

- b. She wore a cotton dress
- c. She wore a dress cotton.



Activity 3: Application



Task 14:

1. Choose the correct alternative to fill in the sentences below:
 - a. Grandfather had a table.
 - i. *Large wooden old green*
 - ii. *Green large old wooden*
 - iii. *Large green old wooden*
 - iv. *Large old green wooden*
2. Choose the correct option for each of the following sentences.
 - a. Her promotion was the _____ moment of her life. (Proud, prouder, proudest)
 - b. This ring is too _____ for me to put on. (Small, smaller, smallest)
 - c. It is _____ to ask for help than to solve the problem by yourself. (Easy, easier, easiest)
 - d. August is _____ than any other month. (Hot, hotter, hottest)
 - e. He may be the _____ man in Rwanda. (Rich, richer, richest)
3. Which sentence uses all adjectives in the correct order?
 - a. I saw a small round Italian ceramic vase.
 - b. I saw an Italian ceramic round small vase.
 - c. I saw a ceramic small round Italian vase.

Topic 2.2: Describing people's appearance using adjectives of appearance



Activity 1: Problem Solving



Task 15:

Read again this paragraph and answer the questions below it.

People can be described by focusing on their physical appearance, personality traits, and actions. For example: "John is a tall man with a muscular build, short curly hair, and piercing blue eyes. He is confident and kind, always helping others with a smile." Descriptions can also include a person's habits, profession, or hobbies, adding depth to their character. For instance: "As a passionate musician, John spends his evenings composing beautiful melodies on his piano."

Discuss on the following:

- What does the writer mention in this paragraph?
- Underline and write down the adjectives used in this describing the person's appearance.
- Using concrete examples, compare and contrast the types of adjectives of quality.

Key Facts 2.2.: Adjectives of appearance

• Positive adjectives

Positive adjectives describe a noun in a way that conveys a positive quality or characteristic. These adjectives highlight attributes that are desirable, pleasant, or commendable. They are used to praise, appreciate, or enhance the description of a person, place, thing, or situation (*beautiful, smart, delicious, kind, bright,...*).

Examples:

- The **beautiful** painting captivated everyone.
- She is a **smart** student.

• Neutral adjectives

Neutral adjectives are used to describe a state or characteristic without implying judgment (*tall, round, old, heavy, wide,...*).

Example:

- The **tall** building stood next to the river.
- He owns an **old** car.

• Negative Adjectives

Negative adjectives highlight unfavorable or undesirable qualities (*ugly, boring, weak, unfriendly, ...*).

Examples:

- The movie was **boring**.
- Her **unfriendly** attitude made it hard to talk to her.

• Adjectives of quality

Adjectives of quality describe the inherent attributes or characteristics of a noun, often reflecting opinions or judgments about its nature. These adjectives convey the quality or nature of the noun in terms of its appearance, feel, or overall impression. They help to provide more detailed and descriptive information about the noun.

✓ Types of Adjectives of Quality

Positive Quality Adjectives:

- **Beautiful:** The garden is beautiful.
- **Excellent:** She did an excellent job on the presentation.
- **Brilliant:** He gave a brilliant performance.
- **Kind:** She is a kind and generous person.

Neutral Quality Adjectives:

- **Standard:** The hotel offers standard amenities.
- **Basic:** The car has basic features.
- **Average:** The review was average.

- **Normal:** *It was a normal day at work.*

Negative Quality Adjectives:

- **Awful:** *The food was awful and inedible.*
- **Horrible:** *The movie had a horrible plot.*
- **Terrible:** *The service at the restaurant was terrible.*
- **Unpleasant:** *The smell was unpleasant.*

• **Formation of Adjectives**

✓ **Suffixes Added to Nouns**

Suffixes are commonly added to nouns to form adjectives.

Here are some common suffixes and examples:

ful (full of):

- *Beauty → Beautiful (full of beauty)*
- *Joy → Joyful (full of joy)*

less (without):

- *Hope → Hopeless (without hope)*
- *Fear → Fearless (without fear)*

ous(having the quality of):

- *Danger → Dangerous (having the quality of danger)*
- *Fame → Famous (having the quality of fame)*

ic (pertaining to):

- *Hero → Heroic (pertaining to a hero)*
- *Music → Musical (pertaining to music)*

ive (having the nature of):

- *Create → Creative (having the nature of creation)*
- *Attract → Attractive (having the nature of attraction)*

al (relating to):

- *Nation* → *National* (relating to a nation)
- *Person* → *Personal* (relating to a person)

✓ Suffixes Added to Verbs

Adding suffixes to verbs can also form adjectives.

Common suffixes include:

ing (characterized by):

- *Interest* → *Interesting* (characterized by interest)
- *Bore* → *Boring* (characterized by boredom)

-ed (having the quality of):

- *Tire* → *Tired* (having the quality of being tired)
- *Excite* → *Excited* (having the quality of being excited)

✓ Using Prefixes

Some adjectives are formed using prefixes added to base words, though this is less common than suffixation. Prefixes typically modify the meaning of the base word.

Un-(not):

- *Happy* → *Unhappy* (not happy)
- *Certain* → *Uncertain* (not certain)

In-/ Im -(not):

- *Possible* → *Impossible* (not possible)
- *Mature* → *Immature* (not mature)

Dis-(opposite of):

- *Agree* → *Disagree* (opposite of agreeing)
- *Like* → *Dislike* (opposite of liking)

The addition of these suffixes changes the meaning of the original word and creates a new adjective that modifies a noun more specifically.

• Articulation of Silent Letters

Silent letters in English are letters that appear in a word but are not pronounced. Understanding how to articulate or identify silent letters is crucial for correct pronunciation and spelling

 **Silent "e"** The letter "e" is often silent at the end of words and serves to lengthen the vowel sound of the preceding letter.

Examples:

- *Bake*[beɪk] The final "e" is silent, making the vowel sound in "bake" long.
- *Hope*[hoʊp] The final "e" is silent, extending the "o" sound.

 **Silent "b"** the letter "b" is often silent when it comes after "m" or before "t" in certain words.

Examples:

- *Thumb*[θʌm] – The "b" is silent.
- *Debt*[dɛt] – The "b" is silent.

 **Silent "d"** the letter "d" is often silent in some words with "dle" and "d" before "m."

Examples: *Wednesday*['wɛnzdeɪ] – The "d" is silent.

 **Silent "g"** the letter "g" is usually silent when it comes before "n" or at the end of some words.

Examples:

- *Gnome*[noʊm] – The "g" is silent.
- *Sign*[saɪn] – The "g" is silent.

 **Silent "h"**, the letter "h" is often silent in words where it follows "w" or in some other specific cases.

Examples:

- *Whon*[wən] – the "h" is silent
- *Ghost*[ɡoʊst] – The "h" is silent.

 **Silent "k"**, the letter "k" is usually silent when it comes before "n" in certain words.

Examples:

- *Knife*[naɪf] – the "k" is silent,
- *Knee*[ni:] – The "k" is silent.

 **Silent "l"**, the letter "l" is often silent in certain word combinations, particularly when it follows "a," "o," or "u."

Examples:

- *Calm*[kɑ:m] – The "l" is silent.
- *Should*[ʃʊd] – The "l" is silent.

 **Silent "p"**, the letter "p" is often silent in words where it appears before "s" or "t."

Examples:

- *Psychology* [saɪ'kɒlədʒi] – The "p" is silent.
- *Pneumonia* [nju'moʊniə] – The "p" is silent.



Activity 2: Guided practice



Task 16:

1. Underline the silent letters in the following words.

- | | |
|---------------|---------------|
| a. Comb | v. love |
| b. Thumb | vi. would |
| c. Knew | vii. ought |
| d. Psychology | viii. wrestle |

2. Use a suitable adjective of quality to complete each sentence.

- She gave me a _____ smile.
- The _____ artist painted a masterpiece.
- We enjoyed the _____ weather during our vacation.

- d. He is a _____ speaker and always inspires the audience.
- e. This dress is made of _____ silk.



Activity 3: Application



Task 17:

1. Which sentence correctly uses adjectives of size and shape?
 - a. The round, large table stood in the corner.
 - b. The large, round table stood in the corner.
 - c. The table, round and large, stood in the corner.
2. Which sentence follows the correct order of adjectives?
 - a. She bought a red big wooden chair.
 - b. She bought a wooden red big chair.
 - c. She bought a big red wooden chair.
3. Make the appropriate adjectives from the words in brackets to complete the sentences:
 - a. The _____ book fascinated me. (interest)
 - b. She looked _____ after her trip. (tire)
 - c. His speech was _____. (inspire)
 - d. The child was _____ during the lesson. (focus)
 - e. That is a _____ solution to the problem. (logic)
4. Write the opposite adjectives of the following:
 - a. Happy
 - b. Important
 - c. Polite
 - d. Usual
 - e. Practical
5. Use the correct form of the word in parentheses to complete each sentence.
 - a. Her explanation was very _____. (confuse)
 - b. The park looks _____ in spring. (beauty)

- c. That was a _____ mistake to make. (care)
- d. The film was quite _____. (bore)
- e. He is very _____ in solving puzzles. (skill)

6. Fill in the blanks with the missing silent letter.

- a. K_ife
- b. _our
- c. Lam_
- d. _nock
- e. Wra_

7. Identify the word with a silent letter in the sentence.

- a. He wrapped the gift carefully.
- b. Please knock before you enter.
- c. She wrote a beautiful letter.
- d. The knight rode his horse into the castle.
- e. We walked through the forest in the evening.

Topic 2.3: Writing a well-structured descriptive paragraph



Activity 1: Problem Solving



Task 18:

Objects can be described based on their shape, size, color, texture, and function. For instance, a smartphone may be described as “a rectangular device, small enough to fit in one’s hand, with a sleek, smooth surface and a glossy black finish.” The use of adjectives like “rectangular,” “sleek,” and “glossy” makes the description clear and vivid. Adding details about an object's purpose can make the description even better. For example, “It is used for communication, browsing the internet, and capturing photos.”

Read the paragraph above and answer the following questions

1. What does a paragraph mean to you?
2. What does this paragraph talk about?
3. What does a good paragraph contain in order to get full meaning?
4. Underline the topic sentence in the paragraph you have read above.
5. Is there any difference from topic sentence to supporting sentence?

Key Facts 2.3: Writing a well-structured descriptive paragraph

A well-structured paragraph consists of three main components: the **topic sentence**, **relevant supporting sentences**, and the **closing or transition sentence**. Here's an explanation of each, including their roles in crafting a cohesive and organized paragraph.

• Topic Sentence

The topic sentence introduces the main idea or focus of the paragraph. It acts as a guide for what the paragraph will discuss and helps the reader understand the

purpose of the paragraph right from the start. A good topic sentence is clear and specific, setting the tone for the rest of the paragraph.

Characteristics of a Strong Topic Sentence

1. **Clear Main Idea:** It should clearly state the main idea or point of the paragraph.
2. **Specificity:** It should be specific enough to give the reader a sense of what the paragraph will discuss.
3. **Relevance:** It should relate directly to the proposition or overall argument if part of a larger essay or piece.
4. **Engagement:** It should be interesting or engaging to capture the reader's attention.

- **Example:** *"The old oak tree in the park is an enduring symbol of nature's strength."*

In this example, the topic sentence introduces the oak tree as the subject and suggests its symbolism as a main idea.

• **Relevant Supporting Sentences**

These sentences provide details, examples, and explanations that support the topic sentence. They help to expand on the main idea, adding depth to the paragraph. Supporting sentences often answer the "who," "what," "when," "where," "why," or "how" questions related to the topic. They might include descriptions, reasons, facts, or evidence that clarify the main point.

- **Example:** *"Its thick roots stretch far beneath the ground, anchoring it firmly against strong winds and storms. The branches, heavy with age, twist and turn like ancient arms reaching for the sky, offering shelter to many creatures."*

Here, the supporting sentences describe the physical features of the oak tree, elaborating on its strength and symbolism.

• **Closing or Transition Sentence**

The closing sentence wraps up the paragraph and reinforces the main idea. It might summarize the points made or offer a concluding thought that ties everything

together. In a longer piece of writing, a transition sentence also prepares the reader for the next paragraph by creating a logical flow between ideas.

- **Example:** *"In all its greatness, the oak tree stands as a testament to the power of time and nature, offering a peaceful respite to all who visit."*

In this closing sentence, the idea of the tree as a symbol is reinforced, and it provides a satisfying end to the paragraph. If the paragraph is part of a larger essay or narrative, a transition could also be included here to signal a shift to the next topic.

- **Example of a Complete Paragraph:**

"The old oak tree in the park is an enduring symbol of nature's strength. Its thick roots stretch far beneath the ground, anchoring it firmly against strong winds and storms. The branches, heavy with age, twist and turn like ancient arms reaching for the sky, offering shelter to many creatures. In all its grandeur, the oak tree stands as a testament to the power of time and nature, offering a peaceful break to all who visit."



Activity 2: Guided practice



Task 19:

1. Define the following terms:
 - a. Paragraph
 - b. Topic sentence
2. How do we write a good topic sentence?



Activity 3: Application



Task 20:

1. Which of the following sentences is NOT relevant as a supporting sentence for the topic: **Reading books improves mental health.**

- a. Reading reduces stress and improves focus.
- b. Books can help expand vocabulary and enhance creativity.
- c. Cooking new recipes is a fun and relaxing activity.
- d. Reading before bed often helps people sleep better.

2. Which is the most effective closing sentence for the paragraph about the importance of teamwork?

- a. Working together is an essential skill in sports, school, and the workplace.
- b. Teamwork helps people develop strong communication skills.
- c. In conclusion, teamwork is a valuable skill that enhances productivity and strengthens relationships.
- d. Many companies look for employees who are good at collaboration.

3. Choose the best topic sentence for the descriptive paragraph below:

The leaves glistened with dew, and the gentle breeze carried the scent of blooming flowers. Birds chirped melodiously, creating a symphony that echoed through the valley. The sunrise painted the sky in hues of pink, orange, and gold, casting a magical glow over the serene landscape.

4. Write a suitable closing sentence for the following descriptive paragraph:

The city square was buzzing with activity. Vendors shouted to attract customers to their colorful stalls filled with fruits, clothes, and souvenirs. The smell of freshly baked bread and spices lingered in the air. Children laughed as they chased each other around the fountain in the center.

5. Rearrange the following sentences to create a well-structured descriptive paragraph:

- a. The golden sands stretched endlessly, glittering under the afternoon sun.
- b. The ocean waves crashed rhythmically, leaving white foam on the shore.
- c. Children played happily, building sandcastles and collecting shells.
- d. Seagulls flew overhead, their cries mingling with the sound of the waves.

TEXT: A quiet town by the Sea

The town of Seabreeze sits quietly on the edge of a turquoise ocean, where gentle waves lap against a golden sandy shore. The air smells faintly of salt and seaweed, mingling with the occasional scent of fresh pastries from the local bakery. The town is small but full of charm, with cobblestone streets that wind between rows of brightly painted cottages. Each house is unique, with window boxes overflowing with colorful flowers and doors painted in cheerful hues of red, yellow, or blue.

In the center of the town stands an old lighthouse, its white and red stripes faded by years of sun and sea spray. The lighthouse, now a museum, offers a panoramic view of the entire coastline. Inside, visitors can find an antique brass telescope, maritime maps, and photographs of the town's history.

The people of Seabreeze are warm and welcoming. Mrs. Eleanor, the florist, is often seen arranging fresh bouquets in front of her shop. She is a petite woman with silver hair neatly tied in a bun and a bright smile that lights up her face. Her shop is filled with the sweet fragrance of roses, lavender, and jasmine. Down the street, Mr. Thomas, a tall man with a weathered face and a hearty laugh, tends to his fishing nets. His boat, painted a deep blue, is often docked at the pier, ready for the next trip out to sea.

Children can often be found playing near the shore, building sandcastles or collecting seashells. One child, Jack, always carries a red bucket filled with his treasures – starfish, smooth pebbles, and the occasional piece of sea glass. His sandy blond hair and freckled nose make him a familiar sight to locals.

Tourists who visit Seabreeze are enchanted by its simplicity and natural beauty. They enjoy walks along the beach, marveling at the sea birds that glide effortlessly over the water. Some climb the lighthouse to watch the sunset, while others explore the small market, where local artisans sell handmade jewelry, woven baskets, and wooden carvings.

Seabreeze is a place where time seems to slow down. The gentle rhythm of the waves, the vibrant community, and the breathtaking views make it a haven for anyone seeking peace and beauty.

I. Comprehension questions

1. What is the central landmark of Seabreeze?

- a. The bakery
- b. The lighthouse
- c. The market
- d. The pier

2. What scent fills Mrs. Eleanor's shop?

- a. Fresh bread
- b. Seaweed
- c. Flowers
- d. Saltwater

3. How is the lighthouse described?

- a. New and shiny
- b. White and blue with fresh paint
- c. Old with faded red and white stripes
- d. Crumbling and abandoned

4. What does Jack carry in his bucket?

- a. Toys and shells
- b. Starfish, pebbles, and sea glass
- c. Fishing nets
- d. Food for birds

5. Why do tourists climb the lighthouse?

- a. To take pictures of birds
- b. To buy maritime maps
- c. To see the sunset
- d. To meet the local fishermen

6. What are two main activities tourists enjoy in Seabreeze?

- a. Visiting the bakery and playing with children
- b. Exploring the market and walking on the beach
- c. Fishing and climbing the lighthouse
- d. Building sandcastles and buying flowers

7. Describe Seabreeze in two sentences.

II. Vocabulary

1. What does “turquoise” describe in the text?

- a. A shade of green
- b. A shade of blue-green
- c. A bright shade of yellow
- d. A type of metal

2. What does “petite” mean in the description of Mrs. Eleanor?

- a. Short and slim
- b. Tall and strong
- c. Large and clumsy
- d. Quiet and shy

3. Find a synonym for “weathered” as used to describe Mr. Thomas’s face.

- a. Smooth
- b. Aged
- c. Clean
- d. Dirty

4. What is the meaning of “effortlessly” in the description of the sea birds?

- a. With great effort
- b. With ease
- c. Slowly
- d. Beautifully

5. What does “marveling” mean in the context of tourists watching the sea birds?

- a. Ignoring

- b. Disliking
- c. Admiring
- d. Annoying

6. Explain the word “enchanted” as used to describe tourists’ feelings.

7. What is a synonym for “vibrant” as used in describing the community?

III. Language use

1. Which sentence correctly uses adjectives of size and shape?

- a. The round, large table stood in the corner.
- b. The large, round table stood in the corner.
- c. The table, round and large, stood in the corner.

2. Which sentence correctly uses a comparative adjective?

- a. This room is larger than the other one.
- b. This room is more larger than the other one.
- c. This room is the larger than the other one.

3. Underline the adjective of quality in each sentence.

- a. She has a kind heart.
- b. The intelligent boy solved the puzzle quickly.
- c. This is a delicious cake.
- d. He has a strong character.
- e. We stayed in a luxurious hotel.

4. Form adjectives from the following verbs:

- a. Impress
- b. Create
- c. Attract
- d. Compete
- e. Rely

5. Identify the word with a silent letter in the sentence.

- a. He wrapped the gift carefully.
- b. Please knock before you enter.

- c. She wrote a beautiful letter.
- d. The knight rode his horse into the castle.
- e. We walked through the forest in the evening.

6. Choose the word where the silent letter is not articulated.

- 1. A. Castle
B. Table
- 2. A. Listen
B. Fasten

7. Which sentence is the best transition sentence between these two ideas?

Idea 1: Technology has significantly changed how people communicate.

Idea 2: It has also had a huge impact on the way students learn.

- a. Technology is important in many aspects of life, including communication and education.
- b. Communication is vital in the modern world.
- c. Students should use technology responsibly to enhance their learning.
- d. Schools today are more focused on integrating technology into their curriculum.



Points to Remember

This unit focused on the description of objects, places and people.

- The description of objects uses descriptive adjectives (adjectives of size and shape, adjectives of colour, adjectives origin, adjectives of material,..). In addition, this unit discussed the position and order of descriptive adjectives and the comparative adjectives.
- People's appearance is described using adjectives of appearance. These adjectives may be positive, negative or neutral. Adjectives can be formed by adding suffixes or prefixes to words.

- When making a description, a descriptive paragraph is used. A descriptive paragraph comprises three main parts (elements): a topic sentence, supporting sentences and a closing (concluding) sentence.



Self-Reflection

1. Re-take the self-assessment you did at the beginning of the unit.
2. Fill in and complete the self-assessment table below to reassess your level of knowledge, skills, and attitudes after undertaking this unit.
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills, and attitudes acquisition during the learning process.
 - b. Think about yourself; do you think you have the knowledge, skills, and attitudes to do the task? How well?
 - c. Read the statements across the top, put a check-in a column that best represents your level of knowledge, skills, and attitudes.

My experience	I do not 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.
Knowledge, skills and attitudes					
Identify descriptive adjectives used to describe objects					
Describe people's appearance using adjective of appearance					
Describe the characteristics of well-structured descriptive paragraph					

My experience	I do not 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.
Knowledge, skills and attitudes					
Use descriptive adjective to describe objects.					
Apply adjectives of appearance to describe people					
Write well-structured descriptive paragraph using adjectives.					
Be kind while describing objects					
Show politeness while describing people's appearance.					
Respect the rule of writing well-structured descriptive paragraph.					

3. Fill in the table below and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

UNIT 3: FORM NEW WORDS USED AT THE WORKPLACE



Unit summary:

This unit provides you with the knowledge, skills and attitudes required to form new words used at the workplace required to use upper intermediate English at the workplace. It covers the following three topics: forming new words using affixations, forming new words by compounding and forming new words by conversion.

Self-Assessment: Unit 3

1. Referring to the learning unit illustration above discuss the following:
 - a. What does the illustration show?
 - b. What do you think this learning unit is about based on the illustrations?
2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this learning unit.
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
 - c. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.
3. At the end of this learning unit, you will assess yourself again.

My experience	I do not 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.
Knowledge, skills and attitudes					
Describe affixations					
Identify different ways of compounding					
Describe different types of word conversion					
Identify diphthongs					
Form new words using affixation					
Form new words by compounding					

My experience	I do not 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.
Knowledge, skills and attitudes					
Apply conversion to form new words					
Articulate diphthongs					
Respect the rules of affixation					
Follow the rules of compounding					
Respect the rules of word conversion					
Respect the rules of articulation					



Key Competencies:

Knowledge	Skills	Attitudes
1. Describe affixations	1. Form new words using affixation	1. Respect the rules of affixation
2. Identify different ways of compounding	2. Form new words by compounding	2. Follow the rules of compounding
3. Describe different types of word conversion	3. Apply conversion to form new words	3. Respect the rules of word conversion



Discovery activity:



Task 21: Read the following text and answer the questions on it.

Text: Forming New Words at the Workplace

In today's fast-paced professional environments, language plays a crucial role in enhancing communication and collaboration. To keep up with the evolving demands of work, employees often create or adopt new words that describe workplace activities, tools, processes, and behaviors. This practice not only enriches workplace vocabulary but also ensures efficiency and clarity in interactions.

The formation of new workplace words often follows specific linguistic patterns. One common method is **compounding**, where two or more existing words are combined to create a new term. For instance, words like *teamwork* (team + work) and *brainstorming* (brain + storming) encapsulate complex concepts into single, easy-to-understand terms. These compound words simplify communication by providing concise labels for otherwise lengthy explanations.

Another prevalent technique is **abbreviation** or **acronym creation**, where longer phrases are shortened for convenience. For example, acronyms like *KPI* (key performance indicator) and *ASAP* (as soon as possible) have become integral to workplace conversations. These abbreviations save time and ensure that important information is conveyed efficiently.

Blending, which merges parts of two words to create a new one, is another creative process for forming workplace vocabulary. For example, *workcation* (work + vacation) refers to working remotely while traveling, and *glocalization* (globalization + localization) describes adapting global strategies to meet local needs. Blended words are particularly useful for capturing new workplace trends and practices in a single term.

Technological advancements and changes in business practices also lead to the creation of **neologisms**—completely new words or expressions. Terms like *upskilling* (learning new skills to stay relevant) and *digital nomad* (an individual who works remotely while traveling) reflect how the workplace has adapted to the digital age. Neologisms address gaps in language, allowing workers to describe emerging phenomena with precision.

These evolving terms are not just about efficiency—they also foster a sense of identity and belonging within organizations. Shared language helps build rapport among team members, making collaboration more seamless. However, it can also present challenges. For instance, excessive use of jargon or unfamiliar terms might confuse new employees or outsiders. To address this, organizations often create glossaries or provide training to help employees familiarize themselves with workplace terminology.

Ultimately, the formation of new words at the workplace highlights the adaptability of human language. It allows professionals to navigate an ever-changing work environment, embrace innovation, and communicate with greater clarity. By fostering creativity and enhancing understanding, workplace vocabulary plays a vital role in ensuring success in modern industries.

New Vocabulary:

1. **Workcation** – A combination of work and vacation, describing remote work while traveling.

2. **Upskilling** – Learning new skills to adapt to changes in the workplace.
3. **Brainstorming** – Generating ideas through open discussion.
4. **Workflow** – The series of steps required to complete a task.
5. **Micromanagement** – A management style involving close supervision of employees.
6. **Glocalization** – Adapting global strategies to local markets.
7. **Pivot** – Changing direction or strategy in response to new challenges.
8. **Digital nomad** – A person who works remotely while traveling.
9. **Feedback loop** – A process where outcomes are used to improve performance.
10. **Teamwork** – Collaboration among a group to achieve a common goal.

Comprehension Questions:

1. What is the purpose of forming new words in the workplace?
2. Name three methods used to form new workplace words and provide an example for each.
3. What does the term "upskilling" mean, and why is it important in the workplace?
4. How do new workplace words foster a sense of belonging among employees?
5. What challenges can arise from using workplace-specific jargon?
6. What is a "digital nomad," and how does this term reflect changes in the modern workplace?
7. Why do organizations create glossaries for workplace terms?
8. What does the term "pivot" mean in a professional context?

Topic 3.1: Forming new words using affixations



Activity 1: Problem Solving



Task 22:

Read the text on the task 21 above and answer the following questions:

- How can we form a word from another word?
- What is the difference between prefixes and suffixes?

Key Facts 3.1: Forming new words using affixations

• Affixation

Affixation is the process of forming new words by adding prefixes, suffixes, or infixes to a base or root word. This technique is commonly used in English and other languages to modify meaning or create new terms.

✓ Prefixes

A **prefix** is a group of letters added to the beginning of a root word that changes the word's meaning. Prefixes are affixes added to the beginning of a root word to modify its meaning. They play a crucial role in expanding vocabulary and understanding the nuances of word meanings.

Examples:

- **Un-** (not, opposite of) : *Unhappy* (not happy), *Undo* (reverse the action)
- **Re-** (again, back): *Rewrite* (write again), *Return* (come back)
- **Dis-** (not, opposite of): *Disagree* (not agree), *Dislike* (not like)
- **Pre-** (before): *Preview* (view before), *Prehistoric* (before recorded history)
- **Mis-** (wrongly, badly): *Misinterpret* (interpret wrongly), *Misplace* (place badly)
- **In-** (not, into): *Inactive* (not active), *Inspire* (breathe into)
- **Over-** (too much, above): *Overeat* (eat too much), *Overlook* (look above or fail to notice)

- **Under-** (too little, below): *Underestimate (estimate too little), Underprivileged (below standard in social or economic terms)*
- **Super-** (above, beyond): *Superhero (above normal hero), Supernatural (beyond natural)*
- **Trans-** (across, through): *Transport (carry across), Transform (change thoroughly)*
- **Inter-** (between, among): *Interact (act between), International (between nations)*
- **Semi-** (half, partly): *Semicircle (half circle), Semiannual (occurring twice a year)*

✓ Suffixes

A **suffix** is a group of letters added to the end of a root word that changes its meaning or function. Suffixes are affixes added to the end of a root word to alter its meaning or function. They play a vital role in word formation and help expand vocabulary by creating new words or changing a word's grammatical category.

Examples:

1. Noun Suffixes

- **-er / -or** (one who performs an action): *Teacher (one who teaches), Actor (one who acts)*
- **-ness** (state or quality): *Happiness (state of being happy), Kindness (quality of being kind)*
- **-ity / -ty** (quality or state): *Equality (state of being equal), Simplicity (quality of being simple)*
- **-ment** (action or result): *Achievement (result of achieving), Development (process of developing)*
- **-ion / -tion / -sion** (state or action): *Celebration (act of celebrating), Decision (act of deciding)*
- **-hood** (state or condition): *Childhood (state of being a child), Brotherhood (state of being brothers)*
- **-ship** (state or condition of being): *Friendship (state of being friends), Leadership (position of being a leader)*

2. Adjective Suffixes

- **-ful** (full of): *Joyful (full of joy), Careful (full of care)*
- **-less** (without): *Hopeless (without hope), Fearless (without fear)*

- **-able / -ible** (capable of being): *Readable* (capable of being read), *Invisible* (capable of not being seen)
- **-ic** (pertaining to): *Historic* (pertaining to history), *Scientific* (pertaining to science)
- **-ous / -ious** (full of, having qualities of): *Famous* (full of fame), *Curious* (having curiosity)

3. Verb Suffixes

- **-ize / -ise** (to make or become): *Realize* (to make real), *Apologize* (to make an apology)
- **-en** (to cause to be): *Strengthen* (to make strong), *Widen* (to make wide)
- **-ify / -fy** (to make or become): *Clarify* (to make clear), *Beautify* (to make beautiful)

4. Adverb Suffixes

- **-ly** (in the manner of): *Quickly* (in a quick manner), *Softly* (in a soft manner)

✓ Infixes

An **infix** is a morpheme that is inserted within a root word, rather than at the beginning (prefix) or end (suffix).

Examples:

"Fan**bloody**tastic" (a playful modification of "fantastic")

Other examples are rare in formal English but common in languages like Tagalog

✓ Articulation of single vowel sounds

Single vowel sounds, also known as monophthongs, are vowels articulated with a single, unchanging sound. In English, vowels can be **short** or **long**, depending on their pronunciation.

1. Short Vowel Sounds:

- **/æ/** as in *cat*
- **/e/** as in *bed*
- **/ɪ/** as in *sit*
- **/ɒ/** as in *cot* (British English) or **/ɑ/** in American English.

- /ʌ/ as in cup

2. Long Vowel Sounds:

- /i:/ as in seat
- /u:/ as in food
- /ɑ:/ as in car
- /ɔ:/ as in law
- /ɜ:/ as in bird (British English)

3. Articulatory features of vowel sounds:

- **Height:** Position of the tongue (high, mid, low).
- **Backness:** Part of the tongue involved (front, central, back).
- **Roundedness:** Shape of the lips (rounded or unrounded).

Example:

- /i:/ as in seat is a high front unrounded vowel.
- /u:/ as in food is a high back rounded vowel.



Activity 2: Guided practice



Task 23:

- Which of the following words contains the prefix “un”
 - Untangle
 - Comfortable
 - Happiness
 - Knowledge
- Choose the correct suffix to form a noun from the adjective “happy”
 - Ness
 - Able
 - Ly
 - Ful
- Add a **prefix** and a **suffix** to the word ‘kind’ to form a new word. Explain how the meaning of the word changes.

4. Compare the articulation of the vowel sounds in 'sit' and 'seat'. What is the key difference in their pronunciation?



Activity 3: Application



Task 24:

Choose the correct answer.

1. Which of the following words contain a long vowel sound?
 - a. Sit
 - b. Cake
 - c. Dog
 - d. Pet
2. What does affixation mean to you?
3. With concrete examples, differentiate the following terms:
 - a. Suffix
 - b. Prefix

Topic 3.2: Forming new words by compounding



Activity 1: Problem Solving



Task 25:

Read the paragraph below and answer the questions that follow it.

The formation of new workplace words often follows specific linguistic patterns. One common method is compounding, where two or more existing words are combined to create a new term. For instance, words like teamwork (team + work) and brainstorming (brain + storming) encapsulate complex concepts into single, easy-to-understand terms. These compound words simplify communication by providing concise labels for otherwise lengthy explanations.

Questions:

- Identify the compound words that are in this paragraph.
- What is the difference between native and borrowed word?
- How does native speaker differ from native language?

Key Facts 3.2: Forming new words by compounding

• Definition

Compound words are when two or more words are joined, creating a different word with another distinct meaning.

• Native words by compounding

The formation of **native words by compounding** involves creating new words by combining two or more existing words, typically in a way that conveys a single idea or concept. This process is common in many languages, including English, and often relies on native roots or morphemes.

✓ Characteristics of Compound Words

- ✚ **Combination of Two or More Words:** The components can be standalone words or roots.
- ✚ **Single Meaning:** The compound typically expresses a unified concept.
- ✚ **Word Classes:** The resulting compound may function as a noun, verb, adjective, etc.

✓ Forms of Compounds:

- ✚ **Closed compounds:** Written as a single word (e.g., *sunlight*).
- ✚ **Hyphenated compounds:** Written with a hyphen (e.g., *mother-in-law*).
- ✚ **Open compounds:** Written as separate words but treated as a single term (e.g., *ice cream*).

✓ Examples of Native Word Formation by Compounding

✚ Noun + Noun:

- *Sunflower (sun + flower): A type of flower that resembles the sun.*
- *Bookshelf (book + shelf): A shelf designed to hold books.*

✚ Adjective + Noun:

- *Blackbird (black + bird): A bird with black feathers.*
- *Greenhouse (green + house): A structure for growing plants.*

✚ Verb + Noun:

- *Playground (play + ground): An area for children to play.*
- *Washing machine (washing + machine): A machine for washing clothes.*

✚ Noun + Verb:

- *Sunrise (sun + rise): The time when the sun appears in the morning.*
- *Haircut (hair + cut): The act or style of cutting hair.*

✚ Adjective + Adjective:

- *Bittersweet (bitter + sweet): Something that is both bitter and sweet.*

- *Red-hot (red + hot): Extremely hot or intense.*

• Borrowed Words (Loanwords)

The formation of **borrowed words by compounding** involves creating compound words using components that are borrowed from other languages. These borrowed elements may come from Latin, Greek, French, or other sources, and they are combined to form new words, often in fields like science, medicine, technology, and philosophy.

✓ Characteristics of Borrowed Word Formation by Compounding

🔗 **Components from Borrowed Languages:** The roots or morphemes come from non-native languages, even if they are adapted into the borrowing language.

🔗 **Scholarly or Specialized Usage:** Many borrowed compounds are technical, scientific, or academic.

🔗 **Greek and Latin Influence:** A significant number of compounds in English come from Greek and Latin roots.

🔗 **Hybrid Compounds:** Some compounds mix native and borrowed elements.

✓ Examples of Borrowed Word Formation by Compounding

🔗 Greek + Greek:

- *Television (tele- = far, vision = seeing): A device for viewing images from a distance.*
- *Philosophy (philo- = love, sophy = wisdom): The study of fundamental truths and principles.*
- *Thermometer (thermo- = heat **Greek**, -meter = measure **Greek**)*
- *Cardiology (cardio- = heart [Greek], -logy = study [Greek]).*

🔗 Latin + Latin:

- *Aqueduct (aqua = water, duct = lead): A structure for carrying water.*
- *Manuscript (manu = hand, script = write): A handwritten document.*

🔗 Latin + Greek:

- *Biomedical (bio- = life **Greek**, medical = relating to medicine **Latin**: Relating to the application of biology in medicine.*

- *Sociology* (*socio-* = society **Latin**, *-logy* = study **Greek**): The study of human society.

French + French:

- *Restaurant* (*restaure* = to restore, *-ant* = indicating a place): A place where meals are served.
- *Renaissance* (*re-* = again, *naissance* = birth): A period of cultural rebirth.

Hybrid Compounds (Native + Borrowed):

- *Speedometer* (*speed* = native English, *-meter* = measure [Greek]): An instrument for measuring speed.
- *Brainstorm* (*brain* = native English, *-storm* = borrowed Scandinavian): A sudden burst of ideas.
- *Ballet shoes* (*ballet* = dance form [French], *shoes* = native English).
- *Kindergarten teacher* (*kindergarten* = children's garden [German], *teacher* = native English).

✓ **Process of Borrowed Word Formation by Compounding**

 **Direct Borrowing:** Combining roots or morphemes from the same language (e.g., Greek or Latin) directly into a compound.

 **Hybridization:** Combining a borrowed morpheme with a native one.

 **Adaptation:** Changing borrowed elements to fit the grammatical and phonetic rules of the borrowing language.

• **Articulation of diphthongs**

Diphthongs are complex vowel sounds that begin with one vowel sound and glide into another within the same syllable. They involve a movement of the tongue and lips from one vowel position to another. Understanding the articulation of diphthongs is crucial for accurate pronunciation and clear communication in English.

✓ **Characteristics of diphthongs:**

 **Glide Movement:** There is a noticeable shift in the position of the tongue and/or lips during the articulation of a diphthong.

 **Single Syllable:** Despite containing two vowel sounds, diphthongs are pronounced within a single syllable.

✓ **Common English Diphthongs:**

 **/aɪ/:**

- As in *my, high, kite*.
- Starts with an open front vowel /a/ and glide to a high front vowel /ɪ/.

 **/aʊ/:**

- As in *now, cow, loud*.
- Starts with an open front vowel /a/ and glide to a high back vowel /ʊ/.

 **/eɪ/:**

- As in *say, face, day*.
- Starts with a mid-front vowel /e/ and glide to a high front vowel /ɪ/.

 **/oʊ/:**

- As in *go, show, boat*.
- Starts with a mid-back rounded vowel /o/ and glides to a high back rounded vowel /ʊ/.

 **/ɔɪ/:**

- As in *boy, toy, coin*.
- Starts with a mid-back rounded vowel /ɔ/ and glides to a high front vowel /ɪ/.

 **/ɪə/ (British English):**

- As in *near, fear, idea*.
- Starts with a high front vowel /ɪ/ and glides to a mid-central vowel /ə/.

/eə/ (British English):

- As in *hair, care, fair*.
- Starts with a mid-front vowel /e/ and glide to a mid-central vowel /ə/.

/ʊə/ (British English):

- As in, *tour, pure*.
- Starts with a high back rounded vowel /ʊ/ and glides to a mid-central vowel /ə/.

✓ Articulation Process

Tongue Movement:

- Starts in the position for the first vowel and moves toward the position for the second vowel.

Lip Rounding:

- May change depending on the vowels involved.
- Example:** /oʊ/ requires rounded lips for /o/ that may relax slightly for /ʊ/.

Syllable Timing:

- Diphthongs take slightly more time to articulate than monophthongs due to the glide.



Activity 2: Guided practice



Task26:

Answer the following questions

1. Identify the diphthong in the word 'coin'.
2. Identify the compound word where one part is borrowed from another language:
 - a. Balletshoe
 - b. Sunbeam

c. Moonstone

d. Snowflake

3. Combine "rain" with another word to describe a protective item.

4. Create a compound word using "café" and another English word.



Activity 3: Application



Task 27:

1. Fill in the blank with the correct borrowed word.

a. The restaurant had an excellent featuring various types of cheese from around the world.

b. The of the mountain was covered in snow.

2. Answer by True or False

a. The word '**cloud**' contains a diphthong

3. Explain what a native word in the English language is.

4. Identify the correct native compound word that describes an action:

a. Breakwater

b. Crème brûlée

c. Chauffeur

d. Hors d'oeuvre

5. Write a sentence using a word with a diphthong.

Topic 3.3: Forming new words by conversion



Activity 1: Problem Solving



Task 28:

1. In the sentence, '**the broken vase was expensive**' what is the role of 'broken'?
2. In the sentence, 'her dancing was graceful' what role is the word **dancing** playing?
3. Which of the following sentences contains a phrasal verb used as a noun?
 - a. I look up the word in dictionary.
 - b. She asked him to pick up the phone.
 - c. They had a heated discussion about the issue.
 - d. We need to work on our homework.

Key Facts 3.3. Forming new words by conversion

• Verbs as nouns

In English, verbs can sometimes function as nouns through a process known as "nominalization" or "gerundial use." This process allows verbs to take on the role of nouns in sentences, and it's common in both spoken and written English. Here's a detailed explanation of how verbs can function as nouns:

✓ Gerunds

A gerund is the -ing form of a verb that functions as a noun. It is created by adding **-ing** to the base form of a verb.

🔗 Characteristics:

- **Noun Role:** *Although it retains the form of a verb, a gerund acts as a noun in the sentence.*
- **Usage:** *Can be used as a subject, object, or complement in a sentence.*

Examples:

- **Subject:** *Swimming is good exercise. (Here, "swimming" is the subject of the sentence.)*
- **Object:** *She enjoys reading. (Here, "reading" is the object of the verb "enjoys.")*
- **Complement:** *His favorite hobby is painting. (Here, "painting" is a complement that describes the hobby.)*

✓ Infinitives

An infinitive is the base form of a verb preceded by "to" (e.g., to eat, to write).
Infinitives can also function as nouns.

Characteristics:

- **Noun Role:** *Infinitives can be used as subjects, objects, or complements in a sentence.*
- **Usage:** *Often used to express purpose or intention.*

Examples:

- **Subject:** *To travel is my dream. (Here, "to travel" is the subject of the sentence.)*
- **Object:** *She wants to learn. (Here, "to learn" is the object of the verb "wants.")*
- **Complement:** *His goal is to become a doctor. (Here, "to become" is a complement that describes the goal.)*

✓ Nominalized Verbs

Some verbs can be converted into nouns by changing their form, often using suffixes or through other modifications.

Characteristics:

- **Noun Role:** The nominalized form of a verb acts as a noun in the sentence.
- **Usage:** Common in both everyday language and formal writing.

Examples: Verb to Noun Transformation:

Verb: *Decide*, **Nominalized Form:** *Decision*

- *The decision was difficult. (Here, "decision" is a noun derived from the verb "decide.")*

Verb: Create, Nominalized Form: Creation

- *The creation of the artwork took months. (Here, "creation" is a noun derived from the verb "create.")*

✓ Verbal Nouns

A verbal noun is a noun that is derived from a verb but behaves more like a traditional noun than a gerund.

Characteristics:

Noun Role: Typically formed from verbs, these nouns may include suffixes such as -ment, -tion, -sion, -ance, etc.

Usage: Often used in more formal contexts or technical language.

Examples:

Verb: Inform,

Verbal Noun: Information

- *We need more information about the project. (Here, "information" is a noun derived from the verb "inform.")*

Verb: Develop,

Verbal Noun: Development

- *The development of the software is progressing well. (Here, "development" is a noun derived from the verb "develop.")*

Common Patterns and Suffixes

Suffixes Used in Nominalization:

- **-ing:** building (from build), running (from run)
- **-ment:** achievement (from achieve), payment (from pay)
- **-ion/-tion/-sion:** action (from act), operation (from operate)
- **-ance/-ence:** performance (from perform), existence (from exist)

• Verbs as adjectives

In English, verbs can function as adjectives, providing more detail or describing the state of a noun. This process is known as "participial adjectives," and it involves using forms of verbs

(Participles) to modify nouns. Here's a detailed explanation:

✓ Participial Adjectives

- Participial adjectives are adjectives that are derived from verb forms known as participles.
- Participles are used to describe nouns and provide additional information about them.

📌 Present Participles

- **Form:** The present participle is formed by adding -ing to the base form of a verb.
- **Function:** It describes an action that is ongoing or a characteristic related to the action of the verb.

Examples:

Verb: Excite

Present Participle: Exciting

- *The exciting game kept everyone on the edge of their seats. (Here, "exciting" describes the game and conveys the action of exciting.)*

Verb: Bore,

Present Participle: Boring

- *It was a boring lecture. (Here, "boring" describes the lecture and conveys the action of boring.)*

📌 Past Participles

- **Form:** The past participle is often formed by adding **-ed** to regular verbs, but irregular verbs have unique forms (e.g., write becomes written).
- **Function:** It describes a state resulting from a completed action or an inherent quality.

Examples:

Verb: Complete,

Past Participle: Completed

- *The completed project was submitted on time. (Here, "completed" describes the project and indicates that the action of completing has been finished.)*

Verb: Break,

Past Participle: Broken

- The broken vase lay on the floor. (Here, "broken" describes the vase and indicates it has been damaged.)

Verbal Adjectives

Verbal adjectives are adjectives derived from verbs, often used to describe the result or quality of the action expressed by the verb.

Examples of Verbal Adjectives

Verb: Excite,

Adjective: Exciting

- The exciting news was shared with everyone. (Describes the news as having the quality of excitement.)

Verb: Move

Adjective: Moving

- The moving story touched everyone's hearts. (Describes the story as evoking strong emotions.)

Verb: Amuse,

Adjective: Amusing

- The amusing clown entertained the children. (Describes the clown as causing amusement.)

• Phrasal verbs as nouns

Phrasal verbs, which are combinations of a verb with one or more particles (prepositions or adverbs), can sometimes function as nouns. When a phrasal verb is used as a noun, it typically describes a concept, event, or object derived from the action or meaning of the phrasal verb.

✓ Definition and Characteristics

 **Phrasal Verb:** A verb combined with a preposition or adverb that creates a meaning different from the original verb (e.g., give up, look after).

 **Noun Form:** When a phrasal verb functions as a noun, it usually refers to a specific instance, concept, or result related to the action of the verb.

Examples

Verb: Give up

Phrasal Verb as Noun: Give-up

- *The give-up was a tough decision for the team. (Here, "give-up" refers to the act of quitting or surrendering.)*

Verb: Break down

Phrasal Verb as Noun: Breakdown

- *The car had a breakdown on the highway. (Here, "breakdown" refers to the failure or malfunction of the car.)*

Verb: Take off

Phrasal Verb as Noun: Take off

- *The take-off was smooth and on time. (Here, "take-off" refers to the act of an aircraft becoming airborne.)*

Verb: Set up

Phrasal Verb as Noun: Setup

- *The setup for the event took all morning. (Here, "setup" refers to the arrangement or organization for an event.)*

Verb: Carry out

Phrasal Verb as Noun: Carryout

- *The carryout of the new policy will begin next week. (Here, "carryout" refers to the implementation or execution of a policy.)*

• Words stress

✓ **Definition:** Word stress is the emphasis or greater force placed on a particular syllable in a word compared to the other syllables. Stressed syllables are louder, longer, and often pronounced with a higher pitch than unstressed syllables.

✓ **Characteristics:**

- **Louder:** Stressed syllables are typically pronounced with more intensity.
- **Longer:** Stressed syllables usually last longer than unstressed ones.
- **Higher Pitch:** The pitch of a stressed syllable may be higher than that of unstressed syllables.

✓ **Rules and Patterns of Word Stress**

Stress Patterns in Multi-Syllable Words

- **Nouns and Adjectives:** Generally, the stress is placed on the first syllable.
 - **Examples:** *TAble (noun), CLEver (adjective)*
- **Verbs and Prepositions:** Stress is often placed on the second syllable.
 - **Examples:** *to reLAX (verb), aSIDE (preposition)*

Stress in Compound Words

- **Compound Nouns:** Stress is usually on the first part of the compound.
 - **Examples:** *POSTman, SUNflower*
- **Compound Verbs and Adjectives:** Stress is typically on the second part of the compound.
 - **Examples:** *to overFLOW (verb), old-FASHioned (adjective)*

Stress Patterns with Prefixes and Suffixes

- **Prefixes:** Stress is generally on the root of the word, not the prefix.
 - **Examples:** *unhappy, reWRITE*
- **Suffixes:** Stress patterns can vary, but commonly the stress falls on the syllable before the suffix.
 - **Examples:** *beautiFUL (stress on beau) compliCated (stress on comp)*

✓ Examples of Word Stress

Words with Fixed Stress Patterns

- *CONtract (noun) vs. conTRACT (verb),*
- *REcord (noun) vs. reCORD (verb)*
- *PREsent (noun/adjective) vs. preSENT (verb)*

Stress in Different Word Forms

- *Photograph (noun) – stress on the first syllable*
- *Photographic (adjective) – stress on the second syllable*
- *Photograph (verb) – stress on the second syllable*

✓ How to Practice Word Stress

1. **Listen and Imitate:** Pay attention to native speakers and practice mimicking their stress patterns.
2. **Use Pronunciation Guides:** Dictionaries often indicate stress patterns with symbols (e.g., ' for primary stress).
3. **Practice with Minimal Pairs:** Compare words with different stress patterns to develop your ear for stress (e.g., import vs. impart).
4. **Record Yourself:** Recording and listening to your own speech can help identify and correct stress patterns.



Activity 2: Guided Practice



Task 29: Answer the following questions:

1. Which of the following sentences contains a verb as a noun?
 - a. He likes to swim
 - b. She swam yesterday
 - c. Swimming is her favourite sport
 - d. I swim every morning
2. Which of the following sentences uses a verb as an adjective?

- a. He was a well-known singer
 - b. The injured player left the field
 - c. She speaks loudly
 - d. They were singing beautifully
3. Which sentence uses a phrasal verb as a noun?
- a. I called up my friend yesterday
 - b. The phone call was short.
 - c. She came up with a great idea
 - d. They are putting off the meeting
4. Where is the primary stress in the word **'beautiful'**?
- a. First syllable
 - b. Second syllable
 - c. Third syllable
 - d. Fourth syllable



Activity 3: Application



Task 30:

1. Where is the stress placed in the word **'photograph'**?
2. Which of the following words has the stress on the second syllable?
 - a. Chocolate
 - b. Banana
 - c. Designer
 - d. Family
3. Find the phrasal verb used as a noun in the sentence:
 - a. The mix-up was unfortunate.
4. In the sentence, **'the broken vase was expensive'** what is the role of 'broken'?
5. Identify the verb used as noun in the sentence:
 - a. His singing was the highlight of the concert.

Read the following text and answer the questions after it.

The clock struck a quarter past nine as Mary hurried into the big block of offices where she was going to work. Her bus had crawled through the dense city traffic, making her a few minutes late for her very first job. She resolved to leave home earlier the next day.

Inside the building she had to wait once again, this time for the lift to take her up to the sixth floor. When at last she reached the door marked “J. King, Manager”, she door again, but still there was no reply: From inside the next office, she could hear the sound of voices, so she opened the door and went in.

Although it was without doubt, the same office she had been shown into when she had come for an interview with Mr. King two weeks before, in that morning it looked quite different. In fact, it hardly looked like an office at all. All the employees were standing about, chatting and smoking. At the far end of the room, a man must have just told a very funny story, for there was a loud burst of laughter just as Mary came in. For a moment she thought that they were laughing at her.

Then one of the men looked at his watch, clapped his hands and said something to the others. Immediately they all went to their desks and, in the space of a few seconds, everyone was working busily. No one took any notice of Mary at all.

At last she went up to the man who was sitting at the desk nearest the door and explained that this was her first day in the office. Hardly looking up from his work, he told her to take a seat near him and wait for Mr. King, who would arrive at any moment. Then, Mary realised that the day’s work in the office began just before Mr. King arrived.

Later, she found out that he came up every morning from the country on the same train, arriving promptly in the office at 9.35, so that his staff knew precisely when to start work.

I. Comprehension questions:

1. Why did Mary hardly recognize the office she went into?
2. Why was Mary late for work on the very first day?
3. Was Mr. King in his office when Mary knocked on the door? Justify your answer.
4. Complete the following sentences. Your answer must be related to the ideas contained in the passage.
 - a. Mary resolved to leave home earlier the next day in order.....
 - b. The office Mary was going to work in was on the sixth floor,
 - c. The place hardly looked like an office that morning

II. Vocabulary

5. Make meaningful sentences using these words from the text.
 - a. take notice of:
 - b. Realise:
 - c. At last:
 - d. find out:
6. Complete each of the following sentence with the right word:
 - a. Try to make your report as _____ as possible: only give us the facts, and not your opinions.
 - (i) subjective (ii) objectionable (iii) subjected (iv) objective
 - b. Environmental inspectors regularly _____ our kitchens and other food preparation areas to make sure they conform to regulations.
 - inspect (ii) control (iii) study (iv) analyze
 - c. _____ workers are often rewarded with higher salaries and other benefits.
 - (i)conscious (ii) conscientious (iii) conscience (iv) consciousness
 - d. Airlines are already increasing their prices on the _____ that fuel prices are going to rise.
 - (i)consumption (ii) destruction (iii) assumption (iv) presumption
 - e. The fire caused a lot of _____ to the building and factory machinery.
 - (i)damage (ii) harm (iii) injury (iv) wound

f. Government subsidies helped to _____ many companies from being forced to close down.

- (i) *prevent* (ii) *preventive* (iii) *avoidance* (iv) *avoid*

III. Language Use

1. Add a **prefix** and a **suffix** to the word '**kind**' to form a new word. Explain how the meaning of the word changes.
2. Compare the articulation of the vowel sounds in '**sit**' and '**seat**'. What is the key difference in their pronunciation?
3. Identify the correct native compound word that describes an action:
 - a. Breakwater
 - b. Crème brûlée
 - c. Chauffeur
 - d. Hors d'oeuvre
4. Which sentence uses a phrasal verb as a noun?
 - a. I called up my friend yesterday
 - b. The phone call was short.
 - c. She came up with a great idea
 - d. They are putting off the meeting
5. Which of the following words contain a long vowel sound?
 - a. Sit
 - b. Cake
 - c. Dog
 - d. Pet



Points to Remember

- Affixation is the process of forming new words by adding prefixes, suffixes, or infixes to a base or root word. This technique is commonly used in English and other languages to modify meaning or create new terms.
- Compound words are when two or more words are joined, creating a different word with another distinct meaning.
- Phrasal verbs, which are combinations of a verb with one or more particles (prepositions or adverbs), can sometimes function as nouns. When a phrasal verb is used as a noun, it typically describes a concept, event, or object derived from the action or meaning of the phrasal verb.
- In English, verbs can function as adjectives, providing more detail or describing the state of a noun. This process is known as "participial adjectives," and it involves using forms of verbs (participles) to modify nouns.
- Word stress is a key aspect of pronunciation in English and other languages. It refers to the emphasis placed on certain syllables within words. Proper word stress can affect the clarity of speech and the meaning of words.



Self-Reflection

1. Re-take the self-assessment you did at the beginning of the unit.
2. Fill in and complete the self-assessment table below to reassess your level of knowledge, skills, and attitudes after undertaking this unit.
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills, and attitudes acquisition during the learning process.
 - b. Think about yourself; do you think you have the knowledge, skills, and attitudes to do the task? How well?
 - c. Read the statements across the top, put a check-in a column that best represents your level of knowledge, skills, and attitudes.

My experience	I do not 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.
Knowledge, skills and attitudes					
Describe affixations					
Identify different ways of compounding					
Describe different types of word conversion					
Identify diphthongs					
Form new words using affixation					
Form new words by compounding					
Apply conversion to form new words					
Articulate diphthongs					
Respect the rules of affixation					
Follow the rules of compounding					
Respect the rules of word conversion					
Respect the rules of articulation					

3. Fill in the table below and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

UNIT 4: WRITE ESSAYS FOR PROFESSIONAL PURPOSES



Unit Summary:

This unit provides you with the knowledge, skills and attitudes required to write essays for professional purposes required to use upper intermediate English at the workplace. It covers the following topics: writing a well-structured introductory paragraph, connecting ideas with linking words, writing well-structured body and conclusion, and writing a well-structured essay.

Self-Assessment: Unit 4

1. Referring to the learning unit illustration above discuss the following:
 - a. What does the illustration show?
 - b. What do you think this learning unit is about based on the illustrations?
2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this learning unit.
 - a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?
 - c. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.
3. At the end of this learning unit, you will assess yourself again.

My experience	I do not 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.
Knowledge, skills and attitudes					
Identify the elements of an introductory paragraph					
Identify the linking words					
Explain the main elements of a body paragraph					
Identify the parts of a concluding paragraph					
Describe the parts of a well-structured essay					

My experience	I do not 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.
Knowledge, skills and attitudes					
Write an introductory paragraph					
Use linking words					
Write body paragraphs					
Write a concluding paragraph					
Write an essay					
Be brief and precise					
Be polite					
Respect the rules of writing body paragraphs					
Respect the rules of writing a concluding paragraph					
Respect the format and rules of essay writing					



Key Competencies:

Knowledge	Skills	Attitudes
1. Identify the elements of an introductory paragraph	1. Write an introductory paragraph	1. Be brief and precise
2. Identify the linking words	2. Use linking words	2. Be polite
3. Explain the main elements of a body paragraph	3. Write body paragraphs	3. Respect the rules of writing body paragraphs
4. Identify the parts of a concluding paragraph	4. Write a concluding paragraph	4. Respect the rules of writing a concluding paragraph
5. Describe the parts of a well-structured essay	5. Write an essay	5. Respect the format and rules of essay writing



Discovery activity



Task 31: Read the following text and answer the questions on it.

The Impact of social media on Communication

Social media has transformed the way people communicate, offering new opportunities while also presenting challenges. This shift has affected personal, professional, and societal communication, reshaping how we connect and share information.

One of the most significant impacts of social media is enhanced connectivity. Platforms like Facebook, Instagram, and WhatsApp allow people to communicate instantly, regardless of geographical distance. This has been particularly beneficial for maintaining long-distance relationships and fostering global networks. Social media also democratizes communication, giving individuals from all walks of life a platform to share their voices, ideas, and experiences.

Moreover, social media facilitates creative expression through diverse formats like posts, videos, and stories. This variety encourages users to communicate in innovative ways, making interactions more engaging and dynamic.

Despite its advantages, social media presents several challenges. The reliance on brief text and visual content often simplifies communication, which can lead to misunderstandings. The lack of nonverbal cues, such as tone or body language, further complicates the interpretation of messages.

Social media can also strain interpersonal relationships. Overuse may lead to "phubbing," where people focus on their phones instead of engaging in meaningful face-to-face conversations. Additionally, the curated nature of social media profiles can create unrealistic expectations, making users feel inadequate or misrepresented.

Social media has revolutionized how information is shared, but it also facilitates the rapid spread of misinformation. Unverified content and "fake news" can distort public understanding and foster polarization. Algorithms that prioritize user preferences may create

"echo chambers," exposing individuals only to information that aligns with their beliefs, limiting diverse perspectives.

To mitigate these issues, users must adopt mindful social media habits. Prioritizing quality over quantity in online interactions, verifying information sources, and balancing digital communication with in-person interactions can enhance the benefits of social media while reducing its drawbacks.

In conclusion, social media has significantly influenced communication, offering both benefits and challenges. By using it responsibly, individuals can foster meaningful connections and contribute to a more informed and connected society.

Vocabulary

1. **Connectivity:** The ability to connect or communicate easily.
 - **Example:** *Social media enhances connectivity across the globe.*
2. **Democratizes:** Makes something accessible to everyone.
 - **Example:** *Social media democratizes communication by providing platforms for diverse voices.*
3. **Phubbing:** Ignoring someone in favor of using a phone.
 - **Example:** *Phubbing can harm personal relationships.*
4. **Curated:** Carefully chosen or organized for presentation.
 - **Example:** *Social media profiles often display curated versions of reality.*
5. **Echo chambers:** Situations where people only encounter information that aligns with their beliefs.
 - **Example:** *Echo chambers reduce exposure to diverse perspectives.*

Comprehension questions

1. What is one primary benefit of social media for communication?
2. How does social media encourage creative expression?
3. What is "phubbing," and why is it problematic?
4. What is the risk of spreading information on social media?
5. How can users balance the benefits and challenges of social media?

Topic 4.1: Writing a well-structured introductory paragraph



Activity 1: Problem Solving



Task 32:

Read the paragraph below and answer the questions that follow.

The rise of technology has transformed the way we live, work, and interact with the world. From smartphones that keep us connected to artificial intelligence shaping industries, technological advancements have become an integral part of our daily lives. However, this rapid development also raises important questions about its impact on society, ethics, and the future. As we navigate this ever-changing landscape, it is crucial to understand both the opportunities and challenges technology presents.

Questions

1. What is the main topic discussed in the paragraph?
2. What are some examples of technology mentioned in the paragraph?
3. What key issues does the paragraph suggest are raised by technological advancements?

Key Facts 4.1: Writing a well-structured introductory paragraph

• Purpose

The purpose of a well-structured introductory paragraph is to establish the foundation for the rest of the text. It serves several key functions that collectively aim to engage, inform, and guide the reader.

✓ The main purpose of introductory paragraph

✚ **Take the Reader's Attention;** this is to make the reader interested in the topic and encourage them to continue reading.

For this you have to start with an engaging element such as an intriguing question, a relevant quote, a surprising statistic, or a compelling anecdote, present an interesting fact or scenario that invites the reader to learn more.

✚ **Provide Background Information;** this is to give context and set the stage for the topic at hand. For this stage, you have to provide general information about the subject to help the reader understand the relevance and scope, to include any necessary background that explains why the topic is important or how it fits into a larger conversation.

✚ **Clearly State the Thesis or Main Argument;** this is to clearly articulate the main point or argument of the text and outline what the reader can expect. For getting on this, you have to present a concise and specific statement of the main argument or purpose of the text, to indicate the main ideas or arguments that will be discussed in the body of the text.

✚ **Provide a Roadmap for the Reader** is to guide the reader on what to expect and how the text will be structured. You have to achieve on this by Offering a brief overview of how the text will be organized and what key points will be covered, making it clear what the main goals or arguments of the text are, helping the reader follow along more easily.

• Thesis statement

A thesis statement is a crucial element in academic writing, providing a clear and specific summary of the main point or argument of an essay, research paper, or other analytical writing. It serves as a guide for both the writer and the reader, indicating the central focus of the text and how it will be developed. Here's a comprehensive guide to crafting a strong thesis statement:

✓ Definition and Purpose of a thesis statement

✚ **Definition:** A thesis statement is a single sentence (or occasionally two sentences) that clearly articulates the main argument or central idea of a piece of writing.

Purpose:

- **Clarifies the main argument:** It tells the reader what to expect and what the writer's stance or main idea is.
- **Guides the structure:** It helps organize and develop the content by focusing on the main argument or idea.
- **Provides direction:** It helps the writer stay focused on the main argument throughout the text.

✓ **Characteristics of a strong thesis statement**

 **Specific and Clear:** It should convey a precise and focused argument or point.

 **Debatable:** It should present a claim that can be argued or discussed, rather than a simple statement of fact.

 **Supportable:** It should be something that can be backed up with evidence and analysis.

 **Concise:** It should be one to two sentences long and clearly state the main idea without unnecessary details.

✓ **Examples of thesis statement.**

Topic: The impact of social media on communication.

Thesis Statement: "While social media platforms have revolutionized communication by making it more instantaneous and global, they have also contributed to the decline of face-to-face interactions and increased the prevalence of misinformation."



Activity 2: Guided practice



Task 33:

1. Define the following term:
 - a. Thesis statement
2. What is the purpose of a thesis statement?
3. Give and explain the four main purposes of introductory paragraph.



Activity 3: Application



Task 34:

1. **Write a thesis statement on the following topics:**
 - a. The benefits of renewable energy.
 - b. The process of photosynthesis.

Topic 4.2: Connecting ideas with linking words



Activity 1: Problem Solving



Task 35:

Re-read the text on task 31 and answer the following questions

- Enumerate any connecting words that are in the text.
- Identify the introductory paragraph in the passage you have read above.

Key Facts 4.2: Connecting ideas with linking words

• Subordinators

- ✓ **Definition:** Subordinators are conjunctions that connect a dependent clause (which cannot stand alone as a complete sentence) to an independent clause (which can stand alone). They help express various types of relationships such as cause and effect, contrast, condition, and time.

✓ Types of Subordinators and Their Functions

 **Time:** Indicate when an action takes place relative to the main clause.

Examples:

- **When:** "I will call you when I arrive."
- **Before:** "Finish your homework before you watch TV."
- **After:** "She went to bed after she finished reading."

 **Cause and Effect:** Show the reason for or result of the action in the main clause.

Examples:

- **Because:** "She was late because she missed the bus."
- **Since:** "We left early since it was getting dark."
- **As:** "He didn't attend the meeting as he was feeling sick."

 **Condition:** Indicate a condition that must be met for the action in the main clause to occur.

Examples:

- **If:** "I will go to the park if it stops raining."
- **Unless:** "You won't pass the test unless you study."
- **Provided that:** "You can borrow the book provided that you return it by Friday."

 **Contrast:** Show a contrast or exception to the main clause.

Examples:

- **Although:** "We went hiking although it was raining."
- **Even though:** "She finished the race even though she was injured."
- **Whereas:** "He likes pizza, whereas she prefers pasta."
- **Purpose:** Indicate the purpose or intention behind the action in the main clause.

Examples:

- **So that:** "He saved money so that he could buy a new car."
- **In order to:** "She studied hard in order to pass the exam."

✓ **Examples of Complex Sentences Using Subordinators**

 **Time:**

- "We will start the project **after** the team meeting ends."
- The subordinator **after** introduces the time-dependent relationship between starting the project and the team meeting.

 **Cause and Effect:**

- "He missed the bus **because** he woke up late."
- The subordinator **because** explains the cause of missing the bus.

 **Condition:**

- "You can go to the party **if** you finish your chores."
- The subordinator **if** introduces the condition under which going to the party is possible.

Contrast:

- *"She enjoys running, **whereas** he prefers cycling."*
- *The subordinator **whereas** highlights the contrast between her preference and his preference.*

Purpose:

- *"They lowered the price **so that** more people could afford the product."*
- *The subordinator **so that** indicates the purpose of lowering the price.*

✓ How to Use Subordinators

 **Integrate Smoothly:** Ensure that the subordinate clause is smoothly integrated into the sentence, providing clarity on the relationship between the clauses.

 **Avoid Overuse:** Use subordinators judiciously to avoid overly complex sentences that can confuse readers.

 **Check for Agreement:** Ensure that the dependent clause complements and supports the main clause effectively.

• Words used to start introduction

Starting an introduction effectively can set the tone for the rest of your text and grab the reader's attention. Here are some strategies and words or phrases you can use to begin an introduction, depending on the type of writing and the effect you want to achieve.

Here are some words and phrases to begin an introduction, organized by context:

✓ General Introductions

In today's world..., Throughout history..., It is often said that..., There is no denying that..., We live in an era of...,

Examples:

- ***In today's world**, technology plays an essential role in shaping our lives.*
- ***Throughout history**, humans have sought ways to improve communication.*
- ***It is often said that** education is the key to success.*

- ***There is no denying that*** climate change is one of the greatest challenges of our time.

✓ Personal or Narrative Introductions

I remember a time when..., Have you ever wondered why..., Imagine a world where..., Let me tell you a story about..., My journey began with...

Examples:

- ***I remember a time when*** people relied on handwritten letters to stay in touch.
- ***Have you ever wondered why*** some people seem to achieve success effortlessly?
- ***Imagine a world where*** no one had access to clean water.

✓ Academic or Formal Introductions

This paper aims to explore..., The purpose of this study is..., In this essay, I will discuss..., This analysis highlights..., Recent research has shown that...

- ***This paper aims to explore*** the impact of social media on mental health.
- ***The purpose of this study*** is to examine the relationship between exercise and productivity.
- ***In this essay***, I will discuss the causes and effects of urbanization.

✓ Persuasive or Argumentative Introductions

Many people believe that..., At the heart of the debate lies..., One of the most pressing issues today is..., Contrary to popular belief..., The question we must ask ourselves is...

Examples:

- ***Many people believe that*** renewable energy is the future of sustainable development.
- ***At the heart of*** the debate lies the question of whether artificial intelligence will replace human jobs.
- ***One of the most pressing issues today*** is the growing inequality between rich and poor.

✓ Creative or Engaging Introductions

What if I told you..., It all started with..., In a world where..., The first thing that comes to mind when thinking about (topic)is..., Let's take a closer look at...

Examples:

- ***What if I told you that*** a single app could revolutionize the way we learn languages?
- ***It all started with a simple idea:*** create a device that fits in your pocket and connects you to the world.
- ***In a world where*** technology evolves faster than ever, how do we stay ahead?

• Words used to connect new idea

Connecting new ideas smoothly is essential for maintaining coherence and flow in writing. Transition words and phrases help to bridge different points, making the text more readable and logical. Here's a guide on various words and phrases you can use to connect new ideas:

✓ Adding Information

- ***Additionally,*** the study found that early intervention improves outcomes.
- ***Moreover,*** technology has significantly enhanced communication efficiency.
- ***Besides,*** the new policy will benefit small businesses.
- ***Furthermore,*** there are environmental benefits to reducing plastic use.
- ***Also,*** the new regulations will help in reducing emissions.

✓ Introducing Examples

- Many fruits are high in vitamins, ***for example,*** oranges and strawberries.
- The store sells a variety of electronics, ***such as*** laptops and smartphones.
- ***To illustrate,*** consider the impact of renewable energy on local economies.

✓ **Showing Contrast**

- *The proposal is innovative; **however**, it requires significant investment.*
- ***On the other hand**, traditional methods are often more cost-effective.*
- ***Conversely**, the data suggests a decline in user engagement.*
- *The project faced numerous challenges; **nevertheless**, it was completed on time.*

✓ **Comparing Ideas**

- *The new policy is **similarly** effective in reducing waste as the previous one.*
- *The marketing strategies employed were **likewise** successful in boosting sales.*
- ***In the same way**, the new procedure streamlines operations.*

✓ **Showing Cause and Effect**

- *The company improved its practices; **therefore**, it saw an increase in productivity.*
- *The initiative was well-received; **as a result**, employee morale improved.*
- ***Consequently**, the new system has led to more efficient workflows.”*
- *The evidence is compelling; **thus**, we should consider revising the policy.”*

✓ **Indicating sequence or order**

- ***First**, we need to identify the problem.*
- ***Next**, we will implement the proposed solution.*
- ***Then**, we will evaluate the effectiveness of the changes.*
- ***Finally**, we will summarize the findings and suggest future actions.*

✓ **Summarizing or Concluding**

- ***In summary**, the research supports the need for policy changes.*
- ***To conclude**, the benefits of the new approach outweigh the costs.*
- ***Overall**, the project has been a success despite initial challenges.*
- ***In brief**, the analysis reveals significant improvements in performance.*

✓ Emphasizing a Point

- ***Indeed**, the data confirms the effectiveness of the intervention.*
- ***Notably**, the new method reduces processing time by 30%.*
- *The technology is **especially** useful for remote work environments.*
- ***Above all**, customer satisfaction should be our top priority.*

✓ Clarifying or Explaining

- *The process is complex. **In other words**, it requires careful planning and execution.*
- *The policy was revised, **that is to say**, its provisions were updated for clarity.*
- *The investment paid off. **To put it another way**, the return exceeded expectations.*

✓ Introducing a Contradiction

- ***On the contrary**, the data suggests that the new strategy is not as effective.*
- ***Despite this**, the project was completed ahead of schedule.*
- ***While** the theory is sound, practical application has been challenging.*

• Words used to conclude

A concluding sentence is an important component of a well-structured paragraph. It wraps up the paragraph by summarizing the main idea, reinforcing the topic sentence, or providing a final thought. Here's a comprehensive guide on concluding sentences, including their purpose, characteristics, and examples:

✓ Purpose of a Concluding Sentence

✚ **Summarize key points:** It briefly restates the main idea or key points of the paragraph to reinforce what has been discussed.

✚ **Reinforce the topic sentence:** It echoes the topic sentence and emphasizes the main idea of the paragraph.

✚ **Provide Closure:** It gives a sense of closure to the paragraph, preparing the reader to move on to the next idea or paragraph.

✚ **Transition:** It can help transition to the next paragraph or section, linking the ideas smoothly

✓ **Characteristics of an Effective Concluding Sentence**

✚ **Clear and Concise:** It should be clear and to the point, summarizing the paragraph without adding new information.

✚ **Related to the topic sentence:** It should relate back to the topic sentence, reinforcing the main idea.

✚ **Provides closure:** It should offer a sense of closure and wrap up the paragraph effectively.

✚ **Transitional (if needed):** It can serve as a bridge to the next paragraph or section, especially in longer texts.

✓ **Here are some phrases and words you can use to effectively conclude with examples:**

✚ **General phrases**

- *In conclusion, these examples illustrate...*
- *To summarize, the following examples highlight...*
- *As demonstrated by the examples above...*
- *Thus, these examples confirm...*
- *From these examples, it is evident that...*
- *Overall, these examples show...*

✚ **Transitional words/phrases**

- *Therefore, as seen in...*
- *Ultimately, this is evident in examples such as...*
- *For instance, as illustrated above...*
- *In summary, these cases show...*
- *Hence, such examples prove...*

✚ **Emphasizing Specific Examples**

- *A key takeaway from these examples is...*
- *The significance of these examples lies in...*
- *These examples effectively underscore...*
- *Each of these examples highlights the importance of...*

Casual or Conversational

- *So, as the examples clearly show...*
- *And that's why these examples matter.*
- *Just like in the examples, it's clear that...*



Activity 2: Guided practice



Task 36:

1. Underline the subordinators in these sentences:
 - a. He didn't attend the meeting as he was feeling sick.
 - b. You won't pass the test unless you study.
 - c. We went hiking although it was raining.
2. List at least five words that are used to connect ideas and use them in your own sentences.
3. Choose the correct subordinating conjunction to complete each sentence.
 - a. I stayed home _____ it was raining heavily.
 - i. *although*
 - ii. *because*
 - iii. *whereas*
 - b. You can come to the party _____ you finish your homework first.
 - i. *unless*
 - ii. *if*
 - iii. *while*
 - c. _____ she was tired, she continued working.
 - i. *Even though*
 - ii. *So that*
 - iii. *As*



Activity 3: Application



Task 37:

1. Write ten sentences by using subordinating conjunctions.
2. Choose the best concluding word or phrase for the sentence.
 - a. _____, the experiment proved to be successful.
 - i. *On the contrary*
 - ii. *In conclusion*
 - iii. *Similarly*
3. Complete the sentences using appropriate connecting words:
 - a. I wanted to go for a run; ____, it started raining.
 - b. She loves reading novels; ____, she enjoys poetry.
4. Write an introduction sentence using one of these words: "Firstly," "To start with," "In the first place."
_____, the internet has revolutionized communication.
5. Fill in the blanks with appropriate subordinators:
 - a. I couldn't hear him _____ the noise was too loud.
 - b. She practiced every day _____ she wanted to improve her skills.
 - c. We waited _____ the rain stopped.

Topic 4.3: Writing well-structured body and concluding paragraph



Activity 1: Problem Solving



Task 38:

Identify the missing topic sentence in the following paragraph:

They are often affectionate and loyal to their owners. They also help reduce stress and encourage physical activity through daily walks. These traits make them ideal for many families.

1. What topic sentence would fit this paragraph?
 - a. Cats are very independent pets.
 - b. Dogs are popular pets for a variety of reasons.
 - c. Many families prefer pets that require less care.
2. Create your own topic sentence for the paragraph.

Key facts 4.3.: Writing a well-structured body and conclusion paragraph

• Topic sentence

A topic sentence is the first sentence of a paragraph that introduces the main idea or focus of the paragraph. It acts as a guide for the reader, indicating what the paragraph will discuss.

✓ Purpose

1. Introduces the main idea: It clearly states what the paragraph is about.
2. Supports the thesis statement: Each topic sentence should align with and support the main argument or purpose of the essay.
3. Provides coherence: It helps maintain the logical flow of ideas throughout the essay.

✓ Characteristics of a strong topic sentence

- **Clear and Concise:** Avoid overly complex or vague language.
- **Specific:** Focuses on a single idea rather than multiple points.
- **Relevant:** Directly relates to the thesis statement.
- **Engaging:** Captures the reader's attention and sets the tone for the paragraph.

✓ Placement

- Typically, the topic sentence appears at the beginning of a paragraph.
- In some cases, it can appear in the middle or end to create emphasis or suspense (less common).

Examples:

- For a narrative essay:** The summer of 2020 was a turning point in my personal growth.*
- For an argumentative essay:** Implementing renewable energy sources is essential to combating climate change.*
- For an analytical essay:** The author's use of symbolism highlights the protagonist's internal conflict.*

✓ How to write a topic sentence

- Identify the main idea: Determine what the paragraph will discuss.*
- Connect to the thesis: Ensure it supports the overall argument or purpose.*
- Use transition words (if needed): Especially in body paragraphs, use transitions to link ideas (e.g., "Furthermore," "In contrast," "Similarly").*
- Be specific: Avoid general or broad statements.*

✓ Common mistakes to avoid

- Being too broad or vague:** "There are many problems in the world today."
(Better: "One pressing global issue is the lack of access to clean water.")*

ii. **Including too much detail:** Reserve supporting evidence for the paragraph body.

iii. **Off-topic sentences:** Ensure the topic sentence aligns with the essay's thesis.

A well-constructed topic sentence is essential for effective essay writing. It organizes the paragraph, supports the thesis, and ensures clarity and focus. Practice and attention to detail can significantly improve topic sentence quality.

- **Supporting sentences**

- ✓ **Supporting sentences** provide evidence, explanations, or details to develop and clarify the main idea introduced by the topic sentence. They form the body of a paragraph, strengthening the argument or narrative.

- ✓ **Purpose**

- i. **Support the main idea:** Expand on the topic sentence with relevant information.

- ii. **Provide evidence:** Use facts, examples, or quotes to substantiate claims.

- iii. **Add depth and clarity:** Explain the reasoning behind the main point to ensure the reader understands it fully.

- ✓ **Characteristics of effective supporting sentences**

- **Relevant:** Directly relate to the topic sentence without going off on tangents.
 - **Specific:** Provide concrete details rather than vague generalizations.
 - **Organized:** Follow a logical order that enhances coherence.
 - **Varied:** Use different types of support, such as examples, statistics, anecdotes, or expert opinions.

- ✓ **Types of supporting sentences**

Examples:

- **Help illustrate the main idea.**

- **Example:** *"For instance, renewable energy sources like solar and wind power have significantly reduced carbon emissions in Germany."*

- **Statistics or Facts:**

Provide numerical or factual evidence.

- **Example:** *"According to the World Health Organization, over 2 billion people lack access to safe drinking water."*

- **Quotations:**

Use expert opinions or authoritative sources.

- **Example:** *"As Dr. Jane Goodall states, 'Every individual matters and has a role to play in conservation.'"*

- **Explanations:**

Clarify or elaborate on the main point.

- **Example:** *"This reduction in emissions is due to government incentives that encourage the adoption of clean technologies."*

- **Anecdotes or Stories:**

Share personal or relatable experiences.

- **Example:** *"I remember a time when our community suffered from drought, highlighting the importance of water conservation."*

✓ **How to Write Supporting Sentences**

- Start with the topic sentence:** Ensure the supporting details directly relate to the paragraph's main idea.
- Choose appropriate evidence:** Pick the type of support that best strengthens the argument.
- Use transitions:** Link sentences smoothly to enhance flow (e.g., "For example," "Furthermore," "As a result").
- Be concise yet detailed:** Provide enough information to support the point without overwhelming the reader.

✓ **Common Mistakes to Avoid**

- **Irrelevant details:** Avoid information that doesn't connect to the topic sentence.

Example: In a paragraph about climate change, don't discuss unrelated topics like urban architecture.

- **Too much information:** Overloading the paragraph can confuse the reader.
Solution: Focus on the most compelling or relevant points.

- **Weak evidence:** Avoid unsupported claims or vague statements.
Example: "People say exercise is good" is weaker than "Regular exercise reduces the risk of heart disease by 30%."

✓ Examples of Supporting Sentences

 **Topic Sentence:** Online education offers flexibility for students.

Supporting Sentence: Students can attend classes at their convenience, which is particularly beneficial for working professionals.

 **Topic Sentence:** Plastic pollution poses a serious threat to marine life.

Supporting Sentence: Every year, millions of marine animals die from ingesting plastic waste, mistaking it for food.

Supporting sentences are the backbone of a paragraph, offering the details and evidence needed to develop the main idea. By ensuring relevance, specificity, and variety, writers can create compelling and coherent paragraphs that effectively support their thesis

• Concluding sentence

- ✓ **Definition:** A **concluding sentence** is the final sentence in a paragraph or essay. It summarizes the main points and provides closure to the discussion.

✓ Elements of concluding sentence

 **Summarizes the main idea**

- *Restates the topic or thesis in a concise way.*
- *Does not introduce new information.*

 **Provides closure**

- *Signals the end of the discussion.*

- *Leaves the reader with a clear understanding of the topic.*

Connects to the bigger picture

- *May highlight the significance of the topic.*
- *Often includes a call to action, prediction, or general implication.*

✓ **Common phrases for concluding sentences**

- *In conclusion...*
- *To sum up...*
- *Therefore...*
- *Thus...*
- *In summary...*
- *Overall...*
- *As a result...*

✓ **Examples of concluding sentences**

In a paragraph

Topic: The benefits of exercise.

In conclusion, regular exercise improves mental and physical health, making it an essential part of a healthy lifestyle.

In an Essay

Topic: Climate change.

"To summarize, addressing climate change requires immediate action from individuals, businesses, and governments to ensure a sustainable future."

✓ **Tips for writing effective concluding sentences**

 **Stay focused:** Keep it relevant to the main idea.

 **Be concise:** Avoid lengthy or overly detailed conclusions.

 **Avoid repetition:** Restate ideas in a fresh way, rather than repeating the exact phrasing.

 **End strong:** Use impactful words to leave a lasting impression.



Activity 2: Guided Practice



Task 39

I. Read the following paragraphs and answer the questions that follow them.

In the summer, many people enjoy spending time at the beach. The warm sand and cool ocean waves provide a relaxing environment. Families often bring picnic baskets, and children build sandcastles. For those who love adventure, activities like surfing and snorkeling are popular.

Questions:

1. What is the topic sentence of the paragraph?
 - a. Families often bring picnic baskets.
 - b. The warm sand and cool ocean waves provide a relaxing environment.
 - c. In the summer, many people enjoy spending time at the beach.
 - d. Activities like surfing and snorkeling are popular.
2. Explain why the chosen topic sentence is appropriate for this paragraph.

II. Studying in a quiet environment can improve focus and productivity. When there are fewer distractions, students can concentrate better on their work. Libraries and quiet study rooms are ideal places for this. Reducing background noise is an effective strategy for success.

1. Which is the best concluding sentence for this paragraph?
 - a. For these reasons, a quiet study environment is beneficial.
 - b. Libraries also have good internet connections for research.
 - c. Some students prefer studying with background music.
 - d. Finding the right balance between study and breaks is important.
2. Why is the chosen concluding sentence effective in wrapping up the paragraph?



Activity 3: Application



Task 40

A. Find errors in paragraph below.

Learning a new language takes time and dedication. Many people find it helpful to practice daily and immerse themselves in the culture. For example, visiting countries where the language is spoken can accelerate learning. Finally, speaking a language fluently requires years of consistent effort.

1. What is missing in the paragraph?

- a. A topic sentence
- b. Supporting sentences
- c. A concluding sentence
- d. No errors

2. Rewrite the paragraph on (A) to include a clear concluding sentence

B. Write a topic sentence for the following details:

- a. It helps save money on fuel.
- b. Public transportation reduces traffic congestion.
- c. Using buses and trains is more eco-friendly.

1. Which is the best topic sentence for these details?

- a. Public transportation has many advantages.
- b. Fuel prices are high, and buses are cheaper.
- c. Traffic congestion is a major problem in cities.

2. Write your own topic sentence that connects all the details provided.

Topic 4.4: Writing a well-structured essay



Activity 1: Problem solving



Task 41:

Read the paragraph below and answer the questions that follow.

Climate change is one of the most pressing issues of our time. The increasing frequency of extreme weather events and rising global temperatures demand immediate action. In this essay, we will examine the causes, effects, and potential solutions to this global crisis.

1. Which element is included in the introduction?
 - a. A summary of the essay's arguments.
 - b. A hook, background information, and thesis statement.
 - c. Supporting examples.

Key Facts 4.4. Writing a well-structured essay

A well-structured essay has three main parts; these are the introductory paragraph, body paragraphs and the concluding paragraph.

• Introductory paragraph

An **introductory paragraph** is the first paragraph of an essay or piece of writing. Its primary purpose is to grab the reader's attention and introduce the topic.

✓ Elements of introductory paragraph

- i. A sentence or question that captures the reader's interest.
- ii. **Examples:** A surprising fact, a question, a quote, or a brief anecdote.
- iii. Provides context to the topic.
- iv. Prepares the reader for what has to come without overwhelming details.
- v. The main point or argument of the essay.

vi. Usually, one clear and concise sentence at the end of the paragraph.

✓ **Purpose of the introductory paragraph**

- i. Engages the reader.*
- ii. Sets the tone for the essay.*
- iii. Establishes the focus or direction of the writing.*

✓ **Example of an introductory paragraph**

“Did you know that regular exercise can boost your mood and improve your memory? Exercise is not just about staying fit; it is a key factor in maintaining overall health. This essay will explore the physical, mental, and emotional benefits of incorporating exercise into your daily routine.”

• **Body paragraphs**

A **body paragraph** is the main part of an essay or piece of writing. It develops and supports the main argument or idea introduced in the thesis statement. Each body paragraph focuses on a single idea or point.

✓ **Elements of body paragraph**

i. Topic sentence:

- *States the main idea of the paragraph.*
- *Often the first sentence of the paragraph.*

ii. Supporting details:

- *Provides evidence, examples, facts, or explanations to back up the topic sentence.*
- *Develops the argument with clarity and depth.*

iii. Analysis or explanation:

- *Explains how the evidence supports the main idea.*
- *Connects the details to the overall argument or purpose.*

iv. Concluding sentence:

- Summarizes the main idea of the paragraph.
- Provides a transition to the next paragraph or reinforces the paragraph's focus.

v. Body paragraph structure

- **Start with the topic sentence:** Clearly state the focus.
- **Add supporting details:** Use facts, examples, or quotes.
- **Explain and analyze:** Show how the details support the main idea.
- **End with a concluding sentence:** Reinforce the point or transition smoothly.

✓ **Tips for writing body paragraphs**

- Stick to one main idea per paragraph.*
- Use transitions (e.g. moreover, in addition, however) for flow.*
- Ensure coherence by connecting sentences logically.*
- Be concise but thorough in presenting evidence.*

✓ **Example of a body paragraph**

- **Topic sentence:** Regular exercise improves mental health.
- **Supporting detail:** Studies show that physical activity reduces symptoms of anxiety and depression. This is because exercise releases endorphins, which are chemicals in the brain that improve mood.
- **Concluding sentence:** Therefore, incorporating exercise into daily life can significantly enhance mental well-being. By mastering the structure and components of a body paragraph, you can effectively convey and support your ideas in a clear and organized manner.

• **Concluding paragraph**

A **concluding paragraph** is the final paragraph of an essay or piece of writing. Its purpose is to provide closure, summarize the main points, and leave a lasting impression on the reader.

✓ Elements of concluding paragraph

Restates the thesis:

- Revisits the main argument or purpose of the essay.
- Rephrases the thesis statement in a fresh and concise way.

Summarizes key points:

- Highlights the main ideas discussed in the body paragraphs.
- Avoids introducing new information.

Provides closure:

- Ends the discussion by tying everything together.
- Addresses the broader significance of the topic.

Leaves a final thought:

- Includes a call to action, a prediction, or a thought-provoking statement.
- Ensures the reader remembers the message.

✓ Concluding paragraph structure

- Start by restating the thesis:*** Use different wording to reinforce the main point.
- Summarize the main ideas:*** Briefly recap the key arguments or findings.
- End with a strong final sentence:*** Leave the reader with a clear conclusion or takeaway.

✓ Common phrases for a concluding paragraph

- In conclusion...
- To summarize...
- Ultimately...
- Therefore...
- In the end...
- As a result...

✓ **Example of a concluding paragraph**

- **Restated thesis:** In conclusion, regular exercise is crucial for maintaining both physical and mental health.
- **Summary of key points:** It not only reduces the risk of chronic illnesses but also improves mood and cognitive function.
- **Final thought:** Therefore, prioritizing exercise in daily life is a vital step toward a healthier and happier future.



Activity 2: Guided practice



Task 42:

1. Identify the supporting details in the following paragraph:

Exercise is important for maintaining physical health. It strengthens the heart, improves circulation, and boosts energy levels. Regular workouts can also help manage weight and reduce the risk of chronic diseases.

2. What is NOT a supporting detail?

- a. Exercise strengthens the heart.
- b. Regular workouts can help manage weight.
- c. Exercise is fun to do with friends.

3. Write one more supporting detail for this paragraph.

Traveling is an enriching experience that broadens the mind. It allows people to learn about new cultures, meet interesting people, and step out of their comfort zones. This essay will explore the transformative power of travel.

4. What could make the introduction stronger?

- a. Adding a surprising statistic or anecdote
- b. Removing the thesis statement
- c. Including unrelated details

5. Suggest one improvement to the introduction

6. Match the following topics to introductions

- i. Education is the key to unlocking potential in every individual.*
- ii. The rapid development of artificial intelligence is reshaping industries.*
- iii. Exercise is one of the simplest ways to maintain a healthy lifestyle.*

- a. Which introduction suits an essay on health and fitness?
- b. Write a thesis statement for the chosen introduction.



Activity 3: Application



Task 43:

A. Match the following topics to introductions

- a. Education is the key to unlocking potential in every individual.
- b. The rapid development of artificial intelligence is reshaping industries.
- c. Exercise is one of the simplest ways to maintain a healthy lifestyle.
- d. Which introduction suits an essay on health and fitness?
- e. Write a thesis statement for the chosen introduction.

B. Read the paragraph for identifying supporting details.

Eating fruits and vegetables is crucial for a healthy diet. They provide essential vitamins and minerals that the body needs. Fruits like oranges are high in vitamin C, while vegetables like spinach are rich in iron.

1. Which sentence is NOT a supporting detail?

- a. Eating fruits and vegetables is crucial for a healthy diet.
- b. Fruits like oranges are high in vitamin C.
- c. Vegetables like spinach are rich in iron.

2. Write one more supporting detail for this paragraph.

Read the text below:

Text: Internet

Internet is not a new word to us; most of us are aware of it. The word internet immediately brings to our mind surfing, chatting, e-mail, downloading, listening to music, sharing files, community sites ..., and so on.

Internet has made things easily accessible and our lives very easy and comfortable. May it be ordering food, payment of bills, everything is @ a click. The days of queues have gone. Even movies tickets can be booked through the net. Internet Banking is slowly becoming popular. They are with us 24 x 7. Online or even window shopping is also possible through internet.

Internet can also be our travelling guide. Visiting some place for the first time, is no longer a problem. Internet is there to help you. You can obtain satellite picture of the place you intend to visit. Tracing the most inaccessible places is now possible through internet. It will help you to reach there. It can provide you with the map of the place also. It will keep you informed about latest news of the place, food, weather, things to be carried, currency, places to eat, places to live, places to see or visit, precautions to be taken and what not to! All information is just on your fingertips.

Internet helps you in your academics as well. You can obtain updated information on your subject. You can access sources like multivolume books, encyclopaedias, unabridged dictionaries, reference books, case studies, projects, etc. It can be viewed or downloaded. You can study the best practices of world famous scholars and institutes.

You can listen to or learn from renowned international faculties. It is flooding with online references. It is upon you how much you gain out of it.

In fact, virtually everything is available online. Internet has become a power giant. When such a huge power is available uncontrolled, it may harm the user. The user has to judiciously use this resource. The biggest threat to indiscriminate use of internet is pornography. There are

plenty of pornographic sites flooding with lots of harmful stuff. It is all open, anybody can access it. It has the most harmful effects on the teenagers and young minds.

Internet chatting is also a very good tool; if used constructively. However, there are chances of becoming a chat addict.

Many a time, people disguise themselves and play roles which they cannot play in real life. You may unknowingly share your personal information with that person. It is not only risky, but may land you in a dangerous situation. You may eventually get trapped in hacker's mafia and get exploited financially and emotionally. You are free for 'chatting' but stop before 'being cheated'!

E-mail, a very powerful and revolutionary means of communication can also become an instrument of deceit. A genuine-looking mail from a so-called international rotary group may claim that you are selected by computer generated draw and are the lucky winner of millions of dollars. They may extract your banking or credit/debit card information on this pretext and use the information to access your account. Temptations of millions of dollars can rob you of thousands and proves the saying 'money attracts' money.

Internet can be accessed by anyone whether a terrorist or a non-terrorist, criminal or police. Most of the community sites and information sites and information provided by you on that may be misused by criminals or terrorists. For example, the information provided by you on social networking sites like Facebook and Orkut is stolen by hackers and it is then used by criminals. So never disclose the important information on internet. It is good to share on community site but not to the extent that it can harm you and your loving ones. Such victimization can be easily prevented by vigil.

Cybercrimes like hacking of important data, bank account data, credit card data, online trading related crimes, hacking of e-mail accounts, stealing sensitive information, manipulating top secret data or data of national security, etc. Researches have proved that too much use of internet can make you unsocial or unhealthy. Net surfing or playing makes people forget others around them and develops unhealthy habits. Surfing for long hours creates RSI (Repetitive Stress Injury) and weaker eyesight. Waking up for long nights disturbs

our biorhythm and makes people believe the virtual cyber world to be the real world. Slackness creeps into their daily duties.

Family life gets ignored and often it becomes the cause for breaking of the families. Bear in mind, 'Real' world is more important than 'Virtual' world!

Internet is a very powerful tool and its appropriate use can make you earn and learn a lot but at the same time caution needs to be exercised in its use.

From: Jagdish Joshi

Questions:

1. Answer the questions below based on the passage.

- a. How can internet be helpful in academic area?
- b. Why can internet be harmful to human health and families?

2. Answer by TRUE or FALSE according to the text

- a. With internet, we can order and buy things.
- b. Internet can be harmful to the society.
- c. Internet can make people unsocial.
- d. In the text RSI means Reproductive System Injury.

3. Complete this passage by using the words below:

(e-mail, danger, browse, download, hacking, internet, encyclopaedias, hackers, pornography, bank)

- a. Through(i)..... connection,(ii)..... can steal our money deposited in the(iii).....(iv)..... ..are big volumes of books containing various topics. Using our connected laptops, we can(v)..... documents sent by ...(vi).....
- b. (vii)..... ..can harm teenagers and young minds.
- c. With internet, your personal information may put you in(viii).....
- d.(ix)..... is the cyber-crime.
- a.is a computer program with a graphical user interface for displaying and navigating between web pages.

PART II: Writing.

1. Complete the sentences using appropriate connecting words:

- a. I wanted to go for a run; ____, it started raining.
- b. She loves reading novels; ____, she enjoys poetry.

2. Traveling is an enriching experience that broadens the mind. It allows people to learn about new cultures, meet interesting people, and step out of their comfort zones. This essay will explore the transformative power of travel.

a. What could make the introduction stronger?

- i. *Adding a surprising statistic or anecdote*
- ii. *Removing the thesis statement*
- iii. *Including unrelated details*

b. Suggest one improvement to the introduction

3. **Fill in the blanks with appropriate subordinators:**

- a. I couldn't hear him the noise was too loud.
- b. She practiced every day she wanted to improve her skills.
- c. We waited ... the rain stopped.

4. Write ten sentences by using subordinating conjunctions.

5. Underline the subordinators words in these sentence

- a. He didn't attend the meeting as he was feeling sick
- b. You won't pass the test unless you study.
- c. We went hiking although it was raining.



Points to Remember

- The purpose of a well-structured introductory paragraph is to establish the foundation for the rest of the text and a thesis statement is a crucial element in academic writing, providing a clear and specific summary of the main point or argument of an essay, research paper, or other analytical writing.
- Subordinators, also known as subordinating conjunctions, are words or phrases that introduce subordinate (or dependent) clauses and show the relationship between the dependent clause and the main clause in a sentence. They are essential for creating complex sentences and indicating how different ideas are connected.
- Words and phrases used to conclude can serve various purposes, including summarizing, reinforcing, providing final thoughts, offering recommendations, reflecting on implications, making a call to action, or leaving the reader with a thought-provoking statement.
- Writing a well-structured essay involves organizing your thoughts clearly and logically, ensuring that your argument or narrative flows seamlessly from introduction to conclusion.



Self-Reflection

1. Re-take the self-assessment you did at the beginning of the unit.
2. Fill in and complete the self-assessment table below to reassess your level of knowledge, skills, and attitudes after undertaking this unit.
3. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills, and attitudes acquisition during the learning process.
4. Think about yourself; do you think you have the knowledge, skills, and attitudes to do the task? How well?
5. Read the statements across the top, put a check-in a column that best represents your level of knowledge, skills, and attitudes.

My experience	I do not 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.
Knowledge, skills and attitudes					
Identify the elements of an introductory paragraph					
Identify the linking words					
Explain the main elements of a body paragraph					
Identify the parts of a concluding paragraph					
Describe the parts of a well-structured essay					
Write an introductory paragraph					
Use linking words					
Write body paragraphs					
Write a concluding paragraph					
Write an essay					
Be brief and precise					
Be polite					
Respect the rules of writing body paragraphs					

My experience	I do not 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.
Knowledge, skills and attitudes					
Respect the rules of writing a concluding paragraph					
Respect the format and rules of essay writing					

1. Fill in the table below and share results with the trainer for further guidance.

Areas of strength	Areas for improvement	Actions to be taken to improve
1.	1.	1.
2.	2.	2.
3.	3.	3.

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