



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

RQF LEVEL 5



ALL TRADES

CCMEN502

ENGLISH

TRAINER MANUAL

April, 2025



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

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 Trainer's Manual encompasses all methodologies necessary to guide you to properly deliver the module titled: use upper-intermediate English at workplace. Students undertaking this module shall be exposed with 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 Trainer's Manual is subdivided into Learning Outcomes, each learning outcome has got various topics, you will start guiding a self-assessment exercise to help students rate themselves on their level of skills, knowledge and attitudes about the unit.

The Trainer's Manual will give you the information about the objectives, learning hours, didactic materials, proposed methodologies and crosscutting issues.

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

This manual will give you tips, methodologies and techniques about how to facilitate students to undertake different activities as proposed in their Trainee's Manuals. 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 help students to undertake progressive assessments known as formative and finally facilitate them to do their self-reflection to identify your strengths, weaknesses and areas for improvements.

Remind them to read the point to remember section which provides the overall key points and takeaways of the unit.

CCMEN502: Use upper intermediate English at workplace

Learning Outcomes	Learning Hours	Topics
1. Talk about daily activities.	8 hours	1.1. Discussing ongoing activities
		1.2. Planning a day schedule.
		1.3. Discussing hobbies and interests.
2. Describe objects, places and people	7 hours	2.1. Describing objects using descriptive adjectives
		2.2. Describing people's appearance using adjective of appearance
		2.3. Writing a well-structured descriptive paragraph
3. Form new words used at the workplace	7 hours	3.1. Forming new words using affixations
		3.2. Forming new words by compounding
		3.3. Forming new words by conversion
4. Write essays for professional purposes	8 hours	4.1. Writing a well-structured introductory paragraph
		4.2. Connecting ideas with linking words
		4.3. Writing a well-structured body and concluding paragraph
		4.4. Writing a well-structured essay

LEARNING OUTCOME 1: TALK ABOUT DAILY ACTIVITIES



Learning outcome 1: Self-Assessment

1. Ask trainees to look at the learning outcome illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this learning outcome based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to write factual, descriptive and explanatory correspondence text. They will cover reporting facts, using different tenses to explain facts, describe different types of correspondence texts to report facts, writing a Small-scaling report on trade-related issues and reporting facts using reported speech.
3. Ask trainees to fill out the self-assessment at the beginning of the learning outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the learning outcome, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



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.



Steps:



Discovery Activity



Task 1:

1. Ask trainees to read the text on task 1 in trainee's manual and answer the questions after it.

a. Give the title of this passage.

Answer: My daily routine

b. Why is having a daily routine important?

Answer: A daily routine provides structure, discipline, and organization to your day, helping you manage your time efficiently and achieve your goals.

c. What should be included in a daily routine for students?

Answer: A student's daily routine should encompass study time, breaks, physical activity, healthy meals, and time for extracurricular activities.

Topic 1.1: Discussing ongoing activities



Objectives:

By the end of the topic, trainees will be able to:

- a. Identify correctly present tenses used in discussing ongoing activities
- b. Use effectively adequate tenses to discuss ongoing activities
- c. Be polite while discussing ongoing activities



Time Required: 3 hours



Learning Methodology: Group discussion, Trainer guided, Brainstorming and demonstration.



Materials, Tools and Equipment Needed: trainee manual, reference books, pieces of chalk, chalkboard



Preparation:

- ☐ Preparation of the classroom
- ☐ Availability of tools and equipment to be used



Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all



Prerequisites:

- Differentiate word and verb.
- Use subject personal pronoun



Activity 1: Problem-Solving



Task 2:

Ask trainees to read the dialogue on the task 2 and attempt the questions that follow.

1.

a. What does the dialogue talk about?

Answer: This dialogue is talking about daily activities

b. Which tenses are used in this dialogue?

Answer: In this dialogue, the present tenses are mostly used.

2. Outline any 4 adverbs of frequency used in this dialogue.

Answer: adverbs of frequency which are in this dialogue: **usually, always, daily, every morning.**

3. Using concrete example, explain how compound sentences differs from complex sentences?

Answer: A **compound sentence** is a type of sentence that connects two or more independent clauses (complete thoughts) using a coordinating conjunction or a semicolon.

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

I take a shower and get dress

A **complex sentence** is a type of sentence that contains one independent clause and at least one dependent (or subordinate) clause

Example: I go to school by taking a bus because my school is quite far



Activity 2: Guided Practice



Task 3:

Ask trainees to work individual by answering the question related to task 3 in trainee's manual.

1. Use the correct form of the verb in brackets to complete the following sentences.
 - a. They **have been** in Chicago for 20 years (be).
 - b. They **go** to the movies only once in a while (go)
 - c. Someone **is listening** to our conversation (listen).
 - d. I think Bob **is leaving** for London this very moment. (leave)
 - e. I **am not wearing** my watch because it is being fixed (not wear).
 - f. This **has been** an easy quiz so far (be).
 - g. They **are living** in an apartment right now because they cannot find a cheap house. (live)
 - h. He **has been living** by himself since her divorce (live)
 - i. Our daughter **has not graduated** from the university yet (graduate).
 - j. She **goes** 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
 - i. **She is working on a new knitting project.**
 - ii. **I am currently working on a jigsaw puzzle.**
 - b. Two sentences for present perfect tense negative form.
 - iii. **I have not finished painting my room.**
 - iv. **She has not tried several new recipes this month.**



Activity 3: Application



Task 4:

Individually, ask trainees to attempt all questions related to the task 4 in trainee's manual.

1. Construct two meaningful sentences using each present tense.
 - a. I am a trainee in level 5 wood technology.
 - b. We go to study every day
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: The sun was shining **when** the climber reached Mount Everest.
 - b. But: I get up at 7 every morning **but** this morning I slept long and I didn't get up until 8.
 - c. Because: I was tired yesterday **because** I had not slept well the night before.
 - d. Although: **Although** it was raining, we decided to go for a hike.
 - e. Or: You can choose either the red **or** blue pen.
 - f. And: She likes to read books, **and** he enjoys watching movies

Topic 1.2: Planning a day schedule.

	Objectives: By the end of the topic, trainees will be able to: a. Identify appropriate adverbs used in planning daily activities b. Plan daily activities by using required adverbs c. Respect rules while planning daily routine
	Time Required: 2 hours
	Learning Methodology: Group discussion, Trainer guided, Brainstorming and demonstration.
	Materials, Tools and Equipment Needed: Trainee manual, reference books, pieces of chalk, chalkboard
	Preparation: ☐ Preparation of the classroom ☐ Availability of tools and equipment to be used
	Cross-Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all
	Prerequisites: ➤ Adverb of frequency ➤ Formation of sentence ➤ Use of punctuations



Activity 1: Problem-Solving



Task 5:

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

1. After underlining those adverbs, ask trainees to write them down in their exercises notebook. **Afterward, next day, in the morning, immediately, daily, regularly.**
2. Ask trainees to classify them by describing adverbs of time to frequency among them.

Adverbs of time	Adverbs of frequency
Afterward, next day, in the morning, immediately	Daily, regularly,

3. After describing them, ask them to explain the difference between adverbs of time to frequency.

Answer: Adverbs of time specify when an action occurs or how often whereas **adverbs of frequency** are words that describe how often an action or event occurs

4. Invite the trainees to read the key facts for more information



Activity 2: Guided Practice



Task 6:

Guide trainees to form pair groups and ask them to provide the answer to the question related to the task 6

Use the words in the box underneath to complete the paragraph below it.

and at because but from in next that then
usually when

Top of Form

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

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



Activity 3: Application



Task 7:

Ask trainees to do the task 7 in their manual on his/her own.

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

Note: Each trainee will come up with his own answer. The trainer has to consider whether the instructions were respected by each trainee.

Topic 1.3: Discussing hobbies and interests



Objectives:

By the end of the topic, trainees will be able to:

- a. Describe hobbies and interests using appropriate verbs.
- b. Use stative verbs talking about your hobbies and interests.
- c. Be humble in talking about hobbies and interests.



Time Required: 3 hours



Learning Methodology: Group discussion, Trainer guided, Brainstorming and demonstration.



Materials, Tools and Equipment Needed: Trainee manual, reference books, sample letters, pieces of chalk



Preparation:

- ☐ Preparation of the classroom
- ☐ Availability of tools and equipment to be used



Cross Cutting Issues:

- ✓ Ensure gender balance while forming groups, allocating tasks and during presentations
- ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all



Prerequisites:

- May know tenses
- Types of verb and how to conjugate



Activity 1: Problem-Solving



Task 8:

Form pairs group and ask them to read again the dialogue on the task 2 in trainee's manual and answer the question that follow.

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.

Answer: Verbs of Emotion, verb of perception, verbs of thinking and knowing, verbs of being and possession, verb of relation.

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.

Answers:

- i. **I know** the answer to this question.
- ii. **She has** a car for years now.
- iii. This perfume **smells** great.
- iv. **They believe** in fair treatment for everyone.
- v. The soup **tastes** salty.



Activity 2: Guided Practice



Task9:

Ask to work in pairs the question on the task 9 then, provide their answer.

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.

Answers:

- i. seems
- ii. believe
- iii. tastes
- iv. owns
- v. understand

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?

Answers:

- i. belongs
- ii. need
- iii. knows

iv. seems

v. like

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:

Ask trainees to work individually to the question related to the task 10 in trainees' manual.

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.

Answers:

- i. Incorrect → She's interested in learning new languages.
- ii. Incorrect → He kept on complaining about the weather.
- iii. Incorrect → They talked about going to the concert.
- iv. Correct
- v. Correct

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.

Answers:

- i. The lesson was explained by the teacher.
- ii. The package will be delivered tomorrow.
- iii. The meal is being prepared by the chef.
- iv. The house was cleaned yesterday.
- v. A movie is being watched by us.

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, _____?

Answers:

- i. **doesn't she?**
- ii. **did they?**
- iii. **can't he?**

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.

I. 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.

Answers:

1. **Stretching, exercising, practicing meditation, reading, or journaling.**
2. **It provides energy needed to tackle various tasks throughout the day.**
3. **They go to work, attend meetings, and focus on job responsibilities.**
4. **Evenings are more focused on relaxation, leisure, and family time, while mornings are about preparation and starting the day.**
5. **Reading and practicing mindfulness exercise**

II. 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.

Answers

1. **Structure: A planned framework or arrangement.**
2. **Synonym: Relax.**
3. **It means to provide the necessary energy or nourishment for the body.**
4. **Suitable replacement: "important."**
5. **Example sentence: "We decided to take a spontaneous trip to the beach."**

III. Grammar

1. Rewrite the following sentences in the present continuous tense:
 - a. She brushes her teeth every morning.
 - b. He writes a letter to his friend.
 - c. They play football in the park.

Answers:

- a. **She is brushing her teeth every morning**
 - b. **He is writing a letter to his friend**
 - c. **They are playing football in the park.**
2. Convert these active sentences into the passive voice:
 - a. The chef is preparing dinner.
 - b. They will deliver the package tomorrow.
 - c. She cleans the house every weekend.

- d. He repaired the car yesterday.
- e. People say that he is 108 years.

Answers:

- 1. Dinner is being prepared by the chef.
 - 2. The package will be delivered tomorrow.
 - 3. The house is cleaned every weekend.
 - 4. A movie is being watched by us.
 - 5. The car was repaired yesterday.
 - 6. He is said to be 108 years old/ it is said that he is 108 years old.
3. Add the correct question tags to the following sentences.
- a. He speaks Spanish, _____?
 - b. They haven't arrived yet, _____?

Answers:

- 1. Doesn't he?
 - 2. Have they?
4. State whether the verb in each sentence is stative or action verb.
- a. He is running in the park.
 - b. I remember her from the conference last year.
 - c. She is thinking about the new proposal.
 - d. They have a large house in the countryside.
 - e. This coffee smells amazing.

Answers:

- 1. Action
- 2. Stative
- 3. Action
- 4. Stative

5. Stative

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

- a. I _____ wake up early on weekends.
- b. She _____ goes to the gym in the evening.
- c. They _____ miss their train to work.
- d. We _____ eat out on Fridays.
- e. He _____ takes his dog for a walk in the morning.

Answers:

- 1. sometimes
- 2. usually
- 3. never
- 4. often
- 5. always



Points to Remember

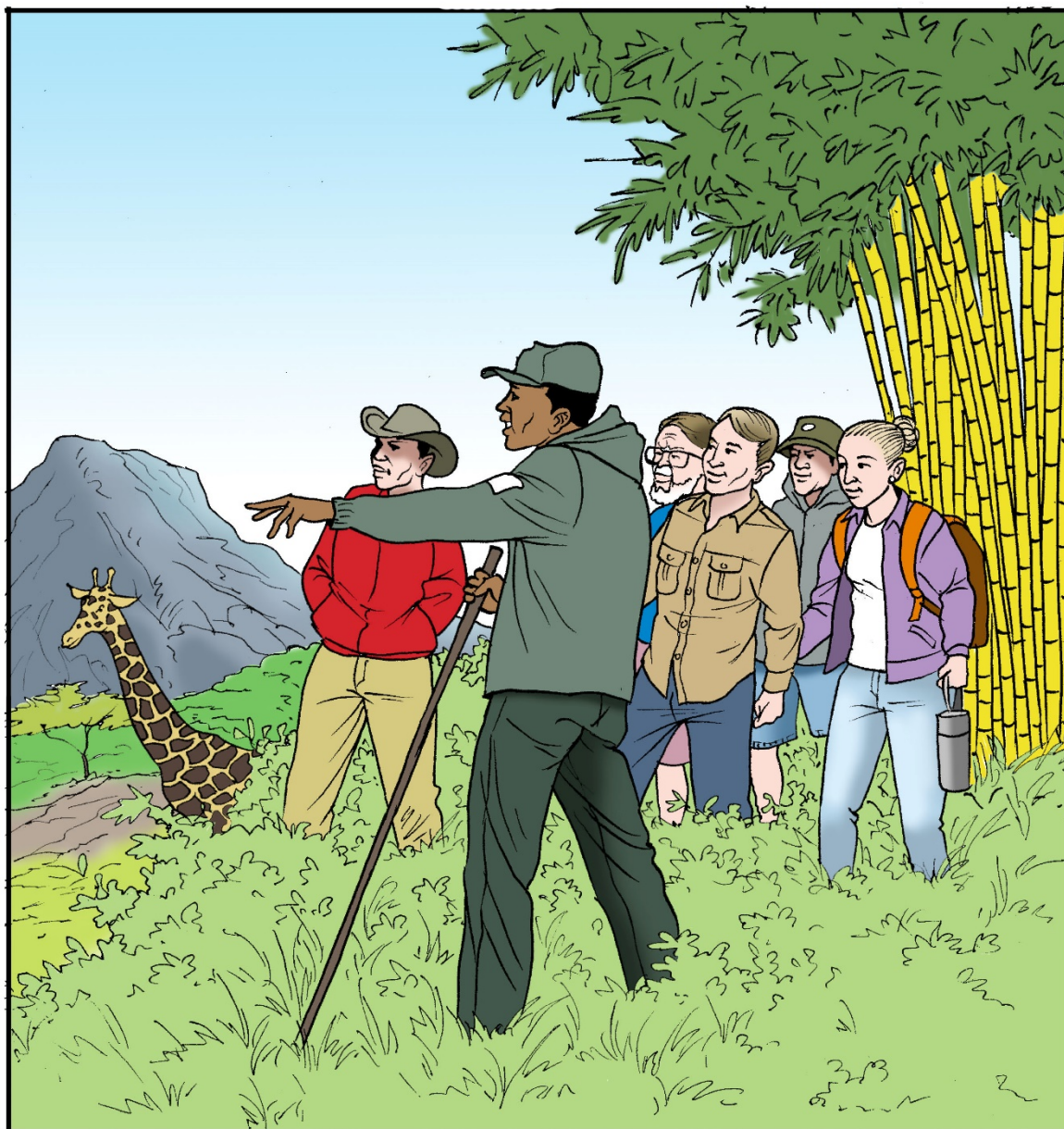
- When discussing ongoing activities, we use present tenses. The four main present tenses in English are: present simple, present continuous, present perfect and present perfect continuous. We also use the sequence adverbs to show the order of different actions. In addition, compound sentences and complex 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. Ask trainees to re-take the self-assessment at the beginning of the unit. They should then fill in the table in their Trainee's Manual to Identify their areas of strength, areas for improvement and actions to take to improve.
2. Discuss trainees' results with them. Identify any areas that are giving many trainees difficulties and plan to give additional support as needed (ex. use class time before you begin the next learning outcome to go through commonly identified difficult concepts).

LEARNING OUTCOME 2: DESCRIBE OBJECTS, PLACES AND PEOPLE



Learning outcome 2: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this unit based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to apply a range of listening strategies and activities to understand predictable messages. They will cover introduction to listening strategies, identification of effective listening skills, use non-verbal clues to detect messages implied by the speaker.
4. Ask trainees to fill out the self-assessment at the beginning of the unit in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the learning outcome, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



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	2. Apply adjectives of appearance to describe people	2. Show politeness while describing people's appearance.
3. Describe the characteristics of well-structured descriptive paragraph	3. Write well-structured descriptive paragraph using adjectives.	3. Respect the rule of writing well-structured descriptive paragraph.



Steps:



Discovery Activity



Task 11:

Ask trainees to read the text on task 11 in trainee's manual, and answer the question related to it.

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.

Answers:

1. How can objects be described effectively?

Objects can be described effectively by focusing on their **shape, size, color, texture, and function**. Specific adjectives and details help make the description vivid. For example, the text describes a smartphone as "a rectangular device, small enough to fit in one's hand, with a sleek, smooth surface and a glossy black finish." Including the object's purpose, such as communication or capturing photos, further enhances the description.

2. What sensory details can be used to describe a place? Give examples from the text.

Sensory details include what you can **see, hear, smell, or feel**. For example:

- a. **Sight:** "Tall trees, colorful flowers, and winding pathways."
- b. **Sound:** "The sound of chirping birds."
- c. **Smell:** "The fresh scent of grass."

These sensory elements help the reader vividly imagine the place.

3. What are some traits used to describe a person in the passage?

Traits include **physical appearance, personality traits, actions, habits, profession, or hobbies**. For instance:

- a. Physical appearance: "Tall man with a muscular build, short curly hair, and piercing blue eyes."
- b. Personality traits: "Confident and kind."
- c. Actions: "Always helping others with a smile."
- d. Profession and hobbies: "John is a passionate musician who composes melodies on his piano."

4. What is the significance of the Colosseum, as described in the text?

The Colosseum is significant as it represents the **architectural brilliance of the Roman Empire** and serves as a **symbol of history**. It is described as "an ancient amphitheater with grand arches and towering walls," highlighting its historical and cultural importance.

5. Choose one word from the vocabulary list and use it in your own sentence.

Tranquil: The Lake at dawn was tranquil, with soft ripples on the water and the gentle chirping of distant birds.

Topic 2.1: Describing objects using descriptive adjectives

	Objectives: By the end of the topic, trainees will be able to: a. Identify descriptive adjectives used to describe objects b. Use descriptive adjectives to describe objects c. Be kind while describing objects
	Time Required: 3 hours
	Learning Methodology: brainstorming, pair group and individual work.
	Materials, Tools and Equipment Needed: Pictures, pieces of chalk, chalkboard
	Preparation: ☐ Seeking the material required before the session delivery ☐ Setting of material that help trainees to acquire the session in the classroom ☐ Make trainees to be ready
	Cross Cutting Issues: ✓ Gender: Avoid gender bias and challenge gender stereotypes and norms ✓ Inclusiveness: include everyone while allocating roles for the scenarios ✓ Peace and value in education: Emphasize the importance of trainees working and learning together ✓ Environmental and sustainability: this helps to manage and be responsible for everyone to know how to maintain environment.
	Prerequisites: ➤ Must be known types of noun ➤ Must be known adjectives



Activity 1: Problem-Solving



Task 12:

Ask trainees to re-read the second paragraph in the task number 11 and answer the following questions:

1. What does descriptive adjective mean to you?

A **descriptive adjective** is a word that modifies or adds detail to a noun by describing its qualities, characteristics, or attributes. It helps create a more vivid and specific image in the reader's or listener's mind by providing information about **how something looks, feels, sounds, tastes, or behaves**.

1. How can objects be described effectively?

Objects can be described effectively by focusing on their **shape, size, color, texture, and function**.

2. Enumerate descriptive adjectives used in the passage for describing objects?



Activity 2: Guided Practice



Task 13

In pairs, trainer asks trainees to answer the question related to the task 13 in trainee's manual.

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

Individual, ask trainees to provide the answers to the following question.

1. Choose the correct alternative to fill the sentence below
 - a. Grandfather had a **large old green wooden** table.
 - b. Large wooden old green
 - c. Green large old wooden
 - d. Large green old wooden
 - e. **Large old green wooden**
2. Choose the correct option for each of the following sentences.
 - a. Her promotion was the **proudest** moment of her life. (Proud, prouder, **proudest**)
 - b. This ring is too **small** for me to put on. (**Small**, smaller, smallest)
 - c. It is **easier** to ask for help than to solve the problem by yourself. (Easy, **easier**, easiest)
 - d. August is **hotter** than any other month. (Hot, **hotter**, hottest)
 - e. He may be the **richest** 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

	Objectives: By the end of the topic, trainees will be able to: - Describe people's appearance using adjectives of appearance - Apply adjectives of appearance to describe people - Show politeness while describing people's appearance.
	Time Required: 3 hours
	Learning Methodology: Group discussion, Trainer guided, short questions, demonstration.
	Materials, Tools and Equipment Needed: Chalkboard, practical work, reference books, trainee manual
	Preparation: ☐ Preparation of used resources ☐ Setting of required resources in the learning place. ☐ Arrange the position trainees seating.
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize the definition of adjective. ➤ Recognize the prefix and suffix. ➤ The different types adjectives.



Activity 1: Problem-Solving



Task 15

Ask trainees, in pairs, to re-read the paragraph on the task 15 in trainee's manual and attempt the question underneath.

1. What does the writer mention in this paragraph?

The writer mentions how people can be described by focusing on their physical appearance, personality traits, actions, habits, profession, or hobbies. The writer provides an example of describing a person named John, mentioning his physical traits, personality, and hobbies to give depth to his character.

2. Underline and write down the adjectives used in this describing the person's appearance.

The adjectives used to describe the person's appearance in the paragraph are:

- Tall, muscular, short, curly, piercing, blue

3. Using concrete examples, compare and contrast the types of adjectives of quality.

Adjectives of quality describe a person's characteristics, qualities, or traits. They can be used to describe both physical appearance and personality.

Adjectives describing physical appearance: These adjectives provide information about how a person looks. For example:

Tall describes height. **Muscular** describes body type or physique. **Short and Curly** describe hair type and style. **Piercing and Blue** describe eye color and their intensity.

Adjectives describing personality traits: These adjectives focus on a person's behavior or character. For example:

Confident describes a person's self-assurance.

Kind highlights a person's compassionate nature.

Comparison: Adjectives of quality describing appearance give us a visual impression of someone, while adjectives describing personality provide insight into how the person behaves or interacts with others. Physical appearance adjectives are more objective (such as **tall** or **muscular**), while personality adjectives are more subjective and interpretive (such as **confident** or **kind**).



Activity 2: Guided Practice



Task 16:

Ask trainees to work on the task 16 in trainee's manual individually.

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 |

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

- She gave me a **warm** smile.
- The **talented** artist painted a masterpiece.
- We enjoyed the **pleasant** weather during our vacation.
- He is a **gifted** speaker and always inspires the audience.
- This dress is made of **fine** silk.



Activity 3: Application



Task 17:

Ask trainees to answer these questions related to the trainee's manual individually for making sure that the session has been understood.

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 **interesting** book fascinated me. (interest)
 - b. She looked **tired** after her trip. (tire)
 - c. His speech was **inspiring**. (inspire)
 - d. The child was **focused** during the lesson. (focus)
 - e. That is a **logical** solution to the problem. (logic)
4. Write the opposite adjectives of the following:
 - a. Happy → **Sad/unhappy**
 - b. Important → **Unimportant**
 - c. Polite → **Impolite**
 - d. Usual → **Unusual**
 - e. Practical → **Impractical**
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)

Answers:

- i. Her explanation was very **confusing**.
- ii. The park looks **beautiful** in spring.
- iii. That was a **careless** mistake to make.
- iv. The film was quite **boring**.
- v. He is very **skillful** in solving puzzles.

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

- i. Knife
- ii. **H**our
- iii. Lam**b**
- iv. **K**nock
- v. **W**rap

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

- i. He **w**rapped the gift carefully.
- ii. Please **k**nock before you enter.
- iii. She **w**rote a beautiful letter.
- iv. The **k**night rode his horse into the castle.
- v. We walked **throug**h the forest in the evening.

Topic 2.3: Writing a well-structured descriptive paragraph

	Objectives: By the end of the topic, trainees will be able to: - Describe the characteristics of well-structured descriptive paragraph - Write well-structured descriptive paragraph using adjectives. - Respect the rule of writing well-structured descriptive paragraph.
	Time Required: 1 hours
	Learning Methodology: Group discussion, Trainer guided.
	Materials, Tools and Equipment Needed: projector, chalkboard, practical work, reference books, trainee manual
	Preparation: ☐ Preparation of used resources ☐ Setting of required resources in the learning place. ☐ Arrange the position trainees seating.
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize the parts of sentence ➤ Recognize previous kind of paragraph ➤ Recognize the words used for conclusion.



Activity 1: Problem-Solving



Task 18:

Ask trainees to read the underneath paragraph again and attempt the questions related to it.

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 question.

Answer:

1. What does a paragraph mean to you?

A paragraph is a group of related sentences that focus on a single main idea or topic. It organizes thoughts in a structured way, typically consisting of a topic sentence, supporting sentences, and sometimes a concluding sentence.

2. What does this paragraph talk about?

This paragraph discusses how objects can be described effectively by focusing on their **shape, size, color, texture, function, and purpose**. It provides examples, such as the description of a smartphone, to illustrate the use of descriptive adjectives and details.

3. What does a good paragraph contain in order to get full meaning?

A good paragraph contains:

- a. A **topic sentence** that introduces the main idea.

b. **Supporting sentences** that provide details, examples, or explanations related to the main idea.

c. A logical flow of ideas for coherence and clarity.

4. **Underline the topic sentence in the paragraph you have read above.**

Objects can be described based on their shape, size, color, texture, and function.

5. **Is there any difference from topic sentence to supporting sentence?**

Yes, there is a difference:

a. The **topic sentence** introduces the main idea of the paragraph, providing a general overview.

b. The **supporting sentences** elaborate on the topic sentence by adding specific details, examples, or explanations to develop the idea further.



Activity 2: Guided Practice



Task 19:

Guide trainees to form pair groups and ask them to attempt the questions related on the task 19 in trainee's manual.

1. **Define the following terms:**

a. **A paragraph** is a group of sentences that are organized around a single main idea. It typically consists of a topic sentence, supporting sentences that elaborate on the main idea, and sometimes a concluding sentence. A paragraph is a fundamental unit of writing used to express thoughts clearly and logically.

b. **A topic sentence** is the main sentence in a paragraph that states the primary idea or point of the paragraph. It usually appears at the beginning of the paragraph and guides the reader by setting the tone and focus for the sentences that follow.

2. **How do we write a good topic sentence?**

To write a good topic sentence:

a. **Be clear and specific:** Clearly state the main idea of the paragraph without being vague or overly broad.

- b. **Focus on one idea:** Keep the topic sentence focused on a single point to avoid confusion.
- c. **Engage the reader:** Use language that captures interest and draws attention to the subject.
- d. **Provide a preview:** Give a hint of what the supporting sentences will discuss without detailing everything.
- e. **Stay relevant:** Ensure the topic sentence aligns with the overall purpose of the text or essay.



Activity 3: Application



Task 20

Ask trainees to Individually attempt all questions related to the task 20 in trainee's manual:

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.

Answer:

The valley was alive with nature's beauty, a peaceful haven where all senses were awakened.

1. 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.

Answer:

In the heart of the city, the square pulsed with life, leaving visitors enchanted by its vibrant energy and charm.

2. 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.

Answer:

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



Formative Assessment

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. BThe 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.

Answers:

I. Comprehension Questions

- 1. **What is the central landmark of Seabreeze?**
b. The lighthouse
- 2. **What scent fills Mrs. Eleanor's shop?**
c. Flowers
- 3. **How is the lighthouse described?**
c. Old with faded red and white stripes
- 4. **What does Jack carry in his bucket?**
b. Starfish, pebbles, and sea glass

5. **Why do tourists climb the lighthouse?**

c. To see the sunset

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

b. Exploring the market and walking on the beach

7. **Describe Seabreeze in two sentences.**

Seabreeze is a charming coastal town with cobblestone streets, brightly painted cottages, and a rich maritime history. Its tranquil atmosphere, friendly residents, and breathtaking views make it a haven for relaxation and exploration.

II. Vocabulary

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

b. A shade of blue-green

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

a. Short and slim

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

b. Aged

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

b. With ease

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

c. Admiring

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

"Enchanted" means feeling delighted or captivated by the charm, beauty, or magic of something.

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

Energetic, lively, or dynamic.

III. Language Use

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

B. The large, round table stood in the corner.

2. **Which sentence correctly uses a comparative adjective?**

A. This room is 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 → **Impressive**
 - b. Create → **Creative**
 - c. Attract → **Attractive**
 - d. Compete → **Competitive**
 - e. Rely → **Reliable**
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. **B. Table**
 - 2. **A. Listen**
7. **Which sentence is the best transition sentence between these two ideas?**
- a. Technology is important in many aspects of life, including communication and education.



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.

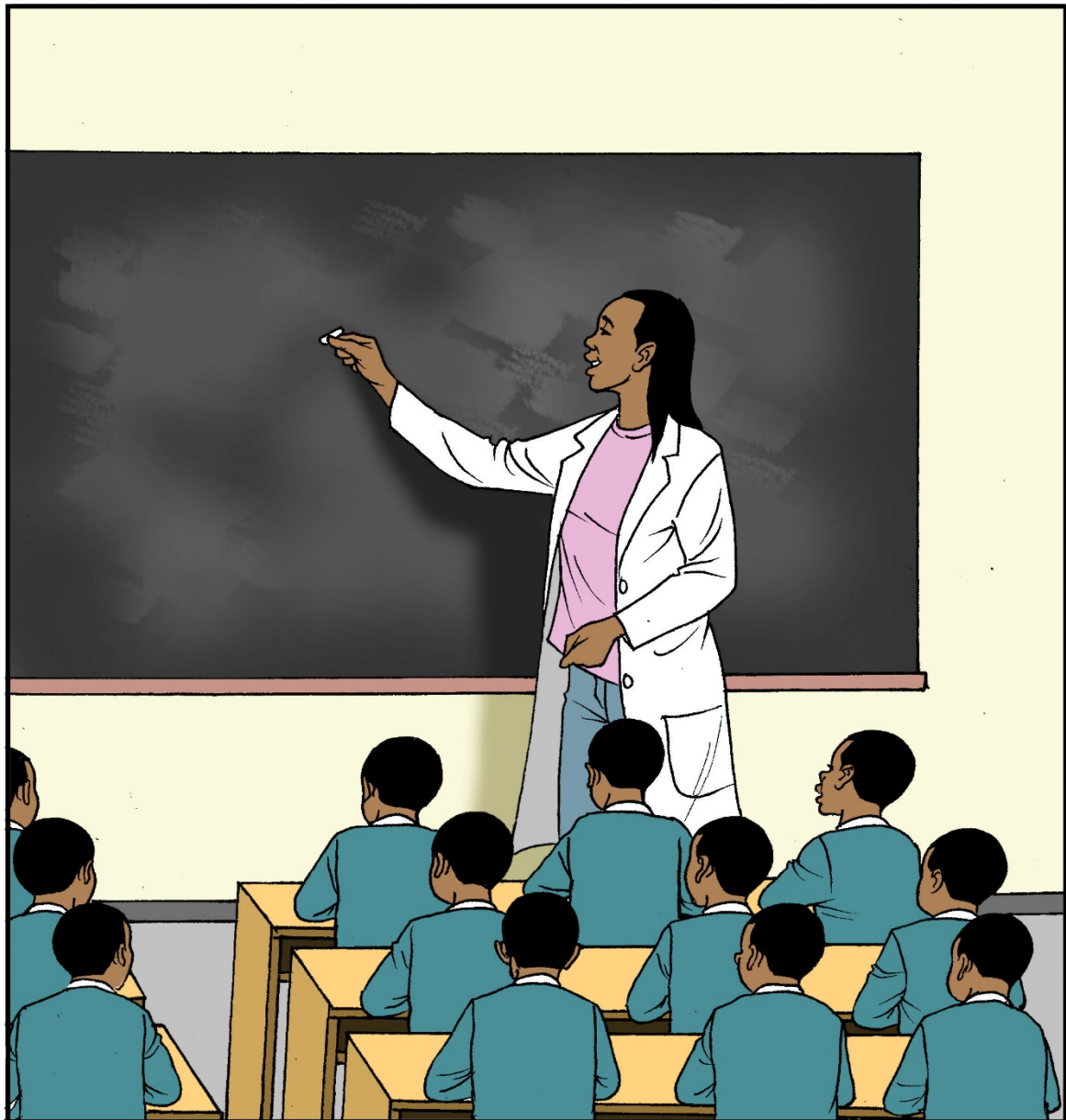
- People's appearance is described using adjectives of appearance. These adjectives may be positive, negative or neutral. Adjectives can be formed by adding suffixes or prefixes to words.
- When making a description, a descriptive paragraph is used. A descriptive paragraph comprises three main parts (elements): a topic sentence, supporting sentences and a closing (concluding) sentence. To gain a full and accurate understanding into the speaker's point of view and ideas. To critically assess what is being said.



Self-Reflection

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

LEARNING OUTCOME 3: FORM NEW WORDS USED AT THE WORKPLACE



Learning outcome 3: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manuals and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this learning outcome based on the illustration?
1. After the discussion, inform trainees that this learning outcome is intended to provide them with the knowledge, skills and attitudes to discuss, support or refute ideas on general and trade-related topics. They will cover the presenting personal ideas and opinions, building arguments to support or refute an opinion, and avoid argumentation fallacies in debates and discussions
2. Ask trainees to fill out the self-assessment at the beginning of the learning outcome in their Trainee's Manual. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.

At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



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



Steps:



Discovery Activity



Task 21:

Ask the trainees to read the text on the task 21 and attempt all questions related to 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.

Comprehension Questions:

1. What is the purpose of forming new words in the workplace?

To enhance communication, simplify complex ideas, and improve efficiency.

2. Name three methods used to form new workplace words and provide an example for each.

a. **Compounding:** Brainstorming.

b. **Abbreviation:** KPI.

c. **Blending:** Workcation.

3. What does the term "upskilling" mean, and why is it important in the workplace?

Upskilling refers to learning new skills to adapt to changing job requirements. It is important to remain relevant and competitive in the evolving job market.

4. How do new workplace words foster a sense of belonging among employees?

Shared terminology creates a common language that helps employees feel connected and aligned with the organization's culture.

5. What challenges can arise from using workplace-specific jargon?

It may confuse new employees or outsiders who are unfamiliar with the terminology.

6. What is a "digital nomad," and how does this term reflect changes in the modern workplace?

A *digital nomad* is someone who works remotely while traveling. It reflects the growing flexibility and mobility in today's work culture.

7. Why do organizations create glossaries for workplace terms?

To help employees, especially new hires, understand workplace-specific vocabulary and ensure clear communication.

8. What does the term "pivot" mean in a professional context?

Pivot refers to a significant change in business strategy or approach in response to challenges or opportunities.

Topic 3.1: Forming new words using affixations

	Objectives: By the end of the topic, trainees will be able to: a. Describe clearly how to form new word by affixations b. Form new words using affixation c. Respect the rules of affixation
	Time Required: 2 hours
	Learning Methodology: group discussion, pair-share, individual work and trainer guided
	Materials, Tools and Equipment Needed: Chalkboard, piece of chalks, reference book, trainee manual.
	Preparation: ☐ Organization of required resources to this session ☐ Setting on the resources in the right position into the learning place ☐ Preparation trainee's activity that help them for better understanding
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during Presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all.
	Prerequisites: ➤ Recognize the formation of word. ➤ Use different word to form meaningful sentence.



Activity 1: Problem-Solving



Task 22:

Ask trainees to re-read the text on the task 21 above and answer the following questions:

1. How can we form a word from another word?

We form new word by:

- a. **Compounding:** Brainstorming.
- b. **Affixation:** unkindness
- c. **Blending:** Workcation

2. What is the difference between prefixes and suffixes?

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. On the other hand, 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.



Activity 2: Guided Practice



Task 23:

Guide trainees to form pair groups and ask them to provide answers to the questions underneath.

1. Which of the following words contains the prefix “un”

- a. **Untangle**
- b. Comfortable
- c. Happiness
- d. Knowledge

2. Choose the correct suffix to form a noun from the adjective “happy”

- a. Ness
- b. Able
- c. Ly
- d. Ful

3. Add a **prefix** and a **suffix** to the word ‘kind’ to form a new word. Explain how the meaning of the word changes.

- **Unkindness**

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

Sit	Seat
Short vowel /sɪt/	Long vowel /si:t/



Activity 3: Application



Task 24:

Ask trainees to work on the task 24 in trainee’s manual to make sure that the session was understood.

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?

Affixation is the process of forming new words by adding prefixes, suffixes, or infixes to a base or root word.

3. With concrete examples, differentiate the following terms:

a. Suffix

b. Prefix

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.

Ex: unhappy, On the other hand, **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. Ex: kindness.

Topic 3.2: Forming new words by compounding

	Objectives: By the end of the topic, trainees will be able to: - Identify different ways of compounding. - Form new words by compounding. - Follow the rules of compounding.
	Time Required: 2 hours
	Learning Methodology: Brainstorming, Pair discussion Individual work, Practical exercise, Trainer guider.
	Materials, Tools and Equipment Needed: Chalkboard, recording, reference book, trainee manual
	Preparation: ☐ Organization of required resources to this session ☐ Setting on the resources in the right position into the learning place ☐ Preparation trainee's activity that help them for better understanding
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize the formation of descriptive words. ➤ Recognize the formation of noun ➤ Recognition the types of noun



Activity 1: Problem-Solving



Task 25:

Ask trainees to 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:

1. Identify the compound words that are there in this paragraph.

Answer: teamwork, brainstorming

2. What is the difference from native to borrowed word?

Answer:

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. Whereas, the formation of **borrowed words by compounding** involves creating compound words using components that are borrowed from other languages.



Activity 2: Guided Practice



Task 26:

Referencing to the trainee's manual, a trainer asks trainees to answer the following questions related to the task 26 individually.

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.

- Raincoat

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



Activity 3: Application



Task 27:

Ask trainees to answer the questions on the task 27 in trainee's manually individually.

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

- a. The restaurant had an excellent **buffet** featuring various types of cheese from around the world.
- b. The **summit** of the mountain was covered in snow.

2. Answer by True or False:

- a. The word 'cloud' contains a diphthong.
True (The diphthong is the combination of the sounds /aʊ/ in "cloud.")

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

A native word in the English language is a word that originated from Old English (Anglo-Saxon) or earlier Germanic roots, and has not been borrowed from another language. These words are part of the core vocabulary of English, such as "house," "mother," or "water."

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

- a. Breakwater
- b. Crème brûlée
- c. Chauffeur

d. Hors d'oeuvre

- **Correct answer: a) Breakwater** (This is a native compound word formed from "break" and "water," describing a structure built to break the force of waves.)

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

- The **clouds** in the sky formed beautiful shapes as the sun set.

Topic 3.3: Forming new words by conversion

	Objectives: By the end of the topic, trainees will be able to: - Describe different types of word conversion - Apply conversion to form new words - Respect the rules of word conversion
	Time Required: 3 hours
	Learning Methodology: Brainstorming, Practical exercise, Trainer guider.
	Materials, Tools and Equipment Needed: Chalkboard, recording, reference book, trainee manual
	Preparation: ☐ Organization of required resources to this session ☐ Setting on the resources in the right position into the learning place ☐ Preparation trainee's activity that help them for better understanding
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize the formation of descriptive words. ➤ Formation of sentence



Activity 1: Problem-Solving



Task 28:

Guide trainees to form groups of four and ask them to do the task 28 in their manuals.

1. In the sentence, 'the broken vase was expensive,' what is the role of 'broken'?

*The word "broken" is functioning as an **adjective**. It describes the noun "vase" by indicating its condition.*

2. In the sentence, 'her dancing was graceful,' what role is the word 'dancing' playing?

*The word "dancing" is functioning as a **gerund**. It acts as a noun, representing the activity of dancing.*

3. Which of the following sentences contains a phrasal verb used as a noun?

- a. I look up the word in the 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.

None of the options.

A phrasal verb used as a noun typically appears in forms like "a breakup," "a setup," or "a check-in," where the phrasal verb is nominalized. None of the provided sentences contain such an instance. Would you like to revise the question or add examples?



Activity 2: Guided Practice



Task 29:

In pairs, ask trainees to answer the following questions:

I. 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

II. 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** (Correct: "injured" is the past participle of "injure," used as an adjective to describe the player.)
- c. She speaks loudly
- d. They were singing beautifully

III. 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.**

IV. Where is the primary stress in the word 'beautiful?'

- a. **First syllable** (Correct: The stress falls on the first syllable "BEAU" in "beautiful.")
- b. Second syllable
- c. Third syllable
- d. Fourth syllable



Activity 3: Application



Task 30:

Ask trainees to attempt the question below on the task 30 and provide their answers individually:

1. Where is the stress placed in the word 'photograph'?

*The primary stress is placed on the **first syllable** of "photograph" (**PHO**-to-graph).*

2. Which of the following words has the stress on the second syllable?

a. Chocolate

b. **Banana** (Correct: The stress is on the second syllable, **ba-NA**-na.)

c. Designer

d. Family

3. Find the phrasal verb used as a noun in the sentence:

The mix-up was unfortunate. (Correct: Mix-up is a phrasal verb nominalized into a noun.)

4. In the sentence, 'the broken vase was expensive,' what is the role of 'broken'?

*"**Broken**" acts as an adjective, describing the noun "vase."*

8. Identify the verb used as a noun in the sentence: "His singing was the highlight of the concert".

"Singing" is a gerund, which is a verb form used as a noun.



Formative Assessment

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?

Mary did not recognize the office she went into because all the employees she found there were standing about, chatting, smoking and laughing loudly. The place had nothing of an office.

2. Why was Mary late for work on the very first day?

Mary was late for her first job because her bus had crawled through the dense city traffic, making her a few minutes late for her very first job.

3. Was Mr. King in his office when Mary knocked on the door? Justify your answer.

No. Mr. King was not in his office when Mary knocked on the door. This is shown by the fact that when she knocked twice on the door, she received no answer. Another fact is that she was asked by a colleague that she should wait for him until he came.

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 **not to arrive late at work again.**
- b. The office Mary was going to work in was on the sixth floor, **so she had to wait for the lift to take her up there.**
- c. The place hardly looked like an office that morning **because the staff in the office were walking around, smoking and laughing.**

II. Vocabulary

5. Make meaningful sentences using these words from the text. (8 marks)

- a. **take notice of:** The authorities took note of your complaints and are ready to work on them.
- b. **Realise:** At last we realized that we had made a mistake in our calculations.
- c. **At last:** We waited for the vehicle for long hours but at last the bus arrived.
- d. **find out:** Could you find out when the meeting starts?

6. Complete each of the following sentence with the right word:

a. Try to make your report as **objective** as possible: only give us the facts, and not your opinions. (i) subjective (ii) objectionable (iii) subjected (iv) **objective**

b. Environmental inspectors regularly **inspect** our kitchens and other food preparation areas to make sure they conform to regulations.

inspect (ii) control (iii) study (iv) analyze

c. **conscientious** 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 **assumption** that fuel prices are going to

rise. (i)consumption (ii) destruction (iii) **assumption** (iv) presumption

e. The fire caused a lot of **damage** to the building and factory machinery.

(i) **damage** (ii) harm (iii) injury (iv) wound

f. Government subsidies helped to **prevent** 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.

Unbelievable

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

Sit	Seat
Short vowel /ɪt/	Long vowel /si:t/

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



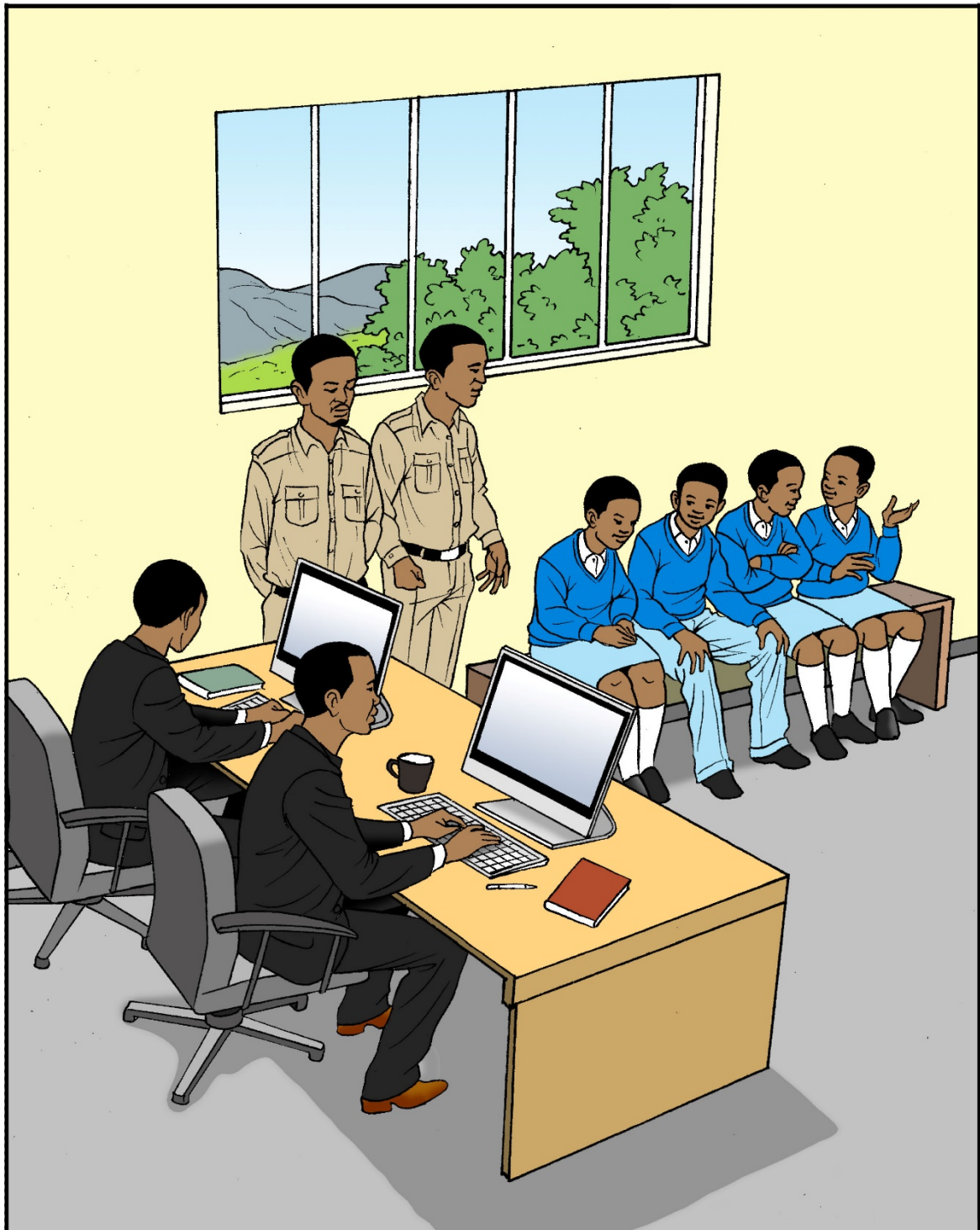
Points to Remember

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

LEARNING OUTCOME 4: WRITE ESSAYS FOR PROFESSIONAL PURPOSES



Learning outcome 4: Self-Assessment

1. Ask trainees to look at the unit illustration in their Trainee's Manual and together discuss:
 - a. What does the illustration show?
 - b. What do you think will be topics to be covered under this learning outcome based on the illustration?
2. After the discussion, inform students that this unit is intended to provide them with the knowledge, skills and attitudes to read medium texts on general and trade-related topics. They will cover the explanation of different reading techniques, applying reading techniques, applying articulatory phonetics
3. Ask trainees to fill out the self-assessment at the beginning of the learning outcome in their Trainee's Manuals. Explain that:
 - a. The purpose of the self-assessment is to become familiar with the topics in the unit and for them to see what they know or do not know at the beginning.
 - b. There are no right or wrong ways to answer this assessment. It is for their own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.
 - c. They should think about themselves: do they think they have the knowledge, skills or attitudes to do this? How well?
 - d. They read the statements across the top and put a check in column that best represents their level of knowledge, skills or attitudes.
 - e. At the end of the unit, they will do a self-reflection, which includes re-taking the self-assessment and identifying their strengths, areas of improvement and actions to be taken.



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. 5Respect the format and rules of essay writing



Steps:



Discovery Activity



Task 31:

Ask trainees to re-read the text on the task 31 in trainee's manual then after provide the answer to question related to the passage.

1. What is one primary benefit of social media for communication?

Answer: It enhances connectivity, enabling instant communication regardless of distance.

2. How does social media encourage creative expression?

Answer: By offering various formats like posts, videos, and stories, which make interactions more dynamic.

3. What is "phubbing," and why is it problematic?

Answer: Phubbing is focusing on a phone instead of engaging in face-to-face interactions, which can harm relationships.

4. What is the risk of spreading information on social media?

Answer: It can lead to the rapid dissemination of misinformation and create echo chambers.

5. How can users balance the benefits and challenges of social media?

Answer: By practicing mindful usage, verifying sources, and maintaining a balance between online and face-to-face interactions.

Topic 4.1: Writing a well-structured introductory paragraph

 Objectives: By the end of the topic, trainees will be able to: - Identify the elements of an introductory paragraph - Write clearly an introductory paragraph - Be brief and precise
 Time Required: 1 hour
 Learning Methodology: individual discussion, trainer guided, brainstorming, small group discussion.
 Materials, Tools and Equipment Needed: Textbooks, newspaper, trainee manual, chalkboard, piece of chalks
 Preparation: ☐ Arrangement of resources ☐ Preparation of trainee's position in the learning place ☐ Preparation of learning activities
 Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
 Prerequisites: ➤ Recognize how to read all letters (vowels- consonant) ➤ Recognize the word order. ➤ Recognize all tenses of the verbs



Activity 1: Problem-Solving



Task 32:

Ask the trainees to read again the paragraph below on the task 32 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?

Answer: The main topic is the transformative impact of technology on our lives and its associated opportunities and challenges.

2. What are some examples of technology mentioned in the paragraph?

Answer: Examples mentioned are smartphones and artificial intelligence.

3. What key issues does the paragraph suggest are raised by technological advancements?

Answer: The key issues include the societal, ethical, and future implications of technological advancements.



Activity 2: Guided Practice



Task 33:

In pairs, ask trainees to answer the questions on the task 33 in trainee's manual.

1. Define the following term:

- a. **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.

2. What is the purpose of a thesis statement?

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

3. Give and explain the four main purposes of introductory paragraph.

- a. **Take the Reader's Attention;** this is to make the reader interested in the topic and encourage them to continue reading.
- b. **Provide Background Information;** this is to give context and set the stage for the topic at hand.
- c. **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.
- d. **Provide a Roadmap for the Reader** is to guide the reader on what to expect and how the text will be structured.



Activity 3: Application



Task 34:

Ask trainees to work individually on the task 34 in trainee's manual and provide the answer to the questions asked.

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

	Objectives: By the end of the topic, trainees will be able to: - Identify the linking words - Use linking words to connect ideas - Be polite in writing by using linking words.
	Time Required: 3 hours
	Learning Methodology: individual discussion, trainer guided, brainstorming,
	Materials, Tools and Equipment Needed: Textbooks, newspaper, trainee manual, chalkboard, piece of chalks
	Preparation: ☐ Arrangement of resources ☐ Preparation of trainee's position in the learning place ☐ Preparation of learning activities
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize how to read all letters (vowels- consonant) ➤ Recognize the word order. ➤ Recognize all tenses of the verbs



Activity 1: Problem-Solving



Task 35:

A trainer asks trainees to re-read the text on task 31 and answer the following questions

- a. Enumerate any connecting words that are in the text.

Answer: moreover, despite, and, also ...

- b. Identify the introductory paragraph in the passage you have read above.

Answer:

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.



Activity 2: Guided Practice



Task 36:

Ask trainees to answer the questions related to the task 36 individually.

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.
 - a. **However**
The weather was sunny; however, we decided to stay indoors.
 - b. **Therefore**
She studied hard for the exam; therefore, she scored the highest in her class.
 - c. **Moreover**
He is an excellent pianist; moreover, he can also compose beautiful music.
 - d. **Although**

Although she was tired, she stayed up late to finish her project.

e. **Because**

We canceled the trip because it started raining heavily.

3. Choose the correct subordinating conjunction to complete each sentence.

- i. I stayed home **because** it was raining heavily.
 - a) although
 - b) because**
 - c) whereas
- ii. You can come to the party **if** you finish your homework first.
 - a) unless
 - b) if**
 - c) while
- iii. **Even though** she was tired, she continued working.
 - a) Even though**
 - b) So that
 - c) As



Activity 3: Application



Task 37:

Individually, ask trainees to answer the questions asked on the task 37 in trainee's manual.

1. Write ten sentences by using subordinating conjunctions.
 - a. **Although** she was tired, she continued working on her assignment.
 - b. He couldn't attend the meeting **because** he was feeling unwell.
 - c. **When** the movie started, everyone settled into their seats.
 - d. **If** you study diligently, you will pass the exam with flying colors.
 - e. She went for a walk **after** she finished her chores.
 - f. **Unless** you complete the form, your application will not be processed.
 - g. The children were excited **while** they played in the park.
 - h. **Since** it's a holiday, most shops will be closed today.

- i. **Even though** the task was challenging, they managed to finish it on time.
- j. Keep an umbrella handy **in case** it starts raining later.

2. Choose the best concluding word or phrase for the sentence.

..., the experiment proved to be successful.

- a. On the contrary
- b. In conclusion**
- c. Similarly

3. Complete the sentences using appropriate connecting words:

- a. I wanted to go for a run; **however**, it started raining.
- b. She loves reading novels; **moreover**, she enjoys poetry.

4. Write an introduction sentence using one of these words: "Firstly," "To start with," "In the first place."

To start with, the internet has revolutionized communication.

5. Fill in the blanks with appropriate subordinators:

- a. I couldn't hear him **because** the noise was too loud.
- b. She practiced every day **because** she wanted to improve her skills.
- c. We waited **until** the rain stopped.

Topic 4.3: Writing a well-structured body and concluding paragraph

	Objectives: By the end of the topic, trainees will be able to: 1. Explain clearly the main elements of a body paragraph 2. Write body and concluding paragraphs 3. Respect the rules of writing body paragraphs
	Time Required: 2 hours
	Learning Methodology: individual discussion, trainer guided, brainstorming, small group discussion.
	Materials, Tools and Equipment Needed: Textbooks, newspaper, trainee manual, chalkboard, piece of chalks
	Preparation: ☐ Arrangement of resources ☐ Preparation of trainee's position in the learning place ☐ Preparation of learning activities
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize how to read all letters (vowels- consonant) ➤ Recognize the word order. ➤ Recognize all tenses of the verbs



Activity 1: Problem-Solving



Task 38:

Ask trainees to read and 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.**

Answer: **Dogs are valued by families for their loyalty and health benefits.**



Activity 2: Guided Practice



Task 39:

In pairs, ask trainees to 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.

Answer: The topic sentence introduces the main idea that the rest of the paragraph explains with specific examples and details.

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?

Answer: It summarizes the main idea and ties together the supporting details provided in the paragraph.



Activity 3: Application



Task 40:

Ask trainees to work as individual to the task 40 and answer the questions after it.

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

Answer: revised paragraph

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. Therefore, persistence and regular practice are key to mastering a new language.

Write a topic sentence for the following details:

- 1. It helps save money on fuel.
 - 2. Public transportation reduces traffic congestion.
 - 3. 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.**

Answer: Using public transportation benefits the environment, saves money, and reduces urban traffic congestion.

Topic 4.4: Writing a well-structured essay

	Objectives: By the end of the topic, trainees will be able to: - Describe the parts of a well-structured essay. - Write a well-structured essay - Respect the format and rules of essay writing.
	Time Required: 2 hours
	Learning Methodology: group work, role play, trainer guided, brainstorming
	Materials, Tools and Equipment Needed: Textbooks, newspaper, trainee manual, chalkboard, piece of chalks
	Preparation: ☐ Arrangement of resources ☐ Preparation of trainees position in the learning place ☐ Preparation of learning activities
	Cross Cutting Issues: ✓ Ensure gender balance while forming groups, allocating tasks and during presentations ✓ Ensure inclusivity while allocating tasks to students and provide facilities/environment that enable/allows participation of all. ✓ Peace and value in education: Emphasize the importance of trainees working and learning together
	Prerequisites: ➤ Recognize how to read all letters (vowels- consonant) ➤ Recognize the word order. ➤ Recognize all tenses of the verbs



Activity 1: Problem-Solving



Task 41:

Ask trainees to 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



Activity 2: Guided Practice



Task 42:

Ask trainees to study carefully the task 42 and attempt all question after them.

Identify the supporting details in the following paragraph:

A. 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.

1. 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.**
2. Write one more supporting detail for this paragraph.

Supporting detail: Exercise can improve flexibility and joint health.

- a. 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.

3. What could make the introduction stronger?

- a. **Adding a surprising statistic or anecdote**
- b. Removing the thesis statement
- c. Including unrelated details

4. Suggest one improvement to the introduction

Example improvement: Start with a statistic about the number of people traveling abroad annually.

B. 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.

1. Which introduction suits an essay on health and fitness?

Answer: Exercise is one of the simplest ways to maintain a healthy lifestyle.

2. Write a thesis statement for the chosen introduction.

Answer: Regular exercise boosts physical health, mental well-being, and overall quality of life.



Activity 3: Application



Task 43:

Individually, ask trainees to answer the questions related to the 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.

1. Which introduction suits an essay on health and fitness?

Answer: **c. Exercise is one of the simplest ways to maintain a healthy lifestyle**

2. Write a thesis statement for the chosen introduction.

Answer: **Regular exercise boosts physical health, mental well-being, and overall quality of life.**

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.

Answer: **Supporting detail: Berries are packed with antioxidants that help fight disease.**

Read the text below and answer the questions on it.

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's 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're 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?

Answer:

Access sources like multivolume books, encyclopedias, unabridged dictionaries, reference books, case studies, projects, and download them;

Study the best practices of world-famous scholars and institutes;

Listen to or learn from renowned international faculties

b. Why can internet be harmful to human health and families?

Answer:

Internet can be harmful to human health and families in the following ways:

It can make you unsocial or unhealthy;

It makes people forget others around them and develops unhealthy habits;

It creates rsi (repetitive stress injury) and weaker eyesight;

It disturbs our biorhythm and makes people believe the virtual cyber world to be the real world;

It contributes to the ignorance of family members;

It causes the family separation

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. Pornography is good for young teenagers.
- d. Internet can make people unsocial.
- e. In the text RSI means Reproductive System Injury.

Answers:

- a. True
- b. True
- c. False
- d. True
- e. False

3. Complete this passage by using the words below:

(e-mail, **danger**, **browse**, **download**, **hacking**, **internet**, **encyclopedias**, **hackers**, **pornography**, **bank**)

- a. Through **internet** (i) connection, (ii) **hackers** can steal our money deposited in the **bank** (iii), (iv) **encyclopedias** are big volumes of books containing various topics. Using our connected laptops, we can **download** (v) documents sent by (vi) **e-mail**
- b. (vii) **Pornography** can harm teenagers and young minds.
- c. With internet, your personal information may put you in (viii) **danger**
- d. (ix) **Hacking** is the cyber-crime.
- e. **Browse** 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; **however**, it started raining.
- b. She loves reading novels; **moreover**, 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.

- i. What could make the introduction stronger?
 - a) **Adding a surprising statistic or anecdote**
 - b) Removing the thesis statement
 - c) Including unrelated details
- ii. Suggest one improvement to the introduction

Example improvement: Start with a statistic about the number of people traveling abroad annually.

3. Fill in the blanks with appropriate subordinators:

- a. I couldn't hear him **because** the noise was too loud.
- b. She practiced every day **because** she wanted to improve her skills.
- c. We waited **until** the rain stopped.

4. Write ten sentences by using subordinating conjunctions

- a. **Although** she was tired, she continued working on her assignment.
- b. He couldn't attend the meeting **because** he was feeling unwell.
- c. **When** the movie started, everyone settled into their seats.
- d. **If** you study diligently, you will pass the exam with flying colors.
- e. She went for a walk **after** she finished her chores.
- f. **Unless** you complete the form, your application will not be processed.
- g. The children were excited **while** they played in the park.
- h. **Since** it's a holiday, most shops will be closed today.
- i. **Even though** the task was challenging, they managed to finish it on time.
- j. Keep an umbrella handy **in case** it starts raining later.

5. Underline the subordinator words 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.



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

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