

COMPETENCE BASED CURRICULUM

SENIOR SCHOOL

GRADE 10

GRADE GUIDE

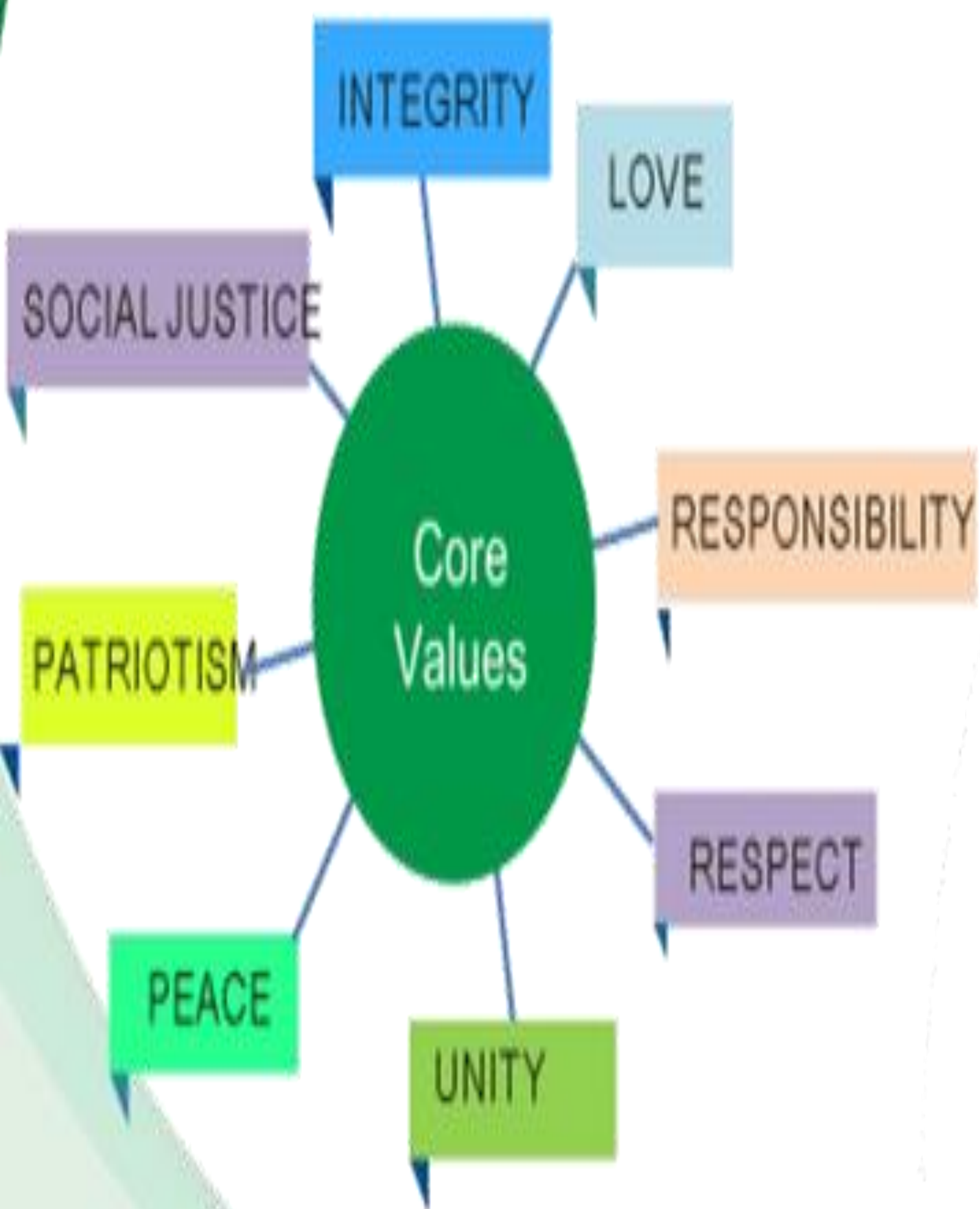
NOTES



ENGLISH




1ST EDITION




The diagram features a central white circle with a green border containing the text 'Core competencies tackled in the new curriculum'. This central circle is connected by dotted lines to seven surrounding circular icons, each with a unique color and symbol. The icons are arranged in a circle around the center. The background is a light yellow and white abstract design.


Core competencies tackled in the new curriculum




Communication and Collaboration




Critical Thinking and Problem Solving




Citizenship



Learning to Learn



Self Efficacy



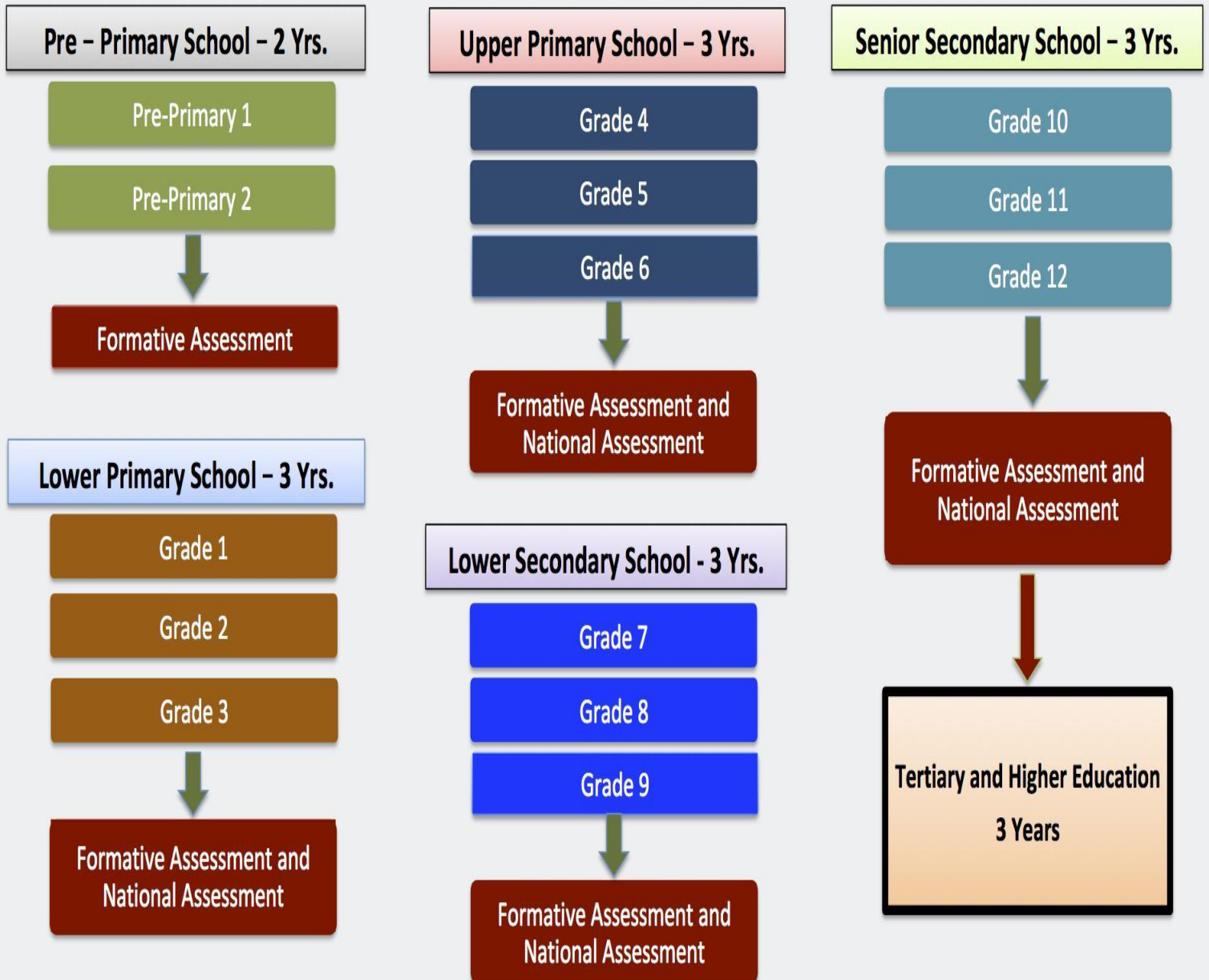
Imagination and Creativity



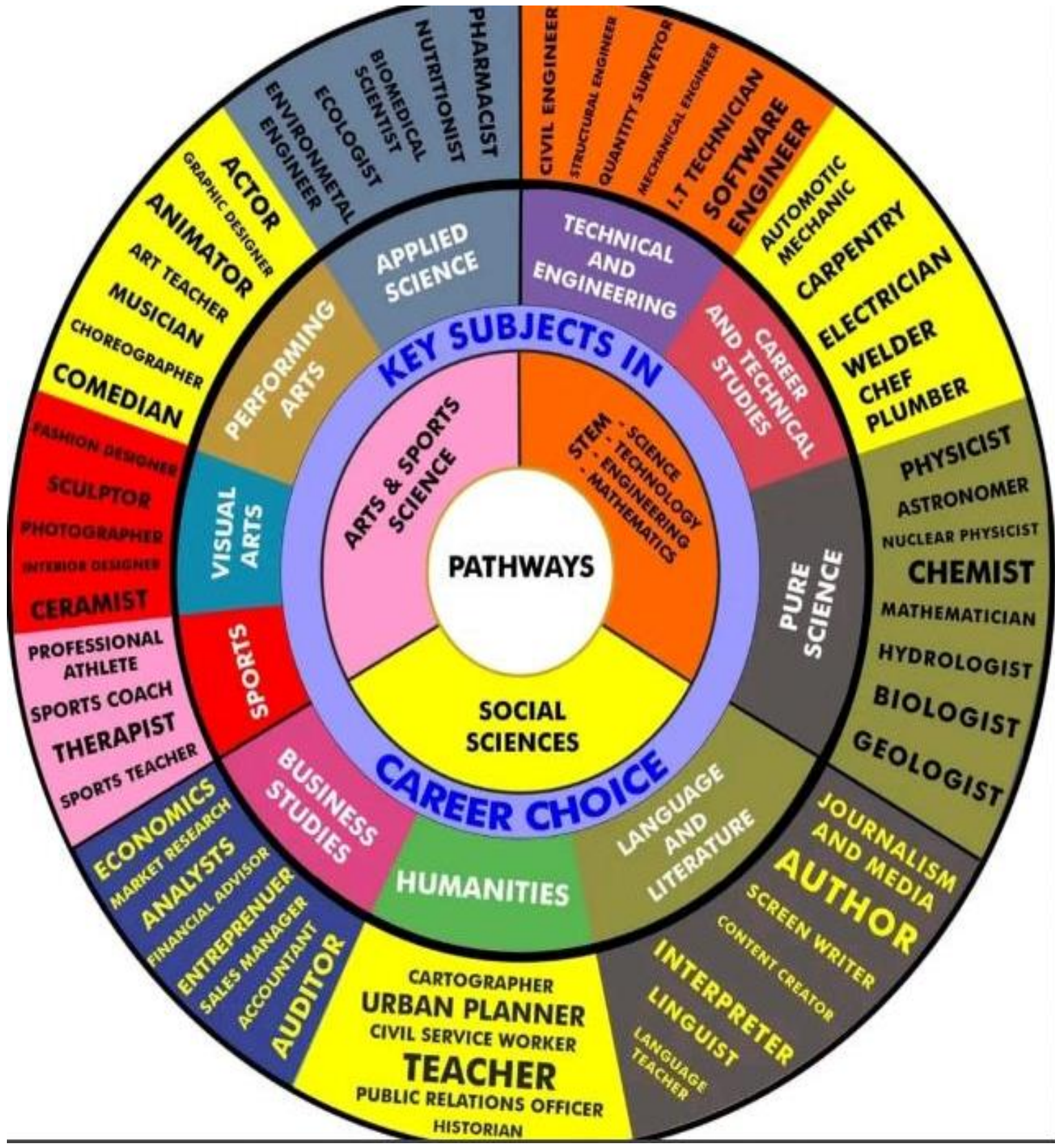
Digital Literacy

New Kenya Basic Education Curriculum Framework

2 - 6 - 6 - 3



- ❑ **Formative Assessments** - Ongoing throughout term/semester
- ❑ **National Assessments** - Summative - end of lower and upper primary education, lower secondary education and senior school. For placement and certification



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It

should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilize information and communication technology across varied contexts,
2. Apply mathematical, logical and critical thinking skills for problem solving,
3. Apply basic research and scientific skills to manipulate the environment and solve problems,
4. Exploit individual talents for leisure, self-fulfillment, career growth, further education and training,
5. Uphold national, moral and religious values and apply them in day-to-day life,
6. Apply and promote health care strategies in day-to-day life,
7. Protect, preserve and improve the environment for sustainability,
8. Demonstrate active local and global citizenship for harmonious co-existence,
9. Demonstrate appreciation of diversity in people and cultures,
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre-University/ Pre-career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of 15 to 18 years and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be engaged, empowered and ethical citizens ready to participate in the socio-economic development of the nation.

At this level, learners shall take SEVEN (07) learning areas (LAs) as recommended by the Presidential Working Party on Educational Reforms (PWPER). These shall comprise Four Compulsory learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a differentiated curriculum in terms of scope, experiences and assessment. Such learners shall; therefore, take Advanced English or Kiswahili Kipevu with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending.

LIST OF LEARNING AREAS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English	5. Mathematics/Advanced Mathematics	22. Advanced English	36. Sports and Recreation
2. Kiswahili/KSL	6. Biology	23. Literature in English	37. Physical Education (C)
3. Community Service Learning	7. Chemistry	24. Indigenous Language	38. Music and Dance
4. Physical Education	8. Physics	25. Kiswahili Kipevu/Kenya Sign Language	39. Theatre and Film
<i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	9. General Science	26. Fasihi ya Kiswahili	40. Fine Arts
	10. Agriculture	27. Sign Language	
	11. Computer Studies	28. Arabic	
	12. Home Science	29. French	
	13. Drawing and Design	30. German	
	14. Aviation Technology	31. Mandarin Chinese	
	15. Building and Construction	32. History and Citizenship	
	16. Electrical Technology	33. Geography	
	17. Metal Technology	34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education	
	18. Power Mechanics	35. Business Studies	
	19. Wood Technology		
20. Media Technology*			
21. Marine and Fisheries Technology*			

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "**free**" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

In Kenya, English is an official language, a subject of study and a medium of instruction from Grade Four to the highest education level. In addition, it is one of the leading international languages. Indeed, English is the most widely spoken language and the global lingua franca in trade, diplomacy among others. As a subject, English exposes learners to various forms of language use in the areas of listening, speaking, reading, vocabulary, writing as well as grammar in use. In this subject, learners are also provided with opportunities to interact with the language in non-formal contexts such as drama and music festivals, debates, public speaking, clubs and societies.

At the end of Senior Secondary School, learners are expected to have attained proficiency in the use of the English language. This will prepare them for further learning and training in fields such as law, journalism, marketing, advertising, public relations, editing, research, linguistics, teaching, lexicography, translation and performing arts, among others.

GENERAL SUBJECT LEARNING OUTCOMES FOR ENGLISH

By the end of the course, the learner should be able to:

1. Speak fluently in a variety of contexts,
2. Listen to obtain meaning from oral texts, and provide appropriate feedback,
3. Use appropriate English language structures in oral and written communication,
4. Build a wide range of vocabulary for use in formal, non-formal, and informal discourse,
5. Read print and digital materials for a variety of purposes,
6. Write different types of creative and functional texts.

SUMMARY OF STRANDS AND SUB STRANDS

1.0 Listening And Speaking

- a) Extensive listening
- b) Etiquette
- c) Critical listening
- d) Pronunciation and conversational skills
- e) Intensive listening
- f) Non-verbal cues
- g) Selective listening
- h) Pronunciation and conversational skills
- i) Interactive listening
- j) Pronunciation and conducting meetings
- k) Responsive listening
- l) Pronunciation and Syllabic Stress
- m) Critical listening
- n) Pronunciation and Emphatic Stress
- o) Intensive listening/Viewing
- p) Speaking fluency
- q) Selective listening
- r) Speaking fluency

2.0 Reading a) Reading fluency

- b) Extensive reading
- c) Extensive reading
- d) Study skills
- e) Intensive reading
- f) Reading fluency
- g) Intensive reading
- h) Extensive listening
- i) Critical reading

3.0 Grammar in Use

- a) Word classes
- b) Word classes
- c) Word classes
- d) Phrases
- e) Phrases
- f) Clauses
- g) Clauses

- h) Sentence structure
- i) Sentences

4.0 Writing

- a) Sentence fluency
- b) Mechanics of writing: Spelling
- c) Elements of effective writing
- d) Mechanics of Writing: Punctuation
- e) The Writing Process
- f) Creative writing
- g) Functional writing
- h) Functional writing
- i) Functional writing

THEMES

1. Etiquette
2. Environment
3. Technology
4. Travel
5. Careers
6. Culture
7. Sports and Games
8. Health and Safety
9. Income: Types and Sources

GRADE 10 CBC KENYA ENGLISH COMPREHENSIVE NOTES AND GRAMMAR

Strand: 1.0 Listening and Speaking

Sub-Strand: 1.1 Speaking: Etiquette

Suggested Learning Experiences:

- ✚ Listen to an oral passage and identify the words with the sounds /v/ and /ɔ: /.
- ✚ Say tongue twisters which have the target sound with peers.
- ✚ Present minimal pairs featuring the target sounds and receive peer review.
- ✚ Watch videos depicting the use of etiquette in the following instances:
 - ✓ Hotels
 - ✓ Telephone conversation
 - ✓ The market among others
- ✚ Pick out the polite words and phrases used in the video and list them.
- ✚ Conduct a telephone conversation and observe etiquette.
- ✚ Role play a conversation between a receptionist and a guest, a secretary and a parent in a school, or a customer and a seller in a market.

(The phone rings. A professional tone is used by both speakers.)

[RING... RING...]

Receptionist (Answering): Good morning, [Hotel Name], [Receptionist's Name] speaking. How may I assist you today?

Caller (Mr. Kamau): Good morning, my name is John Kamau, and I have a reservation for two nights starting this Friday.

Receptionist: Good morning, Mr. Kamau. Thank you for calling. Just a moment while I retrieve your booking information.

(Slight pause)

Receptionist: Alright, Mr. Kamau, I have your reservation under the name John Kamau for two nights, checking in this Friday, April 18th, and checking out on Sunday, April 20th. Is that correct?

Caller (Mr. Kamau): Yes, that is correct. I had a quick question regarding my booking.

Receptionist: Certainly, Mr. Kamau. How can I help you?

Caller (Mr. Kamau): I was wondering if it would be possible to request a room with a view, perhaps overlooking the garden if available?

Receptionist: Let me check the availability for you, Mr. Kamau. One moment, please.

(Slight pause)

Receptionist: Thank you for your patience, Mr. Kamau. We do have a few rooms with a garden view available for your stay. I have noted your preference and will do my best to assign you one of those rooms. While I cannot guarantee it at this moment, we will certainly prioritize your request.

Caller (Mr. Kamau): Oh, that would be wonderful. Thank you very much for looking into that for me.

Receptionist: You're most welcome, Mr. Kamau. Is there anything else I can assist you with regarding your reservation? Perhaps any inquiries about hotel amenities or directions?

Caller (Mr. Kamau): Actually, yes. Could you please remind me what time check-in is on Friday?

Receptionist: Check-in time is from 2:00 PM onwards, Mr. Kamau. However, if you arrive earlier and your room is ready, we will be happy to check you in.

Caller (Mr. Kamau): That's good to know. And what about check-out time on Sunday?

Receptionist: Check-out time is 11:00 AM, Mr. Kamau. If you require a later check-out, please let us know in advance, and we will see if it's possible depending on availability.

Caller (Mr. Kamau): Perfect. Thank you for the clarification. One last thing – could you please confirm if the room has Wi-Fi access?

Receptionist: Yes, Mr. Kamau. Complimentary Wi-Fi is available throughout the hotel, including in all guest rooms. You will receive the login details upon check-in.

Caller (Mr. Kamau): Excellent. That's all the questions I had for now. Thank you so much for your help. You've been very helpful.

Receptionist: It has been my pleasure assisting you, Mr. Kamau. We look forward to welcoming you to [Hotel Name] this Friday. If you have any further questions before your arrival, please do not hesitate to call us.

Caller (Mr. Kamau): I will. Thank you again, and have a good day.

Receptionist: You too, Mr. Kamau. We look forward to seeing you soon. Goodbye.

Caller (Mr. Kamau): Goodbye.

(The call ends.)

1.1.2 Speaking: Etiquette

Introduction to Etiquette:

Etiquette refers to the customary code of polite behavior in society or among members of a particular profession or group. It encompasses the rules governing social behavior, manners, and protocols. Observing etiquette is crucial for fostering positive interactions, showing respect, and building strong relationships in various settings.

Importance of Etiquette:

- ✓ **Shows Respect:** Using polite language and appropriate behavior demonstrates consideration for others' feelings and dignity.
- ✓ **Facilitates Communication:** Good etiquette helps to create a comfortable and respectful environment for effective communication.
- ✓ **Builds Positive Relationships:** Polite interactions contribute to building trust and rapport with others.
- ✓ **Creates a Positive Impression:** Observing etiquette reflects well on an individual and can enhance their personal and professional image.
- ✓ **Avoids Misunderstandings:** Clear and polite communication minimizes the chances of misinterpretations and conflicts.
- ✓ **Maintains Social Harmony:** Adhering to social norms helps to maintain order and positive interactions within a community.
- ✓ **Professional Success:** In professional settings, etiquette is essential for networking, client relations, and career advancement.

Aspects of Etiquette in Different Contexts:

a) Hotels:

✚ **Arrival and Check-in:**

- ✓ Greet the receptionist politely (e.g., "Good morning/afternoon").
- ✓ State your name and booking details clearly.
- ✓ Be patient if there is a queue or a slight delay.
- ✓ Say "please" when making requests and "thank you" after receiving assistance.

✚ **During Your Stay:**

- ✓ Keep your room tidy.
- ✓ Be mindful of noise levels, especially late at night or early in the morning.
- ✓ Use hotel facilities respectfully.
- ✓ Address hotel staff politely (e.g., "Excuse me," "Could you please help me with...").
- ✓ Tip appropriately for good service (where culturally appropriate).

✚ **Departure and Check-out:**

- ✓ Inform the reception of your departure.
- ✓ Return your room key.
- ✓ Settle your bill promptly and politely.
- ✓ Thank the staff for their service.

b) Telephone Conversation:

✚ **Answering the Phone:**

- ✓ Answer promptly and professionally (e.g., "Good morning/afternoon, [Your Name/Company Name] speaking.>").
- ✓ Speak clearly and at an appropriate volume.

✚ **Making a Call:**

- ✓ Identify yourself clearly at the beginning of the conversation (e.g., "Hello, this is [Your Name] calling from [Organization/Place].>").
- ✓ Ask if it is a convenient time to talk.
- ✓ State the purpose of your call clearly and concisely.
- ✓ Use polite language (e.g., "Could you please...", "I would like to...").
- ✓ Listen attentively and avoid interrupting.
- ✓ Take notes if necessary.
- ✓ Summarize the conversation and any agreed-upon actions.
- ✓ End the call politely (e.g., "Thank you for your time," "Goodbye").

c) The Market:

✚ Interacting with Sellers:

- ✓ Greet the seller politely (e.g., "Hello," "Good morning/afternoon").
- ✓ Be respectful and patient, even if the market is busy.
- ✓ Ask for prices politely (e.g., "How much is this?", "Could you tell me the price of...?").
- ✓ If you intend to bargain, do so respectfully and avoid being aggressive or demanding.
- ✓ Use polite language during negotiations (e.g., "Would you consider...?", "Thank you for the offer.>").
- ✓ If you don't want to buy something, politely say "Thank you" or "I'm just looking."
- ✓ Pay promptly and thank the seller after the transaction.

✚ Interacting with Others:

- ✓ Be mindful of personal space, especially in crowded areas.
- ✓ Avoid pushing or shoving.
- ✓ If you need to ask for directions or assistance, do so politely (e.g., "Excuse me, could you please help me?").

Grammar Focus: Sounds /ɒ/ and /ɔ:/

Accurate pronunciation is essential for effective communication. The sounds /ɒ/ (as in *hot*) and /ɔ:/ (as in *caught*) are often confused by learners.

Understanding the Sounds:

- **/ɒ/ (Short 'o' sound):**
 - ✓ This is a short, open back rounded vowel.
 - ✓ The mouth is slightly open, and the tongue is low and back.
 - ✓ Examples: *hot, pot, got, lot, cot, dog, fog, top, stop, clock, box.*
- **/ɔ:/ (Long 'o' sound):**
 - ✓ This is a longer, more rounded back vowel.
 - ✓ The mouth is more rounded than for /ɒ/, and the tongue is also low and back.
 - ✓ Examples: *caught, taught, bought, thought, sought, law, saw, raw, paw, ball, call, tall, short, sport, door, floor.*

Minimal Pairs:

Minimal pairs are words that differ by only one sound. Practicing minimal pairs helps to distinguish between similar sounds.

/ɒ/	/ɔː/
hot	caught
pot	port
cot	court
not	naught
sock	sought
rock	wॉक (walk)
don	dawn
on	awn
stop	store
hop	hope (note the different vowel sound here, but can be used for contrast in some accents)

Tongue Twisters:

Tongue twisters are phrases or sentences that are difficult to pronounce correctly and quickly. They are a fun way to practice specific sounds.

- ✓ The hot tot caught a spot.
- ✓ Tom bought a lot of pots.
- ✓ Paul saw the tall wall fall.
- ✓ Four short forks for poor pork.
- ✓ Don saw the dawn over the lawn.

Importance of Accurate Pronunciation:

- ✓ **Clarity:** Correct pronunciation ensures that your message is easily understood by the listener.
- ✓ **Avoiding Misunderstandings:** Mispronounced words can lead to confusion and misinterpretations.
- ✓ **Professionalism:** In formal settings, clear and accurate pronunciation enhances your credibility.
- ✓ **Confidence:** Being able to pronounce words correctly boosts your confidence in speaking.
- ✓ **Effective Communication:** Ultimately, accurate pronunciation contributes to more effective and successful communication.

Breakdown of Etiquette Demonstrated:

- ✓ **Professional Greeting:** The receptionist answers promptly and professionally, identifying the hotel and themselves.
- ✓ **Polite Introduction:** Mr. Kamau clearly introduces himself and states the purpose of his call politely.
- ✓ **Respectful Language:** Both parties use polite phrases like "Good morning/afternoon," "Thank you," "Please," "Could you please," and "You're welcome."
- ✓ **Active Listening:** The receptionist listens attentively to Mr. Kamau's questions and addresses each one clearly. Mr. Kamau also acknowledges the information provided.
- ✓ **Patience:** The receptionist asks Mr. Kamau to wait briefly while checking information and thanks him for his patience.
- ✓ **Clear and Concise Communication:** Both speakers articulate their points clearly and avoid unnecessary jargon.
- ✓ **Offering Assistance:** The receptionist proactively offers further assistance regarding amenities and directions.
- ✓ **Confirmation:** The receptionist confirms the booking details to avoid any misunderstandings.
- ✓ **Professional Closing:** The call ends with polite closing remarks from both individuals.
- ✓ **Tone of Voice:** Both speakers maintain a respectful and helpful tone throughout the conversation.

Sub-Strand: 1.2 Reading

1.4.1 Reading Fluency

Reading fluency is the ability to read accurately, quickly, and with expression. It is crucial for comprehension and overall reading enjoyment. This sub-strand focuses on strategies to enhance reading fluency.

Sample story for reading

The midday sun beat down on the dusty plains surrounding Kilgoris, making the air shimmer above the dry grass. Mama Naserian, her colorful Maasai shuka wrapped firmly around her, squinted as she watched her youngest son, little Sankale, chase a bright yellow butterfly.

"Sankale! Be careful now," she called out, her voice carrying on the still air. Sankale, all of five years old with a mischievous glint in his eyes, giggled and darted after his fluttering prey.

Their small manyatta, a collection of mud-dung houses encircled by a thorny fence, sat nestled near a cluster of acacia trees. The goats and a few skinny cows grazed nearby, their bells tinkling softly. Life here was simple, dictated by the rhythm of the seasons and the needs of their livestock.

One day, a Land Cruiser, shiny and out of place, rumbled down the rough track leading to their manyatta. Two men in khaki shorts and sunglasses stepped out, their faces serious.

"Good day, Mama," the taller of the two said, his Swahili accented. "We are from the government. We are here to talk about the new road."

Mama Naserian's heart sank a little. Talk of the new road had been circulating in the nearby trading center. It was meant to bring progress, they said, but it also meant change, and change was often unsettling.

"The road?" she asked cautiously, wiping her hands on her shuka.

"Yes," the man replied, unfurling a large map. "It will pass just beyond your manyatta here. It will make travel easier, bring more opportunities."

Mama Naserian looked at the spot the man indicated on the map. It was close, too close. It was where their goats often grazed, where the children played.

Over the next few weeks, the rumbling of machinery grew louder. Trees were felled, the earth was churned, and the familiar landscape began to transform. Sankale would stand at the edge of their fence, wide-eyed as the huge machines roared past.

One afternoon, as the sun began to dip below the horizon, painting the sky in hues of orange and purple, a different vehicle arrived. It was a smaller truck, carrying bags of cement and tools. A young Kenyan woman with a bright smile hopped out.

"Hello!" she called out in Maa. "My name is Serah. I am here to help build a new school for the children."

Mama Naserian looked at Serah, surprised. A school? Near their manyatta?

Serah explained that with the new road, more people would come to the area, and a school would be important for the children's future. She talked about learning to read and write, about new possibilities.

Slowly, Mama Naserian began to see a different side to this change. The road might bring noise and disruption, but it could also bring something good. She watched as Serah worked tirelessly with the local men, mixing cement and laying bricks. Sankale, initially wary of the newcomers, would often bring Serah wild berries he had picked.

Months passed. The road was completed, a ribbon of tarmac cutting through the landscape. It brought more traffic, more noise, but it also brought a small clinic and, standing proudly near their manyatta, a new school with bright blue walls.

Sankale, now a little older, proudly wore his new uniform and carried a small slate. He would eagerly tell his mother about the letters he was learning and the stories the teacher shared.

One evening, as they sat around the fire, the sounds of distant traffic a constant hum, Mama Naserian smiled. Change could be unsettling, yes, but sometimes, like the unexpected bloom of a desert flower after the rains, it could also bring new life and new hope. The road had come, but so had a future she hadn't fully imagined, a future where her son could chase not just butterflies, but also his dreams.

a) Previewing (Predicting, Skimming, Scanning):

Previewing a text before reading in detail helps activate prior knowledge, set expectations, and improve comprehension. It involves three key techniques:

- ✚ **Predicting:** Making informed guesses about the content, characters, people, and places based on the title, subtitles, images, and any introductory information.
 - ✚ **How to Predict:**
 - ✓ **Title Analysis:** Consider the keywords in the title and what they suggest about the topic.
 - ✓ **Image Interpretation:** Analyze photographs, illustrations, graphs, and charts for clues about the text's content.
 - ✓ **Subtitle Examination:** Read subtitles and headings to understand the organization and key themes.

- ✓ **Introduction and Conclusion:** Briefly read the first and last paragraphs for an overview and summary.
- ✓ **Prior Knowledge:** Connect the previewed elements to what you already know about the topic or similar texts.
- ✚ **Example:** If a text is titled "The Mystery of the Missing Artifact" and shows a picture of an ancient-looking object in a museum, you might predict a story involving theft, investigation, and historical elements.
- ✚ **Skimming:** Reading a text quickly to get a general idea of the main topic, purpose, and overall structure. You don't focus on every word.
 - ✚ **How to Skim:**
 - ✓ Read the title and subtitles.
 - ✓ Read the first sentence of each paragraph (topic sentence).
 - ✓ Look for keywords and repeated terms.
 - ✓ Notice any bolded or italicized words.
 - ✓ Pay attention to the overall organization (e.g., chronological order, problem-solution).
 - ✚ **Purpose of Skimming:** To determine if the text is relevant to your needs, to get a general overview before detailed reading, or to review a text quickly.
- ✚ **Scanning:** Reading a text rapidly to locate specific information, such as names, dates, keywords, or answers to specific questions.
 - ✚ **How to Scan:**
 - ✓ Have a clear idea of what you are looking for.
 - ✓ Move your eyes quickly across the page, looking for keywords or phrases related to your target information.
 - ✓ Don't read every word; let your eyes jump and focus on potential matches.
 - ✓ Once you find a relevant keyword, read the surrounding sentences carefully for the specific detail.
 - ✚ **Example:** If you need to find the year a particular event occurred in a history text, you would scan the text looking for dates.

b) Collocations and Binomials:

Understanding how words typically go together (collocations) and fixed pairs of words (binomials) enhances reading fluency and comprehension.

- ✚ **Collocations:** Words that frequently occur together in a language and sound natural to native speakers.
 - ❖ **Types of Collocations (as mentioned in the learning experience):**
 - ✓ **Adverb + Adjective:** *completely satisfied, deeply concerned, highly successful, utterly ridiculous.*

- ✓ **Adjective + Noun:** *excruciating pain, bitter disappointment, crucial decision, heavy rain.*
- ✓ **Noun + Noun:** *a surge of anger, a flash of lightning, a bar of chocolate, a piece of advice.*
- ✓ **Verb + Noun:** *commit a crime, make a mistake, take a risk, break the law.*
- ✓ **Verb + Adverb:** *speak softly, listen carefully, drive fast, work hard.*
- ❖ **Importance of Collocations:** Using correct collocations makes your writing and speaking sound natural and fluent. Recognizing them while reading helps you understand the intended meaning more quickly.
- ✚ **Binomials:** Two words joined by a conjunction (usually "and" or "or") that are commonly used together in a fixed order. The order is often idiomatic and cannot be easily reversed.
 - ❖ **Examples of Binomials:**
 - ✓ *salt and pepper*
 - ✓ *bread and butter*
 - ✓ *fish and chips*
 - ✓ *knife and fork*
 - ✓ *law and order*
 - ✓ *peace and quiet*
 - ✓ *pros and cons*
 - ✓ *now and then*
 - ✓ *sick and tired*
 - ✓ *step by step*
 - ❖ **Importance of Binomials:** Recognizing binomials helps in understanding common expressions and improves reading fluency as you recognize these pairs as single units of meaning.

c) Recognizing Signal Words (Connectors and Conjunctions):

Signal words, also known as transition words or discourse markers, help to establish relationships between ideas and sentences in a text. Recognizing them improves reading fluency by allowing you to follow the flow of the argument or narrative.

- **Connectors and Conjunctions:** These words link words, phrases, clauses, and sentences.
 - ✚ **Types of Connectors and Conjunctions and their Functions:**
 - ✓ **Addition:** *and, also, furthermore, moreover, in addition, besides.*
 - ✓ **Contrast:** *but, however, nevertheless, on the other hand, in contrast, although, though, yet, despite, in spite of.*
 - ✓ **Cause and Effect:** *because, since, as, therefore, consequently, so, thus, as a result.*

- ✓ **Sequence:** *first, second, third, next, then, after, before, finally.*
- ✓ **Example:** *for example, for instance.*
- ✓ **Summary/Conclusion:** *in conclusion, to summarize, in short, finally.*
- ✓ **Emphasis:** *indeed, in fact, certainly, definitely.*
- ✚ **How Signal Words Aid Fluency:** By recognizing these words, readers can anticipate the relationship between ideas, making the reading process smoother and faster.

d) Importance of Reading Fluency in Lifelong Learning:

Reading fluency is not just a skill for academic success; it is a vital tool for lifelong learning and personal growth.

- ✚ **Enhanced Comprehension:** Fluent readers can focus on understanding the meaning of the text rather than struggling with decoding individual words.
- ✚ **Increased Reading Speed:** Fluency allows you to read more efficiently, enabling you to access and process information more quickly.
- ✚ **Improved Motivation:** Reading becomes more enjoyable when you can read smoothly and understand the content, leading to a greater desire to read and learn.
- ✚ **Access to Information:** In a world where information is readily available in written form, reading fluency is essential for accessing knowledge and staying informed.
- ✚ **Critical Thinking:** Fluent readers can engage more deeply with the text, analyze arguments, and form their own opinions.
- ✚ **Vocabulary Expansion:** Reading widely and fluently exposes you to new words and helps you build your vocabulary.
- ✚ **Lifelong Learning:** The ability to read fluently empowers individuals to continue learning and developing their knowledge and skills throughout their lives, whether through books, articles, online resources, or professional documents.

Sub-Strand: 1.3 Grammar in Use

1.3.1 Word Classes: Nouns, Pronouns, and Determiners

Words in the English language are categorized into different classes based on their function and form within a sentence. This sub-strand focuses on three fundamental word classes: nouns, pronouns, and determiners.

a) Nouns:

Nouns are words that name people, places, things, or ideas. They are the fundamental building blocks of sentences, acting as subjects, objects, complements, and more.

- **Classification of Nouns:**

- ✓ **Common Nouns:** General names for people, places, things, or ideas (e.g., *man, city, table, happiness*).
- ✓ **Proper Nouns:** Specific names of people, places, organizations, or days of the week. They always begin with a capital letter (e.g., *Jane, Nairobi, United Nations, Monday*).
- ✓ **Count Nouns:** Nouns that can be counted and have singular and plural forms (e.g., *book - books, learner - learners, car - cars*).
- ✓ **Non-count (Mass) Nouns:** Nouns that cannot be easily counted and usually do not have a plural form (e.g., *water, air, information, advice, sugar*). We often use units or quantifiers with non-count nouns (e.g., *a glass of water, some information*).
- ✓ **Concrete Nouns:** Nouns that can be perceived by one or more of the five senses (sight, hearing, touch, smell, taste) (e.g., *flower, music, table, perfume, honey*).
- ✓ **Abstract Nouns:** Nouns that represent ideas, qualities, or states that cannot be perceived by the senses (e.g., *freedom, justice, love, anger, poverty*).
- ✓ **Collective Nouns:** Nouns that refer to a group of people or things (e.g., *team, family, committee, flock, herd*).

b) Pronouns:

Pronouns are words that replace nouns or noun phrases. They help to avoid repetition and make sentences more concise.

- **Types of Pronouns:**

- ✓ **Personal Pronouns:** Refer to specific persons or things. They have different forms depending on person (first, second, third), number (singular, plural), and case (subjective, objective, possessive).
 - ❖ **Subjective:** *I, you, he, she, it, we, they* (used as the subject of a verb).
 - ❖ **Objective:** *me, you, him, her, it, us, them* (used as the object of a verb or preposition).
 - ❖ **Possessive (adjective):** *my, your, his, her, its, our, their* (used before a noun to show possession).
 - ❖ **Possessive (pronoun):** *mine, yours, his, hers, its, ours, theirs* (used alone to show possession).

- ✓ **Reflexive Pronouns:** Refer back to the subject of the sentence and end in -self or -selves (e.g., *myself, yourself, himself, herself, itself, ourselves, themselves*). They are essential to the meaning of the sentence.
 - ❖ Example: *He hurt himself.*
- ✓ **Emphatic Pronouns:** Also end in -self or -selves but are used to emphasize a noun or pronoun. They are not essential to the meaning of the sentence and can be removed without changing the basic meaning.
 - ❖ Example: *I myself saw the accident.*
- ✓ **Reciprocal Pronouns:** Indicate a mutual action or relationship between two or more people or things (e.g., *each other, one another*).
 - ❖ Example: *They helped each other.*
- ✓ **Demonstrative Pronouns:** Point to specific nouns or pronouns and indicate nearness or distance (e.g., *this, that, these, those*).
 - ❖ Example: *This is my book. Those are her shoes.*
- ✓ **Relative Pronouns:** Connect a dependent clause to a main clause and refer to a noun or pronoun in the main clause (e.g., *who, whom, whose, which, that*).
 - ❖ Example: *The book that I borrowed is interesting.*
- ✓ **Interrogative Pronouns:** Used to ask questions (e.g., *who, whom, whose, what, which*).
 - ❖ Example: *Who is at the door?*

c) Determiners:

Determiners are words that come before nouns and specify or identify them. They provide information about quantity, possession, or specificity.

- **Categories of Determiners:**

- ✓ **Articles:**
 - ❖ **Definite Article:** *the* (refers to a specific or already mentioned noun).
 - ❖ **Indefinite Articles:** *a, an* (refer to a general or non-specific noun).
- ✓ **Possessive Determiners:** Show ownership (e.g., *my, your, his, her, its, our, their*). Note that these are the possessive adjective forms of personal pronouns.
- ✓ **Demonstrative Determiners:** Point out specific nouns (e.g., *this, that, these, those*). Note the similarity to demonstrative pronouns; the function in the sentence determines the classification.
- ✓ **Quantifiers:** Indicate quantity or amount (e.g., *some, any, many, few, several, much, little, all, no, every, each*).
- ✓ **Numbers (Cardinal and Ordinal):** *one, two, three...; first, second, third...*

- ✓ **Distributive Determiners:** Refer to individual members of a group (e.g., *each, every, either, neither*).
- ✓ **Interrogative Determiners:** Used in questions before nouns (e.g., *which, whose, what*).

d) Differentiating Pronouns and Determiners:

Some words can function as either pronouns or determiners, depending on their placement and function in a sentence.

- ❖ **Determiners always come before a noun to modify or specify it.**
 - ✓ Example: ***That*** boy is tall. (*That* is a determiner modifying the noun *boy*.)
- ❖ **Pronouns stand alone and replace a noun or noun phrase.**
 - ✓ Example: ***That*** is new. (*That* is a pronoun, acting as the subject of the verb *is*.)

Examples illustrating the difference:

- **Demonstrative:**
 - ✓ **Determiner:** *These* books are mine. (*These* modifies the noun *books*.)
 - ✓ **Pronoun:** *These* are mine. (*These* stands alone, referring to books understood from context.)
- **Possessive:**
 - ✓ **Determiner:** *My* car is old. (*My* modifies the noun *car*.)
 - ✓ **Pronoun:** This car is *mine*. (*Mine* stands alone, replacing *my car*.)
- **Interrogative:**
 - ✓ **Determiner:** *Which* way should we go? (*Which* modifies the noun *way*.)
 - ✓ **Pronoun:** *Which* do you prefer? (*Which* stands alone, asking about a preference.)

e) Importance of Correct Usage for Effective Communication:

The accurate use of nouns, pronouns, and determiners is crucial for clear and effective communication.

- ✓ **Clarity:** Using the correct nouns ensures that your meaning is precise and unambiguous. Choosing the right pronoun avoids confusion about who or what you are referring to. Determiners provide necessary context and specificity to nouns.
- ✓ **Grammatical Correctness:** Incorrect usage of these word classes can lead to grammatical errors, making your writing or speech sound awkward or incorrect.

- ✓ **Avoiding Ambiguity:** Using pronouns without clear antecedents (the noun they refer to) can confuse the listener or reader. Similarly, using the wrong determiner can alter the intended meaning.
- ✓ **Fluency and Cohesion:** Correctly used pronouns help to create smooth transitions between sentences and ideas, contributing to the overall flow and coherence of communication.
- ✓ **Professionalism:** In formal settings, accurate grammar, including the correct use of nouns, pronouns, and determiners, is essential for conveying professionalism and credibility.

Sub-Strand: 1.5 Writing

1.5.1 Sentence Fluency: Sentence Skills (Comma Splices, Run-on Sentences, Run-on Lines)

Sentence fluency refers to the smooth and logical flow of ideas within and between sentences. This sub-strand focuses on identifying and correcting common errors that disrupt sentence fluency: comma splices, run-on sentences, and run-on lines.

a) Contrasting Well-Written Sentences with Sentence Errors:

A well-written sentence expresses a complete thought and is grammatically correct. Comma splices and run-on sentences, however, join independent clauses (clauses that can stand alone as sentences) incorrectly, leading to confusion and hindering fluency. Run-on lines are more relevant to poetry and can disrupt the intended rhythm and meaning.

- ✓ **Well-Written Sentences:**
 - ✓ Contain a subject and a verb.
 - ✓ Express a complete thought.
 - ✓ Are correctly punctuated.
 - ✓ Example: *The rain fell heavily, and the streets flooded quickly.*
- ✓ **Comma Splices:** Occur when two independent clauses are joined together only by a comma. A comma alone is not strong enough to connect two complete thoughts.
 - ✓ **Error Example:** *The sun was shining brightly, the birds were singing.* (Two independent clauses joined only by a comma)
- ✓ **Run-on Sentences (Fused Sentences):** Occur when two or more independent clauses are joined together without any punctuation or connecting words.
 - ✓ **Error Example:** *The cat sat on the mat it looked very comfortable.* (Two independent clauses run together without punctuation or conjunction)

- ✓ **Run-on Lines (Primarily in Poetry):** In poetry, a run-on line (also called enjambment) is the continuation of a sentence without a pause beyond the end of a line or stanza. While sometimes used intentionally for effect, unintended run-on lines can disrupt the rhythm and clarity. In prose, long, unbroken lines can also make reading difficult.

- ✓ **Poetry Example (intentional):**

April is the cruellest month, breeding Lilacs out of the dead land, mixing Memory and desire, stirring Dull roots with spring rain. (T.S. Eliot, The Waste Land)

- ✓ **Prose Example (problematic):** *The meeting was long and tedious the speaker droned on and on about irrelevant topics the audience members started to fidget and look at their watches some even dozed off in their seats. (Multiple independent clauses strung together without proper punctuation)*

b) Rewriting Sentence Errors as Complete Sentences:

There are several ways to correct comma splices and run-on sentences to create clear and grammatically correct sentences:

- ✚ **Using a Period (Creating Separate Sentences):** The simplest way is to separate the independent clauses into two distinct sentences.
 - ✓ **Comma Splice Correction:** *The sun was shining brightly. The birds were singing.*
 - ✓ **Run-on Sentence Correction:** *The cat sat on the mat. It looked very comfortable.*
 - ✓ **Run-on Prose Correction:** *The meeting was long and tedious. The speaker droned on and on about irrelevant topics. The audience members started to fidget and look at their watches. Some even dozed off in their seats.*
- ✚ **Using a Comma and a Coordinating Conjunction (FANBOYS):** Join the independent clauses with a comma followed by a coordinating conjunction (For, And, Nor, But, Or, Yet, So).
 - ✓ **Comma Splice Correction:** *The sun was shining brightly, and the birds were singing.*
 - ✓ **Run-on Sentence Correction:** *The cat sat on the mat, and it looked very comfortable.*
- ✚ **Using a Semicolon:** A semicolon can be used to join two closely related independent clauses.

- ✓ **Comma Splice Correction:** *The sun was shining brightly; the birds were singing.*
- ✓ **Run-on Sentence Correction:** *The cat sat on the mat; it looked very comfortable.*
- ✚ **Using a Subordinating Conjunction:** Turn one of the independent clauses into a dependent clause by adding a subordinating conjunction (e.g., *because, although, since, while, if, when, as*).
 - ✓ **Comma Splice Correction:** *Because the sun was shining brightly, the birds were singing. OR The birds were singing because the sun was shining brightly.*
 - ✓ **Run-on Sentence Correction:** *As the cat sat on the mat, it looked very comfortable. OR The cat looked very comfortable as it sat on the mat.*
- ✚ **Using a Conjunctive Adverb:** Join the independent clauses with a semicolon and a conjunctive adverb (e.g., *however, therefore, moreover, consequently, furthermore*) followed by a comma.
 - ✓ **Comma Splice Correction:** *The sun was shining brightly; however, the wind was cold.*
 - ✓ **Run-on Sentence Correction:** *The cat sat on the mat; therefore, it looked very comfortable.*

Rewriting Run-on Lines (Prose):

- Break long, unbroken sequences of independent clauses into separate sentences using periods or other appropriate punctuation and conjunctions, as described above.

c) Valuing Well-Written Sentences in Communication:

Writing clear and grammatically correct sentences is essential for effective communication for several reasons:

- ✓ **Clarity of Meaning:** Well-structured sentences convey ideas precisely and reduce the risk of misinterpretation. Comma splices and run-on sentences can blur the boundaries between thoughts, making it difficult for the reader to understand the intended meaning.
- ✓ **Improved Readability:** Sentences that flow smoothly and are correctly punctuated are easier and more enjoyable to read. This encourages the reader to engage with the text.
- ✓ **Professionalism and Credibility:** Correct grammar and sentence structure contribute to a professional and credible image in writing. Errors can make the writer appear careless or uneducated.

- ✓ **Effective Persuasion:** Clear and logical writing is more persuasive. When your sentences are well-constructed, your arguments are easier to follow and more convincing.
- ✓ **Respect for the Audience:** Taking the time to write well demonstrates respect for the reader's time and effort. It shows that you have carefully considered how to present your ideas clearly.
- ✓ **Avoiding Confusion:** Sentence errors can lead to ambiguity and confusion, forcing the reader to reread and guess the intended meaning. This wastes time and can lead to frustration.

THEME 02: ENVIRONMENT: CLIMATE CHANGE

Strand: 2.0 Listening and Speaking

Sub-Strand: 2.1 Critical Listening

2.1.1 Critical Listening

Critical listening goes beyond simply hearing what someone is saying. It involves actively engaging with the information, understanding the speaker's message, evaluating its content, and forming informed judgments. This sub-strand focuses on key aspects of critical listening.

a) Identifying Contextual Features (Speaker, Context, and Intention):

To listen critically, it's crucial to understand the circumstances surrounding the spoken message. This involves identifying:

- **The Speaker:** Who is talking? Consider their:
 - ✓ **Background:** What is their experience, expertise, or position related to the topic? Are they a scientist, a politician, an activist, an eyewitness, etc.?
 - ✓ **Credibility:** Are they a reliable source of information? What is their reputation? Do they have any biases?
 - ✓ **Tone of Voice and Delivery:** How do they sound? Are they confident, hesitant, passionate, angry? Their delivery can provide clues about their feelings and intentions.
 - ✓ **Relationship with the Audience:** Are they speaking to peers, superiors, the general public? This can influence their language and approach.
- **The Context:** What are the circumstances in which the communication is taking place? Consider:
 - ✓ **Setting:** Where is the communication happening? (e.g., a lecture hall, a news broadcast, a casual conversation, a protest).
 - ✓ **Time:** When is the communication taking place? Is the information current? Are there historical factors to consider?
 - ✓ **Purpose of the Communication:** Why is the speaker communicating? What event or situation has prompted this message?
 - ✓ **Cultural and Social Factors:** Are there any cultural norms, social issues, or political climates that might influence the message?
- **The Intention:** What does the speaker want to achieve through their communication? Consider:
 - ✓ **To Inform:** Are they presenting facts, data, or explanations?
 - ✓ **To Persuade:** Are they trying to convince the audience to adopt a particular viewpoint or take action?

- ✓ **To Entertain:** Is the primary goal to amuse or engage the audience?
- ✓ **To Warn:** Are they trying to alert the audience to a potential danger or problem?
- ✓ **To Express Feelings:** Are they sharing their emotions or personal experiences?
- ✓ **To Call to Action:** Are they urging the audience to do something specific?

How to Identify Speaker, Context, and Intention:

- **Pay attention to introductions and opening remarks:** The speaker often identifies themselves and the topic early on.
- **Listen for clues about the setting and time:** References to current events, locations, or the nature of the event can provide context.
- **Analyze the language used:** Formal language might indicate an official setting, while informal language suggests a more casual context. Persuasive language often includes appeals to emotion or logic.
- **Consider the overall message and the likely outcome the speaker desires.**
- **Be aware of potential biases the speaker might have based on their background or affiliation.**

b) Describing Various Forms of Distractions to Effective Listening:

Distractions are anything that prevents you from fully focusing on the speaker and their message. Recognizing these distractions is the first step in overcoming them.

- **Internal Distractions:** These originate within the listener's own mind and body.
 - ✓ **Thoughts and Worries:** Preoccupations with personal problems, future plans, or unrelated thoughts.
 - ✓ **Emotions:** Strong feelings like anger, sadness, excitement, or boredom can cloud judgment and focus.
 - ✓ **Physical Discomfort:** Pain, hunger, fatigue, or feeling too hot or cold.
 - ✓ **Preconceived Notions and Biases:** Existing opinions or prejudices about the speaker or the topic can prevent open-minded listening.
 - ✓ **Daydreaming:** Letting your mind wander away from the speaker's words.
- **External Distractions:** These originate from the surrounding environment.
 - ✓ **Noise:** Loud conversations, traffic, music, construction sounds.
 - ✓ **Visual Distractions:** Movement, bright lights, interesting objects.
 - ✓ **Interruptions:** People entering or leaving the room, phone calls, other conversations.
 - ✓ **Uncomfortable Environment:** Poor seating, stuffy air, unpleasant smells.
 - ✓ **Technology:** Notifications from phones or computers.

How to Avoid Distractions:

- **Minimize Internal Distractions:**
 - ✓ **Focus your mind:** Consciously direct your attention to the speaker.
 - ✓ **Practice mindfulness:** Be present in the moment.
 - ✓ **Manage your emotions:** Try to remain neutral and open-minded.
 - ✓ **Get enough rest and address physical needs before listening.**
 - ✓ **Be aware of your own biases and try to set them aside.**
- **Minimize External Distractions:**
 - ✓ **Choose a quiet listening environment if possible.**
 - ✓ **Turn off or silence electronic devices.**
 - ✓ **Position yourself to minimize visual distractions.**
 - ✓ **Politely ask others to avoid interrupting if necessary.**
 - ✓ **Adjust the environment (e.g., lighting, temperature) if you have control.**

c) Selecting Key Points from an Audio Text for Information:

Identifying the most important information in a spoken message is crucial for understanding and retaining it.

Strategies for Selecting Key Points:

- ✓ **Listen for introductory remarks:** The speaker often outlines the main topics they will cover.
- ✓ **Identify topic sentences or main ideas:** Speakers usually present the central point of a section early on.
- ✓ **Pay attention to signal words:** Words like "the main point is," "in conclusion," "the most important thing to remember is" often highlight key information.
- ✓ **Note down repeated ideas or emphasized points:** If a speaker returns to an idea or stresses it through their tone or repetition, it's likely important.
- ✓ **Listen for summaries:** Speakers often provide summaries at the end of sections or the entire presentation.
- ✓ **Differentiate between facts and opinions:** Focus on the factual information and the speaker's main arguments.
- ✓ **Be aware of supporting details but don't let them overshadow the main points.**
- ✓ **Take concise notes:** Jot down keywords, phrases, or short sentences that capture the essence of the key points. Use abbreviations and symbols to save time.
- ✓ **Organize your notes logically:** Use headings, bullet points, or mind maps to structure the information.

d) Appreciating the Importance of Critical Listening in Communication:

Critical listening is a vital skill for effective communication and lifelong learning.

- ✦ **Improved Comprehension:** By actively engaging with the message and focusing on key points, you can understand the speaker's intended meaning more accurately.
- ✦ **Effective Information Gathering:** Critical listening allows you to extract the most relevant and important information from spoken texts.
- ✦ **Informed Decision-Making:** By evaluating the speaker's credibility, context, and intention, you can make more informed judgments about the information presented.
- ✦ **Stronger Relationships:** Showing that you are actively listening and understanding fosters better communication and stronger interpersonal connections.
- ✦ **Conflict Resolution:** Critical listening helps you understand different perspectives and identify the root causes of disagreements.
- ✦ **Academic Success:** In educational settings, critical listening is essential for understanding lectures, participating in discussions, and learning effectively.
- ✦ **Professional Advancement:** In the workplace, critical listening skills are crucial for understanding instructions, collaborating with colleagues, and interacting with clients.
- ✦ **Media Literacy:** Critical listening helps you analyze and evaluate information presented in the media, enabling you to be a more discerning consumer of information.

Sub-Strand: 2.1 Conversational Skills

2.1.2 Conversational Skills

Effective conversation involves not only what you say but also how you say it and how you structure your ideas. This sub-strand focuses on discourse markers, specific sounds, and sound patterns that contribute to fluent and engaging conversations.

a) Classifying Discourse Markers:

Discourse markers are words or phrases that organize, connect, and manage the flow of spoken (and sometimes written) discourse. They don't typically add meaning to the content but signal shifts in topic, speaker attitude, or the relationship between ideas.

- **Categories of Discourse Markers (with examples from the suggested learning experiences):**

- ✓ **Starting a Conversation:** These markers often initiate a conversation or a new turn.
 - ✓ *Right,*
 - ✓ *Now,*
 - ✓ *Well,*
 - ✓ *So,* (can also end)
 - ✓ *Okay,* (can also end)
 - ✓ *Look,*
 - ✓ *Listen,*
- ✓ **Ending a Conversation:** These signal the close of a conversation.
 - ✓ *So,*
 - ✓ *Okay,*
 - ✓ *Anyway,*
 - ✓ *Right then,*
 - ✓ *Goodbye,*
 - ✓ *See you later,*
- ✓ **Changing and Managing a Topic:** These help shift the conversation to a new subject or guide the current topic.
 - ✓ *Did you try...?*
 - ✓ *Did you...?* (often used to introduce a related but slightly different aspect)
 - ✓ *Incidentally,*
 - ✓ *By the way,*
 - ✓ *Speaking of...*
 - ✓ *As I was saying...* (returning to a previous point)
 - ✓ *To get back to...* (returning to a previous topic)
 - ✓ *Let's talk about...* (introducing a new topic)
- ✓ **Ordering What We Say:** These markers help structure ideas within a turn or across turns.
 - ✓ *And,* (can also add information)
 - ✓ *First,*
 - ✓ *Second,*
 - ✓ *For a start,*
 - ✓ *Next,*
 - ✓ *Then,*
 - ✓ *Finally,*
 - ✓ *To begin with,*
 - ✓ *Furthermore,*
 - ✓ *Moreover,*
- **Other Common Discourse Markers:**
 - ✓ **Showing Agreement/Disagreement:** *Yes, No, Absolutely, Really?, I see, Hmm, Well, I don't think so.*

- ✓ **Showing Surprise/Emphasis:** *Oh!, Wow!, Indeed, Actually, In fact.*
- ✓ **Checking Understanding/Seeking Clarification:** *You know?, Do you see?, Are you following?, What do you mean?*
- ✓ **Hesitation/Thinking Time:** *Um, Uh, Well, Let me see.*

b) Articulating the Sounds /ə/, /ɑ:/, and /ɜ:/ for Oral Fluency:

Accurate pronunciation of vowel sounds is crucial for clear and fluent spoken English. The sounds /ə/ (schwa), /ɑ:/ (broad 'a'), and /ɜ:/ (stressed 'er') are common and sometimes confused.

- **/ə/ (Schwa):**
 - ✓ This is the most common vowel sound in English. It is a short, unstressed, neutral vowel sound.
 - ✓ The mouth is relaxed, and the tongue is in a central position.
 - ✓ It often occurs in unstressed syllables.
 - ✓ Examples: *about /ə'baʊt/, banana /bə'nɑ:nə/, teacher /'ti:tʃə/, the /ðə/ (unstressed).*
- **/ɑ:/ (Broad 'a'):**
 - ✓ This is a long, open back unrounded vowel sound.
 - ✓ The mouth is wide open, and the tongue is low and back.
 - ✓ Examples: *father /'fɑ:ðə/, car /kɑ:/, arm /ɑ:m/, heart /hɑ:t/, laugh /lɑ:f/ (in some accents).*
- **/ɜ:/ (Stressed 'er'):**
 - ✓ This is a long, central vowel sound with lip rounding.
 - ✓ The tongue is in a central position, slightly raised, and the lips are slightly rounded.
 - ✓ It often occurs in words spelled with *er, ir, ur, or, ear* when stressed.
 - ✓ Examples: *bird /bɜ:d/, girl /gɜ:l/, turn /tɜ:n/, word /wɜ:d/, earth /ɜ:θ/.*

Minimal Pairs (to distinguish the sounds):

While perfect minimal pairs across all three sounds might be limited, focusing on pairs that contrast two of them can be helpful.

/ə/	/ɑ:/
ago	argue
sofa	so far
collar	caller

/ɑ:/	/ɜ:/
------	------

cart	curt
park	perk
hard	herd

/ə/	/ɜ:/
butter	burner
supper	surper (not a common word, but highlights the sound difference)

Practice: Reciting poems or tongue twisters that feature these sounds can improve articulation and fluency.

c) Using Discourse Markers to Organize Ideas:

Discourse markers are essential tools for structuring your thoughts and making your spoken communication clear and coherent.

- ✓ **Starting:** Use markers like "Well," "So," or "To begin with" to signal the start of your turn or a new topic.
- ✓ **Sequencing:** Use "First," "Second," "Next," and "Finally" to present ideas in a logical order, especially when giving instructions or explaining a process related to climate change (e.g., steps to reduce carbon footprint).
- ✓ **Adding Information:** Use "And," "Also," "Furthermore," and "Moreover" to build upon previous points.
- ✓ **Changing Topic:** Use "By the way," "Speaking of climate change," or "Incidentally" to introduce a new but potentially related aspect.
- ✓ **Contrasting Ideas:** Use "However," "But," "On the other hand" to show different perspectives on climate change solutions or impacts.
- ✓ **Concluding:** Use "So," "Okay," "In conclusion," or "To sum up" to signal the end of your point or the entire conversation.

Example:

"**Well**, I think the most pressing issue regarding climate change is the rising global temperatures. **First**, this leads to more frequent and intense heatwaves. **And**, secondly, it contributes to the melting of polar ice caps. **Speaking of which**, the impact on sea levels is quite alarming. **However**, some argue that these changes are part of a natural cycle. **But**, the scientific consensus points to human activity as the primary driver. **So**, we really need to focus on reducing our emissions."

d) Applying Onomatopoeic Words and Idiophones:

These sound-related words can make oral communication more vivid and engaging.

- **Onomatopoeic Words:** Words that imitate the natural sounds of things.
 - ✓ Examples related to the environment: *drip* (water), *roar* (wind, thunder), *crash* (waves, falling trees), *buzz* (insects), *hiss* (snake, steam), *splash* (water), *crack* (ice, thunder).
 - ✓ Example in storytelling: "The rain *drip-drip-dripped* steadily on the roof, while a distant *roar* of thunder echoed across the valley."
- **Idiophones:** Words that describe a sound or sensory impression, often through a vivid imitation, and are particularly common in some languages for describing actions or states. While English has fewer pure idiophones in the same way some African languages do, we use words that evoke strong sensory images.
 - ✓ Examples (often context-dependent): *swish* (movement through air or water), *rustle* (leaves), *murmur* (gentle flowing water), *crunch* (walking on dry leaves), *slosh* (water moving around).
 - ✓ Example in storytelling: "The wind made the leaves *rustle-rustle* in the trees, and the river flowed with a gentle *murmur* over the rocks."

Using them in storytelling: Incorporating onomatopoeic words and idiophones can bring your narratives to life by appealing to the listener's auditory imagination.

e) Advocating the Need to Organize Ideas Appropriately:

Organizing ideas logically in oral communication is crucial for clarity, engagement, and effective message delivery.

- ✓ **Clarity for the Listener:** Well-organized thoughts are easier for the audience to follow and understand. Disjointed or rambling speech can confuse and lose the listener's attention.
- ✓ **Logical Flow:** Structuring your ideas with discourse markers and a clear sequence (e.g., problem-solution, cause-effect) helps the audience see the connections between your points.
- ✓ **Enhanced Credibility:** A speaker who presents their ideas in a structured and coherent manner is perceived as more knowledgeable and trustworthy.
- ✓ **Effective Persuasion:** Organized arguments are more persuasive because they are easier to understand and evaluate.
- ✓ **Time Management:** A clear structure helps you stay on track and manage your speaking time effectively.
- ✓ **Increased Confidence:** When you know your ideas are well-organized, you feel more confident in your delivery.

How to Organize Ideas:

- ✓ **Plan your key points before speaking.**
- ✓ **Use discourse markers to signal transitions and relationships between ideas.**
- ✓ **Group related ideas together.**
- ✓ **Use a logical sequence (e.g., chronological order, order of importance).**
- ✓ **Provide clear introductions and conclusions.**
- ✓ **Use examples and evidence to support your main points.**

Sub-Strand: 2.2 Extensive Reading

2.2.1 Extensive Reading

Extensive reading involves reading longer texts for pleasure and overall comprehension, rather than focusing on detailed analysis or specific language points. It plays a crucial role in language acquisition, particularly in building vocabulary and improving reading fluency.

a) Selecting a Text in Preparation for Reading:

Choosing the right text is the first step towards a successful and enjoyable extensive reading experience. Several factors should be considered during text selection:

- ✓ **Interest Level:** Select a text that genuinely interests you. When you are engaged with the topic or story, you are more likely to stay motivated and comprehend the content. For the theme of "Environment: Climate Change," this could be articles about local environmental issues, documentaries transcribed into text, fictional stories with environmental themes, or reports on climate change impacts.
- ✓ **Reading Level:** Choose a text that is slightly below your current reading ability. This allows for a smoother reading experience where you can understand the main ideas without constantly struggling with unfamiliar vocabulary or complex sentence structures. Aim for a level where you understand around 90-95% of the words.
- ✓ **Availability and Accessibility:** Ensure the text is easily accessible to you, whether it's a physical book, a newspaper article online, or a downloadable e-book.
- ✓ **Length:** Consider the length of the text and your available time. Starting with shorter texts can build confidence before moving on to longer ones.
- ✓ **Genre and Format:** Explore different genres (e.g., news reports, magazine articles, fictional narratives, personal accounts) and formats (e.g., articles with visuals, continuous prose) to find what you enjoy and what suits your purpose.

For this theme, you might choose a scientific report, a news feature, or a fictional story about the consequences of climate change.

- ✓ **Purpose of Reading:** While extensive reading is primarily for enjoyment and general understanding, you might have a secondary purpose, such as learning more about a specific aspect of climate change or understanding different perspectives on environmental issues.

How to Preview a Text for Selection:

Previewing helps you determine if a text is suitable for extensive reading. Techniques include:

- ✓ **Reading the Title and Subtitles:** These provide clues about the topic and content.
- ✓ **Looking at Images and Graphics:** Visuals can give you a quick overview of the subject matter.
- ✓ **Reading the Blurb or Summary:** If available (e.g., on a book cover or website), this provides a brief overview of the text.
- ✓ **Skimming the First and Last Paragraphs:** These often contain the main ideas and conclusions.
- ✓ **Briefly Scanning a Few Pages:** Look for the density of unfamiliar words and the complexity of the sentence structures.

b) Reading Varied Texts for Enjoyment and General Understanding:

The primary goal of extensive reading is to read for pleasure and to grasp the overall meaning of the text without getting bogged down in every detail.

- ✓ **Focus on Comprehension:** Concentrate on understanding the main ideas, the flow of events, and the overall message. Don't worry too much about every single unknown word.
- ✓ **Read Fluently:** Try to read at a comfortable pace without stopping too frequently. This helps to maintain your engagement and improve your reading speed.
- ✓ **Guess the Meaning of Unfamiliar Words:** Use context clues (the words and sentences surrounding the unknown word) to infer their meaning. If you encounter a word that seems crucial to understanding the main idea, you can briefly look it up, but avoid interrupting your reading flow too often.
- ✓ **Relate to Real Life:** As you read, think about how the events, people, or places in the text relate to your own experiences, knowledge, or current events. For texts on climate change, consider how the issues discussed are relevant to your local environment or global concerns.

- ✓ **Enjoy the Process:** Choose texts that you find interesting and engaging. The more you enjoy reading, the more you will read, and the greater the benefits will be.

c) Recognizing the Role of Extensive Reading in Building Vocabulary:

Extensive reading is a highly effective way to expand your vocabulary naturally and in context.

- ✓ **Encountering New Words in Context:** When you read a variety of texts, you will encounter new words repeatedly in different contexts. This repeated exposure helps you to understand their meaning and usage more effectively than simply memorizing word lists.
- ✓ **Inferring Meaning from Context:** As you read, you develop the skill of using context clues to guess the meaning of unfamiliar words. This is a valuable vocabulary-building strategy.
- ✓ **Learning Collocations and Word Patterns:** Extensive reading exposes you to how words are typically used together (collocations) and common sentence structures, which helps you to use new vocabulary correctly in your own writing and speaking.
- ✓ **Passive Vocabulary Acquisition:** Even if you don't actively look up every new word, you will subconsciously absorb their meaning through repeated exposure. This passive acquisition is a powerful way to expand your vocabulary over time.
- ✓ **Reinforcing Known Vocabulary:** Seeing familiar words used in different contexts can deepen your understanding of their nuances and different shades of meaning.
- ✓ **Increased Reading Fluency:** As your vocabulary grows through extensive reading, you will be able to read more fluently and with greater comprehension, which in turn encourages more reading.

Sub-Strand: 2.3 Grammar in Use

2.3.1 Word Classes: Verbs and Adverbs

This sub-strand focuses on two crucial word classes: verbs (and their related concepts of tense and aspect) and adverbs, highlighting their role in conveying precise meaning.

a) Identifying Main Verbs and Primary Auxiliary Verbs:

- **Main Verbs:** These are the principal verbs in a sentence; they carry the main meaning or action.

- ✓ Examples related to climate change: *pollute, melt, rise, affect, cause, mitigate, conserve, destroy.*
- ✓ Sentence Example: *Factories **pollute** the air with harmful emissions.*
- **Primary Auxiliary Verbs:** These are *be, have, and do.* They combine with main verbs to form different tenses, aspects, voices, and questions.
 - ✓ **Be:** *am, is, are, was, were, been, being.* Used to form continuous tenses, passive voice, and with linking verbs.
 - Example: *The ice caps **are** melting at an alarming rate.* (present continuous)
 - Example: *The forests **were** destroyed by deforestation.* (passive voice)
 - ✓ **Have:** *have, has, had, having.* Used to form perfect tenses.
 - Example: *Scientists **have** warned about the consequences for decades.* (present perfect)
 - ✓ **Do:** *do, does, did.* Used to form questions, negative statements, and for emphasis (in the simple present and past).
 - Example: ***Do** you believe in climate change?* (question)
 - Example: *The government **did not** implement the recommendations.* (negative)
 - Example: *We **do** need to take action now.* (emphasis)

b) Inflecting Verbs Appropriately to Show Tense and Aspect:

Verb inflection is the change in the form of a verb to indicate tense (time of the action) and aspect (how the action unfolds in time).

- **Tense:**
 - ✓ **Present Tense:** Action happening now, habitual actions, general truths.
 - ❖ Simple Present: *The temperature rises.*
 - ❖ Present Continuous: *The sea level is rising.*
 - ❖ Present Perfect: *Emissions have increased significantly.*
 - ❖ Present Perfect Continuous: *Scientists have been studying the effects.*
 - ✓ **Past Tense:** Action that happened in the past.
 - ❖ Simple Past: *The storm destroyed the village.*
 - ❖ Past Continuous: *It was raining heavily.*
 - ❖ Past Perfect: *The ice had already melted.*
 - ❖ Past Perfect Continuous: *They had been working on the solution.*
 - ✓ **Future Tense:** Action that will happen in the future.
 - ❖ Simple Future: *Temperatures will continue to rise.*
 - ❖ Future Continuous: *Scientists will be monitoring the changes.*
 - ❖ Future Perfect: *By 2050, many glaciers will have disappeared.*

❖ Future Perfect Continuous: *They will have been working on renewable energy for years.*

- **Aspect:** Refers to how the action or state is viewed in time (simple, continuous/progressive, perfect).
 - ✓ **Simple Aspect:** Expresses a completed action, a habitual action, or a general truth without specifying its duration or completion. (*rises, destroyed, will rise*)
 - ✓ **Continuous/Progressive Aspect:** Expresses an ongoing action at a specific time. Formed with *be + -ing* verb. (*is rising, was raining, will be monitoring*)
 - ✓ **Perfect Aspect:** Expresses an action that is completed before another time or action. Formed with *have + past participle*. (*have increased, had melted, will have disappeared*)

c) Using Main Verbs and Primary Auxiliary Verbs in Sentences:

Correctly using these verbs is fundamental to forming grammatically sound and meaningful sentences. Pay attention to subject-verb agreement (singular subject with singular verb, plural subject with plural verb) and the appropriate combination of auxiliaries with main verbs to express the desired tense and aspect.

- Examples:
 - ✓ *The government **is implementing** new environmental policies.* (main verb: *implementing*, auxiliary: *is* - present continuous)
 - ✓ *Many species **have become** extinct due to habitat loss.* (main verb: *become*, auxiliary: *have* - present perfect)
 - ✓ ***Did** the community **protest** against the deforestation?* (main verb: *protest*, auxiliary: *did* - simple past question)
 - ✓ *Scientists **will be studying** the long-term effects of the oil spill.* (main verb: *studying*, auxiliaries: *will be* - future continuous)

d) Using Adverbs of Time, Place, and Manner:

Adverbs modify verbs, adjectives, or other adverbs, providing more information about how, when, or where an action takes place.

- **Adverbs of Time:** Indicate when an action happens, how often, or for how long.
 - ✓ Examples: *now, then, soon, later, yesterday, today, tomorrow, always, never, often, rarely, annually, frequently, recently.*
 - ✓ Sentence Examples:
 - ✚ *The conference on climate change will be held **tomorrow**.*
 - ✚ *Deforestation **often** leads to soil erosion.*

- ✚ *The effects of pollution are felt **now**.*
- **Adverbs of Place:** Indicate where an action happens.
 - ✓ Examples: *here, there, everywhere, nowhere, inside, outside, above, below, near, far, away, locally, globally.*
 - ✓ Sentence Examples:
 - ✚ *The endangered species live **here**.*
 - ✚ *Pollution affects the environment **globally**.*
 - ✚ *The research station is located **nearby**.*
- **Adverbs of Manner:** Indicate how an action is performed. They often end in -ly but not always.
 - ✓ Examples: *quickly, slowly, carefully, badly, well, loudly, softly, angrily, responsibly, sustainably.*
 - ✓ Sentence Examples:
 - ✚ *We must act **responsibly** to protect the planet.*
 - ✚ *The ice caps are melting **rapidly**.*
 - ✚ *The community worked **together** to clean up the beach.*

Gradable and Non-Gradable Adverbs:

- **Gradable Adverbs:** Can be modified by intensifiers (e.g., *very, quite, extremely*). Many adverbs of manner are gradable.
 - ✓ Examples: *very quickly, quite slowly, extremely carefully.*
- **Non-Gradable Adverbs:** Cannot usually be modified by intensifiers because they already express an absolute state. Some adverbs of time and place can be non-gradable.
 - ✓ Examples: *exactly here, almost always, completely there.* (Saying *very always* is incorrect.)

e) Acknowledging the Role of Verbs, Tense, Aspect, Time, and Adverbs in Communicating Precisely:

These grammatical elements are crucial for conveying accurate and detailed information:

- ✓ **Verbs:** Express the action or state of being, forming the core of a sentence. Choosing the right verb is essential for conveying the intended meaning.
- ✓ **Tense:** Indicates the time frame of an event or state, allowing us to distinguish between past, present, and future actions related to climate change (e.g., *emissions increased vs. emissions are increasing vs. emissions will increase*).
- ✓ **Aspect:** Provides information about the duration, completion, or continuity of an action, adding nuance to our understanding of events (e.g., *the ice melted -*

simple past, completed action vs. *the ice was melting* - past continuous, ongoing action).

- ✓ **Time (Adverbs of Time):** Specifies when events occur, their frequency, or duration, providing crucial context (e.g., *yesterday's flood* vs. *annual flooding*).
- ✓ **Place (Adverbs of Place):** Indicates where actions take place, essential for describing the geographical impact of environmental issues (e.g., *pollution affects coastal areas* vs. *pollution affects the entire globe*).
- ✓ **Manner (Adverbs of Manner):** Describes how actions are performed, adding detail and clarity to our understanding of processes (e.g., *we must reduce emissions drastically* vs. *we must reduce emissions gradually*).

Sub-Strand: 2.5 Writing

2.5.1 Mechanics of Writing: Spelling Rules, Abbreviations, Acronyms, Frequently Misspelt and Easily Confused Words

Accurate spelling and the correct use of abbreviations and acronyms are crucial for clear and effective written communication. This sub-strand focuses on these essential mechanics of writing.

a) Identifying Frequently Misspelt and Easily Confused Words:

Recognizing common spelling errors and words that sound alike but have different meanings is the first step towards improving writing accuracy.

- **Frequently Misspelt Words (related to the environment or general usage):**
 - ✓ *environment*
 - ✓ *separate*
 - ✓ *occurred*
 - ✓ *committed*
 - ✓ *necessary*
 - ✓ *believe*
 - ✓ *receive*
 - ✓ *government*
 - ✓ *committee*
 - ✓ *consequences*
 - ✓ *sustainable*
 - ✓ *renewable*
 - ✓ *conservation*
 - ✓ *pollution*
 - ✓ *deforestation*
- **Easily Confused Words (Homophones, Homographs, Paronyms):**

- ✓ **Homophones:** Words that sound alike but have different meanings and spellings (e.g., *there, their, they're; to, too, two; see, sea; weather, whether; affect, effect; its, it's; waste, waist; site, sight, cite*).
 - ✚ Example in context: *The **effect** of climate change will **affect** future generations.*
- ✓ **Homographs:** Words that are spelled the same but have different meanings and sometimes different pronunciations (e.g., *lead (metal) /led/ vs. lead (to guide) /li:d/; wind (air) /wind/ vs. wind (to turn) /waɪnd/; present (gift) /'prezənt/ vs. present (to show) /pri'zent/*).
 - ✚ Example in context: *The strong **wind** caused the trees to **wind** around.*
- ✓ **Paronyms:** Words that are similar in spelling or pronunciation but have different meanings (e.g., *accept, except; advice, advise; conscious, conscience; eminent, imminent; lose, loose; principal, principle; stationary, stationery*).
 - ✚ Example in context: *We must **accept** the scientific **principle** that climate change is happening.*

b) Using Acronyms, Commonly Misspelt, and Easily Confused Words in Sentences:

Practice is key to using these words correctly in your writing.

- **Acronyms:** Abbreviations formed from the initial letters of a series of words and pronounced as a single word (e.g., *NASA - National Aeronautics and Space Administration; UNEP - United Nations Environment Programme; WWF - World Wide Fund for Nature*).
 - ✓ Sentence Example: *The **UNEP** is working on global environmental initiatives.*
- **Commonly Misspelt Words:** Consciously check the spelling of these words when you use them.
 - ✓ Sentence Example: *The **environment** is facing serious threats from pollution.*
- **Easily Confused Words:** Pay close attention to the context to ensure you are using the word with the correct meaning and spelling.
 - ✓ Sentence Example: *The government needs to **affect** policies that will mitigate the negative **effects** of climate change.*

c) Applying Spelling Rules to Write Words with Affixes:

Understanding basic spelling rules for adding prefixes and suffixes can prevent many errors.

- **Prefixes:** Generally added to the beginning of a word without changing its spelling (e.g., *un-* + *happy* = *unhappy*; *re-* + *use* = *reuse*; *pre-* + *caution* = *precaution*; *mis-* + *spell* = *misspell*).
 - ✓ Exception: Sometimes a hyphen is used if the prefix ends in the same letter as the root word begins (e.g., *re-elect*) or for clarity.
- **Suffixes:** Added to the end of a word, and sometimes require changes to the root word:
 - ✓ **Silent 'e':** If a suffix beginning with a vowel is added to a word ending in a silent 'e', the 'e' is usually dropped (e.g., *hope* + *-ing* = *hoping*; *use* + *-age* = *usage*; *climate* + *-ic* = *climatic*).
 - ✚ Exception: If the suffix begins with a consonant, the 'e' is usually kept (e.g., *hope* + *-ful* = *hopeful*; *use* + *-ful* = *useful*).
 - ✓ **Doubling Consonants:** If a one-syllable word ends in a single consonant preceded by a single vowel, the consonant is usually doubled before a suffix beginning with a vowel (e.g., *stop* + *-ing* = *stopping*; *run* + *-er* = *runner*; *plan* + *-ed* = *planned*). This rule also applies to stressed syllables in longer words.
 - ✓ **Changing 'y' to 'i':** If a word ends in a consonant followed by 'y', the 'y' is usually changed to 'i' when a suffix is added (e.g., *happy* + *-ness* = *happiness*; *study* + *-ed* = *studied*; *apply* + *-es* = *applies*). If the suffix begins with 'i', the 'y' usually remains (e.g., *study* + *-ing* = *studying*).
 - ✓ **Plural Nouns:**
 - ✚ Most nouns add *-s* (e.g., *tree* - *trees*; *planet* - *planets*).
 - ✚ Nouns ending in *-s*, *-sh*, *-ch*, *-x*, or *-z* usually add *-es* (e.g., *bus* - *buses*; *wish* - *wishes*; *watch* - *watches*; *box* - *boxes*; *quiz* - *quizzes*).
 - ✚ Nouns ending in a consonant followed by 'y' change 'y' to 'ies' (e.g., *city* - *cities*; *policy* - *policies*).
 - ✚ Some nouns ending in *-f* or *-fe* change the 'f' to 'ves' (e.g., *leaf* - *leaves*; *wife* - *wives*).
 - ✚ Irregular plurals (e.g., *child* - *children*; *man* - *men*; *foot* - *feet*).
 - ✓ **Verbs with Double Consonants:** As mentioned in the doubling consonants rule for suffixes, verbs often double their final consonant before *-ing*, *-ed*, etc., if the conditions are met (one syllable, single vowel before single consonant, or stress on the final syllable).

d) Appreciating the Role of Abbreviations and Acronyms in Written Texts:

Abbreviations and acronyms are used to shorten words or phrases, making writing more concise and efficient, especially when referring to frequently used terms.

- **Abbreviations:** Shortened forms of words, often ending with a period (e.g., *Mr.*, *Ms.*, *Dr.*, etc., *i.e.*, *e.g.*).

- ✓ In the context of climate change: *CO2* (carbon dioxide), *UNFCCC* (United Nations Framework Convention on Climate Change).
- **Acronyms:** As defined earlier, pronounced as words (e.g., *NASA*, *UNEP*, *IPCC* - Intergovernmental Panel on Climate Change).
- **Initialisms:** Similar to acronyms but pronounced letter by letter (e.g., *UN* - United Nations, *WHO* - World Health Organization, *GHG* - Greenhouse Gas).

Why Use Abbreviations and Acronyms?

- **Conciseness:** They save space and make writing less repetitive, especially when dealing with long names or phrases.
- **Efficiency:** They allow readers and writers to refer to common entities quickly.
- **Familiarity:** Many abbreviations and acronyms are widely recognized and understood within specific fields or general usage.
- **Avoiding Repetition:** Once an abbreviation or acronym has been introduced and defined, it can be used throughout the text without having to repeat the full phrase.

Guidelines for Using Abbreviations and Acronyms:

- ✚ **Introduce them fully at the first mention:** Write the full term followed by the abbreviation or acronym in parentheses (e.g., United Nations Environment Programme (UNEP)).
- ✚ **Use them consistently after the first mention.**
- ✚ **Ensure they are widely understood by your intended audience.** If writing for a general audience, avoid overly technical or obscure abbreviations without explanation.
- ✚ **Be aware of context:** Some abbreviations have different meanings in different fields.

THEME 03: TECHNOLOGY: COMMUNICATION APPS

Strand: 3.0 Listening and Speaking

3.1.1 Intensive Listening

Intensive listening involves focusing closely on a short piece of spoken language to extract specific information. It requires concentration and attention to detail, including individual words, sounds, and their meanings. This sub-strand emphasizes identifying particular elements within a listening text.

a) Selecting Specific Details from a Listening Text:

To effectively select specific details, you need to actively engage with the audio and employ targeted listening strategies:

- ✓ **Identify the Purpose:** Before listening, understand what specific information you are looking for. Are you trying to find a date, a name, a definition, a reason, or a sequence of events related to communication apps?
- ✓ **Pre-listening Activities:** If possible, preview any accompanying materials or the context of the audio to anticipate the kind of details you might hear.
- ✓ **Focus and Concentration:** Minimize distractions (both internal and external) and concentrate intently on the speaker's words.
- ✓ **Keyword Recognition:** Listen for keywords related to the specific details you need. For example, if you're looking for dates, listen for numbers and time-related words. If you need names, pay attention to proper nouns and titles.
- ✓ **Note-Taking Strategies:** Develop effective note-taking techniques. Use abbreviations, symbols, and concise phrases to jot down the specific details you hear. Organize your notes according to the type of information you are seeking (e.g., a section for names, a section for dates).
- ✓ **Listen for Signposts:** Speakers often use signal words or phrases to highlight important information (e.g., "The key point is...", "It's important to note that...", "The first step is...").
- ✓ **Pay Attention to Emphasis and Intonation:** Speakers often stress important words or phrases through changes in their tone of voice or pace.
- ✓ **Active Recall:** After listening to a section, try to recall the specific details you were looking for. Review your notes to confirm accuracy.
- ✓ **Multiple Listeners:** If necessary, listen to the audio recording more than once to catch details you might have missed the first time.

Focusing on Multiwords:

Multiword units (also known as lexical chunks or formulaic sequences) are combinations of words that function as a single unit of meaning (e.g., *log in*, *sign up*, *get in touch*, *take advantage of*, *by the way*). Intensive listening includes recognizing these common phrases and understanding their specific meanings within the context of communication apps.

b) Using Words and Phrases Picked from an Oral Text in a Variety of Contexts:

Once you have identified specific words and phrases, the next step is to understand their meaning and be able to use them appropriately in different situations.

- ✓ **Contextual Understanding:** Analyze how the words and phrases are used in the original listening text. What do they mean in that specific context related to communication apps?
- ✓ **Deconstructing Meaning:** Break down multiword units to understand the individual meanings of the words and how they combine to create a specific meaning (e.g., *log in* = to enter a system by providing credentials).
- ✓ **Identifying Synonyms and Related Terms:** Think of other words or phrases that have similar meanings. This helps you understand the concept more fully and use it flexibly.
- ✓ **Creating New Sentences:** Construct your own sentences using the picked words and phrases in different contexts. Consider various situations related to technology, communication, or even everyday life.
 - Example: If the audio mentions "*stay connected*", you could use it in the context of communication apps ("These apps help people *stay connected* with friends and family.") or in a broader sense ("Good internet access allows rural communities to *stay connected* to the rest of the world.").
- ✓ **Role-Playing and Discussion:** Engage in conversations or role-playing scenarios where you actively use the new vocabulary and phrases. This helps solidify your understanding and improves your fluency.
- ✓ **Writing Activities:** Write short paragraphs or summaries using the target words and phrases in different contexts.

c) Advocating the Need to Discriminate Among Sounds for Effective Communication:

Accurate pronunciation and the ability to distinguish between similar sounds are crucial for clear and unambiguous communication. Mishearing or mispronouncing sounds can lead to misunderstandings.

- **Target Sounds and Potential Confusion:**

- ✓ **/ʌ/ (as in *cut, up*) vs. /æ/ (as in *cat, map*): These short vowel sounds can be easily confused. The mouth is more open for /æ/ than for /ʌ/.
 - Example: *cut* vs. *cat*
- ✓ **/aʊ/ (as in *now, out*) vs. /əʊ/ (as in *go, phone*): These are diphthongs (two vowel sounds blended together). Pay attention to the starting and ending positions of your mouth.
 - Example: *now* vs. *no*
- ✓ **/w/ (as in *wet, window*) vs. /j/ (as in *yes, yellow*): These are semi-vowels. /w/ involves rounded lips, while /j/ involves a wider mouth position and the tongue moving towards the palate.
 - Example: *wet* vs. *yet*
- **Impact of Sound Discrimination on Communication:**
 - ✓ **Avoiding Misunderstandings:** Hearing the difference between similar sounds ensures you understand the intended word and message. For example, mishearing "/ʌ/" as "/æ/" could change "*cut*" to "*cat*," altering the meaning of a sentence.
 - ✓ **Clear Pronunciation:** Being able to discriminate sounds helps you pronounce words correctly, making your spoken English easier for others to understand.
 - ✓ **Effective Listening:** When you are attuned to subtle differences in sounds, you become a more effective listener, able to catch nuances in speech.
 - ✓ **Professionalism:** In professional settings, clear pronunciation contributes to a more polished and confident image.
- **Strategies for Improving Sound Discrimination:**
 - ✓ **Minimal Pair Practice:** Listen to and produce minimal pairs (words that differ by only one sound) to train your ear and mouth to distinguish the target sounds.
 - ✓ **Phonetic Awareness Activities:** Learn the phonetic symbols for the sounds and practice identifying them in words.
 - ✓ **Repetition and Imitation:** Listen to native speakers and try to repeat and imitate their pronunciation of words containing the target sounds.
 - ✓ **Recording and Self-Correction:** Record yourself speaking and compare your pronunciation to that of native speakers. Identify areas for improvement.
 - ✓ **Language Games:** Engage in games that focus on distinguishing and producing the target sounds (e.g., sound bingo, tongue twisters).

Strand: 3.0 Listening and Speaking

Sub-Strand: 3.1 Nonverbal Cues

3.1.2 Nonverbal Cues

Nonverbal communication involves conveying messages without using spoken words. These cues can reinforce, contradict, or replace verbal messages and play a significant role in how we understand each other. This sub-strand focuses on identifying and using nonverbal cues effectively, as well as continuing to refine the articulation of specific vowel sounds.

a) Identifying the Sounds /ʌ/, /æ/, /aʊ/, and /əʊ/ in Oral Texts:

Building on the previous sub-strand, this section reinforces the ability to recognize specific vowel sounds in spoken English.

- **/ʌ/ (as in *cut, up, but*):** Short, central vowel. Mouth slightly open, tongue in a neutral, low-mid position.
- **/æ/ (as in *cat, map, hat*):** Short, front vowel. Mouth wide open, tongue low and forward.
- **/aʊ/ (as in *now, out, down*):** Diphthong moving from a low back to a mid-central position with lip rounding.
- **/əʊ/ (as in *go, phone, know*):** Diphthong moving from a mid-central to a mid-back rounded position.

Activity: While watching videos or listening to audio, actively try to identify words containing these sounds. Pay attention to the speaker's pronunciation and how these sounds differ from each other.

b) Articulating the Sounds /ʌ/, /æ/, /aʊ/, and /əʊ/ for Oral Fluency:

Accurate pronunciation of these vowel sounds is essential for clear and understandable spoken communication.

- **Practice Minimal Pairs:** Working with words that differ only in these vowel sounds helps to train your mouth to produce them correctly and your ear to distinguish them.
 - ✓ /ʌ/ vs. /æ/: *cut/cat, but/bat, tuck/tack, luck/lack, cup/cap*
 - ✓ /aʊ/ vs. /əʊ/: *now/know, out/oat, down/dough, loud/load, foul/foal*
- **Repetition and Imitation:** Listen to native speakers pronounce words and sentences containing these sounds and try to imitate them as accurately as possible. Pay attention to your mouth and tongue movements.

- **Recording Yourself:** Record yourself saying these words and compare your pronunciation to a native speaker. Identify areas where you can improve.
- **Focus on Context:** Be aware that the pronunciation of these sounds can sometimes vary slightly depending on the surrounding consonants and the stress pattern of the word.

c) Using Nonverbal Cues Appropriately in Oral Communication:

Nonverbal cues are powerful tools that can enhance or detract from your spoken message. Using them consciously and appropriately can significantly improve your communication effectiveness.

- ✓ **Facial Expressions:** Convey emotions and attitudes. Match your facial expressions to the tone and content of your message (e.g., smiling when happy, looking concerned when discussing serious issues).
- ✓ **Gestures:** Use hand and arm movements to emphasize points, illustrate ideas, or express enthusiasm. Gestures should be natural and purposeful, not distracting or random.
- ✓ **Eye Contact:** Helps to establish a connection with your audience, show sincerity, and gauge their engagement. Maintain appropriate eye contact, looking at different individuals or sections of the audience. Avoid staring or looking away too much.
- ✓ **Body Movement and Posture:** Your posture and how you move can communicate confidence, nervousness, or engagement. Stand or sit upright, lean slightly forward to show interest, and move purposefully if appropriate for the context. Avoid fidgeting or slouching.
- ✓ **Personal Space (Proxemics):** Be aware of the comfortable distance between you and your audience or conversational partner. This can vary depending on cultural norms and the nature of the relationship.
- ✓ **Dress Choice and Appearance:** Your attire can convey professionalism, formality, or informality and influence how your message is received. Dress appropriately for the occasion and your audience.

Applying Nonverbal Cues in Role-Play:

During the role-playing activity, consciously focus on using a variety of nonverbal cues to enhance your communication. For example, if you are expressing concern about the impact of technology on social interaction, you might use a furrowed brow, a slightly more serious tone, and perhaps a gesture of holding your hands apart to symbolize distance.

Feedback on Role-Play Recordings:

Analyzing your recorded role-play can help you identify nonverbal cues you used effectively and areas where you could improve. Consider:

- ✓ Did your facial expressions match your verbal message?
- ✓ Were your gestures natural and helpful?
- ✓ Did you maintain appropriate eye contact?
- ✓ Was your body language engaging?
- ✓ Did your overall nonverbal communication support your intended message?

d) Acknowledging the Importance of Articulating Sounds Accurately:

Clear articulation of sounds, especially vowels, is fundamental for effective spoken communication.

- ✓ **Clarity of Message:** Accurate pronunciation ensures that your words are easily understood by your listeners, preventing confusion and misinterpretations.
- ✓ **Credibility:** Speaking clearly and correctly can enhance your credibility and make you sound more confident and knowledgeable.
- ✓ **Professionalism:** In formal or professional settings, good articulation is often expected and contributes to a positive impression.
- ✓ **Avoiding Barriers to Communication:** Poor articulation can create a barrier to understanding, making it difficult for listeners to focus on your message.
- ✓ **Respect for the Audience:** Taking the time to articulate clearly shows consideration for your listeners and makes it easier for them to engage with what you are saying.

Sub-Strand: 3.2 Extensive Reading

3.2.1 Extensive Reading: Reference Materials

Reference materials are resources that provide specific information and are not typically read from cover to cover. They are essential tools for enhancing reading comprehension, expanding knowledge, and verifying facts. This sub-strand focuses on the uses of various reference materials.

a) Explaining the Uses of the Thesaurus and Dictionaries for Enhancement of Reading Skills:

- **Thesaurus:** A reference book that provides synonyms (words with similar meanings) and sometimes antonyms (words with opposite meanings) for given words.
 - ✓ **Uses for Enhancing Reading Skills:**

- ✓ **Understanding Nuances of Meaning:** When you encounter a familiar word used in a slightly different way, a thesaurus can offer synonyms that clarify the specific shade of meaning intended by the author.
- ✓ **Expanding Vocabulary:** By looking up synonyms for words you already know, you can discover new words and enrich your vocabulary, leading to better comprehension of more complex texts.
- ✓ **Avoiding Repetition in Writing (Indirect Benefit to Reading):** Understanding synonyms helps you recognize when authors use different words to refer to the same concept, improving your comprehension and preventing you from thinking they are introducing a new idea.
- ✓ **Identifying Antonyms for Contrast:** Recognizing antonyms helps you understand contrasting ideas presented in a text, enhancing your grasp of the author's message.
- ✓ **Improving Word Choice (Indirect Benefit to Reading):** Familiarity with a wider range of vocabulary makes you more attuned to the precise word choices authors make and why they might have selected a particular word over a synonym.
- **Dictionary:** A reference book that provides the spelling, pronunciation, meaning(s), etymology (origin), and sometimes usage examples of words.
 - ✓ **Uses for Enhancing Reading Skills:**
 - ✓ **Understanding Unfamiliar Vocabulary:** When you encounter a word you don't know, a dictionary provides its definition, allowing you to understand its meaning in the context of the sentence.
 - ✓ **Clarifying Ambiguous Words:** Some words have multiple meanings. A dictionary helps you identify the correct meaning based on how the word is used in the text.
 - ✓ **Improving Pronunciation:** Dictionaries often include phonetic transcriptions, which show you how to pronounce words correctly. This can aid in understanding spoken language related to your reading material (e.g., audiobooks, discussions).
 - ✓ **Understanding Word Forms:** Dictionaries show different forms of a word (e.g., plural nouns, verb tenses), helping you recognize them in your reading.
 - ✓ **Learning Word Origins (Etymology):** Knowing the history of a word can sometimes provide deeper insight into its current meaning and usage.
 - ✓ **Confirming Spelling:** If you are unsure of the spelling of a word you encounter, a dictionary can provide the correct form.

b) Picking Out Information from Atlases, Manuals, Newspapers, and Encyclopedias for General Knowledge:

These reference materials serve different purposes in providing information:

- **Atlases:** Collections of maps that provide geographical information about countries, regions, cities, physical features, climate, population, and more.
 - ✓ **Picking Out Information:** To find the location of a specific communication technology infrastructure, the population density of a region with high mobile phone usage, or the geographical spread of internet access.
- **Manuals:** Provide instructions, guidelines, or detailed information on how to use or operate specific devices, software, or systems.
 - ✓ **Picking Out Information:** To understand how to troubleshoot a communication app, learn the features of a new software, or find the specifications of a particular smartphone model.
- **Newspapers:** Periodical publications containing news, opinions, features, and advertisements, providing current information on local, national, and international events.
 - ✓ **Picking Out Information:** To find recent news articles about the impact of social media on society, government regulations regarding internet privacy, or the latest developments in communication technology.
- **Encyclopedias:** Comprehensive collections of articles on a wide range of subjects, providing detailed overviews and factual information. They can be general (covering all areas of knowledge) or specialized (focusing on a specific field).
 - ✓ **Picking Out Information:** To research the history of telecommunications, understand the principles behind satellite communication, or learn about the different types of communication apps and their functions.

Strategies for Picking Out Information:

- **Use the index or table of contents:** These help you locate specific topics quickly.
- **Scan headings and subheadings:** Identify sections relevant to your information needs.
- **Look for keywords:** Focus on terms related to what you are searching for.
- **Read the introduction and conclusion of articles or sections:** These often summarize the main points.
- **Pay attention to visuals (maps, diagrams, charts):** These can provide information at a glance.

c) Appreciating the Importance of Reference Materials as a Source of Information:

Reference materials are invaluable tools for learning and research:

- ✓ **Reliable Information:** They are generally compiled and edited with a focus on accuracy and factual correctness.
- ✓ **Comprehensive Coverage:** They offer a vast amount of information across diverse subjects.
- ✓ **Efficiency:** They allow you to quickly locate specific facts or details without having to read entire books.
- ✓ **Verification:** They can be used to check the accuracy of information you encounter elsewhere.
- ✓ **Deeper Understanding:** They provide context, definitions, and background information that enhances comprehension.
- ✓ **Lifelong Learning:** They empower individuals to independently seek knowledge and continue learning throughout their lives.
- ✓ **Academic and Professional Success:** They are essential resources for research papers, presentations, and staying informed in various fields.

Sub-Strand: 3.3 Grammar in Use

3.3.1 Word Classes: Adjectives, Coordinating Conjunctions, and Simple Prepositions

This sub-strand focuses on three more essential word classes that add detail, connect ideas, and show relationships within sentences.

a) Identifying Adjectives, Simple Prepositions, and Coordinating Conjunctions:

- **Adjectives:** Words that describe or modify nouns or pronouns. They provide more information about the qualities, characteristics, or state of the nouns/pronouns they modify.
 - ✓ Examples related to technology: *digital, innovative, user-friendly, advanced, sophisticated, mobile, wireless, interactive, virtual, social.*
 - ✓ Example in a sentence: *The **innovative** app offers **user-friendly** features.*
- **Simple Prepositions:** Words that show the relationship between a noun or pronoun (the object of the preposition) and other words in the sentence, often indicating location, direction, time, or manner.
 - ✓ Common simple prepositions: *on, in, at, by, for, with, about, above, below, through, under, over, near, from, to, off.*
 - ✓ Examples related to technology: *on the internet, in the app, at the website, by using a smartphone, for communication.*

- ✓ Example in a sentence: *We connect **through** various apps **on** our phones.*
- **Coordinating Conjunctions:** Words that join words, phrases, or independent clauses of equal grammatical rank. The acronym FANBOYS can help you remember them: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o.
 - ✓ Examples related to technology: *apps and websites, connect but also share, easy to use yet powerful.*
 - ✓ Example in a sentence: *You can send messages **and** share photos using this app, **but** you need a stable internet connection.*

b) Using Simple Prepositions and Coordinating Conjunctions in Sentences:

- **Simple Prepositions:** Ensure you use the correct preposition to express the intended relationship between elements in your sentence. The meaning of a sentence can change significantly with a different preposition.
 - ✓ Examples:
 - *The information is **on** the screen.* (location)
 - *We sent the file **to** her.* (direction)
 - *The meeting is **at** 3 PM.* (time)
 - *The app works **with** all operating systems.* (accompaniment/means)
- **Coordinating Conjunctions:** Use these conjunctions to link related ideas smoothly and logically.
 - ✓ **And:** Joins similar or additional ideas. (*The app is free and easy to download.*)
 - ✓ **But:** Shows contrast or opposition. (*It has many features, but it can be slow sometimes.*)
 - ✓ **Or:** Presents alternatives or choices. (*You can text or make a voice call.*)
 - ✓ **Nor:** Joins negative alternatives. (*He doesn't use email nor does he have a Twitter account.*)
 - ✓ **For:** Shows reason or cause (often more formal). (*He couldn't connect, for his Wi-Fi was down.*)
 - ✓ **Yet:** Shows contrast, similar to 'but' but often implying surprise. (*The technology is old, yet it remains reliable.*)
 - ✓ **So:** Shows result or consequence. (*The battery was low, so the phone turned off.*)

c) Ordering Adjectives Correctly in Sentences:

When using multiple adjectives to describe a noun, there is a general order they tend to follow in English. This order helps ensure clarity and natural-sounding sentences. The typical order is:

1. **Quantity or Number:** *one, two, several, few*

2. **Quality or Opinion:** *beautiful, interesting, useful, amazing, terrible*
3. **Size:** *big, small, large, tiny*
4. **Age:** *old, new, young, ancient*
5. **Shape:** *round, square, rectangular*
6. **Color:** *blue, green, red, metallic*
7. **Origin:** *Kenyan, American, digital, virtual* (can sometimes be seen as type)
8. **Material:** *plastic, metal, wooden*
9. **Purpose or Qualifier:** (often ends in -ing or is a noun used as an adjective)
gaming app, communication software

Remembering the Order: While this is a general guideline, native speakers often follow it intuitively. You don't always need all these types of adjectives in one sentence.

- **Examples:**
 - ✓ *a **small, new, digital** device* (size, age, origin)
 - ✓ *some **interesting, interactive** apps* (opinion, quality)
 - ✓ *the **large, metallic, modern** smartphone* (size, material, quality/age)
 - ✓ *an **old, reliable** communication system* (age, quality)
 - ✓ *three **useful, mobile** applications* (opinion, origin/type)

Creating Dialogues with Ordered Adjectives:

When writing dialogues, pay attention to the order of adjectives used by the characters to make their descriptions sound natural.

d) Recognizing the Importance of Using Adjectives, Simple Prepositions, and Conjunctions in Communication:

These word classes play vital roles in conveying meaning effectively:

- **Adjectives:**
 - ✓ **Provide Detail:** They make descriptions more vivid and specific, allowing the reader or listener to form a clearer picture of the noun being described. (*a fast connection* vs. *a connection*)
 - ✓ **Create Interest:** Well-chosen adjectives can make writing and speaking more engaging and descriptive. (*an amazing new app* is more interesting than *a new app*)
 - ✓ **Distinguish and Classify:** They help differentiate between objects or ideas. (*a digital camera* vs. *an analog camera*)
- **Simple Prepositions:**
 - ✓ **Show Relationships:** They clarify the connections between different elements in a sentence, indicating location, time, direction, and other

relationships. Without them, the meaning of sentences would be unclear or ambiguous. (*The message is the phone.* vs. *The message is **on** the phone.*)

- ✓ **Structure Sentences:** They help to build more complex and meaningful sentences by linking phrases and clauses.
- **Coordinating Conjunctions:**
 - ✓ **Connect Ideas:** They link related thoughts and create a smooth flow between words, phrases, and clauses. (*The app is popular, and it's free.*)
 - ✓ **Show Relationships Between Ideas:** They indicate the nature of the connection (addition, contrast, choice, result). (*It's easy to use, yet powerful.*)
 - ✓ **Avoid Choppy Sentences:** By joining short, simple sentences, conjunctions create more complex and sophisticated writing.

Sub-Strand: 3.5 Writing

3.5.1 Elements of Effective Writing: Cohesion and Paragraph Development

Effective writing ensures that ideas are presented clearly and logically. This sub-strand focuses on two key elements: cohesion (the linking of ideas within and between sentences) and paragraph development (the organization of ideas within a paragraph).

a) Explaining the Use of Connectors of Addition, Similarity, and Contrast in a Text:

Connectors (also known as linking words or transition words) play a crucial role in creating cohesion by showing the relationship between ideas.

- **Connectors of Addition:** These words and phrases indicate that the writer is adding more information to a previous point.
 - ✓ Examples: *and, also, furthermore, moreover, in addition, besides, what's more, as well as.*
 - ✓ Example in context (about communication apps): "*This app allows instant messaging, **and** it also supports video calls. **Furthermore**, it offers end-to-end encryption for enhanced security.*"
- **Connectors of Similarity:** These words and phrases show that the writer is drawing a parallel or pointing out a similarity between two ideas.
 - ✓ Examples: *similarly, likewise, in the same way, equally, just as, comparable to.*
 - ✓ Example in context: "*Many social media apps offer similar features. **Likewise**, most instant messaging platforms provide real-time updates.*"

- **Connectors of Contrast:** These words and phrases indicate that the writer is showing a difference, opposition, or unexpected relationship between two ideas.
 - ✓ Examples: *but, however, nevertheless, on the other hand, in contrast, although, though, yet, despite, in spite of.*
 - ✓ Example in context: "*Some communication apps are very user-friendly; **however**, others can be quite complex. **Although** they both facilitate online interaction, their interfaces differ significantly.*"

How Connectors Help in Interpreting Information:

- ✓ **Signaling Relationships:** Connectors act as signposts for the reader, clearly indicating how different parts of the text relate to each other. This helps the reader follow the writer's train of thought.
- ✓ **Improving Flow:** They create a smoother and more logical flow between sentences and ideas, making the writing easier to read and understand.
- ✓ **Clarifying Meaning:** By explicitly stating the relationship between ideas (e.g., addition, contrast), connectors prevent ambiguity and ensure the reader interprets the information correctly.
- ✓ **Enhancing Comprehension:** When connections between ideas are clear, readers can better grasp the overall message and the writer's intended meaning.

b) Ordering Ideas in a Paragraph for Coherence:

Coherence in writing means that the ideas in a paragraph are logically arranged and flow smoothly from one to the next. Effective paragraph development involves:

- **Topic Sentence:** Usually the first sentence, it introduces the main idea or focus of the paragraph.
- **Supporting Sentences:** These sentences provide evidence, details, examples, and explanations that develop and support the topic sentence.
- **Logical Order:** Ideas should be arranged in a way that makes sense to the reader. Common organizational patterns include:
 - ✓ **Chronological Order:** Presenting events in the order they occurred (useful for narratives or explaining processes related to the evolution of communication apps).
 - ✓ **Spatial Order:** Describing something based on its physical arrangement (less common for this theme, but could be used to describe an app interface).
 - ✓ **Order of Importance:** Presenting ideas from the least to most important or vice versa (useful for arguing the benefits or drawbacks of a particular app).

- ✓ **Cause and Effect:** Explaining why something happened and its consequences (relevant for discussing the impact of communication technology).
- ✓ **Problem and Solution:** Identifying an issue and proposing solutions (e.g., addressing privacy concerns in communication apps).
- ✓ **Comparison and Contrast:** Highlighting similarities and differences between two or more things (e.g., comparing different messaging platforms).
- **Transitions:** Using connecting words and phrases to link ideas between sentences and ensure a smooth flow. These can be the connectors of addition, similarity, contrast, as well as others like *therefore*, *consequently*, *for example*, *in conclusion*.
- **Concluding Sentence:** Often the last sentence, it summarizes the main point of the paragraph or provides a transition to the next paragraph.

c) Writing a Coherent Paragraph on a Given Topic:

To write a coherent paragraph on a topic related to communication apps, follow these steps:

1. **Choose a Topic Sentence:** Clearly state the main idea you want to discuss in the paragraph (e.g., "Communication apps have revolutionized the way people interact.").
2. **Develop Supporting Ideas:** Brainstorm specific details, examples, or reasons that support your topic sentence (e.g., instant messaging, video calls, social networking features, global connectivity).
3. **Organize Your Ideas Logically:** Decide on an appropriate organizational pattern (e.g., order of importance of features).
4. **Write Supporting Sentences:** Elaborate on each supporting idea with clear and concise sentences.
5. **Use Connectors:** Link your sentences using appropriate transition words and phrases to create a smooth flow and show the relationships between your ideas.
6. **Write a Concluding Sentence:** Summarize your main point or provide a transition to the next idea.

Example Paragraph:

"Communication apps have revolutionized the way people interact. **Firstly**, they offer instant messaging, allowing for quick and easy text-based conversations. **Furthermore**, many apps now support high-quality video calls, bridging geographical distances and enabling face-to-face interaction. **In addition to this**, the integration of social networking features within some communication platforms allows users to

share updates and connect with wider communities. **Consequently**, these advancements have made global communication more accessible and convenient than ever before."

d) Acknowledging the Value of Logically Ordering Ideas in Writing:

Presenting ideas in a logical order is crucial for effective written communication because:

- ✓ **Clarity:** Logical organization makes your writing easier for the reader to understand. When ideas are presented in a sensible sequence, the reader can follow your argument or explanation without confusion.
- ✓ **Comprehension:** Well-ordered ideas help the reader grasp the main points and the relationships between them, leading to better comprehension of your message.
- ✓ **Engagement:** A coherent and well-structured paragraph or essay is more engaging to read. Readers are more likely to stay interested when they can easily follow the flow of ideas.
- ✓ **Persuasion:** In argumentative writing, a logical progression of ideas strengthens your arguments and makes them more persuasive.
- ✓ **Credibility:** Organized writing demonstrates clear thinking and attention to detail, enhancing your credibility as a writer.
- ✓ **Effective Communication:** Ultimately, logical ordering ensures that your intended message is conveyed accurately and effectively to your audience.

THEME 04: TRAVEL: ADVENTURE

Strand: 4.0 Listening and Speaking

Sub-Strand: 4.1 Selective Listening

4.1.1 Selective Listening

Selective listening involves focusing on specific parts of an auditory message while ignoring other information. This skill is crucial in situations where you need to extract particular details like instructions or directions.

a) Describing Ways of Selecting Specific Information from a Listening Text:

Effective selective listening requires conscious effort and the use of specific strategies:

- ✓ **Identify Your Goal:** Before listening, clearly define what specific information you need. Are you looking for steps in a process (instructions), a route to a location (directions), a time, a name, or a reason? Knowing your goal will focus your attention.
- ✓ **Keyword Anticipation:** Based on your goal, try to anticipate keywords or phrases that might be used. For example, if you need directions, listen for words like "turn," "left," "right," "straight," "next to," "opposite," and place names. For instructions, listen for verbs indicating actions and sequencing words like "first," "then," "next," "finally."
- ✓ **Active Filtering:** Consciously filter out information that is not relevant to your goal. This requires concentration and the ability to distinguish between important and less important details.
- ✓ **Look for Signposts:** Speakers often use verbal cues to signal important information. For instructions, they might say, "The first step is...", "Make sure you...", "The key here is...". For directions, they might say, "The most direct route is...", "You'll see a landmark...", "After that...".
- ✓ **Focus on Repetition and Emphasis:** Speakers often repeat or emphasize crucial information through their tone of voice, pace, or volume. Pay attention to these cues.
- ✓ **Contextual Clues:** Use the surrounding context to help you identify and understand the specific information you are looking for. Even if you miss a word, the context can sometimes provide clues to its meaning.
- ✓ **Mental Mapping:** For directions, try to create a mental map as you listen. Visualize the route and the landmarks mentioned. For instructions, try to mentally picture the steps in the process.
- ✓ **Note-Taking (as discussed in point c):** Jotting down keywords and phrases related to the specific information helps you retain and process it.

b) Listening to an Oral Text and Filtering Instructions and Directions:

This involves applying the strategies mentioned above in practical listening scenarios.

- **Instructions:** When listening for instructions (e.g., how to use a piece of equipment, how to complete a task, safety guidelines), focus on:
 - ✓ **Action Verbs:** Words like "press," "turn," "click," "open," "mix," "add."
 - ✓ **Sequence Markers:** "First," "second," "next," "then," "after that," "finally."
 - ✓ **Conditionals:** "If... then...", "Make sure...", "Ensure that..."
 - ✓ **Quantifiers and Measurements:** "Two cups," "5 minutes," "until it's..."
 - ✓ **Warnings and Cautions:** "Be careful...", "Do not...", "Avoid..."
- **Directions:** When listening for directions (e.g., how to get to a specific location, how to navigate a system), focus on:
 - ✓ **Directional Words:** "Left," "right," "straight," "north," "south," "east," "west."
 - ✓ **Prepositions of Place:** "Next to," "opposite," "behind," "in front of," "between," "near."
 - ✓ **Landmarks:** "Turn at the church," "Go past the market," "Look for the tall building."
 - ✓ **Distances and Time:** "About 5 kilometers," "A 10-minute walk."
 - ✓ **Route Indicators:** "Take the first exit," "Follow the blue line."

Activity: Listen to audio or video recordings that provide instructions (e.g., a tutorial) or directions (e.g., someone explaining how to get somewhere). Practice filtering out other information and focusing only on the steps or the route.

c) Taking Notes from a Variety of Listening Texts:

Note-taking is a crucial skill for selective listening as it helps you record and recall specific details. Effective note-taking involves:

- ✓ **Identifying Key Information:** Distinguish between main points and supporting details. Focus on noting down the key information related to your listening goal.
- ✓ **Using Keywords and Phrases:** Avoid writing full sentences. Use concise keywords, abbreviations, symbols, and short phrases to capture the essential information.
- ✓ **Organizing Your Notes:** Structure your notes logically. Use headings, bullet points, numbered lists, or mind maps to organize instructions in sequence or directions by landmarks.

- ✓ **Using Abbreviations and Symbols:** Develop a personal shorthand system for frequently used words or concepts (e.g., -> for "go to," L for "left," R for "right," imp. for "important").
- ✓ **Being Brief and Concise:** Write down only what is necessary to understand the information later.
- ✓ **Reviewing and Editing:** After listening, review your notes to ensure they are clear, accurate, and complete. Fill in any missing details if you can recall them.

Activity: Listen to different types of audio texts (e.g., announcements, explanations, narratives with embedded instructions or directions) and practice taking selective notes based on a specific goal.

d) Arguing for the Need to Listen Attentively to Extract Specific Details:

Attentive listening is essential for accurately extracting specific details for several reasons:

- ✓ **Accuracy:** Missing key words or phrases can lead to misunderstandings or incorrect information. For instructions, this could result in errors or even safety hazards. For directions, it could lead you to the wrong place.
- ✓ **Efficiency:** Listening attentively the first time reduces the need to ask for clarification or listen again, saving time and effort.
- ✓ **Safety:** In situations involving safety instructions (e.g., during an emergency, using dangerous equipment), attentive listening can be crucial for preventing accidents.
- ✓ **Task Completion:** Following instructions accurately is necessary to complete tasks successfully, whether it's assembling furniture or using a new software.
- ✓ **Navigation:** Listening carefully to directions ensures you reach your destination without getting lost.
- ✓ **Respect for the Speaker:** Attentive listening shows that you value the speaker's time and message.
- ✓ **Learning and Understanding:** Focusing on specific details helps you build a comprehensive understanding of the topic being discussed.

Argumentation Points:

- Provide examples of situations where mishearing or missing specific details could have negative consequences (e.g., following incorrect medical instructions, getting lost in an unfamiliar place).
- Emphasize the importance of concentration and minimizing distractions to ensure you capture the necessary information.

- Highlight how note-taking can aid attentive listening and recall of specific details.
- Discuss the role of active listening (engaging with the speaker, asking clarifying questions if needed) in improving the extraction of specific information.

Sub-Strand: 4.1 Conversational Skills

4.1.2 Conversational Skills

Effective communication relies on more than just the words we use. It involves navigating conversations smoothly, providing constructive feedback, understanding different levels of formality, and pronouncing sounds accurately. This sub-strand explores these key aspects of conversational skills.

a) Describing the Techniques of Changing the Topic in a Conversation:

Changing the topic gracefully is an important conversational skill to ensure smooth transitions and maintain engagement. Abrupt or irrelevant topic changes can be disruptive. Here are some techniques:

- **Natural Progression:** Link the new topic to something that was just said. Find a connection, however slight, to bridge the two subjects.
 - ✓ Example: "We were just talking about the amazing wildlife we saw on safari. Speaking of animals, did you hear about the new rhino conservation efforts?"
- **Using Transition Phrases:** Employ specific phrases to signal a change in direction.
 - ✓ Examples: "By the way...", "That reminds me...", "On a slightly different note...", "Changing the subject...", "Moving on to...", "Have you heard about...?"
- **Asking a Bridging Question:** Pose a question that subtly shifts the focus.
 - ✓ Example: "The stories about the park rangers are inspiring. What other kinds of conservation work are you interested in?"
- **Acknowledging and Then Changing:** Briefly acknowledge the current topic before introducing a new one.
 - ✓ Example: "That's a fascinating point about tracking animal movements. Anyway, I was also wondering about the best time of year to visit the Mara."
- **Stating Intent Directly (Use with Caution):** Clearly indicate you want to change the topic, especially if there's a natural pause.
 - ✓ Example: "Can we switch gears for a moment? I wanted to ask you about..."

- **Using Nonverbal Cues:** Changes in body language, tone of voice, or a pause can signal a shift in topic, often accompanied by a verbal cue.

b) Giving and Receiving Feedback in the Communication Process:

Feedback is essential for learning and improving communication. It involves offering constructive comments on someone's message or delivery and being receptive to feedback on your own.

- **Giving Feedback:**
 - ✓ **Be Specific:** General feedback like "good job" isn't as helpful as pointing out specific strengths or areas for improvement (e.g., "Your description of the landscape was very vivid," or "Perhaps you could speak a little louder next time").
 - ✓ **Focus on Behavior, Not Personality:** Comment on what the person *did* or *said*, rather than making judgments about their character.
 - ✓ **Be Timely:** Feedback is most effective when given soon after the communication event.
 - ✓ **Be Constructive:** Aim to help the person improve. Frame your feedback positively, even when addressing areas for development.
 - ✓ **Be Balanced:** If possible, mention both strengths and areas for improvement.
 - ✓ **Check Motives:** Ensure your feedback is genuinely intended to be helpful, not critical or judgmental.
 - ✓ **Consider the Context:** The formality of the situation and your relationship with the person will influence how you give feedback.
- **Receiving Feedback:**
 - ✓ **Listen Actively:** Pay attention to what the person is saying without interrupting.
 - ✓ **Seek Clarification:** If you don't understand the feedback, ask for specific examples or further explanation.
 - ✓ **Avoid Defensiveness:** Try not to take feedback personally or immediately argue against it.
 - ✓ **Reflect on the Feedback:** Take time to consider the points made, even if you don't agree with everything.
 - ✓ **Thank the Person:** Acknowledge their effort in providing feedback, even if it's critical.
 - ✓ **Focus on Learning:** View feedback as an opportunity for growth and improvement.

c) Bringing Out the Different Realisations of the Sounds /s/, /z/, /ʃ/, and /ʒ/ Respectively in Given Contexts:

The letter 's' in English can be pronounced in several different ways depending on its position in a word and the letters surrounding it. Similarly, other letter combinations can produce the /ʃ/ and /ʒ/ sounds.

- ✓ **/s/ (voiceless alveolar fricative):** Typically occurs at the beginning of words, at the end of words after voiceless consonants, and in some consonant clusters.
 - ❖ Examples: *sun, sit, cats, stops, science.*
- ✓ **/z/ (voiced alveolar fricative):** Often occurs at the end of words after voiced consonants and vowels, and in some plural forms.
 - ❖ Examples: *dogs, runs, cars, is, has, buzz.*
- ✓ **/ʃ/ (voiceless postalveolar fricative):** Usually spelled 'sh', but can also be 's', 'ti', 'ci'.
 - ❖ Spellings: *ship, fish, sugar, nation, special, ocean.*
 - ❖ Examples: *she, shop, mission, special, ocean.*
- ✓ **/ʒ/ (voiced postalveolar fricative):** Less common, often spelled 'si', 'ge', 'z'.
 - ❖ Spellings: *vision, measure, garage, azure.*
 - ❖ Examples: *vision, measure, casual, beige.*

Activity: Listen to words containing these sounds and identify the pronunciation of the 's' or other relevant letter combinations. Practice saying minimal pairs that contrast these sounds:

- ✓ /s/ vs. /z/: *sip/zip, bus/buzz, face/phase*
- ✓ /s/ vs. /ʃ/: *sin/shin, mass/mash, source/sauce*
- ✓ /z/ vs. /ʒ/: *lazy/leisure, doze/dosage (less perfect minimal pair)*
- ✓ /ʃ/ vs. /ʒ/: *wish/vision (not a perfect minimal pair, but highlights the difference)*

d) Distinguishing Between Formal and Informal Register in Communication:

Register refers to the level of formality in language use, depending on the audience, situation, and purpose of communication.

- **Formal Register:** Used in serious or official contexts, with people you don't know well, or in writing such as academic papers, official reports, and formal speeches.
 - ✓ Characteristics:
 - ✓ Complex sentence structures.
 - ✓ Avoidance of slang, colloquialisms, and contractions.
 - ✓ More precise and sophisticated vocabulary.
 - ✓ Objective and impersonal tone.
 - ✓ Careful attention to grammar and pronunciation.

- ✓ Examples in travel context: Presenting a proposal for a new eco-tourism initiative to a board; writing a formal letter of complaint about a travel agency.
- **Informal Register:** Used in casual conversations with friends and family, in personal emails, and in relaxed settings.
 - ✓ Characteristics:
 - ✓ Simpler sentence structures.
 - ✓ Use of slang, colloquialisms, and contractions.
 - ✓ More relaxed and conversational vocabulary.
 - ✓ Personal and subjective tone.
 - ✓ More relaxed attitude towards grammar and pronunciation.
 - ✓ Examples in travel context: Chatting with friends about a recent adventure; sending a text message about travel plans; telling a story about a funny incident on a trip.

Activity: Role-play the same scenario (e.g., asking for information about a national park) using both formal and informal register to highlight the differences in language, tone, and nonverbal cues.

e) Acknowledging the Importance of Conversation Skills in Effective Communication:

Strong conversational skills are vital for successful interaction in all aspects of life:

- ✓ **Building Relationships:** Effective conversation helps establish rapport and connect with others.
- ✓ **Sharing Information:** It's a primary way to exchange ideas, knowledge, and experiences.
- ✓ **Understanding Others:** Good listening and questioning skills in conversation lead to better comprehension.
- ✓ **Resolving Conflicts:** Clear and respectful communication is essential for addressing disagreements.
- ✓ **Social Interaction:** Conversational skills are fundamental for navigating social situations comfortably.
- ✓ **Professional Success:** In the workplace, effective communication is crucial for teamwork, leadership, and client relations.
- ✓ **Personal Growth:** Engaging in meaningful conversations can broaden perspectives and foster personal development.

Sub-Strand: 4.2 Study Skills

4.2.1 Study Skills: SQ4R, Summary, and Note-Making

Effective reading for study involves more than just reading the words on a page. It requires active engagement with the text to understand, remember, and apply the information. This sub-strand focuses on the SQ4R technique, summary writing, and note-making as valuable study skills.

a) Outlining Steps in Summary and Note-Making for Improving Comprehension:

- **Summary Writing:** Creating a concise overview of a text, capturing the main ideas and key supporting points in your own words.
 - ✓ **Steps:**
 1. **Read and Understand:** Read the text carefully to grasp the overall meaning and identify the main arguments or points.
 2. **Identify Main Ideas:** Determine the central themes or topics discussed in the text.
 3. **Locate Key Supporting Details:** Find the important evidence, examples, or explanations that support the main ideas.
 4. **Rewrite in Your Own Words:** Express the main ideas and supporting details using your own vocabulary and sentence structure. Avoid simply copying phrases from the original text.
 5. **Be Concise:** Keep the summary brief and to the point, focusing on the most essential information.
 6. **Maintain Accuracy:** Ensure your summary accurately reflects the meaning and intent of the original text.
 7. **Review and Edit:** Check your summary for clarity, coherence, and accuracy.
- **Note-Making:** Creating a structured record of the important information in a text, often using keywords, phrases, and visual aids.
 - ✓ **Steps:**
 1. **Read Actively:** Engage with the text, highlighting key points and asking questions.
 2. **Identify Main Topics and Subtopics:** Break down the text into its main sections and their sub-themes.
 3. **Use Keywords and Phrases:** Jot down the most important terms, concepts, and facts.
 4. **Employ Abbreviations and Symbols:** Develop a personal shorthand to save time and space.
 5. **Structure Your Notes:** Organize your notes logically using headings, subheadings, bullet points, numbered lists, or mind maps.
 6. **Use Different Colors or Formatting:** Highlight or bold key terms to make them stand out.

7. **Include Examples and Definitions:** Briefly note down any important examples or definitions provided in the text.
8. **Review and Revise:** After reading, review and revise your notes to ensure they are clear, comprehensive, and easy to understand later.

How Summary and Note-Making Improve Comprehension:

- **Active Engagement:** Both processes require you to actively engage with the text, forcing you to think critically about the information.
- **Identification of Key Information:** They help you to distinguish between essential and less important details.
- **Organization of Ideas:** Structuring information in a summary or notes clarifies the relationships between different concepts.
- **Retention and Recall:** Condensing information into your own words or structured notes aids memory and facilitates later recall.
- **Understanding in Your Own Terms:** Rewriting information helps you internalize and understand it in a way that makes sense to you.

b) Using the SQ4R Technique and Summary and Note-Making Skills for Study Purposes:

The SQ4R technique is a comprehensive study method designed to improve reading comprehension and retention. It integrates surveying, questioning, reading, reflecting, reciting, and reviewing. Summary and note-making are integral parts of this technique.

- ✓ **Survey:** Quickly scan the text to get an overview. Look at titles, subtitles, headings, visuals, introductory and concluding paragraphs. This helps you predict the content and activate prior knowledge.
- ✓ **Question:** Formulate questions based on the survey. Turn headings and subheadings into questions. Ask yourself what you already know about the topic and what you want to learn. This sets a purpose for your reading.
- ✓ **Read:** Read the text actively, looking for answers to your questions. Pay attention to key terms, definitions, and examples. This is where you begin to identify information for notes and summaries.
- ✓ **Reflect:** Think about what you have read. Make connections to your prior knowledge, other texts, or real-life situations. Consider the author's purpose and main arguments. This deepens understanding.
- ✓ **Recite:** Try to recall the main points and answer your questions in your own words, either aloud or silently. This tests your immediate comprehension and helps solidify memory. Note-making can be done during or after this stage.

- ✓ **Review:** Go back over your notes, summaries, and the text periodically. This reinforces learning and helps you retain the information over time.

Integration of Summary and Note-Making in SQ4R:

- ✓ **During the 'Read' stage:** You might start taking initial notes on key information and potential summary points.
- ✓ **During the 'Reflect' and 'Recite' stages:** You can refine your notes and begin to formulate the main ideas for your summary as you process and recall the information.
- ✓ **During the 'Review' stage:** Your notes and summaries become valuable tools for quickly revisiting the key concepts and reinforcing your understanding.

c) Analysing Visual Information in a Reading Context:

Visuals (such as photographs, illustrations, charts, graphs, maps) often accompany written texts and can provide valuable information that complements or clarifies the text. Analysing them effectively is a key study skill.

- ✓ **Observe Carefully:** Pay attention to all the elements of the visual. What do you see? What are the key features?
- ✓ **Read Captions and Labels:** These often provide crucial context and explanations for the visual.
- ✓ **Connect to the Text:** Think about how the visual relates to the surrounding written content. Does it illustrate a point, provide evidence, summarize data, or offer a different perspective?
- ✓ **Interpret Meaning:** What message or information does the visual convey? What conclusions can you draw from it?
- ✓ **Identify Key Trends or Patterns (in charts and graphs):** Look for significant increases, decreases, correlations, or outliers.
- ✓ **Understand Symbols and Legends (in maps and diagrams):** Make sure you know what the different symbols and colors represent.
- ✓ **Ask Questions:** What is the purpose of this visual? What information is it trying to convey? How does it help me understand the text better?

Importance of Visuals in Communication:

- ✓ **Enhance Understanding:** Visuals can often explain complex information more quickly and effectively than words alone.
- ✓ **Increase Engagement:** They can make texts more interesting and visually appealing, capturing the reader's attention.
- ✓ **Provide Concrete Examples:** Images and illustrations can make abstract concepts more concrete and easier to visualize.

- ✓ **Summarize Data:** Charts and graphs can present large amounts of data in a clear and concise format.
- ✓ **Illustrate Relationships:** Diagrams and maps can show connections, locations, and processes visually.
- ✓ **Support Diverse Learning Styles:** Visuals cater to visual learners and can aid comprehension for all learners.

d) Acknowledging the Importance of Using Effective Study Skills in Extensive and Intensive Reading:

Effective study skills, such as SQ4R, summary, and note-making, are beneficial for both extensive (reading for general understanding and enjoyment) and intensive (reading for detailed analysis and specific information) reading:

- **Extensive Reading:**

The air in Kilgoris market buzzed with the vibrant energy of a Saturday morning. Mama Zawadi, her stall laden with colorful kiondo baskets and intricately beaded jewelry, haggled good-naturedly with a customer over the price of a woven stool. The scent of roasting maize and spices hung heavy in the air, mingling with the chatter of vendors and shoppers.

A young man, Juma, weaved his way through the throng, a worn leather satchel slung across his shoulder. He wasn't here to buy or sell. Juma was a storyteller, a keeper of tales passed down through generations in his village nestled in the hills beyond Kilgoris.

He found a small clearing beneath the shade of a large acacia tree, its branches providing a welcome respite from the strengthening sun. He sat down on a low stool he carried and began to softly chant, his voice a low rumble that gradually drew the attention of those nearby.

Children, their eyes wide with curiosity, edged closer. Women paused their shopping, their baskets momentarily forgotten. Even a few of the more stoic Maasai warriors, their red shukas striking against the green foliage, leaned in to listen.

Juma's stories were of brave warriors and cunning hyenas, of mischievous spirits and the wisdom of the elders. He spoke in a melodic blend of Kiswahili and Maa, his gestures animated, his voice rising and falling with the rhythm of the narrative. He told of the legend of the sacred Ol Doinyo Lengai, the Mountain of God, and the tales of the Maasai migrations across the vast plains.

One story, particularly captivating, was about a young boy who befriended a lost baby elephant and the adventures they shared. Juma's voice mimicked the trumpeting of the elephant and the boy's excited laughter, drawing smiles from his audience.

As he spoke, Mama Zawadi left her stall in the care of her niece and joined the growing circle of listeners. She had heard many storytellers in her time, but there was a certain magic in Juma's voice, a way he could transport you to another time, another place.

Suddenly, a group of tourists, cameras in hand, approached the gathering. Their guide, a local man named Gideon, explained in hushed tones about the traditional storytelling. The tourists, initially curious, soon grew restless, their attention spans seemingly shorter than the children's. They began to talk amongst themselves, their loud voices disrupting the flow of Juma's tale.

A small frown creased Juma's brow, but he continued his story, his voice a little softer now, as if trying to hold onto the magic he was weaving. Mama Zawadi, however, was not pleased.

"Shhh!" she called out sharply to the tourists, her voice surprisingly loud. "Have respect! This is our story."

Gideon, looking embarrassed, quickly hushed his group. The tourists, taken aback by Mama Zawadi's directness, fell silent. Juma, a small smile gracing his lips, continued his tale, his voice regaining its earlier vibrancy.

When he finally finished, a collective sigh of contentment rippled through the listeners. The children clapped enthusiastically, and even the warriors nodded their appreciation. Mama Zawadi approached Juma, pressing a few shillings into his hand.

"Thank you, son," she said, her eyes twinkling. "You remind us of who we are."

Juma smiled, his heart warmed by her words. He knew that in a world that was rapidly changing, where new roads and new technologies were constantly arriving, the stories were a vital thread, connecting the past to the present, keeping the spirit of his people alive. And as long as there were ears willing to listen under the shade of the acacia trees in Kilgoris market, he would continue to share them.

- ✓ **Improved Comprehension:** SQ4R helps you grasp the main ideas and follow the narrative or arguments more effectively.
- ✓ **Enhanced Retention:** Summary and note-making can help you remember key plot points, characters, or themes for later recall and discussion.
- ✓ **Increased Engagement:** Active reading strategies like questioning and reflecting can make the reading process more engaging.

- **Intensive Reading:**

The late afternoon sun cast long shadows across the rolling hills outside Kilgoris. A group of young boys, their bare feet kicking up dust, were herding their families' cattle back towards their manyattas. Among them was a quiet boy named Lemayan, known more for his keen observation than his boisterous laughter.

As they rounded a bend, Lemayan stopped abruptly, his eyes fixed on something in the distance. "Look!" he whispered, pointing towards a small cluster of trees near a dry riverbed.

The other boys squinted. At first, they saw nothing unusual. Then, they noticed a flash of color, a vibrant blue that seemed out of place against the muted browns and greens of the landscape.

Curiosity overcoming caution, the boys cautiously approached the trees. As they drew closer, they gasped. Tangled in the thorny branches of a wait-a-bit bush was a bird unlike any they had ever seen before. Its feathers were a brilliant, almost electric blue, contrasting sharply with patches of yellow and black. It chirped weakly, its small body trembling.

"It's hurt," one of the boys, Kiprono, said softly.

Lemayan carefully reached out, avoiding the sharp thorns, and gently freed the bird. It lay in his palm, its breathing shallow. They could see a small wound on its wing.

"What kind of bird is it?" another boy, Sayialel, wondered aloud.

None of them knew. The birds they were familiar with were the drab browns and grays of the savanna, not this dazzling creature.

"We should take it to Mama Nasha," Lemayan suggested. Mama Nasha was the village elder, known for her wisdom and her knowledge of traditional remedies.

The boys carefully carried the injured bird, taking turns cradling it in their hands, as they made their way towards Mama Nasha's manyatta. The sun was beginning to set, painting the sky in fiery hues as they arrived.

Mama Nasha, her face etched with the wisdom of many years, listened intently as the boys recounted their discovery. She examined the bird with gentle hands, her brow furrowed in thought.

"This is not one of our birds," she said finally, her voice soft but firm. "This one has traveled far."

She instructed the boys to prepare a small nest lined with soft grass inside an empty gourd. She then crushed some medicinal leaves and carefully applied the paste to the bird's injured wing.

For the next few days, the boys took turns caring for the bird. They brought it water in a shallow dish and offered it small pieces of fruit. Lemayan, with his quiet patience, seemed to have a special connection with the creature. He would sit beside its gourd, softly whistling the tunes his grandmother had taught him.

Slowly, the bird began to heal. Its chirps grew stronger, and it started to flutter its uninjured wing. The boys were filled with a quiet joy.

One morning, they awoke to find the gourd empty. The blue bird was gone. They searched around the manyatta, their hearts sinking with disappointment.

Then, Lemayan spotted it. Perched on the highest branch of an acacia tree, its blue feathers shimmering in the morning light, was their bird. It chirped loudly, a strong, clear call that seemed to echo across the hills. Then, with a powerful beat of its wings, it soared into the sky, circling once above them before flying off towards the distant horizon.

The boys watched until it was just a tiny speck in the vast blue. There was a bittersweet feeling in their hearts – sadness at its departure, but also a sense of wonder and accomplishment. They had helped a creature from a faraway land, a splash of unexpected beauty in their familiar world.

Mama Nasha, who had come to stand beside them, smiled gently. "Sometimes," she said, her voice carrying on the breeze, "life brings us beautiful surprises, reminding us that the world is much bigger and more wondrous than we can imagine. And it is our duty to care for all living things, no matter how different they may seem."

The boys looked at each other, a new understanding dawning in their eyes. The memory of the blue bird, a fleeting visitor to their hills, would stay with them, a reminder of the interconnectedness of life and the beauty that could be found in the most unexpected places.

- ✓ **Detailed Understanding:** SQ4R encourages a thorough examination of the text, ensuring you understand specific details and nuances.
- ✓ **Efficient Information Extraction:** Note-making helps you to quickly locate and record important facts, definitions, or evidence.
- ✓ **Effective Analysis:** Summarizing key arguments or concepts helps you to analyse the text critically and identify the author's main points.
- ✓ **Preparation for Discussion or Assessment:** Well-organized notes and summaries are invaluable resources for reviewing and preparing for discussions or assessments based on the text.

Strand: 4.0 Grammar in Use

4.3.1 Phrases: Noun Phrase and Verb Phrase

Phrases are groups of related words that do not contain a subject and a verb working together to form a clause. This sub-strand focuses on two fundamental types of phrases: noun phrases and verb phrases.

a) Identifying the Constituents of the Noun Phrase and Verb Phrase:

- **Noun Phrase (NP):** A word or group of words that functions as a noun in a sentence. The head of a noun phrase is always a noun or a pronoun. Noun phrases can have various constituents that modify or provide more information about the head noun.
 - ✓ **Basic Structure:**
 - ✓ **Noun alone:** *Adventure, travel, mountains.*
 - ✓ **Pronoun alone:** *It, they, she.*
 - ✓ **More Complex Structures (as highlighted in the learning experiences):**
 - ✓ **Determiner + Noun:** *the journey, a map, this mountain.*
(Determiners include articles (a, an, the), possessives (my, your), demonstratives (this, that), quantifiers (some, many).)
 - ✓ **Noun + Adjective:** *exciting adventure, scenic route, tall mountains.*
(Adjectives follow the noun in some cases, though more commonly precede it.)

- ✓ **Determiner + Adjective + Noun:** *an exciting journey, the scenic route, these tall mountains.*
- ✓ **Other Possible Constituents:**
 - ✓ **Prepositional Phrases modifying the noun:** *the journey to the summit, the map of the region.*
 - ✓ **Adverbs modifying adjectives:** *a very exciting adventure.*
 - ✓ **Participles and Participial Phrases modifying the noun:** *the challenging climb, the path winding through the forest.*
 - ✓ **Clauses modifying the noun:** *the adventure that we planned.*
- **Verb Phrase (VP):** A lexical verb (main verb) alone or with auxiliary verbs, complements (such as direct objects, indirect objects, and predicate adjectives or nouns), and adverbs that modify the verb. The verb phrase indicates the action or state of being of the subject. The head of a verb phrase is always the main verb.
 - ✓ **Basic Structure:**
 - ✓ **Main Verb alone:** *travelled, climbed, explored.*
 - ✓ **Auxiliary + Main Verb (as highlighted in the learning experiences):**
 - ✓ **Primary Auxiliaries (be, have, do):** *is travelling, has climbed, did explore.*
 - ✓ **Modal Auxiliaries (can, could, will, would, shall, should, may, might, must):** *will travel, can climb, might explore.*
 - ✓ **Combinations:** *has been travelling, will be climbing, might have explored.*
 - ✓ **Complements:**
 - ✓ **Direct Object:** *climbed the mountain.*
 - ✓ **Indirect Object + Direct Object:** *gave us directions.*
 - ✓ **Predicate Adjective:** *is scenic.*
 - ✓ **Predicate Noun:** *became an adventure.*
 - ✓ **Adverbs modifying the verb:** *travelled quickly, climbed carefully, explored enthusiastically.*
 - ✓ **Prepositional Phrases modifying the verb:** *travelled by train, climbed with ropes.*

b) Using the Noun Phrase and Verb Phrase for Fluency in Oral and Written Texts:

Using varied structures of noun phrases and verb phrases adds detail, interest, and clarity to both spoken and written communication.

- **Noun Phrases:**
 - ✓ **Adding Detail:** Instead of saying "the journey," you can use "the challenging mountain journey" to provide more descriptive information.

- ✓ **Creating Imagery:** Well-constructed noun phrases can paint a clearer picture in the listener's or reader's mind (e.g., "the breathtaking panoramic view from the snow-capped peak").
- ✓ **Conciseness:** Noun phrases can sometimes convey a lot of information efficiently (e.g., "the experienced mountain guide").
- **Verb Phrases:**
 - ✓ **Showing Tense and Aspect:** Different combinations of auxiliary verbs allow you to express when an action happened, is happening, or will happen, and how it unfolds in time (e.g., "is hiking" vs. "has hiked" vs. "will hike").
 - ✓ **Indicating Modality:** Modal verbs express possibility, necessity, ability, etc. (e.g., "can climb," "must be careful," "might rain").
 - ✓ **Adding Detail about the Action:** Adverbs within the verb phrase can describe how the action is performed (e.g., "climbed slowly").
 - ✓ **Showing Passive Voice:** Auxiliary verbs like "be" can be used to show that the subject is receiving the action (e.g., "The trail was explored by many. ").

Practice: Constructing sentences and paragraphs using a variety of noun phrase and verb phrase structures will enhance fluency and descriptive power in both speaking and writing about travel and adventure.

c) Advocating the Correct Usage of Noun Phrases and Verb Phrases in Communication:

Using noun phrases and verb phrases correctly is essential for clear, accurate, and effective communication.

- ✓ **Clarity:** Well-formed phrases ensure that your ideas are expressed in a way that is easy for others to understand. Incorrectly structured phrases can lead to confusion.
- ✓ **Accuracy:** Using the appropriate tense and aspect in verb phrases ensures that the timing of events is clear. Descriptive noun phrases provide accurate details about the subjects being discussed.
- ✓ **Fluency:** A good command of phrase structure allows for smoother and more natural-sounding speech and writing.
- ✓ **Grammatical Correctness:** Following the rules of noun and verb phrase formation is fundamental to grammatical correctness, which enhances credibility.
- ✓ **Effective Description:** Varied noun phrases enable richer and more engaging descriptions, making your communication more interesting and impactful.

- ✓ **Precise Meaning:** Choosing the right auxiliary verbs and adverbs in verb phrases allows you to convey the precise meaning you intend.

Argument for Correct Usage:

Imagine trying to describe a travel experience without using descriptive adjectives in noun phrases or being unclear about the timing of events due to incorrect verb tenses. Your communication would lack detail, clarity, and impact. For example, saying "We saw animal" is less informative than "We saw a majestic lion." Similarly, "We climb mountain tomorrow" is less clear than "We will climb the mountain tomorrow."

Strand: 4.0 Writing

4.5.1 Mechanics of Writing: Punctuation and Capitalization

Correct punctuation and capitalization are essential for clarity and accuracy in written communication. They guide the reader through the text, indicating pauses, emphasis, direct speech, and the beginning of sentences and proper nouns.

a) Explaining the Punctuation Principles:

- **Capitalization:** The principle of using uppercase letters at the beginning of sentences and for proper nouns (specific names of people, places, organizations, days of the week, months, etc.).
 - ❖ **Rules:**
 - ✓ The first word of a sentence.
 - ✓ Proper nouns (e.g., *Mount Kilimanjaro, Jane Smith, Nairobi National Park, Monday, April*).
 - ✓ Proper adjectives (adjectives derived from proper nouns, e.g., *Kenyan coffee, Shakespearean play*).
 - ✓ Titles of books, articles, songs, etc. (usually the first word and all principal words, e.g., *The Lion King*).
 - ✓ Acronyms and initialisms (e.g., *UNESCO, WHO*).
 - ✓ The pronoun "I".
 - ✓ The first word in a direct quotation.
 - ✓ Salutations and closings of formal letters (e.g., *Dear Sir/Madam, Yours sincerely*).
- **Quotation Marks:** Used to indicate direct speech or to set off titles, words used in a special way, or short pieces of writing.
 - ❖ **Double Quotation Marks (" "):** Primarily used for direct speech.
 - ✓ Example: She said, "The adventure was exhilarating!"

- ❖ **Single Quotation Marks (' '):** Used for a quotation within a quotation or to indicate the meaning of a word.
 - ✓ Example: He exclaimed, "She shouted, 'Look out!'"
 - ✓ Example: The word 'serene' means peaceful and calm.
- **Dashes:** Used to indicate a sudden break or change in thought, to set off parenthetical information more emphatically than commas, or to introduce a list or explanation.
 - ❖ **Em Dash (—):** Longer than a hyphen.
 - ✓ Example: The climb was challenging—more difficult than we had anticipated.
 - ✓ Example: We packed everything we needed—water, food, and first-aid supplies.
 - ❖ **En Dash (–):** Shorter than an em dash, often used to indicate a range (e.g., pages 10–25) or a connection between two nouns of equal weight (e.g., the Nairobi–Kilgoris road). (Less commonly focused on at this level, but good to be aware of the distinction).
- **Hyphens (-):** Used to join words to form compound words, to separate syllables at the end of a line, or to link prefixes to root words in certain cases.
 - ❖ **Compound Words:** *well-known, user-friendly, eco-tourism.*
 - ❖ **Prefixes:** *re-enter, non-fiction.* (Sometimes used for clarity).
 - ❖ **Numbers:** *twenty-five.*
- **Slashes (/):** Used to separate alternatives, to indicate a ratio, or in abbreviations for "per."
 - ❖ **Alternatives:** *and/or, he/she.*
 - ❖ **Ratio:** *50 km/h.*
 - ❖ **"Per":** *ksh/=.* (*Kenyan Shillings per*).

b) Using the Target Punctuation Marks to Write Sentences:

Practice applying these punctuation marks in your own writing to ensure correct usage and enhance clarity.

- ✓ **Quotation Marks:** "We finally reached the summit," she announced proudly.
- ✓ **Dashes:** The view from the top—a vast expanse of rolling hills—was breathtaking.
- ✓ **Hyphens:** It was a well-organized, two-day hiking trip.
- ✓ **Slashes:** Please indicate your preference: hiking/camping/both.

c) Applying the Rules of Capitalization:

Ensure you capitalize correctly in all your written work.

- ✓ **Beginning of Sentences:** The journey began early in the morning.
- ✓ **Proper Nouns:** We visited the Maasai Mara National Reserve. John and Mary joined us.
- ✓ **Proper Adjectives:** The Kenyan landscape was stunning.
- ✓ **Titles:** Have you read the article "Adventure in the Savannah"?
- ✓ **The Pronoun "I":** I was amazed by the wildlife.

Activity: Generate sentences focusing on the theme of "Travel: Adventure" and correctly apply capitalization rules in various contexts.

d) Advocating the Correct Use of Punctuation Marks in Sentences:

Correct punctuation is vital for conveying the intended meaning and ensuring effective communication.

- ✓ **Clarity:** Punctuation helps to structure sentences and indicate pauses, making the text easier to read and understand. Without it, sentences can become ambiguous and confusing.
 - ❖ Example: *Let's eat Grandma.* (incorrect punctuation) vs. *Let's eat, Grandma.* (correct punctuation, inviting Grandma to eat) vs. *Let's eat Grandma!* (correct punctuation, suggesting Grandma is the food).
- ✓ **Emphasis:** Punctuation marks like dashes and quotation marks can be used to emphasize certain words or phrases.
- ✓ **Grammatical Correctness:** Proper punctuation is a fundamental aspect of standard written English.
- ✓ **Flow and Rhythm:** Punctuation contributes to the natural flow and rhythm of written language, making it more engaging for the reader.
- ✓ **Avoiding Misinterpretation:** Incorrect or missing punctuation can lead to misinterpretations of the writer's intended message.
- ✓ **Professionalism:** Well-punctuated writing is a hallmark of careful and professional communication.

Argument for Correct Usage:

Consider the impact of a missing comma or an incorrectly placed quotation mark on the meaning of a sentence. Emphasize how correct punctuation guides the reader and prevents confusion, ultimately leading to more effective communication of ideas and experiences related to travel and adventure. Similarly, consistent and accurate capitalization ensures clarity and adheres to standard writing conventions.

THEME 05: CAREERS: PUBLIC SECTOR

Strand: 5.0 Listening and Speaking

Sub-Strand: 5.1 Interactive Listening

5.1.1 Interactive Listening

Interactive listening involves actively participating in a conversation, not just passively hearing the words. It includes skills like turn-taking, negotiating meaning, clarifying understanding, and showing empathy. These skills are crucial for effective communication and building positive relationships, especially in discussions about careers in the public sector.

a) Establishing Instances of Turn-Taking and Negotiating Meaning in a Dialogue:

- **Turn-Taking:** The process by which participants in a conversation decide who speaks when. Effective turn-taking ensures that everyone has a chance to contribute and that the conversation flows smoothly.
 - ❖ **Verbal Cues for Turn-Taking:**
 - ✓ **Starting a turn:** Beginning to speak when the other person finishes, using phrases like "I think...", "Well...", "So...".
 - ✓ **Holding a turn:** Using pauses with "um" or "uh," continuing a sentence with a conjunction ("and," "but"), or using nonverbal cues like maintaining eye contact.
 - ✓ **Yielding a turn:** Finishing a sentence with a falling intonation, pausing and making eye contact, asking a direct question.
 - ✓ **Taking the floor:** Interrupting politely (e.g., "Excuse me, but I wanted to add..."), using a louder voice or starting to speak when there's a pause.
 - ❖ **Nonverbal Cues for Turn-Taking:**
 - ✓ **Starting a turn:** Leaning forward, making eye contact.
 - ✓ **Holding a turn:** Maintaining eye contact, using gestures.
 - ✓ **Yielding a turn:** Breaking eye contact, relaxing posture.
 - ✓ **Taking the floor:** Raising a hand slightly, inhaling audibly.
 - ❖ **Identifying Turn-Taking in a Dialogue:** When analysing a conversation, note who speaks, for how long, and how the speakers transition between turns. Look for the verbal and nonverbal cues used.
- **Negotiating Meaning:** The process by which participants in a conversation work together to ensure they understand each other's intended meaning, especially when there is potential for ambiguity or misunderstanding.
 - ❖ **Verbal Cues for Negotiating Meaning:**

- ✓ **Asking for clarification:** "What do you mean by...?", "Could you explain that further?", "Are you saying that...?"
- ✓ **Paraphrasing:** "So, if I understand correctly, you're saying...?"
- ✓ **Summarizing:** "To sum up, you believe that...?"
- ✓ **Checking understanding:** "Does that make sense?", "Are we on the same page?"
- ✓ **Expressing uncertainty:** "I'm not sure I follow...", "Could you say that again?"
- ❖ **Nonverbal Cues for Negotiating Meaning:**
 - ✓ **Facial expressions:** Showing confusion (furrowed brow), understanding (nodding).
 - ✓ **Body language:** Leaning in to show interest, looking puzzled.
 - ✓ **Eye contact:** Maintaining eye contact to signal engagement and understanding, or breaking it to indicate confusion.
- ❖ **Identifying Negotiating Meaning in a Dialogue:** Look for instances where speakers ask for clarification, rephrase what the other person has said, or check if their understanding is correct.

b) Clarifying the Speaker's Meaning in a Conversation:

Clarification is a key skill in interactive listening. It involves actively seeking to understand what the speaker intends to convey, especially when their message is unclear or ambiguous.

- **Techniques for Clarifying Meaning:**
 - ✓ **Asking Direct Questions:** Pose specific questions to get more information or to confirm your understanding. ("Could you give me an example of what you mean by 'job security' in the public sector?")
 - ✓ **Paraphrasing:** Restate what you think the speaker said in your own words to check if you have understood correctly. ("So, you're suggesting that public sector jobs often offer more stability than private sector roles?")
 - ✓ **Summarizing:** Briefly recap the main points the speaker has made to ensure you have grasped the overall message. ("Okay, so your main points are about the benefits, the challenges, and the required qualifications for working in the public sector.")
 - ✓ **Seeking Examples:** Ask for concrete examples to illustrate the speaker's point. ("Could you give me an example of a specific challenge someone might face in a public sector career?")
 - ✓ **Checking Assumptions:** If you think you know what the speaker means, explicitly check if your assumption is correct. ("Are you assuming that

everyone in the public sector is motivated by a desire to serve the community?")

c) Showing Empathy Towards the Speaker for Effective Social Relations:

Empathy is the ability to understand and share the feelings of another person. Showing empathy in a conversation builds rapport, strengthens relationships, and fosters a more supportive communication environment.

- **Verbal Cues for Showing Empathy:**
 - ✓ **Expressing Understanding:** "I can see how that would be difficult," "That sounds challenging," "I understand how you might feel."
 - ✓ **Acknowledging Feelings:** "It sounds like you're really passionate about this," "You seem quite frustrated by that."
 - ✓ **Offering Support:** "That must have been tough," "Is there anything I can do to help?"
 - ✓ **Using Reflective Statements:** "So, you're feeling [emotion] because [reason]?"
 - ✓ **Sharing Similar Experiences (appropriately):** "I had a similar experience once, and I know it can be..." (Use sparingly and focus on the speaker).
- **Nonverbal Cues for Showing Empathy:**
 - ✓ **Eye Contact:** Maintaining appropriate eye contact shows you are engaged and listening.
 - ✓ **Facial Expressions:** Mirroring the speaker's emotions (e.g., looking concerned if they are expressing sadness).
 - ✓ **Body Language:** Leaning slightly towards the speaker, nodding to show understanding, having an open posture.
 - ✓ **Tone of Voice:** Speaking in a warm, supportive, and understanding tone.
 - ✓ **Touch (when appropriate):** A gentle touch on the arm can sometimes convey empathy, but be mindful of cultural norms and personal boundaries.

d) Advocating the Importance of Listening to Understand for Peaceful Co-existence:

Active and empathetic listening is crucial for fostering understanding, resolving conflicts, and promoting peaceful co-existence at all levels – from personal relationships to community and global interactions.

- **Why Listening to Understand is Important:**

- ✓ **Prevents Misunderstandings:** When we truly listen, we are less likely to misinterpret what others are saying, which can be a major source of conflict.
- ✓ **Builds Trust and Respect:** Showing that you are genuinely trying to understand someone's perspective fosters trust and respect.
- ✓ **Facilitates Empathy:** Listening to understand allows us to connect with the speaker's feelings and experiences, promoting empathy and compassion.
- ✓ **Encourages Dialogue:** When people feel heard and understood, they are more likely to engage in open and constructive dialogue.
- ✓ **Leads to Better Solutions:** Understanding different perspectives can help in finding common ground and developing more effective solutions to problems.
- ✓ **Reduces Conflict:** By addressing the root causes of misunderstandings and fostering empathy, active listening can help prevent and resolve conflicts peacefully.
- ✓ **Promotes Harmony:** In diverse communities and societies, listening to and understanding different viewpoints is essential for peaceful co-existence and social harmony.

Argumentation Points:

- Provide examples of how misunderstandings due to poor listening can escalate into conflicts (e.g., in workplace disagreements, community disputes).
- Emphasize the role of empathy in bridging divides and fostering positive relationships.
- Discuss how active listening can help in understanding the needs and concerns of others, leading to more peaceful and equitable solutions.
- Highlight the importance of listening to different perspectives, especially in diverse societies, to promote tolerance and understanding.

THEME 05: CAREERS: PUBLIC SECTOR

Strand: 5.0 Listening and Speaking

Sub-Strand: 5.1 Speaking: Etiquette and Pronunciation

5.1.2 Speaking: Etiquette and Pronunciation

Effective spoken communication involves not only what you say but also how you say it and how you interact with others. This sub-strand focuses on meeting etiquette, polite interruption and disagreement, turn-taking, and the accurate pronunciation of specific consonant sounds.

a) Explaining How to Take Turns, Interrupt, and Disagree Politely in an Oral Context:

- **Taking Turns:** Participating in a conversation or meeting in a way that allows everyone to speak without being constantly interrupted.
 - ✓ **Wait for a Pause:** Don't jump in while someone is still speaking. Wait for them to finish their sentence or thought.
 - ✓ **Use Verbal Cues:** Signal your intention to speak with phrases like "I'd like to add...", "If I may...", "Could I say something here?".
 - ✓ **Use Nonverbal Cues:** Make eye contact with the speaker to show you are listening, and then make eye contact with others when you want to speak. A slight raising of your hand can also signal your desire to contribute in more formal settings.
 - ✓ **Be Concise:** Respect others' time by making your points clearly and briefly.
- **Interrupting Politely:** Sometimes it's necessary to interject, but it should be done respectfully.
 - ✓ **Acknowledge the Speaker:** Use phrases like "Excuse me...", "Sorry to interrupt, but...", "If I could just jump in here...".
 - ✓ **State Your Reason Briefly:** Explain why you need to interrupt (e.g., to clarify a point, to add urgent information).
 - ✓ **Return to the Speaker:** After your brief interjection, allow the original speaker to continue if they haven't finished their thought ("Please, go on...", "You were saying...").
 - ✓ **Avoid Frequent Interruptions:** Try not to interrupt repeatedly, as it can be frustrating and disrespectful.
- **Disagreeing Politely:** It's important to be able to express a different viewpoint without being confrontational or offensive.

- ✓ **Acknowledge the Other Person's Point:** Show that you have listened and understood their perspective ("I understand what you're saying...", "That's an interesting point, however...").
- ✓ **State Your Disagreement Respectfully:** Use polite language and avoid strong or accusatory tones ("I'm not sure I completely agree...", "I have a slightly different perspective on that...", "Could we consider another approach?").
- ✓ **Provide Reasons or Evidence:** Support your disagreement with logical reasoning or factual information.
- ✓ **Focus on the Issue, Not the Person:** Disagree with the idea or opinion, not with the individual. Avoid personal attacks or judgmental language.
- ✓ **Be Open to Other Viewpoints:** Be willing to listen to and consider alternative perspectives, even if you don't ultimately agree.
- ✓ **Use Tentative Language:** Phrases like "it seems to me...", "perhaps...", "maybe..." can soften your disagreement.

b) Interrupting and Disagreeing Politely for Peaceful Co-existence:

In discussions, especially those involving diverse opinions (like career choices in the public sector), the ability to interrupt and disagree respectfully is crucial for maintaining a harmonious environment. It allows for the expression of different viewpoints without causing offense or escalating conflict, fostering mutual understanding and potentially leading to more comprehensive solutions or perspectives.

c) Practising Turn-Taking in a Variety of Contexts:

Role-playing different scenarios (e.g., informal group discussions, formal meetings, interviews) can help you develop and refine your turn-taking skills. Pay attention to:

- **Recognizing cues for when it's your turn to speak.**
- **Knowing how to enter a conversation smoothly.**
- **Learning how to hold the floor appropriately.**
- **Practising how to yield your turn gracefully.**

d) Articulating the Sounds /tʃ/, /dʒ/, and /ʒ/ for Effective Communication:

Accurate pronunciation of these consonant sounds is important for clear and understandable speech.

- **/tʃ/ (voiceless postalveolar affricate):** The sound at the beginning of "church" and "choose." It's a combination of a stop and a fricative sound, made with the tip of the tongue behind the alveolar ridge.

- ✓ Examples: *church, chair, watch, picture, question.*
- **/dʒ/ (voiced postalveolar affricate):** The sound at the beginning of "judge" and "joy." It's the voiced counterpart of /tʃ/, produced in the same place in the mouth with vocal cord vibration.
 - ✓ Examples: *judge, joy, age, ginger, soldier.*
- **/ʒ/ (voiced postalveolar fricative):** The sound in the middle of "vision" and "measure." It's a voiced fricative made with the tongue in a similar position to /ʃ/ but with vocal cord vibration. This sound is less common in English.
 - ✓ Examples: *vision, measure, pleasure, casual, beige.*

Using Minimal Pairs: Practising with minimal pairs (words that differ by only one sound) can help you distinguish and produce these sounds accurately:

- ✓ /tʃ/ vs. /ʃ/: *chin/shin, cheap/sheep, watch/wash*
- ✓ /tʃ/ vs. /dʒ/: *chin/gin, cheap/jeep, batch/badge*
- ✓ /dʒ/ vs. /ʒ/: *gin/genre (often pronounced differently), ridge/rouge (less perfect)*
- ✓ /ʃ/ vs. /ʒ/: *wish/vision (not a perfect minimal pair, but highlights the difference)*

Tongue Twisters: Creating and saying tongue twisters can help improve articulation and fluency with these sounds:

- ✓ *Chester chose a cheap cherry. (/tʃ/)*
- ✓ *The jolly judge jumped with joy. (/dʒ/)*
- ✓ *The vision of pleasure was a treasure. (/ʒ/)*

e) Promoting the Need to Observe Etiquette in Oral Communication:

Good etiquette in speaking demonstrates respect for others, fosters positive relationships, and contributes to more effective and pleasant communication. It:

- ✓ **Shows Respect:** Using polite language and appropriate behavior indicates that you value the other person and their opinions.
- ✓ **Facilitates Understanding:** Clear and respectful communication reduces misunderstandings and promotes better comprehension.
- ✓ **Builds Positive Relationships:** Good manners create a more comfortable and harmonious environment for interaction.
- ✓ **Enhances Professionalism:** In formal settings like meetings or interviews, observing etiquette is crucial for conveying professionalism.
- ✓ **Prevents Conflict:** Polite communication can help to avoid or de-escalate disagreements.
- ✓ **Creates a Positive Impression:** Good communication etiquette leaves a favorable impression on others.

Sub-Strand: 5.2 Intensive Reading

5.2.1 Intensive Reading: Comprehension Strategies and Vocabulary

Intensive reading involves a close and thorough examination of a text with the goal of understanding not just the surface meaning but also the underlying ideas, vocabulary, and structure. This sub-strand focuses on comprehension strategies and vocabulary development, particularly transparent idioms, compound words, and proverbs, within the context of careers in the public sector.

a) Evaluating Their Understanding of a Text for Comprehension:

Self-assessment is crucial for monitoring and improving reading comprehension. Strategies include:

- ✓ **Summarizing in Your Own Words:** After reading a section or the entire text, try to summarize the main points without looking back. If you struggle, it indicates a lack of full understanding.
- ✓ **Retelling Key Events or Arguments:** For narrative texts or argumentative pieces, try to retell the key events or arguments in sequence. Difficulty in doing so suggests comprehension gaps.
- ✓ **Asking Self-Questions:** Pose questions to yourself about the text (e.g., "What was the main argument?", "Why did this character act this way?", "What are the implications of this information?"). If you can't answer them, you may need to reread or think more deeply.
- ✓ **Identifying the Main Idea:** Can you clearly state the central message or purpose of the text? If not, your comprehension may be superficial.
- ✓ **Explaining Concepts to Someone Else:** Trying to explain the content to someone else forces you to process and articulate your understanding. Areas where you struggle to explain indicate a lack of comprehension.
- ✓ **Comparing Your Understanding with Others:** Discussing the text with peers can reveal different interpretations and highlight areas where your understanding might be incomplete or inaccurate.
- ✓ **Reflecting on Your Reading Process:** Consider if you were easily distracted, if you understood the vocabulary, and if you were able to follow the flow of ideas.

b) Making Predictions About Events, People, and Places in a Text:

Prediction is an active reading strategy that enhances engagement and comprehension. It involves using clues from the text and your prior knowledge to anticipate what might happen next.

- **Clues for Prediction:**

- ✓ **Titles and Subheadings:** These often hint at the content and potential developments.
- ✓ **Character Descriptions and Actions:** Understanding characters' motivations and past behavior can help predict their future actions.
- ✓ **Setting and Context:** The environment and situation can provide clues about likely events.
- ✓ **Problem/Conflict Introduction:** Identifying a central conflict often allows you to predict how it might be resolved.
- ✓ **Author's Tone and Style:** The way the author writes can suggest the direction of the narrative or argument.
- ✓ **Previous Events:** What has already happened often sets the stage for future developments.
- **Justifying Predictions:** It's important to base your predictions on evidence from the text. Note down keywords or phrases that support your anticipations. This process strengthens your analytical skills and comprehension.

c) Answering Direct and Inferential Questions from a Text:

- **Direct Questions:** These questions have answers that are explicitly stated in the text. You can usually find the answer by locating specific words or phrases.
 - ✓ Example (based on a text about public sector careers): *What are some common benefits of working in the public sector?* (The answer might be directly listed in the text).
- **Inferential Questions:** These questions require you to "read between the lines" and draw conclusions based on information that is implied but not directly stated. You need to combine textual evidence with your own reasoning and background knowledge.
 - ✓ Example: *Based on the challenges mentioned, what kind of person might thrive in a public sector career?* (The answer requires you to infer personality traits based on the described difficulties).

Strategies for Answering Questions:

- **Locate Keywords:** Identify the main words in the question and scan the text for related terms.
- **Read the Relevant Sections Carefully:** Once you find a potential area, read it closely to understand the context.
- **For Direct Questions:** Look for a direct match between the question and the information in the text.
- **For Inferential Questions:** Consider what the text suggests or implies. What conclusions can you logically draw from the evidence provided? Use phrases like "I infer this because the text states..."

- **Support Your Answers:** Always back up your answers with evidence from the text, even for inferential questions.

d) Inferring the Meaning of Words and Phrases in a Written Text:

Vocabulary development is crucial for reading comprehension. When you encounter unfamiliar words or phrases, you can often infer their meaning by using context clues.

- **Types of Context Clues:**
 - ✓ **Definition:** The text might directly define the word or phrase.
 - ✓ **Synonyms:** Words with similar meanings might appear nearby.
 - ✓ **Antonyms:** Words with opposite meanings might provide clues.
 - ✓ **Examples:** The text might give examples that illustrate the meaning.
 - ✓ **Explanation:** The surrounding sentences might explain the meaning.
 - ✓ **General Context:** The overall meaning of the passage can provide hints.
- **Transparent Idioms:** These are idioms whose meaning can be easily understood from the literal meanings of the individual words (e.g., *see through someone* - understand their true intentions).
- **Compound Words:** These are words made up of two or more smaller words combined to create a new meaning (e.g., *workforce, policymaker, public service*). Understanding the parts can help decipher the whole.
- **Proverbs:** These are short, well-known sayings that express a general truth or piece of advice (e.g., *Where there's a will, there's a way* - determination leads to success). Understanding the cultural context can be helpful.

Strategy for Inferring Meaning:

1. **Identify the Unknown Word/Phrase:** Locate the word or phrase you don't understand.
2. **Look for Context Clues:** Examine the surrounding sentences for definitions, synonyms, antonyms, examples, or explanations.
3. **Break Down Compound Words:** If the word is compound, try to understand the meanings of its individual parts.
4. **Consider Transparent Idioms Literally:** See if the literal meaning makes sense in the context.
5. **Think About Proverbs Generally:** Consider the common wisdom or advice associated with the proverb.
6. **Make an Educated Guess:** Based on the clues, form a hypothesis about the meaning.
7. **Check Your Guess:** See if your inferred meaning makes sense in the sentence and the overall text.

e) Promoting the Role of Reading Comprehension in Learning:

Strong reading comprehension skills are fundamental to all areas of learning:

- **Accessing Information:** Reading is a primary way to acquire knowledge from textbooks, articles, online resources, etc.
- **Understanding Concepts:** Comprehension allows you to grasp complex ideas and theories.
- **Critical Thinking:** Understanding a text deeply enables you to analyze, evaluate, and form your own opinions.
- **Academic Success:** Good reading comprehension is essential for understanding assignments, answering questions accurately, and performing well in exams.
- **Lifelong Learning:** The ability to read and understand new information is crucial for continuous learning and adapting to a changing world.
- **Effective Communication:** Understanding written communication is vital for effective communication in all its forms.
- **Personal Enrichment:** Reading for pleasure expands your horizons, exposes you to new ideas, and enhances your understanding of the world.

Sub-Strand: 5.3 Phrases

5.3 Phrases: Adverb, Adjective, and Prepositional Phrases

Building on the understanding of noun and verb phrases, this sub-strand explores three more types of phrases that add crucial details and modify other elements within a sentence: adverb phrases, adjective phrases, and prepositional phrases.

a) Analysing the Constituents of Adverb, Adjective, and Prepositional Phrases:

- **Adverb Phrase (AdvP):** A group of words that functions as an adverb, modifying a verb, an adjective, or another adverb. They often describe how, when, where, or to what extent an action or description occurs.
 - ✓ **Constituents:**
 - ✚ **Single Adverb:** *quickly, carefully, very.*
 - ✚ **Intensifier + Adverb:** *very quickly, extremely carefully, quite well.* (Intensifiers like *very, extremely, quite, rather* modify adverbs.)
 - ✚ **(Preposition + Noun Phrase) acting as an adverb:** *in a hurry, with great enthusiasm.* (These are technically prepositional phrases functioning adverbially.)
 - ✚ **Adverb + Prepositional Phrase:** *quickly and efficiently, slowly but surely.*

- **Adjective Phrase (AdjP):** A group of words that functions as an adjective, modifying a noun or pronoun. They provide more descriptive information about the noun or pronoun.
 - ✓ **Constituents:**
 - ✚ **Single Adjective:** *dedicated, challenging, important.*
 - ✚ **Intensifier + Adjective:** *very dedicated, extremely challenging, quite important.* (Intensifiers like *very, extremely, quite, rather* modify adjectives.)
 - ✚ **Compound Adjectives:** Words formed by joining two or more words, often hyphenated (e.g., *well-respected, highly-skilled, short and pretty*).
 - ✚ **Adjective + Prepositional Phrase:** *happy about the promotion, eager for the opportunity, crucial for success.*
 - ✚ **Participle Phrases acting as adjectives:** *the demanding job requiring long hours, a rewarding career helping others.*
- **Prepositional Phrase (PrepP):** A group of words that begins with a preposition and ends with a noun or pronoun (the object of the preposition). Prepositional phrases function as adjectives or adverbs in a sentence.
 - ✓ **Constituents:**
 - ✚ **Preposition + Noun Phrase:** *on the table, in the public sector, for the community, with great dedication.* (Noun phrase can include determiners, adjectives, etc.)
 - ✚ **Preposition + Pronoun:** *to him, for us, by them.*
 - ✚ **Preposition + Adverb (less common):** *from afar, until recently, since then.*

b) Describing the Functions of Adverb, Adjective, and Prepositional Phrases in Sentences:

- **Adverb Phrases:**
 - ✓ **Modify Verbs:** Describe how, when, where, why, or to what extent the action of the verb is performed (e.g., *She worked very diligently.* (how), *He arrived quite early.* (when), *They worked there.* (where)).
 - ✓ **Modify Adjectives:** Indicate the degree or intensity of the adjective (e.g., *The task was extremely challenging.*).
 - ✓ **Modify Other Adverbs:** Specify the degree or manner of another adverb (e.g., *He spoke rather softly.*).
- **Adjective Phrases:**
 - ✓ **Modify Nouns:** Provide descriptive information about the qualities or characteristics of a noun (e.g., *a highly rewarding career, the candidate eager for the interview*).

- ✓ **Modify Pronouns:** Describe the qualities or characteristics of a pronoun (e.g., *Someone dedicated to public service*).
- **Prepositional Phrases:**
 - ✓ **Function as Adjectives:** Modify nouns or pronouns, often indicating which one or what kind (e.g., *the office on the second floor, a career in public health*). They usually come after the noun they modify.
 - ✓ **Function as Adverbs:** Modify verbs, adjectives, or other adverbs, often indicating time, place, manner, or reason (e.g., *They worked with dedication.* (manner), *The meeting is at 10 AM.* (time), *She is happy about the promotion.* (reason), *He sat near the window.* (place)).

c) Using Adverb, Adjective, and Prepositional Phrases in Varied Contexts (related to careers in the public sector):

- **Adverb Phrases:**
 - ✓ *She applied for the job very enthusiastically.* (modifying the verb *applied*)
 - ✓ *The public sector offers quite stable employment.* (modifying the adjective *stable*)
 - ✓ *He spoke rather persuasively during the interview.* (modifying the adverb *persuasively*)
 - ✓ *They worked for the community with unwavering commitment.* (prepositional phrase acting as adverb, modifying *worked*)
- **Adjective Phrases:**
 - ✓ *a highly respected civil servant* (modifying the noun *civil servant*)
 - ✓ *candidates eager to serve the public* (modifying the noun *candidates*)
 - ✓ *the demanding but rewarding work* (compound adjectives modifying the noun *work*)
 - ✓ *a career important for national development* (adjective + prepositional phrase modifying the noun *career*)
- **Prepositional Phrases:**
 - ✓ *The office of the governor is in the main building.* (adverbial, modifying *is*)
 - ✓ *A career in education can be very fulfilling.* (adjectival, modifying *career*)
 - ✓ *They worked tirelessly for the benefit of the citizens.* (adverbial, modifying *worked*)
 - ✓ *The program with a focus on youth empowerment is crucial.* (adjectival, modifying *program*)

Situational Exercises: Create scenarios related to careers in the public sector (e.g., a job interview, a team meeting, describing a public service role) and have learners use sentences incorporating varied adverb, adjective, and prepositional phrases.

d) Appreciating the Use of Adverb, Adjective, and Prepositional Phrases in Sentences:

These phrases are essential for adding depth, detail, and clarity to communication:

- ✓ **Adverb Phrases:** Provide crucial information about the circumstances of actions, making sentences more informative and engaging.
- ✓ **Adjective Phrases:** Enable richer and more vivid descriptions of people, places, and things, allowing for clearer understanding and imagery.
- ✓ **Prepositional Phrases:** Show relationships between elements in a sentence, indicating location, time, manner, purpose, and other connections necessary for logical flow and comprehension.

Sub-Strand: 5.5 The Writing Process

5.5.1 The Writing Process

The writing process is a series of steps that writers typically follow to produce a well-structured and effective piece of writing. It is not always linear, and writers may move back and forth between steps as needed. In institutional writing, such as letters of appreciation within the public sector, following this process ensures clarity, professionalism, and effective communication.

a) Explaining the Steps of the Writing Process in Institutional Writing:

The five common steps in the writing process are:

1. **Prewriting (Planning):** This is the stage before you start writing. It involves generating ideas, understanding the purpose and audience, choosing a topic (if necessary), gathering information, and organizing your thoughts. For an appreciation letter in the public sector, this might involve:
 - ✓ **Identifying the recipient:** Who are you writing to? (e.g., a colleague, a team, a supervisor, a member of the public).
 - ✓ **Determining the purpose:** Why are you writing? (To express gratitude for specific actions, contributions, or support).
 - ✓ **Brainstorming specific reasons for appreciation:** What exactly did the recipient(s) do that you appreciate? Be specific.
 - ✓ **Considering the tone:** Formal and respectful, as befits institutional writing.
 - ✓ **Outlining the letter:** Decide on the structure (e.g., introduction, specific examples of appreciation, concluding remarks).

2. **Drafting (Writing):** This is where you put your ideas down on paper (or screen) in sentence and paragraph form. The focus at this stage is on getting your thoughts out, rather than perfection. For the appreciation letter:
 - ✓ Write a first version of the letter, following your outline.
 - ✓ Don't worry too much about grammar, spelling, or punctuation at this stage. Focus on conveying your message clearly and sincerely.
3. **Revision (Improving Content and Structure):** This stage involves reviewing and making significant changes to the content, organization, and clarity of your draft. You look at the "big picture." For the appreciation letter:
 - ✓ Read your draft critically. Does it clearly express your appreciation?
 - ✓ Are the reasons for your appreciation specific and well-supported?
 - ✓ Is the tone appropriate for the recipient and the institutional context?
 - ✓ Is the letter logically organized and easy to follow?
 - ✓ Are there any parts that are unclear, repetitive, or unnecessary?
 - ✓ Seek feedback from peers or mentors at this stage, if possible.
4. **Editing (Improving Grammar and Mechanics):** This stage focuses on the surface errors in your writing, such as grammar, spelling, punctuation, capitalization, and formatting. Attention to detail is crucial here. For the appreciation letter:
 - ✓ Carefully proofread your revised draft.
 - ✓ Check for any grammatical errors (e.g., subject-verb agreement, incorrect tense).
 - ✓ Correct any spelling mistakes.
 - ✓ Ensure punctuation is accurate and enhances clarity.
 - ✓ Verify that capitalization rules have been followed, especially for names and titles.
 - ✓ Ensure the letter format is appropriate for institutional correspondence.
5. **Publishing (Sharing):** This is the final stage where you share your polished piece of writing with its intended audience. For the appreciation letter:
 - ✓ Produce a clean, final copy of your letter.
 - ✓ Ensure it is addressed correctly.
 - ✓ Send it through the appropriate channels (e.g., email, postal mail, internal memo system).

b) Writing an Appreciation Letter Adhering to the Steps of the Writing Process:

Following the steps outlined above, learners can compose an effective appreciation letter related to the public sector. For example, appreciating a colleague for their teamwork, a supervisor for their guidance, or a public servant for their dedication.

- **Prewriting:** Identify the specific person or group to appreciate and the reasons why. Outline the key points to include.

- **Drafting:** Write a first draft expressing the appreciation and providing specific examples.
- **Revision:** Review the draft for clarity, sincerity, and logical flow. Ensure the tone is appropriate and the reasons for appreciation are clear.
- **Editing:** Proofread carefully for grammar, spelling, punctuation, and capitalization errors. Ensure the letter format is correct.
- **Publishing:** Produce a final, polished version of the letter for sharing.

c) Appreciating the Importance of Following the Writing Process for Lifelong Learning:

Understanding and utilizing the writing process is a valuable skill that extends beyond academic or professional settings. It fosters:

- **Clear Thinking:** The process encourages logical organization of thoughts and ideas.
- **Effective Communication:** By focusing on clarity and audience, the process leads to more impactful writing.
- **Problem-Solving:** Breaking down writing into steps makes the task more manageable and less daunting.
- **Self-Reflection:** Revision and editing promote critical self-assessment and improvement.
- **Adaptability:** The writing process can be applied to various forms of communication and learning throughout life.
- **Attention to Detail:** Editing hones the ability to identify and correct errors, a valuable skill in many contexts.
- **Confidence:** Successfully completing a piece of writing through the process builds confidence in one's communication abilities.

THEME 06: CULTURE: VALUES AND BELIEFS

Strand: 6.0 Listening and Speaking

Sub-Strand: 6.1 Responsive Listening

6.1.1 Responsive Listening

Responsive listening goes beyond simply hearing words; it involves actively processing information, understanding the speaker's message, and formulating thoughtful responses, especially with the aim of problem-solving and connecting with personal experiences.

a) Outlining Techniques for Listening to Respond for Problem-Solving:

When listening with the intention of solving a problem, employ these techniques:

- ✓ **Identify the Problem Clearly:** Pay close attention to the speaker's description of the issue. What is the core problem? What are its symptoms and effects?
- ✓ **Listen for Causes:** Try to understand the reasons behind the problem. What factors have contributed to it?
- ✓ **Focus on Details:** Specific details are crucial for effective problem-solving. Note down key information, facts, and figures related to the issue.
- ✓ **Look for Implicit Needs and Concerns:** Sometimes the speaker may not explicitly state what they need or what their underlying concerns are. Listen for emotional cues and implied messages.
- ✓ **Suspend Judgment:** Avoid forming opinions or jumping to conclusions before the speaker has finished. Listen with an open mind.
- ✓ **Ask Clarifying Questions:** If something is unclear, ask polite and specific questions to gain a better understanding of the problem. ("Could you tell me more about...?", "What have you tried so far?", "What are the constraints we need to consider?")
- ✓ **Summarize and Paraphrase:** Restate the problem and the speaker's points in your own words to ensure you have understood correctly. ("So, the main issue is... and the key factors seem to be... Is that right?")
- ✓ **Listen for Potential Solutions:** The speaker might already have some ideas about how to solve the problem. Pay attention to these suggestions.
- ✓ **Consider Different Perspectives:** Try to understand the problem from the speaker's point of view and also consider other stakeholders who might be affected.
- ✓ **Take Notes:** Jot down key information, potential causes, and suggested solutions. This helps in organizing your thoughts for a response.

b) Listening to a Text to Find Solutions to Problems:

Apply the techniques above when listening to audio or video texts that present cultural issues or social problems.

- ✓ **Identify the Social Problem:** What cultural value or belief is being challenged or causing difficulty? What are the negative consequences?
- ✓ **Listen for Proposed Solutions:** What actions, policies, or changes in behavior are suggested in the text to address the problem?
- ✓ **Evaluate the Solutions:** Consider the feasibility, effectiveness, and potential impact of the proposed solutions. Are they realistic? Are they likely to solve the root cause of the problem? Are there any potential drawbacks?
- ✓ **Note Down the Problem and Solutions:** Organize your notes clearly, distinguishing between the problem, its causes, and the suggested solutions.

c) Relating Oral Texts to Personal Experiences for Critical Thinking:

Connecting what you hear to your own experiences fosters deeper understanding and critical thinking.

- ✓ **Identify Parallels:** As you listen to the text, think about similar situations, values, or beliefs in your own life, family, or community.
- ✓ **Consider Differences:** Also, note any significant differences between what is presented in the text and your own experiences.
- ✓ **Reflect on Your Reactions:** How does the information in the text make you feel? What are your initial thoughts and opinions?
- ✓ **Analyse Causes and Consequences:** Do the causes and consequences of the problems discussed in the text resonate with your own experiences? Why or why not?
- ✓ **Evaluate Solutions in Your Context:** Would the solutions proposed in the text be applicable or effective in your own community? What modifications might be needed?
- ✓ **Formulate Your Own Perspective:** Based on the text and your personal experiences, develop your own informed opinion about the issues discussed and potential solutions.

d) Contributing to Solving Social Problems in a Variety of Contexts:

Responsive listening and critical thinking are essential first steps towards contributing to solving social problems.

- ✓ **Identify Problems in Your Community:** Use your listening skills to understand the issues affecting your local area. Pay attention to the concerns of different community members.
- ✓ **Discuss Problems and Solutions:** Engage in conversations with others about these problems. Share your perspectives and listen to their ideas.
- ✓ **Brainstorm Solutions:** Work collaboratively to generate potential solutions, drawing on your understanding of the issues and relevant information from texts or other sources.
- ✓ **Consider Different Approaches:** Think about various ways to address the problems, such as raising awareness, advocating for change, volunteering, or supporting relevant organizations.
- ✓ **Take Action:** Participate in initiatives or projects aimed at addressing the social problems you have identified. Even small actions can make a difference.
- ✓ **Promote Understanding:** Encourage others to listen responsively and think critically about social issues to foster a more collaborative and effective approach to problem-solving.

THEME 06: CULTURE: VALUES AND BELIEFS

Strand: 6.0 Listening and Speaking

Sub-Strand: 6.1 Pronunciation and Syllabic Stress

6.1.2 Pronunciation and Syllabic Stress

Correct pronunciation, including accurate stress placement and vowel articulation, is crucial for clear and effective spoken communication. This sub-strand focuses on how stress can differentiate word classes and on the specific articulation of the vowel sounds /ʊ/ and /u:/.

a) Distinguishing Word Classes on the Basis of Stress:

In English, the placement of stress (the emphasis given to a syllable in a word) can sometimes distinguish between different word classes, particularly nouns and verbs that are spelled the same. Typically, the stress pattern shifts when a word functions as a verb compared to when it functions as a noun.

- **Noun Stress (often on the first syllable):**
 - ✓ **CON**vict (a person found guilty of a crime)
 - ✓ **RE**bel (a person who opposes authority)
 - ✓ **PRO**duce (things that have been grown or manufactured)
 - ✓ **SUB**ject (a topic; a person under the rule of another)
 - ✓ **OB**ject (a material thing)
 - ✓ **IN**sult (a disrespectful or scornful remark)
 - ✓ **PRE**sent (a gift)
 - ✓ **IM**port (goods brought into a country)
 - ✓ **EX**port (goods sent out of a country)
- **Verb Stress (often on the second syllable):**
 - ✓ con**VICT** (to declare someone guilty of a crime)
 - ✓ re**BEL** (to oppose authority)
 - ✓ pro**DUCE** (to make or grow something)
 - ✓ sub**JECT** (to bring under control or influence)
 - ✓ ob**JECT** (to express opposition)
 - ✓ in**SULT** (to speak to or treat with disrespect)
 - ✓ pre**SENT** (to give something formally)
 - ✓ im**PORT** (to bring goods into a country)
 - ✓ ex**PORT** (to send goods out of a country)

Activity: Practice saying pairs of these words, emphasizing the different stressed syllables for the noun and verb forms. Pay attention to how the shift in stress can change the meaning and grammatical function of the word.

b) Placing Stress in Disyllabic Words Correctly in Oral Communication:

While the pattern of first-syllable stress for nouns and second-syllable stress for verbs is common, many disyllabic words (words with two syllables) have consistent stress patterns regardless of their word class. It's important to learn these patterns through exposure and practice.

- **Stress on the Second Syllable (for both nouns and verbs):**

- ✓ re**PLY** (n & v)
- ✓ ap**PROACH** (n & v)
- ✓ ad**VICE** (n) / ad**VICE** (v) - Note the slight spelling change.
- ✓ a**BUSE** (n & v)
- ✓ de**CIDE** (v) / de**CISION** (n) - Note the related noun.
- ✓ e**VENT** (n)
- ✓ e**STATE** (n)
- ✓ ex**PENSE** (n)
- ✓ re**TURN** (n & v)
- ✓ sup**PORT** (n & v)

Activity: Listen to recordings of these words and imitate the stress placement. Practice using them in sentences, ensuring the stress is correct. Pay attention to how native speakers pronounce these words in various contexts (radio, television).

c) Pronouncing Words with the Sounds /ʊ/ and /u:/ Accurately:

The vowel sounds /ʊ/ (as in "put") and /u:/ (as in "food") are often confused by learners. Accurate articulation is key to clear pronunciation.

- **/ʊ/ (short vowel):**

- ✓ **Articulation:** The tongue is relatively high and back in the mouth, but not as high or as far back as for /u:/. The lips are rounded, but less tightly than for /u:/. The sound is shorter in duration.
- ✓ **Examples:** *put, look, good, book, could, should, would, full, pull, sugar.*

- **/u:/ (long vowel):**

- ✓ **Articulation:** The tongue is high and back in the mouth. The lips are tightly rounded and protruded. The sound is longer in duration.
- ✓ **Examples:** *food, moon, blue, true, fruit, soup, shoe, too, two, through.*

Using Minimal Pairs: Practice distinguishing these sounds with minimal pairs:

- ✚ /pʊt/ - /pu:t/ (not a standard English word for /u:/ sound)
- ✚ /fʊl/ - /fu:l/ (full - fool)
- ✚ /gʊd/ - /gu:d/ (not a standard English word for /u:/ sound)
- ✚ /lʊk/ - /lu:k/ (not a standard English word for /u:/ sound)
- ✚ /wʊd/ - /wu:d/ (wood - would)

Tongue Twisters: Use tongue twisters to practice these sounds:

- ✓ *Luke looked at the good cook.* (/u:/ and /ʊ/)
- ✓ *Sue saw the shoes were too blue.* (/u:/)
- ✓ *Push the cushion to the foot of the wood.* (/ʊ/)

Activity: Play sound discrimination games where you identify whether a word contains the /ʊ/ or /u:/ sound. Record yourself saying words with these sounds and compare your pronunciation to a model speaker.

d) Championing the Need to Stress Words Correctly for Clear Communication:

Correct word stress is vital for intelligibility in spoken English. Incorrect stress can:

- ✓ **Change Meaning:** As seen with nouns and verbs, stress can alter the grammatical function and meaning of a word.
- ✓ **Cause Misunderstanding:** If the stress is placed on the wrong syllable, listeners may misinterpret the word or even think you are saying a different word entirely.
- ✓ **Hinder Fluency:** Incorrect stress can make your speech sound unnatural and disrupt the flow of communication.
- ✓ **Affect Comprehension:** Listeners may struggle to understand you if your stress patterns are consistently incorrect.
- ✓ **Impact Professionalism:** In formal settings, clear and correctly stressed speech contributes to a more professional image.

Advocating for Correct Stress: Emphasize that paying attention to and practising correct word stress is a fundamental aspect of effective oral communication. Encourage learners to be mindful of stress patterns when learning new vocabulary and to actively listen to and imitate native speakers. Highlight how correct stress contributes to confidence and clarity in spoken interactions, whether discussing cultural values or beliefs or engaging in any other form of communication. Accurate pronunciation, including correct vowel sounds, ensures that the intended message is conveyed without ambiguity.

Sub-Strand: 6.2 Reading Fluency

6.2.1 Reading Fluency

Reading fluency is the ability to read accurately, at a reasonable rate, and with expression (prosody). It is essential for comprehension and enjoyment of reading. This sub-strand focuses on the indicators of fluency and the elements of expressive reading.

a) Discussing the Features of Expressive Reading from a Selected Text:

Expressive reading involves using your voice to convey the meaning and emotions of the text. Key features include:

- ✓ **Pace:** The speed at which you read. A fluent reader adjusts their pace according to the complexity of the text and the intended meaning. For example, faster pace for excitement or action, slower pace for emphasis or reflection.
- ✓ **Volume:** The loudness of your voice. Varying volume can highlight important words or convey different emotions (e.g., louder for anger or excitement, softer for sadness or secrecy).
- ✓ **Pitch:** The highness or lowness of your voice. Changes in pitch can indicate questions, surprise, sarcasm, or different speakers in dialogue.
- ✓ **Intonation Patterns:** The rise and fall of your voice within sentences and phrases. Intonation helps to convey grammatical structure (e.g., rising intonation for questions, falling intonation for statements) and emotional tone.
- ✓ **Pauses:** Strategic pauses can emphasize certain words or phrases, create suspense, or indicate the end of a thought or sentence.
- ✓ **Emphasis:** Stressing particular words to highlight their importance or convey a specific meaning.
- ✓ **Rhythm:** The flow and beat of the language. Fluent reading often has a natural rhythm that enhances the musicality of the text.
- ✓ **Facial Expressions and Body Language (if reading aloud to an audience):** Nonverbal cues can reinforce the emotions and meaning conveyed through the voice.

Activity: Choose a short passage (e.g., a dialogue or a poem) and discuss how different features of expressive reading could be used to interpret it. Consider how changing the pace, volume, pitch, and intonation would affect the audience's understanding and emotional response.

b) Reading a Text with Expression to Bring Out Pitch, Pace, Volume, and Intonation Patterns:

Practice reading aloud with a focus on consciously varying your pitch, pace, volume, and intonation to match the content and intended emotion of the text.

- ✓ **Pace:** Read faster during exciting or fast-paced parts and slower during reflective or sad parts.
- ✓ **Volume:** Speak louder to show excitement, anger, or importance, and softer to convey sadness, secrecy, or calmness.
- ✓ **Pitch:** Raise your pitch when asking questions or expressing surprise. Lower your pitch for statements or to convey seriousness. Vary pitch to distinguish between characters in dialogue.
- ✓ **Intonation Patterns:** Use rising intonation at the end of questions and falling intonation at the end of statements. Vary the rise and fall within sentences to emphasize key words and phrases and to convey emotions like excitement (wider range of pitch), sadness (narrower range, lower pitch), or surprise (sudden rise in pitch).

Activity: Use flashcards with different emotions written on them (e.g., happy, sad, angry, surprised, curious). Read simple sentences aloud, trying to convey the emotion on the card through your pace, volume, pitch, and intonation. Discuss with peers how effectively the emotion was conveyed.

c) Promoting the Value of Expressive Reading for Lifelong Learning:

Expressive reading is not just about sounding good; it significantly contributes to comprehension, engagement, and overall learning:

- ✓ **Enhanced Comprehension:** Reading with expression forces you to actively engage with the text, understand its nuances, and interpret the emotions and intentions behind the words. This leads to deeper understanding.
- ✓ **Improved Retention:** When you read expressively, you are more likely to remember the content because you have connected with it on an emotional and intellectual level.
- ✓ **Increased Engagement and Enjoyment:** Expressive reading makes the reading process more enjoyable and engaging, fostering a more positive attitude towards reading and learning.
- ✓ **Better Communication Skills:** Practising expressive reading can improve your overall oral communication skills, including your ability to convey emotions and meaning effectively when speaking.
- ✓ **Development of Empathy:** By trying to convey the emotions of characters or the tone of a text, you develop a greater sense of empathy and understanding of different perspectives.

- ✓ **Appreciation of Language and Literature:** Expressive reading allows you to appreciate the rhythm, flow, and emotional power of language and literature more fully.
- ✓ **Facilitates Learning for Others:** When reading aloud to others with expression, you can make the text more accessible and engaging for them, aiding their comprehension and learning.

Activity: Discuss how expressive reading could enhance the understanding and enjoyment of different types of texts, such as stories, poems, historical accounts, and even instructions. Share examples of how a reader's expression has made a text more impactful or memorable. Emphasize that fluent and expressive reading is a skill that can be developed and refined throughout life, contributing to continuous learning and a deeper appreciation of the written word.

Sub-Strand: 6.3 Clauses

6.3.1 Clauses: Relative Clauses and Adverbial Clauses

Clauses are groups of related words that contain a subject and a verb. This sub-strand focuses on two types of subordinate clauses that add important information to the main clause: relative clauses and adverbial clauses.

a) Picking Out Relative and Adverbial Clauses in Sentences:

- **Relative Clauses (Adjective Clauses):** These clauses function as adjectives, providing more information about a noun or pronoun in the main clause. They typically begin with relative pronouns (*who, whom, whose, which, that*) or relative adverbs (*where, when, why*).
 - ✓ **Example:** The elder **who shared the traditional stories** is highly respected. (*who shared the traditional stories* modifies the noun *elder*)
 - ✓ **Example:** This is the place **where our ancestors gathered**. (*where our ancestors gathered* modifies the noun *place*)
- **Adverbial Clauses:** These clauses function as adverbs, modifying a verb, an adjective, or another adverb in the main clause. They tell us how, when, where, why, under what condition, or with what result the action of the main verb takes place. They are introduced by subordinating conjunctions such as *because, although, if, when, while, before, after, since, as, so that, in order that*.
 - ✓ **Example (of time):** **When the ceremony began**, everyone fell silent. (*When the ceremony began* modifies the verb *fell*)
 - ✓ **Example (of reason):** She felt proud **because her cultural dance was well-received**. (*because her cultural dance was well-received* modifies the adjective *proud*)

Activity: Provide sentences that contain both relative and adverbial clauses and have learners identify and underline each type of clause.

b) Distinguishing Between Defining and Non-Defining Relative Clauses in a Text:

Relative clauses can be either defining (essential) or non-defining (non-essential).

- **Defining Relative Clauses (Essential Clauses):** These clauses provide information that is essential to identify the noun they modify. Without this clause, the meaning of the sentence would be unclear or incomplete. They are not set off by commas.
 - ✓ **Example:** The artifacts **that represent our history** are kept in the museum. (*that represent our history* is essential to identify which artifacts are being referred to.)
 - ✓ **Example:** People **who respect cultural diversity** contribute to a harmonious society. (*who respect cultural diversity* is essential to define which people are being discussed.)
- **Non-Defining Relative Clauses (Non-Essential Clauses):** These clauses provide extra, non-essential information about the noun they modify. The sentence would still be clear and grammatically correct without this clause. They are set off by commas.
 - ✓ **Example:** My grandmother, **who is a respected storyteller**, taught me many traditions. (*who is a respected storyteller* provides additional information about my grandmother, but the main point that she taught me traditions is clear without it.)
 - ✓ **Example:** The festival, **which takes place annually**, celebrates our heritage. (*which takes place annually* gives extra information about the festival, but the fact that it celebrates our heritage is already established.)

Activity: Provide a text with several relative clauses. Have learners identify each relative clause and determine whether it is defining or non-defining, explaining their reasoning based on whether the information is essential for identifying the noun. They should also pay attention to the use of commas.

c) Using Relative Clauses and Adverbial Clauses in Varied Contexts (related to culture, values, and beliefs):

- **Relative Clauses:**
 - ✓ Describing people: The elder **whom the community admires** shared stories about their values.
 - ✓ Identifying traditions: The ritual **that marks the passage to adulthood** is significant in their culture.

- ✓ Specifying places: This is the sacred grove **where ceremonies are often held.**
- ✓ Talking about beliefs: They hold onto the beliefs **that have been passed down through generations.**
- **Adverbial Clauses (of time and reason, as per learning experience):**
 - ✓ **Time:** **When the harvest is plentiful,** they hold a celebration of gratitude.
 - ✓ **Time:** They share stories **while they sit around the evening fire.**
 - ✓ **Reason:** Many people respect the traditions **because they believe they connect them to their past.**
 - ✓ **Reason:** She felt a strong sense of belonging **since she participated in the cultural dance.**

Activity: Provide prompts related to cultural values and beliefs and have learners construct sentences using both defining and non-defining relative clauses, as well as adverbial clauses of time and reason.

d) Advocating the Correct Use of Relative Clauses and Adverbial Clauses in Sentences:

Using these clauses correctly enhances the clarity, complexity, and flow of sentences.

- **Relative Clauses:**
 - ✓ **Clarity:** They allow you to specify which noun you are referring to, avoiding ambiguity.
 - ✓ **Conciseness:** They enable you to add descriptive information without writing separate sentences.
 - ✓ **Flow:** They help to connect ideas smoothly within a sentence.
 - ✓ **Precision:** Defining relative clauses are crucial for conveying precise meaning. Non-defining clauses add valuable extra detail.
- **Adverbial Clauses:**
 - ✓ **Context:** They provide essential context about when, where, why, or how an action occurred.
 - ✓ **Relationships between Ideas:** They show the logical connections between different parts of a sentence (e.g., cause and effect, time sequence).
 - ✓ **Sentence Variety:** Using adverbial clauses adds variety to sentence structure, making writing more engaging.
 - ✓ **Completeness of Information:** They often provide necessary details for a full understanding of the main clause.

Argument for Correct Usage:

Emphasize that using relative and adverbial clauses correctly allows for more sophisticated and nuanced expression when discussing cultural values and beliefs. Incorrect or absent clauses can lead to ambiguity or a lack of important contextual information. For example, saying "The stories are important" is less informative than "The stories that teach us about our values are important" (defining relative clause). Similarly, "They celebrate" lacks context compared to "They celebrate when the harvest is plentiful" (adverbial clause of time). Mastering these clause types allows for clearer and more effective communication of complex ideas related to culture and heritage.

Sub-Strand: 6.5 Creative Writing

THE WHISPERS OF THE MARA GRASS

The wind, a restless spirit born on the distant Chyulu Hills, sighed through the tall, tawny grasses of the Maasai Mara. It carried the scent of wild sage and the distant rumble of hooves, a constant symphony in this land where life and death danced a primal ballet. Here, under the vast, indifferent gaze of the African sky, stories were not just told; they were etched into the very fabric of existence.

A young girl, Nasipa, sat beside her grandmother, Mama Saruni, the older woman's wrinkled hands busy stringing beads that shimmered like captured sunsets. The air was thick with the approaching dusk, painting the acacia trees in silhouettes of charcoal against a fiery canvas.

"Grandmother," Nasipa began, her voice barely a whisper above the rustling grass, "tell me again of the Olmorogi."

Mama Saruni's fingers stilled. Her eyes, the color of aged ivory, gazed out towards the horizon where the last sliver of sun was disappearing. "The Olmorogi," she murmured, her voice a low, rhythmic chant, "is the spirit of the plains, child. It whispers secrets to the wind, carries the tears of the sky, and roars with the fury of the storm."

She continued, her words painting vivid pictures in Nasipa's mind. Of the Olmorogi leading lost travelers back to their paths with gentle breezes, of its mournful wails during the dry season when the land thirsted, and of its joyous ululations when the rains finally arrived, turning the parched earth into a vibrant emerald carpet.

Nasipa listened, her imagination taking flight. She pictured the Olmorogi as a shimmering, invisible being, its presence felt in the swaying grass, its voice heard in the calls of the night birds. In this land where the natural world held such power, the line between the tangible and the spiritual blurred easily.

Later, as the stars blazed with an almost palpable intensity, Nasipa lay on her sleeping skin inside their enkaji, the warmth of the fire a comforting presence. The night was alive with sounds – the distant whoop of a hyena, the chirping of crickets, and the soft snores of her family. But above it all, she could almost hear the faint whispers of the Olmorogi, carrying secrets on the night air.

One day, a group of conservationists arrived in their village, their faces earnest, their vehicles gleaming under the harsh sun. They spoke of protecting the wildlife, of drawing boundaries, of a future where the Maasai way of life might have to change.

The elders listened with cautious skepticism. This land, the Mara, was not just a place; it was their heritage, their lifeblood, intertwined with the rhythms of the migrating wildebeest and the watchful eyes of the lions. How could they separate themselves from the very essence of their being?

A young conservationist, a woman named Imani, with a passion that burned in her eyes, spent time with Nasipa's community. She learned their stories, their connection to the land, the intricate knowledge they held of the plants and animals. She realized that conservation here could not be imposed; it had to be a shared narrative, woven with respect for tradition and understanding of their deep-rooted connection to the Mara.

Imani began to tell her own stories – stories of a world grappling with change, of the importance of preserving the natural heritage for future generations. She spoke of a partnership, where the Maasai could be the guardians of this precious land, their traditional wisdom blending with modern conservation practices.

Nasipa, listening to Imani's stories alongside her grandmother's ancient tales, began to see a new possibility. Perhaps the whispers of the Olmorogi could harmonize with the voices of change, creating a future where both the land and its people could thrive.

Creative writing in Kenya is often born from this confluence – the vibrant tapestry of ancient traditions meeting the complexities of a rapidly modernizing world. It echoes with the rhythm of the land, the wisdom of elders, the struggles of change, and the enduring spirit of its people. It captures the breathtaking beauty of the landscapes, from the snow-capped peaks of Mount Kenya to the sun-drenched beaches of the coast, and the rich diversity of its cultures.

Whether it's the poignant story of a young boy navigating the bustling streets of Nairobi, the lyrical prose describing the flight of flamingos across Lake Nakuru, or the powerful narrative of a community fighting for their ancestral land, Kenyan creative writing pulsates with authenticity and a deep connection to place. It is a

voice that is increasingly being heard on the global stage, offering unique perspectives and captivating narratives that resonate with universal human experiences.

And as the sun finally dipped below the horizon, casting long, purple shadows across the Mara, Nasipa knew that her own story, like the whispers of the Olmorogi, was just beginning to unfold in this land of endless skies and ancient tales. The stories were alive, carried on the wind, waiting to be heard.

6.5.1 Creative Writing: Descriptive and Narrative Essays

Creative writing allows for imaginative expression and the use of various literary techniques to engage the reader. This sub-strand focuses on descriptive and narrative essays, emphasizing the use of sensory details and verb derivations to create vivid and impactful writing, particularly within the context of culture, values, and beliefs.

a) Describing a Person in a Variety of Ways for Literary Effect:

To create a compelling description of a person, go beyond simply listing physical attributes. Use literary devices and focus on different aspects:

- ✚ **Sensory Details:** Engage the reader's senses (sight, sound, smell, taste, touch) to create a more immersive experience.
 - ✓ *Sight:* Her eyes sparkled like distant stars.
 - ✓ *Sound:* His laughter rumbled like distant thunder.
 - ✓ *Smell:* She carried the faint scent of woodsmoke and herbs.
 - ✓ *Taste:* His words left a bitter taste of disappointment.
 - ✓ *Touch:* The rough texture of his calloused hands told a story of hard work.
- ✚ **Figurative Language:** Use similes, metaphors, and personification to create comparisons and add depth to the description.
 - ✓ *Simile:* He was as strong as an oak tree.
 - ✓ *Metaphor:* Her voice was a soothing melody.
 - ✓ *Personification:* Wisdom lined his face, etching stories of the past.
- ✚ **Showing, Not Telling:** Instead of stating a characteristic, describe actions and behaviors that reveal it.
 - ✓ *Telling:* He was a kind man.
 - ✓ *Showing:* He gently helped the fallen child to his feet and offered a comforting word.

- ✚ **Focus on Unique Features:** Highlight what makes the person distinctive or memorable. This could be a physical trait, a mannerism, a way of speaking, or a significant object they carry.
 - ✓ *Example:* The intricate carvings on the walking stick he always carried spoke volumes about his heritage.
- ✚ **Reveal Personality Through Actions and Dialogue:** Let the reader learn about the person's character through what they do and say.
 - ✓ *Dialogue:* "Our traditions are the roots that hold us strong," she said, her voice firm with conviction.
 - ✓ *Action:* Despite his age, he was the first to volunteer when help was needed.
- ✚ **Use Verbs Effectively:** Choose strong and descriptive verbs that convey action and create a more vivid image.
 - ✓ *Weak:* He walked slowly.
 - ✓ *Strong:* He shuffled along the path, his shoulders stooped with age.
- ✚ **Consider the Context:** The setting and the person's role in the narrative will influence how you describe them. A leader in a ceremony might be described differently than someone sharing a quiet moment of reflection.

b) Writing a Descriptive Narrative Essay on Given Topics:

A descriptive narrative essay combines the elements of storytelling with vivid descriptions. It tells a story while focusing on creating a sensory experience for the reader. When writing a descriptive narrative essay on topics related to culture, values, and beliefs, consider:

- ✓ **Choosing a Specific Event or Experience:** Focus on a particular cultural event, a moment that embodies a specific value, or an experience that highlights a deeply held belief.
- ✓ **Establishing a Setting:** Describe the environment using sensory details. What did it look, sound, smell, taste, and feel like?
- ✓ **Introducing Characters:** Describe the people involved, focusing on their appearances, mannerisms, and how they reflect the cultural context or embody the values being explored.
- ✓ **Developing a Plot (even if simple):** There should be a sequence of events, even if the focus is primarily on description. The narrative provides a framework for the descriptive elements.
- ✓ **Incorporating Sensory Details Throughout:** Weave sensory details into the narrative to make the story come alive for the reader. Don't just describe; immerse the reader in the experience.

- ✓ **Showing the Significance of the Culture, Value, or Belief:** The narrative should implicitly or explicitly reveal the importance of the cultural practice, value, or belief being explored.
- ✓ **Using Figurative Language:** Employ similes, metaphors, and other literary devices to enhance the descriptions and create a more engaging narrative.
- ✓ **Using Verb Derivations:** Incorporate verbs derived from other word classes (nominalization, adjectival verbs, etc.) to add sophistication and conciseness to your writing. For example, instead of "make it simple," use "simplify it." Instead of "put in order," use "organise."

Examples of Topics:

- ✓ A significant cultural celebration you have witnessed.
- ✓ A time when a deeply held family value was tested.
- ✓ An experience that changed your understanding of a particular belief.
- ✓ The story of a place that is sacred in your culture.
- ✓ A day in the life of someone who upholds a specific cultural tradition.

c) Advocating the Use of Sensory Details in Descriptive Writing:

Sensory details are crucial for effective descriptive writing because they:

- **Engage the Reader:** By appealing to the senses, you create a more immersive and engaging experience for the reader, making the writing more vivid and memorable.
- **Create Believability:** Sensory details make the descriptions feel more real and tangible, allowing the reader to connect with the subject matter on a deeper level.
- **Show, Don't Tell:** Instead of simply stating facts or characteristics, sensory details allow you to show them through evocative descriptions.
- **Evoke Emotions:** Sensory details can trigger emotional responses in the reader, helping them to feel what the writer is describing.
- **Enhance Imagery:** They paint a clearer and more detailed picture in the reader's mind, making the writing more impactful.
- **Add Depth and Texture:** Sensory descriptions add layers of meaning and texture to the writing, making it richer and more nuanced.
- **Improve Understanding:** By experiencing the description through their senses, readers can gain a better understanding of the subject.

Argument for Sensory Details:

When describing aspects of culture, values, and beliefs, sensory details can bring these abstract concepts to life. For example, instead of saying "the ceremony was

colorful," describing the "vibrant hues of the dancers' attire swirling under the warm sun" engages the reader's sight and creates a more powerful image. Similarly, describing the "rhythmic beat of the drums resonating through the air" allows the reader to almost feel the energy of the event. Advocating for the use of sensory details emphasizes their power to make writing more impactful, memorable, and meaningful.

THEME 07: SPORTS AND GAMES: POPULAR SPORTS

Strand: 7.0 Listening and Speaking

Sub-Strand: 7.1 Critical Listening

7.1.1 Critical Listening: Facts and Opinions

Critical listening involves actively processing and evaluating what you hear, rather than just passively receiving information. A crucial aspect of critical listening is the ability to distinguish between facts and opinions. This sub-strand focuses on developing this skill within the context of popular sports.

a) Recognizing Opinions from an Audio Recording:

Opinions are expressions of personal beliefs, feelings, or judgments. They are subjective and cannot be proven true or false.

- **Characteristics of Opinions:**

- ✓ **Personal Beliefs:** They often reflect what someone thinks, feels, or believes.
- ✓ **Subjective:** They vary from person to person.
- ✓ **Cannot be Proven:** There is no objective evidence to definitively prove an opinion is correct.
- ✓ **Often Use Evaluative Language:** Words like *best*, *worst*, *beautiful*, *ugly*, *should*, *shouldn't*, *interesting*, *boring* often signal opinions.
- ✓ **May Express Predictions or Speculations:** "I think the team will win," or "It seems like the referee made a bad call."
- ✓ **Can Be Influenced by Emotions or Biases:** Personal feelings or preconceived notions can shape opinions.

Activity: Listen to audio clips about popular sports (e.g., commentary, interviews, discussions). Identify statements that express personal beliefs or judgments about players, teams, strategies, or the excitement of the sport. Create a chart listing these opinions and discuss the language used to express them.

b) Explaining Facts in a Given Oral Text:

Facts are statements that can be verified or proven to be true. They are objective and based on evidence.

- **Characteristics of Facts:**

- ✓ **Objective:** They are based on evidence that can be checked.

- ✓ **Verifiable:** They can be proven true or false using evidence (e.g., statistics, historical records, scientific data).
- ✓ **Often Involve Numbers and Dates:** Scores, player statistics, records, and dates of events are usually facts.
- ✓ **Can Be Found in Reliable Sources:** Encyclopedias, official records, and reputable news sources often present facts.
- ✓ **Are Not Influenced by Personal Feelings:** Facts remain true regardless of individual beliefs.

Activity: Listen to or watch a sports documentary. Identify statements that present verifiable information about the history of a sport, rules of the game, player achievements (with statistics), or dates of significant events. Explain how these statements can be checked for accuracy.

c) Distinguishing Facts from Opinions in an Oral Context:

Being able to differentiate between facts and opinions is a crucial critical listening skill.

- ✓ **Listen for Evidence:** When you hear a statement, ask yourself: "Is this based on evidence that can be checked, or is it someone's belief?"
- ✓ **Identify Evaluative Language:** Words that express judgment or value are often indicators of opinions.
- ✓ **Consider the Source:** Is the speaker presenting objective information or expressing a personal viewpoint? While experts can offer informed opinions, their opinions are still not facts.
- ✓ **Look for Qualifying Language:** Words like *seems*, *appears*, *suggests*, *believes*, *thinks* often introduce opinions.
- ✓ **Pay Attention to Tone:** Sometimes, the speaker's tone of voice can suggest whether they are stating a fact or expressing an opinion (though this is not always reliable).

Activity: Listen to recordings of sports news reports or discussions. Work in groups to identify statements as either facts or opinions, providing reasons for your classifications. Compare your findings and discuss any disagreements.

d) Advocating the Relevance of Distinguishing Facts and Opinions in an Oral Context:

Understanding the difference between facts and opinions is essential for effective communication and critical thinking in various situations, especially when discussing popular sports:

- ✓ **Making Informed Decisions:** When evaluating sports teams, players, or strategies, it's important to base your judgments on facts (e.g., performance statistics) rather than solely on personal opinions or biases.
- ✓ **Avoiding Misinformation:** Being able to distinguish facts from opinions helps you to identify and disregard unsubstantiated claims or rumors in sports news and discussions.
- ✓ **Engaging in Constructive Discussions:** Recognizing when someone is expressing an opinion allows for more respectful and productive conversations, as you can acknowledge their viewpoint without necessarily accepting it as fact.
- ✓ **Evaluating Sources:** Knowing the difference helps you to assess the reliability and objectivity of sports commentators, journalists, and other sources of information.
- ✓ **Understanding Bias:** Recognizing opinions can help you identify potential biases in a speaker's presentation of information.
- ✓ **Forming Your Own Informed Opinions:** By first understanding the facts, you can then develop your own well-reasoned opinions.
- ✓ **Preventing Manipulation:** Being able to distinguish between objective truth and subjective interpretation can protect you from being swayed by persuasive but unsubstantiated claims.

Activity: Discuss scenarios related to popular sports where the ability to distinguish facts from opinions is crucial (e.g., analyzing a team's performance, evaluating a referee's decision, debating the greatest player of all time). Create a graphic organizer (e.g., a Venn diagram or a T-chart) to illustrate the differences between facts and opinions, using examples from your listening activities. Emphasize the importance of this skill for becoming a more discerning and informed listener and participant in discussions about sports and other topics.

Sub Strand 7.1.1: Critical Listening (4 lessons) - Facts and Opinions

Suggested Learning Experiences:

- **Activity 1: Identifying Opinions in Sports Commentary (Listening)**
 - ✓ The teacher plays an audio recording of a sports commentary focusing on a popular sport (e.g., football, athletics, volleyball).
 - ✓ Learners listen attentively and individually note down any statements that express a personal belief, judgment, or feeling about the game, players, or strategies.
 - ✓ In small groups, learners share their identified opinions and discuss why they classified those statements as opinions.
 - ✓ The groups create a shared chart listing the identified opinions.

- ✓ Whole class discussion: Groups compare their charts and discuss the subjective nature of opinions in sports commentary.
- **Activity 2: Extracting Facts from a Sports Documentary (Listening/Viewing)**
 - ✓ The teacher plays a short documentary clip about the history, rules, or significant events of a popular sport.
 - ✓ Learners watch and listen carefully, focusing on identifying statements that can be verified with evidence or are generally accepted as true.
 - ✓ Individually, learners list the key facts presented in the documentary.
 - ✓ Pair-share: Learners discuss their lists and clarify any ambiguities.
 - ✓ The teacher guides a whole class discussion to consolidate the key facts presented in the documentary.
- **Activity 3: Distinguishing Facts and Opinions in a Sports Article (Listening)**
 - ✓ The teacher reads aloud a grade-appropriate newspaper or magazine article about a popular sport. The article should contain a mix of factual reporting and personal viewpoints.
 - ✓ Working in teams, learners listen carefully and take notes, categorizing each statement as either a fact or an opinion.
 - ✓ Teams present their categorized statements to the class, explaining their reasoning for each classification.
 - ✓ The teacher facilitates a discussion to address any discrepancies and reinforce the understanding of the difference between facts and opinions.
- **Activity 4: Graphic Organizer and Advocacy (Collaborative/Speaking)**
 - ✓ In their teams, learners collaboratively design a graphic organizer (e.g., a Venn diagram, a T-chart, or a table) to visually represent the distinction between facts and opinions, using examples from the previous activities.
 - ✓ Each team prepares a short presentation advocating for the importance of being able to distinguish facts from opinions when listening to information about sports (e.g., making informed decisions, avoiding bias, understanding different perspectives).
 - ✓ Teams deliver their presentations to the class.
 - ✓ Whole class discussion: Learners reflect on the relevance of critical listening skills in understanding sports and other areas of life.

Strand 7.1: Listening and Speaking Sub Strand

7.1.1: Critical Listening - Facts and Opinions

Introduction:

In the realm of sports and games, we are constantly exposed to information through various spoken channels – commentaries, interviews, documentaries, news reports, and casual conversations. To be effective listeners and informed individuals, it is crucial to develop critical listening skills. One fundamental aspect of critical listening is the ability to distinguish between **facts** and **opinions**. This sub-strand will equip you with the necessary skills to identify, explain, and differentiate between these two types of statements in an oral context, and to understand why this distinction is important.

Key Concepts:

- ✓ **Fact:** A statement that can be proven to be true or false through objective evidence. Facts are based on verifiable information, data, statistics, historical records, or direct observation.
- ✓ **Opinion:** A statement that expresses a personal belief, feeling, judgment, or perspective. Opinions are subjective and cannot be definitively proven true or false. They often reflect someone's interpretation, evaluation, or attitude towards something.

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a) recognise opinions from an audio recording:

- ✓ **Identifying Opinion Indicators:** Pay attention to words and phrases that often signal an opinion. These include:
 1. **Evaluative adjectives:** *best, worst, greatest, amazing, terrible, unfair, exciting, boring, crucial, significant.*
 2. **Adverbs of manner and degree expressing judgment:** *clearly, obviously, undoubtedly, surprisingly, unfortunately, allegedly.*
 3. **Verbs expressing belief or feeling:** *believe, think, feel, consider, suggest, argue, doubt, hope.*
 4. **Modal verbs expressing possibility or obligation (when used subjectively):** *should, ought to, might, could.*
 5. **Comparative and superlative forms (when expressing a subjective judgment):** *faster, slower, more skillful, least impressive.*
 6. **Phrases expressing personal views:** *In my opinion, I think that, It seems to me that, From my perspective, As far as I'm concerned.*

- ✓ **Contextual Clues:** Consider the speaker's tone, emphasis, and the overall context of the recording. Is the speaker presenting information objectively, or are they expressing a personal viewpoint?
- ✓ **Focus on Subjectivity:** Remember that opinions are often based on personal preferences, values, or interpretations, which can vary from person to person.

b) explain facts in a given oral text:

- **Identifying Factual Statements:** Look for statements that provide specific details, data, statistics, dates, names, locations, results, or descriptions of events that can be verified.
- **Verifiability:** Facts can be checked against reliable sources such as official records, scientific studies, historical documents, or eyewitness accounts.
- **Objectivity:** Factual statements aim to present information neutrally, without personal bias or emotional coloring.
- **Explaining Facts:** When explaining a fact from an oral text, you should be able to:
 - ✓ Restate the fact clearly and concisely.
 - ✓ Identify the key information conveyed by the fact.
 - ✓ Explain *what* happened, *when* it happened, *where* it happened, *who* was involved, or *how* something occurred, based on the information provided.

c) distinguish facts from opinions in an oral context:

- **Applying the Definitions:** Continuously ask yourself: "Can this statement be proven true or false?" If yes, it's likely a fact. If it reflects a personal belief or judgment, it's likely an opinion.
- **Looking for Evidence:** Consider if the speaker provides any evidence or justification for their statement. Facts are usually supported by evidence, while opinions may or may not be. However, the presence of supporting details doesn't automatically make a statement a fact; the details themselves must be verifiable.
- **Analyzing Language:** Pay close attention to the specific words and phrases used by the speaker (as mentioned in point a).
- **Considering the Source and Purpose:** Think about the speaker's role and the purpose of the communication. A sports reporter presenting match statistics is more likely to state facts, while a fan discussing their favorite player is more likely to express opinions.

d) advocate the relevance of distinguishing facts and opinions in an oral context:

Understanding the difference between facts and opinions in spoken communication about sports is crucial for several reasons:

- ✓ **Making Informed Decisions:** In sports, we often encounter discussions about team performance, player abilities, and strategic choices. Distinguishing facts from opinions helps us form our own informed judgments rather than blindly accepting someone else's viewpoint. For example, knowing a player's scoring record (fact) is different from believing they are the "best player ever" (opinion).
- ✓ **Avoiding Bias and Manipulation:** Opinions can be influenced by personal biases, team loyalties, or even attempts at manipulation. Recognizing opinions helps us to be aware of potential biases and evaluate information more objectively.
- ✓ **Engaging in Constructive Discussions:** When discussing sports, knowing whether someone is stating a verifiable piece of information or expressing a personal belief allows for more focused and productive conversations. We can respond to facts with further evidence or analysis, and to opinions with counter-opinions or different perspectives.
- ✓ **Critical Evaluation of Media:** Sports commentaries, analyses, and discussions in the media often blend facts and opinions. Being able to distinguish between them allows us to critically evaluate the information presented and form our own conclusions.
- ✓ **Preventing Misinformation:** Accepting opinions as facts can lead to the spread of misinformation and inaccurate understandings of sporting events and athletes.
- ✓ **Developing Stronger Analytical Skills:** The process of distinguishing facts from opinions enhances our critical thinking and analytical skills, which are valuable in all areas of life.

Sub Strand 7.1.2: Pronunciation and Emphatic Stress

Key Concepts:

- **Phoneme:** The smallest unit of sound that distinguishes one word from another in a language (e.g., /f/, /ŋ/).
- **Grapheme:** A letter or a group of letters that represents a phoneme (e.g., 'f', 'ph', 'gh' can represent the /f/ sound).
- **Consonant Blend:** Two or more consonant sounds that are pronounced together, with each sound still distinctly audible (e.g., /ŋg/).
- **Stress:** The emphasis or prominence given to a particular syllable in a word or a word in a sentence.

- **Emphatic Stress:** The deliberate emphasis placed on a specific word or phrase in a sentence to highlight its importance or to convey a particular emotion or meaning.

a) recognise the different realisations of the sound /f/ in writing:

- **The /f/ Phoneme:** The /f/ sound is a voiceless labiodental fricative. This means it is produced by:
 - ✓ Bringing the upper teeth lightly in contact with the lower lip (labiodental).
 - ✓ Forcing air out through a narrow channel, creating friction (fricative).
 - ✓ Without vibration of the vocal cords (voiceless).
- **Graphemes Representing /f/:** The /f/ sound can be represented by several different spellings (graphemes) in English:
 - ✓ **'f':** This is the most common spelling for the /f/ sound (e.g., *father, fan, fast, off*).
 - ✓ **'ff':** A double 'f' often occurs at the end of words or before suffixes (e.g., *off, staff, cliff, offering*).
 - ✓ **'ph':** In many words of Greek origin, the /f/ sound is represented by 'ph' (e.g., *phase, phone, photograph, alphabet*).
 - ✓ **'gh':** In some words, particularly at the beginning of a word or syllable (though less common for /f/ at the start), 'gh' can be silent or represent other sounds. However, in a few instances, especially at the end of words or before 't', 'gh' can be pronounced as /f/ (e.g., *rough, tough, enough, cough*).
- **Activity:** Learners should be able to identify words containing these different spellings and recognize that they all produce the /f/ sound.

b) articulate the sounds /ŋ/ and the consonant blend /ŋg/ in varied texts:

- **The /ŋ/ Phoneme (ng sound):** The /ŋ/ sound is a voiced velar nasal. This means it is produced by:
 - ✓ Raising the back of the tongue to touch the soft palate (velar).
 - ✓ Air escaping through the nose (nasal).
 - ✓ With vibration of the vocal cords (voiced).
- **Graphemes Representing /ŋ/:** The /ŋ/ sound is typically represented by the letters 'ng' (e.g., *sing, long, going, finger*). Sometimes, it can be represented by 'n' before 'k' or 'g' (e.g., *think, bank, congratulate* - though the 'n' here often leads to a slightly different articulation depending on the following consonant).
- **The /ŋg/ Consonant Blend (ng-g sound):** The /ŋg/ sound is a combination of the voiced velar nasal /ŋ/ followed by the voiced velar stop /g/.

- ✓ **/g/ (g sound):** Produced by raising the back of the tongue to touch the soft palate (velar), stopping the airflow briefly, and then releasing it with voicing (voiced stop).
- ✓ The /ŋg/ blend occurs when the 'ng' spelling is followed by a 'g' sound, where both the nasal and the stop are clearly articulated (e.g., *finger*, *linger*, *stronger*, *English*). It's important to distinguish this from words where 'ng' represents only the /ŋ/ sound (e.g., *sing*).
- **Articulation Practice:** Learners need to practice saying words containing both /ŋ/ and /ŋg/ sounds, paying attention to the placement of their tongue and the airflow. They should be able to differentiate between words like "sing" (/sɪŋ/) and "singer" (/ˈsɪŋə(r)/), where the latter often has a /g/ sound following the /ŋ/.

c) use emphatic stress in sentences for enhanced meaning:

- **Sentence Stress:** In English sentences, some words are naturally stressed more than others. Content words (nouns, verbs, adjectives, adverbs) usually receive more stress than function words (articles, prepositions, pronouns, auxiliary verbs).
- **Emphatic Stress:** Emphatic stress is used to give special importance or focus to a particular word or phrase in a sentence. This can change the meaning or the way the sentence is understood.
- **How to Apply Emphatic Stress:** Emphatic stress is achieved by:
 - ✓ Saying the word or phrase louder than the surrounding words.
 - ✓ Holding the stressed word or syllable slightly longer.
 - ✓ Sometimes, using a higher pitch on the stressed word.
- **Effect on Meaning:** The placement of emphatic stress can significantly alter the meaning of a sentence. Consider the following examples related to sports:
 - ✓ **SHE** scored the winning goal. (Focus on who scored)
 - ✓ She **SCORED** the winning goal. (Focus on the action)
 - ✓ She scored the **WINNING** goal. (Focus on the type of goal)
 - ✓ She scored the winning **GOAL**. (Focus on what was scored)
 - ✓ **DID** she score the winning goal? (Expressing surprise or doubt)
- **Activity:** Learners should practice reading sentences aloud, placing emphatic stress on different words and discussing how the change in stress affects the meaning and the speaker's intention.

d) promote the need for correct pronunciation and stress placement in speech:

- **Importance of Correct Pronunciation:**

- ✓ **Clarity of Communication:** Correct pronunciation ensures that the listener understands the intended message without ambiguity. Mispronounced words can lead to confusion.
- ✓ **Professionalism and Credibility:** In formal settings, clear and accurate pronunciation enhances the speaker's professionalism and credibility.
- ✓ **Effective Communication:** Good pronunciation contributes to smoother and more effective communication.
- ✓ **Building Confidence:** Speaking with correct pronunciation can boost the speaker's confidence.
- **Importance of Correct Stress Placement:**
 - ✓ **Understanding Meaning:** As seen with emphatic stress, the placement of stress within words and sentences is crucial for conveying the intended meaning. Incorrect stress can distort the message.
 - ✓ **Natural Flow of Speech:** Proper stress patterns contribute to the natural rhythm and flow of spoken English, making it easier for listeners to follow.
 - ✓ **Avoiding Misinterpretation:** Incorrect stress can sometimes lead to misinterpretations of the speaker's attitude or emphasis.
- **Promoting Correct Pronunciation and Stress:** Learners can promote the importance of these aspects by:
 - ✓ **Being mindful of their own speech:** Paying attention to how they pronounce words and where they place stress.
 - ✓ **Practicing regularly:** Engaging in activities that focus on pronunciation and stress patterns (e.g., reading aloud, listening to native speakers).
 - ✓ **Seeking feedback:** Asking others for constructive criticism on their pronunciation and stress.
 - ✓ **Using resources:** Utilizing dictionaries, online pronunciation guides, and language learning apps.
 - ✓ **Encouraging others:** Gently reminding peers about correct pronunciation and stress when necessary.
 - ✓ **Leading by example:** Speaking clearly and correctly themselves.

7.2.1: Intensive Reading - Making Connections (Transition Words), Shades of Meaning (Denotative and Connotative Meanings)

Key Concepts:

- ✓ **Intensive Reading:** Reading a short piece of text carefully and thoroughly with the aim of understanding every detail.
- ✓ **Comprehension Strategies:** Active techniques used by readers to understand and engage with a text (prediction, summarising, making connections, making inferences, visualising, evaluation, questioning).

- ✓ **Making Connections:** Identifying relationships between different parts of a text, between the text and prior knowledge, or between the text and the world.
- ✓ **Transition Words (Connectors):** Words or phrases that link ideas, sentences, and paragraphs smoothly, helping to establish relationships between them (e.g., *however, therefore, in addition, for example*).
- ✓ **Shades of Meaning:** The subtle differences in meaning between words that may have similar denotations.
- ✓ **Denotative Meaning:** The literal or dictionary definition of a word.
- ✓ **Connotative Meaning:** The emotional, cultural, or associative meanings attached to a word beyond its literal definition.
- ✓ **Mental Images (Visualisation):** Creating pictures in your mind based on the descriptions in a text to enhance understanding and engagement.
- ✓ **Inference:** Drawing conclusions or making interpretations based on evidence from the text and prior knowledge, even when the information is not explicitly stated.
- ✓ **Summarising:** Condensing the main ideas of a text into a shorter form.
- ✓ **Relating to Real Life:** Connecting the themes, characters, events, or information in a text to personal experiences, current events, or broader societal issues.

a) create mental images about people, places or happenings in a text for lifelong learning:

- ✓ **Visualisation as a Comprehension Strategy:** When reading, actively try to form mental pictures of the characters, settings, actions, and events described. This engages your imagination and helps you to understand and remember the information more effectively.
- ✓ **Sensory Details:** Pay attention to descriptive language that appeals to your senses (sight, sound, smell, taste, touch). These details provide the building blocks for your mental images.
- ✓ **Benefits of Visualisation:**
 - ✓ **Improved Understanding:** Mental images make abstract concepts more concrete and easier to grasp.
 - ✓ **Enhanced Memory:** Visual information is often easier to recall than purely abstract information.
 - ✓ **Increased Engagement:** Visualising makes reading more active and enjoyable.
 - ✓ **Deeper Connection with the Text:** Creating mental images helps you to connect with the characters and events on a more personal level.
 - ✓ **Lifelong Learning:** The ability to visualise information aids in understanding and retaining knowledge across various subjects and throughout life.

- ✓ **Activity:** During reading, pause and consciously try to picture what is being described. Share your mental images with others and discuss how visualisation enhances your understanding of the text.

b) infer the meaning of words and phrases for comprehension:

- ✓ **Inference as a Reading Skill:** Often, writers do not explicitly state everything. Readers need to use clues within the text, along with their background knowledge, to infer the meaning of unfamiliar words, phrases, or implied ideas.
- ✓ **Types of Context Clues:** Look for different types of clues in the surrounding text:
 - ✓ **Definition:** The meaning is directly stated.
 - ✓ **Synonym:** A word with a similar meaning is provided.
 - ✓ **Antonym:** A word with the opposite meaning is provided.
 - ✓ **Example:** An illustration or instance of the word's meaning is given.
 - ✓ **Explanation:** The meaning is clarified through a description or restatement.
 - ✓ **General Context:** The overall meaning of the sentence or paragraph provides hints about the word's meaning.
- ✓ **Using Prior Knowledge:** Connect the unfamiliar word or phrase to things you already know.
- ✓ **Analyzing Word Parts:** Break down words into prefixes, suffixes, and roots to deduce their meaning.
- ✓ **Activity:** Identify unfamiliar words and phrases in a text about sports. Work individually or in groups to infer their meanings using context clues and prior knowledge. Share your inferences and justify them with evidence from the text.

c) Relate information in a text to real life situations:

- ✓ **Making Text-to-Self Connections:** Think about how the events, characters, or themes in the text relate to your own experiences, feelings, or observations.
- ✓ **Making Text-to-World Connections:** Consider how the information in the text connects to broader issues, events, or concepts in the world around you (e.g., social issues, historical events, current affairs, other sports).
- ✓ **Making Text-to-Text Connections:** Identify similarities or differences between the text you are reading and other texts you have encountered (e.g., other stories, articles, poems, films about sports).
- ✓ **Benefits of Making Connections:**
 - ✓ **Deeper Understanding:** Relating the text to your own life and the world makes the content more meaningful and relevant.
 - ✓ **Improved Retention:** Connections help you to remember information better because you are linking it to existing knowledge.

- ✓ **Enhanced Critical Thinking:** Making connections encourages you to analyze and evaluate the text in a broader context.
- ✓ **Increased Engagement:** Finding personal or real-world relevance makes reading more engaging and enjoyable.
- ✓ **Activity:** After reading a passage about a sporting event or athlete, discuss how the themes or challenges presented in the text relate to real-life situations in sports or other areas of life.

d) Summarise information from a text for comprehension:

- **Summarising as a Key Skill:** Summarising involves identifying the main ideas and key details of a text and expressing them concisely in your own words.
- **Steps to Summarise:**
 - ✓ **Identify the Main Idea:** Determine the central point or purpose of the text.
 - ✓ **Locate Key Supporting Details:** Identify the most important information that supports the main idea.
 - ✓ **Eliminate Unnecessary Information:** Omit less important details, examples, and repetitions.
 - ✓ **Paraphrase:** Restate the main ideas and key details in your own words.
 - ✓ **Organise:** Structure your summary logically.
 - ✓ **Keep it Concise:** Make your summary brief and to the point.
- **Benefits of Summarising:**
 - ✓ **Improved Comprehension:** The act of summarising forces you to actively engage with the text and understand its core message.
 - ✓ **Enhanced Retention:** Condensing information into a summary aids in memory.
 - ✓ **Effective Communication:** Summarising allows you to quickly and clearly convey the essence of a text to others.
 - ✓ **Study Skills:** Summarising is a valuable tool for studying and reviewing information.
- **Activity:** Read a short article about a popular sport and then work individually or in groups to summarise the main points. Compare your summaries and discuss the key elements that should be included.

e) Appreciate the importance of reading comprehension in lifelong learning:

- **Reading Comprehension as a Foundational Skill:** The ability to understand what you read is fundamental to learning in all subjects and throughout life.
- **Importance in Academic Success:** Strong reading comprehension is essential for understanding textbooks, assignments, and exam questions.

- **Importance in Professional Life:** Many jobs require reading and understanding reports, emails, instructions, and other documents.
- **Importance in Personal Growth:** Reading allows you to access information, learn new skills, explore different perspectives, and expand your knowledge of the world.
- **Lifelong Learning:** In a constantly changing world, the ability to read and comprehend new information is crucial for continuous learning and adaptation.
- **Benefits of Strong Comprehension:**
 - ✓ **Increased Knowledge:** Reading is a primary source of information.
 - ✓ **Improved Critical Thinking:** Comprehension involves analyzing and evaluating information.
 - ✓ **Enhanced Communication Skills:** Understanding written language contributes to better writing and speaking skills.
 - ✓ **Greater Opportunities:** Strong literacy skills open doors to educational and career opportunities.
 - ✓ **Personal Enrichment:** Reading can be a source of pleasure, relaxation, and personal growth.
- **Activity:** Discuss the various ways in which reading comprehension is important in different aspects of life, from school to work to personal interests. Reflect on how improving your reading comprehension skills can benefit your lifelong learning journey.

7.3.1: Clauses - Noun Clauses

Key Concepts:

- ✓ **Clause:** A group of words that contains a subject and a verb.
- ✓ **Main Clause (Independent Clause):** A clause that can stand alone as a complete sentence because it expresses a complete thought.
- ✓ **Subordinate Clause (Dependent Clause):** A clause that cannot stand alone as a complete sentence because it does not express a complete thought. It depends on a main clause to give it meaning.
- ✓ **Noun Clause:** A subordinate clause that functions as a noun in a sentence. It can act as a subject, object, complement, or object of a preposition.
- ✓ **Relative Pronouns/Subordinating Conjunctions introducing Noun Clauses:** Words like *that, what, who, whom, whose, which, when, where, why, how, whether, if* can introduce noun clauses. This sub-strand focuses specifically on noun clauses beginning with *that* and *what*.

a) Recognize the noun clauses that begin with *that* and *what* from a given context:

- **Noun Clauses Beginning with *that*:**
 - ✓ These clauses often function as the subject or object of a verb.
 - ✓ The word *that* acts as a subordinator, introducing the noun clause.
 - ✓ *That* itself usually does not have a grammatical function within the noun clause.
 - ✓ **Examples:**
 - **That the referee made a controversial call** angered the fans. (Noun clause as subject)
 - The coach believes **that the team will win the next match.** (Noun clause as object of the verb *believes*)
 - The problem is **that the star player is injured.** (Noun clause as subject complement)
 - They were worried about **that the weather might affect the game.** (Noun clause as object of the preposition *about*)
- **Noun Clauses Beginning with *what*:**
 - ✓ These clauses often refer to a thing or things.
 - ✓ The word *what* acts as both a subordinator and has a grammatical function within the noun clause (often as a subject or object).
 - ✓ **Examples:**
 - **What the striker did** was amazing. (Noun clause as subject; *what* is the object of *did*)
 - The fans cheered **what they saw on the field.** (Noun clause as object of the verb *cheered*; *what* is the object of *saw*)
 - This is **what the coach predicted.** (Noun clause as subject complement; *what* is the object of *predicted*)
 - They were surprised by **what happened at the end of the game.** (Noun clause as object of the preposition *by*; *what* is the subject of *happened*)
- **Identifying Noun Clauses:** To identify a noun clause, look for a subordinate clause that answers a question like *who?* *what?* *whom?* in relation to the main verb or preposition.

b) Use noun clauses in varied contexts:

- ✓ **Noun Clause as Subject:** The entire noun clause acts as the subject of the main verb.
 - ✓ **Example: That the marathon was postponed** disappointed many athletes.
- ✓ **Noun Clause as Object of a Verb:** The noun clause acts as the direct object of the main verb.
 - ✓ **Example:** The commentator explained **what the new rules meant.**

- ✓ **Noun Clause as Subject Complement:** The noun clause follows a linking verb (e.g., *is, are, was, were, seems, appears*) and renames or describes the subject.
 - ✓ **Example:** The main concern is **that the team lacks experience.**
- ✓ **Noun Clause as Object of a Preposition:** The noun clause follows a preposition (e.g., *about, of, to, for, with, by*).
 - ✓ **Example:** The debate centered on **what the best strategy would be.**
- ✓ **Noun Clause as Appositive:** The noun clause renames or explains a noun or pronoun that comes before it.
 - ✓ **Example:** The rumour, **that the captain was retiring**, spread quickly.
- ✓ **Practice:** Learners should practice constructing their own sentences using noun clauses beginning with *that* and *what* in each of these grammatical functions, relating them to the theme of popular sports.

c) acknowledge the importance of the noun clause in communication:

- ✓ **Adding Detail and Complexity:** Noun clauses allow us to express more complex ideas and information within a single sentence. Instead of using multiple short sentences, we can embed information using noun clauses.
- ✓ **Creating Cohesion:** Noun clauses help to connect ideas smoothly within a sentence, contributing to better flow and coherence in communication.
- ✓ **Varying Sentence Structure:** Using noun clauses helps to create variety in sentence structure, making writing and speaking more engaging and less monotonous.
- ✓ **Expressing Abstract Ideas:** Noun clauses are useful for expressing abstract concepts, beliefs, facts, and opinions as grammatical units within a sentence.
- ✓ **Efficiency in Communication:** Noun clauses can convey information more efficiently than using separate sentences.
- ✓ **Clarity and Precision:** By using noun clauses correctly, we can express our thoughts and ideas with greater clarity and precision.
- ✓ **Example:** Instead of saying: "The team didn't train hard enough. This was the reason they lost." We can use a noun clause: "The reason they lost was **that the team didn't train hard enough.**" This makes the connection between the ideas clearer and more concise.

7.5.1: Functional Writing - Letters of Complaint, Request, and Inquiry

Key Concepts:

- ✓ **Functional Writing:** Writing that serves a specific practical purpose and aims to achieve a particular outcome.

- ✓ **Formal Letter:** A letter written in a serious and respectful tone, adhering to a specific structure and language conventions.
- ✓ **Letter of Complaint:** A formal letter written to express dissatisfaction or grievance about a product, service, or situation.
- ✓ **Letter of Request:** A formal letter written to ask for something, such as information, assistance, permission, or action.
- ✓ **Letter of Inquiry:** A formal letter written to seek information about a product, service, event, or opportunity.

Tuesday, April 9, 2026,

a) Identify the appropriate format and content of complaint, request, and inquiry letters for effective communication:

All three types of formal letters generally follow a similar format, but their content and tone differ based on their purpose.

Common Format for Formal Letters:

1. **Sender's Address:** Your full name and address are usually placed at the top left or right of the page.
2. **Date:** The date the letter is written, placed below the sender's address.
3. **Recipient's Address:** The full name and address of the person or organization you are writing to, placed below the date on the left.
4. **Salutation (Formal Greeting):**
 - ✓ If you know the recipient's name: *Dear Mr./Ms./Dr. [Last Name]*,
 - ✓ If you don't know the specific person: *Dear Sir/Madam*, or *Dear Sir or Madam*, or *To Whom It May Concern:*
5. **Subject Line:** A brief, clear statement indicating the purpose of the letter. It should be concise and informative (e.g., *COMPLAINT REGARDING DEFECTIVE SPORTS EQUIPMENT, REQUEST FOR INFORMATION ABOUT SPORTS CLUB MEMBERSHIP, INQUIRY ABOUT VOLUNTEERING OPPORTUNITIES AT THE SPORTS EVENT*). The subject line is usually placed below the salutation.
6. **Body Paragraphs:** The main content of the letter, organized logically into paragraphs.
7. **Closing (Formal Farewell):**
 - ✓ *Yours sincerely*, (if you know the recipient's name)
 - ✓ *Yours faithfully*, (if you don't know the recipient's name)
8. **Signature:** Your handwritten signature.
9. **Typed Full Name:** Your full name typed below your signature.

Specific Content and Tone for Each Letter Type:

- **Letter of Complaint:**

- ✓ **Purpose:** To express dissatisfaction and seek a resolution.

- ✓ **Content:**

- ❖ Clearly state the issue or problem.
- ❖ Provide specific details (dates, times, locations, product names, order numbers, etc.).
- ❖ Explain the impact of the issue on you.
- ❖ State what action you expect or desire as a resolution (e.g., refund, replacement, apology, repair).
- ❖ Maintain a firm but polite and professional tone. Avoid anger or abusive language.
- ❖ Refer to any relevant documentation (e.g., receipts, warranties).

- ✓ **Language Use:** Formal, clear, factual, and assertive (without being aggressive).

- **Letter of Request:**

- ✓ **Purpose:** To ask for something.

- ✓ **Content:**

- ❖ Clearly state what you are requesting.
- ❖ Provide necessary background information or context for your request.
- ❖ Explain why you are making the request and its importance.
- ❖ Be specific about what you need.
- ❖ If applicable, mention any deadlines or timeframes.
- ❖ Maintain a polite and respectful tone.
- ❖ Express gratitude for their consideration.

- ✓ **Language Use:** Formal, polite, clear, and persuasive.

- **Letter of Inquiry:**

- ✓ **Purpose:** To seek information.

- ✓ **Content:**

- ❖ Clearly state what information you are seeking.
- ❖ Provide context for your inquiry (why you need the information).
- ❖ Ask specific questions to guide their response.
- ❖ Be polite and respectful.
- ❖ If necessary, mention how you would prefer to receive the information.
- ❖ Express appreciation for their time and assistance.

- ✓ **Language Use:** Formal, polite, clear, and specific.

b) Write letters of complaint, request, and inquiry in varied situations:

Learners should be able to apply the format and content guidelines to write effective letters in different scenarios related to sports and games or other relevant contexts. Examples include:

- **Complaint:**
 - ✓ A letter to a sports equipment store about a faulty football.
 - ✓ A letter to a sports club about poor facilities or unfair treatment.
 - ✓ A letter to a school administration about inadequate sports provisions.
- **Request:**
 - ✓ A letter to a sports personality requesting an autograph or appearance at an event.
 - ✓ A letter to a company requesting sponsorship for a school sports team.
 - ✓ A letter to a sports organization requesting information about upcoming tournaments.
- **Inquiry:**
 - ✓ A letter to a sports academy inquiring about membership requirements and training schedules.
 - ✓ A letter to a sports magazine inquiring about advertising rates.
 - ✓ A letter to a stadium management inquiring about booking facilities for a school sports day.

c) Acknowledge the role of letter writing in effective communication:

Letter writing, despite the prevalence of digital communication, still plays a significant role in effective communication, especially in formal contexts:

- ❖ **Formal Record:** Letters provide a tangible and permanent record of communication, which can be important for documentation and future reference.
- ❖ **Seriousness and Intent:** Sending a formal letter often conveys a greater sense of seriousness and intent compared to a quick email or message.
- ❖ **Professionalism:** Well-written formal letters demonstrate professionalism and attention to detail.
- ❖ **Clarity and Structure:** The structured format of a formal letter encourages clear and organized communication of information.
- ❖ **Addressing Formal Issues:** Letters are often the preferred method for addressing official complaints, making formal requests, or seeking detailed information from organizations.
- ❖ **Lack of Digital Access:** In some situations, the recipient may not have reliable access to digital communication.
- ❖ **Personal Touch:** In certain circumstances, a well-crafted letter can convey a more personal and thoughtful message.

- ❖ **Legal and Official Purposes:** Letters are often required for official communication with government agencies, legal entities, and formal organizations.

SAMPLE LETTER OF COMPLAINT

[Your Full Name]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

The Manager

[Name of Sports office/department]

[Store Address]

Subject: COMPLAINT REGARDING DEFECTIVE FOOTBALL

Dear Sir/Madam,

I am writing to express my dissatisfaction with a football that I recently purchased from your store on [Date of Purchase]. The order number, if applicable, is [Order Number].

Upon using the football for the first time on [Date of First Use], I noticed that [Clearly describe the defect, e.g., the stitching on one of the panels is coming undone, the ball

deflates rapidly, the outer material is peeling]. This defect significantly impairs the functionality of the ball and makes it unsuitable for its intended use.

I have been a customer of your store in the past and have always been satisfied with the quality of your products. Therefore, I am quite disappointed with the condition of this particular football.

To resolve this issue, I would appreciate it if you could [State your desired resolution, e.g., offer a full refund, provide a replacement with a non-defective football of the same model, offer a store credit equivalent to the purchase price]. I have attached a copy of my purchase receipt as proof of purchase.

I look forward to your prompt response and a satisfactory resolution to this complaint. You can reach me at the phone number or email address provided above.

Yours sincerely,

[Your Signature]

[Your Typed Full Name]

SAMPLE LETTER OF REQUEST

[Your Full Name]

[Your Title/Position, if applicable]

[Name of Your School/Organization]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

[Name of Sports Personality]

[Their Address, if known]

[Or Address of their Agent/Organization]

Subject: REQUEST FOR APPEARANCE AT SCHOOL SPORTS DAY

Dear Mr./Ms./Dr. [Last Name of Sports Personality],

My name is [Your Full Name], and I am [Your Title/Position] at [Name of Your School/Organization] in [Location]. We are organizing our annual school sports day on [Date of Sports Day] at [Time of Event] at our school grounds.

Our learners are great admirers of your achievements in [Name of Sport], and we believe that your presence at our sports day would be a significant inspiration to them. We would be honored if you would consider making a brief appearance to [Specify what you would like them to do, e.g., say a few words of encouragement, present medals to the winners, participate in a friendly demonstration].

We understand your schedule is likely very demanding, and we are flexible with the duration and nature of your involvement. We are happy to discuss the details further and accommodate any specific requirements you may have.

Thank you for considering our request. We sincerely hope you will be able to join us in making our school sports day a memorable event for our learners.

Yours sincerely,

[Your Signature]

[Your Typed Full Name]

SAMPLE LETTER OF INQUIRY

[Your Full Name]

[Your Address]

[Your Phone Number]

[Your Email Address]

[Date]

The Admissions Officer

[Name of Sports Academy]

[Academy Address]

Subject: INQUIRY ABOUT MEMBERSHIP REQUIREMENTS AND TRAINING SCHEDULES

Dear Sir/Madam,

I am writing to inquire about the membership requirements and training schedules at [Name of Sports Academy]. I am a Grade 10 learner at [Your School Name] and I am very passionate about [Name of Sport]. I have been playing [Name of Sport] for [Number] years and I am keen to further develop my skills and potentially pursue it at a higher level.

I would be grateful if you could provide me with information regarding the following:

- a) The eligibility criteria for joining your academy.
- b) The different training programs you offer for my age group and skill level.
- c) The qualifications and experience of your coaching staff.
- d) The typical training schedule, including frequency and duration of sessions.
- e) The fees associated with membership and training.
- f) The application process and any deadlines for enrollment.

Please let me know if there is a brochure or any other information material that I can refer to. You can send the information to my email address provided above or by post to my address.

Thank you for your time and assistance. I look forward to hearing from you soon.

Yours faithfully,

[Your Signature]

[Your Typed Full Name]

THEME 08: HEALTH AND SAFETY: PERSONAL

Strand 8.1: Listening and Speaking Sub Strand

8.1.1: Intensive Listening/Viewing - Listening for Understanding, Using Visuals

Key Concepts:

- ✓ **Intensive Listening/Viewing:** Paying close attention to an audio or audiovisual text with the aim of understanding all aspects of the message, including verbal and non-verbal elements.
- ✓ **Non-Verbal Cues:** Ways of conveying meaning without using spoken words. These include facial expressions, body language (gestures, posture, movement), eye contact, tone of voice (paralinguistics), and personal space (proxemics).
- ✓ **Visuals:** Images, pictures, graphics, and other visual elements used in a text or presentation to convey information or enhance understanding.
- ✓ **Audiovisual Text:** A presentation or recording that combines both audio (sound, speech) and visual (images, video) elements.
- ✓ **Interpretation:** Explaining the meaning of something based on understanding and analysis.
- ✓ **Inference:** Drawing conclusions or making interpretations based on evidence and reasoning, even when not explicitly stated.
- ✓ **Decoding Meaning:** The process of understanding and interpreting the message conveyed through verbal and non-verbal cues, as well as visuals.

a) Recognize non-verbal cues and visuals from an audiovisual presentation:

- **Non-Verbal Cues in Audiovisual Presentations:** When watching an audiovisual presentation, pay attention to:
 - ✓ **Facial Expressions:** Smile, frown, raised eyebrows, eye movements can indicate emotions like happiness, sadness, confusion, surprise, etc.
 - ✓ **Body Language:** Posture (slouching, upright), gestures (pointing, waving), movements (pacing, stillness) can convey confidence, nervousness, engagement, etc.
 - ✓ **Eye Contact:** Direct eye contact can suggest sincerity or confidence, while avoiding it might indicate discomfort or dishonesty.
 - ✓ **Tone of Voice (Paralinguistics):** Pitch (high/low), volume (loud/soft), pace (fast/slow), and intonation (rise and fall of voice) can convey emotions and emphasis.
 - ✓ **Personal Space (Proxemics):** The distance between speakers can indicate their relationship and level of comfort.

- **Visuals in Audiovisual Presentations:** Identify the types of visuals used:
 - ✓ **Images/Photographs:** Can provide concrete representations of people, places, or objects.
 - ✓ **Videos/Moving Images:** Show actions, events, and interactions.
 - ✓ **Graphics/Charts/Diagrams:** Present data, relationships, or processes visually.
 - ✓ **Text on Screen:** Can highlight key information or provide additional context.
 - ✓ **Color and Lighting:** Can evoke specific moods or draw attention to certain elements.
 - ✓ **Setting/Background:** Provides context and can contribute to the overall message.
- **Activity:** Watch short video clips (e.g., from a health and safety presentation or a drama skit). Identify and list the different non-verbal cues and visuals used in each clip.

b) Interpret non-verbal cues in an oral text for meaning:

- **Focus on Audio:** When listening to an oral text (without visual aids initially), pay close attention to the speaker's tone of voice (paralinguistics).
 - ✓ **Pitch:** A rising pitch might indicate a question or surprise, while a falling pitch often signals the end of a statement.
 - ✓ **Volume:** A louder voice can convey excitement or anger, while a softer voice might suggest sadness or secrecy.
 - ✓ **Pace:** A fast pace could indicate nervousness or urgency, while a slow pace might suggest thoughtfulness or hesitation.
 - ✓ **Intonation:** The variations in pitch within a sentence can emphasize certain words or convey specific emotions.
 - ✓ **Pauses:** Silence can indicate contemplation, discomfort, or a shift in thought.
- **Consider the Context:** The meaning of non-verbal cues is often influenced by the situation, the relationship between the speakers, and the overall message being conveyed.
- **Activity:** Listen to audio recordings of dialogues or short stories. Identify instances where the speaker's tone of voice seems to convey a particular emotion or meaning. Discuss your interpretations and the specific vocal cues that led to your conclusions.

c) Infer meaning from visuals in audiovisual texts:

- **Visual Analysis:** When viewing visuals in an audiovisual text, consider:
 - ✓ **What is shown?** (People, objects, actions, settings)

- ✓ **How are they presented?** (Camera angles, lighting, composition, colors)
- ✓ **What emotions or ideas do they evoke?**
- ✓ **What information do they convey directly?**
- ✓ **What might they suggest or imply indirectly?**
- **Connecting Visuals to Audio:** Pay attention to how the visuals relate to the spoken words. Do they reinforce the message, provide additional information, contradict the audio, or create a specific mood?
- **Making Inferences:** Based on your analysis of the visuals and their relationship to the audio, draw conclusions about the underlying meaning, emotions, or messages being conveyed.
- **Activity:** Watch a short audiovisual presentation (e.g., a public service announcement about health or safety). Focus on the visuals and discuss what meanings or messages you can infer from them, even without the audio. Then, watch it with the audio and see how the visuals and audio work together.

d) Acknowledge the role of non-verbal cues in decoding meaning in a text:

- **Complementing Verbal Communication:** Non-verbal cues often work together with spoken words to enhance or clarify meaning. A smile can reinforce a positive statement, for example.
- **Contradicting Verbal Communication:** Sometimes, non-verbal cues can contradict spoken words, indicating insincerity or hidden feelings (e.g., saying "I'm fine" with a sad facial expression).
- **Substituting for Verbal Communication:** In some situations, non-verbal cues can convey meaning without any words being spoken (e.g., a nod of agreement, a thumbs-up).
- **Regulating Interaction:** Non-verbal cues like eye contact and gestures can help to manage the flow of conversation.
- **Expressing Emotions:** Many emotions are primarily conveyed through non-verbal cues, such as facial expressions and body language.
- **Cultural Differences:** It's important to remember that the interpretation of non-verbal cues can vary across cultures. What is considered polite in one culture might be rude in another.
- **Importance in Intensive Listening/Viewing:** Paying attention to non-verbal cues provides a richer and more complete understanding of the speaker's message and intentions. It allows us to "read between the lines" and gain a deeper insight into the communication.
- **Activity:** Discuss examples from everyday life or from the video clips you watched where non-verbal cues significantly influenced the meaning you derived from the communication. Reflect on how your understanding would have been different if you had only focused on the spoken words.

Sub Strand 8.1.2: Speaking Fluency Sounds - Sounds (realisation of /i:/), Sense Relations (synonyms, antonyms, homophones)

Key Concepts:

- ✓ **Speaking Fluency:** The ability to speak smoothly, easily, and readily, with a natural flow and rhythm. It involves accuracy in pronunciation, appropriate speed, and expressive delivery.
- ✓ **Phoneme:** The smallest unit of sound that distinguishes one word from another in a language (e.g., /i:/).
- ✓ **Grapheme:** A letter or a group of letters that represents a phoneme (e.g., 'ee', 'ea', 'ie' can represent the /i:/ sound).
- ✓ **/i:/ Sound (Long 'ee' sound):** A vowel sound produced with the tongue high and front in the mouth, held for a relatively long duration (as in *see, meet, believe*).
- ✓ **Sense Relations:** The semantic (meaning-based) relationships between words.
 - ✓ **Synonyms:** Words that have similar meanings (e.g., *ill* and *sick, safe* and *secure*).
 - ✓ **Antonyms:** Words that have opposite meanings (e.g., *healthy* and *unhealthy, danger* and *safety*).
 - ✓ **Homophones:** Words that sound the same but have different meanings and often different spellings (e.g., *see* and *sea, heal* and *heel*).
- ✓ **Accuracy:** Correctness in pronunciation, grammar, and word choice.
- ✓ **Expressiveness:** Using vocal variety (pitch, tone, volume), facial expressions, and body language to convey emotions and engage the audience.
- ✓ **Speed (Pace):** The rate at which someone speaks. Appropriate speed allows the audience to understand without feeling rushed or bored.

a) Distinguish among synonyms, antonyms, and homophones in communication:

- ✚ **Synonyms:**
 - ✓ Understanding synonyms enriches vocabulary and allows for varied expression.
 - ✓ Recognizing synonyms helps in understanding different ways of saying the same thing.
 - ✓ Be aware that synonyms may have slightly different connotations (emotional associations) or be appropriate in different contexts.
 - ✓ **Examples related to health and safety:** *danger/hazard, protection/safety, cure/remedy, weak/feeble, strong/robust.*
- ✚ **Antonyms:**

- ✓ Understanding antonyms clarifies the meaning of words by understanding their opposites.
- ✓ Antonyms are useful for creating contrasts and highlighting differences in communication.
- ✓ **Examples related to health and safety:** *healthy/unhealthy, safe/dangerous, well/sick, strong/weak, prevent/cause.*

✚ **Homophones:**

- ✓ Recognizing homophones is crucial for avoiding confusion in both spoken and written communication, as they sound alike but have different meanings.
- ✓ Pay attention to the context to determine the correct meaning of a homophone.
- ✓ **Examples related to health and safety (can be less direct but illustrate the concept):** *heal/heel* (foot), *see/sea* (danger at sea), *there/their/they're* (contextual usage in explanations).

- ✚ **Activity:** Participate in role-playing a dialogue about health and safety, consciously using synonyms, antonyms, and homophones. Identify and discuss the different sense relations used and how they affect the clarity and interest of the conversation. Create a chart with examples of each sense relation related to the theme.

b) Recognize the various realisations of sound /i:/ in an oral context:

- **The /i:/ Phoneme:** As described earlier, this is the long 'ee' sound.
- **Orthographic Realisations (Graphemes):** The /i:/ sound can be represented by several different spellings in English:
 - ✓ **'ee':** *see, feel, meet, sleep, tree, agree*
 - ✓ **'ea':** *sea, tea, meat, please, easy, deal*
 - ✓ **'ie':** *believe, field, piece, thief, achieve*
 - ✓ **'ei':** *receive, ceiling, deceive*
 - ✓ **'oe':** (Less common) *phoenix* (in the second syllable)
 - ✓ **'e':** (At the end of some words) *he, she, me, be*
 - ✓ **'y':** (At the end of some words) *happy, easy, busy, city*
 - ✓ **'i':** (In some syllables) *machine, magazine*
- **Listening Practice:** Listen to a model speaker (teacher or recording) articulate words containing the /i:/ sound with these various spellings. Pay attention to how the sound remains consistent despite the different letter combinations.
- **Modelling:** Practice saying these words aloud, focusing on producing the correct /i:/ sound.

c) Describe a speaker's accuracy, expressiveness, and speed in an oral presentation:

- ❖ **Accuracy:**
 - ✓ **Pronunciation:** Are the words pronounced correctly, with the right sounds and stress patterns?
 - ✓ **Grammar:** Are the sentences grammatically correct?
 - ✓ **Word Choice:** Are the words used appropriately for the context and meaning?
- ❖ **Expressiveness:**
 - ✓ **Vocal Variety:** Does the speaker vary their pitch, tone, and volume to emphasize points and convey emotions?
 - ✓ **Facial Expressions:** Do their facial expressions match the content of their speech?
 - ✓ **Body Language:** Do their gestures and posture enhance the message and engage the audience?
 - ✓ **Enthusiasm:** Does the speaker sound interested and engaged with the topic?
 - ✓ **Eye Contact:** Do they make appropriate eye contact with the audience?
- ❖ **Speed (Pace):**
 - ✓ **Appropriate Rate:** Is the speaker speaking at a speed that allows the audience to understand comfortably?
 - ✓ **Clarity:** Is the speed consistent, or does it fluctuate in a way that affects clarity?
 - ✓ **Pauses:** Are pauses used effectively for emphasis or to allow the audience to process information?
- ❖ **Activity:** Watch a video or a live performance of an oral narrative. Work collaboratively to describe the speaker's performance in terms of accuracy, expressiveness, and speed, providing specific examples from the presentation to support your observations.

d) Perform an oral narrative with accuracy, expressiveness, and at the right speed for fluency:

- ❖ **Preparation:** Choose a short narrative related to health or safety (e.g., a story about first aid, preventing accidents, making healthy choices). Practice reading it aloud several times.
- ❖ **Accuracy Focus:** Pay attention to the pronunciation of all words, especially those with the /i:/ sound and any homophones that might be present. Ensure grammatical correctness.
- ❖ **Expressiveness Practice:** Identify opportunities in the narrative to use vocal variety, facial expressions, and gestures to bring the story to life and convey emotions.

- ❖ **Speed Control:** Practice speaking at a pace that is neither too fast nor too slow, allowing for clear articulation and comprehension. Use pauses effectively for emphasis and breathing.
- ❖ **Performance and Recording:** Perform the oral narrative for the class or in small groups, focusing on accuracy, expressiveness, and appropriate speed. Record your performance (if possible) to self-assess your fluency.

e) Influence others to use synonyms, antonyms, and homophones accurately:

- **Modelling Good Usage:** Use synonyms, antonyms, and homophones correctly and effectively in your own speech and writing.
- **Providing Explanations:** When you hear or see someone misuse these words, politely and clearly explain the correct usage and the differences in meaning.
- **Creating Learning Activities:** Develop simple games or exercises that help others practice identifying and using these word relationships correctly.
- **Encouraging Vocabulary Development:** Promote the importance of expanding vocabulary to include a variety of synonyms and antonyms for more precise and engaging communication.
- **Highlighting Potential for Misunderstanding:** Explain how misusing homophones can lead to confusion and the importance of context.
- **Positive Reinforcement:** Praise others when they use these words accurately.

8.2.1: Extensive Reading: Library Skills - Beginning the Research Process, Locating Materials in the Library

Key Concepts:

- ✓ **Extensive Reading:** Reading longer texts for general understanding, pleasure, or to gather a broad overview of a topic.
- ✓ **Library Skills:** The abilities needed to effectively use a library and its resources for information gathering and research.
- ✓ **Research Process:** A systematic series of steps undertaken to investigate a topic and find information.
- ✓ **Print Resources:** Physical materials found in a library, such as books, journals, magazines, newspapers, and pamphlets.
- ✓ **Non-Print Resources:** Materials in formats other than print, such as audio recordings, video recordings, DVDs, CD-ROMs, microfilms, and digital resources.
- ✓ **Library Databases:** Organised collections of digital information (e.g., articles, e-books, reports) that can be accessed through the library's online system.
- ✓ **Catalogue:** A searchable database that lists all the materials available in a library, providing information such as author, title, subject, and call number.

- ✓ **Call Number:** A unique code assigned to each item in the library, used to locate it on the shelves according to a classification system (e.g., Dewey Decimal System).
- ✓ **Digital Library Applications:** Software or online platforms used by libraries to manage their collections and provide access to resources (e.g., Koha).
- ✓ **Questionnaire:** A set of written questions used to gather information from individuals.
- ✓ **Graphic Organiser:** A visual tool used to structure and present information (e.g., flow chart, mind map, concept map).

a) discuss the steps involved in library research for information:

The library research process is a systematic approach to finding information. The general steps include:

1. **Defining the Research Topic:** Clearly identify and narrow down the topic you need to research. A well-defined topic makes the search more focused.
2. **Identifying Keywords:** Brainstorm relevant keywords and phrases related to your topic. These will be used to search the library catalogue and databases. Consider synonyms and related terms.
3. **Developing a Research Question:** Formulate specific questions that you aim to answer through your research. This provides a clear focus for your information gathering.
4. **Locating Potential Sources:**
 - ✓ **Using the Library Catalogue:** Search the library's catalogue using your keywords to find relevant books, journals, and other materials. Note down the titles, authors, and call numbers of potentially useful resources.
 - ✓ **Exploring Library Databases:** If the library provides access to online databases, search them using your keywords for articles, reports, and other scholarly materials.
 - ✓ **Considering Other Resources:** Think about other potential sources such as encyclopedias, dictionaries, government publications, and reputable websites.
5. **Evaluating Sources:** Once you have identified potential sources, critically evaluate their relevance, credibility, accuracy, and bias. Consider the author's expertise, the publisher, the date of publication, and the evidence presented.
6. **Taking Notes and Recording Information:** As you read through your chosen sources, take detailed notes on relevant information. Record bibliographic details (author, title, publication date, etc.) for proper citation later.
7. **Synthesising Information:** Combine information from different sources, identify patterns, compare and contrast viewpoints, and develop your own understanding of the topic.

8. **Organising Information:** Structure your findings logically, often following an outline based on your research questions.
9. **Citing Sources:** Properly acknowledge all the sources you have used in your research to avoid plagiarism. Follow a consistent citation style (e.g., MLA, APA).
10. **Reviewing and Revising:** After drafting your research output, review and revise it for clarity, accuracy, and completeness.

b) Locate print and non-print resources in libraries and databases to facilitate research:

- **Locating Print Resources:**
 - ✓ **Using the Catalogue:** Search the library catalogue (online or card catalogue) for your topic, author, or title. The catalogue record will provide a **call number**.
 - ✓ **Understanding Call Numbers:** Call numbers are usually based on a classification system like the Dewey Decimal System or Library of Congress Classification. Learn the basic categories relevant to your research topic.
 - ✓ **Navigating the Shelves:** Follow the call number to the specific section and shelf where the material is located. Pay attention to the order of numbers and letters.
 - ✓ **Library Maps and Signage:** Use library maps and directional signs to help you find different sections and collections.
 - ✓ **Asking for Assistance:** Don't hesitate to ask a librarian for help if you can't find what you're looking for.
- **Locating Non-Print Resources:**
 - ✓ **Checking the Catalogue:** Non-print materials (e.g., DVDs, audiobooks) are also listed in the library catalogue, often with specific locations (e.g., Audio-Visual Section).
 - ✓ **Designated Sections:** Libraries usually have separate sections for non-print materials. Familiarise yourself with these areas.
 - ✓ **Using Equipment:** You may need specific equipment (e.g., DVD player, headphones) to use some non-print resources. Know where this equipment is available.
- **Locating Resources in Databases:**
 - ✓ **Accessing Databases:** Libraries provide access to various online databases through their website. You may need a library card or login credentials.
 - ✓ **Searching Databases:** Use relevant keywords and Boolean operators (AND, OR, NOT) to refine your search results.
 - ✓ **Using Filters and Limiters:** Databases often allow you to filter results by publication date, source type, subject, etc.

- ✓ **Downloading and Saving:** Learn how to download articles, e-books, and other resources from the databases.
- ✓ **Citing from Databases:** Pay attention to citation information provided by the databases.

c) Appreciate the need for libraries in schools as foundations for research:

School libraries play a crucial role in fostering a research culture and supporting learning:

- ✓ **Access to Information:** Libraries provide a wide range of resources, both print and digital, that learners may not have access to otherwise.
- ✓ **Developing Research Skills:** Libraries are learning environments where learners can develop essential research skills, such as locating, evaluating, and citing information.
- ✓ **Promoting Literacy and Reading Culture:** Libraries encourage reading for pleasure and information, contributing to improved literacy skills.
- ✓ **Supporting Curriculum Learning:** Library resources are aligned with the school curriculum, providing valuable supplementary materials for classroom learning.
- ✓ **Providing a Quiet Study Space:** Libraries offer a conducive environment for focused study and research.
- ✓ **Guidance from Librarians:** Librarians are trained professionals who can assist learners with their research needs.
- ✓ **Foundation for Lifelong Learning:** The research skills learned in a school library provide a foundation for academic pursuits and lifelong learning.
- ✓ **Equal Access:** Libraries aim to provide equal access to information for all learners, regardless of their socio-economic background.
- ✓ **Cultivating Critical Thinking:** Engaging with diverse sources in a library setting encourages learners to think critically and form their own opinions.

Sub Strand 8.3.1: Sentence Structure - Simple Sentences: Sentence Parts, Compound Sentences

Key Concepts:

- ✓ **Sentence:** A group of words that expresses a complete thought and contains a subject and a verb.
- ✓ **Simple Sentence:** A sentence that contains only one independent clause (a clause that can stand alone as a sentence).

- ✓ **Subject (S):** The noun or pronoun that performs the action of the verb or is described by the verb.
- ✓ **Verb (V):** The word that expresses an action, state of being, or occurrence.
- ✓ **Object:** A noun or pronoun that receives the action of a transitive verb.
 - ❖ **Direct Object (O):** The person or thing directly affected by the verb.
 - ❖ **Indirect Object (IO):** The person or thing to whom or for whom the action of the verb is done (comes before the direct object).
- ✓ **Complement:** A word or group of words that provides more information about the subject or object.
 - ❖ **Subject Complement (SC):** Follows a linking verb and renames or describes the subject (can be a noun, pronoun, or adjective).
 - ❖ **Object Complement (OC):** Follows a direct object and renames or describes it (can be a noun or adjective).
- ✓ **Adverbial (A):** A word or phrase that modifies a verb, adjective, or another adverbial. It often indicates time, place, manner, reason, or purpose.
- ✓ **Compound Sentence:** A sentence that contains two or more independent clauses joined by a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so), a semicolon (;), or a conjunctive adverb (e.g., however, therefore, moreover) followed by a comma.

a) analyse the SV, SVO, SVC, SVOO, SVOA patterns in simple sentences:

- ✓ **SV (Subject-Verb):** The simplest sentence pattern, consisting of a subject and an intransitive verb (a verb that does not require an object).
 - ✓ **Example:** *The patient rested.* (S = The patient, V = rested)
 - ✓ **Example (Health context):** *He coughed.* (S = He, V = coughed)
- ✓ **SVO (Subject-Verb-Object):** A subject followed by a transitive verb (a verb that requires a direct object) and a direct object.
 - ✓ **Example:** *The doctor examined the report.* (S = The doctor, V = examined, O = the report)
 - ✓ **Example (Safety context):** *She wore a helmet.* (S = She, V = wore, O = a helmet)
- ✓ **SVC (Subject-Verb-Complement):** A subject followed by a linking verb (e.g., *is, are, was, were, seems, appears, becomes*) and a subject complement.
 - ✓ **Example:** *The result was negative.* (S = The result, V = was, C = negative (adjective))
 - ✓ **Example (Health context):** *He seemed tired.* (S = He, V = seemed, C = tired (adjective))
 - ✓ **Example:** *She is a nurse.* (S = She, V = is, C = a nurse (noun))
- ✓ **SVOO (Subject-Verb-Indirect Object-Direct Object):** A subject followed by a transitive verb that takes both an indirect object (who or what receives the

direct object) and a direct object (what is given). The indirect object usually comes before the direct object.

- ✓ **Example:** *The nurse gave the patient some medicine.* (S = The nurse, V = gave, IO = the patient, DO = some medicine)
- ✓ **Example (Health context):** *The school offered learners advice.* (S = The school, V = offered, IO = learners, DO = advice)
- ✓ **SVOA (Subject-Verb-Object-Adverbial):** A subject followed by a transitive verb, a direct object, and an adverbial (modifying the verb). The adverbial can indicate time, place, manner, etc.
 - ✓ **Example:** *They discussed the symptoms carefully.* (S = They, V = discussed, O = the symptoms, A = carefully (manner))
 - ✓ **Example (Safety context):** *He put the first-aid kit there.* (S = He, V = put, O = the first-aid kit, A = there (place))
- ✓ **Analysis Practice:** Learners should practice identifying the subject, verb, object (direct/indirect), complement (subject/object), and adverbial in various simple sentences and categorizing them according to these patterns.

b) Use simple sentences in oral and written texts:

- ❖ **Clarity and Directness:** Simple sentences are effective for conveying clear and direct information.
- ❖ **Emphasis:** They can be used to emphasize a single idea.
- ❖ **Foundation for More Complex Sentences:** Understanding simple sentence structure is essential for building more complex sentences.
- ❖ **Oral Communication:** In spoken language, simple sentences can make it easier for listeners to follow the conversation.
- ❖ **Written Communication:** Use simple sentences strategically for clarity, especially when introducing new ideas or summarizing information.
- ❖ **Activity:** Compose several simple sentences related to health and safety, using each of the SV, SVO, SVC, SVOO, and SVOA patterns. Share these sentences orally and in written form.

c) Use compound sentences in oral and written texts:

- ✚ **Combining Related Ideas:** Compound sentences are used to join two or more closely related independent clauses.
- ✚ **Showing Relationships:** They can show relationships such as addition (and), contrast (but, yet), choice (or), reason (for, so), or consequence (so).
- ✚ **Adding Variety:** Using compound sentences adds variety to sentence structure, making writing and speaking more interesting.
- ✚ **Oral Communication:** Compound sentences can create a more natural flow in spoken language when connecting related thoughts.

- ✚ **Written Communication:** Use compound sentences to link related ideas smoothly within paragraphs.
- ✚ **Examples (Health context):**
 - ✓ *Exercise is important for physical health, and it also benefits mental well-being.* (Coordinating conjunction 'and')
 - ✓ *She felt unwell; therefore, she stayed home from school.* (Conjunctive adverb 'therefore')
 - ✓ *He knew the risks, but he continued the dangerous activity.* (Coordinating conjunction 'but')
- ✚ **Activity:** Write a paragraph about mental health using a combination of simple and compound sentences. Identify the independent clauses and the joining words/punctuation in the compound sentences.

d) Recognize the importance of using a variety of sentences in communication:

- ❖ **Engaging the Audience:** Varying sentence structure (using both simple and compound sentences, as well as more complex structures learned later) makes writing and speaking more interesting and engaging for the audience.
- ❖ **Maintaining Clarity:** While variety is important, using a mix of sentence structures can also enhance clarity by emphasizing key ideas in simple sentences and connecting related ideas smoothly in compound sentences.
- ❖ **Creating Rhythm and Flow:** Sentence variety contributes to a more natural rhythm and flow in both spoken and written language.
- ❖ **Adding Emphasis:** Short, simple sentences can be used for emphasis, while compound sentences can show the relationship between ideas.
- ❖ **Sophistication in Writing:** Using a range of sentence structures demonstrates a higher level of writing proficiency.
- ❖ **Avoiding Monotony:** Relying too heavily on one type of sentence structure can make communication sound repetitive and dull.
- ❖ **Tailoring to Purpose:** The type of sentence structure used can be adjusted to suit the specific purpose of the communication (e.g., clear instructions might use more simple sentences, while a narrative might use more varied structures).

8.5.1: Functional Writing - Simple Report Writing, Memos, Emails with Attachments

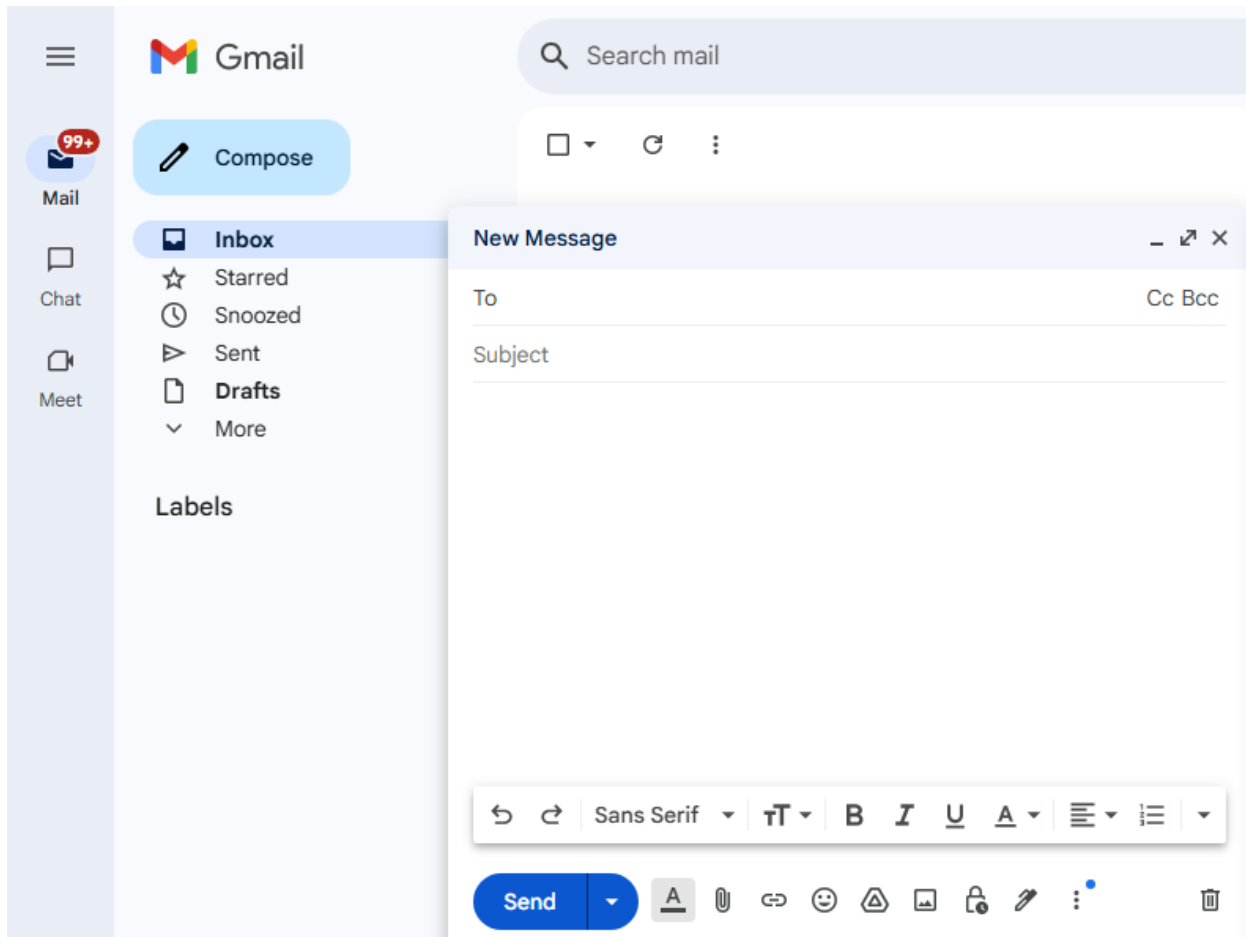
Key Concepts:

- ✓ **Functional Writing:** Writing that serves a specific practical purpose and aims to achieve a particular outcome.

- ✓ **Simple Report:** A concise and factual document that presents information about a specific event, situation, or task.
- ✓ **Memo (Memorandum):** A brief written message used for internal communication within an organization.
- ✓ **Email (Electronic Mail):** A digital message sent and received over a computer network.
- ✓ **Attachment:** A file (e.g., document, image, video) that is sent along with an email.
- ✓ **Writing Fluency:** The ability to write smoothly, easily, and readily, with a natural flow and coherence.

a) Identify the elements of simple reports, memos, and emails in written contexts:

- **Simple Report:**
 - ✓ **Title:** A clear and concise heading that indicates the subject of the report.
 - ✓ **Introduction:** Briefly states the purpose of the report and provides necessary background information.
 - ✓ **Findings/Observations:** Presents the main information or findings in a clear and organized manner, often using bullet points, numbered lists, or short paragraphs.
 - ✓ **Conclusion (optional for very simple reports):** Briefly summarizes the key findings.
 - ✓ **Recommendations (optional for very simple reports):** Suggests actions based on the findings.
 - ✓ **Date:** The date the report was written.
 - ✓ **Writer's Name/Position:** Identifies the person who wrote the report.
- **Memo (Memorandum):**
 - ✓ **Heading:** Clearly indicates it's a memo and includes:
 - **To:** The recipient(s) of the memo.
 - **From:** The sender of the memo.
 - **Date:** The date the memo was written.
 - **Subject:** A brief and clear summary of the memo's content.
 - ✓ **Body:** The main message, usually concise and direct, explaining the information, request, or instruction.
 - ✓ **Closing (optional for very brief memos):** A brief professional closing (e.g., Sincerely, Regards).
 - ✓ **Writer's Initials/Name:** The sender's initials or name.
- **Email with Attachments:**



- ✓ **To:** The recipient's email address(es).
- ✓ **Cc (Carbon Copy):** Optional field to send copies to other interested parties who need to be informed but don't need to take direct action.
- ✓ **Bcc (Blind Carbon Copy):** Optional field to send copies without the primary and Cc recipients knowing.
- ✓ **Subject Line:** A clear and concise summary of the email's content.
- ✓ **Salutation (Greeting):** A polite opening (e.g., Dear [Name], Hello [Name],).
- ✓ **Body:** The main message, written clearly and concisely.
- ✓ **Closing:** A polite closing (e.g., Sincerely, Regards, Best regards, Thank you).
- ✓ **Signature:** Your name and any other relevant contact information.
- ✓ **Attachment(s):** The file(s) you are sending along with the email, clearly indicated in the email. The email should usually refer to the attachment.

b) Write simple reports, memos, and emails for writing fluency:

Learners should practice writing these functional documents in various scenarios related to health and safety or other relevant contexts to develop their writing fluency. Examples include:

- **Simple Report (Health & Safety Context):**
 - ✓ A report on a minor accident that occurred during a school sports activity.
 - ✓ A report on the availability of first-aid supplies in the classroom.
 - ✓ A report on observations made during a fire drill.
- **Memo (Health & Safety Context):**
 - ✓ A memo to all staff about new handwashing guidelines.
 - ✓ A memo to learners about an upcoming health awareness talk.
 - ✓ A memo to the maintenance department requesting the repair of a faulty hand sanitizer dispenser.
- **Email with Attachments (Health & Safety Context):**
 - ✓ An email to parents with an attached information sheet about school vaccination programs.
 - ✓ An email to a guest speaker with an attached invitation letter and directions to the school for a health talk.
 - ✓ An email to a teacher with an attached learner's medical report.

Key considerations for writing fluency in these formats:

- **Clarity:** Use clear and straightforward language.
- **Conciseness:** Be brief and to the point. Avoid unnecessary jargon or lengthy explanations.
- **Accuracy:** Ensure all information presented is correct.
- **Organization:** Structure the information logically using appropriate headings, bullet points, etc.
- **Appropriate Tone:** Maintain a professional and respectful tone.

c) advocate the need to produce well-written simple reports, memos, and emails for effective communication:

Producing well-written functional documents is crucial for effective communication in various settings:

- ✓ **Clarity of Information:** Well-written reports, memos, and emails ensure that the intended message is easily understood, reducing the risk of misinterpretation.
- ✓ **Efficiency:** Clear and concise writing saves time for both the writer and the reader.

- ✓ **Professionalism:** Well-formatted and error-free documents project a professional image of the writer and the organization.
- ✓ **Accountability:** Reports provide a record of events, findings, and recommendations, contributing to accountability.
- ✓ **Coordination:** Memos and emails facilitate internal communication and coordination within teams or organizations.
- ✓ **Decision-Making:** Clear and informative reports provide the necessary information for making sound decisions.
- ✓ **Maintaining Relationships:** Polite and professional communication in emails helps maintain positive relationships with recipients.
- ✓ **Legal and Official Purposes:** In some cases, written reports and memos may serve as official records.
- ✓ **Impact and Persuasion:** Well-structured and clearly argued reports and emails are more likely to have the desired impact and persuade the reader.

Activity: Discuss real-life scenarios where poorly written reports, memos, or emails led to misunderstandings or negative consequences. Then, discuss how well-written documents could have improved the situation. Create a brief presentation or poster advocating for the importance of clear and effective functional writing.

SAMPLE SIMPLE REPORT

Title: Report on the Availability of First-Aid Supplies in Grade 10 Classrooms

Introduction: This report aims to assess the current availability of essential first-aid supplies in all Grade 10 classrooms as of January 16, 2026. The purpose is to identify any shortages and recommend necessary replenishments to ensure the safety and well-being of learners and teachers.

Findings/Observations: The following observations were made during a survey of the ten Grade 10 classrooms:

1. **Basic First-Aid Kit Present:** All ten classrooms were found to have a designated first-aid kit.
2. **Bandages:** Eight classrooms had a sufficient supply of assorted bandages. Two classrooms (10A and 10C) were found to have a limited number of small-sized bandages remaining.
3. **Antiseptic Wipes:** Seven classrooms had an adequate supply of antiseptic wipes. Three classrooms (10B, 10D, and 10F) had either very few remaining or none.
4. **Adhesive Tape:** Six classrooms had adhesive tape in their kits. Four classrooms (10E, 10G, 10H, and 10J) were missing adhesive tape.

5. **Pain Relievers (Paracetamol/Ibuprofen):** These were not consistently found in any of the first-aid kits, which aligns with the school policy of administering medication only by authorized personnel.
6. **Gloves:** Only five classrooms had disposable gloves in their first-aid kits.

Conclusion:

While all Grade 10 classrooms have basic first-aid kits, there are inconsistencies in the availability of essential supplies such as small bandages, antiseptic wipes, and adhesive tape.

Recommendations:

1. Conduct an immediate replenishment of small-sized bandages for classrooms 10A and 10C.
2. Restock antiseptic wipes in classrooms 10B, 10D, and 10F.
3. Provide adhesive tape for the first-aid kits in classrooms 10E, 10G, 10H, and 10J.
4. Consider a central system for regular checks and restocking of first-aid supplies in all classrooms.
5. Reinforce the school policy regarding the administration of pain relief medication.
6. Ensure all first-aid kits contain a sufficient number of disposable gloves.

Date: January 16, 2025

Writer: [Your Name/Position - e.g., Health Prefect, Form Teacher]

SAMPLE MEMO

MEMORANDUM

To: All Grade 10 learners

From: [Your Name/Position - e.g., School Nurse, Guidance Counselor]

Date: April 17, 2026

Subject: Importance of Proper Hand-washing Techniques

This memo serves to remind all Grade 10 learners about the crucial role of proper hand-washing in preventing the spread of germs and maintaining personal health.

With the recent increase in reported minor illnesses, it is essential that everyone adheres to effective hand-washing practices. Please ensure you wash your hands thoroughly with soap and running water for at least 20 seconds:

- a) After using the restroom.
- b) Before eating or preparing food.
- c) After coughing or sneezing.
- d) After touching shared surfaces.
- e) Whenever your hands are visibly dirty.

Using hand sanitizer with at least 60% alcohol is a suitable alternative when soap and water are not readily available.

Let us all take responsibility for our health and the health of those around us by making proper hand-washing a consistent habit. Your cooperation in this matter is greatly appreciated.

[Your Initials/Name]

SAMPLE EMAIL WITH ATTACHMENT

To: [email address removed]

Cc: [email address removed]

Subject: Important Information Regarding Upcoming School Vaccination Program

Dear Parents/Guardians of Grade 10 Learners,

This email is to inform you about the upcoming school-wide vaccination program scheduled for **Tuesday, April 9, 2026**, during school hours. This program aims to protect our learners and the wider school community from [Specify the disease(s), e.g., Measles and Rubella].

The vaccinations will be administered by qualified healthcare professionals from [Name of Health Organization/Ministry of Health]. Participation in this program is highly encouraged to ensure the health and safety of all learners.

Attached to this email is an information sheet that provides detailed information about the vaccination program, including:

- a) The benefits of vaccination against [Disease(s)].
- b) Potential mild side effects.
- c) Consent procedures for your child to receive the vaccination.
- d) Frequently Asked Questions (FAQs).

Please take the time to carefully read the attached document. If you have any questions or concerns, please do not hesitate to contact the school nurse, [School Nurse's Name], at [School Nurse's Email Address] or [School Nurse's Phone Number] by **April 25, 2026**.

We believe this vaccination program is a vital step in ensuring a healthy and safe learning environment for all our Grade 10 learners. Your cooperation and support are greatly appreciated.

Sincerely,

[Your Name]

[Your Title - e.g., Principal, School Health Coordinator]

[School Name]

[School Contact Information]

Attachment: Vaccination Program Information Sheet - Grade 10.pdf

Remember to replace the bracketed information with the specific details relevant to your context. These samples demonstrate the basic elements and appropriate tone for each type of functional writing.

THEME 9: INCOME: TYPES AND SOURCES

Strand 9.1: Listening and Speaking

Sub Strand 9.1.1: Selective Listening - Filtering and Extracting Information

Key Concepts:

- ✓ **Selective Listening:** A listening technique where the listener focuses only on specific parts of an oral message that are relevant to their needs or interests, while ignoring other parts.
- ✓ **Filtering Information:** The process of sorting through incoming auditory information and separating relevant details from irrelevant noise or less important content.
- ✓ **Extracting Information:** The process of identifying and taking out specific pieces of information from a larger body of spoken text.
- ✓ **Oral Text:** Any spoken form of communication, such as a narrative, speech, conversation, or recording.
- ✓ **Strategies for Selective Listening:** Techniques used to focus on and extract specific details.
- ✓ **Characters:** The individuals or entities involved in a story or narrative.
- ✓ **Main Ideas:** The central points or messages conveyed in an oral text.
- ✓ **Events:** The occurrences or actions that take place in a narrative.

a) Identify strategies for listening to specific details from an oral text:

To effectively listen for specific details, you can employ several strategies:

1. **Define Your Purpose:** Before listening, clearly identify what specific information you need to extract. Knowing your goal will help you focus your attention. For example, if you're listening to a story about income sources, you might be looking for the different types of income mentioned.
2. **Preview or Anticipate:** If you have any prior knowledge about the topic or the speaker, use it to anticipate what might be said and what details might be important.
3. **Focus on Keywords and Phrases:** Listen for words and phrases that are directly related to the information you are seeking. These keywords act as signposts. For example, if you're looking for types of income, listen for words like "salary," "wages," "profit," "rent," "interest," "dividends," etc.
4. **Use Contextual Clues:** Pay attention to the surrounding words and sentences to understand the meaning of key terms and to identify the specific details you need.

5. **Filter Out Distractions:** Minimize both internal (your own thoughts) and external (noise) distractions to maintain focus on the speaker.
6. **Take Selective Notes:** Jot down only the specific details you are looking for. Don't try to write down everything. Use abbreviations or short phrases to save time.
7. **Listen for Enumerations or Lists:** Speakers often use phrases like "The three main sources of income are...", "Firstly...", "Secondly...", to signal specific details that you should pay attention to.
8. **Pay Attention to Emphasis and Intonation:** Speakers often emphasize important information through changes in their tone of voice, volume, or pace. These non-verbal cues can highlight the details you need.
9. **Mentally Summarize Key Points:** As you listen, periodically summarize the specific details you have extracted in your mind to reinforce your understanding.
10. **Ask Clarifying Questions (if appropriate):** If the situation allows, don't hesitate to ask the speaker to repeat or clarify specific information you might have missed.

b) Extract specific information from an oral narrative:

When listening to an oral narrative (a story or account), you can use the strategies above to extract specific information such as:

- ✓ **Characters:** Listen for the names of individuals or entities involved in the story, their roles, and any key information about them (e.g., their profession, their relationship to others, their financial situation).
- ✓ **Main Ideas:** Identify the central themes or messages the narrative conveys about income types and sources. What are the key takeaways regarding how people earn money?
- ✓ **Events:** Focus on the specific occurrences or actions in the narrative that relate to how income is earned, spent, or managed. Pay attention to the sequence of these events.

Example Scenario:

Imagine you are listening to a story about a young entrepreneur. To extract specific information:

- ✓ **Characters:** You would listen for the entrepreneur's name, their background, and any other individuals involved in their business ventures (e.g., partners, employees, customers).

- ✓ **Main Ideas:** You would try to identify the core messages about entrepreneurship as a source of income – the challenges, rewards, and strategies involved.
- ✓ **Events:** You would focus on the specific actions the entrepreneur takes to generate income, such as starting a business, selling products or services, securing funding, and managing finances.

c) Embrace the importance of listening for particular information in an oral context:

Listening for specific information is a crucial skill in various situations:

- **Efficiency:** It allows you to quickly and effectively obtain the information you need without having to process and remember irrelevant details.
- **Focus:** It helps you stay focused on your objective and avoid getting sidetracked by less important information.
- **Academic Success:** In lectures and discussions, being able to listen for specific details is essential for understanding key concepts and answering questions accurately.
- **Professional Settings:** In meetings, presentations, and conversations with colleagues or clients, selective listening helps you identify crucial information, tasks, or instructions.
- **Daily Life:** In conversations, announcements, and instructions, being able to filter and extract specific details ensures you understand and respond appropriately.
- **Problem Solving:** When listening to a description of a problem, focusing on specific details can help you identify the root cause and potential solutions.
- **Following Instructions:** Accurately extracting specific steps or conditions from spoken instructions is vital for completing tasks correctly and safely.

Sub Strand 9.1.2: Speaking Fluency - Oral Presentations, Sounds (/ð/ and /θ/)

Key Concepts:

- **Speaking Fluency:** The ability to speak smoothly, easily, and readily, with a natural flow and rhythm. It encompasses pronunciation, intonation, speed, and expressiveness.
- **Phoneme:** The smallest unit of sound that distinguishes one word from another in a language (e.g., /ð/, /θ/).
- **/ð/ Sound (Voiced Dental Fricative):** Produced by placing the tip of the tongue lightly between the upper and lower teeth and forcing air out with a buzzing sound (vocal cords vibrate). Examples: *this, that, the, other, smooth*.
- **/θ/ Sound (Unvoiced Dental Fricative):** Produced with the same tongue and teeth placement as /ð/, but the air is forced out without a buzzing sound (vocal cords do not vibrate). Examples: *thin, think, through, bath, teeth*.
- **Intonation:** The rise and fall of the voice in speech, which can convey grammatical information (e.g., questions), emotions, and emphasis.
- **Types of Intonation:**
 - ✓ **Rising Intonation:** Often used for questions (especially yes/no questions), incomplete thoughts, and lists.
 - ✓ **Falling Intonation:** Typically used for statements, commands, and wh-questions (questions starting with *who, what, where, when, why, how*).
 - ✓ **Fall-Rise Intonation:** Can express doubt, uncertainty, or a reservation.
 - ✓ **Rise-Fall Intonation:** Can express surprise, strong emotion, or emphasis.
- **Oral Presentation:** A spoken delivery of information or ideas to an audience.
- **Skit:** A short, humorous performance or sketch.
- **Fluency Aspects:**
 - ✓ **Accuracy:** Correctness in pronunciation, grammar, and word choice.
 - ✓ **Speed (Pace):** The rate at which someone speaks.
 - ✓ **Expressiveness:** Using vocal variety, facial expressions, and body language to convey meaning and engage the audience.

a) Differentiate the consonant sounds /ð/ and /θ/ in oral communication:

- ❖ **Production of /ð/ (voiced):** Feel the vibration in your throat when you say words like *this* or *that*. The tongue is gently between the teeth, and air flows out with a buzzing sound.
- ❖ **Production of /θ/ (unvoiced):** There is no vibration in your throat when you say words like *thin* or *think*. The tongue placement is the same as for /ð/, but the airflow is silent.
- ❖ **Minimal Pairs:** Practice with minimal pairs – words that differ only by one sound (in this case, /ð/ or /θ/) – to help distinguish them:

- ✓ *thin* /θɪn/ - *then* /ðen/
- ✓ *bath* /bæθ/ - *bathe* /beɪð/
- ✓ *mouth* /maʊθ/ - *mouthe* /maʊð/ (less common verb)
- ✓ *breath* /breθ/ - *breathe* /bri:ð/
- ✓ *weather* /'weðər/ - *whether* /'weθər/

- ❖ **Contextual Awareness:** Pay attention to the spelling of words, but remember that spelling doesn't always perfectly indicate pronunciation. Listen carefully to how these sounds are produced in spoken language.
- ❖ **Activity:** Watch a skit or listen to a recording and identify words containing /ð/ and /θ/. Practice saying these words, focusing on the vibration (or lack thereof) in your throat. Use minimal pairs to further differentiate the sounds.

b) apply appropriate intonation in different types of sentences in oral presentations:

- ❖ **Statements:** Generally use a falling intonation at the end, indicating completion.
 - ✓ *Income is essential for survival.* (Falling)
- ❖ **Yes/No Questions:** Typically use a rising intonation at the end.
 - ✓ *Is saving a good idea?* (Rising)
- ❖ **Wh- Questions (starting with *who, what, where, when, why, how*):** Usually have a falling intonation at the end.
 - ✓ *What are the main sources of income?* (Falling)
- ❖ **Commands:** Usually have a falling intonation, indicating finality.
 - ✓ *Save a portion of your earnings.* (Falling)
- ❖ **Lists:** Often use a rising intonation on each item in the list, with a falling intonation on the final item.
 - ✓ *The sources of income include wages, salaries, and profits.* (wages - rising, salaries - rising, profits - falling)
- ❖ **Exclamations:** Typically have a falling intonation with a wider pitch range to convey emotion.
 - ✓ *That's a great way to earn money!* (Falling with emphasis)
- ❖ **Unfinished Thoughts:** May use a rising intonation to indicate that the speaker hasn't finished their sentence.
 - ✓ *If you invest wisely...* (Rising)
- ❖ **Activity:** Engage in a dialogue about income types and sources, consciously practicing different intonation patterns for statements, questions, commands, and lists. Search for online resources that provide audio examples of different intonation patterns.

c) analyse aspects of fluency in an informative skit:

When analysing fluency in a skit, consider:

- **Accuracy:**
 - ✓ Are the actors pronouncing words correctly, especially those with /ð/ and /θ/?
 - ✓ Is their grammar correct?
 - ✓ Is their vocabulary appropriate for the topic of income sources?
- **Speed (Pace):**
 - ✓ Is the pace of their speech natural and easy to follow?
 - ✓ Do they speak too quickly (making it hard to understand) or too slowly (making it boring)?
 - ✓ Do they use pauses effectively for emphasis or to allow the audience to process information?
- **Expressiveness:**
 - ✓ Do the actors use vocal variety (pitch, tone, volume) to convey different meanings and emotions?
 - ✓ Do their facial expressions and body language enhance their performance and engage the audience?
 - ✓ Do they show enthusiasm and understanding of the topic?
- **Continuity and Flow:**
 - ✓ Does the dialogue flow smoothly between actors?
 - ✓ Are there awkward pauses or hesitations that disrupt the flow?
 - ✓ Is the overall delivery natural and engaging?
- **Activity:** Watch a recorded or live skit about income types and sources. Collaborate with others to analyse the actors' fluency based on accuracy, speed, and expressiveness. Provide specific examples from the skit to support your analysis.

d) Acknowledge the importance of speaking fluently in various contexts:

Speaking fluently is important for effective communication in many situations:

- **Clarity of Message:** Fluency helps ensure that the intended message is conveyed clearly and without unnecessary effort from the listener.
- **Confidence:** Speaking fluently can boost the speaker's confidence and make them feel more comfortable communicating.
- **Engagement:** A fluent speaker is more likely to keep the audience engaged and interested in what they are saying.
- **Professionalism:** In professional settings, fluency contributes to a positive impression and can enhance credibility.
- **Persuasion:** Fluent speakers often sound more convincing and persuasive.

- **Social Interaction:** Fluency facilitates smoother and more enjoyable social interactions.
- **Academic Success:** In presentations and discussions, fluent speakers can express their ideas more effectively and contribute more confidently.
- **Reduced Misunderstanding:** Clear and fluent speech minimizes the chances of miscommunication.
- **Efficiency:** Fluent communication saves time and effort for both the speaker and the listener.

Strand 9.2: Reading

Sub Strand 9.2.1: Critical/Close Reading - Purpose, Audience, and Attitude; Multiword Units (transparent phrasal verbs and binomial expressions)

Key Concepts:

- ✓ **Critical Reading:** An active and engaged approach to reading that involves analyzing, interpreting, and evaluating a text rather than passively accepting its message.
- ✓ **Close Reading:** A careful and focused analysis of a short passage of text, paying close attention to individual words, sentence structure, and literary devices to uncover deeper meaning.
- ✓ **Purpose:** The reason why the author wrote the text (e.g., to inform, persuade, entertain, instruct, analyze).
- ✓ **Audience:** The intended readers or listeners of the text.
- ✓ **Attitude (Tone):** The author's feeling or stance towards the subject matter and the audience, conveyed through word choice and style (e.g., formal, informal, sarcastic, optimistic, critical).
- ✓ **Multiword Units:** Groups of words that function as a single unit of meaning.
 - ✓ **Phrasal Verbs:** Verbs combined with a preposition or adverb (particle) to create a new meaning (e.g., *look up* - to search for information).
 - **Transparent Phrasal Verbs:** Phrasal verbs whose meaning can be easily understood from the individual words (e.g., *turn down* - to decrease the volume).
 - ✓ **Binomial Expressions:** Pairs of words that are commonly used together in a fixed order, often joined by a conjunction (e.g., *salt and pepper*, *pros and cons*).
 - **Transparent Binomial Expressions:** Binomial expressions whose meaning is easily understood from the individual words (e.g., *rich and famous*).

a) explain how to identify the audience, purpose, and attitude in a text:

- **Identifying the Audience:**
 - ✓ **Consider the language used:** Is it formal or informal? Are there technical terms or slang?
 - ✓ **Look at the content:** What level of knowledge is assumed? What are the interests or concerns that are addressed?
 - ✓ **Examine the publication or source:** Where was the text found (e.g., a scholarly journal, a popular magazine, a children's book)? This can indicate the intended readership.
 - ✓ **Analyze any direct address:** Does the author directly address "you," "readers," or a specific group?
- **Identifying the Purpose:**
 - ✓ **Look for the main idea or thesis statement:** What is the central point the author is trying to convey?
 - ✓ **Consider the information presented:** Is the author providing facts, opinions, instructions, a story, or an argument?
 - ✓ **Analyze the author's intent:** What does the author want the audience to know, think, feel, or do after reading the text?
 - ✓ **Examine the structure and organization:** How is the text structured? Does it follow a logical argument, a narrative sequence, or a set of instructions?
 - ✓ **Look for explicit statements of purpose:** Sometimes the author will directly state their reason for writing.
- **Identifying the Attitude (Tone):**
 - ✓ **Pay attention to word choice (diction):** Are the words positive, negative, neutral, formal, informal, humorous, serious, sarcastic, etc.?
 - ✓ **Analyze sentence structure (syntax):** Are the sentences long and complex or short and direct? Does the rhythm and flow contribute to a particular feeling?
 - ✓ **Consider the use of figurative language:** Do metaphors, similes, irony, or other devices reveal the author's attitude?
 - ✓ **Look for emotional appeals:** Does the author try to evoke specific feelings in the reader?
 - ✓ **Consider the overall feeling or mood of the text:** What is the dominant impression you get while reading?

b) determine the audience, purpose, and attitude in a reading text for clarity:

Applying the methods above to a specific text about income types and sources will help you understand it more clearly:

- **Example Text Snippet:** "Are you tired of the daily grind? Unlock your financial freedom today! Our comprehensive guide reveals the secrets to multiple income

streams, from savvy investments to booming side hustles. Don't be left behind - join the thousands who are taking control of their financial futures!"

- ✓ **Audience:** Individuals seeking to increase their income and achieve financial independence, likely those who feel dissatisfied with their current financial situation. The informal language ("daily grind," "savvy," "booming") suggests a general audience rather than financial experts.
- ✓ **Purpose:** To persuade the reader to believe in the possibility of financial freedom through multiple income streams and likely to encourage them to purchase the "comprehensive guide."
- ✓ **Attitude:** Enthusiastic, encouraging, and slightly urgent ("Don't be left behind!"). The tone aims to motivate and inspire action.
- **Activity:** Read various short texts about income types and sources. Work with peers to identify the target audience, the author's purpose in writing, and the attitude conveyed through the language and style. Justify your answers with specific examples from the texts. Role-play short speeches on income, with others identifying your intended audience, purpose, and attitude.

c) use transparent phrasal verbs and binomial expressions in sentences:

- **Transparent Phrasal Verbs:** These are easier to understand because the meaning is a direct combination of the verb and the particle.
 - ✓ *turn down (volume):* Could you **turn down** the music?
 - ✓ *look up (sky):* We **looked up** at the beautiful stars.
 - ✓ *sit down (chair):* Please **sit down** and make yourself comfortable.
 - ✓ *stand up (feet):* The audience **stood up** to applaud the performance.
 - ✓ *put away (items):* Remember to **put away** your belongings after use.
 - ✓ *call back (phone):* I'll **call you back** later this evening.
 - ✓ *break down (machine):* The old car suddenly **broke down** on the highway.
 - ✓ *fill up (container):* He **filled up** the water bottle before the game.
 - ✓ *give back (item):* Don't forget to **give back** the book you borrowed.
 - ✓ *take out (trash):* It's your turn to **take out** the trash.
- **Transparent Binomial Expressions:** The meaning of these pairs is usually clear from the individual words.
 - ✓ *rich and famous:* The entrepreneur dreamed of becoming **rich and famous**.
 - ✓ *safe and sound:* After the storm, they arrived home **safe and sound**.
 - ✓ *high and low:* They searched **high and low** for the missing documents.
 - ✓ *loud and clear:* The speaker's message came through **loud and clear**.
 - ✓ *first and foremost:* **First and foremost**, safety should be your priority.
 - ✓ *step by step:* The instructions explained the process **step by step**.
 - ✓ *day by day:* He was slowly recovering **day by day**.
 - ✓ *life and death:* The doctor dealt with **life and death** situations regularly.

- ✓ *give and take*: A healthy relationship involves **give and take**.
- ✓ *bread and butter*: Farming was their **bread and butter** (main source of income).
- **Activity**: Create sentences about income, finance, or general situations using the provided transparent phrasal verbs and binomial expressions. Share your sentences with a partner and discuss their meanings.

d) recognise the importance of critical and close reading in understanding a text:

- **Deeper Comprehension**: Critical and close reading go beyond surface-level understanding to uncover the nuances of a text.
- **Identifying Author's Intent**: By analyzing purpose, audience, and attitude, readers can better understand why the author wrote the text and what they hoped to achieve.
- **Recognizing Bias and Persuasion**: Critical reading helps readers identify any biases or persuasive techniques used by the author.
- **Understanding Implicit Meanings**: Close reading of word choice and literary devices can reveal meanings that are not explicitly stated.
- **Evaluating Credibility**: Critical readers can assess the reliability and trustworthiness of the information presented.
- **Making Connections**: Close attention to detail allows readers to make connections within the text and to their own knowledge and experiences.
- **Improved Analysis and Interpretation**: These reading skills enhance the ability to analyze and interpret complex texts.
- **Enhanced Communication**: Understanding how texts are constructed improves one's own writing and speaking skills.
- **Lifelong Learning**: Critical and close reading are essential skills for academic success and for navigating information effectively throughout life.

Sample Passage:

"The relentless pursuit of a stable income often defines the adult experience. From the moment one enters the workforce, the acquisition of funds becomes a central focus, shaping daily decisions and long-term aspirations. While traditional employment, with its regular paycheck, remains a cornerstone for many, the modern economic landscape offers a tapestry of alternative income streams. The savvy individual might explore freelance opportunities, leveraging specialized skills for various clients. Others might delve into the world of investments, carefully nurturing their capital to yield returns. Indeed, the wise approach often involves diversifying one's income portfolio, much like a prudent investor spreads their risk. Relying solely on a single source can leave one vulnerable to economic shifts or unforeseen

circumstances. Therefore, understanding and exploring multiple avenues for generating income is not merely a path to financial comfort, but a crucial strategy for long-term security in an ever-evolving world."

Questions for Critical and Close Reading:

1. **Audience:** Who do you think is the intended audience for this passage? What clues in the language and content suggest this?
2. **Purpose:** What do you believe is the author's primary purpose in writing this passage? Is it to inform, persuade, analyze, or something else? Provide evidence from the text to support your answer.
3. **Attitude (Tone):** Describe the author's attitude towards the topic of income. Is it optimistic, cautionary, critical, or neutral? Identify specific words or phrases that reveal this tone.
4. **Transparent Phrasal Verbs:** Identify any transparent phrasal verbs used in the passage and explain their meaning in the context of the sentence.
5. **Transparent Binomial Expressions:** Are there any transparent binomial expressions used in the passage? If so, identify them and explain their meaning.
6. **Analysis of Word Choice:** The author uses words like "relentless," "cornerstone," "tapestry," "savvy," "prudent," and "vulnerable." How do these word choices contribute to the overall message and tone of the passage?
7. **Interpretation of Metaphor:** The passage uses the metaphor of an "income portfolio" and compares it to how a "prudent investor spreads their risk." What does this metaphor suggest about the author's view on managing income sources?
8. **Critical Evaluation:** Do you agree with the author's main point about diversifying income streams? Why or why not? Consider the potential benefits and challenges of this approach.

Strand 9.3: Grammar in Use

Sub Strand 9.3.1: Sentences - Active and Passive Sentences, Subject-Verb Agreement

Key Concepts:

- **Subject-Verb Agreement:** The grammatical rule that the verb in a sentence must agree in number (singular or plural) with its subject.
- **Active Sentence:** A sentence in which the subject performs the action of the verb. The focus is on the actor. (Subject + Verb + Object/Adverbial)

- **Passive Sentence:** A sentence in which the subject receives the action of the verb. The focus is on the action or the receiver of the action. (Subject + be + past participle + (by + agent))
- **Singular Subject:** Refers to one person, place, thing, or idea.
- **Plural Subject:** Refers to more than one person, place, thing, or idea.

a) explain the basic rules of subject-verb agreement in sentences:

The fundamental rule is that a singular subject takes a singular verb, and a plural subject takes a plural verb. Here are some more specific rules:

1. Singular Subjects:

- ✓ When the subject is singular (e.g., *he, she, it, the worker, the company*), the verb usually ends in -s (for present simple tense) or takes the singular form of *to be* (e.g., *is, was*).
 - *Example: The worker earns a salary.*
 - *Example: The company is successful.*

2. Plural Subjects:

- ✓ When the subject is plural (e.g., *they, we, the workers, the companies*), the verb usually does not end in -s (for present simple tense) and takes the plural form of *to be* (e.g., *are, were*).
 - *Example: The workers earn salaries.*
 - *Example: The companies are successful.*

3. Compound Subjects joined by 'and':

- ✓ Usually take a plural verb.
 - *Example: John and Mary invest wisely.*
- ✓ **Exception:** If the compound subject refers to a single idea or person, it takes a singular verb.
 - *Example: Macaroni and cheese is my favorite dish.*

4. Compound Subjects joined by 'or' or 'nor':

- ✓ The verb agrees with the subject closer to it.
 - *Example: Neither the manager nor the employees were happy.* (Verb agrees with *employees*)
 - *Example: Either the employees or the manager was responsible.* (Verb agrees with *manager*)

5. Indefinite Pronouns:

- ✓ **Singular:** *each, every, either, neither, one, no one, everyone, someone, anyone, nobody, somebody, anybody.* These take singular verbs.
 - *Example: Each of the sources provides income.*
 - *Example: Everyone needs financial security.*
- ✓ **Plural:** *several, few, both, many, others.* These take plural verbs.
 - *Example: Several options are available.*

- ✓ **Can be singular or plural (depending on the noun they refer to):** *some, all, any, none, most.*
 - *Example: Some of the income is saved. (singular income)*
 - *Example: Some of the earnings are invested. (plural earnings)*

6. **Collective Nouns:**

- ✓ These nouns refer to a group of people or things (e.g., *team, family, committee, class*). They can be singular or plural depending on whether the group is acting as a unit (singular) or as individuals within the group (plural).
 - *Example: The team works hard to increase their profits. (acting as a unit - singular verb works)*
 - *Example: The team are discussing their individual bonuses. (acting individually - plural verb are discussing)*

7. **Nouns ending in '-s' that are singular:**

- ✓ Some nouns that end in '-s' are actually singular (e.g., *news, economics, mathematics*). They take singular verbs.
 - *Example: Economics is an important subject.*

8. **Titles of works and names of companies:**

- ✓ These are usually treated as singular, even if they appear plural.
 - *Example: "Rich Dad Poor Dad" is an influential book.*
 - *Example: Global Finances Inc. invests in various sectors.*

b) Examine the agreement of subject-verb in sentences:

Learners should practice identifying the subject and verb in various sentences and checking if they agree in number. This can involve:

- Identifying singular and plural subjects.
- Matching the correct singular or plural verb form to the subject.
- Identifying and correcting errors in subject-verb agreement.
- Analysing sentences with compound subjects, indefinite pronouns, and collective nouns.

c) distinguish between active and passive sentences in a text:

- **Active Voice:** The subject performs the action. The structure is typically Subject + Verb + Object. The focus is clear on who is doing what.
 - ✓ *Example: The investor manages his portfolio carefully. (The investor manages)*
 - ✓ *Example (Income context): She earns a good salary. (She earns)*
- **Passive Voice:** The subject receives the action. The structure involves a form of the verb *to be* + past participle of the main verb + (optional *by* + agent). The

focus is often on the action itself or the receiver of the action, and the actor might be unknown or less important.

- ✓ *Example: The portfolio is managed carefully by the investor. (The portfolio is managed)*
- ✓ *Example (Income context): A good salary is earned by her. (A good salary is earned)*
- ✓ *Example (Actor unknown): The funds were invested wisely. (Who invested is not specified)*

Identifying Passive Sentences: Look for forms of *be* (is, are, was, were, am, been, being) followed by a past participle (usually ending in -ed, -en, or irregular forms). The phrase "by + the actor" may or may not be present.

d) construct active and passive sentences for variety in communication:

Learners should practice rewriting active sentences in the passive voice and vice versa, focusing on maintaining the meaning while shifting the emphasis.

- **Active to Passive:** Identify the subject, verb, and object in the active sentence. The object becomes the subject of the passive sentence. The active verb changes to a form of *be* + past participle. The original subject becomes the object of the preposition *by* (optional).
 - ✓ *Active: The company generates high profits.*
 - ✓ *Passive: High profits are generated by the company.*
- **Passive to Active:** Identify the subject (receiver of the action), the form of *be* + past participle, and the agent (if present, after *by*). The agent becomes the subject of the active sentence. The past participle changes to the appropriate active verb form.
 - ✓ *Passive: The investment was made by a financial expert.*
 - ✓ *Active: A financial expert made the investment.*

e) Advocate for the use of a variety of sentences for effective communication:

Using a mix of active and passive sentences, as well as ensuring subject-verb agreement, contributes to effective communication in the following ways:

- **Active Voice for Clarity and Directness:** Active sentences are usually more direct, concise, and easier to understand. They clearly show who is performing the action.
- **Passive Voice for Emphasis:** Passive sentences can be useful when the action itself is more important than the actor, or when the actor is unknown, unimportant, or obvious from the context. They can also be used to maintain focus on the subject being discussed.

- **Subject-Verb Agreement for Grammatical Correctness:** Correct subject-verb agreement ensures that sentences are grammatically sound and avoid confusion for the reader or listener. Errors in agreement can make writing or speech seem unprofessional or less credible.
- **Sentence Variety for Engagement:** Varying sentence structure, including the use of active and passive voice, makes writing and speaking more interesting and less monotonous. It helps to maintain the audience's attention.
- **Tailoring to Purpose:** The choice between active and passive voice can be deliberate to achieve a specific communicative purpose. For example, scientific reports might use passive voice to focus on the process rather than the individual researcher.

Strand 9.5: Writing

Sub Strand 9.5.1: Functional Writing - Notice of a Meeting, Agenda, Minutes

Key Concepts:

- **Functional Writing:** Writing that serves a specific practical purpose and aims to achieve a particular outcome.
- **Notice of a Meeting:** A formal written announcement informing intended participants about a forthcoming meeting.
- **Agenda:** A list of items to be discussed at a meeting, usually presented in order of priority.
- **Minutes:** A written record of what was discussed and decided at a meeting.

Tuesday, April 9, 2026,

a) Describe the features of a notice of a meeting, agenda, and minutes for information:

- **Notice of a Meeting:**
 - ✓ **Name of the Organization/Group:** Clearly identifies who is holding the meeting.
 - ✓ **Type of Meeting:** Specifies the kind of meeting (e.g., general meeting, committee meeting, emergency meeting).
 - ✓ **Date:** The specific date when the meeting will be held.
 - ✓ **Time:** The exact time the meeting is scheduled to start.
 - ✓ **Venue/Location:** The place where the meeting will take place (including address or specific room).
 - ✓ **Purpose of the Meeting (briefly):** A short statement outlining what the meeting will be about.
 - ✓ **Call to Order (optional):** States who is calling the meeting.

- ✓ **Signature:** Name and title of the person issuing the notice (e.g., Secretary).
- ✓ **Date of Notice:** The date when the notice was issued.
- ✓ **Distribution List (optional):** Indicates who the notice is sent to.
- **Agenda:**
 - ✓ **Name of the Organization/Group:** Matches the notice of the meeting.
 - ✓ **Type of Meeting:** Matches the notice of the meeting.
 - ✓ **Date:** Matches the notice of the meeting.
 - ✓ **Time:** Matches the notice of the meeting.
 - ✓ **Venue/Location:** Matches the notice of the meeting.
 - ✓ **Itemized List:** A numbered or bulleted list of topics to be discussed. Items are usually listed in order of importance or the planned flow of the meeting.
 - ✓ **Time Allocation (optional):** Estimated time for each agenda item.
 - ✓ **Person Responsible (optional):** The individual who will lead the discussion on each item.
 - ✓ **"Any Other Business" (A.O.B.):** A standard item at the end for any matters not covered in the main agenda.
- **Minutes:**
 - ✓ **Name of the Organization/Group:** Matches the notice and agenda.
 - ✓ **Type of Meeting:** Matches the notice and agenda.
 - ✓ **Date:** Matches the notice and agenda.
 - ✓ **Time of Commencement and Adjournment:** When the meeting started and ended.
 - ✓ **Venue/Location:** Matches the notice and agenda.
 - ✓ **Attendance List:** Names of members present and apologies for absence.
 - ✓ **Chairperson:** Name of the person who presided over the meeting.
 - ✓ **Secretary/Minute Taker:** Name of the person who recorded the minutes.
 - ✓ **Item-by-Item Record:** A summary of the discussion and decisions made for each agenda item. This includes:
 - **Brief summary of the discussion.**
 - **Motions proposed and seconded.**
 - **Voting outcomes (if any).**
 - **Resolutions passed and actions to be taken, including who is responsible and deadlines.**
 - ✓ **Any Other Business (A.O.B.):** Record of any points raised under this item and any decisions made.
 - ✓ **Next Meeting:** Date, time, and venue of the next meeting (if scheduled).
 - ✓ **Adjournment:** Statement that the meeting was adjourned.
 - ✓ **Signature of the Chairperson:** To authenticate the minutes.
 - ✓ **Date of Signing:** When the minutes were approved.

b) Write a notice of a meeting and the agenda for communication:

Sample Notice of a Meeting:

[Name of School/Club/Organization]

NOTICE OF INCOME AWARENESS MEETING

Notice is hereby given that an Income Awareness Meeting will be held for all interested Grade 10 learners on:

Date: Friday, April 25, 2025 **Time:** 2:00 PM **Venue:** School Auditorium

The purpose of this meeting is to discuss various types and sources of income relevant to young adults and to introduce basic financial literacy concepts.

All interested learners are encouraged to attend.

[Your Name/Title - e.g., Guidance Counselor, Economics Teacher, Club Secretary]
[Your Signature] Date of Notice: April 18, 2025

Sample Agenda:

[Name of School/Club/Organization]

INCOME AWARENESS MEETING

Date: Friday, April 25, 2025 **Time:** 2:00 PM **Venue:** School Auditorium

1. Opening Remarks (5 minutes) - [Name of Person Responsible]
2. Introduction to Different Types of Income (15 minutes) - [Name of Person Responsible]
3. Exploring Potential Income Sources for Youth (20 minutes) - [Name of Person Responsible]
4. Basic Financial Literacy: Saving and Budgeting (15 minutes) - [Name of Person Responsible]
5. Q&A Session (10 minutes)
6. Any Other Business (5 minutes)
7. Closing Remarks (5 minutes) - [Name of Person Responsible]

c) Prepare the attendant minutes for information:

(Following the simulated meeting based on the above notice and agenda)

Sample Minutes of the Income Awareness Meeting

[Name of School/Club/Organization] MINUTES OF THE INCOME AWARENESS MEETING

Date: Friday, April 25, 2025

Time of Commencement: 2:05 PM **Time of Adjournment:** 3:15 PM

Venue: School Auditorium

Attendance:

[List names of learners and teachers present]

Apologies: [List names of learners and teachers who sent apologies]

Chairperson: [Name of Person who chaired the meeting, e.g., Mr./Ms. [Teacher's Last Name]]

Secretary/Minute Taker: [Your Name]

1. **Opening Remarks:** The meeting commenced at 2:05 PM. [Name of Chairperson] welcomed the attendees and briefly outlined the purpose of the meeting.
2. **Introduction to Different Types of Income:** [Name of Person Responsible] provided an overview of various income types, including salaries, wages, profits, interest, and dividends. A brief explanation of each type was given.
3. **Exploring Potential Income Sources for Youth:** [Name of Person Responsible] discussed potential income sources for young people, such as part-time jobs, freelancing, small online ventures, and allowances. Examples and relevant considerations were shared.
4. **Basic Financial Literacy: Saving and Budgeting:** [Name of Person Responsible] introduced basic concepts of saving and budgeting, emphasizing the importance of setting financial goals and tracking expenses. Practical tips for creating a simple budget were discussed.
5. **Q&A Session:** Several learners raised questions regarding specific income sources and saving strategies. These were addressed by the presenters. [Mention a key question and answer if relevant].
6. **Any Other Business:** [Mention any other points raised and discussed, e.g., A learner inquired about investment opportunities for beginners. The presenter suggested further research and consultation with financial advisors.]

7. **Closing Remarks:** [Name of Chairperson] thanked the presenters and the attendees for their participation. The importance of financial awareness and planning was reiterated.

Next Meeting: To be determined.

The meeting was adjourned at 3:15 PM.

[Signature of the Chairperson] [Name of the Chairperson] Date of Signing: [Date when minutes are approved]

d) Recognize the value of documents related to meetings for lifelong learning:

Documents related to meetings (notices, agendas, and minutes) are valuable for lifelong learning because they:

- **Develop Organizational Skills:** Understanding and creating these documents enhances organizational and planning abilities.
- **Improve Communication Skills:** Writing clear and concise notices, agendas, and minutes improves written communication skills.
- **Enhance Listening and Note-Taking Skills:** Preparing accurate minutes requires effective listening and note-taking.
- **Promote Understanding of Formal Procedures:** These documents introduce individuals to the formal processes of meetings, which are common in academic, professional, and civic life.
- **Provide a Record of Information and Decisions:** Minutes serve as a valuable record of discussions, decisions, and action items, facilitating recall and follow-up. This is crucial for learning from past experiences and ensuring accountability.
- **Support Effective Collaboration:** Well-prepared agendas ensure focused discussions, and accurate minutes facilitate effective collaboration and progress tracking.
- **Develop Critical Thinking Skills:** Analysing meeting discussions to summarize key points in minutes requires critical thinking and the ability to synthesize information.
- **Foster Responsibility and Accountability:** Clearly documented action items and responsibilities in minutes promote accountability.

SAMPLE NOTICE OF A MEETING

[Name of School/Club/Organization - e.g., Grade 10 Economics Club] NOTICE OF MEETING: EXPLORING INCOME GENERATION

Notice is hereby given that a meeting of the Grade 10 Economics Club will be held to discuss various avenues for income generation. All club members are requested to attend.

Date: Tuesday, April 22, 2025 **Time:** 3:00 PM **Venue:** Room 12

The agenda for the meeting will include discussions on different types of income and brainstorming potential income-generating projects for the club.

[Your Name/Title - e.g., Secretary, Grade 10 Economics Club] [Your Signature] Date of Notice: April 16, 2025

SAMPLE AGENDA

[Name of School/Club/Organization - e.g., Grade 10 Economics Club] MEETING AGENDA: EXPLORING INCOME GENERATION

Date: Tuesday, April 22, 2025 **Time:** 3:00 PM **Venue:** Room 12

1. **Opening Remarks** (5 minutes) - Club President
2. **Review of Income Types** (10 minutes) - Secretary
3. **Brainstorming Income-Generating Project Ideas for the Club** (25 minutes) - Open Discussion
4. **Initial Evaluation of Project Ideas** (15 minutes) - Facilitator
5. **Setting Up a Task Force for Feasibility Study** (10 minutes) - Club President
6. **Any Other Business** (5 minutes)
7. **Adjournment** (5 minutes) - Club President

SAMPLE MINUTES OF THE MEETING

[Name of School/Club/Organization - e.g., Grade 10 Economics Club] MINUTES OF THE MEETING: EXPLORING INCOME GENERATION

Date: Tuesday, April 22, 2025 **Time of Commencement:** 3:05 PM **Time of Adjournment:** 4:10 PM **Venue:** Room 12

Attendance:

[List names of club members present]

Apologies:

[List names of club members who sent apologies]

Chairperson: [Name of Club President]

Secretary/Minute Taker: [Your Name]

Agendas

1. **Opening Remarks:** The meeting was called to order at 3:05 PM by [Name of Club President], who welcomed the members and briefly outlined the purpose of the meeting: to explore ways the club could generate income for its activities.
2. **Review of Income Types:** The Secretary, [Your Name], provided a brief review of different types of income, including membership fees, fundraising, potential project earnings, and sponsorships.
3. **Brainstorming Income-Generating Project Ideas for the Club:** Members engaged in an open discussion, brainstorming various income-generating project ideas. These included:
 - ✓ Organizing a school-wide "Business Idea Competition."
 - ✓ Selling economics-themed merchandise.
 - ✓ Offering peer tutoring services in economics.
 - ✓ Hosting a small entrepreneurship workshop for junior classes.
4. **Initial Evaluation of Project Ideas:** The facilitator, [Name of Teacher Advisor or designated member], led an initial evaluation of the proposed ideas, considering factors such as feasibility, potential profitability, required resources, and alignment with the club's goals. The "Business Idea Competition" and the sale of themed merchandise received the most initial support.
5. **Setting Up a Task Force for Feasibility Study:** It was agreed that a task force would be formed to conduct a more detailed feasibility study for the top two project ideas. [Names of three members] volunteered to be part of this task force. The task force is to report back with their findings at the next meeting.
6. **Any Other Business:** A member inquired about the possibility of inviting a local entrepreneur to speak at a future meeting. The President agreed to look into this suggestion.
7. **Adjournment:** The meeting was adjourned at 4:10 PM by the President.

[Signature of Club President]

[Name of Club President]

Date of Signing: [Date when minutes are approved, e.g., April 29, 2025]