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**Functional Adult English Literacy
Programme**

**Building My
Vocabulary**

Learner's Workbook

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Introduction

This book has been written to help learners and teachers practise new words in their vocabulary. The teachers will guide the learners to practise writing down the new words they come across each day as well as words they might be curious about.

The book is divided into 3 sections. Section 1 introduces general words, sentences and discussions. Section 2 looks at specific vocabulary that the teachers and learners will bring from their daily life. Section 3 is a place for the learners to write new words. The teacher is encouraged to work at the level of the learners and build their vocabulary in the area of their choice.

Note to the teachers:

As a facilitator, your role is to guide the learners in their learning process. Each learner has their own unique way of learning and it is important to use different methods to encourage the learners through the process. Encourage the learners to ask questions and bring in new words they learn each day. Help them with those words they are having difficulty in remembering.

SECTION I

Lesson 1: The Alphabet Sounds

Note to the teachers:

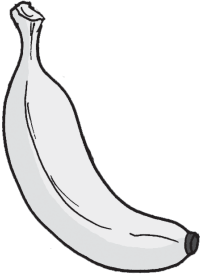
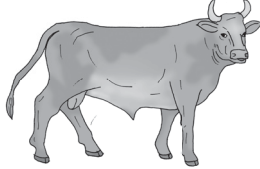
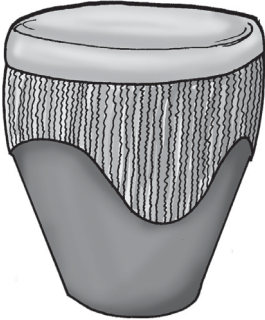

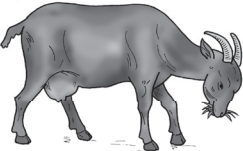
In this section, encourage the learners to brainstorm with you as many words as they can think of starting with the specific letter. They can also draw pictures of words starting with the letter. Then, practise using the alphabet chart to write and practise the words. A section to write the translation of the word has been added. There is also a section with the word in a sentence and space to practise writing the sentence. Based on the levels of the learners, practise 2 to 4 letter sounds at a time. Flashcards and discussions also work very well in this section.

English has more sounds than the number of letters in the alphabet. This workbook will only look at the 26 alphabet letters and not their combinations. The alphabet is divided into 21 consonants and 5 vowel sounds.

The alphabet is divided into 21 consonants and 5 vowel sounds.

Consonants	Vowels
Bb, Cc, Dd, Ff, Gg	Aa, Ee, Ii, Oo, Uu
Hh, Jj, Kk,	
Ll, Mm, Nn,	
Pp, Qq, Rr,	
Ss, Tt, Vv,	
Ww, Xx, Yy, Zz	

Consonants

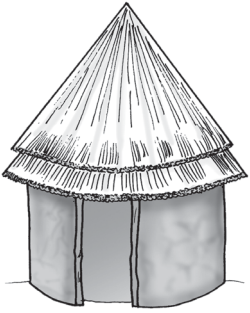
Bb banana		Cc Cow cow	
	One banana Two bananas		One cow Two _____
	Translate:		Translate:
A banana is a fruit. Bananas are yellow.		I have a cow.	
Dd Drum drum		Ff Fish fish	
	One _____ Two _____		One fish Two _____
	Translate:		Translate:
I can play the drum.		Your sentence:	
Gg Goat goat			
	One _____ Two _____		
	Translate:		
Your sentence:			

What other words can we add?

Bb		Cc	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Dd		Ff	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Gg			
	One _____ Two _____		
	Translate:		
Your sentence:			

Hh

Hut hut



One hut
Two huts

Translate:

Your sentence:

Jj

Jug jug



One jug
Two jugs

Translate:

Your sentence:

Kk

Key key



One key
Two _____

Translate:

Your sentence:

Ll

Lorry lorry



One _____
Two _____

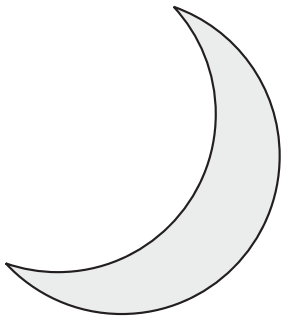
Translate:

Your sentence:

What other words can we add?

Hh		Jj	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Kk		Ll	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	

Mm Moon moon



One _____

Two _____

Translate:

Your sentence:

Nn Newspaper newspaper



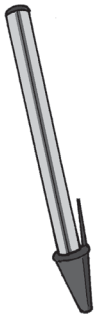
One _____

Two _____

Translate:

Your sentence:

Pp Pen pen



One _____

Two _____

Translate:

Your sentence:

Qq Queen queen



One _____

Two _____

Translate:

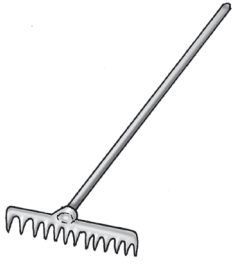
Your sentence:

What other words can we add?

Mm		Nn	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Pp		Qq	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	

Rr

Rake rake



One _____

Two _____

Translate:

Your sentence:

Ss

Snake snake



One _____

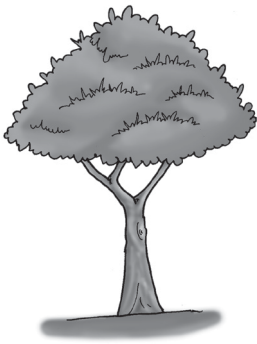
Two _____

Translate:

Your sentence:

Tt

Tree tree



One _____

Two _____

Translate:

Your sentence:

Vv

Vest vest



One _____

Two _____

Translate:

Your sentence:

What other words can we add?

Rr		Ss	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Tt		Vv	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	

Ww Woman woman



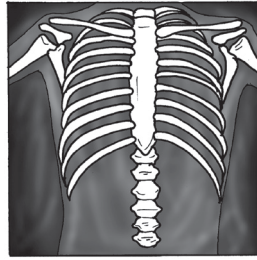
One _____

Two _____

Translate:

Your sentence:

Xx X-ray x-ray



One _____

Two _____

Translate:

Your sentence:

Yy Yam yam



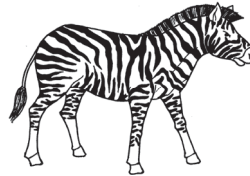
One _____

Two _____

Translate:

Your sentence:

Zz Zebra zebra



One _____

Two _____

Translate:

Your sentence:

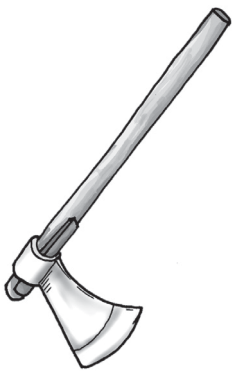
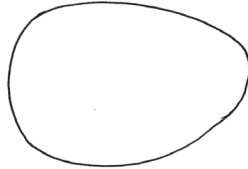
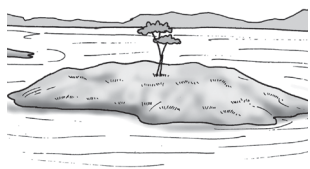
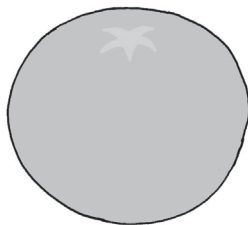

What other words can we add?

Ww		Xx	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Yy		Zz	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	

Vowels

Aa, Ee, Ii, Oo, Uu.

All words starting with a vowel use "an" in front of them instead of "a".

Aa Axe axe		Ee Egg egg	
	One axe Two axes		One egg Two egg
	Translate:		Translate:
Your sentence: I have an axe.		Your sentence:	
Ii Island island		Oo Orange orange	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence: I want to eat an orange.	
Uu Umbrella umbrella			
	One _____ Two _____		
	Translate:		
Your sentence:			

What other words can we add?

Aa		Ee	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Ii		Oo	
	One _____ Two _____		One _____ Two _____
	Translate:		Translate:
Your sentence:		Your sentence:	
Uu			
	One _____ Two _____		
	Translate:		
Your sentence:			

Common sight words

These are some of the words we hear most often. The first few sentences have been done for you. Fill in the sentences as you go along. These words can be learnt using flash cards. More words can be added to the list as learning continues.

Word	Sentence
the	The teacher is in class.
and	Men and women are in class.
to	The students are going to class.
a	This is a pen.
an	This is an orange.
in	The students are in class.
into	
of	
it	
is	
that	
was	
for	
but	
at	
are	
be	
all	
come	
write	
stand	
go	
with	
can	
will	

Lesson 2:

My Family



In groups, ask the learners to discuss and draw their idea of a family. What does family mean? Who makes up a family? Ask each group to present their pictures. Use the pictures to add new words as they are needed.

Common family names in English

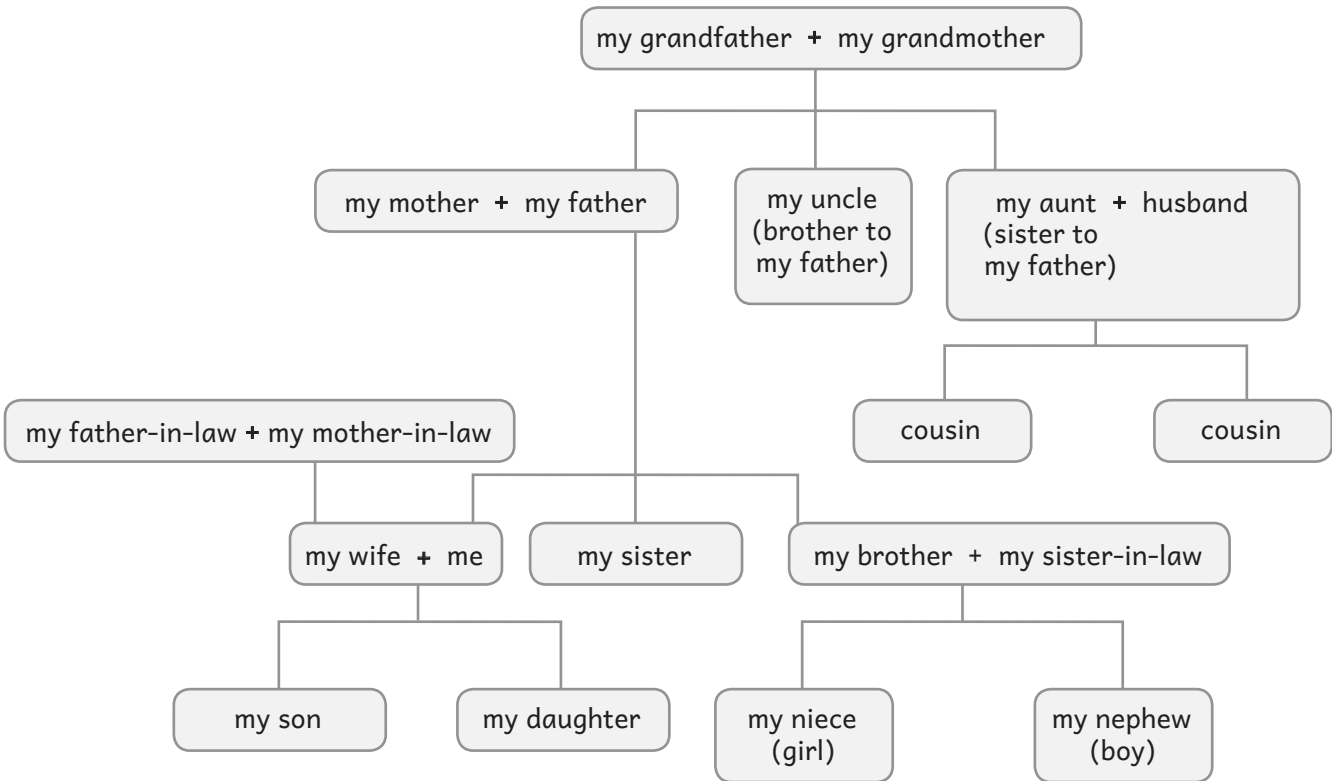
Use the list of family names below and discuss the meaning of each name based on the learners' different cultural backgrounds. For example, what does the word "mother" mean in each community? Who is called a mother?

Complete the sentences with the missing information.

- | | |
|----------------|--|
| mother | My mother is called Mary. |
| father | My father's name is _____. |
| children | They have _____ children. |
| brother | I have _____ brothers. |
| sister | I have _____ sisters. |
| uncle | My uncle's name is _____. |
| aunt | My aunt is called _____. |
| cousins | I have _____ cousins. |
| niece | My niece is called _____. |
| nephew | I have _____ nephews. |
| brother-in-law | My brother-in-law is married to my sister _____. |
| sister-in-law | I have _____ sisters-in-law. |
| mother-in-law | My mother-in-law is called _____. |
| father-in-law | My father-in-law is called _____. |

My family tree

Below is a simple family tree.



Use the words above to write the names of the people in your family. In groups, discuss some of the names you use in your community to refer to the members of your family. For example, what name is used to refer to the parents of your wife or husband? The teacher will help you.

<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____ • _____
--	--

Work with your teacher to draw your family tree. You can put as many names as you want. Below is a list of names. Translate the names in your mother tongue first or in any language you choose.

grandmother, grandfather, father, mother, sister, brother, cousin, uncle, aunt, niece, nephew, mother-in-law, father-in-law, wife, husband

<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____
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Lesson 3:

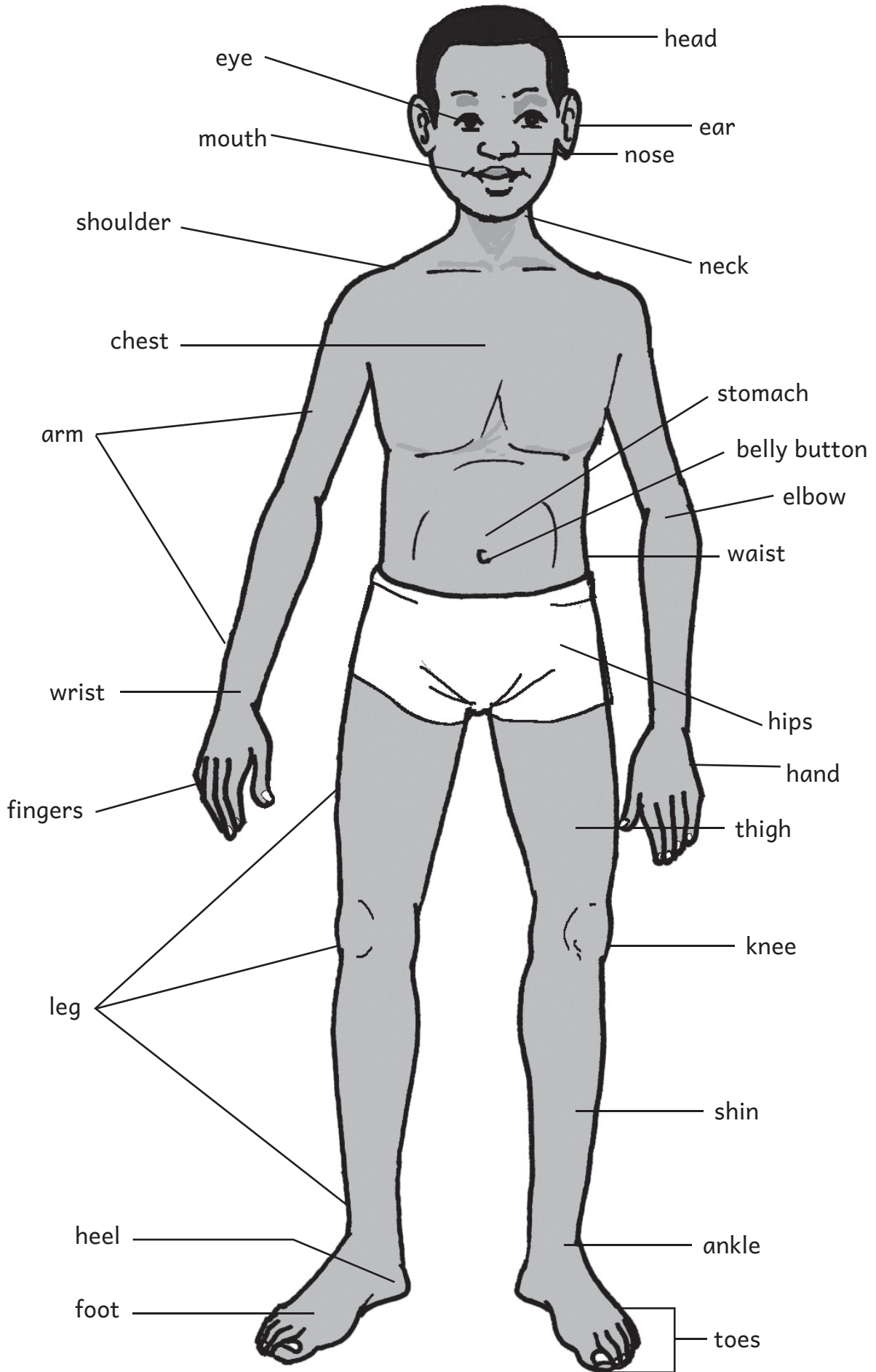
My Body

Note to the teacher:

For this section, you can use different methods to help the class learn the body vocabulary. Below are some suggestions

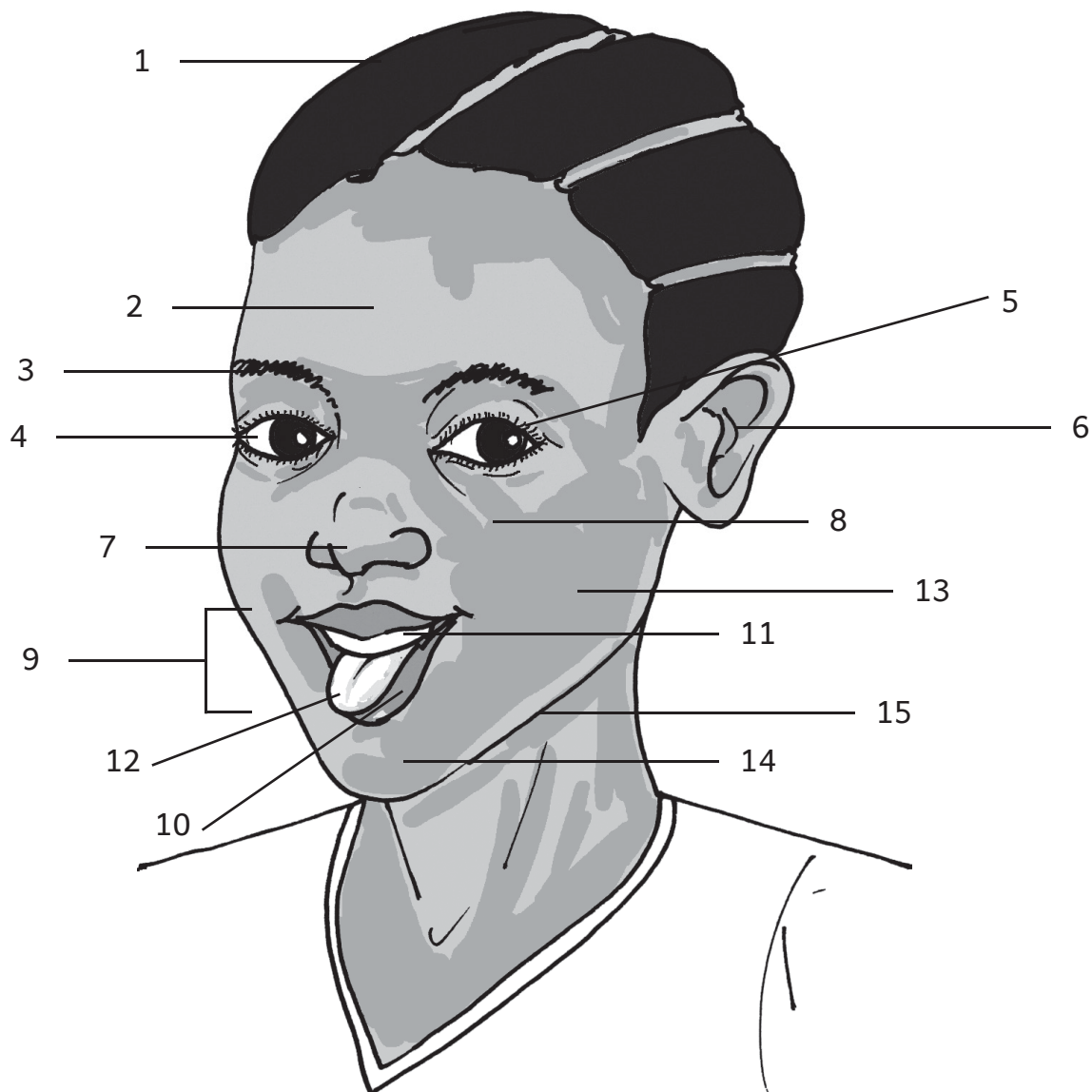
1. Total Physical Response approach - Place your hands on your head and ask the learners to repeat after you. They can also translate the word in their mother tongue as they go along. Do this for the different parts of the body.
2. Role plays - After the learners have mastered the different parts of the body, they can practise with each other in pairs.
3. Flashcards - These will help the learners remember the different parts of the body.
4. Games - “Simon says” is a game where the teacher says a statement like “Simon says touch your head” and learners must touch their heads. If the teacher says only “Touch your head”, learners should NOT touch their heads. Learners must listen to hear “Simon says...” before doing an action. It can be used to practise giving and receiving commands.
5. Discussion - In groups, the learners can discuss the ways we use our different body parts. For example, we use our head to think.
6. Discussion - In groups, discuss stories and proverbs or sayings associated with different body parts.
7. Two diagrams have been provided in this workbook, but you can also ask the learners to draw the pictures in groups and label the different parts of the body on a big flip chart paper or the chalk board.

Parts of the body



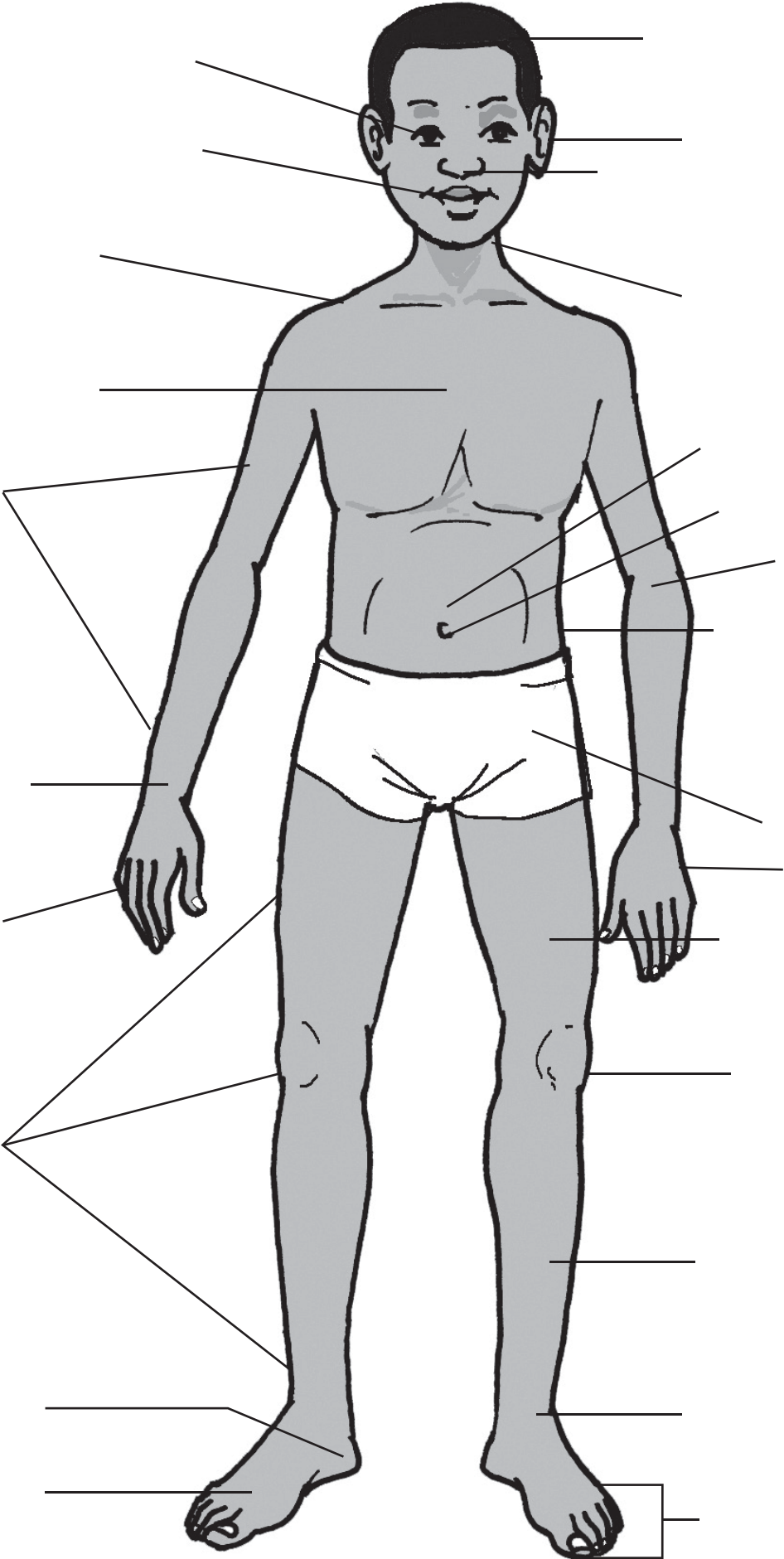
Parts of the head

eye	forehead	nose
mouth	chin	eyebrow
tongue	ear	lip
hair	cheek	teeth
eyelash	jaw	



Parts of the body

Use the picture below to fill in the missing words.



Taking care of our bodies



Food we eat

In groups, discuss the kinds of food that are found in your community. Draw pictures of them and name the different foods.

A large rectangular area defined by a dotted line, intended for drawing and labeling food items.

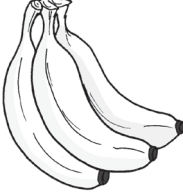



Food we grow

Examples of food we grow:

simsim, maize, onions, sorghum, millet, peanuts, pepper, beans, cassava, mangoes, okra, bananas, pineapples, rice, melons, pumpkin, eggplants, tomatoes, sweet potatoes, oranges

Arrange the foods in alphabetical order then draw the pictures in the spaces provided below. Work in groups and with your teacher to translate the words into your mother tongue or the language of your choice.

bananas 	beans 			



Food we buy

In groups, brainstorm all the food that we cannot grow but buy in the shops to cook. A few examples have been given. Arrange them in alphabetical order and draw the pictures in the spaces provided.

Examples:

bread, maize flour, salt, tea, coffee, cocoa, sugar, spaghetti, milk powder



Proverbs and sayings about food

Work in your groups to write down proverbs or stories from your community that talk about food. Each group should come up with at least 2 proverbs or stories about food.

Proverb 1:

Proverb 2:

Proverb 3:

Proverb 4:

Proverb 5:

Lesson 4:

My Environment

The dictionary defines the environment as the surroundings or conditions in which a person, animal or plant lives.



In groups of 4, discuss what the environment means to everyone. Then draw a picture that represents the group's idea of the word "environment".

Each group should present their picture and the teacher can use each of the drawings to name the main features in the environment.



The class can write down the names of the main features in the language of their choice.

<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____
---	---

Our environment at the literacy centre



In groups of 4, draw a map of the literacy centre.

Each group should present their picture and the teacher can use each of the drawings to name the main features of the environment around the literacy centre.

The class can write down the names of the main features in the language of their choice.

<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____• _____
---	---

My working environment

Places we work

Examples:

market, pasture, office, farm, shop, restaurant, in the classrooms, the kitchen



In groups of 4, discuss what the working environment means to them. Then draw a picture that represents each person's working environment.

Each group should present their picture and the teacher can use each of the drawings to name the main features in the working environment.



The class can write down the names of the main features in the language of their choice.

<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____
---	---

Keeping safe in our environment



Divide the learners into groups according to their speciality work areas. Ask each group to discuss the different dangers or accidents that can happen at their work place. What can they do to prevent accidents?

Some of the issues to discuss include picking up banana peelings to prevent people from slipping, removing broken glass to prevent cuts, and putting things in their correct place so they do not fall.

A large rectangular area defined by a dotted line, intended for group discussion or writing.

SECTION 2

Lesson 1: Words We Use

In this section, the teacher should encourage the learners to use the pictures and the words they want to learn that they can use in the workplace.

Encourage the learner to draw a picture of words they use during their daily activities and bring it to literacy class for revision. The first few tables have been done for you. Be creative to make more worksheets.

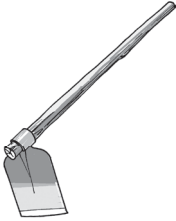
Use the following table to help the learners remember what they are learning in the other classes.

At the farm

What tools and equipment do farmers use?

Tools:

hoes, rakes, pangas, watering cans, sickles

Tools and equipment	Name of the tool and translation in mother tongue or any language	Sentence on how the tool is used
	hoe	We use a hoe to prepare the land for planting.

Land preparation

For each of the following key agricultural activities, ask the learners to write down and draw the main activities involved.

Things we need to do	Tools we use	Why is it important?

Planting and crop production

Plants we use	Activities	Why is it important?

Soil science

Characteristics of fertile soil	Characteristics of non-fertile soil	What do we use to make soil more fertile?


Hairdressing and beauty

What tools do hairdressers use?

Tools:

combs, shavers, scissors, blow dryer, rollers, shampoo, conditioner, oil

Draw the picture of the tool and fill in the other boxes.

Name of the tool	How is it used?	How do you store and keep it safe?
combs 		

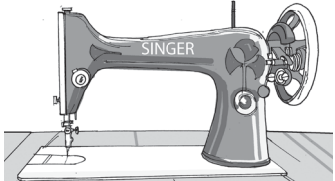
Tailoring

What tools and equipment do tailors use?

Tools:

sewing machine, needles, thread, scissors, tape measure, thimbles, pins, chalk, razor blades, hangers, materials (fabrics)

Draw the picture of the tool and fill in the other boxes.


Name of the tool	How is it used?	How do you store and keep it safe?
sewing machine 		

What things do tailors make?

Examples:

shirts, skirts, shorts, dresses

In the table below, the learners draw pictures of the things that are made by tailors.

shirts 			

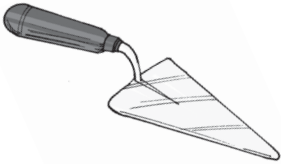
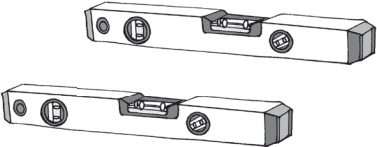
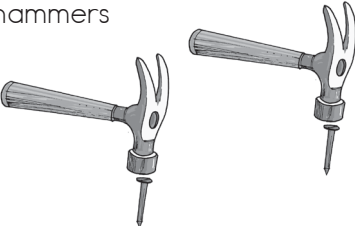
Masonry

What tools and equipment do masons use?

Tools:

trowel, levels, hammers

Draw the picture of the tool and fill in the other boxes.

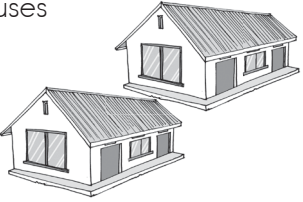
Name of the tool	How is it used?	How do you store and keep it safe?
trowel 		
levels 		
hammers 		

What things do masons build?

Examples:

houses, schools, huts, walls, toilets, classrooms, handpump stands

In the table below, the learners draw pictures of the things that are constructed.

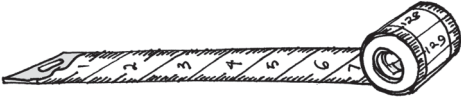
houses 		

How do masons measure?

Symbols and shapes:

measuring tape, metre (m), centimetre (cm), square, rectangle, right angle

Draw the picture of the tool and fill in the other boxes.

Symbols and shapes for measuring	Things we measure using this symbol or shape
measuring tape 	

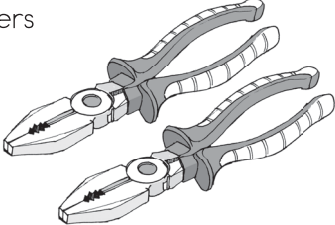
Plumbing

What tools and equipment do plumbers use?

Tools:

pliers, hacksaws, screwdrivers, pipes, wrench

Draw the picture of the tool and fill in the other boxes.

Name of the tool	How is it used?	How do you store and keep it safe?
pliers 		

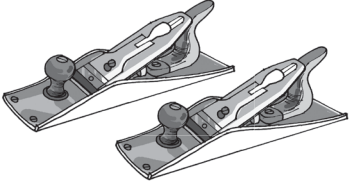
Carpentry and joinery

What tools and equipment do carpenters use?

Tools:

planes, saws, screwdrivers, hammers, nails

Draw the picture of the tool and fill in the other boxes.

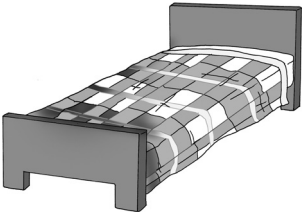
Name of the tool	How is it used?	How do you store and keep it safe?
planes 		

What things do carpenters make?

Examples:

beds, chairs, doors

In the table below, the learners draw pictures of the things that are made by carpenters.

beds 			

Driving instructions

Directions

Directions help us to get where we are going.

Words commonly used on the roads

street, road, zebra crossing or pedestrian crossing, traffic lights, roundabout, pavement, sidewalk, corner

Ask the learners to draw the above vocabulary in their books. Add any words that are not on the list.



Words used to give directions

turn left, turn right, in front of, behind, opposite, continue straight on, next to



Use the map of the training facility drawn in an earlier class. Divide the class into groups and ask them to give directions to each other. One group could be visitors who are new to the class and the other group would give them the correct directions to get to the place they want to go.

Road signs

Signs are pictures on the road that will remind us of important information or important places when we are travelling or walking.



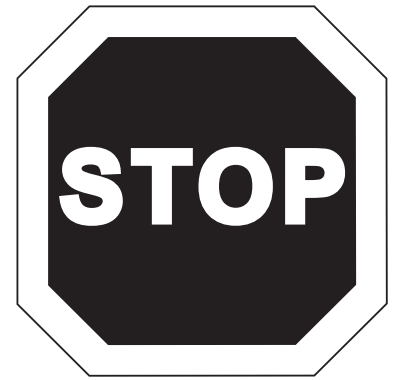
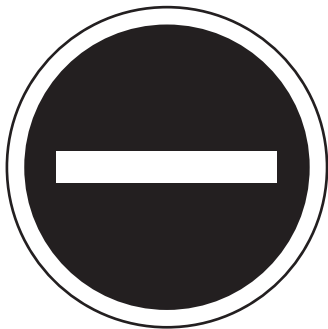
Divide the learners into groups and ask them to identify the signs that have been posted around the training facility.

Are there enough signs around the facility?

Are places clearly marked at the training facility?

What other signs should be added to help visitors know where things are?

Below are some of the road signs you will see as you drive on the road. What do they mean?



In groups, try and remember any road signs you have seen around your area. Draw these signs and write down what they mean. The teacher will hand out the complete road signs after the class.

A large rectangular area defined by a dotted line, intended for drawing and writing about road signs.

SECTION 3

My Every Day Dictionary

Use this section to write down words you want to remember that you learn every day. Feel free to draw pictures or symbols that will help you remember the new words you are learning.

New words I learn every day

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

New words I used today:

• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

