



**East African Community  
(EAC)**



**Federation of East African Freight  
Forwarders Associations (FEAFFA)**

**THE EAST AFRICA CUSTOMS AND FREIGHT  
FORWARDING PRACTICING CERTIFICATE**

# **ENGLISH LITERACY**

FEAFFA in collaboration with East Africa Revenue Authorities





### **East African Community (EAC)**

The East African Community (EAC) is a regional intergovernmental organization of six (6) Partner States, comprising Burundi, Kenya, Rwanda, South Sudan, Tanzania and Uganda, with its headquarters in Arusha, Tanzania.



### **Federation of East African Freight Forwarders Associations (FEAFFA)**

The Federation of East African Freight Forwarders Associations (FEAFFA) is a regional private sector apex body of the Customs Clearing and Freight Forwarding (CFA) industry in East Africa. It aims at promoting a professional freight logistics industry for trade facilitation and regional economic growth. FEAFFA strives to address the challenges experienced by its members through training, provision of information, and other aspects of capacity building. It advocates for the full implementation of the East African Community (EAC) Customs Union. The East Africa Customs and Freight Forwarding Practicing Certificate (EACFFPC) is the Federation's and the industry's premier training program in East Africa since 2007.

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# FOREWORD

Customs Clearing Agents, Freight forwarders, and Warehouse Operators in the East African Community (EAC) region continue to play a vital role in the facilitation of trade particularly with regards to the assessment tax, storage of goods, transportation, and last-mile delivery to clients. This, in turn, facilitates cargo movement and clearance from all ports.

The agents handle goods worth millions of dollars on behalf of the shippers. Besides, they originate documents that facilitate movement and clearance of cargo culminating in errors that slow down the flow of business. The movement of cargo depends on how fast and correctly documentation is done for verification by the respective Customs Authorities. A delay in customs clearance increases the cost of doing business.

This pointed to the need for these agents to be equipped with the requisite knowledge, skills, and attitudes to carry out their work efficiently, just as their counterparts from customs.

The EAC region, with support from TradeMark East Africa (TMEA), has made significant steps towards bridging the knowledge and skills gap in the customs clearing and freight forwarding industry. The introduction of the East Africa Customs and Freight Forwarding Practicing Certificate (EACFFPC) in 2006, a regional training programme jointly implemented by the EAC directorate of customs, the East African Revenue Authorities (EARAs), the National Association of the Freight Forwarding Industry, and FEAFFA was a big step. Since its inception, over 7000 agents have graduated from this training.

A review of the programme in 2015 and a market survey conducted in 2020 supported by TradeMark East Africa (TMEA) highlighted key areas of improvement for the EACFFPC programme to achieve the aim of producing competent customs agents, freight forwarders, and warehouse keepers. The revised curriculum has therefore been designed to address these challenges and shortcomings. The revamped EACPPFC programme is designed to enhance the ability of freight forwarders to provide competitive and high-quality end-to-end services thereby reducing inventory costs and increasing safety levels in warehousing operations in the East African region.

With the revised EACFFPC curriculum, the dream of attaining a professional and compliant freight logistics industry in the East African region has been strongly boasted.

# ACKNOWLEDGMENT

The Curriculum Implementation Committee (CIC) is grateful to the EAC sectoral council on Trade Industry Finance and Investment for adopting the EACFFPC as an EAC training programme for clearing and forwarding agents in the region. This is a testimony to the effect the programme has had on the clearing and forwarding industry in the EAC region.

The CIC is also grateful to the EAC Directorate of Customs, the Commissioners of Customs of the East Africa Revenue Authorities, the Chairpersons of National Associations of clearing and forwarding agents, and the President of FEAFFA for their dedication and support to the EACFFPC programme.

Special appreciation for the National Curriculum Implementation Committees for providing their trainers to participate in the development and validation of the curriculum and training materials. CIC also acknowledges the FEAFFA secretariat for excellently coordinating the curriculum and training materials development and validation process.

The CIC in a very special way recognizes TradeMark East Africa (TMEA) who provided the financial support to update the curriculum, develop and publish the 2021 edition of the EACFFPC training materials. We remain indebted to you forever.

We also appreciate all EACFFPC trainers, students, and stakeholders for the constant feedback that has been incorporated in this edition of the training materials.







# ENGLISH LITERACY

## 1.0 UNIT OVERVIEW

### 1.1 Unit Description

This unit describes competencies required to effectively use English in day-to-day interaction and in the conduct of business. In specific, the unit discusses English skills required in listening and speaking, grammar reading and writing.

### 1.2 Unit Summary Learning Outcomes

**At the end of the sub-module, the trainee should be able to:**

1. Listen and speak in English
2. Apply English grammar
3. Read in English
4. Write in English

## 2.0 LISTENING AND SPEAKING IN ENGLISH

### 2.1 Specific Learning Outcomes

At the end of this topic the trainee should be able:

- i. Discuss English pronunciation
- ii. Discuss listening comprehension and note-taking skills
- iii. Explain etiquette in English
- iv. Discuss nonverbal cues

### 2.2 Pronunciation

#### Pronunciation

Pronunciation refers to the way in which a word or letter of the alphabet is said. It is always important to pronounce words correctly so that we can communicate our ideas clearly and to avoid being misunderstood.

#### Sounds of English

The English language has 44 sounds from an alphabet of 26 letters. It is important to master and practise the production of these sounds.

Note that in some cases the same consonant sound can be represented by different letters e.g. **/z/** can be represented by the letter **s** as in **does**. At other times the sound **/z/** is represented by the letter **z** as in **size**. Likewise, the same applies to **/k/** which is represented by the letter **c** as in **cat**. It can also be represented by the letter **k** as in the word **kick**.

#### 2.2.1 Definition of Pronunciation

Pronunciation is the way in which one voice or speaks out a word or sound to make meaning when communicating with others. It involves particular consonants and vowels of a language.

Pronunciation refers to:

- how we produce the sound that we use to make meaning when we speak.
- How words are stressed (how loudly we say some letters)
- The intonation (whether our voices rise or fall) used when saying sentences.

For pronunciation to take place, organs of speech are used namely: The mouth, tongue, lungs, lips, vocal chords, teeth and the diaphragm.

#### 2.2.2 The English Pronunciation

Pronunciation in English is in most cases not presented the same as it sounds. For example:

- a) **c**up - the letter **c** is pronounced as /k/
- b) pla**c**e - letter c is pronounced as /s/
- c) **ch**ocolate - letter c is pronounced as /k/
- d) a**c**he - letter c is pronounced as /k/

This clearly shows that wrong pronunciation in English will affect comprehension. It can also lead to wrong meaning. Therefore, it is important to pronounce words correctly.

#### 2.2.3 The Elements of Pronunciation:

There are two elements of pronunciation:

- a) Segmental features
- b) Super segmental features

#### Segmental Features

A Segmental feature sound uses a vowel, consonant and a diphthong (two vowel sounds are combined such as **ia** as in year and tear).

In English, we have pure vowels which are represented by a single character (e.g **u**) while long vowels are shown by the use of two dots or a colon (**:**).

There are five long vowels in English namely:

- a) /i:/ **feel**
- b) /a:/ **part**
- c) /u:/ **clue** or **broom**
- d) /ɔ:/ **port**
- e) /ɜ:/ **bird**

There are six short vowels namely:

- a) /i/ pin
- b) /n/ ant
- c) /o/ pot
- d) /ʌ/ but
- e) /u/ push

**A diphthong** is a combination of two vowel sounds. For example:

- a. 'ia' in the word **ear**
- b. 'ea' in the word **pear**
- c. 'oi' in the word **boy**
- d. 'au' in the word **cow**
- e. 'ai' in the word **pie**
- f. 'ei' in the word **pay**

### Examples of consonant sounds

/p/ <b>p</b> en	/r/ <b>r</b> un	/dʒ/ <b>j</b> udge
/t/ <b>t</b> en	/m/ <b>m</b> an	/tʃ/ <b>ch</b> alk
/k/ <b>s</b> ky	/n/ <b>n</b> et	/ŋ/ <b>ng</b>
/d/ <b>d</b> oll	/z/ <b>z</b> ip	/l/ <b>l</b> ip
/g/ <b>g</b> oat	/h/ <b>h</b> ip	/ʒ/ mea <b>s</b> ure
/f/ <b>f</b> ish	/w/ <b>w</b> ow	/ð/ <b>th</b> ese
/v/ <b>v</b> est	/j/ <b>y</b> es	/v/ <b>v</b> est
/s/ <b>s</b> et	/ʃ/ <b>sh</b> ake	
	/θ/ <b>th</b> ree	

### Supra segmental features

Supra segmental features refer to the style used when reading or pronouncing words or sentences such as:

- a) Stress** refers to where emphasis is placed in a word to bring out meaning. In nouns, more force or stress is on the first syllable. In verbs, more force is on the second syllable

### Example

Noun	Verb
<b>Conduct</b> – behaviour (Noun) Good <b>conduct</b> is always appreciated.	<b>Conduct</b> – to behave You should <b>conduct</b> yourself respectfully at all times.

- b) Intonation** refers to rising and falling of a voice. It depends on the mood.

Examples

- a) In questions, the tone rises – did you see him?
- b) In exclamations, the tone falls – What a good day! e usually has a vowel sound –
- c) Statements mainly use a falling intonation e.g. I am coming.

- c) Syllable** refers to a sound in a unit word or a beat. November has three syllables no-ve-mber. Patterns of syllable put together create a rhythmic pattern.

### 2.2.4 What Causes of Pronunciation Problems?

- a) Physical unfamiliarity:** when one is not exposed to sounds of a language, he or she may have difficulty in pronouncing the language.
- b) Difficulty in hearing:** some speakers have difficulty in recognising or hearing particular sounds in a language. Especially speaker of a second language (e.g. English) language may have problems dealing with different sounds not found in their first language.
- c) Intonation problems:** some students may have difficulties in intonation as a result of lack of practise or listening to wrong models. Source for correct intonation from credible online sources such as the British Council websites.

### 2.2.5 Factors Causing Pronunciation Problems

- 1. Mother tongue interference** clearly influences Second Language (L2) pronunciation. Some speakers mispronounce /**p d**/ for /**t**/ or /**s**/ for /**z**/ due to mother tongue influence.
- 2. Sound system differences between your first language and English.** English has a different sound system from your languages. The organs of speech may not be accustomed to produce such sounds since they are unfamiliar with the sound. This may lead to pronunciation problems.

### 3. Inconsistency of English

**Vowels:** The English vowel has more than one pronunciation. O'Connor in Hassan (2014: 34) retorts that it is not simple to know how the exact sounds of the letters ... in a certain word. This causes difficulties to the learners leading to pronunciation problems.

### 4. Influence of spelling on Pronunciation:

Sounds of written English do not match up with sounds of spoken English.

#### 2.2.6 Learning Activities

##### Activity: Pair and Group work

1. Citing examples explain what are diphthongs? Use an online source to practise pronouncing diphthongs.
2. Discuss how you can overcome pronunciation problems you experience as you speak to others.
3. Which sounds are difficult to pronounce in English? Practise pronouncing words with such sounds with a classmate.
4. Practise how to use the rising and falling intonation in questions and statements with a classmate.

#### 2.2.7 Self-Assessment Questions and Activities

1. Say the following words as a noun and a verb. Make sentences using the words.
  - a. present
  - b. record
  - c. increase
  - d. reject
  - e. escort
  - f. import
  - g. export

Use the link below to listen to the pronunciation of the words.

<https://www.english-at-home.com/pronunciation/noun-and-verb-syllable-stress/>

2. Make a list of other words using the link above and learn their pronunciation.

### 2.2.8 References

- <http://repository.ump.ac.id/1345/3/LAELATUL%20MA%27LAH%20BAB%20II.pdf>
- <https://www.englishclub.com/pronunciation/>



## 2.3 Listening Comprehension and Note-Taking

### 2.3.1 Listening Comprehension

#### Definition of Terms

##### Listening

Listening is the ability to recognise and understand what others are saying. It involves understanding the speakers' grammar, vocabulary, meaning and usage of the sentences.

##### Listening comprehension

Listening comprehension is an interactive process in which listeners are involved in constructing meaning. Listeners will comprehend what is said through recognising sounds, using previous knowledge and grammatical structures, stress and intonation and other linguistic or non-linguistic clues.

Listening comprehension can also be defined as the ability to understand and make sense of spoken language. Listening is a skill that develops second language learning.

The difference between successful students and less successful students is related to their ability to use listening skill as an instrument of learning a second language. This is because to be able to learn a language, one should be able to receive language input. Learners should be able to listen so that they can understand the language input.

Developing listening comprehension skills helps students to succeed in language learning and other subjects as learners are able to receive information (input). Learning will not occur if there is no input.

When learners' comprehension skills are increased, they will be motivated to have access to spoken language. In addition, listening plays a role in communication process.

In conclusion, for you to understand what is being taught, you should be able to listen keenly. Listening comprehension provides a basis for listening keenly.

### 2.3.2 Importance of Listening Comprehension

- a) It enables learners to learn language easily and develop comprehension input. Since learner's self-reliance will be increased, they

will be motivated to have access to spoken English.

- b) It is useful for learner's pronunciation. When learners are exposed more to English (e.g. vocabulary and sentences), they get used to intonation, pitch, stress and much more thus improve their pronunciation.
- c) Learners are able to acquire or gather information, enjoy, evaluate and critic what they have listened to.
- d) Learners are able to engage in social protocols, entertainment such as listen to TV shows, comedy, exchange information and share emotion.

In conclusion when a learner acquires good listening skills, then he or she will be able to understand what is being said easily and in turn respond easily.

### 2.3.3 Strategies for developing listening skills:

There are two strategies for developing listening skills namely:

#### a) Top-down strategy

This is when the listener uses background knowledge to make sense of what he or she is listening to. This means that they already know a fair amount about the topic, story or information they are listening to. They therefore use this to their advantage and to listen better.

#### b) Bottom-up strategy

This happens when we understand language sound by sound or word by word, with less use of background knowledge.

As a student, you will need to combine some bottom-up and top-down listening to make sense of what you hear and perceive the world around them.

### 2.3.4 How to enhance listening comprehension skills:

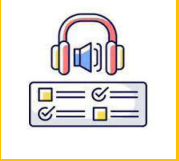
- a) Use of technology such as videos, computers and the Internet to enhance listening comprehension skills.
- b) Use interesting materials such as: videos, movies, series, documentaries among others.
- c) Practise attentive listening skills when talking to peers.

- d) Always reflect on conversation by asking yourself whether you heard what was said to you.

### 2.3.5 Assessment

Source for listening comprehension texts from the Internet and answer the questions that follow. Assess yourself using the following rating scale.

#### Self-assessment

	I am able to listen attentively and answer all the questions easily	I am able to listen attentively and answer most of the questions easily. I need to work on getting all the questions right	I am able to listen attentively and answer some of the questions easily. I need to listen more keenly	I have difficulty listening attentively and I can only answer a few questions. I therefore need to work on my listening skills
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**You can use the link below to begin with.**

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dr9pWWYjBFw&psig=AOvVaw35hNYwRjuK1GpCjuw7lbn&ust=1629981649995000&source=images&cd=vfe&ved=2ahUKewisZb7mMzyAhUB44UKHaljDIAQr4kDegUIARC8AQ>

### 2.3.6 Note making

#### Definition of note taking

It refers to the process of writing or recording key information in a systematic way from different sources and platforms.

#### The Process of note taking

The process of note taking involves using of both listening and writing skills simultaneously. It begins prior to the lecture and ends after students review their notes.

##### Prior to the lecture

- The student should be ready to learn.
- Find a seat with good view of the teacher.
- As you prepare to make notes, you should mark the date and the topic of discussion.
- Have enough paper and writing materials.

##### During the lecture

- Listen carefully
- Take note of the most important points and write them down
- Relate and assign meaning to the most important points

- Paraphrasing is good since you will understand what you have written more
- Use abbreviations, numbers, acronyms and other forms of notes taking to enable you write down as many notes as possible

#### After lecture

- The last step is reviewing the notes
- Review by going through the notes and filling in the gaps
- Clarify poorly understood concepts

- Correct spelling mistakes
- Handwriting should be legible
- Learners can use their textbooks to clarify or expand what they have not understood.
- Present your information in an organized manner

#### Guidelines to note taking:

- Use economy of words since it is impossible to record everything on hears or says
- Use a format that will help you review your notes easily
- Take note of the main issue being discussed
- Avoid examples and unnecessary details
- Identify the format to use, for example, clustering and mind maps
- Use of acronyms e.g. KNEC
- Use of abbreviations e.g. *info* for information.
- Use of symbols for example = (equals to), # number etc.

### 2.3.7 Activity: Differentiating note taking and noting making

Are notes taking and notes making the same? Discuss giving relevant examples.

### 2.3.8 Assessment: Note taking

Use the link below on environment to make short notes. Share with a classmate for feedback.

<https://www.youtube.com/watch?v=gEk6JLJNg0U>

### 2.3.9 References

- Garrod, S. (1986). Language Comprehension in Context: A Psychological Perspective. *Applied Linguistics*, 7, 226 – 238.
- Gilakjani, P. and Narjes B.S. (2016) *The Significance of Listening Comprehension in English Language Teaching* :India.
- [https://www.researchgate.net/publication/254350486\\_The\\_process\\_of\\_Note\\_Taking\\_Implications\\_for\\_Students\\_with\\_mild\\_Disabilities](https://www.researchgate.net/publication/254350486_The_process_of_Note_Taking_Implications_for_Students_with_mild_Disabilities)



## 2.4 Etiquette

### 2.4.1 Definition of the term etiquette

This refers to acceptable social behaviour or how one is expected to conduct himself or herself in the society.

### 2.4.2 Need for Etiquette

Observing etiquette:

- Makes one to be cultured and well behaved
- It teaches one how to talk, walk behave in the society
- It is essential for an everlasting first impression since the way you interact with your peers, superiors and friends tells a lot about your personality
- It enables individuals to earn respect and appreciation in the society
- It inculcates the feeling of trust and loyalty in individuals
- It helps one value relationships and respect other's opinion

### 2.4.3 Types of Etiquette

#### a) Social etiquette

It teaches one how to behave in the society. A key aspect of etiquette when interacting with people is ensuring you use polite language such as thank you, excuse me, please, I beg your pardon among others.

#### b) Bathroom Etiquette

It deals with rules an individual is supposed to follow when dealing with public restrooms or toilets. For instance, when using the bathroom ensure you drain the water spilt on the floor to avoid accidents.

#### c) Corporate Etiquette

It deals with how an individual should behave while at work e.g. each and every employee should uphold the decorum of an organization.

#### d) Wedding Etiquette

This deals with how one behaves at wedding e.g., do not be late for weddings or do not serve too much food at the reception.

#### e) Meeting Etiquette

This refers to how one should behave when attending meetings, seminars, presentations and other official functions, e.g. never enter a meeting without a note pad and respect

other people's opinions. You should also use polite language when addressing people.

#### f) Telephone Etiquette

It deals with how one should speak and interact with one another while on phone e.g. do not hold the other caller for too long, always greet the other person before saying anything to them and avoid being rude while on phone.

#### g) Eating Etiquette

It deals with how one should behave while eating in public, e.g. do not make noise or talk while food is in your mouth.

#### h) Business Etiquette:

It deals with how to behave while conducting business, e.g. do not cheat your customers because it is unethical.

In conclusion, etiquette determines ones conduct and behaviour. It defines one's personality and the way people gauge one's conduct.

### 2.4.4 Activities

#### Activity 1: Discussion

Discuss etiquette required in the following:

- Conversation
- Dressing
- Religious place or gathering

#### Activity 2; Dialogue

Engage in a conversation with a friend and use as many polite words and expressions as possible.

### 2.4.5 Assessment

#### Answer these questions

- Which polite words and expressions should we always use in our speech?
- Why is etiquette extremely important in society? Your answer should be in short notes, then rewritten in one short paragraph.

### 2.4.6 References

<https://www.managementstudyguide.com/whatt-is-etiquette.htm>

Hartley,B. (1860).The Gentleman's Book of Ettiquette:36,Cornhil, USA.

## 2.5 Non-verbal Cues

### 2.5.1 Definition of non-verbal cues

Non-verbal communication refers to use of signals such as eye contact, facial expressions, gestures, personal space, body movement and posture when communicating. It is usually passed without use of spoken word or written word.

Non-verbal communication and body language are not the same. Body language involves physical behaviour of our bodies such as eye contact, posture, gestures, orientation and so forth; Non-verbal communication on the other hand embraces all body language communication including clothing and adornment, environmental factors and the manner in which we use time.

Non-verbal behaviours such as gestures or eye movements are sometimes referred to as **tells** because they tell us about a person's true state of the mind.

There are six ways of how non-verbal communication can interact with verbal discourse namely: repeating, conflicting, complementing, substituting, regulating and accenting.

#### a) Repeating

It refers to using specific gestures to strengthen a verbal message. For example, pointing repeatedly to an object of discussion shows you are emphasising an important point.

#### b) Conflicting

This occurs when verbal and non-verbal messages within the same interaction send contradicting meaning. In such a situation the conflicting messages will cause feelings of confusion, indecision or frustration. Take for instance your friend explaining to you how he or she had a great day at a wedding party, but his/ her voice remains flat and the face lacks emotions.

#### c) Complementing

The accuracy of understanding information is said to be higher when verbal and non-verbal complement each other. It has been confirmed that messages have shown to be correctly recalled to a greater degree when body language speaks the same as verbal exchange. For instance, saying you are happy, sad or confused and showing it too.

#### d) Substituting

At times, non-verbal behaviour is used as a sole channel for communication. A simple gesture, for example, shaking your head up and down could mean acceptance, shaking your head side by side could mean refusing or rejecting an idea.

#### e) Regulating

We can use non-verbal signals to regulate speech. In such a case we refer to such signals as 'turn taking signals'. These gestures enable us to alternate between speaking and listening. For example, touching someone's arm may signal you want to talk next. In a debating session raising your hand may mean that you want to interrupt the speaker or you want to be given an opportunity to ask a question.

#### f) Accenting

This is used when non-verbal signals are used to emphasise the speaker's words. Good speakers will know when to use deliberate pauses, change vocal volume, use strong gestures or change speech rate among other things. Someone who is verbally expressing anger may emphasise this by taking a long pause.

In conclusion, we can observe that spoken language is used for communicating information about events external to the speaker while non-verbal communication is used to create and maintain interpersonal relationships.

### 2.5.2 Uses of Non-Verbal Communication

We use non-verbal communication to:

- Replace verbal communication in situations where it may be impossible or inappropriate to talk.
- Complement verbal communication, thereby enhancing the overall message.
- Modify the spoken word.
- Contradict either intentionally or unintentionally, what is said.
- Regulate conversation by helping to mark speech turns.
- Express emotions and interpersonal attitudes.
- Negotiate relationships in respect of, for instance, dominance, control and liking.
- Convey personal and social identity through features such as dress and adornments.
- Contextualise interaction by creating a particular social setting.

### 2.5.3 Activity: Group work

1. Give more examples of how non-verbal behaviour can be used as a sole channel for communication.
2. Engage in a conversation with group members and use the following non-verbal cues:
  - a) Maintain eye contact
  - b) Use gestures (e.g hands) to emphasise a point
  - c) Do not stand still. Walk around the room
  - d) Facial expressions such as nodding if you agree with a point or shaking your head if you don't agree.
3. Find out from your group members if you used the non-verbal cues well.
4. Continue using non-verbal cues as you interact with your classmates.

### 2.5.4 Assessment

- List and explain three types of non-verbal communication that might suggest a person is lying or being deceitful.
- Discuss advantages of non-verbal communication.

### 2.5.5 References

- Eunson Baden. (2012). Non-verbal Communication.
- <https://miuc.org/importance-of-non-verbal-communication/>
- <https://miuc.org/importance-of-non-verbal-communication/>
- [https://www.researchgate.net/publication/275965639\\_Non-verbal\\_communication](https://www.researchgate.net/publication/275965639_Non-verbal_communication)

### 2.6 References for Further Reading

- Nelson, G. & Greenbaum, S. (2016) An Introduction to English Grammar 4th Edition. Routledge
- Langan, J. & Johnson, B. (2013). English Essentials, 3rd Edition. McGraw Hill
- Garrod, S. (1986). Language Comprehension in Context: A Psychological Perspective. Applied Linguistics, 7, 226 – 238.
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- Bolton, F. & Snowball, D. (1993). Teaching Spelling: A Practical Resource. Portsmouth, NH: Heinemann Educational Books.
- Unubi, A (2019). Conjunctions in English. Meaning, types and uses.

## 3.0 GRAMMAR

### 3.1 Specific Learning Outcomes

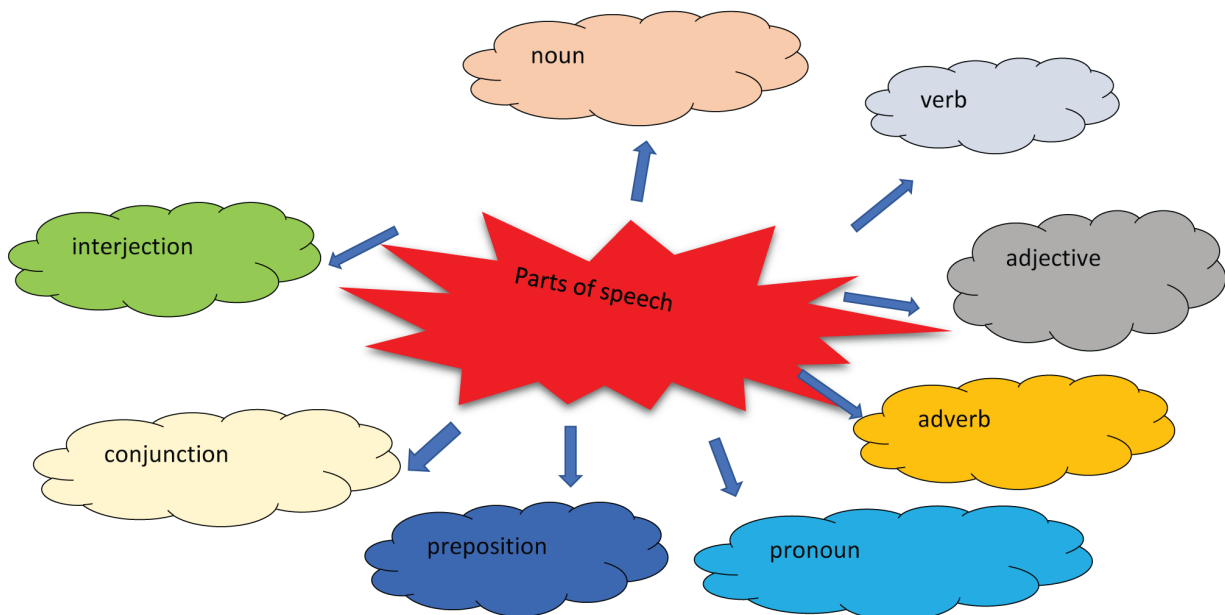
At the end of this topic the trainee should be able to:

- Describe parts of speech
- Explain nouns and pronouns
- Distinguish between verbs and adverbs
- Explain adjectives
- Explain prepositions
- Discuss conjunctions
- Discuss direct and indirect speech

### 3.2 Parts of Speech

#### 3.2.1 Task 1: Meaning of the term parts of speech

A part of speech is a class of words based on the word's function, the way it works in a sentence. There are 8 parts of speech in the English language as follows: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection.



#### 3.2.2 Activity

- Discuss the parts of speech that you are familiar with.
- What can you remember about them?

## 3.3 Sub Topic 2: Nouns and pronouns

### 3.3.1 Nouns

Nouns are naming words. There are different types of nouns in the English language.

**a) Proper nouns** which refer to specific people, places or things

- The first president of independent Kenya was Mzee Jomo Kenyatta.
- Nairobi is the capital city of Kenya.
- Mt. Kenya** is the tallest mountain in Kenya.

Proper nouns always begin with a capital letter even when they occur in the middle of a sentence.

**b) Common nouns** refer to any unspecified member of a class of persons, places, things, qualities or concepts.

#### Examples

Persons:

**Mothers** are kind and caring.



**Fathers** are also kind and caring.

Things:

**Goats** give us meat.

**The soil** sustains trees and other living things.

**Abstract nouns** refer to qualities, activities, concepts or conditions that are not tangible, for

### Examples

Patience is a valuable virtue.

Smoking is bad for your health.

Common nouns are not capitalised unless they are the first word in a sentence.

### Plural forms of nouns

Most nouns form their plurals by adding 's' to the singular, for example, nurse, nurses.

There are some exceptions, however, that the learner of English should be aware of

Examples,

In a noun that ends in 'y' preceded by a consonant, the 'y' changes to 'i' to which 'es' is added to form the plural, for example, baby - babies; puppy - puppies. We add 'es' when a noun ends in 's', for example, lense - lenses.

When a noun ends with 'z', we double the 'z' and add 'es', for example, quiz, quizzes

- When the noun ends in 'sh' or 'ch' we add 'es', for example, bush, bushes; watch, watches.
- We add 'es' when the noun ends with 'x', for example, tax, taxes

Note that there are certain nouns which do not change in forming plurals, for example, furniture, luggage, vocabulary, news, goods, headquarters and scissors.

Other words have irregular changes in the plural, for example, man - men; woman - women; child - children; foot - feet; tooth - teeth

### c) Collective Nouns

These are nouns that represent a group or class of people or things and are followed by either a plural or singular verb depending on the meaning, for example, the audience, the crowd, the choir.

### Note

When the collective noun is singular, the verb following it should be singular and when the collective noun is plural, the verb following it should be plural.

### Example

The choir was supposed to have arrived by now.

The choirs were supposed to have arrived by now.

### 3.3.2 Activity: Story

Read the story below and answer the questions that follow.

### Hen and Hawk

Read the following story about hen and hawk and answer the questions that follow.

Hen and Hawk were good friends. One day, Hen borrowed a pair of scissors from the hawk to shave her chicks. After shaving her chicks, she dug a hole in the ground where she hid the pair of scissors so that her chicks could not play with them. In the evening, Hawk asked Hen to give her back the pair of scissors. Hen could not remember where she had hidden them. She searched and searched and searched in vain. Hen was very disturbed while Hawk was angry. She hen that she would come back for them the following day. Hawk warned Hen that she would eat one of the chicks, if the pair of scissors was not found and that this would continue every single day, until the pair of scissors was found. As fate would have it, Hen had not found the scissors the following day and Hawk snatched one of the chicks and disappeared with it. To date Hen can be seen frantically scratching the ground looking for the scissors to give to Hawk and save her chicks.

### Required

- Identify the proper nouns
- Identify the common nouns and give their plural
- Construct sentences using the nouns you have identified above.

### 3.3.3 Task 1: Meaning of Pronouns

Pronouns are words used in place of a noun to refer to a person, thing or idea that has been mentioned earlier in a sentence or speech.

#### Activity: Passage

Read the following passage and identify the pronouns used.

Many employers feel that advising their workers to mind their own business is bad for business. I am sure it can be for certain individuals. But for me, focusing on my own business, developing assets, made me a better employee. I now had a purpose.

I came in early and worked diligently, amassing as much money as possible so I could begin investing it in real estate. Hawaii was just set to boom, and there were fortunes to be made. The more I realized we were in the beginning stages of a boom, the more Xerox machines I sold.

(Adapted from Rich Dad Poor Dad)

- a) Identify all the words used in place of the writer.
- b) Identify a word that has been used to replace the word money.

## Types of pronouns

### a) Personal pronouns

These refer to people: I, you, he, they, we, she, etc

#### Examples:

- I am sure it can be.
- We won the race.
- They will plant trees tomorrow.

### b) Impersonal pronouns

These pronouns refer to everything except people. These are: it and they.

#### Examples:

It rains heavily in the tropics.  
The animals are grazing. They will then be led to the river.

### c) Relative pronouns

They refer to people and objects. These are: which, whose, that, who, whichever, and whoever, whatever.

#### Examples

The cyclist who won the race trained hard.  
The book that I bought yesterday was expensive.  
Where did you buy the crayons that you use in class?

### d) Demonstrative pronouns

(that, this, these, those) replace nouns and therefore function as nouns in a sentence. They are also used to point out nouns.

#### Examples:

- That is not mine
- Those belong to Joan.
- That is the most comfortable.
- This is very good.

### e) Reflexive pronouns

They are used in sentences which contain verbs

whose actions are directed towards the subjects of the verbs - myself, yourself, herself, himself, ourselves, yourselves, themselves, itself.

#### Examples

She told herself that God would listen to her prayers.  
They found themselves in trouble for skipping classes.

### f) Reciprocal pronouns

These are used to refer to more than two people - each other, one another.

#### Examples:

- Students prefer one another's company to that of adults.
- The students helped each other in their studies.

### g) Indefinite pronouns

They are general and do not refer to a particular person, place or thing.

They include words like any, some, someone, all, either, anyone, each, anybody, everyone, few, little, much, more, oneself, everyone, everything.

#### Examples

- All we can do now is try our best. Someone must be held responsible for the damage.
- You can tell me anything you want, but I probably will not believe you.

Indefinite pronouns are placed in the same location as a noun would go in the sentence.

### Activity: Indefinite pronouns

Complete the table below by providing an appropriate sentence in column B. The first one has been done for you.



A Noun	B Indefinite pronoun
I would like to go <b>home</b> now.	I would like to go <b>somewhere</b> now.
Janet gave me a pen.	
The children could have done it.	
Only my friends came to the party.	
I have three tomatoes.	

**h) Interrogative** pronouns are used to ask questions.

### Examples

Where are you going?

Who will come with me?

When will you visit the orphanage?

In which direction is the administration block?

### Activity

Construct sentences using the pronouns you have encountered in the session. Write them down and share your work with a classmate for peer review.

## 3.4 Distinguishing Verbs and Adverbs

### 3.4.1 Meaning of the terms

#### Verb

A verb is a word that tells what someone or something does – an action word or word of being. A sentence may either have a main verb, a helping verb or both. In other words, a verb is a word that informs about an action, an existence of something or an occurrence. The verb is the main word in a sentence. No sentence can be completed without a verb.

### 3.4.2 Types of Verbs

Verbs are differentiated according to the function they play in a sentence. There are:

#### a) Main Verbs (or Action Verbs) –

These express an action done by a person, an animal, or a thing, for example, walk, sleep, eat, grow, die read and cook.

#### Examples

- The students **walked** home.
- I **slept** well yesterday
- The cow **eats** grass.

### Activity: Sentence construction

Form 12 sentences using the following main verbs.

study	weed	eat	edit
read	mine	drink	apply
listen	harvest	cook	interview
write	sell	wash	pack

**b) Helping Verbs** support the main verb when forming sentences. They include words like is, was, should, can.

#### Examples

- I **can** read.
- The girl **was** walking home.
- The boy **is** coming.

#### c) Linking Verbs

Linking verbs are also known as the State of Being verbs. They indicate the that of something, someone or animal.

Examples

- The river is very deep.
- That orphan is the most hardworking banker.
- I feel scared.

#### d) Transitive Verbs

Transitive verbs express action that is received by, an object.

The object of a transitive verb can be a noun, pronoun, or a noun clause or phrase.

#### Examples

- I **skipped** the rope. (the verb skipped is a transitive verb. The word rope is a noun phrase (has more than one word) and is the object of the sentence)
- We **helped** them. (helped is a transitive verb. The object them receives the action)

#### e) Intransitive Verbs

These are verbs that express action but that do not take an object.

## Examples

- He reads fluently.
- They speak clearly
- They write creatively.

## Assessment: Main and helping verbs

1. Assess your mastery of main verbs and helping verbs by doing the exercises below.

<https://www.everettcc.edu/files/programs/communications/writing-center/grammar/main-verbs-and-helping-verbs-with-exercises.doc.pdf>

<https://www.myenglishpages.com/english/grammar-exercise-auxiliary-verbs.php>

### 2. Adverbs

Task 1: Review

Can you remember what we said about a verb?  
Discuss with a classmate.

Task 2: Meaning of the term adverb

An adverb is a word that modifies a verb, an adjective or other adverbs. It tells when, where, how, in what manner or to what extent an action is performed. Many end in “ly”, but this is not always the case.

## Types of adverbs

Adverbs that tell us:

- **how something was done** – slowly, fast, quickly, lazily
- **Where something is done** – there, here, in town, outside
- **When something was done** – now, later, tomorrow, today,
- **To what extent** – very, extremely, greatly, really, too, quite
- **How often** – always, rarely, daily, often, weekly, monthly

From the above questions, we can group adverbs into the following types:

Type of adverb	How to identify them?	Example sentences
Adverb of manner	Ask a question starting with how or in what manner.	She moved swiftly. He prepared the meal very fast.
Adverb of time	Ask the question where.	He arrived this morning. I will visit the library tomorrow.
Adverb of place	Ask the question when.	The examination will be conducted here. We ate our lunch in the dining hall
Adverb of degree	Ask the question to what extent.	The old man was terribly exhausted. The tortoise moves extremely slowly.
Adverb of frequency	Ask the question how often.	

## Activity 1

From the table above, identify the adverbs (they can be a single word or a phrase) used in the third column.

Form other sentences using the different types of adverbs.

## Activity 2

Form adverbs of manner from the following adjectives and use them in sentences.

- bad
- complete
- normal

## Activity 2

What differences did you note between verbs and adverbs? Tell your reading partner.

### 3.4.3 References

<https://www.theidioms.com/adverbs/>

## 3.5 Adjectives

### 3.5.1 Definition of the Term Adjective

An adjective is a word that describe a person, an animal or a thing.

#### Examples

Article	Adjective	Noun
a	tall	girl
The	round	plate
An	honest	person

#### Activity: Making sentences

Use the table below to form as many sentences as possible. All the sentences should make sense.

The An A	talkative round expensive honest teacher dog	watch is lost. dish is dirty. girl has gone home. child is a blessing. mistake was made. came to our class. ate the food.
----------------	---	---

### 3.5.2 Types of Adjectives

There are three main types of adjectives: *descriptive*, *limiting* and *proper*.

- a) Descriptive adjectives** name a quality or condition of the noun that is being talked about.

#### Examples:

an honest student  
a blue dress  
a broken relationship.

- b) Proper adjectives** are derived from proper nouns and describe the nouns they modify.

#### Examples

Zambian mines  
Zambian flag  
French fries  
Indian *saris*

- c) Limiting adjectives** identify or give the number or amount of the noun being modified.

#### Examples

many mangoes  
that woman  
five coins  
those antelopes

### 3.5.3 Comparison of Adjectives

Adjectives take three comparative forms: absolute, comparative and superlative.

Look at these sentences.

He is a good student (absolute)

He is a better student (Comparative)

He is the best student (Superlative)

## Activity 1: Completing on adjectives

1. Complete the table below. The first two have been done for you. Where you are in doubt, discuss with a classmate.

Absolute	Comparative	Superlative
Good fine beautiful slow bright bad poor terrible	better finer	best finest

### 3.6 Prepositions

#### 3.6.1 Meaning of the Term Preposition

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like in, at, on, under and behind.

The use of prepositions can be problematic for beginners but continuous practise and checking usage from reference materials such as the dictionary will help you master their use.

#### 3.6.2 Types of Prepositions

##### Prepositions of Direction

They refer to a direction and include to, in, into and onto.

##### Examples

- She drove **to** the market.
- When you get to the school compound, Come right **into (in) the office**.
- She went into the house
- Drive **on(to)** the grass and park the car there.

##### Prepositions of Time

To refer to one point in time, and include words such as in, at and on.

- He rests **in** the evening.
- She wakes up **at** 7 a.m.
- The weather is hot **in** August
- I was born **in** July, 1985.
- I work **on** Saturdays
- I work **from** Monday **to** Friday

Other words that refer to time include since, for, by, during, within, until.

## Activity

Work in groups to source for sentences from print and online sources that use the words above to refer to time.

##### Prepositions of Place

As their name suggests, they indicate place and include words such as in, on, inside, over, above, below, beneath, under, underneath, by, near, next to, between, among, opposite among others

- They will meet in the boardroom.
- She was waiting **at** the corner.
- He left his mobile phone **on** the drawer.
- The cat is **under** the table.
- There is a nail **beneath** the stone.
- The petrol station is **opposite** the supermarket.
- The gas station is **by** the grocery store.
- The school is **near** police station.

##### Prepositions of Location

To refer to a location, use the prepositions in, at and on.

- They live **in** Brazil. (an area)
- Lucy will find you **at** the library. (a point)
- There is a lot of food **on** the floor. (a surface)

##### Prepositions of Spatial Relationships

Prepositions of spatial relationships deal with “where” the subject of the sentence is or “where” the action is taking place. Examples include above, across, against, ahead, among and along.

Write your registration number above the line.	Provide drawing of a line and registration number written slightly above
The girl is walking ahead of her father.	Provide drawing
The boy is leaning against a tree.	Provide drawing
The boy is among the goats.	Provide drawing
The aeroplane flew across the sky.	Provide drawing

### 3.7 Conjunctions

#### 3.7.1 Meaning of the term conjunction

The conjunction is one of the eight parts of speech in English. It is a word used to connect other words, phrases, and clauses.

#### 3.7.2 Types of conjunctions

##### a) Coordinating conjunctions

These are used to link words, phrases and clauses and include and, nor, but, and or.

##### Examples

- I read a play and a novel.
- When he abused her, she did not reply nor follow him.
- She is poor but she is contented.
- The grains are in the granary or in the store.

##### b) Subordinating conjunctions

These are words which are used to link subordinate clauses with the main clauses in a complex sentence. They include: after, because, if, that, though, although, till, before, unless, as, when, where, while, than, whether, in order that, nevertheless, etc

##### Examples

- He came after I had finished my work.
- He was sacked from office because of his stance against corruption.
- I wonder if he will ever change.
- He thinks that we will agree.
- Though he is your brother, you should not trouble him like that

##### c) Correlative conjunctions

Correlative conjunctions are pairs of words that connect other parts of a sentence. They include:

Either....or, neither....nor, both....and, not only.... but also.

##### Examples

- You will either visit the orphanage or go for prayers.
- She will either bake a cake or cook matoke.
- Neither her mother nor her guardian has visited her this semester.
- Neither the principal nor the deputy principal is in school today.
- Both my sister and her son will visit us soon.
- He is not only an excellent footballer but also a swift runner.

#### Activity Practice Exercise

Use the links below to practise the use of coordinating, subordinating and correlative conjunctions.

- <https://www.englishgrammar.org/coordinating-conjunctions-worksheet/>
- <https://www.englishgrammar.org/subordinating-conjunctions-worksheet/>
- <https://www.k5learning.com/worksheets/grammar/grade-5-correlative-conjunctions-b.pdf>
- <https://www.tutoringhour.com/worksheets/language-arts/conjunctions/correlative-conjunctions/>

### Reference

- Unubi, A (2019). Conjunctions in English. Meaning, types and uses.



### 3.8 Direct and Indirect Speech

#### 3.8.1 Meaning of Terms

##### Direct speech

Direct speech refers to words uttered directly by the speaker. Varied punctuation marks are used in direct speech, such as opening and closing speech marks and commas.

##### Indirect speech

Unlike direct speech, indirect speech, also known as reported speech, is a means of expressing the content of statements, questions, or other utterances, without quoting them.

#### 3.8.2 Examples of Direct and Indirect Speech

##### 3.8.3 Examples of direct speech

- The doctor said, "Good morning, Kelvin."
- "I have come to visit the sick elderly lady," replied Kelvin.
- "I'm sorry Kelvin," said the doctor, "the sick lady has been transferred to another hospital."

##### Note:

- The actual words of the speaker are enclosed in inverted commas or quotation marks.
- There is use of the reporting verb e.g., the doctor said.
- There is always a comma after the reporting verb.
- There should be a comma, full stop, question mark or exclamation mark at the end of the speech. This is placed inside the closing speech marks.

##### Examples of Indirect speech

- The doctor said good morning to Kelvin.
- Kelvin replied that he had had come to visit the sick elderly lady.
- The doctor told Kelvin he was sorry and that he (Kelvin) could not see the sick lady since she had been transferred to another hospital.

Have you noticed that all the direct speeches have been changed to indirect or reported speeches? I hope you did.

#### Note the following about reported speech.

- The speaker's words are not enclosed in inverted commas/quotation marks.
- The word **that** is usually used between the reporting verb and the reported speech.
- The tense changes from present to past tense.
- There is a change in time if there is time mentioned in the sentence of the direct speech.
- The pronoun or subject of the reported speech changes according to the pronoun or object of the reported verb.

#### Activity

Read the following dialogue and answer the questions that follow.

- Musa: Hello Peter. How have you been since the last time I saw you?
- Peter: I'm fine Musa. I'm going to watch football. Would you like to come along?
- Musa: Unfortunately, I cannot go with you. My mother has asked me to buy her some things from the market.
- Musa: That is unfortunate. Maybe you will join next week.
- Peter: I hope so too. See you in school next week.

- Rewrite line 2 (Peter's first speech) using quotation marks.
- Rewrite the following in reported speech.

I'm going to watch a football match.  
My mother has asked me to buy her some things in the market.

#### Activity

Select a novel of your choice. Identify instances of direct speech and write them down. Change the direct speech to reported speech.

### 3.9 References for Further Reading

- Nelson, G. & Greenbaum, S. (2016) An Introduction to English Grammar 4th Edition. Routledge.
- Langan, J. & Johnson, B. (2013). English Essentials, 3rd Edition. McGraw Hill
- Garrod, S. (1986). Language Comprehension in Context: A Psychological Perspective. Applied Linguistics, 7, 226 – 238.
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- Unubi, A (2019). Conjunctions in English. Meaning, types and uses.



## 4.0 READING

### 4.1 Specific Learning Outcomes

At the end of this topic, the trainee should be able to:

- i. Discuss the reading skills
- ii. Discuss intensive reading
- iii. Discuss extensive reading
- iv. Discuss comprehension skills

### 4.2 Reading Skills

#### 4.2.1 Meaning of the term reading

Reading is making meaning from print. It requires the reader to identify or recognise the words in print, construct an understanding from them (comprehension) and Coordinate identifying words and making meaning so that reading is automatic and accurate (fluency).

#### 4.2.2 Reading skills required for efficient reading

For one to be able to read efficiently, it is important to read as many materials as possible. This will help increase your vocabulary and sentence structures. The following are the reading skills that can enhance efficient reading and comprehension.

#### Previewing

This refers to running your eyes through the text to get an overview. Focus is normally on the title and author/writer details, the abstract, headings and sub-headings, chapter summaries, highlighted text.

#### Skimming

This entails reading a text quickly to get the overall or general meaning. In other words, it is running your eyes over large chunks of text to gain a general idea of the text. Rapid reading/tells you what general information is within a section.

Whenever you want to read a newspaper for example, what is the first thing you normally do? I am sure you go through the newspaper very fast to get the main highlights. That is skimming. Skimming enables one to get a feel of what they will read so that once they start reading, they will not have the urge to keep on jumping from one page to the next.

#### Scanning

This is the skill of sweeping your eyes over a part of a text to get specific information/reading rapidly

in order to find specific facts/helps you locate a particular fact. When reading, we scan a text quickly to look for the key pieces of information such as names and dates.

### Guessing the meaning of unknown vocabulary

When reading, one may not know all the vocabulary that they are going to encounter in the text. One should therefore try working out the meaning of unknown vocabulary within a sentence by also looking at the sentence as a whole and the how the word has been used in the sentence.

### 4.3 Extensive Reading

#### 4.3.1 Definition of Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure and story books. It requires one to read a wide variety of texts. One can use extensive reading skills to improve general knowledge of the information one already has. Extensive reading should be used to expose the learner to different types of literary works. It should also facilitate the study of emerging issues in society. This may be achieved through reading of literary and non-literary materials on issues such as health and sanitation and environmental conservation.

Extensive reading can also help learners to improve their reading skills, such as fluency and comprehension. When learners read extensively, they read books or materials that are enjoyable and accessible.

The following statements are true about extensive reading. Extensive reading is:

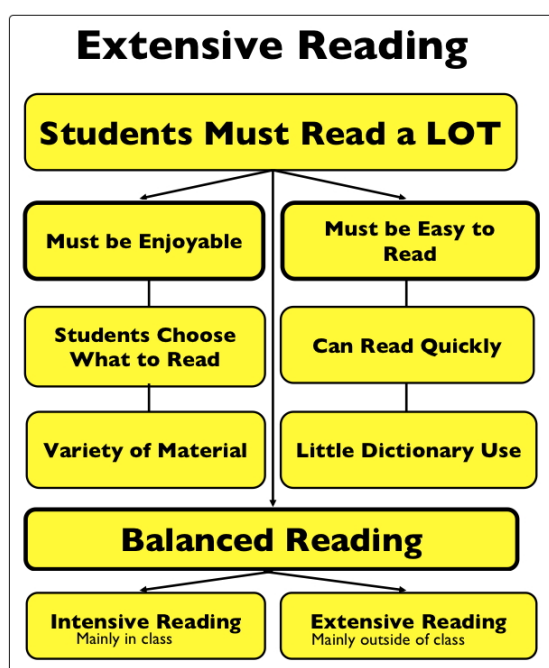
- Reading in quantity, outside the classroom, to get a general understanding of a text. This approach to reading is used when encouraging students to read widely, especially outside of class, at their independent or free reading level. Extensive reading is also known as pleasure reading, since its purpose is free, independent reading that is not overly dependent upon either teacher or dictionary.
- Wide reading for enjoyment and improving reading and interpretation skills.
- Reading for pleasure or information gathering instead of reading to increase language knowledge.

- Silent reading or free voluntary reading that is used to improve language learning performance.

## Extensive read

Through reading extensively, you as a student:

- Become a better reader.
- Learn vocabulary.
- Become a better writer since you will acquire a wide range of vocabulary.
- Improve your overall language competence.
- Will be more motivated to read.
- Develop the competence of learning to learn or learning on your own.



### 4.3.2 Some materials that can be used for extensive reading

- Novels
- Plays
- Story books
- Newspapers
- Magazines
- Journals
- Comics
- Reference books
- Encyclopedia

### 4.3.3 Sources of materials for extensive reading

- School library
- Public or local library
- Resource centre
- Online sources
- Friends
- Parents
- Donations

## Activity

Spare some time to read a variety of materials that interest you. Target to read at least one book every week. Ensure you select materials that are easy to read. In order to track the materials, you read, keep a journal in which you enter some of the following details as may be necessary:

- Title of material read
- Number of pages (where applicable)
- Short summary of the story or content
- What you learnt from the material
- What you found interesting about the material.

## 4.4 Intensive Reading

### 4.4.1 Definition of Terms

#### Intensive reading

This involves reading in detail with specific learning aims and tasks. During intensive reading, one pays attention to details such as the vocabulary, the flow of ideas, how characters interact with one another among others. This is geared to comprehending the text.

#### Meaning of the term comprehension

The term to comprehend means to understand. A student is supposed to go through passages from various sources such as journals, stories and magazines and answer questions. The reading materials mostly cover a variety of issues ranging from economic and social, to political aspects of life. One requires a range of comprehension skills for him or her to be able to answer the given questions correctly. One needs to read through a passage very fast to get the general idea, then a second time for the details. There are various types of comprehension questions.

- Define or explain the meaning. Here, one is encouraged to use short sentences to say what the word, phrase or sentence means. It is advisable to get the meaning from context and not from the dictionary.
- Context questions - These questions which are based on a given excerpt and answers are mostly found within the passage.
- Arguments - The answers will be based on the evidence or reasons given in a passage.

#### 4.4.2 Comprehension Strategies

When engaging with texts, students should use the following strategies:

**a) Activating and Using Background Knowledge** in which readers apply their background knowledge (what they already know or their experiences) in trying to comprehend what they are reading.

**b) Generating and asking questions**

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assists readers to combine information, recognize main ideas, and summarize information. Asking appropriate questions permits successful readers to concentrate on the most important information of a text (Wood, Woloshyn, & Willoughby, 1995). Creating relevant questions helps good readers to concentrate on difficulties with comprehension and to take the necessary actions to solve those problems.

**c) Making inferences**

This refers to drawing conclusions from the text that one has read.

**d) Predicting**

Readers are able to gain meaning from a text by making educated guesses. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. Readers try to assess these predictions and change any prediction that is not approved by the reading.

Before reading, predict what the story or the text will be about by:

- Studying the title
- Looking at the picture on the cover
- Going through the rest of the pictures quickly
- Reading the first line of each chapter.

Predicting makes reading easier since you already have an idea of what the story or book is about. You will therefore be able to concentrate on what you are reading.

**e) Summarising**

Summarizing is a reading strategy that allows readers to remember text rapidly. summarising means recalling the main points or ideas. A reader must first learn to sequence a text, retell a text using the language of the text, then put it into their own words (paraphrase) and finally select the most important ideas to sum up what the author has told them.

**Why is summarising important?**

Summarising will help you to:

- Learn to determine essential ideas and consolidate important details that support them.
- Focus on key words and phrases of an assigned text that are worth noting and remembering.
- Take a large selection of text and reduce it to the main points for more concise understanding.

**How to summarise a text**

- Begin by reading the text carefully or listening to a text.
- Get answers to these questions:
  - What are the main ideas? Why did the author write the text?
  - What are the crucial details necessary for supporting the ideas?
  - What information is irrelevant or unnecessary?
- Use key words or phrases to identify the main points from the text.
- Change the structure of the text.
- Rewrite the main ideas in complete sentences.
- Check your work.

## f) Visualizing

Readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image.

Visualising is very important when it is used for narrative texts. When readers read narrative texts, they can easily understand what is happening by visualising the places, characters, and their actions. It can also be used for the reading of expository texts.

## g) Comprehension Monitoring

In this strategy, readers have the ability to know when they comprehend what they read, when they do not perceive, and to apply suitable strategies to make better their understanding. Successful readers know and check their thought processes as they read. Some of the ways you can use to check understanding are:

- Answering recall questions
- Answering inference questions
- Retelling what you have read
- Summarising
- Note making

### Activity: Reading comprehension

Use the link below to practise using the comprehension strategies. Answer the questions that follow each passage.

<https://www.pinterest.com/pin/209980401357056208/>

#### 4.5 References for Further Reading

- Nelson, G. & Greenbaum, S. (2016) An Introduction to English Grammar 4th Edition. Routledge
- Langan, J. & Johnson, B. (2013). English Essentials, 3rd Edition. McGraw Hill
- Garrod, S. (1986). Language Comprehension in Context: A Psychological Perspective. Applied Linguistics, 7, 226 – 238.
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- Unubi, A (2019). Conjunctions in English. Meaning, types and uses.



## 5.0 WRITING

### 5.1 Specific Learning Outcomes

At the end of this topic the trainee should be able:

- i. Explain the spelling rules
- ii. Discuss the sentence building skills and paragraphing
- iii. Discuss punctuation
- iv. Explain the types of writings
- v. Discuss institutional writing
- vi. Discuss business writing

### 5.2 Spelling Rules

#### 5.2.1 Definition of Spelling

Spelling is a very important aspect of writing. It is the process of writing a word or naming the letters in a word. Spelling can be done verbally or in written form.

A student who has mastered spelling is likely to be efficient in reading. Due to the irregularity of the alphabetic systems used in English, English spelling is a bit complex. For instance, in English, one cannot predict pronunciation from spelling. English has very many ways of representing the same sound. A sound can be represented by different letters, or some letter combinations can represent one sound. For example:

cat	- the letter c is pronounced as /k/
place	- letter c is pronounced as /s/
chocolate	- letter c is pronounced as /k/
ache	- letter c is pronounced as /k/

Due to this irregularity student may find it challenging to spell words correctly in English.

#### 5.2.2 Significance of Spelling

A single spelling error can change the meaning of a word. Good spelling knowledge is therefore important for effective word recognition which greatly enhances reading and writing.

Poor spelling can be a barrier to reading. For example, if one is reading a text that has so many spelling errors, he or she may not follow the thoughts of the writer well.

In conclusion, for one to get mastery in English language there is need to identify its spelling rules. It is also important to note the differences between British English and American English, for consistency in writing.

#### 5.2.3 Nature of English Spelling

Spelling combines simplicity with consistency, for example in alphabetic writing, the same sound is regularly represented by the same character and a given character is always represented by the same sound. However, none of the given European language including English has acquired this characteristic fully.

#### 5.2.4 Complexities in Spelling

##### A. Spelling of vowels sounds, for example,

**The combination of letters ou as in:**

through	loud	rough	famous
---------	------	-------	--------

**The long vowel /i:/ can be spelt in many ways as in:**

Believe	machine	be	see
Key	fine	time	idea

**The short vowel /a/ can be represented in words such as:**

Father	far	bag	axe
An	are	hat	pan

##### B. Spelling of consonant sounds, for example,

**Combination of /gh/ gives different pronunciations such as:**

though	- gh is silent
enough	- gh sounds as /f/
ghost	- gh sounds as /g/

**Consonant /f/ has various representations such as:**

far	laugh	pharmacy
-----	-------	----------

**Sound /sh/ has many of spellings such as:**

shoe	sugar	nation
suspicion	ocean	conscious
pleasure	-----	-----

**In some words, the sound /k/ is silent**

knee	kneel	knit
knife	knock	know

**C. English has many homophones. A homophone is a word that is pronounced the same but it has different meaning. For example:**

- Rose flower and rose past tense of rise
- Carat, caret and carrot
- Weather and whether
- Further and father

Homophones may lead to students confusing the correct spelling in a writing. Always master the spelling of these words and use them correctly in sentences.

**D. English has many words borrowed from other languages and the spelling of these words has been retained in their original form. Examples include:**

restaurant	French
fiancé	French
cookie	Dutch
banana	Portuguese
chaos	Greek
safari	Arabic

**E. Spelling variations between British and American English**

There is a slight difference in spelling of British and American English. When you write, ensure consistency. This means that if you wish to use British English, do so for the whole document.

Examples:

British English	American English
behaviour	Behavior
colour	color
honour	favor
flavour	honor

### 5.2.5 Spelling Rules

To get mastery of English one can use the rules of spelling extracted from The Penguin Spelling Dictionary (1990) and Summary of Spelling Rules and Generalizations' as given in Spelling Skills Builder (2004) as listed below:

- Nouns are pluralised by adding -s and for nouns ending in -s, -x, -z, -ch, -sh, add -es:

**Examples:**

bag	- bags
pot	- pots
box	- boxes
bunch	- bunches
bush	- bushes

- Nouns ending in -f and -fe either have the plurals ending in -s or -ves e.g.

chief	- chiefs
knife	- knives
safe	- safes
wife	- wives

- Nouns ending in -i usually form regular plurals but a few have the plural ending in -ies e.g.  
Chilli – chillies

- Nouns ending in -is either form regular plurals or having the plural ending in -es e.g.

iris	- irises
basis	- bases

- Most nouns ending in -o either form regular plurals (adding s) or have the plural ending in -es e.g.

### Examples

photo – photos  
potato – potatoes

- v) Nouns ending in –y have their plurals ending in either –y or –ies

### Examples

key – keys  
toy – toys  
donkey – donkeys  
baby – babies

- vi) Some nouns remain the same in their plural form e.g.

deer – deer  
sheep – sheep  
music – music  
time – time

### Activity: Group work

In your groups, use the link below to go through other spelling rules and to be able to spell words correctly. Make a list of words you find difficult to spell.

<https://howtospell.co.uk/top-ten-spelling-rules>



### 5.2.6 References

- <https://www.grammarly.com/blog/plural-nouns/>
- [https://www.researchgate.net/publication/283664530\\_English\\_Spelling\\_and\\_its\\_Difficult\\_Nature](https://www.researchgate.net/publication/283664530_English_Spelling_and_its_Difficult_Nature)
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## 5.3 Sentence Building Skills and Paragraphing

Writing is a literacy skill that requires students to develop ideas, organise them, and compose a draft that will answer to a question, an assignment or goal that will satisfy specific writing purposes.

Writing requires the following:

- Evaluation and revision of ideas across sentences, paragraphs, and pages to ensure the message is well delivered to the readers.
- Ability to express oneself in accordance with a specific language system.
- Following the rules of grammar and sentence structure.

Note the following when writing:

- Sentences should not be too complex.
- The ideas should be well connected.

This will help the reader to comprehend what has been written easily.

It is therefore important for a student to develop sentence construction skills systematically so as to write clearly and have varied sentence structures.

### 5.3.1 Sentence Writing Skills

When writing in English you need to ensure that your sentences have the 4Cs of writing. That is your sentences should be:

- a. Clear
- b. Concise
- c. Correct
- d. Coherent

Ensure that your thoughts are flowing on paper because this will enable the reader to follow what you are writing. The sentences you are using need to have the following in order to create variety:

- A subject (S) (what is being talked about)
- A verb (V) (the action or doing words)
- An object (O) (what is being referred to)
- An adverb (A) (how the action is done)

### Activity: Sentence construction

Construct sentences using a subject, a verb and an object.

### Examples

I saw the girl.

S V O

I saw the girl who walked slowly.

S V O

A

### 5.3.2 Developing Writing Skills from Sentences to Paragraphs

A paragraph is a group of related sentences that develop a single idea. Paragraphs are not mere arbitrary divisions of words and sentences. A paragraph may consist of a single sentence or many sentences. The divisions are according to introduction or change of ideas. The beginning of a new paragraph marks a change in the topic or step in the development of an argument. Paragraph structure may be guided by the following:

**a) Unity** – Each paragraph must deal with one topic or idea. In an essay, every sub-heading should have its own paragraph and every sentence must be closely connected with the topic of the paragraph. Every part of the paragraph must be an expression of one idea. The first sentence must be the topic sentence, that is, the sentence that states the main idea in the paragraph.

**b) Order** – This is the logical sequence of thoughts as one develops the subject. Events must be related in the order of their occurrence. All ideas should relate to the leading idea and then arranged in order of importance. The first sentence must introduce the idea or topic and arouse the interest of the reader, while the last sentence should conclude or sum up the idea.

**c) Variety** – Avoid monotony by varying sentence construction and lengths.

### Activity: Explanation and discussion

- a) Explain the 4Cs of writing.
- b) Discuss various types of sentences a learner needs to be exposed to before writing a paragraph.

### 5.3.3 References

- Traga Philippakos Zoi, A. (2019) Sentence construction: Supporting Elementary Students' Editing Skills, The Language and Literacy Spectrum: VOL. 29:Iss.1, Article 3.
- <https://digitalcommons.buffalostate.edu/lls/vol29/iss1/3>
- <https://englishwithatwist.com/2014/12/01/english-writing-skills-sentences-structure-in-english/>
- 16 Wolf, J (2017) Developing Writing Skills from sentences to paragraphs
- <https://www.indstate.edu/education.instate.edu/files/Developing%20Writing%20Skills%20from%20Sentence%20to%20Paragraphs.pdf>

## 5.4 Punctuation

Punctuation marks are pauses or gestures used to clarify meaning of words. They are signals to the reader that indicate a pause, place, or emphasis. They alter the function or show the relationship between elements of the text.

### 5.4.1 Importance of Punctuation Marks

- a) They facilitate the reading of a reader and prevent confusion and overlap between sentences and words.
- b) If properly used, they will help the reader understand what is written.
- c) They give the intended meaning to a language. If wrongly used, they can distort the intended meaning and can sometimes change the sentence so that it becomes nonsensical.

### 5.4.2 Examples of punctuation marks and their usages:

#### 1. Comma (,)

- a) When a subordinate (less important clause) comes before the main clause e.g. If you do not go, help me.
- b) To separate phrase in apposition (describing the same person or thing mentioned earlier) e.g., Mr. Brown, the doctor, has travelled to America.
- c) To separate items in the same list e.g. He travelled to Canada, Kenya, Saudi Arabia and Australia.

#### 2. Full stop (.)

- a) It is used at the end of a sentence and the next sentence should begin with a capital letter e.g., John felt tired. He went to sleep early.
- b) Used with abbreviations e.g., Mr. Prof.
- c) Used with acronyms e.g., B.B.C. (British Broadcasting Cooperation).

#### 3. Colon (:)

It indicates what follows is an explanation of what precedes it e.g. They have some news about the accident: John's father has passed on.

It introduces a list of items e.g. To travel you need the following: a passport, an application, and the correct documents.

#### 4. Semi colon (;)

- a) It joins two independent but related clauses

or sentences e.g. She is a good writer; she has published several books.

- b) It separates clauses of conjunctive adverbs such as however, therefore, and moreover e.g. We shouldn't go to the show; however, I do hear that they have good cakes.

### 5. Quotation Marks ("")

- a) They are used in direct speech e.g., Angela said, "I cannot eat fish."
- b) They are also used to set off title of works of writing e.g. I read the play 'An Enemy of the People'.

### 6. Apostrophe (')

- a) It refers to possessive singular or plurals e.g. The boys' shirts (Plural) and The student's books (singular)
- b) Used when telling time e.g. It is eleven o'clock.
- c) Used to show that letters are missing e.g. You're (short from of you are.)

### 7. Exclamation mark (!)

Signals an expression of strong excitement, shock, and other emotions.

Examples

- a) Bravo! We have won.
- b) What a wonderful day!
- c) Ouch! I have hurt my arm!

### 8. Ellipsis (...)

- a) Shows that a speaker has been cut off abruptly e.g., 'Whatever you do, don't ...'
- b) Indicates a trailing of speech e.g. We could do this ... or may be ...

### 9. Slash (/)

- a) Is used for fractions e.g., 1/2(half), 3/4(three quarter).
- b) Used to separate the day, month, and a year e.g. She was born on 18/03/2021.

### 10. Question mark (?)

- a) Used at the end of a question e.g. Who is calling?
- b) Used with question tags e.g. I am coming, aren't I?

### 11. Hyphen (-)

- a) May separate a prefix from the root word e.g., Pre-school, co-opt T-shirt.
- b) It may join compound words e.g., twenty-one, long-term, mother-in-law

## 12. Parenthesis ( ( ) )

These are used to include extra information in a sentence e.g. The football captain (who is in his second year) is very humble.

They are also used to give additional information that is non-essential in a sentence e.g., South Africa, Zambia, and Tanzania (but not Rwanda) will participate in the tournament.

**Activity: Practice exercise and discussion.**

- a) Practise using punctuation marks in the sentences.
- b) What happens when you omit punctuation marks in your writing?

### 5.4.3 References

<https://www.skillsyouneed.com/write/punctuation1.html>



## 5.5 Types of Writings

### 5.5.1 Meaning of the term writing

Writing is an advanced language skill which requires a person to:

- Communicate ideas effectively.
- Acquire skills to express ideas clearly.
- Be organised, logical and creative in thinking.

### 5.5.2 Types of Writing

There are several types of writing that are necessary both for life-long learning and to be able to fit in day-to-day interactions and in the world of work. These types of writing are outlined below:

#### 1. Creative Writing

Creative writing is the art of “making things up”. It is any writing that is original and self-expressive. A news article, for example, cannot be considered creative writing because its main goal is to present facts and not to express the feelings of the writer. While a news article can be entertaining, its main purpose is to present the facts.

The purpose of creative writing is to both entertain and share human experience. If you'd like to try your hand at creative writing, just keep in mind that whether you are trying to express a feeling or a thought, the first step is to use your imagination.

Types of creative writing include: narratives, poems, description, plays, songs, speeches, personal essays among others.

Below are two pieces of writing.

#### A

The road to our village has become muddy and unpassable. As a result, the County Government has decided to tarmac the existing road and build gulleys that will divert rainwater from the roads to the sides. Work on the road will start in a month's time. The contractor has asked youth from the area to apply for construction work. This will help reduce the unemployment in the village. The rate of crime will also go down. Once the road is complete next year, the economy will improve because farmers will be able to sell their coffee produce easily.

#### B.

The girl began to cough loudly. She knew that she

should have gone to hospital as soon as she started coughing two days ago. However, she could not because she had no money at all. Her mother, Mama, was still away in the fields tilling the land. Her father had gone to work in the mines two weeks earlier. He had not come back.

“What should I do now?” she wondered, holding back her cough.

Just then, she heard her mother's familiar footsteps.

“Hello, my daughter. How are you feeling now? Have you eaten anything?” Mama asked.

“No, Mama. What have you brought from the farm?” asked the young girl.

“Today I was very lucky. I met Your uncle near the farm, and he helped me dig up some yams. He also found some herbs in the bush for your cold. Let's go inside and prepare the yams. After you have eaten, I will boil the herbs for you to take. Then you will go and rest.”

“Thank you, Mama. You are the best,” said the young girl.

Mother and daughter went in. They were both hopeful that all would be well.

#### Questions

- Which piece of writing falls under creative writing.
- Give reasons for your answer. Use examples from the text to support your answer.
- Now, create your own story.

#### 2. Public Writing

Public writing is the process of non-academic writing for a general audience in a structured deliberate manner intended to inform, influence, or entertain the audience. Examples include telephone messages, filling in forms and formal letters including letters of apology, application letters and letters of inquiry.

**Example: Application to join a college club**

Bright Vocational Training Institute  
P.O. Box 345  
**BOLITO**  
10<sup>th</sup> January, 2021

The Patron  
Journalism Club  
P.O. Box 345  
**BOLITO**

Dear Madam,

**RE: APPLICATION TO JOIN THE JOURNALISM CLUB**

I am a first-year student in Bolito Vocational Training Institute and I enjoy writing very much.

I hereby apply to join the Journalism Club in the Institute.

In my former school, I was a member of the journalism club. I wrote several articles for the school magazine, and I have also written several Children's stories which have been published.

I look forward to your positive response.

Yours faithfully,  
John Lusaka

### Activity 1: Writing a job application letter

Search for a job advertisement from a newspaper. Use the advertisement to apply for a job.

### Activity 2: Filling in forms

Source for a form on-line, download it and fill it.

### 5.5.3 Institutional Writing

This is writing which aims at conveying a specific, direct, and clear message to a specific audience. Functional writing includes

Public notices Inventories Curriculum vitae Speeches	Business letters Posters Advertisements	Notification of meetings Agenda Minute writing
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### Characteristics of Institutional writing

- Unlike creative writing, it follows a certain format.
- Write in a clear and concise style.
- Avoid long sentences.
- Use language that is free of grammatical errors.

### Example 1: Business letters

Formal letters are also referred to as business or official letters. Letter writing forms part and parcel of our everyday lives. It is, therefore, important that we learn how to write letters correctly. This is more so for official letters, where mistakes in language use and the format may cost you an opportunity.

Writing formal letters is an important skill since in our day-to-day lives, we will be required to write:

- Application for an employment.
- A letter of apology.
- Application for admission in an institution.
- Application for sponsorship or for a bursary.

Just like all types of public writing, formal letters have a format that should be followed. A formal letter has the following parts:

- The writer's address and date.
- The receiver's address.
- The salutation, for example, 'Dear Sir or Dear Madam' should be directly below the address of the receiver.

- The heading or reference which should be brief, in capital letters and underlined. In a busy office, it is useful for people to get the main purpose of the letter immediately.
- The body which gives the message of the letter in a brief and clear manner.
- The ending or closing tags for example, 'yours faithfully'. If the writer is well known to the addressee, (for example, in the case of a student/tutor relationship) he or she can end with yours sincerely.
- The writer's signature and name should come immediately after the closing tag

To get a sample of a formal letter use the link below:

<https://www.pinterest.com/pin/554435404109781954/>

### Note

The first sentence of a business letter should explain why the communication is being made. Official letters should be short and to the point and the language used should be courteous.

A letter reveals a lot about one's personality, thus the letter should be neat, clean, and clear as this suggests an organized person. A dirty, disorganized, and ungrammatical letter is likely to annoy the addressee.

### Example 2: Speech

### Speech writing

A speech is a public talk or a formal address on a specific subject and to a particular audience. In a speech, only one person is involved in addressing a group of people, referred to as the audience.

This could be during the College Closing Ceremony, a national celebration among others. The speaker should ensure that his or her speech is well organized so that his topic can be understood.

A speech has three basic parts, namely, the introduction, body, and conclusion.

## Student Graduation Speech

**Good morning family, friends, faculty, and fellow graduates.**

Well, we did it. We all accomplished one of the major early milestones of our lives: high school graduation. This is a major step in the journey of our lives, one that should be recognized for its immense significance. It is an act not only of personal commitment, but also one of pride. We all worked hard to get to this day, and our work did not go to waste. A high school diploma is a wonderful tool in this world, one that opens many doors of opportunity for anyone who is lucky enough to have one.

But graduation is not an end goal in itself; it is instead a part of the larger journey of life. Wherever your future takes you, let it take you somewhere. Life is a journey, and all accomplishments we achieve during its course should be taken as starting points for further achievements. Our graduation should serve as such a launching point, projecting us to wherever our futures are meant to take us, whether we land ourselves a career, take up a trade, or continue our education at college or Vocational/technical School.

But before we can begin to reach for the stars, there is one more personal milestone that we all need to reach. Most people who graduate from high school experience only one graduation—that from high school. But we all have one more shortly ahead of us. We've already shown our commitment to personal growth through making it to this ceremony today, but soon, all of us will experience another ceremony when we graduate from our programs. As I said before, life is a journey—we don't stop growing once we get our diplomas. Life is *about* growing, and being in our programs gives each of us new opportunities to continue growing and to learn new skills that we will carry with us for the rest of our lives.

And we don't have to stop there! This graduation has already shown us how capable we all are of accomplishing our goals when we commit ourselves to them. I hope all of us here today can take this personal accomplishment as an example of how anything is truly possible when we put our minds to it. As we all continue on in our lives, let us take each new problem on with confidence, knowing that we have achieved great heights and are equipped with the necessary tools to tackle our futures.

### Activity 1: completing a speech

Search from the Internet for ways of completing a speech and complete the speech above.

### Activity 2: Writing other types of Institutional writing

Practise writing other types of Institutional writing, as indicated in table above.



#### 5.5.4 References

<https://kcpe-kcse.com/wp-content/uploads/2017/05/FUNCTIONAL-WRITING-NOTES-F1-4.pdf>

## 5.6 Business Writing

### 5.6.1 Definition of the Term Business Writing

Business writing is a type of writing that is used in a professional setting. It is a purposeful piece of writing that conveys relevant information to the reader in a clear, concise, and effective manner. It includes client proposals, reports, memos, emails, and notices. Effective business writing is a critical aspect of effective communication in the workplace.

Business writing can be used for the following purposes:

- To inform as in the case of a memo
- To instruct as in the case of a manual
- To persuade as in the case of a proposal or an email
- To do business, for example, using invoices, email, or forms to do business.

### 5.6.2 Principles of Good Business Writing

#### 1. Clarity of purpose

Before beginning a business document, memo, or email, one should ponder two primary questions:

- Who is the reader?
- What do I want to convey to the reader through my writing?
- Clarity of purpose gives a direction to the writing and develops its tone, structure, and flow.

#### 2. Clarity of thought

Thinking while, rather than before writing, makes the writing less structured, meandering, and repetitive. Business writing requires the skill to reduce long, rambling sentences into concise, clear ones. One needs to extract what is significant to write clearly.

### 3. Convey accurate and relevant information

The primary goal of business writing is to convey valuable information. Inaccurate or irrelevant content affects the purpose of the document. For effective business writing, information must be value-additive and complete.

### 4. Avoid jargon

A simple and uncluttered writing style goes a long way in communicating the message to the reader. Grandiose writing full of industry-specific buzzwords and acronyms should be avoided to the maximum possible extent. Otherwise, the reader may be unable to comprehend the document or lose interest in it.

### 5. Read and revise

Reading the passages out loud after completion can reveal flaws and gaps in the arguments. It is recommended to welcome constructive feedback from colleagues and revise the document for improvement.

### 6. Practice is the key

Proficiency in business writing can be attained through regular practice. Paying attention to the vocabulary, sentence structure, and style of writing while reading can help to develop the same instinct while penning one's thoughts down.

### 7. Be direct

Presenting what you wish to say in the first 150 words is a good idea when it comes to business writing. It saves the reader time and sharpens the argument. If the meaning can be conveyed in three words, it should not be stretched to five.

### 8. Correct grammar and sentence structure

Good grammar portrays both attention to detail and skill – traits that are highly valued in business.



## 9. Easy to scan or read

Business executives value a document that can convey its message in a cursory glance. Business documents can be enhanced through the use of numbered or bulleted lists, clear headings, concise paragraphs, and judicious use of bold formatting to highlight the keywords.

### Points to note

- Clearly stating your purpose
- Use concise or straight to the point language
- Know your audience
- Organise your ideas thoughtfully
- Make use of the active voice
- State facts instead of opinions
- Keep your writing free of errors

### 5.6.3 Reference

<https://corporatefinanceinstitute.com/resources/careers/how-to-job-guides/business-writing/>

### 5.7 References for Further Reading

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## NOTES

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