RQF LEVEL 4

CCMENN402

ALL TRADES

English

TRAINEE'S MANUAL

August 2024

ENGLISH

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ACKNOWLEDGEMENTS

This training manual was developed:

Under Rwanda TVET Board (RTB) guiding policies and directives

Under European Union financing

Under Ubukerarugendo imbere project implementation, technical support and guidance

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LIST OF ABBREVIATIONS AND ACRONYMS

CBET: Competence Base Education and Training

RQF: Rwanda Qualification Framework

RTB: Rwanda TVET Board

TVET: Technical and Vocational Education and Training

This trainee's manual encompasses all necessary skills, knowledge and attitudes required to use intermediate English at workplace. Students undertaking this module shall be exposed to practical activities that will develop and nurture their competences. The writing process of this training manual embraced competency-based

education and training (CBET) philosophy by providing practical opportunities reflecting real life situations.

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

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

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

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

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

Module Units:

Unit 1: Write factual, descriptive and explanatory correspondence text.

Unit 2: Apply a range of listening strategies and activities to understand predictable messages

Unit 3: Discuss, support or refute ideas on general and trade-related topics

Unit 4: Read medium texts on general and trade-related topics

UNIT 1: WRITE FACTUAL, DESCRIPTIVE AND EXPLANATORY CORRESPONDENCE TEXT

Unit summary

This unit provides you with the knowledge, skills and attitudes required to Write factual, descriptive and explanatory correspondence text, required to use intermediate English at the workplace. It covers the 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.

Self-Assessment: learning unit 1

1. Referring to the learning unit illustrations above discuss the following:

   a. What does the illustration show?

   b. What do you think this learning unit is about based on the illustration?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this unit.

   a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

   b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?

   c. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

   d. At the end of this learning unit, you will assess yourself again.

My experience / Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify expressions used in reporting facts					
Demonstrate clearly some expression that are used in reporting facts					
Use adequate expressions to report facts					
Identify different tenses to explain facts					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Report facts using various tenses					
Use Cleanness in handwritten text such as report					
Describe the main types of correspondence text					
Report facts by using the right type of correspondence					
Demonstrate effectively the main categories of correspondence text					
Describe the structure of a small-scale report on trade-related issues					
Report trade related issues by using the right structure of a small-scale report					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Demonstrate courtesy while reporting facts					
State the appropriate way to report facts by using reported speech					
Demonstrate humble in writing correspondence text such as Business letter and email					
Report facts by using report speech					

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify expressions used in reporting facts	1. Use adequate expressions to report facts	1. Demonstrate clearly expressions that are used in reporting facts
2. Identify different tenses to explain facts	2. Report facts by using various tenses	2. Cleanness in handwritten text such as report.
3. Describe the main types of correspondence text	3. Report facts by using the right type of correspondence.	3. Demonstrate effectively the main categories of correspondence text
4. Describe the structure of a small-scale report on trade-related issues	4. Report trade related issues by using the right structure of a small-scale report	4. Demonstrate courtesy while reporting facts
5. State the appropriate way to report facts by using reported speech	5. Reported facts by using reported speech	5. Demonstrate humility in writing correspondence text such as Business letter and email

Discovery activity:

Task 1:

Why Intent Matters

Authors' intent usually matters in how useful their information can be to your research project, depending on which information need you are trying to meet. For instance, when you are looking for resources that will help you actually decide how to answer your research question or evidence for your answer that you will share with your audience, you will want the author's main purpose to have been to inform or educate their audience. That is because, with that intent, they are likely to have used: Facts where possible, Multiple perspectives instead of just their own, Little subjective information, seemingly unbiased, objective language that cites where they got the information.

The reason you want that kind of resource when trying to answer your research question or explaining that answer is that all of those characteristics will lend credibility to the argument you are making with your project. Both you and your audience will simply find it easier to believe, will have more confidence in the argument being you are making based on your selected resources.

Resources whose authors intend only to persuade others won't meet your information need for an answer to your research question or evidence with which to convince your audience. That is because they don't always confine themselves to facts. Instead, they tell us their opinions without backing them up with evidence. If you used those sources, your readers will notice and not believe your argument.

1. **Read the text above and answer the question after it.**
   a. State any five expression that one may use for reporting facts?
   b. Provide the difference between comparative and superlative owing to their uses.
   c. How does fact differ from opinion?

Topic 1.1: Reporting facts

Activity 1: Problem Solving

Task 2:

Fighting against the effect of climate change.

The fact is that climate change is accelerating at an alarming rate. The main point is that human activities are significantly contributing to this phenomenon. This proves that immediate action is essential to mitigate its effects. What it comes down to is that we must adopt sustainable practices globally. It is obvious that ignoring these signs will lead to dire consequences. It is certain that future generations will face severe environmental challenges if current trends continue. One can say that our collective responsibility is to protect the planet. It is clear that every effort counts in this fight. There is no doubt that the time to act is now.

Questions:

1. Read carefully the text above and answer the following questions:
   a. Is this text above reporting fact or is expressing opinion?
   b. Give any reason to prove your answer
2. Outline any 4 expressions the text uses to report facts.

Key Facts 1.1a: Reporting facts

- **Expressing facts Expressions used in outlining facts**
  - ✓ **What is a fact?**

    A fact generally refers to something that is true and can be verified as such. That is, a fact is something that can be proven true. A fact usually contrasts with an opinion.

  - ✓ **What is an opinion?**

    An opinion refers to personal belief. It relates to how someone feels about something. Others m-++ay agree or disagree with an opinion, but they cannot prove or disprove it.

    Eg. I suppose…   I suppose that you are right.

    I guess…   I guess that this is the best option.

    I think…   I think that we should probably follow his lead.

    It seems to me that…   It seems to me that the president knows what he is doing.

  - ✓ **Why are facts and opinions so important?**

    The ability to distinguish between fact and opinion helps students develop their critical and analytical skills in both their reading and listening. Fact and opinion are often woven together in texts and speeches. It is therefore imperative that students are able to unravel the threads of what is true from what is mere belief if they are to successfully navigate the deluge of media they will encounter in their lifetime.

    Whether on the news, in advertising, or a history book, distinguishing between what is fact and what is opinion is crucial to becoming an autonomous person with the critical abilities necessary to avoid being manipulated easily.

S/N	Expression of fact	Example of the sentence reporting the fact
1	**The fact is that...**	a. **The Fact is that** human beings are animals. b. **The fact is that** sun rises from East and set in West.
2	**The (main) point is that...**	**The main point is that** the whole world is in a pandemic crisis.
3	**This proves that...**	a. **This proves** that John is tallest student of the class. If you put a lightening candle in a closed bucket, it automatically gets of light. In the closed bucket, there is no air (Oxygen). **This proves that** in the absence of Oxygen, the candle cannot be lightened.
4	**What it comes down to is that ...**	**What it comes down to is that** he is not in a good relationship with his boss
5	**It is obvious that...**	**It is obvious that** the Sun is setting.
6	**It is certain that...**	**It is certain/ true** that when the ice melts turns into water
7	**It has been established that...**	**It has been established** that the Earth is round.
8	**It is clear that...**	**It is clear that** it is bad to drink alcohol when you are taking antibiotics
9	**There is no doubt that... / It is indubitable that...**	**There is no doubt that/ It is indubitable that** the Earth turns around the Sun

Activity 2: Guided Practice

Task 3:

1. Choose from the list any two (2) expression of fact.

    a. I don't agree with you

    b. There is no doubt that

    c. The fact is that

    d. Of course

2. Using the paragraph given in the task 2, formulate other sentences using same expression to report fact.

Key Facts 1.1b: Reporting facts

- **Reporting facts using comparatives and superlatives**

   Comparative is the name for the grammar used when comparing two things. The two basic ways to compare are using **as… as** or **than**. While the **superlative** refers to one thing, only and how it is the best, worst, etc.

✓ **How to form comparative and superlative adjectives?**

   ＋ We usually add –er and –est to **one-syllable words** to make comparatives and superlatives:

   Eg. Tall   Taller   Tallest

   ＋ If an adjective **ends in –e**, we add –r or –st:

   Eg. Large   larger   largest

   ＋ If an adjective **ends in a vowel and a consonant**, we double the consonant

   Eg. Big   bigger   biggest, fat   fatter   fattest

   ＋ If an adjective **ends in a consonant and –y**, we change –y to –i and add –er or –est:

   Eg. Happy happier   happiest

         Lazy   lazier   laziest

   ＋ We use more and most to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables

   Eg.   Careful   more careful   most careful

         Interesting   more interesting   most interesting

✓ **Irregular comparatives and superlatives**

No	Adjective/positive	Comparative	Superlative
1.	Good/well	Better	Best
2	Bad/evil	Worse	Worst
3	Little	Less	Least
4	Much /many	More	Most
5	Far	Farther (distance)	Farthest
		Further (addition)	Furthest
6	Old	Older	Oldest
		Elder (person)	Eldest

- ✓ **The use of comparative adjectives**
  - ➕ We use comparative adjectives to show change or make comparisons:
    - ○ This car is certainly **better**, but it is much **more expensive**.
    - ○ I'm feeling **happier** now.
    - ○ We need a **bigger** garden.
  - ➕ We use **than** when we want to **compare one thing with another**:
    - ○ She is two years older than me.
    - ○ New York is much bigger than Boston.
    - ○ He is a better player than Ronaldo.
    - ○ France is a bigger country than Britain.
  - ➕ When we want to describe how something or someone changes we can use two comparatives with and:
    - ○ The balloon got bigger and bigger.
    - ○ Everything is getting more and more expensive.
    - ○ Grandfather is looking older and older.
  - ➕ We often use **the** with comparative adjectives to **show that one thing depends on another**:
    - ○ **The faster** you drive, **the more dangerous** it is. (= When you drive faster, it is more dangerous.)
    - ○ **The higher** they climbed, **the colder** it got. (= When they climbed higher, it got colder.)
- ✓ **Superlative adjectives**
  - ➕ We use **the** with superlative adjectives:
    - ○ It was the happiest day of my life.
    - ○ Everest is the highest mountain in the world.
    - ○ That is the best film I have seen this year.
  - ➕ In English grammar, the superlative form of an adjective is used to compare three or more things at the highest or lowest level. The superlative form is typically formed by adding **"-est"** to the end of the adjective or by using **"most"** before the adjective.

Here are some examples of superlative adjectives:

Adjective	Comparative form	Superlative form
Fast	Faster	Fastest
Beautiful	More beautiful	Most beautiful
Tall	Taller	Tallest
Intelligent	More intelligent	Most intelligent
Exciting	More exciting	Most exciting

➕ When using superlative adjectives in a sentence, it is important to remember to include **"the"** before the superlative form.

Examples:

- o She is the fastest runner on the team.
- o This is the most beautiful flower in the garden.
- o He is the tallest person in the room.
- o It was the most intelligent decision we could make.
- o That was the most exciting movie I have ever seen.

Activity 3: Application

Task 4:

1. Referring to the text you have read in task 2; use these expressions below within meaningful short correct sentences

    a. The fact is that …………………………….

    b. This proves that ………………………….

    c. It is obvious that …………………………..

    d. One can say that …………………………….

    e. It is true that…………………………………..

2. Complete the sentences with the comparative or superlative form of the adjectives in the brackets

    a. Hyena is ………………………. animal in the forest (stupid)

    b. Iceland is ……………………………… Spain (cold)

    c. Lion is ……………………….. animal in the zoo (dangerous)

    d. Friday is …………………………. day of the week (busy)

    e. These trousers are …………………………. the chose jeans (comfortable)

Topic 1.2: Using different tenses to explain facts.

Activity 1: Problem Solving

Task 5:

1   The verbs in each of the following sentence are in italics. Note how the verbs in the three sets of sentences in column A and column B differ.

Column A	Column B
a. Selina *works* in Kigali for multinational company	1. She *lives* in Kigali city
b. She *drove* at quite a high speed.	2. They *went* to Gisenyi last week
c. She *will work* in Kigali for multinational company	3. They *will come* by you next year.

2   Compare and contrast all the verbs from column of letters to those ones in column numbers.

Key Facts 1.2: Using different tenses to explain facts.

- **Present tense**

In a quaint little village nestled among the rolling hills, the townspeople go about their daily routines with a sense of contentment and peace. The sun rises in the east, casting a warm and gentle light on the cobblestone streets. Birds chirp melodiously in the trees, their songs filling the air with a symphony of nature. Children laugh and play in the town square, their joyful voices echoing off the ancient stone buildings. The scent of freshly baked bread wafts from the local bakery, enticing passersby with its warmth and comfort.

In the town square, a group of villagers gathers to chat and share news of the day. They exchange smiles and laughter, their camaraderie a testament to the tight-knit

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community they have built over generations. As the day unfolds, the villagers go about their work with diligence and pride. The blacksmith hammers away at his forge, the tailor stitches intricate patterns on fine cloth, and the farmers tend to their crops in the fields.

In the evenings, the villagers gather for communal meals, sharing stories and laughter as they break bread together. The stars twinkle in the night sky, casting a soft glow over the village as the townspeople retreat to their homes, grateful for another day in this idyllic corner of the world.

✓ **Using present tenses to describe, explain and state present facts**

Simple present	Present continuous
♦ Things which are always true: **Example:** Water **boils** at 100 degrees	♦ Things which are happening at the moment of speaking: Example: The water is boiling now, so you can put in the pasta.
♦ Permanent situations (or nearly permanent; true for a few years at least): Example: Julie lives in London	♦ Temporary situations: Example: Julie is living in Paris for a few months (usually she lives in London). ♦ Situations which are slowly changing: Example: I'm getting better and better at speaking English
♦ Habits or things we do regularly: Example: I drink coffee every morning	♦ Temporary or new habits: Example: I'm drinking too much coffee these days because I'm so busy at work. ♦ Annoying habits (usually with 'always'): Example: My flat mate is always leaving the kitchen in a mess!
♦ Future events which are part of a timetable: Example: My plane leaves at eight tonight.	♦ Definite future plans: Example: I'm meeting John after class today

To talk about the future after certain words ('when' 'until' 'after' 'before' 'as soon as'): Example: I'll call you when I get home.	

- **Present perfect and present perfect continuous**

    We use both the present perfect simple (have or has + past participle) and the present perfect continuous (have or has + been + -ing form) to talk about past actions or states which are still connected to the present.

    ✓ **Focusing on result or activity**

    ➕ The present perfect simple usually focuses on the result of the activity in some way, and the present perfect continuous usually focuses on the activity itself in some way.

Says 'how many'	**Says 'how long'**
o She has read ten books this summer.	She has been reading that book all day.
Describes a completed action may continue	**Describes an activity which**
o I have written you an email.	I have been writing emails.

    ➕ **When we can see evidence of recent activity**

    Example: The grass looks wet. Has it been raining? I know, I'm really red. I have been running

    ➕ **Ongoing states and actions**
    - o We often use **for**, **since** and **how long** with the present perfect simple to talk about ongoing states.

        Example: How long have you known each other? We have known each other since we were at school.

o We often use **for**, **since** and **how long** with the present perfect continuous to talk about ongoing single or repeated actions.

Example: a. **How long** have they been playing tennis? They have been playing tennis for an hour. They have been playing tennis every Sunday for years.

o Sometimes the present perfect continuous can emphasize that a situation is temporary.

Example: I usually go to the gym on the High Street, but it is closed for repairs at the moment so I have been going to the one in the shopping centre

- **Past tense**

  ✓ **Using past tenses to describe, explain and state past facts**

  ➕ **Past simple and past continuous**

  The **simple past** and the **past continuous** are two tenses commonly used to make general statements about the past. Although they are both past tenses, their uses are quite different.

  The simple past tense is only used to say that something happened at some time in the past.

  - o I **went** to a Chinese restaurant yesterday.
  - o She **called** me in the morning.
  - o He **went** to the market.
  - o I **visited** my sister during my trip to Australia.

  As you can see, all of these sentences are about finished events in the past. The simple past tense is commonly used with past time adverbs like yesterday, last week, last year etc.

  ➕ **The past continuous tense**

  The past continuous tense is mainly used to talk about past events that were in progress at a particular point of time in the past.

  - o I **was reading** at 6-yesterday evening.
  - o She **was getting** ready for school at 9.30 yesterday morning.

  This tense form is also used to talk about events happening at the same time that something important happened in the past. Note that we use the **simple past** to

denote the action that happened in the middle of the longer action denoted by the **past continuous tense.**

- o She **was having** a bath when the telephone **rang.** (Here we use the past continuous tense to refer to the longer background action and the simple past tense to refer to the shorter action that happened in the middle.)
- o They **were playing** cards when someone **knocked** at the door.
- o She **was having** lunch when visitors **arrived.**

When we are talking about two longer actions that were in progress at the same time, we use **the past continuous tense** in both clauses.

- o Alice **was cooking** dinner when Jack **was playing** cards.

🞢 **Past perfect and past perfect continuous**

Past perfect	Past perfect continuous
▪ We use it to talk about an action completed before a given time in the past. **Examples:** a. When I got home, everybody **had gone** to bed. b. When I entered the classroom, they **had submitted** the assignment.	▪ We use it to indicate that something was in progress before a point in the past. **Examples:** a. I was very tired when you came to see me. I **had been working** hard since morning. b. Sam was angry. He **had been waiting** for two hours.
▪ We use it to indicate the quantity/ amount of our achievement at a given time in the past. (how many/ how much) Examples: a. He **had written** her 10 letters. b. How much water **had** you **drunk**?	▪ The past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past: Examples: a. **Had** the driver **been drinking** before the accident?

Past perfect	Past perfect continuous
	b. Peter was very tired. He **had been running.**
	c. I could smell cigarettes. Somebody **had been smoking.**
	▪ We use it to indicate the duration of an activity up to a certain point in the past.
	Examples:
	a. How long **had** they **been watching** television when they fell asleep?
	b. She **had been playing** basketball since noon

Activity 2: Guided Practice

Task 6:

1. Put the verbs in brackets into the correct form (past perfect or the simple past)

   a. The storm (**destroy**) the house that they had built.

   b. The children (**clean)** the blackboard they had used to do the mathematics exercise.

   c. When she went out to play, she (**do / already**) her homework.

   d. She (**eat**) all of the food that we had made.

   e. He took off the jacket of him (**put on**) before.

Activity 3: Application

Task 7:

After learning the topic of how to use tenses to report facts, construct your own meaningful sentences by using all tenses (at least two sentences for each tense).

Topic 1.3: Description of different types of correspondence texts to report facts.

Activity 1: Problem Solving

Task 8:

Read the following three writings and answer the question that follows.

July 7, 2018

Director of RBAPo Box: 01 Kigali-Rwanda

Dear Sir,

RE: Request for industrial attachment placements for students of (school name)

We are glad to have this opportunity to write to you in order to request for industrial attachment placements for students of (school name).

(School name) is a public girls' TVET school located in (district name) district. We are seeking industrial placements for our students who are presently enrolled in the trade of Telecommunication. The following are areas in which they need enhancement:

1. Install TV broadcasting equipment

2. Repair TV broadcasting equipment

3. Install radio broadcasting equipment

4. Repair radio broadcasting equipment

We would be glad if you would be able to assist us by providing places or temporary employment for our students to learn and get experience in your industry. The students are required to work full time and observe all working and employment condition and conduct in your industry.

We hope to secure placement for our students for a minimum duration of (duration) from (start date) to (end date). If you have further questions, please contact us at (contact).

Thank you very much for your constructive cooperation.

Yours faithfully,

School Manager of (school name)

245 Park Street

London, N. 7

14th June, 1980

Dear Geoffrey,

You can't understand how excited I am. My parents allow me to spend a fortnight in your country!

When we last met in Brussels, you promised to give me an advice about planning a holiday in Britain. I believe also you were kind enough to say I could stay for a week with you in London and that you would show me around. That was very nice of you and I'd be most grateful if you could do that.

I intend to spend the second week at a seaside resort in Suisse or Hampshire an would be glad if you could let me have some information about sailing holidays along the south coast.

Yours sincerely

Andrew

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July 1, 2025

Martin Love

Sr. Data Analyst

Cloud Clearwater

100 Orange Circle

Seattle, WA

Dear Mr. Love,

It is my pleasure to strongly recommend Wendy Jones for the Jr. Data Analyst role with Cloud Clearwater. I am Rosa Gomez, a project manager at Crane & Jenkins. I have 12 years of 39 experience working in the tech industry and have seen many young professionals come and go.

Ms. Jones is one individual I have worked with who uniquely stands out. During our time together, Wendy displayed great talents in data analytics. When we first met, I was immediately impressed with Wendy, but during the time worked together, her understanding of analyzing data to achieve results for our company grew far more than that of her peers. It is not just her technical skills that impress me, however. Wendy was a joy to work with because of her amazingly positive attitude and ability to communicate across teams. Her focus and attention to detail were also necessary and valued not just by myself, but by her peers, who often relied on her to get the job done.

I am absolutely confident that Wendy would be a great fit at Cloud Clearwater. Not only will she bring the kind of skills and experiences you are looking for in an applicant, she will quickly become an asset and help your company grow in any way she can. If you need more information or specific examples, please do not hesitate to contact me at 555-111-9999. As a recommendation letter likely only provides a snapshot of her talents and achievements, I would be happy to further elaborate on my time working with her.

Sincerely,

Rosa Gomez

Sr. Marketing Manager

Questions:

1. What have you seen on this passage?

2. Compare and contrast those three writings above?

3. Enumerate the main parts/ element of each writing above.

Key Facts 1.3 a: Description of different types of correspondence texts to report facts.

- **Introduction to business letters**

   A business letter is a professional, formal letter sent by one company to another. These letters can be used for professional correspondence between business clients, employees, stakeholders, and individuals.

   Whether you need to tell a potential client about your product, collaborate with another company, convince someone to attend your event, or give a thank you note a well-written business letter can stand out.

   ✓ **The parts of a business letter are:**
   - **Sender's address**: The address of the person or business sending the letter.
   - **Date:** The date on which the letter is written and sent.
   - **Recipient's address:** The address of the person or business receiving the letter.
   - **Salutation:** A polite greeting to the recipient, such as "Dear Mr. Smith".
   - **Body:** The main content of the letter, divided into paragraphs.
   - **Closing/signature:** A courteous ending to the letter, such as "Sincerely, John Doe", followed by the sender's signature.

- **Enclosures:** A list of any additional documents or materials attached to the letter, such as "Enclosures: Resume, Cover Letter".

✓ **Types of Business Letters**

- **Cover Letters**

  o First up, a cover letter is a one-page document that candidates submit along with their resumes.

  o It takes the employer on a guided journey of their greatest career & life achievements.

  o No matter if you are a student or an experienced professional, a cover letter is an important document to show your skills, experience, and why you are fit for the position you are applying for.

- **Tips:**

  o Don't try to fit your whole career in your cover letter.

  o It should have a carefully curated collection of stories.

  o Don't state a skill that you don't actually have.

  o You'll definitely regret it when you are asked to use that skill in the interview.

  o Keep it concise and to the point.

  o The employer does not have time to sit down and read an entire memoir.

- **Apology letter:**

  o An apology letter is a physical document or email that acknowledges a mistake, expresses regret and asks for the letter recipient's forgiveness or patience.

  o Apology letters are important in the workplace because they create a physical or digital record of your admitting to and attempting to rectify a mistake or failure.

  o Employees who can recognize when they are wrong and who make an effort to fix their mistakes are valuable additions to any professional team.

- **Complaint Letter:**

  o This letter is a way to formally express your disappointment formally.

- You can report a bad experience, poor customer service, or let a company know that their products didn't meet your expectations.
- The key to this letter is that it shouldn't sound like you are nagging, but also shouldn't lose its importance if you want to be taken seriously.

🞣 Tips:
- Don't get too emotional or over-the-top angry.
- Just state the facts.
- Be cordial and professional.
- Let them know the entire story and how you would like them to rectify their mistakes.

🞣 Letter of Resignation:
- A letter of resignation is a document that notifies your employer that you are leaving your job.
- Whether you work at a coffee shop or a big-shot company, its proper protocol to submit a letter of resignation before you leave.
- Also, if you have an urge to send an incendiary letter of resignation, don't give in! You might cross paths with these people again.

🞣 Tips:
- Keep it simple,
- Stick to the facts,
- Don't start complaining.
- Resignation letters are not the right place for complaints & critiques.
- Thank your boss and/or the company for the opportunities and describe some of the key things you learned on the job.
- If you are in a high-profile position, consider your words super carefully because your letter would likely be made public.

🞣 Inquiry Letter:
- Inquiry letters ask a question or elicit information from the recipient.
- When composing this type of letter, keep it clear and succinct and list exactly what information you need.
- Be sure to include your contact information so that it is easy for the reader to respond.

- **Letter of Recommendation:**
    - These letters intend to recommend someone for an internship, job, fellowship, or other such opportunities.
    - Before hiring an employee, many employers ask for such kinds of letters.
    - It tells why the person the letter is about is a good person to hire and describes their strengths & abilities.
- **Tips:**
    - Be honest and don't agree to write a letter to someone you don't know.
    - Use specific examples to highlight the person's strengths, skills, and abilities.
    - Include why you believe the candidate would excel in the role.
    - Many times, people overlook the importance of writing persuasive business letters because the concept just doesn't interest them. As a result of which, people don't know how to write a business letter.
    - Well, if you are in the same boat, we have got your back.
    - Writing a clear and concise business letter isn't a big deal, as long as you follow the established rules for layout and language.
- **Thank you letter**
    - A thank-you letter is a written expression of gratitude to an individual or organization.
    - It goes beyond a simple "Thanks for . I really appreciate it."
    - Here are some common situations where sending a thank-you letter is good form, along with templates to help you express your appreciation:

    Example

    Dear Jackie,

    Thank you for your help with the family reunion—you are my hero! The time you put into booking the hall and sending out invitations to family members, not to mention organizing the potluck, took much of the strain off me this year. I learned that, when I have someone to help me, the Nolan family reunion is not only manageable but fun. If you hadn't jumped in to save the day, I might have ended up canceling it altogether and missing the chance to reconnect with everyone.

> I'd love to take you out for coffee next time you are in town as a small token of gratitude for all you have done. Give me a call!
>
> Love,
>
> Aunt Carol
>
> https://www.indeed.com/career-advice/career-development/business-letter-parts

Activity 2: Guided Practice

Task. 9

Writing practice

The following extract of letter has been sent to the manager of a petrol station by the customer.

   a. Which elements (other important parts) of it are missing?

   b. What type of letter would be this?

   c. Write a complete reply to it (all full parts) and say what the type of letter it is (replying letter)

Dear sir,

I'm writing to express my disappointment with the service at your petrol station last Sunday. I have been a regular customer of your service for two years since I had settled in this town. I often stop by this station every weekend to have my car washed and eat at the cafe. Sometimes I choose this place as a co-working space where I enjoy working and sharing ideas with my colleagues.

Last Sunday I visited there with my family and told your filling attendant to fully fill the gas before washing my car. Then I gave the key to him and I went to order my drinks at the coffee shop. Unluckily, my car still wasn't washed even I had been waiting for two hours. He admitted that he forgot what I had said as he had to manage many things at the same time. I told him next time there should be a queue number for all customers so that he would manage it easier.

I would like you to bring this matter into your attention.

Yours Faithfully,

John

Key Facts 1.3 b. Description of different types of correspondence texts to report facts

- **Email (electronic mail)**

  Email (electronic mail) is the exchange of computer-stored messages from one user to one or more recipients via the internet.

  Emails are a fast, inexpensive and accessible way to communicate for business or personal use.

  Users can send emails from anywhere as long as they have an internet connection, which is typically provided by an internet service provider.

  ✓ **The main components of an email message**

Typically, an email message consists of two main components: header and body.

  🞂 **Header**

  Each email message comes with a header that is structured into various fields. These fields contain important information regarding the sender and the recipient(s). However, the content of the email header varies, depending on the email system being used.

  Typically, an email header contains the following information:

  - **Subject**. This provides a summary of the message topic and is displayed in a separate line above the message body. For example, a subject line might say "Company mission statement" or "Employee Stock Purchase Plan."

  - **Sender (From).** This field is the sender's email address. A display name can also be shown instead if it is associated with the email address. Most email clients fill out this field automatically.

  - **Date and time received (On).** This field shows the local time and date when the message was composed. It is a mandatory header field that is filled automatically by most email clients.

  - **Reply-to**. If a user clicks on the Reply button, this field automatically populates the message with the sender's email address, which now becomes the "recipient."

  - **Recipient (To).** This field shows the first and last name of the email recipient, as configured by the sender.

- **Recipient email address.** This is the email address of the recipient or where the message was sent.
- **Carbon copy (CC).** The carbon copy field includes the email addresses of the people who need to receive the email but aren't expected to reply. When a person presses Reply All, all of the CC addresses receive the response.
- **Blind carbon copy (BCC).** If a sender doesn't want their recipient to find out who else received the email, they could use the BCC field to enter those addresses. The addresses in the BCC list don't receive responses when someone presses Reply All.
- **Attachments.** This field contains any files that are attached to the message.

- **Body**

  This is the content of the email.

  It may contain anything the user wishes to send, including text, videos or file attachments.

  Depending on the email client used, the email body can be formatted in either plain text. While plain text messages can't contain special formatting or multimedia elements, HTML emails enable special formatting and inclusion of multimedia options within the body of the message.

  The message body may also include signatures or automatically generated text that the sender's email system inserts

- ✓ **Strategies for writing a good email include:**
  - Use caution when addressing clients by name.
  - Choose the right subject line.
  - Use an email opening line.
  - Get to the point quickly.
  - Address the reader in the second person.
  - Discuss the benefits instead of listing out the features.
  - Don't write an entire story, be brief.
  - Include a call to action in the subject line.

Activity 3: Application

Task 10.

Write a professional email that you would send to your trainer asking for a leave of sickness with reference to the medical leave of two days approved by a recognized doctor.

Topic 1.4 Writing a small-scaling report on trade- related issues

Activity 1: Problem Solving

Task 11

At the completion of this level 4 you are supposed to do your industrial attachment in any field related industry or institution. At the end of your industrial attachment, you are required to describe all activities and tasks you have performed throughout the industrial attachment period through writing. According to you, what kind of writing you are required to write describing the event?

Key Facts 1.4 a. Writing a small-scaling report on trade-related issues

- **Types of report used in the workplace**
  - ✓ **What is a report?**
    - ✚ **A report** is a formal document that is structured and presented in an organized manner, with the aim of conveying information, analyzing data, and providing recommendations.
      - o It is often used to communicate findings and outcomes to a specific audience, such as stakeholders, or managers.
      - o Reports can vary in length and format, but they usually contain a clear introduction, body, and conclusion.
    - ✚ **A report writing** is a document that is with a clear purpose to a particular audience and intends to relay an information.
      - o The report contains information and evidence of a specific subject matter.
      - o It also includes data and facts that are significant in a particular subject.
  - ✓ **Types of report writing**

    By understanding the different types of report writing, individuals can select the appropriate format and structure to effectively communicate information and achieve their objectives. However, the kind of report used will depend on the purpose, audience, and context of the report.

A field visit report

A field visit report is an essential tool for gathering data and assessing the impact of programs, policies, or initiatives in a specific location.

o Step by step process to write a field visit report
- **Step 1:** Plan and Prepare for the Visit
- **Step 2:** Take Detailed Notes During the Visit
- **Step 3:** Organize and Summarize the Information
- **Step 4:** Use a Clear and Concise Writing Style
- **Step 5:** Include an Introduction and Background Information
- **Step 6:** Provide Detailed Descriptions of Observations and Experiences
- **Step 7:** Analyze the Findings and Draw Conclusions
- **Step 8:** Provide Recommendations

Industrial attachment report
o **An industrial attachment report** is simply that; a written account of the observation and activities of the attachment.
o Although internship and industrial attachment are distinct, their reports are identical. They only differ in their purposes.

Analytical reports

Analytical reports: These reports present data or information in a structured and organized manner, often with charts, graphs, or tables, to help the reader understand trends, patterns, or relationships.

✓ **A short report and a long report**

A short report and a long report are two main forms of report categorization based on the length and procedure of the report. The mean of any report, whether long or short is to be clear so that the information that is projected to be accepted on is easily understood.

⬥ Difference between Short and long reports

Short report	long report
It is generally called an informal report	It is usually referred to as a formal report. It presents a range and an in-depth view of a problem or idea.
It is written in very simple words and not formal.	It requires lots of studies and is much more widespread.
It is suitable to write it in a letter or memo format	It must be written in a very prearranged style.

Although short and long reports are common in many aspects, still some differences exist between them. Some of their differences are highlighted below:

Short Report	Long report
Need for introductory elements: Short reports need a little introductory element	**Need for introductory elements:** Ling reports contain some introductory elements in sequences.
Dominance of order: Usually shorter reports begin directly with conclusions and recommendations.	**The dominance of order:** Long report begins with prefatory contents highlighting the problem statement, objectives, scope, methods followed, etc.
Writing style: The Writing style is Rat personal in than reports	**Writing style:** In a long report, the writing style is formal and impersonal.
Need for Coherence plan: Coherence plan is less important in short report.	**Need for Coherence plan:** Well-designed coherence plan is very important.
Personal Relation: In short report personal relationship may exist between the writer and reader.	**Personal Relation:** Personal relationship is unlikely to exist between the writer and reader.

Short Report	Long report
The degree of formality: Short reports are informal in nature. Short reports being informal do not necessitate comprehensive preparation and enclose varieties of formats	**The degree of formality:** Long reports are very formal. A long report being formal needs careful planning before it is written because preparation focuses on your reader(s).
Nature of problem: It is written for routine and recurring problems.	
Length: Short report writing is usually completed in a page or two. As the name implies, a short report is very short in length.	
Reader: A short report is regularly written for someone within' the organization. It is used when the reader's time is very limited and the full feature of the subject is not needed.	**Reader:** A long report is written for someone within the organization or outside the organization.
Writing: Short reports follow deductive writing styles. It highlights facts and particular recommendations. It avoids analysis and inclusion of underneath information.	**Writing:** A long report on the other hand, after analyzing and interpreting the draws conclusion and makes recommendations.
Short reports being informal do not necessitate comprehensive preparation and enclose varieties of formats	

- ✓ **Formal Reports**

  Formal Reports: These are detailed and structured reports written for a specific audience, often with a specific objective. In comparison with informal reports, formal reports are typically longer and more complex than other types of reports.

- ✓ **A proposal reports**
  - ➕ **A proposal report** is a type of document that will let a particular writer to propose an idea or a method to solve an issue.
  - ➕ This contains any sort of an idea that would help contribute in solving the main problem. This could be within a company or within an organization.
  - ➕ The contents of a proposal report may differ, but some sections will remain the same.
  - ➕ This section refers to the executive summary, methods and the estimated budget for the project.

- ✓ **Vertical and lateral reports:**
  - ➕ These reports are characterized based on the hierarchy within organizations.
  - ➕ For example, a report for the management or mentees is a vertical report, meant for the entire section or department across the hierarchies.
  - ➕ Lateral reports focus on the coordination between different departments and units in the organization.
  - ➕ For example, the reports that are meant for, say, both the finance and administration departments are lateral.

- ✓ **Periodic reports:**
  - ➕ As the name suggests, periodic reports are regularly sent out on pre-scheduled dates.
  - ➕ In most cases, periodic reports focus on upward hierarchy, so you can also identify them as vertical reports.
  - ➕ These reports often serve the management to keep the business processes and activities in control.
  - ➕ Some annual reports mandated by the government, though not vertical, are considered periodic reports.

- Some other examples of periodic reports are quarterly, half-yearly, or annual reports. As these are created at a predetermined frequency, you will find a pre-set structure for these reports. So, the next time you are asked to create a periodic report, ask your manager for the pre-set structure. You would only need to fill the current data every time.

- ✓ **Internal or external**
  - Internal reports share information within an organization, such as budgeting reports and updates on projects.
  - External reports are shared outside the organization and are typically more formal reporting types.

- ✓ **Functional reports:**
  - These kinds of reports include marketing reports, financial reports, accounting reports, and a spectrum of other reports that provide a function specifically.
  - Largely, we can include almost all reports in most of these categories.
  - Furthermore, we can include a single report in several kinds of reports.

- **Structure of a report:**

  - ✓ The title page.
  - ✓ The acknowledgment
  - ✓ The table of contents
  - ✓ The executive summary
  - ✓ The procedure and method
  - ✓ The introduction
  - ✓ The body
  - ✓ The conclusion
  - ✓ The reference
  - ✓ The recommendations

Topic 1.5: Reporting facts using reported speech

Activity 1: Problem Solving

Task: 12

When we write down what other people have said, we have two options; we can use exact words the people used or we can write what the people said in our own words.

Read the following sentences careful and compare them.

1. He asked me why I was so upset.
2. 'I'll give you a ring tomorrow,' she said.
3. He said, "I am happy."
4. He said that he was happy

Key Facts 1.5: Reporting facts using reported speech

- **Reported speech**

  Reported speech is how we represent the speech of other people or what we, ourselves, say.

  ✓ **There are two main types of reported speech:**

  ⬦ Direct speech

    o Direct speech repeats the exact words the person used, or how we remember their words:

      E.g.: Barbara said, "I didn't realise it was midnight."

  ⬦ **Indirect speech**

    o In indirect speech, the original speaker's words are changed.

      E.g.: Barbara said she hadn't realised it was midnight.

In this example, "I" becomes "she" and the verb tense reflects the fact that time has passed since the words were spoken: didn't realise becomes hadn't realised

---

- ✓ In direct speech, we usually put a comma between the reporting clause and the reported clause. The words of the original speaker are enclosed either in inverted commas, single ('...') or in double ("..."). If the reported clause comes first, we put the comma inside the inverted commas:

Examples:

a. "I couldn't sleep last night," he said.

b. Rita said, "I don't need you anymore."

- ✓ If the direct speech is a question or exclamation, we use a question mark or exclamation mark, not a comma:

Examples:

a. "Is there a reason for this?" She asked.

b. "I hate you!" He shouted.

- ✓ We sometimes use a colon (:) between the reporting clause and the reported clause when the reporting clause is first:

The officer replied: "It is not possible to see the General. He's busy."

- ✓ But, in indirect speech it is more common for the reporting clause to come first.
- ✓ When the reporting clause is first, we don't put a comma between the reporting clause and the reported clause.
- ✓ When the reporting clause comes after the reported clause, we use a comma to separate the two parts:
  Examples:

She told me they had left her without any money.

- ✓ We don't use question marks or exclamation marks in indirect reports of questions and exclamations:
  a. He asked me why I was so upset.
  b. Nobody had gone in or out during the previous hour, he informed us.

Reporting verbs

Say and *tell*

✓ We can use say and tell to report statements in direct speech, but say is more common. We don't always mention the person being spoken to with say, but if we do mention them, we use a prepositional phrase with to (to me, to Lorna):

'I'll give you a ring tomorrow,' she said.

- **Reporting Statements**

When transforming statements, check whether you have to change

✓ **Pronouns, Tense, Place and time expression**

➕ **Pronouns**

In reported speech, you often have to change the pronoun depending on who says what.

Example:

She says, "My dad likes roast chicken." => She says that her dad likes roast chicken.

➕ **Tenses**

If the sentence starts in the present, there is no backshift of tenses in reported speech.

If the sentence starts in the past, there is often a backshift of tenses in reported speech.

Shifting back tense	Direct speech	Reported speech
(no backshift)	"I write poems."	He says that he writes poems.
(backshift)	"I write poems"	He said that he wrote poems.

Reported Speech (Backshift)

No backshift

Do not change the tense if the introductory clause (i.e., the reporting verb) is in the present tense (e.g. He says). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example:

He says, "I write poems." => He says that he writes English.

 Backshift

You must change the tense if the introductory clause (i.e., the reporting verb) is in the past tense (e.g.He said).

Example:

He said, "I am happy. => He said that he was happy.

Examples of the main changes in verb tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy"	Simple Past He said that he was happy
Present Progressive He said: "I'm looking for my keys"	Past Progressive He said that he was looking for his keys
Simple Past He said: "I visited New York last year."	Past Perfect Simple He said that he had visited New York the previous year.
Present Perfect He said: "I have lived here for a long time."	Past Perfect He said that he had lived there for a long time.
Past Perfect He said: "They had finished the work when I arrived."	Past Perfect He said that they had finished the work when he had arrived
Past Progressive He said: "I was playing football when the accident occurred."	Past Perfect Progressive He said that he had been playing football when the accident had occurred
Present Perfect Progressive He said: "I have been playing football for two hours."	Past Perfect Progressive He said that he had been playing football for two hours

Direct Speech	Reported Speech
Past Perfect Progressive He said: "I had been reading a newspaper when the light went off "	Past Perfect Progressive He said that he had been reading a newspaper when the light had gone off
Future Simple (will + verb) He said: "I will open the door."	Conditional (would + verb) He said that he would open the door.
Conditional (would + verb) He said: "I would buy a Mercedes if I were rich"	Conditional (would + verb) He said that he would buy a Mercedes if he had been rich

✓ **Modal verbs**

The modal verbs: *could, should, would, might, needn't, ought to*, and *used to* do not normally change.

Example:

a. He said: "She might be right." => He said that she might be right.
b. He told her: "You needn't see a doctor." => He told her that she needn't see a doctor.

Other modal verbs such as *can, shall, will, must*, and *may* change:

Reported Speech (Modals)

Modal	Direct speech	Reported speech
Can	"I can do it."	He said that he could do it.
May	"May I go out?"	He wanted to know if he might go out.
Must	"She must apply for the job."	He said that she must/had to apply for the job.
Will	"They will call you."	He told her that they would call her.

- **Place, demonstratives, and time expressions**

Place, demonstratives, and time expressions change if the context of the reported statement (i.e. the location and/or the period) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives, and time expressions.

Direct Speech	Reported Speech
Time Expressions	
Today	that day
Now	Then
Yesterday	the day before
… days ago,	… days before
last week	the week before/the previous week
next year	the following year/the next year/ the year after
Tomorrow	the next day/the following day
Place	
Here	There
Demonstratives	
This	That
These	Those

- **Reporting Questions**
  - ✓ When transforming questions, check whether you have to change:
    - ▪ The pronouns
    - ▪ The place and time expressions
    - ▪ The tenses (backshift)
  - ✓ Also, note that you have to:

- Transform the question into an indirect question
- Use the question word (where, when, what, how) or if/whether

Types of questions	Direct speech	Reported speech
With question words (what, why, where, how…)	"Why don't you speak English?"	He asked me why I didn't speak English.
Without question words (yes or no questions)	"Do you speak English?"	He asked me whether/if I spoke English.

- **Reporting Requests/Commands**
  - ✓ When transforming requests and commands, check whether you have to change:
    - Pronouns
    - Place and time expressions

Direct speech	Reported speech
a. "Nancy, do the exercise."	He told Nancy to do the exercise.
b. "Nancy, give me your pen, please."	He asked Nancy to give him her pen.

Tenses are not relevant for requests, simply use to/not to + verb (infinitive without "to")

Example:

a. She said, "Sit down." – She asked me to sit down.
b. She said, "don't be lazy" – She asked me not to be lazy

For affirmative use to + infinitive (without to) for negative requests, use not to + infinitive (without to).

Grammar Lesson: Understanding the Reported Speech (learn how to use the indirect speech) (myenglishpages.com)

Activity 3: Application

Task 13:

Change the following sentences to reported speech.

1. He said, "I am in love with your sister."

   He said that ……………………………………………………………

2. The reporter asked, "Where is the president staying?"

   The reporter wanted to know …………………………………………………….

3. George said, "I can't do it now, but I'll try later."

   George said that ……………………………………………………………

4. My friend said, "Don't go there after dark."

   My friend warned me ……………………………………………………………

5. Peter to Elizabeth: "I'll give back the money when I have it."

   Peter told Elizabeth that ……………………………………………………..

6. My husband asked, "What should I wear for the party?"

   My husband asked her ……………………………………………………………….

7. My boss said, "You haven't been working hard enough."

   My boss said that …………………………………………………………….

8. Malcolm said, "You must take your shoes off. "

   Malcolm ordered him ……………………………………………………………

9. I said, "Could you please pass me the salt?"

   I asked him …………………………………………………………………………….

10. Dad explained, "I will be leaving this house next week."

✅ Formative Assessment

1. Using concrete example, how fact differ from opinion

2. Change to reported speech**.**

a. . He said, "I am in love with your sister."

He said that

_____ .

b. The reporter asked, "Where is the president staying?"

The reporter wanted to know

_____ .

c. George said, "I can't do it now, but I'll try later."

George said that

_____ .

d. My friend said, "Don't go there after dark."

My friend warned me _____

3. Use the simple or progressive form of the verb in the brackets.

   a. She always …………………a lot of clothes. (buy)

   b. He …………………………… the picture when we saw him. (look)

   c. Somebody …………………. two windows last night. (break)

   d. While the teacher…………………………, the baby cried. (teach)

   e. Now, we …………………………English Exam. (do)

4. Choose the correct answer from the alternatives given.

   a. She has ………………..... friends than me.(many ii. more iii. much)

   b. ……. of them has come back. (i. Some ii. None)

c. Rudasingwa doesn't have ……….. friends at school. (i. many ii. more iii. Much)

d. There are ……… schools here than in my village. (i. many ii. more iii. Much)

e. There aren't ………….. difficult question in this exercise! (i. many ii. much iii. Very)

5. What is the difference between inquiry letter and complaint letter.

6. Which of the following is not among the strategies of writing a good email

a. Don't use caution when addressing clients by name.

b. Choose the right subject line.

c. Use an email opening line.

d. Get to the point quickly.

⭐ Points to Remember

- **A fact generally** refers to something that is true and can be verified as such.

- **Comparative** is the name for the grammar used when comparing two things. The two basic ways to compare are using **as… as** or **than**. While the **superlative** refers to one thing, only and how it is the best, worst, etc.

- **Reported speech** is how we represent the speech of other people or what we ourselves say. There are two main types of reported speech: direct speech and indirect speech

- **A report** is a formal document that is structured and presented in an organized manner, with the aim of conveying information, analyzing data, and providing recommendations

- **A business letter** is a professional, formal letter that is sent by one company to another. These letters can be used for professional correspondence between business clients, employees, stakeholders as well as individual

Self-Reflection

1. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify expressions used in reporting facts					
Demonstrate clearly some expression that are used in reporting facts					
Use adequate expressions to report facts					
Identify different tenses to explain facts					
Report facts using various tenses					
Use Cleanness in handwritten text such as report					
Describe the main types of correspondence text					
Report facts by using the right					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
type of correspondence					
Demonstrate effectively the main categories of correspondence text					
Describe the structure of a small-scale report on trade-related issues					
Report trade related issues by using the right structure of a small-scale report					
Demonstrate courtesy while reporting facts					
State the appropriate way to report facts by using reported speech					
Demonstrate humble in writing correspondence text such as Business letter and email					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Report facts by using report speech					

2. Fill in the table above and share results with the trainer for further guidance.

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

UNIT 2: APPLY A RANGE OF LISTENING STRATEGIES AND ACTIVITIES TO UNDERSTAND PREDICTABLE MESSAGES

Unit Summary

This learning unit provides you with the knowledge, skills and attitudes required to apply a range of listening strategies and activities to understand predictable messages required to use intermediate English at the workplace. It covers the introduction to listening strategies, identification of effective listening skills, use non-verbal clues to detect messages implied by the speaker.

Self-Assessment: learning unit 2

1. Referring to the learning unit illustrations above discuss the following:

   a. What does the illustration show?

   b. What activities are performed in the illustrations above?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this learning unit.

   a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

   b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?

   c. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

   d. At the end of this unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Define listening and hearing					
Provide the different between listening and hearing					
Be attentive and Curious					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Describe different types of listening strategies					
Listen by using the right types of listening strategies					
Demonstrate effectively types of listening strategies					
Use non-verbal clues to detect messages implied by the speaker					
Take notes while Listening					
Demonstrate clearly how you detect messages by using non-verbal clues					

Key Competencies:

Knowledge	Skills	Attitudes
1. Define listening and hearing	1. Provide the different between listening and hearing	1. Be attentive and Curious
2. Describe different types of listening strategies	2. Listen by using the right types of listening strategies	2. Demonstrate effectively types of listening strategies
3. Use non-verbal clues to detect messages implied by the speaker	3. Take notes while Listening	3. Demonstrate clearly how you detect messages by using non-verbal clues

Discovery activity:

Task 14:

Follow the instructions, then answer the questions:

a. In 30 seconds, tell your partner about yourself. The other partner must listen as carefully as possible and then repeat back what they heard. Then, partners switch. How accurate was your partner? How accurate were you in what your understood? Was listening hard?

b. What does it mean to listen?

c. What is the difference between listening and hearing?

Topic 2.1: Introduction to listening strategies

Activity 1: Problem Solving

Task 15:

1. The trainer is going to read a story. Listen carefully and take notes.

2. Work in pairs and answer the following questions.

   a. What are the characters of the story?

   b. Which message did you get from the story?

   c. Who is a good listener? Why?

   d. Who is a bad listener in this story? Why?

3. In groups of three, practice and act out the story.

4. What is the difference between listening and hearing? Has your mind changed at all since hearing the story?

Key Facts 2.1a: Introduction to listening strategies

- **Definition of listening**

  Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis.

  Listening comprehension is the basis for your speaking, writing and reading skills. To train your listening skills, it is important to listen actively, which means to actively pay attention to what you are listening to. Make it a habit to listen to audio books, podcasts, news, songs, etc. and to watch videos and films in the foreign language

  Listening is not just hearing what the other party in the conversation has to say. "Listening means taking a vigorous, human interest in what is being told us," said poet **Alice Duer Miller**. "You can listen like a blank wall or like a splendid auditorium where every sound comes back fuller and richer."

- ✓ **Different Types of listening**
  - Listening for Gist

- Listening for Details
- Comprehensive Listening
- Selective listening
- Biased listening
- Discriminative listening
- Active listening
- Reflective response
- Summarizing

- **Listening for Gist**

  Gist is defined as the most important pieces of information about something, or general information without details.

  In the context of language learning and teaching, Gist is defined as the general meaning or purpose of a text, either written or spoken.

  Listening for Gist is when the learner tries to understand what is happening even if he or she can't understand every phrase or sentence. Examples of Gist Questions

  - What's the subject of the passage?
  - What problem are they discussing?
  - What does the speaker think about the topic?
  - What's the topic of the passage?
  - What's the main idea of the passage?
  - What's the purpose of the passage?
  - What is the main point of the passage?

- **Listening for Details**

  Listening for detail refers to the type of listening we do in which we can't afford to ignore anything because we don't know exactly what information of the listening passage will be necessary to complete the task.

  This term is sometimes confused with listening for specific information which is applied to occasions in which we don't have to understand everything that is being said, but only a very specific part.

- **Comprehensive Listening:** Comprehensive Listening refers to the process of listening to someone at the same time as understanding what is being said, and this allows the listener to be able to spend less time making sense of what was said.
- **Active listening:** Active listening is a term often used to describe a general approach to listening that helps you gain more information, improve your understanding of other points of view, and work cooperatively with superiors, Subordinates, and peers

  An active listener:
  - Looks and sounds interested in the speaker
  - Adopts the speaker's point of view.
  - Clarifies the speaker's thoughts and feelings
- **Reflective response:** Reflection, or reflective response technique, borrowed from certain types of counseling techniques, is designed to elicit as full a sense as possible of the speaker's thoughts and especially feelings.

  It is a way of helping someone explore her own personal meanings.
  This technique involves reflecting back to the speaker what you believe she has said in order to verify (or clarify) your understanding and to encourage the speaker to continue elaborating on her point of view.
- **Selective listening:** Selective listening is a negative method of listening. This type of listening frequently leads to interpersonal conflicts or misunderstandings. Selective listening entails filtering the speaker's message and selecting a portion that affects or interests you the most from what he or she says.
- **Biased listening:** Biased listening is also known as selective listening. Someone who uses biased listening will only listen for information that they specifically want to hear. This listening process can lead to a distortion of facts. That is because the person listening is not fully in tune with what the speaker wishes to communicate.

- **Summarizing:** This strategy means making a condensed, shorter version of the original passage.

  Another easy way to summarize is to place pictures which depict a series of events in the order in which they occur in the story.

  This is a very useful exercise, especially for beginners, because it links the verbal with the visual.

  As students advance in their knowledge of the language, their summaries can be made in the target language, thus allowing more writing practice.

- **Discriminative listening:** Discriminative listening is when the listener interprets and assigns meaning to sound rather than to words. In discriminative listening, the listener interprets the differences and nuances of sounds and body language. The listener is sensitive to attributes including rate, volume, pitch, and emphasis in speaking.

Activity 2: Guided Practice

Task 16:

These phrases describe either good listeners or bad listeners. In your small groups, sort them out into the correct categories. Add any more you can think of. Some examples have been completed for you.

a. Stares out of the window when a client is talking

b. Looks at the client and concentrates on what he or she is saying

c. Stands up or walks away while a relative of a client is talking

d. Stays in one place and gives the relative of a client his or her full attention

e. Looks bored and yawns

f. Looks at her watch to check the time

g. Nods and smiles

h. Interrupts or is in a rush

i. Does not notice if the client is angry, upset or frightened

j. Mirrors the body language of the client

k. Listens for the tone of voice

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

Topic 2.2: Identification of effective listening skills

🔍 Activity 1: Problem Solving

📋 Task 17:

Owing to the task 10 above, a trainee must outline some listening strategies that may be helped in order for being a good listener. Enumerate what is forbidden while listening to the speaker.

Key Facts 2a: Identification of effective listening skills

- **Applying listening strategies**
  - ✓ **Identifying the listening purpose**

    There is no doubt that effective listening is an extremely important life skill.

    Why is listening so important?

    Listening serves a number of purposes, and the purpose of listening will

    depend on the situation and the nature of communication:

- To specifically focus on the messages being communicated, avoiding distractions and preconceptions.
- To gain a full and accurate understanding into the speaker's point of view and ideas.
- To critically assess what is being said. (See our page on Critical Thinking for more).
- To observe the non-verbal signals accompanying what is being said to enhance understanding.
- To show interest, concern and concentration.
- To encourage the speaker to communicate fully, openly and honestly.
- To develop a selflessness approach, putting the speaker first.
- To arrive at a shared and agreed understanding and acceptance of both sides' views.

✓ **Listening strategies while listening to audio messages**
Here are 10 tips to help you develop effective listening skills.

- Maintain eye contact with the speaker
- Visualize what the speaker is saying
- Limit judgments
- Don't interrupt
- Wait for a pause to ask questions
- Ask clarifying questions
- Empathize with the speaker
- Pay attention to nonverbal cues
- Give your full and undivided attention
- Practice listening

Activity 2: Guided Practice

📋**Task:18**

1. As a trainee of level four, take a time of listening to the British broadcasting corporation news in English language and interpret all you have recorded to the whole class.

⚙️ **Activity 3: Application**

📋**Task 19:**

2. Which of the following is not among listening strategies that help you develop effective listening skills?
   a. Maintain eye contact with the speaker
   b. Visualize what the speaker is saying
   c. Don't give your full and undivided attention
   d. Wait for a pause to ask questions

3. Identify at list any eight purposes of listening strategies.

4. As a trainee of level four, take a time of listening to the voice of America news in English language and interpret all you have recorded to the whole class.

Topic 2.3: Use non-verbal clues to detect messages implied by the speaker

Activity 1: Problem Solving

Task 20:

One day kamana went to the market to buy school materials to his children as the school was about to start. In his way, he met a person who did not talk any more. That person wanted to get at market too. However, he didn't recognize the way he would pass in. he greeted him but nothing to say as he was unspoken person**.**

Questions to answer.

1. What happened between KAMANA and that person he met him?
2. How did kamana do in order to get the message of his way mate?
3. What do you think if he were you in that situation, explain the possible way you would use in order to guide that person in his direction?

Key Facts 2.3a: Use non-verbal clues to detect messages implied by the speaker

- **Understanding non-verbal clues**

  Your nonverbal communication cues—the way you listen, look, move, and react—tell the person you are communicating with whether or not you care, if you are being truthful, and how well you are listening. When your nonverbal signals match up with the words you are saying, they increase trust, clarity, and rapport. When they don't, they can generate tension, mistrust, and confusion.

  ✓ Voice cues

  ✓ Intonation

  ✓ Voice tone

  ✓ Nonverbal communication can play five roles

- **Repetition:** It repeats and often strengthens the message you are making verbally.

- **Contradiction:** It can contradict the message you are trying to convey, thus indicating to your listener that you may not be telling the truth.

- **Substitution:** It can substitute for a verbal message. For example, your facial expression often conveys a far more vivid message than words ever can.

- **Complementing:** It may add to or complement your verbal message.

- **Accenting:** It may accent or underline a verbal message.

✓ **Voice cues**

Vocal cues are sometimes confused with verbal communication, but vocal cues are considered nonverbal because they aren't actual words. Vocal cues are limited to sounds, expressions, tone and style of the voice without the use of words.

✓ **Intonation**

Intonation is just as important as the words themselves when it comes to conveying "feeling."

Intonation changes, just like facial expressions, don't vary too much from culture to culture.
Disgust is easy to read on someone's face, whether they are French or Spanish.

Similarly, intonations associated with happiness and sadness are generally easy to pick up on no matter where you are from. In addition to intonation, body language also includes physical gestures

✓ **Voice tone**

Tone of voice is the non-verbal aspect of speaking.

Tone is the intonation or sometimes called an inflection, it is the rise and fall of the sound.

It may also be a vowel in the syllable of the word sustained and or a consonant which is over pronounced.
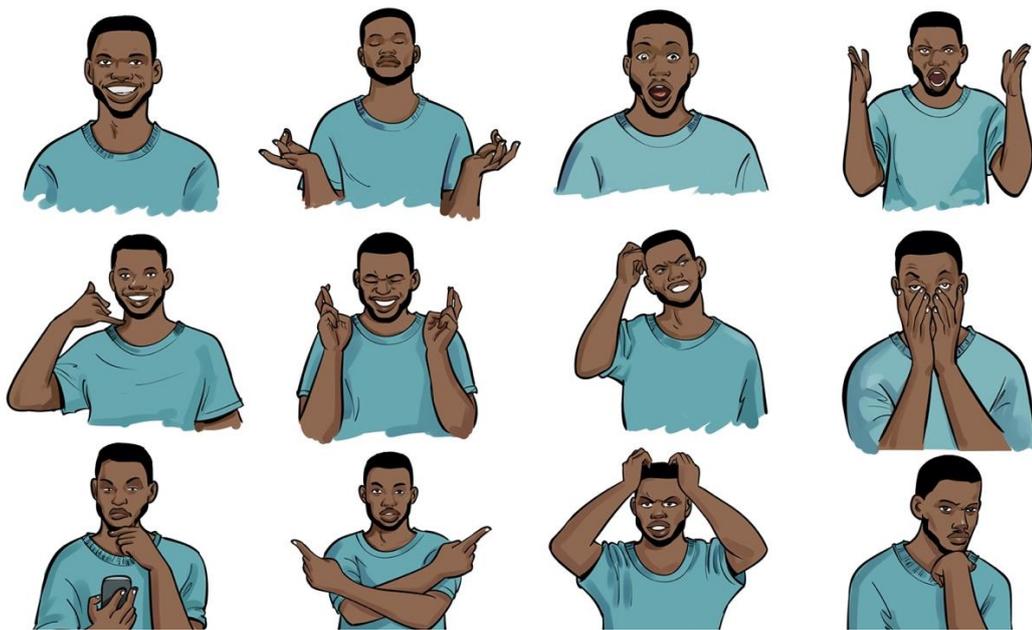
✓ **Body movement**

Body Movement is the voluntary or involuntary movement of parts of the body such as hands, feet, legs, and shoulders, which may either reinforce or contradicts what is communicated verbally.

Body language refers to the nonverbal signals that you use to communicate your feelings and intentions.

It includes your posture, your facial expressions, and your hand gestures.

A smile can indicate approval or happiness. A frown can signal disapproval or unhappiness.

In some cases, our facial expressions may reveal our true feelings about a particular situation.

While you say that you are feeling fine, the look on your face may tell people otherwise.

Happiness, Sadness, Anger, Surprise, Disgust, Fear, Confusion, Excitement, Desire, Contempt

The expression on a person's face can even help determine if we trust or believe what the individual is saying.

One study found that the most trustworthy facial expression involved a slight raise of the eyebrows and a slight smile. This expression, the researchers suggested, conveys both friendliness and confidence.

Facial expressions are also among the most universal forms of body language.

✓ **Gestures**

A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of speech or together and in parallel with spoken words.

Gestures include movement of the hands, face, or other parts of the body. Gestures differ from physical non-verbal communication that does not communicate specific messages, such as purely expressive displays, proxemics, or displays of joint attention.

Activity 2: Guided Practice

Task 21:

1. **After getting all the meaning of this session:**

   Explain any five useful of nonverbal communication

   Differentiate voice cues to intonation as used in spoken language especially in English.

   What do you mind when you listen the term "body movement"

2. **To improve listening skills, you can try the following task:**

Podcast Challenge: Listen to a podcast on a topic that interests you but is outside of your usual comfort zone. As you listen, focus on key points, main ideas, and any new vocabulary or concepts you encounter. Try to summarize the main points of the podcast after listening to it. Remember to actively listen by paying attention to tone, intonation, and emphasis to fully grasp the message being conveyed. This task will not only help improve your listening skills but also expose you to new ideas and perspectives.

Activity 3: Application

Task 22:

1. **Define the following term as used in English:**

   a. Contradiction
   b. Tone
   c. Gestures

2. **Answer true /false to the following alternatives**

   a. Body Movement is the voluntary or involuntary movement of parts of the body such as hands, feet, legs, and shoulders, which may either reinforce or contradicts what is communicated verbally.

   b. Gestures do not differ from physical non-verbal communication that does not communicate specific messages, such as purely expressive displays, proxemics, or displays of joint attention.

   c. Body language refers to the nonverbal signals that you use to communicate your feelings and intentions.

Formative Assessment

1. Define the following term:

    a. Hearing

    b. Listening

    c. Intonation

2. Which of the following are the roles of non-verbal communication:

    a. Repetition:

    b. Contradiction

    c. Substitution

    d. Complementing

    e. Accenting

    f. All above are correct

    g. None of them

3. Which of the following is not among listening strategies that help you develop effective listening skills

    a. Maintain eye contact with the speaker

    b. Visualize what the speaker is saying

    c. Don't give your full and undivided attention

    d. Wait for a pause to ask questions

1. List at least four (4) listening strategies.

2. Match the following term in column A with their meaning in column B

Terms in column A	Meaning IN Column
Tone	Is using observation and background to reach a logical conclusion.
Active listening	Is the ability to use cognates in a primary language as a tool for understanding a second language
Inference	Is defined as the most important pieces of information about something, or general information without details.
Awareness	Is a term often used to describe a general approach to listening that helps you gain more information

Gist	Is the intonation or sometimes called an inflection, it is the rise and fall of the sound.

⭐ Points to Remember

- **Listening** is the active process of receiving and responding to spoken (and sometimes unspoken) messages.
- Different Types of listening
1. **Listening for Gist**
2. **Listening for Details**
3. **Note Taking**
4. **Active listening**

Listening purpose:

1. To specifically focus on the messages being communicated, avoiding distractions and preconceptions.
2. To gain a full and accurate understanding into the speakers point of view and ideas.
3. To critically assess what is being said.
4. To observe the non-verbal signals accompanying what is being said to enhance understanding.
5. To show interest, concern and concentration.
6. To encourage the speaker to communicate fully, openly and honestly.
7. To develop a selflessness approach, putting the speaker first.
8. To arrive at a shared and agreed understanding and acceptance of both sides views.

Self-Reflection

1. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Define listening and hearing					
Provide the different between listening and hearing					
Be attentive and Curious					
Describe different types of listening strategies					
Listen by using the right types of listening strategies					
Demonstrate effectively types of listening strategies					
Use non-verbal clues to detect messages implied by the speaker					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Take notes while Listening					
Demonstrate clearly how you detect messages by using non-verbal clues					

2. Fill in the table above and share results with the trainer for further guidance.

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

UNIT 3: DISCUSS, SUPPORT, OR REFUTE IDEAS ON GENERAL AND TRADE-RELATED TOPICS

Learning unit summary

This learning unit provides you with the knowledge, skills and attitudes required to discuss, support or refute ideas on general and trade-related topics required to use intermediate English at the workplace. It covers the presenting personal ideas and opinions, building arguments to support or refute an opinion, avoid argumentation fallacies in debates and discussions.

Self-Assessment: Learning unit 3

1. Referring to the learning unit illustrations above discuss the following:

    a. What does the illustration show?

    b. What do you think this learning unit is about based on the illustrations?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this learning unit.

    a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

    b. Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?

    c. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

3. At the end of this learning unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify expressions used in providing opinion in English					
Politely use expressions in providing opinion in English					
Use right expressions for providing ideas/opinion in spoken English					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Define the term argument as used in English					
Apply argument fluently in spoken language especially in English					
Use argument clearly in discussion group with others.					
Identify the types of fallacy used in English					
Avoid types of fallacy as used in English					
Awareness recognize how to fight against types of fallacies used in English					

Key Competencies:

| Knowledge	Skills	Attitudes
1. Identify expressions used in providing opinion in English	1. Use right expressions for providing ideas/opinion in spoken English	1. Politely use expressions in providing opinion in English
2. Define the term argument as used in English	2. Use argument clearly in discussion group with others.	2. Apply argument fluently in spoken language especially in English
3. Identify the types of fallacy used in English	3. Avoid types of fallacy as used in English	3. Awareness recognize how to fight against types of fallacies used in English

Discovery activity:

Task 23:
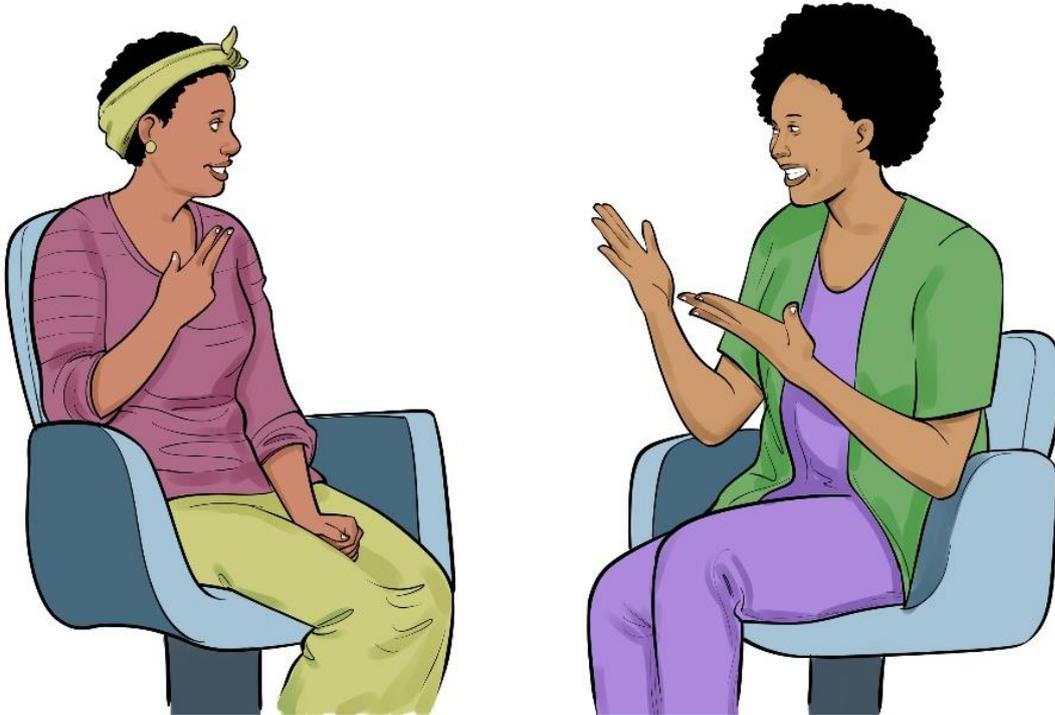
Stare carefully at the picture above and answer the following question

   a. What do you see in the picture

   b. What do think about this picture

   c. According to you, imagine what they are doing

Topic 3.1: Presenting personal ideas and opinions

Activity 1: Problem Solving

Task 24:

1. Suppose that you are invited in the school feeding committee meeting as a selected trainee.

   a. How will you present your ideas or opinion in that meeting?

   b. Identify expressions that are helpful to express/introduce your ideas?

   c. If they require you to conclude the meeting, list expressions you will use

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Key Facts 3.1a: Presenting personal ideas and opinions

- **Expressing opinion in English**
  - ✓ **What does opinion mean?**

    An opinion is a judgment, viewpoint, or statement that is not conclusive, rather than facts, which are true statements.

    Knowing how to express your opinion in English is valuable whether you are speaking or writing. In today's program, we will look at phrases you can use to share your point of view. Agreeing with an opinion

  - ✓ **How to express agreement**

    In this section, you have a series of expressions to show you how you can agree in English in many different ways. My advice is that you read through them, choose 5 or 6 that you particularly like and that you learn them by heart.

    - I couldn't agree more.
    - I have come to the same conclusion.
    - I hold the same opinion.
    - I have no objection whatsoever.
    - I see what you mean and I (must) agree with you.
    - I see it that way, too.
    - I share your opinion / view.
    - I was just going to say that.

- You are (completely / totally / absolutely) right.
- You have a point there.
- You have made a good point.
- We are of one mind (on…)
- We are of the same mind (on…)
- That is a really good point.
- Yeah, that is just it.
- Fair enough.
- Yes, of course.
- No doubt about it.

✓ **How to express partial agreement**

Sometimes, when discussing something in speaking or writing form, we may agree with some aspects of what is being discussed, but not necessarily 100%. In those cases, we can use some expressions to say that we agree, but not completely, that is, we partially agree. Let's take a look at a few examples:

- I agree with you up to a point.
- I see what you mean, but…
- That idea is OK, but…
- I understand that, but…

Useful expressions to express your opinion	Useful words to express your agreement
• In my opinion, ...	• I agree with you / him ...
• In my eyes, ...	• I share your view.
• To my mind, ...	• I think so.
• As far as I am concerned, ...	• I really think so.
• Speaking personally, ...	(The author / the narrator / the protagonist / etc.) is right
• From my point of view, ...	• He is quite right / absolutely right
• As for me / As to me, ...	• He may be right.
• My view / opinion / belief / impression / conviction is that ...	I have no objection I approve of it.
• I guess that ...	• I have come to the same conclusion
• I bet that....	• I hold the same opinion.

• I gather that ... It goes without saying that ...	• We are of one mind / of the same minds on that question. • I am at one with him on that point. • It is true. • That is right. • That is just it! • enough! • Quite so! • Just so! Yes of course

Activity 2: Guided Practice

Task 25:

1. After discussing the expressions that helped us to express our ideas in English. Use the following expressions to construct your own meaningful sentences:

    a. I agree with you up to a point.

    b. In my opinion, ...

    c. Speaking personally, ...

    d. From my point of view, ...

    e. I agree with you / him ...

    f. I share your view.

Key Facts 3.1b: Expression for disagreeing to an opinion

- **How to express disagreement**
  - ✓ Show that you understand the other person's opinion

  - ✓ Apologize before introducing your disagreement

  - ✓ Pretend to be in the middle or unsure about your position

    Acknowledge the other person's opinion, clearly state your disagreement, provide evidence or reasons, be respectful, and end the conversation on a positive note

    Use phrases such as "I don't think so", "No way", "I'm afraid I disagree", "I totally disagree", "I beg to differ", "I'd say the exact opposite", "I can't share this/that/the view", "To be honest", "On the contrary".

USEFUL WORDS TO EXPRESS YOUR DISAGREEMENT	I take a different view.
I don't agree.	I don't share his/her/your view.
I disagree.	This argument does not hold water.
I don't think so.	Not at all!
You are / he is wrong.	Nonsense!
I think otherwise.	Rubbish!
I don't think that is quite right.	He's off his head!
I don't agree with you/him.	I don't agree with what you say.
	I am afraid that is not quite true.

- **How to express opinions in English**

  I believe it is important to be able to reason why you are agreeing or disagreeing with someone. Therefore, being able to **express your opinion** properly is just as essential. So, here's a list of expressions that will help you **agree and disagree properly in English**, and I have divided them into three different categories depending on how these expressions are constructed

- I would say that…	- I gather that
- I have the feeling that…	- I am under the impression…
- I have no doubt that…	- I am of the opinion that…
- I hold the opinion / view that…	- I am sure / certain that…
- I take the view that…	- It goes without saying that…
- I guess that…	- It seems to me that…
- I bet that…	- It is my impression that…

PERSONAL POINT OF VIEW

We use these words and phrases to express a personal point of view:

In my experience…	Personally, I think…
As far as I'm concerned…	I'd say that…
Speaking for myself…	I'd suggest that…
In my opinion…	I'd like to point out that…
What I mean is…	I believe that…

GENERAL POINT OF VIEW

We use these words and phrases to express a point of view that is generally thought by people:

It is thought that…

Some people say that…

It is considered…

It is generally accepted that…

AGREEING WITH AN OPINION	DISAGREEING WITH AN OPINION
We use these words and phrases to agree with someone else's point of view:	We use these words and phrases to disagree with someone else's point of view:
Of course.	That is different.
You are absolutely right.	I don't agree with you.
Yes, I agree.	However, …
I think so too.	That is not entirely true.
That is a good point.	On the contrary…
Exactly.	I'm sorry to disagree with you, but…
I don't think so either.	Yes, but don't you think…
So do I.	That is not the same thing at all.
I'd go along with that.	I'm afraid I have to disagree.
That is true.	I'm not so sure about that.
Neither do I.	I must take issue with you on that.
I agree with you entirely.	It is unjustifiable to say that...
That is just what I was thinking.	
I couldn't agree more.	

Activity 3: Application

Task 26:

Choose the correct answer.

1. **Which of the following expression is not express opinion is English**

   a. I have the feeling that…

   b. I am under the impression…

   c. You are / he is wrong.

   d. I am sure / certain that…

2. **All of these expressions are used to express person point of view except:**

   a. I guess that…

   b. In my experience…

   c. Speaking for myself…

   d. Personally, I think…

3. **All of these expressions are used to express partial agreement except:**

   a. I agree with you up to a point.

   b. Yes, of course.

   c. I see what you mean, but…

   d. I understand that, but…

Topic 3.2: Building arguments to support or refute an opinion

Activity 1: Problem Solving

Task 27:

Read the paragraph below and answer the question that follow.

The trainees of level four x trades are seven boys and five girl, means that they are twelve all together. Their trainer gave them a topic to discuss in debate. The proposers group are six trainees and the remains ones are opposers. In their respective groups, each one search his/her argument related to the topic they had. After discussion of each group with their members, they sat in contrast position and began to debate. The proposers provided their relevant arguments to the topic and the opposers also**.**

1. Why did the trainer of x trade provide his/her trainees the topic to discuss in debate?
2. What is the useful of making debate in school especially in English lesson?
3. What is the meaning the word argument used in the paragraph?
4. According to you, how many types of argument do you know?
5. Propose the possible ways that one may use in order to avoid fallacy in his/her argumentation.

Key Facts 3.2: Building arguments to support or refute an opinion

- **Building arguments**
  - ✓ **What is an argument?**

    An argument is a series of sentences, statements, or propositions some of which are called premises and one is the conclusion. The purpose of an argument is to give reasons for one's conclusion via justification, explanation, and/or persuasion.

  - ✓ **Elements of argument:** How would you like to be able to win any argument? Today we are going to learn about the parts of an argument necessary to win

---

one! The **purpose of an argument**, whether it is in a paper or a speech, is to convince or persuade. The main parts of an argument are:

- Claims
- Counterclaims
- Reasons
- Evidence

  o **Claims** are statements about what is true or good or about what should be done or believed. Claims are potentially arguable. "A liberal arts education prepares students best" is a claim, while "I didn't like the book" is not. The rest of the world can't really dispute whether I liked the book or not, but they can argue about the benefits of liberal arts. "I thought the movie was cool" is not an arguable statement, but "the movie was Paul Newman's best" is, for people can disagree and offer support for their different opinions.

  o **Reasons** are statements of support for claims, making those claims something more than mere assertions. Reasons are statements in an argument that pass two tests:

  Reasons are answers to the hypothetical challenge to your claim:

  o "Why do you say that?"

  o "What reason can you give me to believe that?" If a claim about liberal arts education is so challenged, a response with a reason could be: "It teaches students to think independently." If reasons do not make sense in the hypothetical challenge or the 'because' tests, there is probably something wrong with the logic of the argument. Passing those tests, however, does not insure that arguments are sound and compelling.

✓ **Evidence** serves as support for the reasons offered and helps compel audiences to accept claims. Evidence comes in different sorts, and it tends to vary from one academic field or subject of argument to another. Scientific arguments about global warming require different kinds of evidence than mealtime arguments about Paul Newman's movies

- ✓ **A counterclaim** is a statement that negates the main points in your argument. Don't avoid arguments that oppose your own. Instead, become familiar with the opposing perspective. If you respond to counterclaims, you appear unbiased (and, therefore, you earn the respect of your readers). You may even want to include several counterclaims to show that you have thoroughly researched the topic.

- **Dealing with argumentation fallacies**
  - ✓ **What is a fallacy?**

    A fallacy is the use of invalid or otherwise faulty reasoning, or "wrong moves" in the construction of an argument. A fallacious argument may be deceptive by appearing to be better than it really is. Some fallacies are committed intentionally to manipulate or persuade by deception, while others are committed unintentionally due to carelessness or ignorance. The soundness of legal arguments depends on the context in which the arguments are made.

  - ✓ **Types of Fallacy**

    - ➕ **Formal Fallacies**

      - o **Propositional fallacies**

        A propositional fallacy is an error in logic that concerns compound propositions.

        For a compound proposition to be true, the truth-values of its constituent parts must satisfy the relevant logical connectives that occur in it (most commonly: <and>, <or>, <not>, <only if>, <if and only if>).

        The following fallacies involve inferences whose correctness is not guaranteed by the behaviour of those logical connectives, and hence, which are not logically guaranteed to yield true conclusions.

    - ➕ **Types of propositional fallacies:**
      - o **Affirming a disjunct** – concluding that one disjunct of a logical disjunction must be false because the other disjunct is true; A or B; A, therefore not B.

- o **Affirming the consequent** – the antecedent in an indicative conditional is claimed to be true because the consequent is true; if A, then B; B, therefore A.
- o **Denying the antecedent** – the consequent in an indicative conditional is claimed to be false because the antecedent is false; if A, then B; not A, therefore not B

Quantification fallacies

A quantification fallacy is an error in logic where the quantifiers of the premises are in contradiction to the quantifier of the conclusion. An example of such a fallacy is when the argument has a universal premise and a particular conclusion.

Types of Quantification fallacies:

The most important quantifiers are as such:

Universal Quantifier : All x

Existential Quantifier : Some x

Existential fallacy an argument that has a universal premise and a particular conclusion.

Example of Quantification Fallacies

All dogs hate some cats.

Informal Fallacies

Informal fallacies – arguments that are fallacious for reasons other than structural (formal) flaws and usually require examination of the argument's content

➕ **Faulty generalizations**

Faulty generalizations – reach a conclusion from weak premises. Unlike fallacies of relevance, in fallacies of defective induction, the premises are related to the conclusions yet only weakly buttress the conclusions. A faulty generalization is thus produced.

➕ **Red herring fallacies**

A red herring fallacy, one of the main subtypes of fallacies of relevance, is an error in logic where a proposition is, or is intended to be, misleading in order to make irrelevant or false inferences. In the general case any logical inference based on fake arguments, intended to replace the lack of real arguments or to replace implicitly the subject of the discussion.

- ○ **Red herring** argument given in response to another argument, which is irrelevant and draws attention away from the subject of argument. See also irrelevant conclusion.
- ○ **Ad hominem** attacking the arguer instead of the argument.
- ○ **Poisoning the well** a subtype of ad hominem presenting adverse information about a target person with the intention of discrediting everything that the target person says.
- ○ **Abusive fallacy** verbally abusing the opponent rather than arguing about the originally proposed argument.
- ○ **Appeal to motive** dismissing an idea by questioning the motives of its proposer.

➕ **Conditional Fallacies**

A conditional fallacy may or may not be a logical fallacy, conditional on whether or not one of its premises is accepted. Conditional fallacies are almost always informal fallacies. However, if comparing multiple systems of logic (which would imply different valid and invalid logical structures and thus different formal fallacies) then it may be possible for a formal fallacy to be conditional.

o **Form of informal conditional fallacy**

An informal conditional fallacy follows the form:

P1: X is Y.   P2: Being Y causes something to be true / to be false / etc.   C: X is true / false / etc.

Example Non-**fallacious.** This is not always fallacious. For example, a good (rational) conditional argument:

P1: Global warming is agreed to exist by over 95% of climatologists, making it the scientific consensus.

- **Types of Arguments**

There are three basic types of arguments in writing that you will encounter while persuading others or presenting your point of view. Let us discuss each type in detail.

✓ **Deductive argument**

A deductive argument is a logic construct with two or more premises and a conclusion where if the premises are true then the conclusion must also be true. In philosophy, if the truth of the conclusion is fully established by the premises, then the argument is called valid. If the argument is valid and the premises are true, then the argument is called sound.

✓ **Inductive argument**

An inductive argument involves drawing general conclusions from specific observations. Unlike deductive arguments, which aim for logical certainty, inductive reasoning focuses on making conclusions probable based on evidence.

✓ **Abductive argument:**

The abductive argument is a type of reasoning that poses a premise and a hypothesis to explain it. It is also known as conjecture or as argument from the best explanation. The function of abductive arguments is to build hypotheses that allow us to give an explanation to phenomena that have occurred or are developing. This hypothesis guides the search in an investigation, since it must

be proven or discarded. An abductive argument chooses the most likely explanation for a phenomenon among several possibilities. Thus, he participates in the design of different potential solutions to the main question.

- **Other types of argument**
  - ✓ **Classical Argument:** The classical or Aristotelian argument is a form of argument developed by the Greek philosopher Aristotle. The goal is to convince the audience using strategies about a certain side of the issue. The classical argument uses ethos, pathos, and logos in the most persuasive way possible. If you are drafting an essay using the classical argument, use the following format to structure your essay.

    - 🔸 **Introduction**: Capture the audience's attention, and provide context.
    - 🔸 **Thesis Statement**: Concisely state the main argument or claim.
    - 🔸 **Background Information**: Establish context, and provide relevant details.
    - 🔸 **Main Points**: Present supporting reasons with evidence.
  - ✓ **Counter Arguments and Rebuttal**: Address opposing viewpoints, and provide counterarguments.

    Conclusion: Restate the thesis, summarize the main points.
  - ✓ **Rogerian Argument**

    A Rogerian argument is an argument type that focuses on finding a middle ground between the audience and the writer. In many situations, the audience does not fully agree with the writer's argument. This argument time is extremely convincing and helps the writer understands his own biases.

    The Rogerian argument strategy structures your document in the following way:
    - 🔸 **Introduction**: Establish the issue and the importance of respectful communication.
    - 🔸 **Understanding Opposing Views**: Demonstrate empathy and understanding of opposing perspectives.
    - 🔸 **Statement of Position**: Present your own argument objectively and respectfully.
    - 🔸 **Exploration of Shared Ground**: Identify areas of agreement or shared values.

- **Presentation of Evidence and Support**: Provide evidence that supports your position while emphasizing shared values.
- **Addressing Counterarguments**: Respectfully address and respond to counterarguments without direct refutation.
- **Conclusion**: Emphasize the importance of respectful dialogue and suggest further steps for collaboration.

✓ **Toulmin Argument**

A Toulmin argument is a structure developed by Stephen Toulmin to analyze arguments. This argument type is used when there are no clear or absolute solutions to the issues and problems. It takes into account the complexity of the situations. According to the Toulmin method, there are seven elements to analyze and present the argument:

Let's discuss them in detail.

- **Claim**: Present a clear and concise thesis statement.
- **Data**: Provide evidence, examples, or statistics that support the claim is true.
- **Warrant**: Explain the logical reasoning that connects the data to the claim.
- **Backing**: Offer additional support or evidence for the warrant.
- **Qualifier**: Acknowledge limitations or conditions under which the claim is valid.
- **Rebuttal**: Address potential counterarguments or opposing viewpoints.
- **Conclusion**: Restate the claim and summarize key points, reinforcing the argument's strength.

- **Tips to develop oral skills**
  - ✓ **Listening:** Listening is an active, voluntary, and intentional process that involves making sense of the words and sounds you hear; it requires your attention. In turn, you may develop an emotional response to what you hear.
  - ✓ **Imitation:** Imitation is a behavior whereby an individual observes and replicates another's behavior. Imitation is also a form of that leads to the "development of traditions, and ultimately our culture.
  - ✓ **Comparing**

| Sharing personal experiences |
| Practice |
| Dialogues |
| Conversation |
| Information-gap activities |
| Role Play |

Activity 2: Guided Practice

Task28:

1. **Complete the following table:**

Terms	Meaning
…	Is a series of sentences, statements, or propositions some of which are called premises and one is the conclusion.
A Toulmin argument	
…	Is an argument type that focuses on finding a middle ground between the audience and the writer.
Logos (Logic)	

2. **Which of the following is not the element of argument**

    a. Logic
    b. Credibility
    c. Passion
    d. Warrant

3. **Complete the sentence below by using the following words:**

    A fallacy, a propositional fallacy, a quantification fallacy, an appeal to motive

    1. …………………………………….. is an error in logic that concerns compound propositions

2. ……………………………………… is an error in logic where the quantifiers of the premises are in contradiction to the quantifier of the conclusion.

3. ……………………………………………. dismissing an idea by questioning the motives of its proposer

4. …………………………………………. is the use of invalid or otherwise faulty reasoning, or "wrong moves" in the construction of an argument

4.   Give the contrast of conditional fallacy to informal fallacy

Activity 3: Application

Task 29:

1. An argument is a series of sentences, statements, or propositions some of which are called premises and one is the conclusion.

   a.   False

   b.   True

2. A Rogerian argument isn't an argument type that focuses on finding a middle ground between the audience and the writer.

   a.   True

   b.   False

3. A Toulmin argument is a structure developed by Stephen Toulmin to analyze arguments

   a.   False

   b.   True

4. Which of the following is not embedded the seven element to analyze and present argument

   a.   Claim

   b.   Data

   c.   Presentation of Evidence and Support

   d.   Qualifier

Formative Assessment

1. All of these expressions are used to express partial agreement except:

    a. I agree with you up to a point.
    b. Yes, of course.
    c. I see what you mean, but…

    d. I understand that, but…

2. An argument is a series of sentences, statements, or propositions some of which are called premises and one is the conclusion.

    a. False

    b. True

3. A Rogerian argument isn't an argument type that focuses on finding a middle ground between the audience and the writer.

    a. True

    b. False

4. Which of the following is not embedded the seven element to analyze and present argument

    a. Claim

    b. Data

    c. Presentation of Evidence and Support

    d. Qualifier

5. Match the following terminologies in column A and their respective meaning in column B

Column A	Column B
A fallacy	Dismissing an idea by questioning the motives of its proposer
A quantification fallacy	Is an error in logic that concerns compound propositions
Appeal to motive	Is an error in logic where the quantifiers of the premises are in contradiction to the quantifier of the conclusion

A propositional fallacy	Is the use of invalid or otherwise faulty reasoning, or "wrong moves" in the construction of an argument

⭐ **Points to Remember**

- A fallacy is the use of invalid or otherwise faulty reasoning, or "wrong moves" in the construction of an argument.
- Types of Fallacy
  a. Formal fallacies
  b. Conditional fallacies
  c. Informal fallacies

Self-Reflection

1. Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify expressions used in providing opinion in English					
Politely use expressions in providing opinion in English					
Use right expressions for providing ideas/opinion in spoken English					
Define the term argument as used in English					
Apply argument fluently in spoken language especially in English					
Use argument clearly in discussion group with others.					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify the types of fallacy used in English					
Avoid types of fallacy as used in English					
Awareness recognize how to fight against types of fallacies used in English					

2. Fill in the table above and share results with the trainer for further guidance.

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

UNIT 4: READ MEDIUM TEXTS ON GENERAL AND TRADE-RELATED TOPICS

Unit Summary

This unit provides you with the knowledge, skills and attitudes required to read medium texts on general and trade-related topics required to use intermediate English at the workplace. It covers the explanation of different reading techniques, applying reading techniques, applying articulatory phonetics.

Self-Assessment: learning unit 4

1. Referring to the learning unit illustrations above discuss the following:

    a. What does the illustration show?

    b.   What do you think this learning unit is about based on the illustrations?

2. Fill in and complete the self-assessment table below to assess your level of knowledge, skills and attitudes under this learning unit.

    a. There is no right or wrong way to answer this assessment. It is for your own reference and self-reflection on the knowledge, skills and attitudes acquisition during the learning process.

    b.   Think about yourself: do you think you have the knowledge, skills or attitudes to do the task? How well?

    c.   Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.

3.   At the end of this learning unit, you will assess yourself again.

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify different reading techniques used in English					
Apply the right reading technique when reading any document.					
Fluently use reading techniques in English language					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify reading techniques .					
Recognize the use of techniques while reading document.					
Use techniques of reading politely					
State how to pronounce words in English					
Use clear intonation while reading a document					
Clearness use right voice in reading techniques.					

Key Competencies:

Knowledge	Skills	Attitudes
1. Identify different reading techniques used in English	1. Apply the right reading technique when reading any document.	1. Fluently use reading techniques in English language
2. Identify reading techniques	2. Recognize the use of techniques while reading document	2. Use techniques of reading politely
3. State how to pronounce words in English	3. Use clear intonation while reading a document	3. Clearness use right voice in reading techniques.

Discovery activity:

Task 33:

Read the scenario below and answer the question that follow.

One day the level trainees in Y trade were taking their notebooks and read as they have got an examination on the next day. Some of them were reading only the headlines in order to get specific information from the notes-read, others were reading for getting general information from what they had written, the next ones were reading as ones who wanted to relax. And then, there were others who were reading with full attention for better understanding what were embedded in their notebooks. After that, those ones who read well got good result.

1. What does the term reading mean to you?
2. Among those trainees, who revised well in their notebooks?
3. Which reading techniques did all trainees use in their reading?
4. Among those reading techniques are better for trainees who need to pass exam

Topic 4.1: Explanation of different reading techniques

Activity 1: Problem Solving

Task 34:

Figure 1: Types of reading

1. Stare the picture above and guess what we are going to talk about.

2. What do you see at the picture above?

3. What is the difference between intensive reading and extensive reading?

Key Facts 4.1a: Explanation of different reading techniques

- **Reading Techniques & Strategies**

  ✓ **Skimming**

  Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with scanning, which is reading in order to find specific information, e.g. figures or names. **Example**

  A learner taking a reading exam decides to approach text by looking at the title, introductions, and any diagrams and sub-headings, then skim reading to get a clear general idea of what the text is about.

  Skimming is a specific reading skill, which is common in reading newspapers, messages and e-mails. It is important that learners understand that there is no need to read every word when skimming, so often teachers set this as a timed task to encourage speed.

  ✓ **Scanning**

  Scanning is reading a text quickly in order to find specific information, e.g. figures or names.

  It can be contrasted with skimming, which is reading quickly to get a general idea of meaning.

  As the above example shows, scanning is a specific reading skill, which is often used in combination with others such as skimming and intensive reading.

  Learners need to learn different ways and understand that choosing how to read is an important step in building reading skills.

  ✓ **Skimming & Scanning**

  Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact.

Use skimming in previewing (reading before you read), reviewing (reading after you read), determining the main idea from a long selection you don't wish to read, or when trying to find source material for a research paper.

Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

In general, follow these steps:

- Read the table of contents or chapter overview to learn the main divisions of ideas.

- Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.

- Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.

- Stop and quickly read the sentences containing keywords indicated in boldface or italics.

- When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.

- Read chapter summaries when provided.

  If you cannot complete all the steps above, compromise: read only the chapter overviews and summaries, for example, or the summaries and all the boldfaced keywords. When you skim, you take a calculated risk that you may miss something.

For instance, the main ideas of paragraphs are not always found in the first or last sentences (although in many textbooks they are). Ideas you miss you may pick up in a chapter overview or summary.

Good skimmers do not skim everything at the same rate or give equal attention to everything.

While skimming is always faster than your normal reading speed, you should slow down in the following situations:

o   When you skim introductory and concluding paragraphs

o   When you skim topic sentences

o   When you find an unfamiliar word

o   When the material is very complicated

- **Scanning for research and study**

    o   Scanning, too, uses keywords and organizational cues.

    o   But while the goal of skimming is a bird's-eye view of the material, the goal of scanning is to locate and swoop down on particular facts.

    o   Facts may be buried within long text passages that have relatively little else to do with your topic or claim.

    o   Skim this material first to decide if it is likely to contain the facts you need.

    o   Don't forget to scan tables of contents, summaries, indexes, headings, and typographical cues.

    o   To make sense of lists and tables, skim them first to understand how they are organized: alphabetical, chronological, or most-to-least, for example.

- **Scanning to answer questions:** If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

    o   Read each question completely before starting to scan. Choose your keywords from the question itself.

- Look for answers to only one question at a time. Scan separately for each question.
- When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- Re-read the question to determine if the answer you found answers this question.
- Scanning is a technique that requires concentration and can be surprisingly tiring.
- You may have to practice at not allowing your attention to wander.
- Choose a time and place that you know works for you and dive in.

✓ **Intensive reading**: The meaning of intensive reading is to read with full concentration and complete focus. It is not about reading book after book or 10 articles a day. Even if you are reading a single-line quote, you should try to understand what the words are trying to convey.

Intensive reading is one of the most critical skills you can develop to get a better understanding of information. When you have to read a report for work, for instance, you can't just skim it and call it a day. You have to get a deeper understanding of what's written, assess the purpose and evaluate the results to make sense of it. Reading intensively will help you tackle complex texts. You'll be able to strengthen your reading comprehension, vocabulary and language skills.

✓ **Extensive reading** (ER)

Extensive Reading (ER) is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Another way to say this is **students learn to read by actually reading** rather than examining texts by studying the vocabulary, grammar and phrases. It is instructive to compare intensive reading (IR) with extensive reading.

✓ **Deep reading:** Deep reading is the active process of thoughtful and deliberate reading carried out to enhance one's comprehension and enjoyment of a text. Contrast with skimming and superficial reading. It is also called slow reading. In this type of reading, we don't just read the word, we dream our lives in their vicinity.

- ✓ **Critical reading:** Critical reading is active reading that involves an in-depth examination of the text. The reader must question, compare, and evaluate. Critical reading is used to determine the value of reading material **for your own purpose,** to detect logic that is faulty on the part of the author, to separate facts from opinion, and to determine whether to accept the information being presented or reject it.

  - ✚ **Questions to consider:** When reading actively, you must critically ask yourself the following questions: Is the author qualified to write about the subject, is any important information missing, is the language emotional, and is the information being presented mostly fact or opinion?

  - ✚ **Goals of Critical Reading**

    Textbooks on critical reading commonly ask students to accomplish certain goals:
    - o To recognize an author's purpose
    - o To understand tone and persuasive elements
    - o To recognize bias

  - ✚ **Reading For Details**

    Reading for details means reading to connect details in the text to the main ideas you have already identified. The notetaking technique you choose to use should help you remember details.

    In some rare situations it is enough to know the general idea of what you have read. In most situations, though, you'll need to know more. You'll need to know the facts, names, or figures that support or explain the generalization you have read or stated.

    When you read, you look for the details after you have already identified the main ideas because you then have a context for them, something you can relate to them so they have meaning.

Activity 2: Guided Practice

Task 35:

1. Complete the paragraph with the appropriate expressions among the following**:**

    (critical reading; skimming; deep reading; scanning)

    We read and understand the text for comprehension using **……….(a)……**………… When we want to locate a piece of information without reading all the text, we use **……(b)….** technique. We advise all trainees to use **….(c)…** when they have to analyze, evaluate and interpret the text.

2. Deep reading is the active process of thoughtful and deliberate reading carried out to enhance one's comprehension and enjoyment of a text.

    a. True

    b. False

3. Reading for details means reading to connect details in the text to the main ideas you have already identified.

    a. True

    b. False

Activity 3: Application

Task 36:

1. What is the difference between intensive reading and extensive reading?

2. Identify the best reading techniques you may apply when reading any text?

3. In brief, talk about five type of reading technique

4. Apply any three goals of critical reading**.**

Topic 4.2: Applying reading techniques

Activity 1: Problem Solving

Task 37:

Read the passage and apply an appropriate reading technique

Key Facts 4.2.a: Applying reading techniques

- **Reading practice:**

Select and apply appropriate reading technique to answer the question about each text.

Text 1: Internet

Author: Jagdish Joshi

Glossary

Surfing= going from one site to another

Accessible=easy to approach

unabridged= of full length,

whole renowned= well known

flooding = in plenty

virtually= illusionary, which is not real **judicially**= proper **precaution**= safety measures

deceit= the quality of being false **devastated**= shocked **temptation**= attraction, seduction

victimization = to make a victim of **vigil** = wakefulness, alertness **encyclopaedia** = a book containing articles on various topics

Pornography = obscene writings, drawing, photographs, videos, etc. **addict** = a person who is addicted to an activity, or a substance. Verbs and idioms **to trace** = to follow **to gain** = to obtain, to have to **discriminate** = to make a distinction **to disguise** = to change the appearance **to robe one of** = to take something from someone forcefully **to manipulate** = to manage or influence skilfully **to creep** = to move slowly with the body close to the ground like a reptile.

Key fact 4.2.b: introduction to phonetics.

Learning about phonetics is crucial for understanding English sounds. Phonetics is the branch of linguistics that deals with the sounds of speech, their production, and acoustic properties. In English, there are 44 distinct sounds that are divided into consonant and vowel sounds.

Consonant sounds are produced by obstructing or restricting the airflow in some way, and they are classified based on where and how they are articulated in the mouth. Vowel sounds, on the other hand, are produced with minimal obstruction of the airstream and are classified based on tongue height, tongue advancement, and lip rounding.

To improve your English pronunciation and listening skills, it is essential to study and practice these sounds. You can start by familiarizing yourself with the International Phonetic Alphabet (IPA), a system of phonetic notation that represents each sound in language. By learning the IPA symbols for English sounds, you can accurately transcribe and understand the pronunciation of words. Practicing phonetic drills, listening to native speakers, and using resources like online pronunciation guides can help you master English sounds and improve your overall fluency. Remember, consistent practice and attention to detail are key to developing clear and accurate pronunciation in English.

Pronunciation of final "-ed" (regular verbs):

a. After an unvoiced consonant sound (sh/ s / ch / p / k / f) we pronounce /t/: wash (/sh/) - washed (/t/); kiss (/s/) - kissed (/t/); work (/k/) - worked (/t/); hope (/p/) - hoped (/t/); laugh (/f/) - laughed (/t/)

b. After a vowel and voiced consonant sounds we pronounce /d/: phone (/n/) - phoned (/d/); judge (/dg/) - judged (/d/); turn (/n/) - turned (/d/); play (/ei/) - played (/d/); follow (/ou/) - followed (/d/)

c. After /t/ and /d/ sounds we pronounce /-id/: visit (/t/) - visited (/id/); start (/t/) - started (/id/); need (/d/) - needed (/id/

Activity 2: Guided Practice

Task :38

1. **Use the word below and construct your own meaningful seven sentences**

   a. Surfing

   b. Flooding

   c. Temptation

   d. Victimization

   e. Pornography

   f. Addict

   g. Disguise

2. **Write a short five-sentence paragraph on each of the following:**

   a. Precautions to be taken while using social networking sites.

   b. The usefulness of Internet for students.

   Remember the format: topic sentence, 3 or 4 supporting details and a concluding sentence

Activity 3: Application

Task 39:

Read the following text and then answer questions that follow.

Does smoking really help a person think more clearly? From recent scientific studies, the answer is a clear 'No'.

In one of these studies, psychologist George Spilich used three test groups of people. The first group consisted of "nicotine-free" people that is non-smokers. The second group consisted of "nicotine-saturated" people, that is, smokers who were actively smoking at the time of the tests.

The third group consisted of "nicotine-deprived" people, that is, smokers who were not allowed to smoke for a period before and during the tests, and were perhaps suffering from nicotine withdrawal symptoms.

The tests were all based on the subjects' response to stimuli flashed on computer screens. In the first one, the subjects had to pick out a target letter among an array of letters which were flashed on the computer screen. All they had to do was press the space bar when they spotted the target letter. In this simple test, it was found that the three groups performed equally well.

The second test was more complex. The subjects had to scan sequences of 20 identical letters and respond the instant any of the letters transformed into a different one. In this test, the non-smokers were the quickest way to react. Under the stimulation of nicotine, the active smokers were quicker to react than the deprived smokers.

The tests got more complex. The third one involved short-term memory. For this test, the subjects had to remember a particular sequence of letters and numbers and respond when that sequence appeared amidst an array of sequences on the screen. In this test, non-smokers performed the best. The interesting result was that the deprived smokers committed fewer errors than the active smokers in this test.

The fourth experiment involved analytical thinking as well as memory. The subjects had to read a passage and then answer questions on it. Non-smokers were able to remember 19 percent more of the information than active smokers. Again, the deprived smokers performed better than the active smokers.

The final test got the subjects performing in a driving simulator on the computers, like the ones in video arcades. Subjects had to operate a steering wheel, the accelerator, brake and gear shift. Obstacles would appear on the screen, such as oil slicks and sharp corners. Again, the non-smokers performed the best, being involved in the most collisions, more than the deprived smokers.

"As our tests became more complex, non-smokers outperformed smokers by wider and widermargins," said Spilich.

From the results of these tests, Spilich also concluded that a "smoker might perform adequately at many jobs – until they got complicated". He/She could drive a car satisfactorily so long as everything remained routine, but if a tyre blew out at high speed, he/she might not handle the emergency as well as a non-smoker. A smoking airline pilot could fly adequately if

no problem arose, but if something went wrong, smoking might impair his/her mental capacity. It can also be seen from these tests that, for the more complicated tasks, deprived smokers were able to think more clearly than active smokers.

1. Use the following words from the text to create your own sentences.
    a. withdrawal symptoms
    b. stimulation
    c. deprived
2. Fill in the gaps using the following words

    Reference - second hand - afford - librarian - priceless

3. Journals, encyclopaedias and periodicals are …………………materials found in many

    libraries.

4. Muhire's uncle is a ……………. He works in the school library.
5. I am …………………………..! No amount of money can buy me. Stop wasting your time on

    me sugar daddy.

6. Many people like to buy ………………………. materials because they are cheap but they can
    cause diseases.
7. Stop wishing for things you can't ……………………. Instead work hard to achieve them.
8. Give the opposite of the words in bold found in the following sentences.
    a. In **traditional** societies, **old** people were **respected** and it was regarded as a
        privilege………
    b. I failed **to download** those documents and this gave them a chance to **widen** the
        topic.

✅ Formative Assessment

Read the text below:

Text: Internet

Internet is not a new word to us; most of us are aware of it. The word internet immediately brings to our mind surfing, chatting, e-mail, downloading, listening to music, sharing files, community sites …, and so on.

Internet has made things easily accessible and our lives very easy and comfortable. May it be ordering food, payment of bills, everything is @ a click. The days of queues have gone. Even movies tickets can be booked through the net. Internet Banking is slowly becoming popular. They are with us 24 x 7. Online or even window shopping is also possible through internet.

Internet can also be our travelling guide. Visiting some place for the first time, is no longer a problem. Internet is there to help you. You can obtain satellite picture of the place you intend to visit. Tracing the most inaccessible places is now possible through internet. It will help you to reach there. It can provide you with the map of the place also. It will keep you informed about latest news of the place, food, weather, things to be carried, currency, places to eat, places to live, places to see or visit, precautions to be taken and what not to! All information is just on your fingertips.

Internet helps you in your academics as well. You can obtain updated information on your subject. You can access sources like multivolume books, encyclopaedias, unabridged dictionaries, reference books, case studies, projects, etc. It can be viewed or downloaded. You can study the best practices of world famous scholars and institutes.

You can listen to or learn from renowned international faculties. It is flooding with online references. It is upon you how much you gain out of it.

In fact, virtually everything is available online. Internet has become a power giant. When such a huge power is available uncontrolled, it may harm the user. The user has to judicially use this resource. The biggest threat to indiscriminate use of internet is pornography. There are plenty of pornographic sites flooding with lots of harmful stuff. It is all open, anybody can access it. It has the most harmful effects on the teenagers and young minds.

Internet chatting is also a very good tool; if used constructively. However, there are chances of becoming a chat addict.

Many a time, people disguise themselves and play roles which they cannot play in real life. You may unknowingly share your personal information with that person. It is not only risky, but may land you in a dangerous situation. You may eventually get trapped in hacker's mafia and get exploited financially and emotionally. You are free for 'chatting' but stop before 'being cheated'!

E-mail, a very powerful and revolutionary means of communication can also become an instrument of deceit. A genuine-looking mail from a so-called international rotary group may claim that you are selected by computer generated draw and are the lucky winner of millions of dollars. They may extract your banking or credit/debit card information on this pretext and use the information to access your account. Temptations of millions of dollars can robe you of thousands and proves the saying 'money attracts' money.

Internet can be accessed by anyone whether a terrorist or a non-terrorist, criminal or police. Most of the community sites and information sites and information provided by you on that may be misused by criminals or terrorists. For example, the information provided by you on social networking sites like Facebook and Orkut is stolen by hackers and it is then used by criminals. So never disclose the important information on internet. It is good to share on community site but not to the extent that it can harm you and your loving ones. Such victimization can be easily prevented by vigil.

Cybercrimes like hacking of important data, bank account data, credit card data, online trading related crimes, hacking of e-mail accounts, stealing sensitive information, manipulating top secret data or data of national security, etc. Researches have proved that too much use of internet can make you unsocial or unhealthy. Net surfing or playing makes people forget others around them and develops unhealthy habits. Surfing for long hours creates RSI (Repetitive Stress Injury) and weaker eyesight. Waking up for long nights disturbs our biorhythm and makes people believe the virtual cyber world to be the real world. Slackness creeps into their daily duties.

Family life gets ignored and often it becomes the cause for breaking of the families. Bear in mind, 'Real' world is more important than 'Virtual' world!

Internet is a very powerful tool and its appropriate use can make you earn and learn a lot but at the same time caution needs to be exercised in its use.

From: Jagdish Joshi

 Questions:

1. Answer the questions below based on the passage.

   a. How can internet be helpful in academic area?

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

2. Answer by TRUE or FALSE according to the text

   a. With internet, we can order and buy things.

   b. Internet can be harmful to the society.

   c. Pornography is good for young teenagers.

   d. Internet can make people unsocial.

   e. In the text RSI means Reproductive System Injury.

3. Complete this passage by using the words below:

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

   a. Through ………(i)……. connection, ……..(ii)….. can steal our money deposited in the ………(iii)……….(iv)….. …are big volumes of books containing various topics. Using our connected laptops, we can ……(v)….. documents sent by …(vi)…….

   b. (vii)………… ……can harm teenagers and young minds.

   c. With internet, your personal information may put you in ………(viii)……..

   d. ……(ix)……….. is the cyber-crime.

   e. ………….is a computer program with a graphical user interface for displaying and navigating between web pages.

4. Complete the paragraph with the appropriate expressions among the following:

   (critical reading; skimming; deep reading; scanning)

   We read and understand the text for comprehension using ……….(a)……………… When we want to locate a piece of information without reading all the text, we use ……(b)…. technique. We advise all trainees to use ….(c)… when they have to analyze, evaluate and interpret the text.

⭐ Points to Remember

Skimming is reading a text quickly to get a general idea of meaning. It can be contrasted with scanning, which is reading in order to find specific information

Extensive Reading (ER) is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency.

Follow these steps when you skim a text:

1. Read the table of contents or chapter overview to learn the main divisions of ideas.

2. Glance through the main headings in each chapter just to see a word or two. Read the headings of charts and tables.

3. Read the entire introductory paragraph and then the first and last sentence only of each following paragraph. For each paragraph, read only the first few words of each sentence or to locate the main idea.

4. Stop and quickly read the sentences containing keywords indicated in boldface or italics.

5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way. Resist the temptation to stop to read details you don't need.

6. Read chapter summaries when provided.

Self-Reflection

1. **Read the statements across the top. Put a check in a column that best represents your level of knowledge, skills and attitudes.**

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Identify different reading techniques used in English					
Apply the right reading technique when reading any document.					
Fluently use reading techniques in English language					
Identify reading techniques .					
Recognize the use of techniques while reading document.					
Use techniques of reading politely					
State how to pronounce words in English					

My experience Knowledge, skills and attitudes	I do not have any experience doing this.	I know a little about this.	I have some experience doing this.	I have a lot of experience with this.	I am confident in my ability to do this.
Use clear intonation while reading a document					
Clearness use right voice in reading techniques.					

2. Fill in the table above and share results with the trainer for further guidance.

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

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