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## INTRODUCTION:

### 1.1: Overview

This teacher's book is designed to be used as a teaching resource with well **explained activities** in the student's book. Exercises have been answered and **rubrics** showing assessment **criteria and standard** given. The teacher should use a **learner-centred** approach with a variety of activities that will **develop competencies and values attitudes** needed so that students become full individuals who can deal with current issues and global challenges.

Some activities require the teacher to use his/ her own judgement; especially where questions require opinions from students. Although suggested answers have been given, they are not final. The teacher should expect different answers some of which might be wrong. The **teacher's role is to facilitate** student's responses in a constructive manner. Since many activities have been provided, the teacher should choose those that match with the time and level of students.

The book is written in such a way it is easy to navigate information and issues related to a **competence based curriculum**. Each **Unit is based on a specific theme** and all language in the unit is related to the theme. **Units are further divided into parts** all based on the same theme. At the end of each unit in the student's book, a **unit assessment** is given. However, the teacher can add more questions or choose how appropriately to assess.

**Crosscutting issues, competences to be developed, knowledge, skills and values and attitudes** are clearly indicated. The teacher should be familiar with these terms and ensure that they are handled since they are the one that make a competence based curriculum different from the knowledge based one. More about the above will be explained independently.

### 1.2 Content Map

The content map is a summary of the contents of the student textbook

	<b>UNIT 1: Careers</b>	<b>UNIT 2: Running a business</b>	<b>UNIT 3: Folktales</b>
<b>Number of Periods</b>	18	18	18
<b>Introduction</b>	In this Unit is about careers and making informed career choices. The choice of career one makes is very important because it determines what you will do for the rest of your life.	This unit explored issues related to financial literacy such as buying things, pocket money, saving, budgeting, income and borrowing. It also handled grammar like comparatives and superlatives and pronunciation.	This unit is about the traditional culture of Rwanda through traditional stories of Ryangombe. These interesting stories are integrated with language skills and values of Rwandans
<b>Classroom Organization</b>	Whole class, group activities and field interview.	Whole class, pair work individual and group work	Whole class, individual work and group work
<b>Equipment Required</b>	Pictures, photographs, and job ads	pictures, photographs etc	Pictures, photographs, storybook, etc.

<b>Activities</b>	Refer the student book.	Refer the student book.	Refer the student book.
<b>Competencies to be emphasized</b>	Literacy, Numeracy, critical thinking, communication in official language, ICT and digital competency and co-operation and interpersonal management.	Research and problem solving, literacy, numeracy, entrepreneurship and business development	Citizenship and National Identity, Research and problem solving, ICT and digital competency and creativity and innovation.
<b>Cross cutting issues</b>	Standardisation culture, and Gender	Financial Education Standardisation Culture, peace and values education	Peace and Values Education, Inclusive education, and Gender
<b>Links to other subjects and situations</b>	Entrepreneurship: jobs, skills, and qualifications	Entrepreneurship: debt, income, money, budgeting, household expenses, and buying and selling	Folk tales
<b>Vocabulary that must be acquired</b>	<b>Jobs:</b> - Lawyer, secretary, plumber, journalist, farmer, etc. <b>Qualifications:</b> - Certificate, degree, examination, study, etc. <b>Skills:</b> - IT, skill, experience, ability, capacity, etc	<b>Profit and loss:</b> - Buy, selling/buying price, profit, etc. <b>Shopping:</b> - Buy, sell, cost, that makes, change, etc. <b>Lending and borrowing:</b> - Owe, debt, borrow, interest, lend, etc.	Vocabulary related to folk tales
<b>Numeracy</b>	Subjects and materials.	Countable and uncountable	
<b>Study Skills</b>	Discussion and argumentative skill, Matching, reading for general meaning and descriptive writing.	Organizing information, reading for specific meaning and speaking fluently.	Reading silently and a loud, planning and designing brochures
<b>Revision</b>	exercises given	exercises given	exercises given
<b>Assessments</b>	Can name and describe jobs and the daily activities they involve, describe job qualifications, and read and write a job	Can describe the costs of buying and selling, profit and loss, role-play buying things in a shop, describe budgets and express budget calculations,	Can listen to a story in the past, read a story in the past, recount an incident in the past, read an extract from a

	advertisement.	describe borrowing and express debt calculations, and write about a household budget	simplified work of literature.
<b>Learning Outcomes</b>	Demonstrate ability and willingness to make an informed career choice.	Show knowledge of financial management and literacy.	Confidently talk about the history of Rwanda using folk stories to extract positive values.
<b>UNITS</b>	<b>Unit 4: Diet and health</b>	<b>Unit 5: Human rights</b>	<b>Unit 6: Religion, culture and arts</b>
<b>Number of Periods</b>	18	18	18
<b>Introduction</b>	In this unit is about classifying nutrients, classifying foods, countable and uncountable nouns, counting calories, determiners, describing a balanced diet, comparatives, making a food table, model verbs.	This unit is about human rights and abuses. It contains Describing Right, Children's Rights, countering abuses, child abuse, passive voice in the present tense, gender equality, minority rights, direct and indirect/reported speech.	This unit talks about religions in Rwanda, traditional beliefs, passive voice present simple, talking about dances and art, describing traditions, describing crafts, process description.
<b>Classroom Organization</b>	Whole class, pair work and group work.	Whole class discussion, role-plays, individual work and group work.	Class work, field study, individual assignments, pair work and group work.
<b>Equipment Required</b>	Food labels, pictures, photographs, etc	Pictures, case studies and videos.	Pictures, photographs, map, real objects, etc
<b>Activities</b>	Refer the student book.	Refer the student book.	Refer the student book.
<b>Competencies to be emphasized</b>	Creativity and innovation, life-long learning, cooperation and interpersonal management life skills.	Literacy, research and problem solving, lifelong learning, Citizenship and national identity and critical thinking.	Research and problem solving, critical thinking, communication and co-operation and interpersonal management.

<b>Cross cutting issues</b>	Financial education, standardisation culture, gender and inclusive education.	Peace and values education and Genocide studies.	Gender, Inclusive education and standardisation culture.
<b>Links to other subjects and situations</b>	Physical Education, biology and general studies: diet, nutrients, food labels, and a balanced diet	History and Citizenship gender equity, rights of the child, human rights, and minority rights	History and Citizenship: traditional arts, religions, crafts, and legends
<b>Vocabulary that must be acquired</b>	<p><b>Nutrients:</b> - Protein, fibre, roughage, carbohydrate, etc.</p> <p><b>Food stuffs:</b> - Milk, meat, fish, tomato, plantain, bread, eating habits, overeating, malnutrition, obesity, etc</p>	<p><b>Rights:</b> - Religion, practise, education, Clean water, human rights' activist, etc.</p> <p><b>Abuses:</b> - Sexual abuse, torture, slavery, etc.</p> <p>Gender equality: - Election, vote, business, pay etc.</p> <p>Minority rights: - Practise, culture, religion, beliefs, Etc</p>	<p><b>Crafts:</b> - Basket, weave, pot, clay, etc.</p> <p>Religions: - Christian, Muslim, traditional, believe in, belief, etc.</p> <p><b>Arts:</b> - Dance, drums, painting, etc</p>
<b>Numeracy</b>	Money figures.		Population of religious people.
<b>Study Skills</b>	Negotiation skill, reading skill and organisation.	Analytical skills, Research and storytelling skills.	Problem solving, counselling and guiding and protection.
<b>Revision</b>	Exercises given	Exercises given	Exercises given
<b>Assessments</b>	Can classify food and nutrients, assess a balanced diet, read a food label, compare the contents of foods, write advice about a balanced diet	Can use knowledge learnt in the context of human rights	Can name key religions in Rwanda and key beliefs, describe traditional arts and crafts in Rwanda and locate them on a map, and write about a craft process
<b>Learning Outcomes</b>	Acquire both the knowledge and skill of preparing a balanced diet.	Respect, protect and be conscious of human rights and their importance.	Critically assess the impact of religion and gain religious



			tolerance.
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<b>UNITS</b>	<b>Unit 7: Tourism and the environment in Rwanda</b>	<b>Unit 8: The internet and the media</b>	<b>Unit 9: Traditional beliefs and practices</b>
<b>Number of Periods</b>	18	18	18
<b>Introduction</b>	This unit talks about environment and tourism in Rwanda. The lessons in this unit intend to help you appreciate the beauty of your country and how you can protect its environment.	In this unit you have seen the use of information technology such as mobile phones and internet for various purposes such as studying and doing business.	In this unit, you will learn about traditional Rwandan culture and the English vocabulary related to culture.
<b>Classroom Organization</b>	Whole class, group discussions and individual work.	Individual work, field trips, individual work and group activities	Whole class discussion, Role-plays, group activities and individual work.
<b>Equipment Required</b>	Pictures, photographs, pencils and drawing paper. map etc.	Mobile, computer, photographs, pictures, etc.	Photographs, pictures etc
<b>Activities</b>	Refer the student book.	Refer the student book.	Refer the student book.
<b>Competencies to be emphasized</b>	Citizenship and national identity, research and problem solving, creativity and innovation.	ICT and digital competence, research and problem solving Citizenship and national identity, critical thinking, and communication	Citizenship and National Identity, Critical thinking, problem solving, co-operation and interpersonal management.
<b>Cross cutting issues</b>	Environment sustainability, Financial Education, Gender and inclusive education.	Standardisation culture, Peace and values education, Inclusive education and Gender.	peace and values education, Genocide studies, and Gender
<b>Links to other subjects and situations</b>	Geography: national parks, wildlife, and tourism	Computer Science: electronic devices, mobiles, and internet	History and Citizenship: religion, belief,

			tradition, ceremony, healing, and ancestors.
<b>Vocabulary that must be acquired</b>	Tourism: - Hotel, campsite, luxury, destination, etc. National parks: - Bird watching, hippopotamus, famous, view, etc. Threats to parks: - Poachers, meat, firewood, farming, Etc	Media and communications: - Mobile, internet, newspapers, magazines, comics, etc. The internet: - Email, search, web, computer, etc	Creation stories: - Creator, good, heaven, found, etc. Spirits and ancestors: - Spirit, ancestor, luck, etc. Ceremonies and cultural practices: - Harvest, celebrate coming of age, naming ceremony, etc. Healing: - Healer, herb, medicine, diviner, etc. Marriage: - Groom, bride, dowry, etc
<b>Numeracy</b>	Number of animals, national parks and tourists.	Population using mobile phones, phone numbers.	
<b>Study Skills</b>	Recalling, problem solving and peace making	Reading, writing and comparing and contrasting.	Problem solving, analysing and counselling.
<b>Revision</b>	Exercises given	Exercises given	Exercises given
<b>Assessments</b>	Can locate tourist destinations and describe what they offer, and can write an account of a visit to a national park	Can describe media and communications devices used, describe what can be done with the internet and with a mobile, conduct a survey	Can describe traditional beliefs and traditional cultural practices, can discuss and write about a traditional marriage
<b>Learning Outcomes</b>	Appreciate, protect and understand environment and its contribution to national development.	Assess the role of internet and make wise decision on using internet for productive purpose.	Confidently talk about the history of Rwanda assessing both the positive and negative.
<b>UNITS</b>	<b>Unit 10: Prehistory.</b>		

<b>Number of Periods</b>	18	
<b>Introduction</b>	This unit is about African civilisation. It talks about pyramids in Egypt and great empires like Mali, Songhai and Ghana. The Kingdom of Rwanda and how it was highly organized in terms of administration, agriculture, military and entertainment.	
<b>Classroom Organization</b>	Whole class, group activities, individual work.	
<b>Equipment Required</b>	Map, tables, pictures, and photographs	
<b>Activities</b>	Refer to student book	
<b>Competencies to be emphasized</b>	Critical thinking, research and problem solving, analysis and communication.	
<b>Cross cutting issues</b>	Citizenship and national identity, peace and values education, standardisation culture (pyramids)	
<b>Links to other subjects and situations</b>	History and Citizenship: religion, belief, tradition, ceremony, healing, and ancestors	
<b>Vocabulary that must be acquired</b>	<b>Civilisations:</b> - Ife, Mali, Egypt, Great Zimbabwe, etc. <b>Achievements:</b> - Pyramid, mosque, manuscript, copper, etc.	

	<b>Carrying out the process:</b> - Last, finish, fight, travel, construct, invade, etc.	
<b>Numeracy</b>	Years and money.	
<b>Study Skills</b>	Analysing, reporting and researching.	
<b>Revision</b>	Exercises given	
<b>Assessments</b>	Can describe traditional beliefs and traditional cultural practices, can discuss and write about a traditional marriage.	
<b>Learning Outcomes</b>	Demonstrating knowledge of African civilisation in speaking and writing.	

### 1.3 Methodology

The learning and teaching methods to be used should be learner-centred; developing **knowledge, skills as well as values and attitudes** that will enable students become **practical and not passive receivers of knowledge**. Some of the methods and activities to be used include: *Learning by playing*, *role-playing*, *brainstorming*, *thematic teaching*, *Integrated teaching*, *story Telling*, *facilitating Skills*, *discussion Method*, *inquiry Method*, *problem Solving (Theory of Constrain)*, *mastery Learning*.

The learning should be **activity based** (learning by doing). Several activities are given both in the student book and other **extension activities** in this teacher's resource book. The activities are designed to cater for different competencies, skills and crosscutting issues students are expected to develop. However, teachers should design other activities they consider suitable for their students depending on the needs of the learners.

The activities are also designed in such a way that they **encourage learners to be independent thinkers and create their own knowledge** (Constructivism theory). Extended activities are given to cater for students with special needs as some students might need more challenging tasks than others in the class. The teacher should therefore **identify students with special needs** and design ways of supporting them to supplement the ones given in the book. More information about methodology is given in annex 1.5.

## 1.4 Assessment

In this book, diagnostic, formative and summative assessments are used to ensure that students' progress is monitored.

Diagnostic assessments are given at the beginning of most activities to test students' prior knowledge of the content to be taught. This can give the teacher a clear picture of where to begin from or how to structure the lesson basing on what students already know.

Formative assessments are in form of exercises given and activities during the lesson to check students' understanding before moving on to another step of the lesson. Some activities are given as a way of introducing a lesson, as development of the lesson and as homework and project work.

Every unit has a summative assessment inform of unit assessment to check students' progress throughout the unit. Teachers can give other summative assessments after two or three units as mid-term or end of term exams. There are sample mock exams at the end of the units for students to practice and get the feel of the real exam.

All the assessments in the book directly or indirectly test knowledge, skills and values and attitudes. For example activities to be done in groups can be an opportunity for the teacher to assess, cooperation and interpersonal relationships, respect for each other, teamwork among others, and through observation the teacher set a criteria for giving marks. A rubric for assessing oral presentations is given in this book.

The questions in the student book are designed following bloom's taxonomy; from low, medium and high order thinking as below:

- **Low order** (knowledge and understanding): define, name , list, identify, etc
- **Medium Order**: explain, describe, examine, classify, express, etc
- **Higher order**: compare, analyze, illustrate, differentiate, etc.

Sample rubrics for awarding marks for dialogues, oral presentations, composition, paragraph, letter writing and brochure are given in this book to help the teacher be objective while awarding marks. The rubric should be explained to the students so that they know what the teacher expects from the students' answers for each activity and exercise.

The rubrics have the criteria and standard of assessment. The criteria is the what will be based on to award the marks and the standard is the statement which qualifies the mark as excellent, very good, good, average or below average. The standard corresponds with the mark given following a certain criteria.

The records from all assessment should be kept in a formal professional manner so as to effectively monitor the students' progress.

## 1.5 Cross-cutting issues

In the competence based curriculum, crosscutting issues are a fundamental part of learning and teaching process. Crosscutting issues in two categories in this book. Some are unit specific whereby they are clear and easily identified in the unit. For example unit seven about the history of Rwanda clearly addresses the crosscutting issue of Genocide studies and peace and values education.

Each cross cutting issue has its own important content that is part of the book but the cross-cutting issues are not stand alone units or sub units. They are integrated throughout the book, thus a teacher should identify any opportunity to talk about them.

**There are eight cross cutting issues which include: *Genocide Studies, Gender, Peace and Values Education, Standardisation Culture, Inclusive Education, Financial Education and Comprehensive sexuality Education.*** A detailed description of the above crosscutting issues is given in annex1.4.

## 1.6 Competencies

Competences are very important and have been clearly illustrated both in the student book and in this book. Each unit starts with a unit competence to be achieved in the process of learning and teaching the whole unit. The teacher can design other competencies to be achieved in parts as a guide of what students are expected to do by the end of the part. Competences are in two categories;

### **(a) Basic competences:**

- i. Numeracy, literacy
- ii. Communication in official languages
- iii. Science and technology
- iv. ICT and digital competency
- v. Citizenship and national identity
- vi. Entrepreneurship and business development.

### **(b) Generic competences**

- i. **Critical thinking:** the teacher should use verbs like: analyze, arrange, develop, evaluate, examine, point out, etc.
- ii. **Creativity and innovation:** the teacher should use verbs like: design, produce, organize, develop, integrate, etc.
- iii. **Research and problem-solving:** the teacher should use verbs like: apply, discover, find out, survey, point out, produce, suggest, etc.
- iv. **Communication:** the teacher should use verbs like: observe, listen, explain (verbally or in writing), etc. The teacher may give various tasks like debates, discussions, presentations, group work, etc where learners are encouraged to talk with one another.
- v. **Cooperation:** learners should be encouraged to work together, to respect the views of others, to commit and to contribute fairly to the collective effort. The teacher should use words like: co-operate, collaborate, teamwork, jointly, together, mutual benefit, collective effort, etc.

For a student to be competent after using this book, she/he should demonstrate a certain degree of the following:

- He/she must know the writer's status, the letter format, courtesy rules, and grammar rules.
- He/she must be able to conjugate a verb, accord it to the subject, and use all his /her knowledge depending on the context to state the request clearly and accurately.

- He/she must be courteous and respectful in writing, reread spontaneously what has been written.

All those three categories which are **knowledge and understand skills and attitude** must be gathered in a basic competence called **Literacy** because learners should **express ideas, messages and events through written legible texts in good hand-writing with correctly spelt words**. They should also communicate ideas effectively **through speaking** using correct **phonemes**.

The generic competences in this situation are **Communication, Creativity and innovation** because the learners should communicate clearly and confidently using a range of **linguistic, symbolic, representational and physical expressions**. They should generate original ideas and apply them in learning situations.

The student book is designed in such a way that all the above competences are catered for through the **content** and most importantly, the **activities** in the book are designed to develop these competencies.

### 1.7 Annexes.

This part is the last consisting of very important sample documents and detailed explanations of some of the competence based curriculum components not explained here in the introduction. Annexes include sample unit plan, sample lesson plan, proposed student-centred seating plans for whole class and team activities, explanation of crosscutting issues and methods and techniques that are learner-centred.

Teachers should refer to the content map for the above documents which are very important for delivering a competence based curriculum because the documents it annexes show the difference between the knowledge based book and the competence based book.

### 1.8 Sample lesson plan

#### LESSONPLAN FOR S.3 ENGLISH

School Name: Teacher's name:

Term	Date	Subject	Classes	Unit N <sup>o</sup>	Lesson N <sup>o</sup>	Duration	Class size
1	21/01/2018	English	S.3	1	1 of 10	80 Min	40 Students
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				Three with physical impairment and one with hearing impairment. (assign students to help them and arrange alternative activities for them)			
<b>Unit title</b>		Careers					
<b>Key Unit Competence</b>		To be able to use the language learnt in the context of careers					
<b>Title of the lesson</b>		Describing Jobs					
<b>Instructional Objective</b>		Using a story in the student book, students will be able to read, interpret and discuss issues related to jobs confidently.					
<b>Plan for this Class (location:</b>		In the classroom.					

<b>in / outside)</b>	
<b>Learning Materials (for all learners)</b>	Textbooks, pictures of people and their careers.
<b>References</b>	Teacher's guide , pupils book, Syllabus, Scheme of work

<b>Timing for each step</b>	<b>Description of teaching and learning activity</b>		<b>Generic competences and Cross cutting issues to be addressed + a short explanation</b>
	<b>Teacher activities</b>	<b>Learner activities</b>	
<b>Introduction</b> 15 minutes	<p><b>Activity 1: Pre-reading</b> Asks students to get in pairs and do a pre-reading <b>activity 1a.1.</b> Asks pairs to exchange their books and mark each other using answers he gives them from teacher's guide. Ask them what they topic of the lesson is.</p>	<p>Students work in pairs and do a pre-reading <b>activity 1a.1.</b> Students exchange their books and correct each other's work.  They suggest the topic by relating to the activity.</p>	<p>Generic competences: Communication in official language Cooperation and interpersonal management life skill. Research and problem solving (using dictionary). Cross-cutting issues: Gender in pairs, inclusive education by helping students with impairments.</p>
<b>Development of the lesson</b>  50mins	<p><b>Activity 2: Reading</b> -Asks learners to read silently in pairs and identify new vocabulary. -Chooses students to each read a paragraph emphasizing accuracy. -Discusses the new terms with students. <b>Activity 2: Assignment</b> -Asks students to individually do <b>activity 1a.2</b> and later exchange their books to correct each other. Teacher and students harmonize answers and</p>	<p>-Learners read silently and identify the new vocabulary in the story.  -Chosen students read aloud as directed and others listen. (student with hearing impairment reads from the text)  - Suggest possible answers to new vocabulary and teacher harmonizes.  -Learners do activity 1a.2 individually and</p>	<p><b>Generic Competences:</b> <b>Research and problem solving</b> by encouraging learners to research before deciding on careers.  <b>Communication and interpersonal management</b> as they work in groups.  <b>Life-long learning</b> as encouraged in the passage.</p>



	<p>reasons why they are correct or not correct.</p> <p><b>Activity 3: Group work</b> -Teacher asks learners to get in groups and discuss the questions in <b>activity 1a.3:</b></p> <p><b>Activity 4: Gallery walk</b> -Teacher asks students to display their information on the walls or chalk board and others move around reading. Students write notes in their books as follows</p> <table border="1" data-bbox="400 864 742 1055"> <thead> <tr> <th>Point</th> <th>Noticed</th> <th>why that</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Point	Noticed	why that										<p>ask where they need clarifications.</p> <p>-They exchange their books and correct each other and later discuss the final answers.</p> <p>-Learner work in groups and answer the questions asked. (the students with physical impairment remain where they are and other find them, one with hearing impairment reads from the secretary of the group)</p> <p>Students move around reading information from the other groups and ask some questions.</p> <p>Students fill in the table as they read.</p>	<p><b>Cross cutting issue:</b></p> <p>Financial education related to salary earned.</p> <p>Peace and values education through empathy shown by students by helping their colleagues</p> <p>Inclusive education where all students have roles in groups.</p> <p>Gender demonstrated in groups.</p>
Point	Noticed	why that													
<p><b>Conclusion</b>  <b>15mins</b></p>	<p><b>Activity 5: Harmonizing</b> -Teacher asks a few students randomly to say what they summarized as they walked around.</p>	<p>Students give their information their summarized.</p>	<p>Generic competences: Life-long learning.</p>												
<p><b>Teacher self-evaluation</b></p>	<p>The lesson objectives were achieved. Students demonstrated knowledge of the content.</p>														

## 2.0 Teacher's directions and answers.

### TOPIC AREA: ORAL ANDWRITTEN COMMUNICATION

#### Unit 1: Careers.

**No of lessons:** 18

**Key Unit Competence:** To use language learnt in the context of careers.

#### Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values
- Recognise the use of relative pronouns and the present perfect continuous tense. - List job qualifications and skills.	- Describe jobs and the daily activities they involve. - Describe job qualifications and skills. - Listen to/read a text recounting daily job routines, or educational and job experience. - Role-play job interview scenarios. - Read job advertisements. - Plan, write and edit job advertisements.	- Lifelong learning is important for all people. - Researching job Advertisements and qualifications keeps people Informed about careers and Employment opportunities.

**Materials:** Pictures, photographs, and job ads.

### 1.1 Describing jobs

#### Introduction

This unit is generally about jobs. There are very many jobs in the world students need to know so that they can make informed decisions when making career choices. In this lesson student will learn about jobs, the process of career choices and factors to consider when choosing a career.

Possible answers	Teaching points
<p><b>Activity 1 Pre-reading matching</b>                      1. c 2. e 3. b 4. f 5. d                      6. g 7. a</p> <p><b>Activity 2: Multiple choice comprehension</b>                      1. b 2. c 3. b 4. b 5. b 6. b 7. c                      8. a 9. b 10. c</p> <p><b>Activity 3: Group work</b>                      1. When a person chooses a wrong career, he/she will likely <i>regret, hate the job, keep changing jobs, become sad for his entire life, go to work late, not</i></p>	<ul style="list-style-type: none"> <li>• Introduce the lesson with the pre-reading activity in their student books to be done in pairs or groups that will stimulate student's thinking. Take about 10 minutes on this activity.</li> <li>• Ask a few students to present and give some comments.</li> <li>• Ask students to tell you</li> </ul>

<p><i>improve on his job, complain all the time etc.</i></p> <p>2. I would advise my friend to <b>make research about the career, consider his/her values, know about him/herself, seek advice from experts, and think about lifelong learning.</b></p> <p>3. Yes, it matters which job one chooses. Reasons are same as question 1 if you choose a wrong career and the opposite if you choose a right career.</p> <p><b>Activity 4: Vocabulary matching</b>  1= d 2= i 3= j 4= e 5= a 6= c 7= f 8= h 9= b  10= g 11= n 12= l 13= m 14= k</p> <p><b>Activity: 5 Role-play</b>  Give students copies of the rubric for oral presentation in annexes or list for them important ideas you will be looking for got from the rubric.</p> <p><b>Activity 6: Describing a future career.</b>  Guide students using a generic composition rubric in annexes. The best practice is to go step by step starting with generating a title, then write introduction, move on to body points and finally a conclusion.</p> <p><b>Supplementary exercise</b>  <b>Homework/ Supplementary activity</b>  Write a letter to your parents or guardians telling them the career you want to choose, why you want to choose it and how you will do it.</p>	<p>the lesson of the day and why they say that.</p> <ul style="list-style-type: none"> <li>• Ask students to read the text that follow silently as you move around. Give students time they should take reading.</li> <li>• Get a few students to read the text about jobs that follow. Encourage readers to be loud, clear and mind about pronunciation.</li> <li>• Give some explanations about the text and give students time to answer the exercise(give a few minutes)</li> <li>• Move around supporting those who might be stuck.</li> </ul>
<b>Catering for learning special needs</b>	
<p><b>For less advanced students,</b>  <i>In case you have students who have visual impairment, encourage their colleagues to read for them and choose them when answering questions.</i>  <i>For students with reading difficulty, allow them chance to read a loud and colleagues to comment on their improvements only.</i></p>	<p><b>For more advanced students,</b>  <i>Give an extra task to advanced students while others are reading silently. E.g. they can select difficult words from the passage and look them up in a dictionary.</i></p>

## 1.2 If-Clauses

### Introduction

This lesson will help students learn grammatical structures of conditions and results. As we have seen in the previous lesson, choosing a career has certain condition to fulfil and results. However, when you make a wrong career choice, you will likely get negative results.

<b>Possible answers</b>	<b>Teaching points</b>
<p><b>Activity 1 Conversation exercise</b></p> <p>1. Do 2. Were not 3. Be  4. Were no teachers 5. Not be 6.  Became 7. Would start 8. Were not  9. Would end up 10. Was not 11.  Would be</p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by writing some mathematical equations for students to solve such as:  If <math>3x=9</math>, then <math>2x=</math>____  If a pen costs 100frw, then 10 pens will cost__</li> </ul>

<p><b>Activity 2: Context exercise</b>          Would only help 2. Gave          3. Would only help          4. Gave 5. Would find 6. Made          7. Do 8. Will not support 9.          Would only help 10. Gave 11.          Made 12. Would find 13. Would          have helped 14. Had eaten 15.          Gave 16. Would immediately find          17. Had had 18. Would have made          19/ get 20. will be</p> <p><b>Supplementary exercise</b>  <b>Homework</b>          Write one paragraph of a fable similar to one above and underline the “if” sentences in your paragraph. Write of top of the sentence which if it is.</p>	<p>if you bought five books and lost two, you would remain with____</p> <p>If you had built two houses of three rooms, you would have _____ tenants.</p> <ul style="list-style-type: none"> <li>• Ask students to tell you the topic this activity is related to in English and the importance of the topic. You should expect answers like to learn mathematics, to know how to conduct business, to make wishes and regrets etc.</li> <li>• Give some explanations about if clauses and put students in groups of four or more to study table..... in their student books.</li> <li>• Encourage them to ask questions to each other and then when they fail to ask you?</li> <li>• Give them time to do the exercise in their student books</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students,</b></p>
<p><b>Catering for learning special needs</b>  <b>For less advanced students</b>  <i>For students with difficulty in tenses, help them to review them in your explanations asking them to make sentences in the target tenses (simple present, simple past, future and past perfect)</i></p>	<p><b>For more advanced students</b>  <i>A sign less advanced student to then to give more explanations where they have not understood.</i></p>

### 1.3 Describing daily routines

#### Introduction

Daily routines are all activities you do every day such as going to school except for holidays. In order to talk about daily routines, you have to use the simple past tense with adverbs of time like **usually, always, every day**, etc. In terms of jobs, we have things we do every day in specific kinds of jobs. In this lesson, we are going to talk about daily routines of a doctor.

Possible answers	Teaching points
<p><b>Activity 1: pre-reading</b>            Answers will differ. However, there are some common activities like preparing for school, attending classes, doing exercises and homework etc.</p> <p><b>Activity 2: Comprehension:</b></p> <ol style="list-style-type: none"> <li>1. Kayitesi's work is difficult because:               <ol style="list-style-type: none"> <li>i. It requires both mental and physical preparation.</li> <li>ii. She also has to take care of children and make sure they go to school.</li> <li>iii. Many patients to work on in a single day.</li> </ol> </li> <li>2. Because she wants to teach children to respect time. Students should support her because time management helps to be</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce the lesson with a pre-reading activity to be done in pairs or groups depending on your class size and objective. Allow some pairs or</li> </ul>

organized, to avoid stress, to be successful etc.

3. Doctor Kayitesi has to maintain high level of hygiene because of the nature of her job, which deals with human life. If she doesn't maintain high level of hygiene, her patients will get infections during surgery.
4. I would add time for coffee, resting time and recreation or entertainment time. I would remove preparing children for school and advise her to hire a maid.
5. Kayitesi loves her job because she says she does not complain and considers it her duty to save lives.

**Activity 3: vocabulary and expressions**

- i. Takes matters seriously
- ii. Someone who carries out operations on sick people
- iii. To stop infections on a wound or cut area.
- iv. Surgeons must always be clean
- v. Not to make the people she treats get sick or infected.
- vi. Having problems while producing a baby.

**Activity 4: Timetable**

**Post- reading activity:**

- The timetable below is a sample you can use to guide students. However, student will have their own ideas and reason for them.
- They should be creative balancing work with leisure.
- This task can be done in groups to encourage discussion.
- Each student should make his or her own study time table making sure they balance studies and play.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>8-9am</b>	Start work	Start work	Start work	Start work	Start work	Start work	church
<b>9-10am</b>	Check patient list	Check patient list	Check patient list	Check patient list	Check patient list	Check patient list	church
<b>10-11am</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>11am-12pm</b>	Operate one patient	Operate one patient	Operate one patient	Operate one patient	Operate one patient	Operate one patient	Gospel music
<b>12-1pm</b>	Second operation	Second operation	Second operation	Second operation	Second operation	Second operation	Prepare lunch
<b>1-2pm</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>2-3pm</b>	Rest	Rest	Listen to music	Rest	Rest	End work	sleep
<b>3-4pm</b>	Third operation	Third operation	Third operation	Third operation	Third operation	swim	sleep

groups to present.

- Review the use of the simple present tense using adverbs of time and pronunciation and spelling of the “-s” with third person (he, she and it)
- Ask students to read the story silently (give specific time), then choose some students to read aloud catering for gender.
- Give explanations about the text emphasising importance of time management, being organized and resting time.
- Ask students to do the activities individually as you move around supporting them.

	on	on		n	on					
4-5pm	End day	End day	End day	End day	End day	Movie	Beach			
<p><b>Activity 5: Friendly letter</b> Use the rubric for writing letters in annexes to guide students and correct them.</p> <p><b>Supplementary activity</b> Ask students to do their own revision timetables and remember to include time for resting/ leisure.</p>										
<p><b>Catering for learning special needs</b></p> <table border="1"> <tr> <td> <p><b>For less advanced students</b> <i>For less advanced students, give them more time for exercise as you check other student's work. Move close to them and give them support with vocabulary and ideas on how to complete their time tables</i></p> </td> <td> <p><b>For more advanced students,</b> <i>Challenge more advanced students with the task to extend the timetable up to the time they sleep.</i></p> </td> </tr> </table>									<p><b>For less advanced students</b> <i>For less advanced students, give them more time for exercise as you check other student's work. Move close to them and give them support with vocabulary and ideas on how to complete their time tables</i></p>	<p><b>For more advanced students,</b> <i>Challenge more advanced students with the task to extend the timetable up to the time they sleep.</i></p>
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## 1.4 The present perfect continuous tense

### Introduction

The present perfect continuous tense is normally confused with the past continuous tense. As you teach this tense, use the tense timeline to help students understand the difference between these tenses. Use the timeline below to explain

Possible answers	Teaching points		
<p><b>Activity1: Close reading exercise</b></p> <ol style="list-style-type: none"> <li>Has been changing</li> <li>Have been updating</li> <li>Have been updating</li> <li>Have been making</li> <li>Has been moving</li> <li>Have been interviewing</li> <li>Has not been practicing</li> <li>Has been complaining</li> <li>Have been looking</li> <li>Has been working</li> <li>Has been wasting.</li> </ol> <p><b>Supplementary exercise</b> Using the present perfect continuous tense, write ten sentences about the changes that have been taking place in Rwanda and are still going on. (This exercise can be done in pairs or groups.</p>	<ul style="list-style-type: none"> <li>Introduce this lesson by asking students to say something they stated doing sometime before now and are still doing now. For example: we have been studying English for I hour. Write their sentences on the chalkboard and ask volunteers to correct wrong ones and say why they think they are wrong.</li> <li>Ask them to tell you the topic you are going to teach and write their suggestions.</li> <li>Ask them to take a few minutes to read the explanations in their student books.</li> <li>Carry out a plenary session using question and answer about what they have read as you give clarifications.</li> <li>Allow students time to do the exercises.</li> </ul>		
<p><b>Catering for learning special needs</b></p> <table border="1"> <tr> <td> <p><b>For less advanced students</b> <i>Prepare a simpler home work for less advanced students which they can manage as a way of motivating them.</i></p> </td> <td> <p><b>For more advanced students,</b> <i>Assign advanced students others to help with explanations and guiding them with their exercise but not do it for them.</i></p> </td> </tr> </table>		<p><b>For less advanced students</b> <i>Prepare a simpler home work for less advanced students which they can manage as a way of motivating them.</i></p>	<p><b>For more advanced students,</b> <i>Assign advanced students others to help with explanations and guiding them with their exercise but not do it for them.</i></p>
<p><b>For less advanced students</b> <i>Prepare a simpler home work for less advanced students which they can manage as a way of motivating them.</i></p>	<p><b>For more advanced students,</b> <i>Assign advanced students others to help with explanations and guiding them with their exercise but not do it for them.</i></p>		

## 1.5 Describing Job Qualifications

### Introduction

A job qualification is something someone studies as his or her career. When the person finishes the studies, we call it a qualification; meaning the person is qualified to do that job. There are many job descriptions that you have to identify in this lesson by filling a crossword puzzle in group.

Possible answers				Teaching points
<b>Activity 1: Pre-reading</b> Answer will be different from one group to another. This just a sample				<ul style="list-style-type: none"> <li>Introduce this lesson by asking students to list the job qualifications they know or ever heard of and ask them to list the words in somewhere because they will help them in the next activity.</li> <li>Ask them to take time and find out the name of each job performed by the person described</li> <li>When they have finished this stage, tell them to fill their words into the crossword puzzle.</li> <li>Ask student to exchange their books, show them the correct</li> </ul>
<b>Qualification</b>	<b>Reasons for choosing the qualification</b>	<b>Benefits</b>	<b>Risks</b>	
1. Teacher	Love for children	Lifelong learning, love from students, respect, trust, earn money.	Students failing,	
<b>Activity 2: Comprehension</b>				
1. The speaker studied a bachelor's of science in finance and entrepreneurship 2. Creative, hardworking, social, communication and good time management. 3. She is experienced in communications and marketing for eight years. 4. Her project "Smart Business Minds" won a national award, got promotion and became employer of the year 5. Answers will differ but will be related to her achievements and qualities.				
<b>Activity 1E.3: Crossword Puzzle</b>				



<p><b>Activity 4: Speaking</b> Use the rubric for oral presentations to support students during their presentation by telling them what is expected of them.</p> <p><b>Activity 5: Summarizing</b> Answers will differ depending on what the group will have discussed. Guide the students on what makes a good paragraph i.e.</p> <ol style="list-style-type: none"> <li>i. Topic sentence</li> <li>ii. Support sentence</li> <li>iii. Example or evidence</li> <li>iv. Conclusive sentence</li> </ol> <p><b>Supplementary exercise</b> Choose what the people who do the jobs you have found in the crossword puzzle study in order to be qualified in them.</p> <p><b>The words are:</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Fisherman/fire-fighter/miner/musician/doctor/scientist/plumber/mechanic/rancher/vet/artist/policeman/nurse/dentist/programmer/astronaut/janitor/truckdriver/pilot/actor/constructionworker/singer/soldier/waiter/reporter/athlete/mail carrier/farmer/chef</i></p> </div>	<p>puzzle and they correct their work.</p> <ul style="list-style-type: none"> <li>• Lastly, they should write each job and what the person studies to qualify for that job.</li> <li>• Conclude by giving a brief explanation of the purpose of this lesson either by students or you personally.</li> </ul>
<p><b>Catering for learning special needs</b></p> <p><b>For less advanced students</b> <i>To cater for special needs as students work, ask them to share the tasks. For instance, a slower student can be the time keeper, one with impairment be the group leader etc. Alternatively, give the students the answers to match with the statements first and then fill in the crossword puzzle.</i></p>	<p><b>For more advanced students,</b></p> <p><b>For more advanced students</b> <i>When grouping students, make sure that advanced ones are mixed with less advanced or vice versa depending on your class</i></p>

## 1.6 Relative clauses

### Introduction

This lesson is intended to help students learn how to use relative pronouns **who, which, that, whose, whom** and **where\***. Sometime these relative pronouns are used with prepositions **of, to, in** and **by**. In relation to jobs and qualifications, you have seen the way we describe people and their jobs using “**who**”, “**that**” but we can also use these other pronouns.

<p><b>Possible answers</b></p> <p><b>Activity 1: Table study</b> Ask students take a few minutes to study the tables and assign each group what to present on. Give some clarifications or explanations where they seem to have trouble and correct their sentences titled “try this”</p> <ol style="list-style-type: none"> <li>1. The man who lives next door is very friendly.</li> <li>2. Where are the eggs which were in the fridge?       <ol style="list-style-type: none"> <li>a. The man whom I wanted to see was away on holiday.</li> <li>b. Have you found the keys which you lost?</li> </ol> </li> </ol>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Introduce this lesson with a game. Get students in a circle, stand in the middle and tell them you will throw a ball to each student to construct a sentence using who, which, that, whose, whom in</li> </ul>
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**Activity 2: Exercise**

1. I like the dress Ann is wearing/ I like the dress which Ann is wearing.
2. The museum that we wanted to visit was closed when we got there.
3. A lot of the friends whom I invited to the party couldn't come.
4. The fish, which we had for dinner, was very delicious.
5. Last week I met a girl who was my best friend in primary school.
6. I didn't get the job which I applied for.
7. The flight, which we wanted to travel on, was fully booked.
8. She is married to a man who had been married twice before
9. The house in which I am living is not in very good condition.
10. I recently went back to the town where I was born.
11. What was the man's name whose wife was taken to the hospital?
12. The place where we spent our holiday was really hot.
13. They are the couple whose luggage disappeared.
14. A stadium is a place where you can watch athletics.
15. Is there a shop where I can buy some drinks near here?

**Activity 3: In context exercise**

- |          |              |                 |                |    |
|----------|--------------|-----------------|----------------|----|
| 1. who   | 2. which     | 3. who          | 4. that /which | 5. |
| who      | 6. who/ that | 7. that /who    | 8.             |    |
| who/whom | 9. in which  | 10. that /which |                |    |

**Activity 4: Close exercise**

1. who
2. Which
3. that /which
4. which
5. which
6. which
7. who
8. which
9. which
10. that
11. which
12. which
13. what
14. who
15. which

**Activity 5: Punctuation exercise:**

1. My husband, who is on business trip to Kampala all this week, sent me a greeting card.
2. The person who told you that story didn't know what he was talking about.
3. Will the driver, whose vehicle had no brakes, be charged for causing an accident?
4. The person you got that information from, is my cousin.
5. The doctor who treats eyes said was tired of advising people who don't listen.
6. My teacher, who has taught mathematics for five years, will resign next week.
7. The human resource of the company which was ranked first last year has won an award.
8. The thief who has terrorised the city for many years has been caught.
9. My father, who once worked as an engineer, is now a pastor.

relation to jobs.

**Example:** a farmer is a person who cultivates land. Throw to as many students as possible. Play for about 10 minutes

- Ask students to suggest the topic you are going to teach.
- Ask students to get into groups of four or more depending on class size and discuss the information they see in the tables. Give them enough time to discuss as you move around.
- Explain the use of relative pronouns step by step. You might need about two or more periods for this lesson.
- Give students time to do the exercises as you move around helping those who might be stuck.
- To conclude this lesson, use a hot seat game where some students come to the front, students ask them questions about the lesson, and you give final remarks.

10. Could the man, whose car driver is Moses, take it away from the compound!	
<b>Caterin g for learnin g special needs</b>	<b>For more advanced students,</b>
<b>For less advanced students</b> <i>Prepare a simpler exercise for students who might be having problems especially exercises with prepositions should not be considered for this category.</i> <i>During the discussion of tables, in case you have students with impairments, give them appropriate roles, e.g. in case you have hearing impaired students, let them read, the physically disabled can be group leaders and groups be formed where they are.</i>	<b>For more advanced students</b> <i>For advanced students, let them do all the numbers while others do around ten of them.</i>

## 1.7 Talking about job experience

### Introduction

This lesson is about job experience; an important component in a curriculum vitae and getting a job. Curriculum vitae is a written account of one's life comprising of one's education, accomplishments, work experience etc; especially used to get a job. This lesson will help students know how to record their work experience and how to get it.

<b>Possible answers</b>	<b>Teaching points</b>
<p><b>Activity 1: How to get a job</b></p> <p><b>Stage 1:</b> qualifications      training  <b>Stage 2:</b> curriculum vitae  <b>Stage 3:</b> internet              job advertisements  <b>Stage 4:</b> application form      covering letter  <b>Stage 5:</b> interview    psychometric test  <b>Stage 6:</b> job offer  <b>Stage 7:</b> contract</p> <p><b>Activity 2: Matching exercise:</b>  1= b    2= f    3=a    4=g    5=h    6=d    7=i    8=j    9=e  10=c</p> <p><b>Activity 3: Role-play/interview</b>  Guide students on how to form questions and answers.  Using the rubric for oral presentation to help students.</p> <p><b>Activity 4: Paragraph writing</b>  <b>Sample answer:</b>  <i>I have a bachelor's in accountancy. I have experience in record keeping from..... (name of company). I was responsible for many branches. I handled purchases of goods from within Rwanda and other international countries. I also wrote monthly reports of all the activities.</i></p>	<ul style="list-style-type: none"> <li>• Introduce this lesson with a group activity at the beginning of the sub-unit in which students have to define a cv, give examples of work experience and education (schools attended)</li> <li>• Leave them in their groups to discuss the questions about small talk.</li> <li>• Give some explanations about writing curriculum vitae; its components such as personal details: name, age, address, nationality, education background, work experience, skills, interests, and referees.</li> <li>• Allow students time to do the activity about how to get a job:</li> </ul>

<b>Catering for learning special needs</b>	<b>For more advanced students,</b>
<b>For less advanced students</b> <i>Most likely many students will not have an idea about this topic especially the less slow learners. Try to be clear in your explanations and ask them many probing questions.</i> <i>Cater for students with impairments in case you have them especially during the group activities.</i>	<b>For more advanced students</b> <i>For advanced students, you may ask them to write down their CV in case they finish the exercise and seem to be idle.</i>

### 1.8 Present perfect tense

<b>Possible answers</b>	<b>Teaching points</b>
<b>Activity 1</b> 1. done      2. Helped    3. Forgotten    4. Managed 5. gone      6. Given      7. Lent      8. Achieved 9. quitted    10. Been	<ul style="list-style-type: none"> <li>• Review asking and answering “Wh” questions</li> <li>• Ask students to either imagine or give real answers.</li> <li>• Tell them to record their answers in their exercise books in form of a dialogue.</li> </ul>
<b>Sample Answer</b> 1. I have worked in my uncle’s shop. 2. I helped an old woman who wanted goods on credit. Etc.	
<b>Catering for learning special needs</b>	<b>For more advanced students,</b>

*Student will low language levels confuse present perfect with past simple. Make sure this is clear to them. In case of students with disability, ask other students to find them where they are. Since this activity requires conversation, students with hearing impairment can write their answers.*

*Let advanced students work with less advanced as pairs.*

## 1.9 Recounting a career

### Introduction

Recounting refers to telling a story about something that someone experienced in a chronological order. Recounting a career helps others to learn about that career and can help the youth to make informed career choices in that field.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>There are many reasons for choosing a career. They will depend on the kind of career. E.g. earning money, having fun, helping the community, learning more skills, love for the career etc.</li> <li>Answers will differ. They can decide to change the career, seek support, do more training, diversify etc.</li> </ol> <p><b>Activity 2: Comprehension possible answers</b></p> <ol style="list-style-type: none"> <li>The speaker studied culinary art from a TVET.</li> <li>The speaker manages the kitchen, preparing and teaching classes, television cooking demonstrations and some administration work.</li> <li>The speaker loved seeing his mother cooking at home and also developed love for the career. The career has made him famous.</li> <li>Students should answer “Yes” because this is the vision of Rwanda. It helps the owner of the business to be independent and creates more employment for others.</li> <li>I would advise my friend...             <ol style="list-style-type: none"> <li>To choose a career he/she loves.</li> <li>To work hard with determination.</li> <li>To choose a job that will enable him/her to learn and teach others. Etc.</li> </ol> </li> </ol> <p><b>Activity 3: Vocabulary matching</b></p> <p>1=c    2=d    3=e    4=a    5=b</p> <p><b>Activity 4: Dialogue comprehension</b></p> <ol style="list-style-type: none"> <li>Jobs main done by men were: building houses, cutting bushes for cultivation, doctors, engineers, carrying luggage. Jobs mainly done by women were, cooking, looking after children, teaching (nursery and primary), nurses, receptionists, secretaries etc.</li> <li>This has changed because women empowerment. Some women are now doing jobs once considered to be for men. The parliament of Rwanda has over 60% females.</li> </ol>	<ul style="list-style-type: none"> <li>Introduce this lesson with the pre-reading activity as a way of diagnosing what students already know about choosing a career.</li> <li>Ask students to read silently emphasizing the time they take and avoiding moving their mouths as they read.</li> <li>Choose some students to read the story aloud paying attention to pronunciation and clear voice projection.</li> <li>Have some discussion about the words and phrases in bold and the general meaning of the recount.</li> <li>Give students specific time to</li> </ul>

<p>3. The causes are mainly economic and social. Some religions still do not give certain responsibilities to women.</p> <p><b>Activity 5: Recount writing</b></p> <p>Use the generic writing rubric in annexes. The points to consider are:</p> <ol style="list-style-type: none"> <li>Choosing a person</li> <li>Talking about his or her career</li> <li>Things done by the person (roles and responsibilities)</li> <li>What the person likes about the job.</li> </ol>	<p>answer the exercise as you move around and monitoring behaviours and helping those with challenges.</p>
<p><b>Catering for learning special needs</b></p> <p><i>Help students with vocabulary that they might find difficult as you move around during exercise time.</i></p> <p><i>Encourage students with disability with the support they need such as assigning them partners to help with reading or writing their answers in case they can't write.</i></p>	<p><b>For more advanced students,</b></p> <p><i>Assign them the responsibility of helping those with disabilities that might exist in your class.</i></p>

## Curriculum Vitae Writing Practice

### Model CV.

CURRICULUM VITAE	
<b>Personal details:</b>	Name: (student name or imagine) Age: 17 Address: (writer's address) Nationality: (Rwandan/other)
<b>Education</b>	2000-2003: degree/diploma/certificate in culinary training at ...TVET 1995-1999: high school certificate from GS.....
<b>Work experience</b>	2004-2009: Cook at Serena Hotel in charge of writing menus and cooking for special guests. 2009- present: Manager at Goodlife Hotel, Kigali in charge of administration, TV demonstration, teaching cooking etc.
<b>Skills</b>	Cooking, training/teaching, public speaking, management.
<b>Hobbies/ interest</b>	Cooking, listening to music, watching TV cooking programs etc.
<b>Referees: (name, position, phone number/ email)</b>	1. 2. 3.

**Note:** This is simply a guide for you to correct students' work. Students will have different information. Encourage them to be as creative as possible.

### Supplementary exercise

Students can write a letter of application for a job as a chief cook at Kigali Great Hotels Ltd.

## 1.10 Describing a job in an advertisement

### Introduction

A job advertisement is a paid announcement in a newspaper, internet, radio etc about a job vacancy. The first stage of hiring employees is advertising the vacant post so that people can send their documents to apply. There are specific details in job advertisements which students should learn in this lesson.

Possible answers						Teaching points
<b>Activity 1: Pre-reading activity:</b> Let students use this table to record their information.						<ul style="list-style-type: none"> <li>• Introduce the lesson by taking a job advertisement from a newspaper of internet and ask students to identify the most important information from it with reasons.</li> <li>• Give each group about three minutes to present while others check if they have the same information.</li> <li>• Ask student to suggest the lesson topic you are going to teach.</li> <li>• Give comments and explanations about a job advertisement and its purpose.</li> <li>• Ask students to do the exercise about a job advertisement</li> <li>• Conclude by asking students questions</li> </ul>
Job title	Employe r' name	Qualifications required	Experience required	Personal qualities required	Any other important information	
<b>Activity 2: Comprehension Questions:</b>						
1. The position is being a secretary 2. The job was advertised by Sharama Company Limited. 3. The person on this job writes, reads, and edits documents of the company. 4. A bachelor's degree in secretarial studies or related field is required. 5. The age required is twenty to thirty years. It is important because some jobs require younger people with less family commitments etc. 6. A male person is required. The person is suitable because even men can be god at writing, reading and editing. 7. Microsoft Office, internet, email and adobe programs are required. 8. English, French and Kinyarwanda are the required languages. 9. An interest candidate can apply by sending an application letter and CV to the company. 10. The person can apply thorough the human resource of the company.						
<b>Activity 3: Work, Job or career</b>						
1. Work, job    2. Job    3. Work    4. Job    5. Job    6. Work    7. Career    8. Job    9. Job, Job    10. Work						
<b>Activity 1J.4: Crossword puzzle</b>						

M		D	U	T	I	E	S			A		I		about job advertisements they have mastered
P					T			P	O	S	T		C	
L					A						T		A	
O	F	F	I	C	E						E		T	
Y								B			N		I	
E	M	P	L	O	Y	E	R	O			D		O	
E								S					N	
								S	T	R	E	S	S	
<b>Supplementary exercise</b>														
Ask students to write a letter of application for the job advertised by using the information from the advert.														
<b>Catering for learning special needs</b>											<b>For more advanced students,</b>			
<b>For less advanced students</b>											<b>For more advanced students</b>			
<i>In case you have students who find it difficult to extract information from the advertisement, pair them with stronger ones to support them.</i>											<i>Give them the activity of creating their own advertisements in their own words for a family member who wants a house maid.</i>			

## UNIT ASSESSEMENT

### Reading Comprehension

- profession
- Engineer
- answer
- decisions
- Lives
- job
- career
- character
- Interests
- Choose
- Teens
- successful

Note: other alternatives are possible.

### Vocabulary:

- Beginning
- examination
- Good
- Intellectual
- Interests
- Outside
- projects
- Plants
- Do
- work
- Boss
- becoming
- Farmer
- Designer
- Money
- Well-paid
- Project
- Improve
- results
- Help

### Language skills

- b
- b
- a
- c
- a
- a
- c
- a
- a
- a

### Writing

**Use the generic writing rubric to guide students. Consider the following ideas;**

- Importance of physical energy jobs like self-employment, developing the nation, promotion of industrialisation, practical skills not just knowledge etc.
- Disadvantages of white colour jobs like unemployment, disrespect of other practical jobs, being theoretical, long time to get salary (at end of the month) etc.

## Unit 2: Running a business

No of lessons: 18

**Key Unit Competence:** To use language learnt in the context of running a business.

### Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values
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<p>- Recognise the use of the present simple tense.</p> <p>- State the vocabulary of profit and loss, buying and selling, and lending and borrowing.</p>	<p>- In both speech and writing Describe the costs of buying and selling, and profit and loss.</p> <p>- Role-play buying goods and items in a shop.</p> <p>-Describe budgets and explain budget calculations. --Describe borrowing and explain debt calculations.</p> <p>-Read/listen to texts about buying and selling, or about job incomes.</p> <p>-Read/listen to a dialogue, about buying and selling or about job incomes.</p> <p>- Write about a household budget.</p>	<p>- Communication skills are important when running business.</p> <p>- Good literacy and numeracy skills help people manage their personal finances.</p>
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**Materials:** Pictures, photographs etc

## 2.1 Talking about running a business

### Introduction

This lesson is about the tips that help someone to run a business so that it can equip students with entrepreneurial skills. The knowledge and skills got from this lesson will help them in other subjects and in their daily lives. They will also acquire reading, interpreting and critical thinking skills.

Possible answers	Teaching points												
<p><b>Activity 1: Pre-reading</b></p> <p>An entrepreneur is a person who organizes and operates a business and takes risks related to that business.</p> <p>Note: Students will have different definitions in their own words. Look for key words in their definitions.</p> <p><b>Activity2: Comprehension</b></p> <ol style="list-style-type: none"> <li>Mrs. Mukandoli did not manage to buy any clothes because buyers were many, it was difficult to find the right outfit and they were expensive</li> <li>Very little capital, no connections in the fashion world and people who thought her idea was unrealistic.</li> <li>She was creative, hardworking, and persistent/determined to succeed.</li> <li>She designed her own collection of twenty clothing items.</li> <li>She sewed her first collection in her sitting room.</li> <li>She decided to call them “Inyarwanda” because they were made in Rwanda.</li> <li>She expanded her business and hired more tailors.</li> <li>Other people have copied her business and her clothes are on high demand across the country.</li> </ol>	<ul style="list-style-type: none"> <li>Start the lesson by asking students to define an entrepreneur. They should be able to define in their own words.</li> <li>Ask students the importance of starting a business.</li> <li>Introduce the lesson of the day by commenting on what you have already discussed.</li> <li>Ask students to read in silence the story at a faster speed than unit 1 stories.</li> <li>Have some students read</li> </ul>												
<p><b>Activity 3: Present simple pronunciation</b></p> <table border="1" data-bbox="193 1928 855 2007"> <thead> <tr> <th></th> <th>Verb</th> <th>Sound</th> <th></th> <th>Verb</th> <th>Sound</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Laughs</td> <td>/s/</td> <td>8</td> <td>Rushes</td> <td>/iz/</td> </tr> </tbody> </table>		Verb	Sound		Verb	Sound	1	Laughs	/s/	8	Rushes	/iz/	
	Verb	Sound		Verb	Sound								
1	Laughs	/s/	8	Rushes	/iz/								



2	Drops	/s/	9	Sees	/z/		aloud and other's to comment on their reading focusing on voice, pronunciation, speed and punctuation.
3	Drinks	/s/	10	Wears	/z/		
4	Forgets	/s/	11	Loves	/z/		
5	Loses	/iz/	12	Sees	/z/		
6	Manages	/iz/	13	Pays	/z/		
7	Passes	/iz/	14	Cries	/z/		
<p><b>Activity 4: Discussion</b></p> <ul style="list-style-type: none"> <li>Answers will be different but students can demonstrate knowledge of challenges and strategies like:</li> <li><b>Challenges:</b> lack of capital, limited experience, risks, taxes, thieves, location, etc.</li> <li><b>Easy:</b> start with what you have, read about the business, ask people already in the business, pay taxes in time</li> <li>Guide students to present following the oral presentation rubric.</li> </ul> <p><b>Activity 5: Writing a dialogue</b> Ask students to use their arguments to create a dialogue following the correct punctuation,</p> <p><b>Supplementary exercise</b> None</p>							
<b>Catering for learning special needs</b>					<b>For more advanced students</b>		
<p><b>For less advanced/ students with impairment.</b> <i>Explain difficult terms students identify in the text or assign other students to explain to them the text.</i> <i>For students with impairments, move around helping them or assigning them colleagues to help them especially the more advanced ones.</i></p>					<p><i>Give them the alternative activity to do as suggested below.</i></p>		

## 2.2 Present simple tense

### Introduction

This lesson is intended to review the use of the simple present when talking about business situations. The simple present is used to talk about situations that are regular, true and normal. Students will be able to learn the pronunciation and spelling of the simple present verbs through exercises.

Possible answers	Teaching points
<p><b>Activity 1: Add-s or -es to the verbs in B</b></p> <p>a. Types    b. Looks    c. Works d. Goese. teaches    f. Paints    g. Repairs h. Cooks</p> <p><b>Then: Matching A with B</b> 1= d    2=e    3=f    4=a    5=b    6=c 7=h    8=g</p>	<ul style="list-style-type: none"> <li>Introduce the lesson by asking students to individually write three things they know about the simple present tense.</li> <li>In pairs, they compare their answers and write short notes on the present simple tense to present.</li> <li>Ask them to compare their answers</li> </ul>

<p><b>Activity 2: Fill in exercise</b>  1. Make 2. Take 3. Eat 4. drink  5. Brush 6. Put 7. Leave 8. Arrive  9. Look 10. Read 11. Rest 12. Read  13. Telephone 14. Lives 15. Talk  16. Are 17. Feed 18. Watch 19. Shines  20. Dream</p> <p><b>Supplementary exercise</b>  Ask students to find ten verbs for each of the sounds, /s/, /iz/ and /z/ and use them in sentences.</p>	<p>with the information in their students and clarify any misconceptions you noted during their presentations.</p> <ul style="list-style-type: none"> <li>• Ask them to do the exercise.</li> <li>• Conclude the lesson by asking each student to say one important point about the simple present as you write his or her points on the chalkboard.</li> <li>• Ask students to submit their books for marking and arrange the class in properly.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><b>For less advanced students</b>  <i>In case you have students with dental problems (missing teeth), it will be difficult to pronounce some sounds, ask other students not to laugh at them</i></p> <p><i>Also students with hearing problems will have problems with pronunciation. Use visual aids like charts or chalkboard.</i></p>	<p><i>Ask these advanced students to other five words for each sound in case they are idle</i></p>

## 2.3 Buying things

### Introduction

This lesson is intended to teach students skills of buying things from shops or other places. Students will learn expressions used for buying, vocabulary comprehension and grammatical structures. They will also learn how to work as a sales person and satisfy customers (customer care).

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b>  This activity is to encourage speaking. Allow students to take a few minutes speaking to each other. And have a few pair to present.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The sales person's job is to ensure that customers' needs are satisfied by helping them to get what they want.</li> <li>2. Making an impression means to make the customers feel satisfied and happy about your services.</li> <li>3. You can make a positive impression on the customer by providing product care advice, directing customers to the right directions and giving them attention in general.</li> <li>4. Predicting customer's needs mean being able to guess what the customer needs through the questions you ask him/her.</li> </ol>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Introduce this lesson by asking students to recount their experiences with buying things. The experiences might be funny, embarrassing or educative.</li> <li>• Ask students to work in pairs</li> </ul>

<p>5. Another way to say buying motive is buying intentions. It means wanting to buy but sometimes not sure what to buy.</p> <p>6. The best questions are searching questions.</p> <p><b>Activity 2C.3: vocabulary</b> 1. C 2. E 3. B 4. F 5. A 6. D</p> <p><b>Activity 4: Dialogue speaking exercise</b> 1. Style 2. Colour 3. Material 4. Size 5. Flavour</p> <p><b>Activity 5: Summary writing Practice</b> A woman called Mukandoli went to buy clothes but did not get any because there were many people and the price was high. She decided to make her own business but it was not easy as she had little capital, knowledge and support. She turned her sitting room into a workshop and made a collection of twenty pieces. When asked the name of her company, she told them it is “Inyarwanda clothes” He clothes were so much liked by buyers and she decided to hire more tailors and expand her business. Now her clothes are sold in the whole country. <b>100 words</b></p> <p><b>Go through the following tips of writing a summary with students:</b></p> <ol style="list-style-type: none"> <li><b>Shorten the text</b></li> <li><b>Skim the text.</b></li> <li><b>Read the text again to understand more details.</b></li> <li><b>Make notes</b> (use keywords).</li> <li>Form sentences with the help of <b>your keywords</b>.</li> <li>Connect the sentences <b>using suitable conjunctions</b>.</li> <li>Use Simple Present or Simple Past. Write sentences in Reported speech.</li> <li>Sometimes you have to change the persons.</li> <li>Check your summary. Watch out for <b>spelling mistakes</b>.</li> </ol> <p><b>Supplementary exercise</b> Write an advert for the items in the shop describing size, colour, material, and flavours following the order of adjectives (<b>number, opinion, size, shape, age, colour, nationality, material and purpose</b>)</p>	<p>or groups of four to do the pre-reading activity.</p> <ul style="list-style-type: none"> <li>When students finish, ask two groups to present and others add only ideas not mentioned.</li> <li>Ask students to read the text silently (give a few minutes), then ask some questions to check understanding.</li> <li>Choose a few students to read aloud and answer questions from students about the text.</li> <li>Tell students to answer the tasks about the text.</li> <li>You can correct some exercises in class while others may require you to personally correct them.</li> </ul>
<p><b>Catering for learning special needs</b></p>	
<p><b>For less advanced students</b> <i>In case you have students who still have problems with reading, give them more chances to practice. For students with verbal impairment, avoid calling them to read aloud, they write their answers on the chalkboard.</i></p>	<p><b>For more advanced students</b> <i>Be stricter when marking advanced students especially with their summary and sentence structures.</i></p>

## 2.4 Talking about budgets

### Introduction

This lesson is intended to equip students with skills of budgeting for whatever they hope to buy. They will also learn to save and invest as a result of budgeting. The figures about money used will help them with numeracy and entrepreneurship competences.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>A budget is a plan of how one will spend his or her money.</li> <li>It is important to make a budget in order to save, to be organized, to predict if money is enough, to buy only essentials first etc.</li> <li>If the personal started a business without a budget, he or she would experience the opposite of the above points in b.</li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>They got excited because they thought the parents were going to buy the suits for them.</li> <li>Yes, it was a good idea. This would teach them how to save and to become responsible. It would also teach them financial literacy in general.</li> <li>Students will learn different lessons, therefore don't expect the same answers. Possible lessons are; to save, to negotiate, to avoid loans on expenditure etc.</li> <li>Answers will differ because students spend differently.</li> <li>Budgeting helps to save, to know how to get money, the exact amount one will pay etc.</li> </ol> <p><b>Activity 3: Matching exercise</b> 1=d      2=c      3=a      4=b      5=g      6=e      7=f</p> <p><b>Activity 4: Conversation.</b></p> <ul style="list-style-type: none"> <li>Give student minutes to plan their dialogue. It should be a short one focused on the points in the student books.</li> <li>Ask a few groups to present and others give comments.</li> </ul> <p><b>Activity 5: Budget writing exercises:</b></p> <ul style="list-style-type: none"> <li>Answers will differ depending on the amount students spend and receive</li> <li>Explain to students that this a simple budget exercise and that there are more complicated ones depending on the items required to purchase.</li> </ul> <p><b>Supplementary exercise</b> Using the knowledge acquired from this lesson, students can make budgets for their homes after sitting with their parents/guardians and agreeing on it.</p>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Introduce this lesson with the pre-reading activity to be done in pairs or groups.</li> <li>Allow a few pairs or groups to present and give comments about their presentations.</li> <li>Ask student to tell the topic of the day and what they think will be handled in the topic</li> <li>Tell students to read the text and individually answer the questions following the text.</li> <li>Ask students to exchange their books and mark the matching exercise.</li> <li>Tell them to continue with the remaining exercises. Concluding by highlighting the importance of budgeting</li> </ul>
<p><b>Catering for learning special needs</b></p>	

**For less advanced students**

*For students with numeracy problems this lesson may seem challenging. Try to use simple examples related to their environment.*

**For more advanced students:**

*You can give them more complex budgets such as a wedding budget.*

## 2.5 Talking about pocket money

### Introduction

Pocket money is financial support given to students to help them with a few things they need to buy such as snacks.

Possible answers	Teaching points																		
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>Students should be given pocket money so that they can buy some of the little things they need without informing parents such as knickers, handkerchiefs, snacks etc. Pocket money also teaches them financial management skills. It helps them to learn to be independent and not to ask everything from parents.</li> <li>It is not good for students to be given a lot of pocket money because they will have received most of the necessities. It also makes them fail to concentrate on their studies. It may encourage stealing for students who have little etc.</li> <li>For buying private essential things, save it and invest in future, share with friends etc.</li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>Answers differ.</li> <li>Answers are personal for the first part. The second part, students may fail to control buying extras they don't need because they are brought up that way, peer influence, too much pocket money than they need etc.</li> <li>Father's salary is hard earned because he has to work in order to get it and what he gets is equivalent to the amount of work. Pocket money is simply given without serious considerations. If there are conditions for the amount of pocket of pocket money, they are not strict.</li> <li>A</li> <li>a. False   b. true   c. false   d. False</li> </ol> <p><b>Activity 3: Pronunciation, stress and meaning</b></p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Stress</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>1. cafeteria</td> <td>1. \,kafə'tir-ēə\</td> <td>1. A dining area in a school where food can be bought.</td> </tr> <tr> <td>2. stationeries</td> <td>2. \ 'stāshənerē\</td> <td>2. Writing or office material</td> </tr> <tr> <td>3. fancy</td> <td>3. \ 'fan(t)-sē\</td> <td>3. Lovely or beautiful</td> </tr> <tr> <td>4. addiction</td> <td>4. \ ə'dikshən\</td> <td>4. A habit that is hard to stop.</td> </tr> <tr> <td>5. litter</td> <td>5. \ 'li-tər\</td> <td>5. Rubbish thrown on the</td> </tr> </tbody> </table>	Vocabulary	Stress	Meaning	1. cafeteria	1. \,kafə'tir-ēə\	1. A dining area in a school where food can be bought.	2. stationeries	2. \ 'stāshənerē\	2. Writing or office material	3. fancy	3. \ 'fan(t)-sē\	3. Lovely or beautiful	4. addiction	4. \ ə'dikshən\	4. A habit that is hard to stop.	5. litter	5. \ 'li-tər\	5. Rubbish thrown on the	<ul style="list-style-type: none"> <li>Introduce his lesson with a small talk in pairs or in groups about the pre-reading questions at the beginning.</li> <li>Give students a few minutes to present to their answers and give comments.</li> <li>Ask students to read the comprehension in pairs and answer the questions that follow.</li> <li>End the lesson by giving student some pieces of advice on how to properly manage their pocket money.</li> </ul>
Vocabulary	Stress	Meaning																	
1. cafeteria	1. \,kafə'tir-ēə\	1. A dining area in a school where food can be bought.																	
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4. addiction	4. \ ə'dikshən\	4. A habit that is hard to stop.																	
5. litter	5. \ 'li-tər\	5. Rubbish thrown on the																	

6. saving 7. extravagant	6. /'seɪvɪŋ/ 7. \ik'strævɪɡənt\	ground. 6. Keeping for future use 7. More than needed.	
<p><b>Activity 4: Speaking</b> This activity is just to encourage students to speak. You can collect answers from them or not.</p> <p><b>Activity 5: Paragraph writing.</b> Remind students the components of a paragraph. Ask them to check each other's paragraphs before submitting.</p> <p><b>Supplementary exercise</b> Ask students to make a budget for the pocket money have. Those who don't have can imagine.</p>			
<b>Catering for learning special needs</b>		<b>For more advanced students</b>	
<i>Support students with reading problems by pairing them with those who are good and monitoring them</i>		<i>Advanced students can do the supplementary activity.</i>	

## 2.6 Comparatives

### Introduction

This lesson is intended to help students with grammatical rules used when comparing two or more things. When comparing things, we use adjectives or adverbs to show two qualities of the two or more objects or people compared.

<b>Possible answers</b>			<b>Teaching points</b>																		
<p><b>Activity 1: Regular comparative Form</b> 1. Prouder 2. Farther 3. Small 4. Easier 5. Grace's works good but Joan's is better. 6. Hotter 7. Latest 8. Better than 9. Richest 10. Fashionable</p> <p><b>Activity 2: Irregular forms 1</b></p> <table border="1"> <thead> <tr> <th>Adjectives/Adverbs</th> <th>Comparative</th> <th>Superlative</th> </tr> </thead> <tbody> <tr> <td>good/ well</td> <td>Better</td> <td>Best</td> </tr> <tr> <td>bad/badly</td> <td>Worse</td> <td>Worst</td> </tr> <tr> <td>much/ many/ a lot of</td> <td>More</td> <td>Most</td> </tr> <tr> <td>little</td> <td>Less</td> <td>least</td> </tr> <tr> <td>far</td> <td>farther</td> <td>farthest/furthest</td> </tr> </tbody> </table> <p><b>Activity 3: Fill in exercise</b> 1. More useful 2. More beautiful 3. Worse and worse 4. The older, the wiser 5. So quickly 6. More important 7. More comfortable 8. The less, the more 9. The most challenging 10. Much kinder</p>			Adjectives/Adverbs	Comparative	Superlative	good/ well	Better	Best	bad/badly	Worse	Worst	much/ many/ a lot of	More	Most	little	Less	least	far	farther	farthest/furthest	<ul style="list-style-type: none"> <li>Introduce the lesson by asking students to work in pairs or groups to list as many adjectives and adverbs as possible. You can as well specify the number.</li> <li>Next, ask students to make the comparatives and superlatives of the words they have listed.</li> <li>Ask students to present their answers in table</li> </ul>
Adjectives/Adverbs	Comparative	Superlative																			
good/ well	Better	Best																			
bad/badly	Worse	Worst																			
much/ many/ a lot of	More	Most																			
little	Less	least																			
far	farther	farthest/furthest																			

<p><b>Activity 4: Other comparative forms 1</b>  1. Tall 2. More 3. More 4. Quicker than 5. Quicker  6. Terribly 7. Many books 8. Fewer mistakes than</p> <p><b>Activity 5: Other comparisons 2</b>  1. She is the most graceful dancer.  2. Emily dresses less smartly than Suzan.  3. Tom’s brothers are not as noisy as him.  4. The harder you try, the better you will do.  5. Health is better than wealth.  6. Mr. Ngabo is not as old as he looks.  7. The darker it got, the worse the situation became.  8. Sandra studies less diligently than she did in the past.  9. No other man is as capable as his father in the office.  10. Putting on weight is more difficult than losing it.</p>	<p>form showing the adjective/adverb, comparative and superlative.</p> <ul style="list-style-type: none"> <li>Clarify students’ misconceptions especially with two compounds and two or more syllables and irregular forms.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><b>For less advanced students</b>  <i>Take longer time on this lesson probably 3 periods to match the pace of slower students so that you can explain step by step.</i></p>	<p><i>Prepare other exercises to occupy advanced students or use them to peer teach their weak colleagues.</i></p>

## 2.7 Describing incomes

### Introduction

This lesson is intended to help learners understand different ways of earning money so that they plan their own projects that they can do in holidays or after class. They will also learn how to spend the money they earn in a responsible manner and save for future investments.

Possible answers	Teaching points
<p><b>Activity 1: pre-reading</b>  Answers will differ. The most important thing is to see students communicating in English and their two comparative sentences are correct</p> <p><b>Activity 2: Comprehension</b>  1. Paul doesn’t know how to spend the money he earns while Kalekezi knows. Kalekezi is also a spender while Paul is an investor. Paul is a gambler while Kalekezi saves etc.  2. They got their first money as an inheritance from their father.  3. Kalekezi invested his money in land while Paul gambled it expecting it to increase. Kalekezi used his money well because he later sold his land at a profit while Paul lost all his money in</p>	<ul style="list-style-type: none"> <li>Introduce the lesson with the pre-reading activity to be done for a few minutes.</li> <li>Get feedback from students and explain the meaning of income as the</li> </ul>

gambling.

4. Yes, it was a good idea because it is a sign of love for his brother despite his weaknesses.
5. Yes, Kalekezi made a good decision because if he keeps doing it he will become poor and indebted too.
6. This is an opinion question and the answer depends on each individual student's experience.
7. This too is an opinion question.

### Activity 3: Vocabulary Fill in exercise

1. Invested
2. Inherited
3. Earns
4. Lend
5. Borrow
6. Paid
7. Owe
8. Withdraw
9. Steal

### Activity 4: dialogue practice

- Answers will be different.
- Move around the class guiding students with their dialogue they are writing.
- Have a pair or two present and others compare with theirs and comment.

### Activity 5: Writing an email

Use the rubric for letter writing to guide and correct students.

The points to consider as pieces of advice are:

- i. To minimise on spending unnecessarily.
- ii. To invest in asset like land which has low risks?
- iii. To stop gambling and betting because they have high risks.
- iv. To minimise on borrowing and investing the money he borrows.
- v. To be careful with his life and stop drinking.
- vi. To be honest and trustworthy
- vii. To appreciate and be satisfied when people help him etc.

### Supplementary exercise

**Ask students to guess the meaning from the context or use a dictionary to help you, write the meanings of these words in your exercise book**

businessman saves wage gambling betting inherit  
invest borrow owe fortune cash point machine withdraw  
wallet lend

- i. A businessman is someone who owns a business
- ii. To save is to keep money from spending so that it can help you in future.
- iii. Wage is money got from doing work
- iv. Gambling is playing games for money or other items.
- v. Betting is money one takes after a competition where two people are undecided about the winner
- vi. To inherit is to get property or money from parents or ancestors.
- vii. To invest is to use money to start a business venture.

gain which comes from labour or the amount of money that remains after taxes.

- Ask students to read the text silently in pairs or groups depending on availability of books.
- Choose students who have not read in the previous lessons to read aloud and give positive comments and suggestions on what to improve.
- Ask students to answer the comprehension questions individually.
- Tell the students to do the vocabulary exercise in pairs or groups and the fill in exercise as individuals.
- Close the lesson with a summary made by students orally by throwing a ball. Whoever



<p>viii. To borrow is to ask for money or property from an individual or bank.</p> <p>ix. To owe is to be in debt such as when you have money you have not yet paid.</p> <p>x. Fortune refers to wealth or possessions.</p> <p>xi. A cash point machines is a machine where people go and put a card to get money (also called an ATM- Automated teller machine)</p> <p>xii. To withdraw money is to take from the bank where you saved it.</p> <p>xiii. A wallet also called money purse is where people keep their pocket money.</p> <p>xiv. To lend is to give someone money or object expecting him/her to pay back.</p>	<p>gets it, speaks out what she/he remembers from the lesson.</p>
<b>Catering for learning special needs</b>	
<p><b>For students with disability and less advanced students</b>  <i>During group work, remember to cater for students with disability depending on the support they need.  Encourage weak students to be the ones to find the words from the dictionary to learn word search skills.</i></p>	<p><b>For more advanced students</b>  <i>They should correct any mistakes made in a group as they write down their answers.</i></p>

## 2.8 Talking about borrowing

### Introduction

In this unit, students will learn the meaning of borrowing, importance and risks of borrowing and how to invest well the money borrowed. Students will be also able to understand the consequences not paying debts.

<b>Possible answers</b>	<b>Teaching points</b>
<p><b>Activity 1: Pre-reading activity</b></p> <ul style="list-style-type: none"> <li>• Answers will differ</li> <li>• As a way of helping, students can convince the one who lent him/her money to forgive the victim.</li> <li>• They can ask victim to apologize to the owner of the money.</li> <li>• They can collect money and pay the own and then ask the victim to pay in small instalments.</li> </ul> <p><b>Activity 2: True or False</b></p> <p>1. False 2. False 3. True 4. True 5. False 6. True  7. False 8. False 9. False 10. False</p> <p><b>Activity 3: Vocabulary</b></p> <p>Exercise 1</p> <p>1. Expensive 2. Hot cake... overpriced  3. Available/out of stock 4. Sale 5. How much 6. Save  7. Second hand 8. Priceless 9. Shopping spree  10. Afford 11. Discount</p> <p><b>Activity 4: Discussion</b></p>	<ul style="list-style-type: none"> <li>• Introduce this lesson with a pre-reading role-play and ask the following questions after the role-play.</li> <li>a. What were the mistakes made by the student?</li> <li>b. What would the student have done?</li> <li>c. How do you think the story ended?</li> <li>• Ask students to read the story in pairs or in groups silently.</li> <li>• Read the story for</li> </ul>

<ol style="list-style-type: none"> <li>1. Unoka’s weaknesses are: borrowing lots of money and not paying, drinking, laziness/idleness, not providing for his family, not thinking about the future, poverty.</li> <li>2. The strengths are; being good at music, social and loving peace.</li> <li>3. I would advise him as follows: To working hard, stop drinking, being trustworthy and responsible, and providing the family with what he has.</li> </ol> <p><b>4. Role-play</b> Use the rubric for oral class presentations to for guidance and marking. There should be someone taking minutes of the meeting (secretary), the chairperson, advisors and audience. Issues to consider include: Unoka’s drinking habits, not paying people’s money, not supporting his family, poverty and laziness.</p> <p><b>Activity 5: Formal letter writing</b></p> <ul style="list-style-type: none"> <li>• Use the rubric for letter writing to guide and correct students.</li> <li>• Points to emphasize are: reducing the interest rate, risk of his asset to be taken, to save regularly for loan servicing etc.</li> </ul>	<p>them aloud and ask them to say what they liked from the way you read.</p> <ul style="list-style-type: none"> <li>• Ask students to explain the difficult terms used in the story and when they fail, give them hints or explanations.</li> <li>• Ask them to answer the questions asked about the story.</li> <li>• Ask each student to write one important point from the lesson and use those points to conclude.</li> </ul>
<b>Catering for learning special needs</b>	
<p><b>For less advanced students</b> <i>For students with reading or listening disability, prepare appropriate activities they can do such as peer support and big visuals.</i></p>	<p><b>For more advanced students</b> <i>For advanced students who get bored after reading, make sure they have a role to play in their groups to keep them occupied.</i></p>

## 2.9 Sounds and spelling

### Introduction

This lesson will help students pronounce the simple present simple tense correctly since most confuse some conjugation of some sounds.

Possible answers	Teaching points										
<p><b>Activity 1: Pronunciation exercise</b></p> <table border="0"> <tr> <td>1. He sells /z/</td> <td>6. He incurs /z/</td> </tr> <tr> <td>2. She buys /z/</td> <td>7. It sells /z/</td> </tr> <tr> <td>3. He purchases /iz/</td> <td>8. She saves /z/</td> </tr> <tr> <td>4. He enjoys /z/</td> <td>9. Bargains /z/ buys /z/</td> </tr> <tr> <td>5. She spends /z/</td> <td>10. She asks /s/</td> </tr> </table> <p><b>Supplementary exercise</b> Spelling bee: Divide the class into two and ask student to spell the words you will read to them. Each word earns a mark.</p>	1. He sells /z/	6. He incurs /z/	2. She buys /z/	7. It sells /z/	3. He purchases /iz/	8. She saves /z/	4. He enjoys /z/	9. Bargains /z/ buys /z/	5. She spends /z/	10. She asks /s/	<ul style="list-style-type: none"> <li>• Introduce the lesson with the tongue twister; she sales seashells on the seashore to practices pronunciation of the /s/ sound and its variants.</li> <li>• Ask student to go through the rules of pronouncing the simple present one by one, as they practice speaking the examples.</li> <li>• Explain the importance of</li> </ul>
1. He sells /z/	6. He incurs /z/										
2. She buys /z/	7. It sells /z/										
3. He purchases /iz/	8. She saves /z/										
4. He enjoys /z/	9. Bargains /z/ buys /z/										
5. She spends /z/	10. She asks /s/										

<p>The words are: Lends, borrows, loans, credits, debits, incomes, budgets, saves, accounts, banks, steals, gambles, bets, earns, invests,</p>	<p>mastering this sound; it helps to communicate clear messages without causing confusion.</p> <ul style="list-style-type: none"> <li>• Tell them to do the exercise on pronunciation individually.</li> </ul>
<b>Catering for learning special needs</b>	
<p><b>For less advanced students</b> <i>Pay attention to students with impairments like hearing and loss of the front teeth. They will find this lesson difficult for them when practicing orally.</i></p>	<p><b>For more advanced students</b> <i>Ask advanced students to create their own tongue twisters using the simple present of the verbs or give them some to change and put them in the simple present.</i> <i>Examples:</i> a. <i>Betty Botter had some butter that was bitter but she baked her bitter butter to make it better and a bit of bit of better butter made her bitter butter better.</i> b. <i>Peter Piper picked a peck of pickled pepper. Did Peter Piper pick a peck of pickled pepper?</i></p>

## UNIT ASSESSMENT

### Comprehension:

1. Mutabazi is talking about recording studio.
2. He has the following advantages:
  - i. He already has a small studio.
  - ii. He has a brother working the business.
  - iii. He has ready customers (students and parents).
  - iv. He has advisors like his teacher and brother.
  - v. He is studying a combination related to his business.
3. The challenges he is likely to meet include:
  - a. Failing to pay a loan he wants to get.
  - b. Lacking customers since most people want foreign music.
  - c. Fear of taking risks can make him stop in case he makes losses.
  - d. The business being too big and failing to manage it, etc.
4. Yes!
  - If he gets a loan and invests it wisely, he will be able to get enough stock to satisfy customers.
  - The loan can help him to open other branches and expand.
  - It is hard for him to get all the capital at once with a small business, so a loan will boost him.

### For those who say no can say:

- Getting a loan should be the last option since he is still new in business
- He should be patient and grow slowly with no debts to pay.
- If money from a loan is stolen, his business will collapse.

5. Mutabazi is studying languages which are related to music and movies. (Student have different combinations and careers in mind; answers will be different)

**Vocabulary**

1. c      2. broker      3. coin      4. loan 5. inherit      6. receipt      7. Cheque  
8. mortgage      9. safe      10. wealthy.

**Listening and speaking**

Opening a conversation	Directing a conversation	Showing interest	Closing a conversation
b, f, h, k and p	a, c, g, l, j, n.	d, m, o	e, l,

**Focus on skills:**

1. Makes      2. Is developing      3. Is falling      4. Stands      5. Have  
6. Are making      7. sending      8. Sends      9. Is booming      10. Is growing

**Writing Practice:**

**Either:**

- Guide students using the generic composition rubric in the annexes.
- Answer will depend on each student’s business plan.
- Steps for the business should be clear.

**Or:**

Use the rubric for letter writing in annexes.

**Points to consider:**

- What does the customer do? (Is he/she and employee or business person?)
- Why the writer needs a loan (what is he/she going to use it for)?
- How will she or he pay it back (how much per-month and for how long)?
- Who are his/her guarantors in case she/he fails to pay?

**Unit 3: Folktales**

**No of lessons:** 18

**Key Unit Competence:** To use language learnt in the context of folktales.

**Learning objectives**

Knowledge and Understanding	Skills	Attitudes and Values
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- Identify the use of the past simple and past continuous tenses and connectors of time. - List the vocabulary of folk tales and stories.	- Listen to/read traditional folk tales and stories. - Read extracts from works of literature. - Recount an incident in the past. - Write about an incident in the past.	- Folktales teach about our culture, heritage and history. - Universal folktales can help us appreciate cultural diversity.
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**Materials:** Pictures, photographs, storybook, etc

### 3.1 Talking about folktales

#### Introduction

This lesson introduces students to folk tales by enabling students to understand the mean, importance and examples of folktales. Students will be able to identify tales in their culture and write their own.

Possible answers	Teaching points
<p><b>Activity 3A.1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>Folktales are stories which passed from one generation to another by word of mouth. Most folk tales keep changing because the story tellers keep on adding or removing some information.</li> </ol> <p><b>Characteristics of folktales in the story</b></p> <ol style="list-style-type: none"> <li>There is involvement of animals such as cows and mythical lioness.</li> <li>There are several moral lessons in the story such as courage, consequences of bad temper, violence which we have to avoid if we are to leave peacefully etc.</li> <li>Involvement of spirits because the father of Ryangombe. is believed to have been a spirit.</li> <li>A complicated game that the hero almost lost Etc.</li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li> <ol style="list-style-type: none"> <li>Ryangombe is a spirit the son of Babinga and Kalimurori. He announced himself heir to his father.</li> <li>Babinga is the father of Ryangombe and considered to the “King of spirits”.</li> <li>Kalimurori is the mother of Ryangombe. She was so violent and stubborn until she married Babinga.</li> <li>Mpumutumucuni is the man who was competing with Ryangombe in a game which would determine the future leader.</li> </ol> </li> <li>The four evils committed by Binego are: <ol style="list-style-type: none"> <li>He speared a heifer, a cow and her calf. He would have loved the cows.</li> <li>He speared his uncle. He would have observed human rights.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Begin the lesson with a very short story about Hare or any other animal involved in the story with a good moral lesson and ask students if they have ever heard it and the lesson they have learnt.</li> <li>Write “Folktales” on chalkboard and ask students to say what they think it is about. Congratulate them if they get it right and if not, explain it to them.</li> </ul>

<p>iii. He killed two men who refused to leave their work and guide him. He would have asked them kindly.</p> <p>iv. He killed a baby for no particular reason. He would have been empathetic and leave the baby alone.</p> <p>3. The game played is a board game. It was to determine who the future leader would be; the one who would win the game</p> <p>4. Ryangombe won the game.</p> <p>5. If Ryangombe had lost the game, he was to handover the kingdom and his opponent would shave his head and he would cease to be a royal.</p> <p>6. Binego lacked patience, empathy and love. He would be helped by being trained, demonstrating to him good values and being loved.</p> <p><b>Activity 3: Vocabulary:</b></p> <p>1. The expressions mean:</p> <p>a. Decided or started killing her father’s cattle</p> <p>b. He stopped her to graze cows</p> <p>c. The two decided to solve the problem by playing a board game.</p> <p>2. The opposites are:</p> <p>i. comfortable    ii. Lioness    iii. Accepted/allowed</p> <p>iv. Joined    v. peace    vi. In front    vii. peace    viii. Lost</p> <p><b>Activity 4: Role-play</b></p> <p>Use the rubric for oral presentations to guide this role-play. Work with groups to make sure they are on the right track. The best practice is for them to first identify the main ideas and a kind of dialogue.</p> <p><b>Activity 5: Dialogue</b></p> <p>Guide students on components of a good dialogue such as punctuation, use of correct tenses, keeping it short and use of conversational language.</p> <p><b>Supplementary exercise</b></p> <p>Ask students to discuss in groups the weakness of each character in the story and what values would encourage them to respect.</p>	<ul style="list-style-type: none"> <li>Ask them to read in pairs or groups the tale of Ryangombe and identify the characteristic s of folktales like; originally told by mouth, moral lesson, how things came to exist, involvement of animals and facing almost difficult challenges</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><i>Be careful with students who might have a history of trauma because the story involves a lot of killing. Explain in advance that this is not a real situation and emphasize the moral lesson in the story.</i></p> <p><i>Since folktales were originally told by word of mouth, encourage students with language difficulty to retell the story in their own words.</i></p>	<p><i>Advanced students can go ahead and analyse the values broken in this story and how they can be built.</i></p>

### 3.2 The past tenses

#### Introduction

This lesson will help students to learn how to use two tenses together correctly and when to use them. They will also understand how the two tenses (simple past and past continuous) are used in stories and apply the skill to write their own stories.

Possible answers	Teaching points
<p><b>Activity 3B.1: Context exercise:</b></p> <p>1. Was walking    2. Heard            3. Were celebrating    4. Had    5. Was            6. Started shouting    7. Threatened            8. Plead    9. Accepted    10. Were surprised            11. Started dancing            12. Celebrating    13. Was    14. attended            15. Woke up    16. Was feeling            17. Got worried    18. Was            19. Gave    20. Drank    21. Helped            22. Did not    23. Was    24. Advised            25. Was    26. Missed    27. Did not    28. felt            29 were celebrating.</p> <p><b>Supplementary exercise</b>  <b>Diary writing activity:</b>            Have students write about what they did yesterday paying particular attention to transitions of time (next, then, after that, finally, etc.).</p>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Introduce this lesson with an activity where students are given a situation and they have to make sentences in past.  <b>Example:</b> The telephone rings-listen to music.            The telephone rung when I was listening to music, so I didn't hear it.            Electricity goes-watch a movie, play football-it rains, students study-the visitor comes, the radio play-battery stop to work, etc.</li> <li>• Ask other students to correct the answers of their colleagues and intervene when they fail</li> <li>• Tell students to read the notes in their student book and copy them into their exercise books.</li> <li>• Ask them to do the exercise in context.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>This tense mixture sometimes confuses students whose language background is not good. Take time to explain in details this lesson.</i>	<i>They can create their own stories with a mixture of the past simple and past progressive.</i>

### 3.3 Reading stories

#### Introduction

This lesson will improve students reading skills and motivate them to read other oral traditional stories from their culture and compare with other cultures. Students will know how to select, reading, make notes and summarize what they have read.

Possible answers	Teaching points
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**Activity 1: Reading aloud**

Follow the rubric for reading to award marks to this activity. Each student about 1-2 minutes to read a paragraph depending on its size and student level.

**Activity 2: Comprehension**

1. Ryangombe's mother saw a small beast without a tail, an animal of one colour, a stream running two ways at once and an immature girl carrying a baby with a sling (ingobe)
2. Ryangombe was gored by a buffalo and finally died because of refusing to listen to the mother.
3. Ryangombe died when he followed a buffalo and speared it. He started to celebrate thinking he had killed it but it woke up and gored him and ran away.
4. A bloodstained leaf dropped out of the air onto his mother's breast.
5. Binego asked the direction where the buffalo had gone; found a woman, brought her back and killed her together with her child by cutting them into pieces.

**Discussion in groups of four:**

1. The positive values found in this story are courage of both Ryangombe and Binego, love of Ryangombe's mother, support given by Ryangombe's family to go and hunt.  
The values lacked are respect where Ryangombe did not respect the mother, betrayal where servants refused to go home and report what had happened, revenge where Binego killed both the mother and child etc.

**Activity 3: Synonyms and antonyms**

	<b>Vocabulary</b>	<b>Synonym</b>	<b>Opposite</b>
1	Accompanied	<i>Escorted/go with</i>	<i>Alone</i>
2	dissuade	<i>Discourage</i>	<i>persuade</i>
3	Immature	<i>Young</i>	<i>Old</i>
4	uneasy	<i>Uncomfortable</i>	<i>Easy</i>
5	Refused	<i>Denied</i>	<i>accepted</i>
6	Demand	<i>Request</i>	<i>response</i>
7	Victory	<i>Success</i>	<i>defeat</i>
8	Disaster	<i>Tragedy</i>	<i>Joy</i>
9	Avenged	<i>Revenge</i>	<i>forgive</i>

**Activity 4: Story telling**

Use the rubric for oral presentations to guide students while telling a story. The tips below are also helpful.

- Move your body in the storytelling. Aim your body one direction when you are one character, and then aim it another direction when you are a different character.

- Ask students to fill in the form in their student book of how they read and what they read to assess themselves on their reading skills.

- Ask them to read the tips of how to read in their student book and guide them through each tip.

- Tell them to read the story of the Death of Ryangombe a loud using following the rubric in their student books, use it to award marks by selecting three judges including you, and make an average for each student depending on class size. Each student can read a paragraph.

- Give general areas of improvement for most students in the class and end the lesson.



<ul style="list-style-type: none"> <li>• Use hand movements and face movements (called “expressions”) to help tell the story.</li> <li>• Use different voices for different characters.</li> <li>• Speak faster and slower and higher and lower.</li> <li>• Make sure you speak loudly enough so that everyone can hear you.</li> <li>• Say the words clearly so that everyone can understand you.</li> </ul> <p><b>Activity 5: Summary writing.</b> Use the rubric for summary writing. Help students to identify the main ideas as they work in their groups.</p> <p><b>Supplementary exercise</b> Ask student with impairment that cannot allow them read to summarise the story in about 150 words as an alternative exercise.</p>	
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Prepare another activity for students with impairments that can hinder them from competing in this exercise.</i>	<i>Let the advanced students be the first to read to give confidence to the less advanced and make them the judges.</i>
<i>If your class has many students with problems of self-confidence and reading problems, counsel them before and allow them more time.</i>	

### 3.4 Recounting a past incident

#### Introduction

This lesson will help students to learn techniques of recounting which is important to them in case they want to write their autobiographies or biographies of other people. Students will master the arrangement of a recount, the language features needed and generally the ideas to use.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ul style="list-style-type: none"> <li>• There is no specific answer to this question because students have different experiences.</li> </ul> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The king told Mamad to go and tell the queen to prepare a party that he had gone hunting and would return the next day.</li> <li>2. Mamad used the words “may” and “may be” because he was not sure. He only said what he saw.</li> <li>3. The way Mamad answered the queen was interesting because the king thought he would trap him but he failed.</li> <li>4. Answers will differ. Students can apply the positive values from this story to their own life by being wise and telling the truth.</li> <li>5. The story teaches values of being honest and truthful all</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce the lesson by giving students the definition of a recount and ask each pair of students or group to make their own definition.</li> <li>• Go through some answers of students and ask others to compare. Emphasize the key words in the definition such as: retell, past</li> </ul>

<p>the time.</p> <p>6. This story is about a wise man who was known for this good behaviour everywhere. One day a king calls him and he tells him he only tells the truth. He warns him against telling the truth. He tests him by telling him to give the queen wrong information but the wise man does not tell the queen if the king is coming the next day or not. 69 words</p> <p><b>Activity 3: Eyewitness report</b> Guide students using a generic composition rubric. Emphasize the use of first person, connectors, past tense and direct and indirect speech where necessary.</p> <p><b>Supplementary exercise</b> Ask students to write a comedy strip of their lives making sure they are simple and funny.</p>	<p>experience about what the write has done, seen or heard.</p> <ul style="list-style-type: none"> <li>• Ask students to read the notes in their student’s books as you explain where they have problems.</li> <li>• Give students time to do the activity as you move around checking how they are progressing and giving support.</li> <li>• Emphasize them following the guidelines given.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><i>Ask students with physical impairment and cannot write to tell their stories to a student who can help them to write it. You can also use a phone to record their stories.</i></p> <p><i>Some less advanced student might find it difficult to write lengthy stories. They can write short paragraphs. Don’t expect the same work as advanced students from them, be patient and support them at every stage.</i></p>	<p><i>In case advanced students finish early, ask them to read essays of less advanced students and help them with spellings, tenses and paragraph structures.</i></p>

### 3.5 Connectors

#### Introduction

This lesson will equip students with the necessary connectors they can use to link their sentences and paragraphs in their recounts.

Possible answers	Teaching points
<p><b>Activity1</b></p> <ul style="list-style-type: none"> <li>• Answers will differ since each group will construct their own sentences.</li> <li>• Ask one group to present their answers and the class says “correct” or “not correct” and give correct alternatives.</li> <li>• Use the students’ examples to clarify where they did not understand.</li> </ul> <p><b>Activity 2: connectors</b></p> <p>1. yet 2. although 3. as long as/but 4. Despite            5. because 6. and 7. despite 8. in order 9.            unless 10. in order/ so as 11. since/ because 12.            while / as 13. as/because 14. as            15. even if/ even though 16. first of 17. finally</p>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Begin this lesson by asking students to list the conjunctions on the chalkboard.</li> <li>• Ask other students who did not write to use a conjunction each to construct a sentence.</li> <li>• Correct students’ errors and explain how conjunctions are used as connectors.</li> <li>• Tell students to study the table in their student books. Each group will explain one type of connector while other</li> </ul>

18. because 19. for/ as 20. and		groups will each have two questions to ask the group presenting. <ul style="list-style-type: none"> <li>Give the explanations where students find it hard to understand and ask them to do the exercise.</li> </ul>
<b>Supplementary exercise</b> Ask students to construct sentences for each category of connectors at least using one of them.		
<b>Catering for learning special needs</b>	<b>For more advanced students</b>	
<i>Take time asking less advanced students to give examples to ensure that they understand how to use connectors.</i>	<i>Advanced students should help to explain to their colleagues who are struggling with the topic</i>	

## UNIT ASSESSMENT

### Comprehension

#### The order is:

3 which is the title, 5 the introduction, 4 first body paragraph, 2 second body paragraph, 1 conclusion

### Listening and speaking

1. b 2. c 3. c 4. a 5. b
6. b 7. c 8. b 9. b 10. c
11. b 12. a 13. b 14. b
15. c 16. b 17. b 18. a
19. b 20. b 21. b

### Focus on skills:

1. were 2. Not allowed/ had 3. left
4. Stopped/was considered 5. Took
6. had already changed 7. Came/started
8. Was considered/practiced/were seen
9. Misled/made 10. United

### Writing practice:

- Students should write a good narrative about their birthdays. Their answers will be different since they celebrate them differently. Some will have imagined making a good story. Correct them using a rubric for generic composition in annexes

## Unit 4: Diet and health

**No of lessons:** 18

**Key unit competence:** To use language learnt in the context of diet and health.

### Learning objectives

<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>
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- Recognise the use of the past simple tense, determiners of quantity, countable, and uncountable nouns. - List the vocabulary of foods and nutrients.	- In both speech and writing Classify food and nutrients and assess a balanced diet. - Read food labels and ingredients. - Compare the contents of food products. - Read/listen to texts about nutrients, foods and balanced diet. - Write advice about a balanced diet.	- Reading keeps you informed about important Health studies. - Appreciate the importance of having a balanced diet.
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### Vocabulary

<b>Nutrients:</b> Protein, fibre, roughage, carbohydrate, etc.	<b>Food stuffs:</b> Milk, meat, fish, tomato, plantain, bread, eating habits, overeating, malnutrition, obesity, etc.
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**Materials:** Food labels, pictures, photographs, etc.

## 4.1 Classifying nutrients

### Introduction

This lesson will help students to acquire basic nutritional knowledge to use at home and to understand carbohydrates, protein and fat and their importance or dangers of having too each. They will also understand diseases caused by poor nutrition and feeding habits.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>Answers will differ.</li> <li>Answers will be different</li> <li>Eating vegetables, fruits and natural fat</li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>The importance of .... <ol style="list-style-type: none"> <li>Carbohydrates are to help the brain work well like fuel of a car and it is energy source for muscles and organs.</li> <li>Fat transports vitamins A, D, E and K.</li> <li>Proteins make and repair cells like muscle and skin cells.</li> </ol> </li> <li>High fibres and animal fat are dangerous.</li> <li>The healthier Rwandan foods to eat are vegetables, eggs, beans, fish, lean meat etc.</li> <li>Because many eat to get satisfied, balanced food is expensive, need for money by selling balanced food.</li> <li>The three diseases caused by food are; <ol style="list-style-type: none"> <li>Diabetes- high blood pressure, weight gain</li> <li>Hypertension- not eating certain foods</li> <li>Obesity- becoming too big, breathing problems.</li> </ol> </li> </ol> <p><b>Activity 3: True or False</b></p>	<ul style="list-style-type: none"> <li>Introduce the lesson with the pre-reading activity to be done in groups of four or more as a diagnosis of their prior knowledge and application of nutrition. <ul style="list-style-type: none"> <li>Comment of students' answers and ask them to guess the topic they are going to study.</li> <li>Tell them to read the text silently for a few minutes and</li> </ul> </li> </ul>

1. True      2. True      3. True      4. False      5. False 6.  
True    7. False      8. False      9. False      10. true.

**Activity 4: Matching**

- 1=d    2=a    3=g    4=c    5=e    6=h    7=f    8=b

**Activity 4A.5: Discussion**

1. Students will have different answers depending on the food they eat at home or school. Answers to be expected are balancing between proteins and fat and much carbohydrate. Drinking milk and other dairy products like cheese, ghee, yoghurt etc.
  2. People may eat unbalanced diet due to:
    - i. Poverty
    - ii. Ignorance, just studied to pass exams
    - iii. Scarcity of certain foods in the community such as vegetables in urban places.
    - iv. Beliefs and taboos associate with some foods
    - v. Laziness to prepare some foods considering them difficult
    - vi. Considering taste than nutrients in some foods etc.
- Speaking practice:

**Group 1:**

- Fruit and vegetables are rich in carbohydrates, which helps with bodybuilding.
- They can easily be found in our communities especially rural areas.
- Fruits are more scarce and expensive in urban places.
  - Carbohydrates break down into glucose, which the brain uses exclusively for fuel.
  - It also serves as the primary energy source for muscles and organs.
  - Because of its extensive use in the body, carbohydrate should be the primary energy source consumed in the diet.

**Group 2:**

- Meat, fish and alternatives contain proteins and starch.
- Protein is necessary for making and repairing cells, such as muscle and skin cells.
- The body requires a smaller proportion of energy from fat and protein.
- Foods that are high in protein and fat can be consumed in smaller quantities.
- These foods are expensive and scarce that is why they are not commonly eaten.
- Some people in Rwanda don't eat fish because of cultural beliefs.
- These foods are considered special and delicious and people who are considered to be rich can eat them so often.

**Group 3:**

then select some students to read it aloud.

- Respond to students' questions about the text if any or encourage them to ask.
- Tell students to true or false and matching exercises and exchange their books to correct each other.
- Ask students to do the rest of the exercise, which will require you to mark personally.

- Fat is important for protecting organs, for nerve function, and for transporting the vitamins A, D, E, and K.
- Food containing fat/sugar are not to be consumed in large quantities to prevent diseases like diabetes, hypertension and cancers.
- They are people's most favourite foods and are considered special.
- When cooking, people should minimise the use of too much oils because they have a lot of fat.
- Fat from natural foods like groundnuts is not bad.

#### **Group 4:**

- In this category, we also find carbohydrates, which is important for our bodies.
- They are rich in the sugar lactose, and also are good sources of protein and calcium.
- These foods contain fats and proteins; therefore, they have the same importance as those in group 3 and 4.
- Also, the fat from these products is considered to be dangerous and therefore should be consumed in fewer quantities.

#### **Group 5:**

- Bread, other cereals and potatoes are healthy foods which contain carbohydrates (has similar points as group 1)
- Potatoes also contain starch, which produces energy when broken down in to glucose.
- Cereals and potatoes are common in Rwanda and are fairly cheaper than dairy and meat products.
- Traditionally cereals like sorghum were a very important food for Rwandans as their staple food.

#### **Writing practice:**

- This should be done as homework. Use the rubric for guiding and correcting students with formal letter writing.
- Information to fill in the letter will differ. Students are free to use their own words as long as they make sense and flow well.

#### **Activity 4A.6: Letter writing**

Alternatively, you can give students the answers below mixed up for them to fill in.

1. According to student's choice
2. As given in student book
3. Dear Sir/Madam
4. Re: request for information
5. The family of...(name)
6. (date)
7. Inquire
8. The food you told them to eat (other words are possible)
9. Carbohydrates
10. proteins
11. fat
12. Which specific foods contain these kinds of nutrition? Where can we get them and what is the importance?
13. What disease
14. suffering from
15. Medicine to buy
16. Pharmacies

where to find them. 17. Grateful/happy/ to receive your reply. 18. Please write call us on... (phone number) 19. Yours Sincerely, signature and name.	
<b>Supplementary exercise</b> Ask students as part of their homework to list the food they will eat at home for dinner and advise the family on what was missing or consumed in large quantities unnecessarily.	
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Assign groups appropriate roles to cater for students with disabilities and learning difficulties to participate.</i>	<i>None needed.</i>

## 4.2 Classifying Foodstuffs

### Introduction

This lesson will help students to understand the kinds of food and the group they belong to so that they can know the nutrients they contain since they will have already studied about nutrients in sub-unit 1.

Possible answers	Teaching points
<p><b>Activity 1: Food classification</b></p> <p>a. The groups include:</p> <ul style="list-style-type: none"> <li>• <b>Fruit:</b> banana and orange juice.</li> <li>• <b>Vegetables:</b> broccoli, and chicken</li> <li>• <b>Grain:</b> spaghetti, low-fat popcorn, whole grain cereal and corn tortilla</li> <li>• <b>Diary:</b> low fat yoghurt, cheese stick and 1% fat milk</li> <li>• <b>Meat and bean:</b> baked fish and peanut butter</li> <li>• <b>Other:</b> fried eggplant and cream cheese.</li> </ul> <p>b. The food group with most foods is grain and the least is vegetable.</p> <p>c. They are all healthy but need to be balanced. However, foods with a lot of fat are not healthy.</p> <p>d. Fruit would be easy to afford at home because the components can be grown and prepared directly without any processing.</p> <p><b>Activity 4B.2: Research activity</b>          This activity is supplementary to improve the language of learners. It should be done as homework.</p> <p><b>Activity 3: Sounds of questions.</b>          Give chance to all students to practice asking questions. You can use mimicry method where students repeat after you.</p> <p><b>Activity 4: Pronunciation of long /u: / and short /u/</b>          1. /u/ 2. /u:/ 3. /u/ 4. /u:/ 5. /u/ 6. /u/ 7. /u/          8./u/ 9. /u/ 10. /u/</p>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• As a way of introducing this lesson, ask students to work in groups of four or more to list the foods they eat at home.</li> <li>• Next, they should categorize them as fruits, vegetables, grain, diary, meat and beans and other.</li> <li>• Give comments guided by the table in the student book.</li> <li>• Ask students to study the table showing foods and their food groups/categories still in their groups and</li> </ul>

<p><b>Activity 5: Discussion about food</b> Speaking practice Use the rubric for oral presentation to guide students and correct them.</p> <p><b>Activity 6: Recipe</b> Students' answers will depend on the foods they choose to prepare. Different groups will choose varied kinds of food. Guide students on the right language to use to talk about a recipe such as use of imperatives,</p>		<p>answer the questions below:</p> <ul style="list-style-type: none"> <li>• Ask students to exchange books and correct each other's work.</li> </ul>
<p><b>Catering for learning special needs</b></p> <p><i>Since most of the foods in the table might be new to students, use teaching aids such as photos of those foods to help students to understand.</i></p>	<p><b>For more advanced students</b></p> <p><i>Advanced students should explain to the less advanced what the foods in the table are. However, they will also not know some because they are not eaten in Rwandan families.</i></p>	

### 4.3 Countable and Uncountable Nouns

#### Introduction

Some food groups/categories are countable and uncountable. Students will review the use of these nouns with food and drinks. For example, cereals, liquids like milk, mass nouns like salt and sugar are uncountable.

Possible answers	Teaching points
<p><b>Activity 1: Asking and responding to questions</b></p> <p>a. Are there any potatoes in the vegetable box? Yes, there are some potatoes in the vegetable box.</p> <p>b. Is there any bread in the bread bin? No/Yes, there isn't any.</p> <p>c. Are there any mushrooms in the cupboard? Yes/No, there are no any.</p> <p>d. Is there any chicken in the freezer? Yes/No, there isn't any chicken in the freezer.</p> <p>e. Are there any eggs in the fridge? Yes/No, there are no any eggs in the fridge.</p> <p>1. How many    2. How much    3. How many    4. How much 5. How many</p> <p><b>Activity 2: The use of 'a little' or 'a few'</b></p> <p>1. A little tofu    2. A little little mushroom soup    3. A few oranges    4. A few more beans 5. A little wine    6. A few more beans</p> <p><b>Activity 3: The use of "much" or "many"</b></p> <p>1. Much    2. Much    3. Many    4. Much    5. Much</p> <p><b>Activity 4: Dialogue</b></p> <p>1. He will buy 500 grams</p>	<ul style="list-style-type: none"> <li>• Begin the lesson by asking students the difference between plural and singular nouns.</li> <li>• Then, ask students to list the kinds of nouns in general. Possible answers: countable, uncountable, concrete, abstract, collective and mass nouns.</li> <li>• Introduce the lesson of the day "Countable and uncountable nouns" and connect it to other nouns. Example: all mass nouns, collective nouns and abstract nouns are</li> </ul>



<p>2. A couple of potatoes 3. A loaf of bread and two cartons of milk. 4. They love each other, Ndongezi respects his mother 5. The family is rich because of the food staff they have and they are buying.</p> <p><b>Activity 5: Plural forms</b> 1. Foods 2. Cakes 4. Biscuits 5. Tomatoes 6. oranges 7. Men 8. Women 9. Lives 10. Cuisine 11. Japanese 12. Swiss 13. Products</p> <p><b>Supplementary exercise</b> <b>Countable and uncountable foods and drinks</b> In pairs, make two lists of common foods and drinks that you usually have every week. Decide if each one is countable or uncountable and write them down in the box below. Then, interview your partner about their eating and drinking habits and add his/her information in your table.</p> <table border="1" data-bbox="188 902 1067 1048"> <thead> <tr> <th data-bbox="188 902 620 954">Countable</th> <th data-bbox="620 902 1067 954">Uncountable</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 954 620 1048"></td> <td data-bbox="620 954 1067 1048"></td> </tr> </tbody> </table>	Countable	Uncountable			<p>uncountable.</p> <ul style="list-style-type: none"> <li>• Ask students to read the notes in their student books and ask questions about them especially use of questions.</li> <li>• Tell them to answer the exercises in their student books individually.</li> </ul>
Countable	Uncountable				
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>				
<p><i>In case you have students with physical disability like walking, let other students find them where they are.</i></p>	<p><i>Pre-prepare a more challenging exercise for advanced students or the supplementary one.</i></p>				

## 4.4 Counting Calories

### Introduction

People think Calories are bad, but only excess calories are dangerous. If one takes recommended calories, they become important for the body. In this lesson, students will learn the importance and dangers of calories.

<b>Possible answers</b>	<b>Teaching points</b>
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<p><b>Activity 1: Fill in</b>  1. Love    2. Suggests    3. Damaging    4. Extra  5. Limit    6. Diet    7. Count 8. Warning    9.  Otherwise 10. See    11.clear    12. Reducing 13. Rate  14. Expert</p> <p><b>Activity 2: TRUE / FALSE</b>  1. True    2. False    3. True    4. True  5. True    6. False    7. True    8. False</p> <p><b>Activity 3: Synonym matching</b>  1=g    2=d    3=b    4=j    5= h 6=i    7=c    8=e  9=a    10= f</p> <p><b>Activity 4: Talking about traditional celebrations</b>  Answers will differ, however important points could be:  <i>People can eat more calories, men need more calories than women, need for teaching about healthy eating plans, there is a new way of assessing how the body burns fat, people should eat more if they exercise more etc.</i></p> <p><b>Activity 5: Writing an article</b>  Explain to the students what an article is and guide them on what should be in the article (components) like heading, salutation (dear editor), introduction, body and conclusion, pictures, name of the writer etc.</p>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Introduce the lesson by defining the term Calories using Frayer’s Model where students find a definition in the dictionary, create their own definition and give examples.</li> <li>• Ask students to read the text and fill in the missing words given in a box at the beginning. This can be done in pairs or groups.</li> <li>• Ask student to exchange their books and correct each other’s work using the answers you give them.</li> <li>• Tell them to do other exercises individually and again exchange books and correct each other.</li> <li>• Encourage values of honesty and integrity before they mark each other.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><i>The story has some difficult vocabulary, which less advanced students will most likely not understand. Allow them to use dictionaries as they work in their pairs or groups. Remember to cater for various disabilities during the group and individual work.</i></p>	<p><i>Encourage advanced students to explain to their colleagues in groups but allow them also to participate.</i></p>

## 4.5 Determiners

### Introduction

Determiners are words that come before a noun. They help us to understand number-whether the noun is countable or uncountable. There are very many kinds of determiners summarised in this lesson with their examples. Because there are many determiners, this sub-unit should be taught in about four periods or two double lessons.

<b>Possible answers</b>	<b>Teaching points</b>
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<p><b>Activity 1: Choosing 1</b>  1. Some    2. Any    3. Any    4. Some    5. Much  6. No    7. Many    8. A lot of    9. A little    10. None of</p> <p><b>Activity 2: Choosing 2</b>  1. The whole    2. Is    3. Each    4. Anyone  6. all    6. either    7. None    8. all    9. neither</p> <p><b>Supplementary exercise</b>  <i>We have seen determiners use the preposition “of”, put the preposition where necessary.</i></p> <ol style="list-style-type: none"> <li>1. There have been a lot <b>(of)</b> changes to the menu.</li> <li>2. You only need to use a small amount <b>(of)</b> Salt in the food like this.</li> <li>3. A lot <b>(of)</b> smoke was caused by the firewood which was not dry.</li> <li>4. Have some <b>(of)</b> tea with milk.</li> <li>5. Have some <b>(of)</b> this food which is natural and not fried.</li> <li>6. We need a couple <b>(of)</b> people to work in the new Marriot Hotel in Kigali.</li> <li>7. Would you prefer some <b>(of)</b> mango juice to yoghurt?</li> <li>8. There are plenty <b>(of)</b> fruits in the village than the city but people don't eat them.</li> <li>9. There is plenty <b>(of)</b> meat left in the source pan, many people prefer chicken.</li> <li>10. Some <b>(of)</b> students have complained about the cost of the food in the canteen.</li> </ol>		<ul style="list-style-type: none"> <li>• Introduce the lesson by listing the determiners of the lesson and ask students to give examples for each.</li> <li>• Next, ask students to read the information in the table summarizing the determiners studied and explain.</li> <li>• Then tell students to ask what they don't understand and do the exercise.</li> <li>• If time allows, ask them to exchange books and mark each other.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>	
<i>Encourage less advanced students to give examples during plenary so that they can master the usage of determiners.</i>	<i>In case they finish early, they can do the supplementary exercise.</i>	

## 4.6 Describing a balanced diet

### Introduction

Many people even highly educated do not eat a balanced diet because they lack information and discipline. This lesson will equip students with knowledge, skills and attitudes towards a balanced diet.

<b>Possible answers</b>	<b>Teaching points</b>
<p><b>Activity 1: Pre-reading</b>  Food can be categorized into grains, fruits, vegetables, diary and meat or beans.  A balanced diet helps to keep us healthy, to improve intelligence, to fight against diseases, to maintain body weight and to make our bones strong.</p> <p><b>Activity 2: Comprehension</b></p>	<ul style="list-style-type: none"> <li>• Introduce the lesson by asking students to work in pairs or groups to categories food according to the number of times</li> </ul>

<ol style="list-style-type: none"> <li>1. A healthy diet is composed of grains, fruits, vegetables, low-fat dairy and meat and protein foods.</li> <li>2. Nutrients are categorized into micro and macronutrients.</li> <li>3. A good diet helps with growth and development, fighting against diseases, thinking, mood or emotions and maintaining a healthy weight.</li> <li>4. The author means balancing the foods in terms of their health components</li> <li>5. High-fat and proteins foods should be avoided. These kinds of foods cause diseases like hypertension, cancers, high blood pressure etc.</li> <li>6. Rwandans can learn to put into practice eating a balanced diet so that they can be healthy.</li> </ol> <p><b>Activity 3: sound /u: /</b></p> <ol style="list-style-type: none"> <li>1. Flutes</li> <li>2. Glue</li> <li>3. Salute</li> <li>4. Chew</li> <li>5. Threw/through</li> <li>6. True</li> <li>7. Drew</li> <li>8. Crew</li> <li>9. Include</li> <li>10. Fruit</li> </ol> <p><b>Activity 4: Discussion</b></p> <ol style="list-style-type: none"> <li>1. Eating disorders result into overweight or obesity, diseases, mood problems and too much worrying about physical appearance.</li> <li>2. It is not good to become too fat. One needs a recommended weight. When you become fat, blood doesn't flow well, you get breathing problems, people start to criticise and call you names, etc. However, if the weight is normal, there is no need to worry.</li> </ol> <p><b>Activity 4: Writing composition</b></p> <p>Use the rubric for summary writing and guidelines in unit two, sub-unit two.</p> <p><b>Supplementary exercise</b></p> <p>Homework: ask two to five people in your village or home the food they like eating and write a composition giving them pieces of advice on how they can eat a balanced diet.</p>	<p>they eat them in a week or at least on average.</p> <ul style="list-style-type: none"> <li>• Ask students whether they eat a balanced diet when they look at the foods they eat and give reasons.</li> <li>• Tell students people don't eat a balanced diet for different reasons; ask them to tell you some of the reasons. They should give answers like poverty, scarcity, ignorance, attitude etc.</li> <li>• Tell them to read the text in their students' books and answer the questions individually.</li> </ul>
<p><b>Catering for learning special needs</b></p> <p><i>While working in pairs or groups, give attention and support to students with disability and learning problems.</i></p>	<p><b>For more advanced students</b></p> <p><i>The can do peer support during the pairs and reading.</i></p>

## 4.7 Comparatives

### Introduction

In this lesson, students will learn to use comparatives in everyday situations to talk about tradition and modern food. They will also use comparatives to write their own comparisons.

Possible answers		Teaching points				
<p><b>Activity 1: Reading a dialogue</b> Use the rubric for presentation in the class to guide students and award marks.</p> <p><b>Activity 2: Meaning of words</b></p> <ul style="list-style-type: none"> <li>• Natural: something got from nature and not changed</li> <li>• Organic: simply, healthy and close to nature</li> <li>• Expensive: costing high amount of money</li> <li>• On the run: doing things quickly when you have no time.</li> <li>• Nutritious: containing a lot of nutrients.</li> <li>• Fast food: food which is prepared and served quickly.</li> <li>• Processed food: involving a special process to be made new.</li> <li>• Convenient: easy to access/get</li> <li>• Cheap: cost little money.</li> </ul> <p><b>Activity 3: Comparatives and superlatives</b></p> <table border="1"> <thead> <tr> <th>Comparatives</th> <th>Superlatives</th> </tr> </thead> <tbody> <tr> <td><i>more expensive</i> <i>much more nutritious</i></td> <td><i>most important</i> <i>the greatest gift</i></td> </tr> </tbody> </table> <p><b>Activity 4: Writing a composition</b></p> <p>To guide students, use the rubric for compare and contrast to guide students.</p> <ul style="list-style-type: none"> <li>• They should use the mind map in their students' books to prepare.</li> <li>• For comparing, they should use words such as: "whereas", "while", "like", "unlike", "similarly", "but" etc.</li> </ul> <p><b>Supplementary exercise</b> <b>Homework:</b> prepare a recipe of a traditional dish to serve to a friend who has come to visit you over the weekend.</p>		Comparatives	Superlatives	<i>more expensive</i> <i>much more nutritious</i>	<i>most important</i> <i>the greatest gift</i>	<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Introduce the lesson with a discussion about the advantages and disadvantages of traditional and foreign foods.</li> <li>• Ask students to take some minutes reading the dialogue in pairs and master it so that they will present well.</li> <li>• Guide the students using a rubric for oral presentation in the annexes.</li> <li>• You could use students to act as judges after understanding the rubric well.</li> <li>• Conclude the lesson by encouraging students to love their culture and their food and to only learn what is better from other cultures.</li> </ul>
Comparatives	Superlatives					
<i>more expensive</i> <i>much more nutritious</i>	<i>most important</i> <i>the greatest gift</i>					
<b>Catering for learning special needs</b>		<b>For more advanced students</b>				
<i>For students with physical impairments, they can present their dialogues from where they are sitting. For other impairments, be creative to find a way of assessing them.</i>		<i>Advanced student can present without reading directly from the text but using flash cards they have made for themselves.</i>				

## 4.8 Food table

### Introduction

In this lesson students will learn about foods served in restaurants and hotels as well as polite expressions used by both the waiters/waitresses and customers. Students will also learn how to ask grammatically correct questions in the context of food and hotels.

Possible answers		Teaching points
<p><b>Activity 1: Presenting a dialogue</b> Use the rubric in the annexes to guide students with presentation skills and correcting their presentations.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Customers want to sit near the window</li> <li>2. The customers want none alcoholic drinks.</li> <li>3. Beef stew is on the menu but not available.</li> <li>4. The person serving is polite, has customer care and apologetic when in wrong.</li> <li>5. The waiter served food not asked by the customers.</li> </ol> <p><b>Activity 3: Restaurant vocabulary</b> Answers will differ from one pair to another.</p> <p><b>Activity 4: Words without short /u/</b></p> <ol style="list-style-type: none"> <li>1. Both</li> <li>2. Loss</li> <li>3. Coal</li> <li>4. Fall</li> <li>5. Ball</li> <li>6. Go</li> <li>7. home</li> <li>8. Flow</li> <li>9. Thorough</li> </ol> <p><b>Activity 5: Writing a poem</b> Answers will be different. Guide students that poems are written in lines. Combinations of lines make stanzas, sometimes they have rhyming words or sounds. There should be a moral lesson.</p>		<p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Begin the lesson with your personal experience of something interesting or shameful you witnessed in a restaurant or hotel.</li> <li>• Ask students to share their own experiences if they have any or work in pairs to imagine some of these situations.</li> <li>• Tell students to practice reading the dialogue in groups of three and then present before the whole class. If time is not sufficient, have a few groups and students can answer the comprehension questions the next lesson.</li> </ul>
<b>Catering for learning special needs</b>		<b>For more advanced students</b>
<i>Less advanced students might find the terms in the dialogue difficult to present and might feel shy.</i>		<i>Advanced students can use their own words to create a dialogue similar to the one in this sub-unit.</i>

## 4.9 Modal verbs

### Introduction

In this lesson, students will learn to use modal verbs correctly.

Possible answers	Teaching points
<p><b>Activity 1: Modal verb situations</b></p> <ul style="list-style-type: none"> <li>• Sentences will differ. The sentences bellow are simple examples:</li> </ul> <ol style="list-style-type: none"> <li>1. Could you have a meal please/ may you have a meal please!</li> <li>2. Can you return the food you took/ You must return the food you took.</li> <li>3. Can you keep quiet while eating/ could you keep quiet while eating?</li> <li>4. Which table can I seat on?</li> <li>5. I want food without salt so that I may not fall sick. Food with salt could cause me sickness/diseases</li> <li>6. Could you please accompany me to a movie! May you go</li> </ol>	<ul style="list-style-type: none"> <li>• Ask students in pairs to list modal and how each is used</li> <li>• Explain some misconceptions to clarify their answers</li> <li>• Tell them to work in pairs and create sentences for each situation in</li> </ul>

with me to a movie! 7. May I explain why I don't have homework? I didn't do homework because I could not mix it with work at home etc.	activity 1
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>As students work in pairs, remember to assign those with special needs those who can help them or given them alternative activities to do.</i>	<i>Advanced students, they could write a paragraph on at least scenarios.</i>

## Unit four test sample answers

1. Adolescence is the age which is midway between childhood and adulthood
2. Physical and hormonal changes occur in the body putting increased demand of nutrients on the body also demand for studies and other activities make them require more nutrients.
3. Influence from friends makes them eat junk food.
4. Desire to have a figure like a favourite model or film star, peer pressure which makes start taking alcohol and drugs.
5. It leads to behaviour changes, agitation or depression, chronic anaemia.
6. Increased body mass and size, girls start menstruation and thickness of bone

### Vocabulary:

- i. Influence from people of the same age bracket or group.
- ii. Lack of something
- iii. Very high appetite
- iv. Normally eat food which is not organic or natural
- v. Stops of affects eating of food with good nutrients
- vi. A period when girls start to release eggs leading to bleeding.

### Writing Practice:

Answers will differ.  
Students will have to follow the right format of a friendly letter guided by the teacher following the rubric in annexes.

### Consider:

Sender's address, Salutation, greeting, introduction, body, goodbye and closing.

### Possible points include:

Increased body mass and size, girls start menstruation and thickness of bone etc.

Eating a nutritional diet leads to: positive behaviours, strong bones, avoiding diseases like anaemia, energy in the body and concentration.

## Unit 5: Human rights.



**No of lessons:** 18

**Unit Competence:** To use knowledge learnt in the context of human rights.

**Learning objectives**

Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>- Recognise the use of could, should, can, should be able to, and the passive voice.</li> <li>- List the vocabulary of rights, abuses, gender equality, and minority rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe human rights in writing.</li> <li>- In both speech and writing, describe abuses of rights.</li> <li>- In both speech and writing, describe the principle of gender equality.</li> <li>- Read a text on human rights, or the rights of the child, or child abuse, or women’s rights.</li> <li>- Listen to a text on human rights, or the rights of the child, or child abuse, or women’s rights.</li> <li>- Write a charter of teenager’s human rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate that all people have rights and responsibilities.</li> </ul>

**Vocabulary**

Rights: Religion, practice, education, clean water, human rights’ activist, etc.	Abuses: Sexual abuse, torture, slavery, etc.	Gender equality: Election, vote, business, pay etc.	Minority rights: Practice, culture, religion, beliefs, etc.
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**Materials:** Pictures, photograph, etc.

**5.1 Describing Rights**

**Introduction**

There a lot of human rights abuses in the community in form of abuses like defilement, rape, trafficking among others. In this lesson, students will learn their rights and responsibilities as well as how to defend themselves against abuses.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>1. This question has no specific answer: they can give answer like respect, protection, freedom, liberty,</li> <li>2. This question requires students to have understood the first in order to answer it correctly. Answers will depend on evidence they give such as education for all, voting, no corporal punishment, media freedom-many newspapers, radios and TV stations etc.</li> <li>3. Common issues are defilement, child abuse, abuse of privacy, religious intolerance by some people etc.</li> <li>4. For this question, students will have different sentences.</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce this lesson by asking students to list the fundamental human rights they know or ever heard of.</li> <li>• Ask students to discuss the</li> </ul>



<p>The most important is meaning. Possible answers:</p> <ol style="list-style-type: none"> <li>i. Everyone has the right to speak</li> <li>ii. We all have the right to live</li> <li>iii. No one should violate your rights</li> <li>iv. We all have freedom to associate</li> <li>v. People in my community vote for their leaders.</li> <li>vi. There are a few human rights abuses in my community.</li> </ol> <p><b>Activity 2: comprehension</b></p> <ol style="list-style-type: none"> <li>1. All rights are important because if one right is abused, others are also affected.</li> <li>2. To some extent religions respect human right but sometimes they don't especially gender in some churches is not respected.</li> <li>3. In Rwanda there is UNHCR, NAR (Never again Rwanda), etc.</li> <li>4. It is not possible because human beings are all the time increasing the way, they abuse rights. They are also selfish that they only think about themselves.</li> <li>5. There would be peace, security, development, happiness, unity, respect etc.</li> </ol> <p><b>Activity 3: Vocabulary</b></p> <p>Answers will be different as students think about rights different. Ask them to exchange their books and correct each other's sentences and have a few students present. You can correct other books later.</p> <p><b>Activity 4: importance of human rights</b></p> <p>Use the rubric for debate to guide students. You can begin by asking them to present their points and then organize a mini debate for about twenty minutes.</p> <p><b>Activity 5: Essay on importance of human rights</b></p> <p>Students can use points from the mini debate and do this assignment as home work</p> <p><b>Supplementary exercise</b></p> <p>As homework, students can research on as many human rights as they can (at least ten)</p>	<p>questions at the beginning of the sub-unit in groups of four or more depending on your class size.</p> <ul style="list-style-type: none"> <li>• Tell them to answer question four individually by creating sentences using the given verbs and share with colleagues in the group.</li> <li>• Ask students to study the picture about rights and answer the questions that follow.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><i>As you explain this lesson, be careful not to hurt students whose rights might have been abused and are traumatized.</i></p>	<p><i>More advanced students can suggest how we can stop human rights abuses.</i></p>

## 5.2 Describing Children’s Rights

### Introduction

In the past, the rights of children were not considered at all. Children would be beaten if they cried, beaten for not crying, for sitting with visitor, not greeting visitors etc. In this lesson, students will learn about their right, forms of abuses and protection.

Possible Answers	Teaching points
<p><b>Activity 1: Pre-reading</b> This activity encourages students to speak and introduces them to the lesson. No specific answers are expected. However, you should discourage beating as it is abuse of human rights.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Forms of human rights violations in the texts are; beating, denying children food, refusing children to play, psychological torture and child labour.</li> <li>2. Keza should:               <ol style="list-style-type: none"> <li>i. look for someone old to talk to her parents</li> <li>ii. Do her responsibilities and then go to play.</li> <li>iii. Ask a local religious leader to advise her parents if they go to church or mosque.</li> <li>iv. Contact the local leader responsible for children’s rights.</li> </ol> </li> <li>3. On one hand he should listen to the teacher as he looks for a solution. On the other hand, if the problem has been there for long, he should immediately inform his father. If his father does nothing, he can inform the local authorities in charge of children’s rights.</li> <li>4. Furaha’s human rights club has helped students to find solutions; students have become confident and open up to talk about their problems.</li> <li>5. Students should do work that is fit for their age. The problem is doing work beyond their age.</li> <li>6. Children’s rights can be protected by sensitizing the community, enforcing the laws and punishing abusers.</li> </ol> <p><b>Activity 3: Vocabulary</b></p> <ol style="list-style-type: none"> <li>i. Requested    ii. House    iii. Separate</li> <li>iv. Trading    v. childhood/ raising    vi. Physical punishment</li> <li>vii. Harm    viii. Killing    ix. mistreat.</li> </ol> <p><b>Activity 4: Debate</b> Use a debate rubric in the annexes to guide students and correct their presentations.</p> <p><b>Possible points for proposers:</b></p> <ol style="list-style-type: none"> <li>i. It can result into hurting students</li> <li>ii. It promotes violence among students</li> <li>iii. When they get used, punishment doesn’t help</li> </ol>	<ul style="list-style-type: none"> <li>• Ask students if they know some of their rights as young people. They should be able to give answers like right to education, shelter, food, not to be abused, no corporal punishment etc,</li> <li>• Tell students to prepare a dialogue activity in the pre-reading and present before the whole class.</li> <li>• Comment on their presentations and ask them to read the article from “The New times” and answer the questions individually.</li> </ul>

iv. It makes learner fear instead of respect the punisher v. It is against the laws of Rwanda. <b>Negative</b> i. It gives quick results to changing behaviour. ii. Fearing makes learners respond iii. Students become aware that actions have consequences. iv. It makes the one punishing get satisfied. Note: emphasize that although there are those who support punishment, it is illegal and bad.  <b>Activity 5: Argumentative writing</b> Guide student using a generic rubric for composition writing in annexes.  <b>Supplementary exercise</b> <b>Homework:</b> Ask people at home or in your community what they think about children’s rights and write a composition using their opinions.	
Catering for learning special needs	For more advanced students
<i>Give counselling to students who might have experienced any forms of abuse and teach them the value of forgiveness, empathy and sympathy.</i>	<i>Give advanced students a task of carrying out a survey of children in their communities who experience hard labour, verbal abuse, denied food and education and write a one paragraph report.</i>

### 5.3 Countering Abuses

#### Introduction

In this sub-unit, students will learn how to counter abuses in their communities using the skills they will have acquired from this lesson. They will also learn vocabulary related to rights and abuses. They will learn peaceful means of ensuring their rights are not abused.

Possible answers	Teaching points
<b>Activity 1: Comprehension questions</b> 1. No, Martin Luther King did not believe in non-violence to get rights because he believes it is wrong. 2. Violence is useless and harmful because it is impractical and immoral because it develops into hatred and ends in destruction for all. 3. The effects are looting, pillaging, killing, it destroys communities and makes brother hood impossible and setting fire everywhere. 4. This will depend on the community where students come from. Most common ones are fighting, breaking things like bottles, closing others outside, etc. 5. To live in harmony with others, we should love, respect, cooperate, and trust each other. <b>Activity 2: Matching exercise</b>	<ul style="list-style-type: none"> <li>Introduce the lesson by asking students to list all the human right abuses seen in the previous lessons.</li> <li>Ask students to work in pairs to suggest a solution for at least three</li> </ul>

1=M 2=D 3=G 4=B 5=I 6=C 7=J 8=H  
9=K 10=F 11=L 12=E 13=A

**Activity 3: Pronunciation of /S/**

/ s /	/ z /	/ iz /
Results	Exposes	Reaches
Creates	Customs	Brings
Makes	Solves	Shows
Aspects	Ensues	Endangers
develops	Arms	Others
	Requires	

**Activity 4: Speech writing**

The answers for this kind of composition will be different. Guide students on how to write a good speech. It should have introduction, body and conclusion. They should follow guidelines in the student book

Follow the guidelines bellow:

- a. Give your speech a title
- b. In your introduction, say what you are going to tell the audience
- c. In the body, tell them what you prepared to tell them.
- d. In your conclusion, tell them a summary of what you told them in the body.
- e. Read the comprehension and pick important ideas to use in your speech.
- f. Give a colleague to read through and correct you before submitting.

**Supplementary exercise**

Imagine you are one of the people who listened to the speech given by one of the students and got impressed but also have questions to ask. Write a letter to the speaker.

abuses listed on the chalkboard.

- Tell students to do the matching activity in their student's book and ask students to exchange their work when they finish checking how much they know.
- Ask students to read the comprehension text silently, and then a few other students may read it aloud and tell them more about Martin Luther King.

**Catering for learning special needs**

*The comprehension text has some difficult vocabulary, which requires you to take time and explain to students who are less advanced.*

**For more advanced students**

*Advanced students should read with less advanced students in a buddy system where they support each other and not simply tell them the meaning.*

**5.4 Describing Child Abuse**

**Introduction**

In this lesson, students will be able to identify common children rights abused in their communities and share their own experiences/testimonies as a healing process. Students will also develop speaking, writing and listening skills by listening to stories of others and answering the comprehension questions.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>1. This question is sensitive. Advise the students if they don't feel comfortable they should not share. Also warn others not to laugh at the colleagues but to demonstrated empathy for them.</li> <li>2. Order of child abuses. <ol style="list-style-type: none"> <li>i. verbal abuse and beating</li> <li>ii. defilement</li> <li>iii. denial to go to school</li> <li>iv. trafficking</li> </ol> </li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The children's rights not respected include freedom from torture, right to education, right to eat, freedom of speech etc.</li> <li>2. Children would be beaten for crying, not crying when beaten, standing near elders when elders sat, seating when elders stood, eating with visitors and refusing to eat with visitors.</li> <li>3. The two boys were given a challenge where the one who crossed the line drawn would be considered 'a man'.</li> <li>4. The two boys were beaten by a stranger.</li> <li>5. This community did not respect the rights of children. They seem to have been ignorant about rights and were following their culture without questioning.</li> </ol> <p><b>Activity 3: Synonyms and opposites</b></p> <ol style="list-style-type: none"> <li>i. Faithful/dedicated..... uncommitted</li> <li>ii. Penalties..... forgive</li> <li>iii. Crimes..... right acts</li> <li>iv. Duties/tasks..... free/idle</li> <li>v. irresponsibility</li> </ol> <p><b>Activity 4: Discussion</b></p> <ol style="list-style-type: none"> <li>1. <b>In case of abuse, do the following;</b> <ol style="list-style-type: none"> <li>i. Inform an older person about the abuse</li> <li>ii. Seek medical help where necessary</li> <li>iii. Immediately report the abuse</li> <li>iv. Teach others about abuses</li> <li>v. Forgive the person to avoid psychological problems.</li> </ol> </li> <li>2. No, not everyone should punish a child because some people don't know about the rights of children and can end up hurting them. Punishment is not the only way of correcting a child; you can counsel or advise him/her.</li> </ol> <p><b>Activity 5: Writing a poster</b>  Show students a sample poster for them to follow and create their own. Emphasize it should have few words, attractive letters and</p>	<ul style="list-style-type: none"> <li>• Introduce this sub-unit with the pre-reading activity in which students share their experiences with being abused in groups of four. Tell them to use about 10 minutes and hear from a few students.</li> <li>• Tell them to fill in the pyramid in groups categorizing rights according to how they are frequently violated.</li> <li>• Ask students to read the story about children's rights abuse silently.</li> <li>• Have some students read aloud, followed by a small talk to relate with their experiences. You can also tell your own experience.</li> <li>• Tell students to answer the questions in their students' books.</li> </ul>

pictures. Look for one either from a newspaper, magazine or internet.		
<b>Supplementary exercise</b>		
Write a letter of advice to someone whose rights you think have been abused. Follow the format of a friendly letter.		
Include:		
<i>i. Greetings and building rapport</i> <i>ii. Actions to be taken by the victim</i> <i>iii. Expression of sympathy</i> <i>iv. Saying goodbye.</i>		
<b>Catering for learning special needs</b>		<b>For more advanced students</b>
<i>When students are giving testimonies, make sure that are comfortable to do it because some of them might be traumatized.</i>		<i>Advanced students can be asked to write their testimonies and hung them in the classroom or imagine them.</i>

## 5.5 Passive voice in the present tense

### Introduction

In this lesson, students will be able to identify the use of passive voice and apply it in their own writing. They will learn the difference between active and passive voice.

<b>Possible answers</b>		<b>Teaching points</b>
<b>Activity 1: identifying passive sentences</b>		<ul style="list-style-type: none"> <li>Introduce this sub-unit, by asking students to review tenses in English by listing them in their notebooks and giving an example for each.</li> <li>Have a small talk about changing sentences from passive to active and ask them to identify passive voice sentences in the passage.</li> <li>Ask students to exchange their books and correct each other's books.</li> </ul>
<b>Passive</b>	<b>Active</b>	
Example: Most children were badly beaten...	They beat most children badly...	
I remember the countless number of offences we were beaten for	I remember the number of countless offences they punished us for.	
One could be beaten for crying when you are beaten...	They punished someone for crying when they beat them.	
You could be punished if you stood when elders were sitting...	They could punish you if you stood when elders were sitting.	
We were beaten for almost everything and nothing we did.	They beat us for almost everything and nothing we did.	
Refusing to eat with visitors would lead to being punished too.	They would punish us for refusing to eat with visitors.	
<b>Activity 2: Complete sentences</b>		
1. Are being abused      2. Has violated 3. Has been investigated    4. Are using    5. Is done    6. Are told 7. Being robbed    8. Is stolen    9. Are asked    10. Are denied 11. Are told    12. Are not reported    13. Are not informed 14. Are given    15. Are starting/ have started		

<b>Supplementary exercise</b> Homework: Ask people in your community why they think crimes are not reported and write their answers in the passive voice.	
<b>Catering for learning special needs</b> <i>Depending on the ability of your class, less advanced students can do the activity ....in pairs or groups.</i>	<b>For more advanced students</b> <i>Advanced students can work with less advanced ones for the activity.</i>

## 5.6 Discussing Gender Equality

### Introduction

Many people confuse gender with sex. They understand gender to mean female yet it is for all. East African leaders have agreed on a campaign known as “He for She” to promote gender equality. In this lesson, students will learn some cultural practices that affect gender and how to solve them.

Possible answers	Teaching points
<p><b>Activity 1: Comprehension</b></p> <ol style="list-style-type: none"> <li>Girls are not allowed to eat certain foods while boys can eat any kind of food. Girls are discouraged from climbing trees, sitting on a pounding motor and grinding stone while boys have no such prohibitions. When a boy fights a girl, he is seriously punished as compared to fighting a fellow boy.</li> <li>Sometimes women were prohibited because of selfishness of men and at other times it was intended to protect them because men considered them to be weak.</li> <li>The speaker’s mother did not know her rights because she accepted everything from the culture without thinking about them.</li> <li>She considers certain foods dirty when the narrator says, “She believes these are “dirty” foods not meant to be eaten by women.”</li> <li>The father gave hard labour to boys and spared girls while the mother treated both equally in relation to work. The father also never allowed boys to cook while the mother did.</li> </ol> <p><b>Activity 2: Crossword puzzle</b></p> <p><b>Across:</b></p> <p>1. Mother    2. Niece    3. Equality    4. Empower 5. Traits    6. Evaluate    7. Responsive</p> <p><b>Down:</b></p> <p>1. Sister    2. Abuse    3. Stereotype    4. Equity    5. Bias 6. Literacy    7. Gender    8. Sex.</p> <p><b>Activity 3: Talking about gender at school</b> Answers will be different. Emphasize that gender is not simply the number of male and female but the overall activities they do and</p>	<ul style="list-style-type: none"> <li>Introduce this lesson by asking students the taboos related to gender in Rwanda. They should be able to say; no woman should eat goat meat, no woman should sit on a pounding motor, it is a taboo for women to milk cows etc.</li> <li>Ask students why they think there were such taboos. Possible answer: In old times, men must have been selfish and denied women good things.</li> <li>Tell students to read the passage in their students’ books</li> </ul>

<p>how society sees them.</p> <p><b>Activity 4: Composition writing Homework</b></p> <ul style="list-style-type: none"> <li>• Ask students to work in groups of four or more to put ideas into the mind map after copying into their exercise book</li> <li>• Then, they should make each circle a paragraph of their essay.</li> <li>• Remind student the format of a good essay: contains an introduction, body and conclusion.</li> <li>• Guide students using the rubric for essay writing in annexes.</li> </ul>		<p>in silence and then a few read aloud.</p> <ul style="list-style-type: none"> <li>• Briefly discuss issues in the passage and ask students to answer the questions that follow.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>	
<i>Encourage students (especially girls) to share their experiences of how they are treated at home as some might be having similar treatment making them less confident in class.</i>	<i>In this lesson, give less time to students who are already confident and ask them to encourage their colleagues who might not have confidence.</i>	

## 5.7 Describing Minority Rights

### Introduction

In many communities, people who are less advantaged are not given attention and care which is against their rights. In this lesson, students will identify who minorities are and how to protect them. They will also learn language expressions related to the minority.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>1. Kinds of people considered minority are women, children, people with disability, orphans, widows etc.</li> <li>2. Yes, they deserve protection because: <ol style="list-style-type: none"> <li>i. They lack confidence and self-esteem because of stigma.</li> <li>ii. They are also able like others; therefore, they should access similar treatment.</li> <li>iii. It is a sign of respect and love when their rights are respected.</li> <li>iv. All people are equal before the law.</li> </ol> </li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The speaker ran because he/she thought the strangers were cannibals (they ate people).</li> <li>2. The speaker did not respect minority rights because she/her thought all strangers are dangerous yet these particular one were good people.</li> <li>3. Examples of minorities in the story are foreigners such as Ugandan, Kenyans, Sudanese, Chinese and Americans.</li> <li>4. Minority rights can be violated when they are denied to pray, practice their culture, speak their language.</li> </ol>	<ul style="list-style-type: none"> <li>• List groups of people on the chalkboard; members of parliament, church leaders, children, women, people living with HIV, students, etc and brain storm those considered minorities.</li> <li>• Ask students to take like ten minutes on the pre-reading activity and have each group present one question while other members</li> </ul>



5. I would make sure they have freedom to pray in their religions, speak their languages freely and practice their cultures, access services without discrimination as long as they don't violate the law of Rwanda.

**Class discussion**

Yes, the 1994 genocide against the Tutsi was a violation of human rights because:

- i. Many people were killed innocently
- ii. Women were raped and some infected with HIV.
- iii. Children's rights were violated because they lost homes, basic needs like food, shelter, clothes and education.
- iv. Survivors were also targeted by those who hated them.

**Activity 3: Meaning of words and phrases**

- i. People who are born in a certain place and have ancestors in the same place.
- ii. People who are discriminated by others and treated as different from them.
- iii. These are people from an ethnic group that are considered of less value compared to others
- iv. Linguistic minorities are those whose language is spoken by few and considered undeveloped.
- v. Killing a targeted group of people with the aim of eliminating them.

**Note:** Encourage students to use dictionaries to find definitions of these terms. In case there are students who say "No", give them evidence and emphasize it was a violation of human rights.

**Activity 4: Role-play**

Guide students as they practice their role-play of the scenario. Students should demonstrate knowledge of minority rights.

**Activity 5: Minutes of a Meeting**

Using the points in the student book about writing minutes, guide students step by step.

**Example:**

comment briefly.

- Ask students to read silently as they fill in the gaps. Ask them to exchange their book and give them correct answers as you read aloud.
- Tell students to do the remaining activities you will have selected.

**Note:** It is not mandatory for them to do all activities.

<b><u>MINUTES OF VILLAGE MEETING HELD ON 34/6/2017 IN THE CELL HALL.</u></b>	
<p><b>Members present</b></p> <ol style="list-style-type: none"> <li>i. Kagore Jane</li> <li>ii. Kagabo Moses</li> <li>iii. Bagwiza John</li> </ol> <p><b>Absent:</b> None:</p> <p><b>Agenda:</b></p> <ol style="list-style-type: none"> <li>1. Communication from local leader representative</li> <li>2. Communication from one village member</li> <li>3. Communication from representative of victims</li> <li>4. Reaction from the audience</li> <li>5. Final resolution</li> </ol> <p><b>MINUTE 1:</b> The local leader representative said that...</p> <p><b>Minute 2:</b> One village member reported that...</p> <p><b>MINUTE 3:</b> The representative of the victims was concerned that....</p> <p><b>Minute 4:</b> Members from the audience agreed that....</p> <p><b>Minute 5:</b> It was finally resolved/ agreed that....</p> <p><b>Note:</b> Students' answers will be different. You should guide students using this format or any other you know.</p>	
Catering for learning special needs	For more advanced students
<i>Some of the activities are not suitable for learners who are slow. Such activities can be used for more advanced one. In case of students with impairments of any kind, find an alternative activity for them.</i>	<i>Give them tasks that require higher order thinking as leaders to guide their colleagues.</i>

## 5.8 Focus on skills: Direct and indirect speech.

### Introduction

In this lesson, students will develop their language skills related to human rights and grammatical structures.

Possible answers	Teaching points
<p><b>Activity 1: Complete sentences</b></p> <ol style="list-style-type: none"> <li>1. Told him to hurry up</li> <li>2. Slow down</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce this lesson using a whisper game.</li> </ul>

<ol style="list-style-type: none"> <li>3. Calm down</li> <li>4. Ask him/her to interpret for me</li> <li>5. I told them I was innocent</li> <li>6. Ask him to buy for me a newspaper</li> <li>7. I told him to mind his business.</li> <li>8. He asked to get married</li> <li>9. Asked her to wait for me</li> <li>10. Asked me to teach him everyday</li> </ol> <p><b>Activity 2 Direct and indirect speech</b> Answers will differ depending on the scenario chosen. The most important thing is to have correct sentences.</p> <p><b>Activity 3: Read and report</b></p> <ol style="list-style-type: none"> <li>1. what she was doing there; he had not seen her since June</li> <li>2. she had just come back from her holiday in Ireland</li> <li>3. if she had enjoyed it / whether she had enjoyed it</li> <li>4. she loved Ireland; the Irish people had been so friendly</li> <li>5. if she had gone to the Wicklow Mountains / whether she had gone to the Wicklow Mountains</li> <li>6. it had been her first trip; could show him some pictures</li> <li>7. he was doing something the next day / he was doing something the following day</li> <li>8. he must arrange a couple of things / he had to arrange a couple of things</li> <li>9. he was free at night</li> <li>10. he might come to her place; what time they would meet</li> </ol>	<ul style="list-style-type: none"> <li>• Ask some students to report what their colleagues told them.</li> <li>• Explain to students that when reporting sometimes people give wrong information different from what they are told.</li> <li>• Ask students the tense and pronouns they used when reporting and explain that we use the past and third person pronouns to report if we have not used proper nouns.</li> <li>• Tell students to do the activities as directed in their student books.</li> </ul>
Catering for learning special needs	For more advanced students
<i>Pair advanced students with less advanced for activities that seem challenging to your learners. In case you have students with impairments don't give them activities that don't match with their impairments.</i>	<i>Select some activities and use them as supplementary for them.</i>

## UNIT ASSESSMENT

### A Comprehension

1. takes                      2. states                      3. vast                      4. hope                      5. enshrined                      6. Applied  
7. variety                      8. dealing                      9. actually                      10. pass                      11. even                      12. of

### Matching

1. b    2. D    3. F    4. E    5. A    6. C    7. j    8. Pass    9. K    10. G    11. H    12. I

### B Grammar

The question was answered by Delphine

1. The construction crew will build the house in five months.
2. Many people know how to plant a flower, but very few know how to make it grow.
3. You will not obtain your goal if you put forth little effort.
4. She told me of her father's illness.
5. Chantal is not as beautiful as Jane.

6. Unless you hurry up, you will miss the bus.
7. It is possible that they are children of good character.
8. The teacher asked us if we have ever been told that scorpions were dangerous.
9. "Why did you go to town yesterday?"

**C phonology/pronunciation**

1. C
2. C
3. D
4. C
5. D

**D writing Practice**

- Answers will differ.
- Students should mention some of the children's rights violations.
- They should also talk about solutions to the violations.

**Comprehension**

1. Human Rights are those rights which should be given to all persons irrespective of their religion, race, caste, gender, nationality or any of them.
2. The Universal Declaration of Human Rights was adopted on 10<sup>th</sup> December, 1948.
3. Article one that: All human beings are born free and equal in dignity and rights. Article two states that: Everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, colour, gender, language, religion, political or other opinion, national or social origin, property, birth or social status.
4. Article one and two are important because they give emphasis on the equality of all human beings and without these rights, there will be violence and conflict within and between societies and nations.
5. The two examples of Human Rights violations include The Genocide against the Tutsi in Rwanda in 1994, the policy of 'apartheid' in South Africa under which the blacks were ill-treated, human trafficking and child labour. (**any two of these**)
6. The organisation which fight for Human Rights are HANDICAP (for people with disability), Never Again Rwanda (NAR – Fight against crimes of Genocide), National Commission for Human Rights (NCHR), Human Rights First Rwanda Association etc.
7. Importance of human rights include: maintaining the minimum standard of living, stopping violence and related crimes like genocide, bringing peace and unity in society as well as promoting cultures of people. (**any two**)

**Vocabulary**

1. j
2. a
3. e
4. f
5. h
6. b
7. i
8. c
9. g
10. d

**Writing:**

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body.

## Unit 6: Religion, culture and arts

**No of lessons:** 18

**Key unit competence:** To use language learnt in the context of religion, culture and the arts.

### Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice and connectors of time.</li> <li>- State the key vocabulary of religion, culture and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain key religions in Rwanda and key beliefs</li> <li>- Describe traditional arts and crafts in Rwanda and locate them on a map.</li> <li>- Read texts about religions, traditional arts, craft processes or legends.</li> <li>- Read/listen to texts about religions, traditional arts, a craft process or a legend.</li> <li>- Write about craft processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect other people's faiths and beliefs.</li> <li>- Appreciate that cultural diversity.</li> </ul>

### Vocabulary

<b>Crafts:</b> Basket, weave, pot, clay, etc.	<b>Religions:</b> Christian, Muslim, traditional, believe in, belief, etc.	<b>Arts:</b> Dance, drums, painting, etc.
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**Materials:** Pictures, photographs, map, real objects, etc.

## 6.1 Religions in Rwanda

### Introduction

In Rwanda, there initially used to be one traditional religion. With the coming of missionaries and trade, other religions Catholicism, Islam, Anglican, Pentecostal etc. came to the country. In this unit, students will know the history of religions and the language associated with it.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <p>1. Religious intolerance is caused by:</p> <ul style="list-style-type: none"> <li>• Different beliefs eg. God and Allah</li> <li>• Church leaders who abuse other churches</li> <li>• Practices that some people don't agree with like not marrying.</li> </ul> <p>Yes! Religion is important in society. It unites members of the same belief, it teaches morals, commandments keep law and order, makes people obedient to their leaders etc.</p> <p><b>Activity 2: Gap fill</b></p> <p>1. Christianity    2. Islam    3. Religions    4. Abstinence 5. Supreme    6. messengers    7. Merchants</p>	<ul style="list-style-type: none"> <li>• Introduce this sub-unit with a short discussion of the pre-reading questions orally.</li> <li>• Ask students to present their ideas after a few minutes of sharing in pairs or groups of four.</li> <li>• Give some comments about how and why</li> </ul>

<p>8. Believers      9. Built      10. Freedom.</p> <p><b>Activity 3: True or False</b></p> <p>1. False    2. False    3. True      4. False      5. True  6. False    7. True    8. True      9. False      10. True</p> <p><b>Activity 4: Discuss in groups</b></p> <p>1. <b>Positive contributions of religion</b></p> <ol style="list-style-type: none"> <li>i. Stopped human sacrifices</li> <li>ii. Brought education and hospitals</li> <li>iii. United people of Rwanda and other countries.</li> <li>iv. Led to infrastructure development in some places</li> <li>v. Improved trade between Arabs and Rwandans</li> </ol> <p><b>Negative contributions of religion</b></p> <ol style="list-style-type: none"> <li>i. Religions brought conflicts in society and families</li> <li>ii. Destroyed Rwanda cultural values</li> <li>iii. Religion resulted into colonialism and all its negative consequences.</li> </ol> <p>2. <b>To stop Christians from being misled,</b></p> <ol style="list-style-type: none"> <li>i. The government should punish any cult owners.</li> <li>ii. Christians should be careful and follow God not people</li> <li>iii. All new churches should be registered first in order to operate</li> <li>iv. Church leaders should be honest to their vows.</li> </ol> <p><b>Activity 5: Sentence construction</b>  Answers will be different. Make sure students have meaningful sentences</p> <p><b>Activity 6: Religious stereotyping</b></p> <ol style="list-style-type: none"> <li>i. I've heard many people say that Catholics worship idles.</li> <li>ii. I was told that Moslems are killers</li> <li>iii. I don't know if it is true that some priests have wives.</li> <li>iv. I have heard that many pastors are devil worshipers</li> <li>v. I was told that many Pentecostals hate those who don't belong to their religion.</li> <li>vi. I was told that Adventists are rigid etc.</li> </ol> <p><b>Activity 7: Writing a poster.</b>  Guide students on how to design a good poster by giving them an example.</p>	<p>religion came to Africa and Rwanda in particular.</p> <ul style="list-style-type: none"> <li>• Tell students to read the comprehension and answer questions on it.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced students</b></p>
<p><i>During the class discussion, ensure that students don't get carried away by emotions by making them understand that most stereotypes are not true.</i></p>	<p><i>To simplify the comprehension and reading, ensure that advanced students work with struggling ones.</i></p>

## 6.2 Describing traditional beliefs

### Introduction

There are many traditional beliefs in the world from different people. There is no tradition that is better than another even though they might have some negative beliefs. Students will learn to appreciate and love their traditions and tolerate those of others.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>1. Here answers will differ. Some might say they are important while other not important.</li> <li>2. People’s beliefs can influence them both positively and negatively depending on how they are handled. Some beliefs encourage killing, sacrifice, polygamy, defilement and abuse of women’s rights. Other beliefs encourage unity, hard work, courage, patriotism and love and these can cause development.</li> </ol> <p><b>Note:</b> together with students identify Rwanda beliefs that promote development.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The importance of God (Imana) is;               <ol style="list-style-type: none"> <li>i. He determines a person’s destiny</li> <li>ii. He heals people from diseases</li> <li>iii. God (Imana) gives great gifts to people and takes them away in case one becomes greedy or disloyal.</li> <li>iv. Iman is also gives children to women want them.</li> </ol> </li> <li>2. The children’s names related to Imana are: Habimana, Habarurema, Habiyakare, and Twagirimana.</li> <li>3. Other names of Imana are: Rurema-the creator, Iyakare- the one who existed at the beginning of things, Rugaba- the generous giver/provider, Rugira- the owner of everything.</li> <li>4. Some people are lucky while others unlucky because Imana determined it right from birth.</li> </ol> <p><b>Activity 3: Matching Vocabulary</b></p> <p>1=i   2=f   3=a   4=g   5=b   6=c   7=e   8=j   9=d 10=h</p> <p><b>Activity 4: Talking about religious beliefs.</b></p> <ol style="list-style-type: none"> <li>1. This is an opinion question. Students are free to say yes or no. For those who say yes, the can justify their answers with examples like”               <ol style="list-style-type: none"> <li>i. Names of students in class</li> <li>ii. The importance of god</li> <li>iii. The various names of god used by Rwandans</li> <li>iv. Differences in people caused by destiny.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>▪ Begin this lesson with the pre-reading activity to find out what students already know about traditional beliefs</li> <li>▪ As the present, give comments like people have different beliefs and opinions; therefore, they should respect the opinions of others.</li> <li>▪ Ask students to read the comprehension text in their student book in pairs and support each other with vocabulary.</li> <li>▪ Ask some students to read aloud and ask others to summarize in their own words what the text is generally about.</li> <li>▪ Tell them to answer the questions that follow.</li> </ul>

<p><b>For those who say no;</b></p> <ol style="list-style-type: none"> <li>i. God is not human to sleep in one country and not others.</li> <li>ii. Giving a child in a pot is not true.</li> <li>iii. God doesn't have magical powers but holy powers.</li> </ol> <p><b>Other answers are possible.</b></p> <ol style="list-style-type: none"> <li>2. In African tradition, each community speaks a different language and have different beliefs; that is why there is no one-creation story.</li> </ol> <p><b>Activity 5: Research report</b>  <b>Supplementary exercise</b>          Find information about Kigwa who descended from heaven.</p>	
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Cater for gender, learning abilities and disabilities in your class while grouping and monitoring activities.</i>	<i>They can compare traditional religion with Christianity giving similarities and differences found in the story.</i>

### 6.3 The passive voice present simple

#### Introduction

Sometimes when speaking, you may want to emphasize the receiver of the action, to be general and to focus on what happened and not who did it. In this case, you will use the passive voice. Students will learn to use the passive voice correctly for all the above situations.

Possible answers	Teaching points
<p><b>Activity 1: Gap fill</b></p> <ol style="list-style-type: none"> <li>1. have been seen</li> <li>2. is supposed</li> <li>3. to be shown</li> <li>4. was bought</li> <li>5. was eventually sold</li> <li>6. was exhibited</li> <li>7. is/was said</li> <li>8. must have been disappointed</li> <li>9. was/had been cleverly made</li> <li>10. was/had been delicately sewn</li> <li>11. was/had been so skilfully done</li> <li>12. must have been required.</li> </ol> <p><b>Activity 2: Sentence conversion</b></p> <ol style="list-style-type: none"> <li>1. God is loved by Rwamukwaya</li> <li>2. The gods are believed by traditionalists</li> <li>3. Islam was introduced in East Africa by Arabs</li> <li>4. Christianity was introduced by the first missionaries.</li> <li>5. No passive form.</li> <li>6. Heaven and Earth were created by God.</li> <li>7. The supreme God was also believed by Africans.</li> <li>8. Animals are worshiped by some communities.</li> <li>9. Buddha is believed in India or Buddha is believed by Indians.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Begin the lesson by asking students to tell the difference between the passive and active voice.</li> <li>▪ Give feedback and ask students to read in pairs or groups how or when the passive voice is used while asking questions to colleagues where they don't understand.</li> <li>▪ Move around helping groups which are stuck and finally have one group to present and others comment.</li> <li>▪ Tell students to individually answer the exercises in their student</li> </ul>



10. Shrines are built by our ancestors to worship from.	books.
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Review tenses with the less advanced students most especially the past participle and subject and object.</i>	None required.

## 6.4 Talking about Dances and Arts

### Introduction

It is said that, “Music is food for the soul”. Many communities have their own traditional dances and music. There is also music which is not specific to any culture especially the modern one. In this lesson, students will learn about Rwandan traditional music and dance, their culture and language skills like listening, speaking, reading and writing.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b> This is an activity which encourages learners to speak and think about the topic. No specific answers are expected.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. People gathered in evenings for company. They danced, sang and celebrated their accomplishments.</li> <li>2. They are similar to: a guitar, bass drums, xylophone and blues.</li> <li>3. Music played an important role during, wedding, baptism, anniversaries, launching new projects, political parties and welcoming important guests.</li> <li>4. The use of 5/8 rhythm created by clapping hands while dancers performed to encourage and support them.</li> <li>5. The three dances are: <ol style="list-style-type: none"> <li>i. A war dance that encourages those who wage wars or hunt.</li> <li>ii. A dance as symbol of strength and stamina used to celebrate the harvest and common among farmers.</li> <li>iii. A soft dance used to gently rock /emotionally move someone.</li> </ol> </li> <li>6. They had to possess elegance, patience and humility.</li> </ol> <p><b>Activity 3: Match the words with their meanings</b> 1. C 2. F 3. I 4. A 5. D 6. B 7. E 8. J 9. H 10. G</p> <p><b>Activity 4: Speaking</b> Use the rubric for oral presentation annexes.</p> <p><b>Activity 5: summary writing</b> Traditionally, Rwandan gathered around the fire and danced, sang, celebrated success. All events in Rwanda like weddings, baptism, anniversaries, launching new projects or political parties and welcoming a visitor are accompanied by music. Rwandan music and dance are unique due to its rhythm. The rhythm is created by clapping to support and encourage dancers. Rwandan music is categorised according to its dance steps including dance for war and hunting, for farmers, and for enjoyment. Rwanda music instruments</p>	<ul style="list-style-type: none"> <li>▪ As introduction, ask one student to sing a traditional song and another student to sing a modern song.</li> <li>▪ Ask students the kind of music they like most and their reasons for loving the kind of music.</li> <li>▪ Tell students to read the text in their student books in silence and then choose some students to read aloud.</li> <li>▪ Answer some questions from students if any and ask them to answer the questions.</li> </ul>

use local materials similar to a guitar, bass drums, xylophone and blues. <b>94 words</b> <b>Supplementary exercise</b> <b>Debate:</b> “Traditional music should be modernized in order to be more popular”	
<b>Catering for learning special needs</b>	
<i>When choosing students to sing traditional and modern songs, make it voluntary so that you don't make less confident students feel guilty.</i>	<i>Ask advanced students to draw or describe the music instruments in the story for other students to clearly understand them.</i>

## 6.5 Describing Traditions

### Introduction

They say, “A child who has not travelled is the one who calls the mother the best cook.” As people travel to different communities for different reasons, they find different traditions and get confused. In this sub-unit, students will be able to know how to behave in case they found themselves in this situation.

Possible answers	Teaching points
<p><b>Activity 1: Comprehension</b></p> <ol style="list-style-type: none"> <li>This article is about the experience people go through when they change cultures or traditions.</li> <li>People leave their countries to seek refuge in case of wars, to look for jobs, to visit new friends, to study etc.</li> <li>The four stages of cultural shock include; The first stage is wonder where everything is so interesting, the second is frustration which is the most difficult because of making mistakes, the third is depression where one becomes home sick and the fourth is acceptance where you choose to settle even if you don't understand the culture.</li> </ol> <p><b>4. Possible answers are:</b></p> <ol style="list-style-type: none"> <li>Would give him/her company all the time she/he is lonely.</li> <li>I would do sports with my friend</li> <li>I would give counselling about cultural shock.</li> <li>I would tell him/her that accepting other people's cultures would help.</li> <li>I would tell him/her to concentrate on the good things in the new culture.</li> </ol> <p>5. For this question, students will give different answers basing on their experiences.</p> <p><b>Activity 2: Matching vocabulary</b></p> <p>1=E 2=G 3=B 4=C 5=I 6=A 7=E 8=J 9=F 10=D</p> <p><b>Activity 4: Cultural differences debate</b> Use the rubric for debating in annexes to guide and judge the debate.</p>	<ul style="list-style-type: none"> <li>Begin the lesson by asking if there are any students who have ever gone to a place where the culture is totally different from their own.</li> <li>Share your experience or of another person who found it hard to get used to a new place.</li> <li>Explain to students that there are several stages people go through to get used to new traditions.</li> <li>Tell students to read the text slowly and carefully understanding each stage before moving to the next.</li> </ul>

<p><b>Activity 5: Friendly letter</b> Students should demonstrate knowledge of the format, content and language used in the letter. Use a rubric for letter writing created by yourself or found on internet to guide students.</p> <p><b>Supplementary exercise</b> Narrative writing homework: write an imaginative narrative story of someone who has experienced cultural shock.</p>	<ul style="list-style-type: none"> <li>▪ Ask students to say in their own words what each stage is about and to answer the questions that follow.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p><b>For more advanced</b></p>
<p><i>Give counselling to some students who could have undergone bad experiences or heard such stories about their family members especially those who went to exile.</i></p>	<p><i>Advanced students should work with less advanced on the vocabulary especially guiding them on how to look up words from the dictionary.</i></p>

## 6.6 Describing Crafts

### Introduction

Art and craft can describe the culture of the community in which they are made because of the uniqueness in style. Art is also important economically and psychologically. In this lesson, students will learn about the art of Rwanda and its importance.

Possible answers	Teaching points
<p><b>Activity 1: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Art symbolizes culture, bring beauty in the society, communicates messages and attracts tourists.</li> <li>2. Imigongo are made from cow dung, put onto wooden boards in different designs, it is left to dry and then decorations are added.</li> <li>3. Imigongo expresses the idea of nationalism because it is unique to Rwanda and women now can demonstrate the landscape, flora, and fauna of the country.</li> <li>4. It is used in restaurants, lodges and homes for tourism and beautification.</li> </ol> <p><b>Activity 2: Synonyms and Antonyms</b></p> <p><b>Matching:</b> 1. E 2. G 3. A 4. B 5. C 6. D 7. F</p> <p><b>Opposites</b> 1. Fact 2. Unpopular 3. Disorderly 4. Straight 5. None 6. Domestic 7. Spoil</p> <p><b>Activity 3: Role-Play</b> Use rubric for oral presentations as student expose their work before the whole class.</p> <p><b>Activity 4: Describing a Craft Process</b> Use rubric at the end of this unit on process description.</p>	<ul style="list-style-type: none"> <li>▪ Introduce the lesson by asking students the importance of art in Rwanda.</li> <li>▪ Explain to them that in the long past, Rwanda had its own art and craft unique from other communities and give them examples like mats, ceramics and drawings.</li> <li>▪ Ask students to read the text silently and quickly, and then choose some students to read aloud.</li> <li>▪ Tell students to answer the questions individually.</li> </ul>

<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>To make the lesson simpler to less advanced students, bring to class some of the art pieces.</i>	<i>Advanced students can do the supplementary activity and share with the less advanced.</i>

### How-to /process explanation

	5	4	3	2
Organization	Introduction contains a clear topic sentence and thesis. The body fully explains the steps involved and the conclusion ends the with the last step and comment	Introduction clear but lacks thesis, the body explains step quite clearly but not accurate. The conclusion includes the last step but the comment may not be perfect.	Introduction contains the topic sentence and theses but may not be clear. The body has steps involved but quite mixed up. The conclusion has the last step but no comment	The introduction lacks a topic sentence and thesis. The body does not break the process into steps. The conclusion is missing or lacks a comment.
Elements of process writing	The overall purpose is very clear; steps are in order using transition words, word choice is good.	The purpose is clear, most steps are in order, transition words are used and word choice is fairly good.	The purpose is unclear, steps presented out of order, transition words not matching and word choice not good.	No purpose, writing does not address intended audience and word choice is redundant.
Grammar, mechanics and usage.	Few or no errors in mechanics, usage, grammar or spelling.	There are some errors in mechanics, grammar and spellings.	Errors in mechanics, grammar and spellings.	Serious and numerous errors in grammar, mechanics and spelling.

## 6.8 Focus on skills: Process description

### Introduction

In this lesson, students will learn to describe the process of making craft using correct expressions and to make a vivid picture of what they are describing. If possible, this should be done practically using locally available materials.

Possible answers	Teaching points
<b>Activity 1: Gap fill</b> 1. are cut   2. Is removed   3. Is removed   4. is dried 5. Is started   6. Are taken   7. Impressed   8. Peel off 9. cut   10. get   11. Put   12. Sprinkle   13. Dry   14. Complete	Guide students on this activity and review grammar structures.

<b>Activity 2: imperatives</b>	
<ol style="list-style-type: none"> <li>1. Fetch the ladder, will you</li> <li>2. Let him try it again</li> <li>3. Do not let him use my umbrella</li> <li>4. Take the first turning on the right</li> <li>5. Let us not make a mistake</li> <li>6. Do fasten your seatbelt</li> <li>7. Do it quickly, will you</li> <li>8. Do not let us protest about it</li> <li>9. Jump in my car</li> <li>10. Do not tell me such things</li> <li>11. Do ask her about it</li> <li>12. Let them sleep in our bedroom</li> </ol>	
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Help the less advanced students with some expressions they can use as you move around and cater for impairments during grouping.</i>	<i>Give more challenging expectations to the advanced students and require them to use harder vocabulary.</i>

## UNIT ASSESSMENT

### Comprehension

1. True or False:
  - a. True      b. false c. true
2. a. The differences are new type of ideology, multiculturalism, globalization, discoveries, new technologies, transportation and telecommunication.
  - b. Migrants can keep contact with their home countries by using mobile phone or telecommunication.

### Matching

1. b      2. a      3. d      4. c

### Rewrite

- a. Although Islam, the religion and language of ruling groups changed, the cultural mosaic was not rubbed out.
- b. After Islam entered, the religion and language of ruling groups changed.

### Vocabulary

1. Developed      2. Establishing      3. These  
4. Heritage

### Pronunciation

Dominated and rubbed /d/, speeded /id/ and liked /t/

### Writing Practice

Use the rubric for composition writing in annexes.

## Unit 7: Tourism and the environment in Rwanda

**No of lessons:** 18

**Key unit competence:** To be able to communicate in the context of tourism and the environment in Rwanda

### Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>- Identify the use of the past simple and past perfect tenses.</li> <li>- List the vocabulary of tourism, national parks, and threats to the parks.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate tourist destinations and describe what they offer.</li> <li>- Read texts about tourist destinations, tourists describing a visit, and a tourist saying why they came to Rwanda.</li> <li>- Listen to a text about a tourist destination, a tourist describing a visit, a tourist saying why they came to Rwanda.</li> <li>- Write an account of a visit to a national park.</li> </ul>	<ul style="list-style-type: none"> <li>- Show concern for tourism as a means of sustainable development.</li> <li>- Appreciate the contribution of tourism to the local economy.</li> </ul>

### Vocabulary

<b>Tourism:</b> Hotel, campsite, luxury, destination, etc.	<b>National parks:</b> Bird watching, hippopotamus, famous, view, etc.	<b>Threats to parks:</b> Poachers, meat, firewood, farming, etc.
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**Materials:** Map, pictures, photographs, etc.

## 7.1 Talking about Tourism in Rwanda

### Introduction

Rwanda is a beautiful country surrounded by hills, volcanoes and water bodies, which are all favourable for animals to live. In this lesson, students will learn the beauty of Rwanda; how to preserve this beauty so that it is not destroyed.

Possible answers	Teaching points
<b>Activity 1: Pre-reading</b> <ol style="list-style-type: none"> <li>1. A national park is a place protected by government because of its natural beauty containing animals and special plants or other wildlife species.</li> <li>2. The national parks found in Rwanda are: Akagera National Park has giraffes, elephant, buffalo, baboons, gazelles, zebra and Lions, Volcanoes National Park has Mountain Gorillas and Nyungwe National Park has Chimpanzees and other monkeys.</li> <li>3. National parks are important because they are a source of revenue from tourism, protect climate, serve as homes</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce this lesson by asking students to identify features in the National Anthem of Rwanda, which describe its beauty and can attract tourists.</li> <li>• Ask students to</li> </ul>

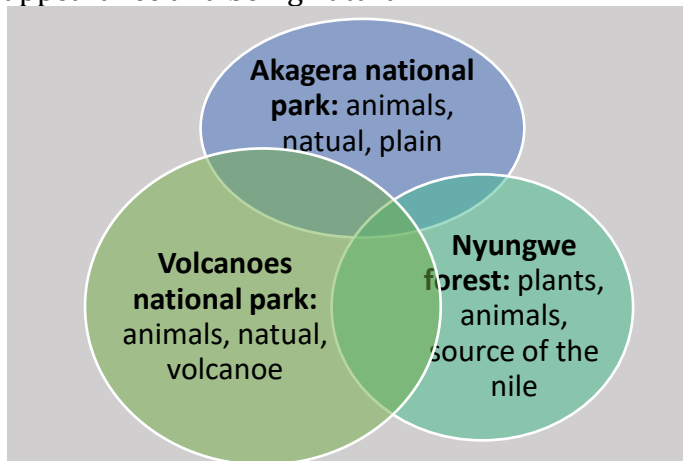
of animals etc.

### Activity 2: Fill in

1. visit
2. parks
3. all
4. in
5. Which
6. on
7. makes
8. Highest
9. a number
10. located
11. covered
12. inhabited
13. place
14. when
15. through
16. helps
17. loved
18. thing
19. the source
20. Favourable
21. natural

### Activity 3: comprehension

1. The features described are beautiful because of their appearance and being natural.



2. They both get the air to breath, food to eat, good climate resulting from rain coming from forests, tourism.
3. Rwanda, Uganda, Southern Sudan and Egypt. They all use its water for generating electricity, irrigation, domestic use and tourism

### Activity 4: Vocabulary

- i. Numerous- many in number
- ii. Terrain- the appearance of a piece of ground
- iii. Mountain range- a group of mountains of geological formation that is lower than the surrounding peaks.
- iv. Scrubland- a place which has not been cultivated covered with vegetation.
- v. Jungle- a forest very hard to pass through
- vi. Botanist- a biologist specialized in the study of plants.
- vii. Attractive- having the power to make people like you

### Activity 5: Spelling

1. Cut
2. Married
3. Preferred
4. Sang
5. Carried
6. Levelled
7. Played
8. Prayed
9. Crammed
10. Drummed
11. Trapped
12. brought
13. Cried
14. Fried
15. Marvelled
16. Staged
17. Unemployed
18. Believed
19. Received
20. transmitted

- get into pairs or groups and talk about the questions in the pre-reading activity.
- Share the answers generally correcting any misconceptions from students.
- Ask students to work in their pairs or groups to fill the gaps in the comprehension text.
- When they finish, tell two groups or pairs to merge and compare their answer for a few minutes and then give them the correct answers.
- Tell them to answer the comprehension questions at the end of the text.



<b>Activity 6: Pronunciation of (-ed)</b>		
/d/	/t/	/Id/
Listened Arrived Travelled Paid Lived Waded chatted	Liked Walked Looked Talked Washed Danced Picked Watched Jumped Touched Borrowed	Played Tried Painted Studied Enjoyed Fainted
<b>Activity 7: Writing a brochure</b> Guide students through the points in the student books. Hand each point as they practice to make it practical and easier.		
<b>Catering for learning special needs</b>		For more advanced students
<i>Pair students according to ability when doing the fill-in exercise so that strong ones help struggling colleagues. Make sure impaired students are joined by those without impairment.</i>		<i>Advanced students can explain vocabulary in the passage as they work in pairs or groups to peer-support their colleagues.</i>

## 7.2 The past simple tense

### Introduction

One of the most challenging parts of language to students is the use of tenses. In this lesson, students will practice the use of the past simple to talk about tourism. They will also learn vocabulary related to tourism.

<b>Possible answers</b>	<b>Teaching points</b>
<b>Activity 1: Context</b> 1. Was 2. Sat 3. played 4. swam 5. Bought 6. Guided 7. listened 8. Went 9. Took 10. shared 11. Rode 12. Walked 13. watched 14. Cut 15. Distributed 16. Phoned 17. asked 18. Stood 19. watched.	<ul style="list-style-type: none"> <li>• Introduce the lesson by asking students to write sentences in the simple past and analyse them with the class explain why they are correct or not.</li> <li>• Tell students to read the information in their Student's Book quickly and ask each other questions where they don't understand.</li> <li>• Give a quick review of the use of the simple past and tell them to do the exercises individually.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>In case you choose students to the words aloud, remember not to ask speech impaired students.</i>	<i>Advanced students can do the supplementary exercise in case they finish before others as they may start to disturb their colleagues who have not finished.</i>



## 7.3 Talking about problems in our National Parks

### Introduction

The population of Rwanda and the world is growing so fast putting pressure on the environment and causing climate change. Climate change has affected National parks in many ways. In this lesson, students will not only learn language skills but also problems facing national parks in Rwanda and how to solve them.

Possible answer	Teaching points
<p><b>Activity 1: Pre-reading</b> The effects of climate change on wildlife are: Death of animals, drying up of vegetation, drying up of sources of water for creatures, completion for the food and fights etc.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Insufficient water causing migration, pollution of air and water causing diseases and human activities by destroying national habitats.</li> <li>2. In Rwanda, sometimes there is little rain around Akagera national park and pouching at both Virunga and Akagera.</li> <li>3. Human activities such as cultivation and construction make people to destroy national parks for these activities. Hunting or pouching has led to killing animals in parks and mining and road construction cause animals to migrate.</li> <li>4. In case animals migrate to neighbouring countries, tourists will reduce because they will be going to those countries.</li> <li>5. To stop problems faced by national parks,             <ol style="list-style-type: none"> <li>i. The government should punish those who pouch and cultivate in national parks.</li> <li>ii. National parks should be gazetted and fenced off.</li> <li>iii. People should be sensitized about the importance of parks to the country.</li> <li>iv. Planting more trees to control climate change.</li> <li>v. Proper settlement plans.</li> </ol> </li> </ol> <p><b>Activity 3: Matching</b> 1=c 2=a 3=g 4=b 5=j 6=d 7=i 8=e 9=h 10.f</p> <p><b>Activity 4: Discussing poetry</b> Students might like the description of the things talked about in the poem such as the shadow in a water pool, the beauty of a cobweb, the bird song, the rain, moon light, wines from trees etc.</p> <p><b>Activity 5: Formal letter writing</b> Ask students to list the components of a formal letter to check</p>	<ul style="list-style-type: none"> <li>• Begin the lesson by asking student to mention the problems climate change has caused in Rwanda.</li> <li>• Explain to students that some of the problems are human while others are natural and ask them to categorize the problems they suggested.</li> <li>• Tell students to read the passage quickly; silently first and then choose less advanced students to read aloud. Ask their colleagues to comment and advise them on how to read well and give your own comments.</li> <li>• Ask students to do exercises at the end of the passage individually.</li> </ul> <p><b>Note:</b> Students tend to confuse formal</p>

<p>understanding. Choose students to put in the box parts of the formal letter</p> <p><b>Sample format.</b></p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;">Sender's address ..... .....</td> </tr> <tr> <td style="text-align: right;">Date.....</td> </tr> <tr> <td>Receiver's address ..... .....</td> </tr> <tr> <td>Salutation .....</td> </tr> <tr> <td>Reference title.....</td> </tr> <tr> <td>Body: ..... ..... .....</td> </tr> <tr> <td>Closing ..... .....</td> </tr> </table>		Sender's address ..... .....	Date.....	Receiver's address ..... .....	Salutation .....	Reference title.....	Body: ..... ..... .....	Closing ..... .....	<p>and informal letters. Make sure you have discussed the differences to remind them as a reminder.</p> <p>There are two format of a formal letter; block style and indented style. Explain this to the students too. Block style has both the sender's and receiver's addresses on the left side. The sample given is for indented style.</p>
Sender's address ..... .....									
Date.....									
Receiver's address ..... .....									
Salutation .....									
Reference title.....									
Body: ..... ..... .....									
Closing ..... .....									
<b>Catering for learning special needs</b>	<b>For more advanced students</b>								
<i>While using articles from the newspapers, make sure those with visual impairments are helped by colleagues to read because the print is always quite small.</i>	<i>Encourage advanced students to write articles and send them to the newspapers like "The New times" at <a href="mailto:www.editorial@newtimes.rw">www.editorial@newtimes.rw</a>.</i>								

## 7.4 Modal Verbs

### Introduction

Modal verbs are an important part of English grammar and usage. Modal verbs are used to make requests, suggestions, indicate ability, giving instructions and orders. In this lesson, students will learn the used of modals with issues related to environment and national parks such as giving suggestions, making deductions and giving opinion.

Possible answers	Teaching points
<p><b>Activity 1: Matching</b> a=8 b=5 c=6 d=3 e=2 f=7 g=1 h=4 i=10 j=9</p> <p><b>Activity 2: Gap fill</b> 1. Must 2. can 3. Might /could 4. may 5. Ought to 6. Could 7. Mustn't 8. Might</p> <p><b>Activity 3: Function of modals</b> 1. should 2. Can 3. Could 4. Must 5. Ought 6. May 7. Mustn't 8. Might</p>	<ul style="list-style-type: none"> <li>Introduce this lesson using brainstorming questions about the use of modal verbs both in the present and in the past.</li> <li>Give comments and ask students to study the table in their students' books and ask teach other where they have problems.</li> <li>Explain the form of modals in the present and in the past as well as how when the modal verbs are</li> </ul>

	used.
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Modal verbs can be so challenging to less advanced students. Take some time explaining when we used them and the form.</i>	<i>Advanced students should do an extract task in the supplementary exercise in case they finish before others or as homework to be shared with less advanced during the next lesson.</i>

## 7.5 Animals in the Park

### Introduction

In a national park, animals are important because they attract many tourists and this brings revenue to the country. They should be protected and loved in order for them to continue surviving. In this lesson, students will learn how to protect animals and language related to national parks and zoos.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b> This activity requires students to speak as a way of entering into the topic. They should demonstrate respect for animals' rights and wiliness to protect them.</p> <p><b>Activity 2: Comprehension:</b> 1. b    2. a    3. b    4. c    5. a</p> <p>6. It made Moses' journey bad because the buffalos refused to get out of the way which made him angry and bored.</p> <p>7. Moses and the friends were bored because they didn't see anything in a long journey.</p> <p><b>Activity 3: Matching exercise</b> 1=c    2=e    3=b    4=g    5=d    6=a    7=f    8=i    9=h</p> <p><b>Activity 4: Discussion</b></p> <ol style="list-style-type: none"> <li>1. The importance of Akagera National Park is; <ol style="list-style-type: none"> <li>i. It brings revenue to the country through tourism.</li> <li>ii. It provides employment to the people.</li> <li>iii. It created market for the products of local people near it.</li> <li>iv. It leads to development of infrastructure in the area</li> <li>v. Tourists bring dollars, which makes the national currency stable.</li> </ol> </li> <li>2. This is an opinion question. Those who think the government should finance parks will give the same reasons given above. Those who support industries are likely to say; <ol style="list-style-type: none"> <li>i. Industries employ more people than parks.</li> <li>ii. Manufactured goods can be consumed directly.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Ask students to look at the picture in their student book and describe what they see as a way of introducing this lesson.</li> <li>• Ask students; what would happen to the animals in the picture if all forests were cut, water became scarce, hunters are not stopped from killing them?</li> <li>• Tell students to choose at least five adjectives they would used to describe the picture and reasons for their choice.</li> <li>• Ask them to do the matching activity and share answers. Explain to them the importance of adjectives such as describing the beauty of a place in magazines,</li> </ul>

<ul style="list-style-type: none"> <li>iii. Promotion of exports.</li> <li>iv. Encouraging entrepreneurship in the country.</li> <li>v. Technological improvement. Etc.</li> </ul> <p>3. For people to stop killing animals;</p> <ul style="list-style-type: none"> <li>a. They should be sensitized</li> <li>b. Government should encourage them to start economic activities for them to get money to buy meat</li> <li>c. Those who persist should be punished.</li> <li>d. Game rangers should be hired to protect animals/parks.</li> <li>e. Fences should be made so that animals do not come out of the parks etc</li> </ul> <p><b>Activity 5: Writing a Leaflet</b> For this activity, use the rubric for writing a leaflet to guide and correct student's work.</p>	<p>newspapers and leaflets to attract tourists.</p> <ul style="list-style-type: none"> <li>• Ask them to read the comprehension in their students' book and answer questions 1-5 individually and discussion question in groups of four. Writing practice can be done as homework.</li> </ul>
<b>Catering for learning special needs</b>	For more advanced students
<i>The writing activity in this sub-unit requires some drawing talent. It is better for students to do the task in groups so that they can combine their talents.</i>	<i>Some advanced students are sometimes talented as well. They should help others who might be stuck.</i>

## 7.6 Direct and indirect speech

### Introduction

There are many ways of reporting what another person has said. We can use direct or indirect speech. In this lesson, we will concentrate on indirect speech.

<b>Possible answers</b>	<b>Teaching points</b>
<p><b>Activity 1 Board Game</b></p> <ul style="list-style-type: none"> <li>• Introduce the game by asking students to review how to report questions and tense one tense back.</li> <li>• They can answer ten questions or spend the whole lesson on this.</li> </ul> <p><b>Exercise 1 answers</b></p> <p>1. told him to hurry up    2. her to slow down  3. her not to worry    4. i asked tom to give me a hand    5. ordered/asked me to open my bag  6. i told him to get me a paper.    7. told him to mind his business    8. asked her to marry him    9. told her not to wait for me.</p> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>1. They said that it would be hot the following/next day.</li> <li>2. Mother said that she was busy.</li> <li>3. She told the police that she had heard strange noises during that night.</li> <li>4. Mbabazi said that she went to school by train.</li> <li>5. Mushikiwabo said that her father liked sweets.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce this lesson by asking students tell the difference between direct and indirect speech.</li> <li>• Give some explanations and ask them to read in pairs or groups the information in their students' books and ask where they don't understand.</li> <li>• Move around as they read helping pairs/groups which seem stuck</li> </ul>

<ol style="list-style-type: none"> <li>6. She told me that she had been phoning with her friend for two hours.</li> <li>7. Kabatesi said that she had known the telephone number of her friend Mugisha but she couldn't remember it then.</li> <li>8. Mugisha told me that he would spend his holidays in Paris the following year/the year after.</li> <li>9. Bagabo said that she had gone to a birthday party the previous night.</li> <li>10. Tom said that he was leaning for the history test.</li> </ol> <p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. He told me that they had been dancing all the night during the camp.</li> <li>2. Mum asked me if I had seen her daughter anywhere near the hotel.</li> <li>3. He asked me the person who had cleaned the swimming pool.</li> <li>4. Manirakoze said that he always ate wild fruits in the morning when he visited Kinigi.</li> <li>5. He told her to give up smoking.</li> <li>6. Father said that mum was tired then. She had climbed a tall mountain.</li> <li>7. Nyiramukwaya asked me if I was at the party too.</li> <li>8. He said that he had been waiting for us/me for an hour.</li> <li>9. Akariza asked Kate if she really wrote the story.</li> <li>10. Kayezu asked the person who had taken her ruler.</li> </ol>	<p>or have questions to be clarified.</p> <ul style="list-style-type: none"> <li>• Select students from each group to explain the parts of indirect speech highlighted in the book.</li> <li>• Give feedback and ask them to do the exercise of converting from direct to indirect individually.</li> <li>• In case time doesn't allow, the board game would be a good start for the next lesson to review questions in indirect speech and other issues.</li> </ul>
<p><b>Catering for learning special needs</b></p>	<p>For more advanced students</p>
<p><i>Review tenses, pronouns and questions because many less advanced problems are likely to have problems with these.</i></p>	<p><i>For advanced students, give them supplementary activities where necessary such as writing a paragraph with direct and indirect speech or a dialogue about a nice place they have visited.</i></p>

## Board game answers:

START

He/she asked me if I was going to the national park.?

He/she asked me what my favourite animals in a zoo were.

He/asked me if I have ever sung in public

He/she wanted to know how long I had been leaning English.

He/she asked me what I did the previous weekend.

He/she wanted to know whether I would get married.

## REPORTED SPEECH

He/she wanted to know if I was reading any books about wild animals then.

He/she asked me how long I had been playing the board game.

FINISH

He/she asked me if I wished to be an animal like a lion or buffalo.

He/she asked me if I liked listening to music while on a trip.

He/she asked me if I knew what the best place in Rwanda was.

He/she asked me if I wished I was rich enough to visit anywhere I wanted in the world.

He/she wanted to know what tourists bring in Rwanda.

He/she wanted to know if I would visit a different country for my honey moon.

He/she asked me if I have ever visited Akagera national park.

He/she asked me what I was doing at Nyungwe forest at 11:00 am.

He/she wanted to know how long it took/takes to reach Virunga national park.

He/she wanted to know if I enjoyed my last holidays at Muhazi beach

He/she asked if I have ever guided any tourists to an attractive place.

He/she asked me if I was visiting my friends the next day for the naming ceremony of gorillas.

He/ she asked if I wished I had enough money to visit zoos in Africa.

He/she asked me if I saw any Gorillas during Kwitizina.

She/he asked me if I would pay for him/her to go with him/her to visit the national park.

## Questions



## UNIT ASSESSMENT

### Comprehension

1. The purpose of Earth Day is to inspire awareness and appreciation of the natural environment.
2. It was started on April 22, 1970.
3. It is celebrated in more than 175 countries.
4. In order to protect the Earth, people can plant trees, participate in community cleaning (Umuganda), recycling, digging pits to dump rubbish, using public transport etc.
5. Planting trees helps to reduce greenhouse emissions, cleans pollutions, protects soil and prevents soil erosion and provides home for many animals, insects, birds etc.

### Words and expressions

1. Public transport
2. Soil erosion
3. Washing
4. Manure
5. Recycle
6. Carbon dioxide.

### Fill in activity

1. Largest
2. Huge
3. Larger
4. Tusks
5. Skin
6. Long
7. Intelligent
8. Endangered
9. Food
10. Fruits/leaves
11. Fruits/leaves
12. Months
13. Years
14. Travel
15. Swim

### Vocabulary: Word search

Akagera/animals/birds/buffalo/elephant/forests/lion/monkey/park/rivers/rocky/tourism/Virunga/volcanic/wood

## Unit 8: The internet and the media

**Number of lessons:** 18

**Key unit competence:** To use language learnt in the context of the internet and the media

### Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>- Recognise how the second conditional is used in writing.</li> <li>- List the vocabulary of media and communications and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe media and communications devices</li> <li>- Describe what can be done with the internet and with a mobile phone.</li> <li>- Read/listen to texts about the internet or about a teenager describing what electronic devices she uses.</li> <li>- Listen to texts about the internet or about a teenager describing what electronic devices she uses.</li> <li>- Conduct a survey in English about the use of electronic devices and convert the data into percentages.</li> <li>- In both speech and writing interpret the data.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate how the internet and technology can provide us with information.</li> <li>- Think critically about the role of the media in our society.</li> </ul>

### Vocabulary

<b>Communications:</b> Mobile, internet, newspapers, magazines, comics	<b>The internet:</b> Email, search, web, computer
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**Materials:** Map, pictures, photographs, etc.

## 8.1 Discussing about using media

### Introduction

Today we live in a “Dot com” generation where information communication is driven by the internet. People communicate using phones, emails, and social media like Facebook, twitter, Instagram, WhatsApp etc to share videos, pictures and documents. In this lesson, students will discuss the use of internet at school by students, teachers and administrators.

Possible answers	Teaching points
<b>Activity 1: Pre-reading</b> <ol style="list-style-type: none"> <li>1. In ordinary language students can define internet as a network which connects computers and phones to send and receive information or they can give examples.</li> <li>2. The internet has many advantages such as;               <ol style="list-style-type: none"> <li>i. It helps people to connect with each other.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Introduce this lesson with a picture of website and social media like Facebook,</li> </ul>



<p>ii. It helps with send and receiving documents</p> <p>iii. Internet has made work easy where people can coordinate work on internet.</p> <p>iv. It provides people with jobs related to computer like in internet cafes.</p> <p>v. Internet has made it easy to carryout research using Google, ask.com and other search engines.</p> <p>3. The negative effects of internet include;</p> <p>i. Hacking people’s information.</p> <p>ii. Creating insecurity by sharing wrong information.</p> <p>iii. Being idle especially on social media instead of doing work</p> <p>iv. Exposure to pornography and other immorality</p> <p>v. Taking a lot of people’s money.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>The word ‘net’ in internet stands for network because it helps to create networks of people by connecting them together.</li> <li>A network is two or more computers connected together so that information can be shared, or sent from one computer to another</li> <li>Students can use the internet to research for a school project.</li> <li>Music lovers can use the internet to download their favourite songs both audio and video.</li> <li>Information is accessed through web pages that companies, organizations, and individuals create and post.</li> <li>You should not trust everything you find on internet because some people post lies and wrong information.</li> <li>To decide if the information on the internet is correct, you have to compare it with other sources like books and professional people in the field.</li> <li>The ONE thing you should not do when communicating with people on the internet is to give them your personal information or even your name.</li> </ol> <p><b>Activity 3: Matching</b> 1=d 2=e 3=h 4=f 5=g 6=b 7=a 8=c</p> <p><b>Activity 4: Discussion</b></p> <ol style="list-style-type: none"> <li>The dangers of using the internet discussed in the passage are;       <ol style="list-style-type: none"> <li>Getting wrong information since it can’t be trusted</li> <li>It is dangerous to give personal information</li> <li>There are a lot of lies especially with people you don’t know.</li> </ol> </li> <li>People who give wrong information on the internet should be punished because;</li> </ol>	<p>twitter and email.</p> <ul style="list-style-type: none"> <li>Ask students to name each picture and how each is used as well as the importance of it.</li> <li>Ask students to get in groups of four and answer the pre-reading questions in about 10 minutes.</li> <li>During plenary, ask each group representative to speak out their answers and other groups compare with their or ask questions.</li> <li>Tell students to stay in their groups or get in pairs and read the comprehension depending on the books available.</li> <li>Ask students to read the story aloud and summarize it in their own words, then give comments.</li> <li>Ask them to answer the questions below the passage</li> <li>Conclude the lesson by</li> </ul>
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<p>i. It leads to insecurity in case the information speaks wrongly about a government</p> <p>ii. It causes lack of trust in case the information is wrong especially when one is doing research.</p> <p>iii. Giving wrong information about one's name is illegal. It is called impersonation.</p> <p>iv. Sometimes it leads to human trafficking.</p> <p>v. People who give wrong information can be abusers who want to persuade other and later abuse them.</p> <p>vi. People involved in illegal business can also use the internet and hide their information.</p> <p><b>Activity 5: Writing a poster</b> Give students an example of a poster in form of a picture and guidelines to follow in the rubric in annexes.</p> <p><b>Supplementary exercise</b> Imagine a neighbour has been cheated by people who sent him/her an email that she/he has won 10,000,000frw and asked him/her to give them his or her account number which they use to take all the money from the person's account. Write one paragraph advising such a person.</p>	<p>asking each student to write three things they learnt and use their points to summarize the lesson.</p>
<p><b>Catering for learning special needs</b> <i>While making groups, cater for the impairments in the class such as physical, visual and hearing impairments by assigning peers to support.</i></p>	<p><b>For more advanced students</b> <i>Some students might be advanced with the use of internet. Ask such students to share their experiences or what they have heard.</i></p>

## 8.2 Describing experience with the internet

### Introduction

We use the internet for various reasons. The way we use the internet is influenced by gender factors because males have different preferences and personalities from females. In this lesson, students will learn facts related to use of internet by gender in America and compare with Rwanda.

Possible answers	Teaching points
<p><b>Activity 1: Gap fill</b> 1=a 2=c 3=b 4=a 5=c 6= a 7=b 8=a 9=b 10=c</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>The social media in this message are; MySpace, Facebook and Twitter.</li> <li>The social media with the biggest number of customers is not clear, however Facebook seems to be continuing to rise, followed by twitter while MySpace is declining.</li> <li>Women respect privacy more than men, more women use privacy settings than men, women do not easily communicate with strangers while men do, fewer women</li> </ol>	<ul style="list-style-type: none"> <li>Begin the lesson by asking girls and boys to work separately to list the things they would do with internet.</li> <li>Tell the boys to list their ideas on one side of the board and girl's ideas on the opposite</li> </ul>

- post messages, photos or videos compared to men.
4. Women don't want to be disturbed by people and some men don't mind about the marital status of women which can affect their families. Also most men like manipulating women.
  5. In Rwanda WhatsApp, Facebook, Twitter and MySpace are commonly used.
  6. Social networks have caused;
    - i. Domestic problems like fights and divorce
    - ii. Accidents especially people who drive or walk while chatting on WhatsApp.
    - iii. Cheating people by corning them through social media.
    - iv. Wastage of money on internet expenditure on non-beneficial communication.
    - v. Poor time management at work and school.
  7. Few women are on social media in my community because of problems of gender where few women own smart phones.
  8. Belonging to a social media helps to:
    - i. Make new friends by chatting and getting to know each other.
    - ii. Get a job in case friends share information.
    - iii. Do business by advertising your products to your friends
    - iv. Avoid boredom and stress by having people to share with and especially they are not seeing you, it becomes easy.
    - v. Get a future marriage partner in case you agree and meet and understand each other.
  9. Social media can benefit society if it is used;
    - i. For financial benefit
    - ii. With respect and honesty
    - iii. To discuss work related issues.
    - iv. Only when one is free from work for friendly chat
    - v. For moral purposes and blocking those not beneficial.

**Activity 3: True/False**

- |          |         |          |          |          |
|----------|---------|----------|----------|----------|
| 1. False | 2. True | 3. True  | 4. True  | 5. False |
|          | 6. True | 7. False | 8. False |          |

**Activity 4: Matching**

- 1=f 2=h 3=a 4=c 5=g 6=d 7=b 8=i 9=J  
10=e

**Activity 5: Survey**

Make sure you students use the correct format of asking questions:

side and compare similarities and differences.

- Ask the class why boys might have different ideas from girls. Passable answer: girls and boys have different needs, personalities and ambitions.
- Give comments and ask students to read the passage and do the 'while reading' activity in pairs.
- Confirm their answers and tell them to answer the questions that follow individually unless instructed otherwise.

i. Auxiliary + subject + (main verb) + predicate. E.g. Do you call friends every day? ii. "Wh" word +auxiliary +subject/ predicate. E.g. what is a network?			
<b>Examples of questions</b>			
<b>Question</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>
Q.1	Which social media is the best?		
Q.2	Can one use WhatsApp to call?		
Q.3	Are there risks of using Facebook?		
Q.4	Are all those social media found on all phones?		
Q.5	Do you have a smart phone?		
<b>Activity 6: Writing a survey Report</b> <ul style="list-style-type: none"> <li>• Guide students at every step using the guidelines in their student book on this activity.</li> <li>• Give them example sentences for them to follow.</li> </ul>			
<b>Catering for learning special needs</b>			
<i>Move around supporting less advanced students and catering for those with impairments especially during grouping and survey.</i>		<i>Ask advanced students to help their peers during group work but not to do the work for them.</i>	

### 8.3 What you can do with the internet

#### Introduction

We have most seen the internet used for social networks like Facebook, WhatsApp, MySpace and Twitter. However, the internet is beyond that. It is also used to earn money and simplify work. In this lesson students will learn how they can use the internet at work, studying and business.

<b>Possible answers</b>	<b>Teaching points</b>
<b>Activity 1: Pre-reading</b> Dangers of using the internet include: addiction, taking much money, depending on it and not thinking, watching pornographic content, losing information (hacked) etc.	<ul style="list-style-type: none"> <li>• Begin the lesson by asking students to list the importance of internet seen in the previous lessons.</li> <li>• Allow them a few minutes to share and then tell them to read the comprehension</li> </ul>
<b>Activity 2: Comprehension</b> 1. According to the passage, one can use the internet to: <ol style="list-style-type: none"> <li>Working at home</li> <li>Reading, sending and receiving e-mails</li> <li>Download messages</li> <li>To see texts, pictures and listen to recordings.</li> </ol> 2. The internet is helping Peace to do her work and at the same time study which would not be possible without it. It	

<p>also helps her to communicate with friends.</p> <ol style="list-style-type: none"> <li>Peace would lose her job or would not study her masters if she didn't know how to use the internet. She would lose her friends because of being busy. She would find it difficult to get stories to publish in the newspaper.</li> <li>The social benefits of internet according to the internet are to send and receive messages.</li> <li>During maternity, mothers can look for work they would do online to continue earning with less struggling. (other answers are possible)</li> </ol> <p><b>Activity 3 Matching</b>  1=d 2=a 3=b 4=g 5=j 6=c 7=f 8=e  9=g 10=i</p> <p><b>Activity 4: Role of Internet</b>  Answers will differ depending on what the pair will choose. Students should talk about benefits of internet in promoting morals and dangers.</p> <p><b>Activity 5: Formal Letters</b></p> <ul style="list-style-type: none"> <li>Use the rubric for formal letter writing and emphasize the use of the right format.</li> <li>Make sure the ideas given to students are developed well using correct grammar.</li> <li>Ensure that the language used in this letter is formal.</li> </ul> <p><b>Supplementary exercise</b>  Imagine you became the ministry of Youth and ICT, what you would do to make sure all the youth are computer literate. Write a five paragraph essay explain your strategies.</p>	<p>in pairs helping each other with the vocabulary.</p> <ul style="list-style-type: none"> <li>Ask some students to read aloud while others give comments and ask questions about the text. Avoid giving answers which are part of the questions that will follow.</li> <li>Tell students to answer the questions below the passage.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Give an example of a formal letter to less advanced students or the format for them to fill in the information.</i>	<i>Ask advanced student to give more ideas except the ones given in their students' book.</i>

## 8.4 Modal verbs in reported speech

### Introduction

This unit generally talks about modal verbs in reported speech which student should master and use in everyday conversation

<b>Possible answers</b>	<b>Teaching points</b>
<p><b>Activity 1: Reported speech</b></p> <ol style="list-style-type: none"> <li>Could you tell me if she can use the phone?</li> <li>Could you tell me when they can come to see us?</li> <li>Could you tell me if I ought to work tomorrow yet it is public holiday?</li> <li>Could you tell me why she should be punished for using a</li> </ol>	<ul style="list-style-type: none"> <li>Briefly review the use of modal verbs using question and answer or Think Pair Share.</li> </ul>

mobile phone? 5. Could you tell me whether James must call you whenever he wants to come? 6. Could you tell me why I should give you my phone number? 7. Could you tell me how one can call an international number? 8. Could you tell me if you will help me call my parents on your phone number? 9. Could you tell me whether I can use MTN or TIGO to call your parents? 10. Could you tell me if you could speak slowly when calling?	<ul style="list-style-type: none"> <li>Ask students to work in groups and analyse table 8d.1 in the student book giving two examples for each row.</li> </ul>
<b>Catering for learning special needs</b>	For more advanced students
<i>Many struggling students are likely to find writing complicated. Give them enough support and time to finish the task.</i>	<i>Set high expectations for advanced students so that they can produce high quality work.</i>

## 8.5 Describing experience with mobile

### Introduction

Although technology has solved many problems, it has also caused others especially when people don't control their use of gadgets like phones, iPads, laptops and tablets with software that can lead to loss of concentration. In this lesson students will learn how to manage the technology like phones to avoid the risks involved such as accidents, time wasting and breakdown of relationships.

Possible answers			Teaching points
<b>Activity 1: Pre-reading</b>			Assign each group an aspect to work on. Draw the table on the board or give them manila papers of sack where to write answers. Ask groups to comment on other groups' work.  Give conclusive remarks and move on to the next activity.  Note: Tell students to work quickly and give
	<b>Advantages</b>	<b>Disadvantages</b>	
<b>Mobile phones</b>	Can call colleagues to discuss, search internet and vocabulary	Disruption, expensive, unreliable information, low battery, misuse on social media	
<b>Study groups</b>	Share knowledge, ask questions, compare answers, make summaries	Time consuming,	
<b>Libraries</b>	Search information, revise, find new vocabulary, improve reading	Insufficient books, not in all schools, limited help, not knowing what to read.	
<b>Homework</b>	Revising school work, understanding what was not clear.	Limited time, no support because many parents are illiterate.	
<b>Websites</b>	Research, new	Wrong information,	

	information and words, see other lessons.	copying the answers directly.	at least three points only.
<b>Social media</b>	Chat with friends, share news, make connections, ask important information	Time wasting, misuse for wrong purposes, human trafficking, becoming addicted.	
<p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. Dangers of Mobile phones (other options are possible)</li> <li>2. Increase in cancers, muscular pains, dry eyes, glaucoma, brain damage and infertility. (Generally diseases)</li> <li>3. Pollution</li> <li>4. Through the electromagnetic radiation that enters the body.</li> <li>5. The solution offered in the article is to carry the mobile phone away from the body but putting in a bag or purse and get it when you need it.</li> </ol> <p><b>Activity 3: Vocabulary</b></p> <ol style="list-style-type: none"> <li>i. Covering a wide area</li> <li>ii. Tens of years</li> <li>iii. Problems related to health</li> <li>iv. Having pain in muscle</li> <li>v. nearness</li> <li>vi. Sickness which affects the throat</li> <li>vii. Secretly</li> </ol> <p><b>Activity 4: A survey about mobile and internet use</b> Answers will differ. Use the guideline for writing a survey report seen in <b>Activity 6</b></p>			
<b>Catering for learning special needs</b>		For more advanced students	
<i>Many struggling students are likely to find writing complicated. Give them enough support and time to finish the task.</i>		<i>Set high expectations for advanced students so that they can produce high quality essays.</i>	

## 8.6 Second conditional

### Introduction

In everyday life we give conditions without even thinking about it. At home they give conditions to children such as “If you don’t fetch water, you will not eat.” In this lesson students will learn how conditions are made and when to make the second conditionals.

Possible answers	Teaching points
<p><b>Activity 1: IF2 Context</b></p> <ol style="list-style-type: none"> <li>1. would be doing</li> <li>2. was/were not shining</li> <li>3. we wouldn’t be lying</li> <li>4. would we do/ would we be doing</li> <li>5. we were</li> <li>6. we were rich</li> <li>7. could travel</li> <li>8. we had</li> <li>9. could drive</li> <li>10. we were</li> <li>11. we would return</li> <li>12. would put out/ would be putting out</li> <li>13. would prepare/would be preparing</li> <li>14. would</li> <li>15. we owned</li> </ol>	<ul style="list-style-type: none"> <li>• Introduce the lesson by reviewing the use of the first conditional and ask students to give sentences as</li> </ul>

<p>16. we would also have swim 19. we were 20. we could lie/ we could be lying.</p> <p>17. we had 18. we could</p> <p><b>Activity 2: Context</b></p> <p>1. won 2. would quit 3. would travel  4. stay 5. wanted 6. would buy 7. saw 8. buy  9. was 10. would buy 11. could 12. would do  13. needed 14. would give 15. would donate  16. would give 17. Won 18. would help.</p> <p><b>Supplementary exercise</b>  <b>Guided writing: Make a wish</b></p> <p>Using “IF conditional two) write a letter wishing you had a smart phone and you visited the national park. Explain what you would do with it.  You can include some of the following ideas:</p> <ol style="list-style-type: none"> <li>taking photos/ selfies</li> <li>recording videos and sharing them on WhatsApp</li> <li>emailing friends, a description of every place you visited</li> <li>charting with friends in other places</li> <li>calling colleagues in case you got lost etc.</li> </ol>	<p>examples.</p> <ul style="list-style-type: none"> <li>Ask students to take some minutes to read in pairs or groups the short notes on how the second conditional is formed and ask them to give five examples about the form and two examples for when it is used.</li> <li>Tell students to do the exercise the context exercise and ask them to exchange their books and correct each other if time allows.</li> </ul>
<p><b>Catering for learning special needs</b></p>	
<p><i>During the explanations, give chance to less advanced students to give as many examples as they can, paying attention to their change of tenses.</i></p>	<p><i>In case advanced students finish before others, they can be asked to write their own five wishes using if<sup>2</sup>.</i></p>

## UNIT ASSESSMENT

### Comprehension

- Teens use social media to chat send messages to friends and to read what friends have written, to maintain social relationships with friends and watch funny videos.
  - it leads to increased risk of anxiety and depression because of the emotions they involve.
- False
  - true
  - true
- It has made her depend on it that she can't be comfortable without it. It has also created bad relationship with her sister.
- The writer loves his/her phone because it gives her quick information and allows her to constantly keep in touch with his/her friends and to know what is going on in their lives.
- Losing the phone made him/her enjoy the break where she or had no stress from the social media.



## Vocabulary, sounds and spelling: Crossword puzzle

R		A		I	N	T	E	R	N	E	T		
E		T	D				M				E		
C		T	O				A				X		
O		A	W			D	I	S	K		T		
R		C	N				L						
D		H	L	J	O	U	R	N	A	L	I	S	T
I		M	O	D	E	M							
N		E	A			P	U	B	L	I	S	H	
G	E	N	D	E	R							I	
S		T										N	
		S	O	F	T	W	A	R	E	S		T	

### Focus on skills/Grammar:

- You have just been sent a friend's request by a friend of mine.
- Some potential harm to society is being caused by social websites.
- Slang words are used by students on social networking sites.
- Children should be checked on by their parents when they use the internet.

### Complete gaps answers

- a. I will send    b. will add    c. I will meet    d. I will have visited

### Rewrite with "I wish"

- I wish my friend spent little time on Facebook or I wish my friend spent too much time on Facebook.
- I wish I was not so addicted to social networks.

### Writing practice

use the rubric for composition writing in annexes.

## UNIT 9: Traditional beliefs and practices

**No of lessons: 18**

**Key unit competence:** To use language learnt in the context of traditional beliefs and practices.

**Learning objectives**

Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice, it is said.</li> <li>- List the vocabulary of creation stories, spirits and ancestors, ceremonies, healing, and marriage.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe traditional beliefs and traditional cultural practices.</li> <li>- Read a text about traditional beliefs, traditional cultural practices, traditional healers or traditional marriage.</li> <li>- Listen to a text about traditional beliefs, traditional cultural practices, traditional healers or traditional marriage.</li> <li>- Write about a traditional marriage ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>- Show tolerance for other's religious beliefs.</li> </ul>

**Vocabulary**

<p><b>Creation stories:</b></p> <ul style="list-style-type: none"> <li>- Creator, good, heaven, found, etc.</li> </ul> <p><b>Healing:</b></p> <ul style="list-style-type: none"> <li>- Healer, medicine etc.</li> </ul>	<p><b>Spirits and ancestors:</b></p> <ul style="list-style-type: none"> <li>- Spirit, ancestor, luck, Etc</li> </ul> <p>Marriage: Groom, bride dowry, etc.</p>	<p><b>Ceremonies and cultural practices:</b></p> <ul style="list-style-type: none"> <li>- Harvest, celebrate, coming of age, naming ceremony, etc</li> </ul>
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**Materials:**

Maps, manila papers, storybooks, costume for role play etc.

### 9.1 Describing creation stories

**Introduction**

Although people have different names of God- the creator, their beliefs are similar in many ways. Most communities in Africa believe there was a creator of all things. They also believe there is a supreme God and other gods simply support Him. In this lesson, students will learn the different beliefs from various communities about creation.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <p>Answers will differ. This activity is intended to introduce student to the lesson as a discovery approach.</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The similarities between African traditional creation stories and Christian one are;             <ol style="list-style-type: none"> <li>i. They all believe the creator created everything on earth</li> <li>ii. They believe the creator had something in common with</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Introduce the lesson with the pre-reading activity intended to connect the lesson with what students already know.</li> <li>• Draw the table in</li> </ul>

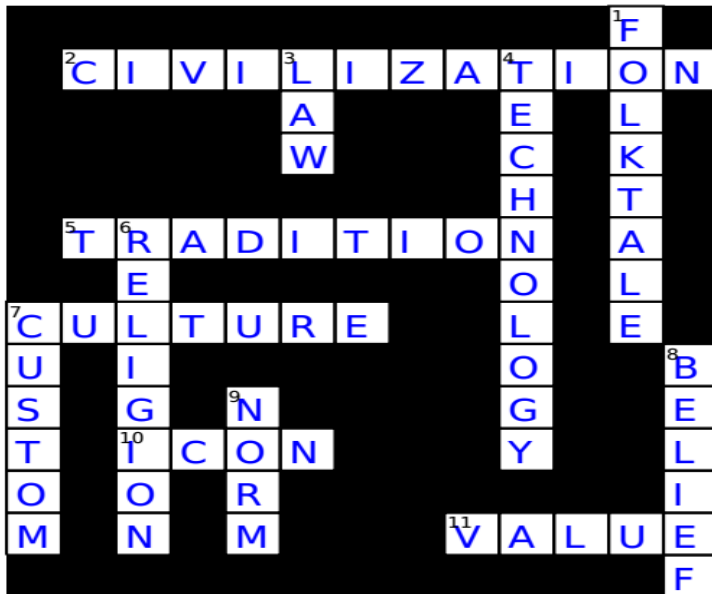
human beings (For Christians, we were created in God's image.

- iii. Both believe the creator is superior to human beings because He created them.
2. In Rwanda, the creator is called Gihanga meaning to create, similarly in western Uganda the creator is Ruhanga- the one who created, the Boshongo call Him Bumba- related to moulding, The Zulu call Him Unkulunkulu meaning one who existed before everything and, therefore, created them.
3. The Boshongo believe Bumba suffered from stomach pain and vomited everything starting with the sun which dried water and land was formed and others followed. The Zulu believe Unkulunkulu came from the reeds coming with people and everything else. It is not mentioned how Gihanga and Ruhanga created the things.
4. For those who agree, they can say that it is true because when you see things created you see the creator. People were created in the image of God; therefore, He is the first man. Those who say no can say this is worshiping idles which is against the bible. Also God is not man but a super-natural being.
5. They are hard to believe because;
  - i. Each shows a different way the creator created such as vomiting and coming from reeds
  - ii. They show the creator coming from different places and non seems to show the real beginning.
  - iii. Calling God the first man is also unbelievable.

the student book and ask students to fill in the information they got about different religions and discuss the reasons they have given for joining those religions. (find solutions for any cases of religious intolerance).

- Give students five minutes to write a short paragraph of what they discovered.
- Tell students to read the story in pairs or groups, share as the whole class and later answer questions individually.

### Activity 3: Crossword puzzle:



Note: students should be expected to get at least most of the words but not all.

### Activity 4: Interview

Guide students through the process making sure they are speaking English as they interview their colleagues.

<b>Activity 5: Speech Writing</b> Guide students through the speech writing practice as follows: <ol style="list-style-type: none"> <li>Their speech should have an appropriate title (brief and meaningful)</li> <li>Introduction should give general information about the topic and a thesis statement. A thesis statement says what they speech is going to be about.</li> <li>The body should be composed of different paragraphs. Each paragraphs should contain the main idea such as creation, colonialism etc. (gives evidence of what the thesis said- what the speech is about)</li> <li>The conclusion gives a summary of what was said and/or an opinion, suggestion, call to action etc. (what I have told you.)</li> </ol> Use the generic rubric for essay writing for language and structure of the speech.	
<b>Catering for learning special needs</b> <i>During the pre-reading activity, encourage students to share freely and not be ashamed of their religions. Students with impairments should be supported according to the kind of impairment they have.</i>	
<i>Encourage advanced students to follow every guideline for speech writing and presentation by following the rubric closely.</i>	

## 9.2 Focus on skills: Mixed tenses

<b>Possible answers</b> <b>Activity 1: Gap fill</b> 1. Were having/rang      2. Was smoking/was reading 3. Was mowing/stared    4. Was having/blew 5. came/was waiting    6. Saw/was driving 7. Waited/was doing    8. Arrived/were having 9. Were playing/went    10. Were having/was sleeping 11. Took/was feeding 12. Were playing/went    13. Were cleaning/was doing 14. Was doing/phoned    15. Were waiting/arrived	<b>Teaching points</b> <ul style="list-style-type: none"> <li>Begin the lesson by asking students to work in pairs and talk about one tense they remember.</li> <li>They should mention the tense, how it use and when.</li> <li>Ask a few pairs with different tenses to present and other supplement.</li> <li>Add any other tense they have forgotten</li> <li>Explain mixed tenses and tell them to do the exercise individually,</li> </ul>
<b>Catering for learning special needs</b> <i>During the pair work, cater for gender, impairment and learning differences.</i>	<b>For more advanced learners.</b> <i>Ask more advanced learners not to present.</i>

## 9.3 Spirits and ancestors

### Introduction

In many parts of the world, spirits are so much feared especially evil one. Even Holly spirits believed by Christians are not just easily believed by humans. In Rwanda these spirits are categorized into evil spirits and hero spirits. In this lesson, students will lean the history of spiritual life of Rwandans.

<b>Possible answers</b> <b>Activity 1: Pre-reading</b> Use the rubric for dialogue to guide and correct students. They could consider the following answers: <ol style="list-style-type: none"> <li>There are many beliefs about where spirits of the dead go. Christians say will go to heaven or hell after judgement, others</li> </ol>	<b>Teaching points</b> <ul style="list-style-type: none"> <li>Begin this lesson by asking each student to write two sentences about</li> </ul>
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<p>believe the go into animals while others believe they come back to disturb people.</p> <ol style="list-style-type: none"> <li>Some people believe they have seen spirits but others don't believe one can see a spirit.</li> <li>Christians believe the Holy Spirit is our teacher and directs us to do the right things.</li> <li>In old traditional families, the old person in the family sacrificed to keep the evil spirits away.</li> </ol> <p><b>Note:</b> students will have different answers. It is upon the discretion of the teacher to assess the correctness of the information</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>Spirits are given the names of and personality of the person who died; they retain their names.</li> <li>Spirits could cause diseases, poverty and poor harvest because they never want to see people happy.</li> <li>Sacrifices were offered to worship evil spirits. They offered milk, beer and beans for less dangerous ones and a goat or bull for more dangerous one. All these were accompanied with singing for the spirits to hear. Only family heads and diviner would offer sacrifices for the spirits to go.</li> <li>Hero spirits are good spirits while others are evil spirits. Other sprits are lower in status compared to Hero spirits. Hero spirits were not feared while evil spirits are so much feared.</li> <li>Nyabingi is believed to have been a spinster, immortal and rebellious hero spirit. Nyabingi has priests who act as mediators between her and worshipers and they are the ones who offer sacrifices.</li> </ol> <p><b>Activity 3: True or False</b></p> <p>1. True    2. False    3. True    4. True    5. True</p> <p><b>Activity 4: Vocabulary</b></p> <p>Answers will be different.</p> <p><b>Activity 5: Knowledge of spirits Research.</b></p> <p>Answers will differ depending on what students know about spirits. It is also a reflection on the comprehension activity in 9C.2.</p> <p><b>Activity 6: Research Report</b></p> <p>Guide students through writing a report as they work. Ensure they have an introduction, body and conclusion.</p> <p><b>Supplementary exercise</b></p> <p><b>Hot seat activity:</b></p> <p>Choose students of mixed ability to participate in the game. Allow the class to work in small groups and write questions related to the first units and the selected students sit in front to answer them. The ones answering shouldn't know the questions.</p> <p><b>Catering for learning special needs</b></p>	<p>what they know about spirits and ancestors and share with their neighbours.</p> <ul style="list-style-type: none"> <li>Tell them to work in pairs or groups and answer the pre-reading activity.</li> <li>Ask them to read the comprehension passage silently, then choose students to read each paragraph being mindful of gender.</li> <li>Tell students to answer the questions below the passage.</li> </ul>
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<i>Cater for students with impairment in your class since this sub-unit may require a lot of movement and speaking by designing alternative activities or a sign them peers to help them.</i>	<i>Use examples of advanced students in the class to guide other or a sign them less advanced students to help.</i>
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## 9.4 Focus on Skills: Passive voice

### Introduction

In this lesson students will review the use of passive voice for both the present and past tenses and when to use the passive voice.

Possible answers	Teaching points
<p><b>Activity 1: Context exercise</b>            1. were said 2. was mourned 3. was carried            4. were flown 5. Were offered 6. was seen 7. were scared            8. was left 9. were tightly closed 10. were heard            11. was heard 12. was treated 13. was harmed            14. was excited 15. was taken 16. were filled 17. was seen</p> <p><b>Activity 2: Scenario</b>            A contest is being organized by our school. The best project about religions will be chosen by the teachers. Pictures and drawings must be included in the project by the students. All the writing will have to be done by students themselves. A T-shirt is going to be given by the school as a reward. The project will be judged by experienced teachers. The teachers will be helped by advanced students to judge.</p> <p><b>Activity 3: Two objects in passive voice</b>            Answers will differ.</p> <p><b>Supplementary exercise</b>            Two men ___1___ (see) breaking into a house in my street last night. The police ___2___ (call) and they arrived very quickly. One man ___3___ (catch) immediately. The other escaped, but he ___4___ (find) very soon. Both men ___5___ (take) to the police station where they ___6___ (question) separately by a police officer. The two men ___7___ (charge) with burglary.</p>	<ul style="list-style-type: none"> <li>• Write on the chalkboard passive voice present tense on one side and passive voice past tense on the other side. Divide the class into two parts and tell them each side will choose paper and give sentences according to the side they choose. The side to give the most sentences after ten minutes will be the winner.</li> <li>• Ask students to read how the passive voice is formed in their students' book and analyse the sentences with the class.</li> <li>• Ask advanced students to explain what most students don't understand or explain it yourself.</li> <li>• Tell students to individually answer the exercise in their student books.</li> </ul>
<b>Catering for learning special needs</b>	
<i>Context exercise two might challenge less advanced students. You can pair them with advanced students or give them support as they work.</i>	<i>Advanced students can do context exercise two as supplementary in case they finish before others.</i>

## 9.5 Describing practices

### Introduction

Each community has practices unique to it which identifies the people in such a community. One practice so common is the naming ceremony where children are given names. In most African communities, names have a significant meaning related to a historical event, season, ancestor etc. In this lesson, students will learn the language related to the naming ceremony in Rwanda.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b>            Answer will be different. Some of the importance include:</p> <ol style="list-style-type: none"> <li>i. Naming ceremony: remembering ancestors, family gathering and thanking God.</li> <li>ii. Initiation ceremony: welcome new members, learn culture, becoming an adult/mature.</li> <li>iii. Traditional marriage ceremony: Thanking parents, officially giving away a daughter, families knowing each other, sign of respect etc.</li> <li>iv. Last funeral right: mourning the deceased, comforting the grieved, sign of love and support.</li> <li>v. Traditional worshipping: asking for blessing, solving problems, thanking gods, etc.</li> </ol> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The purpose of Cultural and civic training was to teach the youth about their culture including language, patriotism, social relations, sports, dancing, songs and defence.</li> <li>2. Cultural and civic training members were expected to demonstrate military tactics, hand to hand combat, jumping, racing, javelin, shooting and endurance.</li> <li>3. They learnt skills of protecting their families and the country (men), while the woman was expected to provide a good home and environment for her family.</li> <li>4. At family level, families sent their children to be trained especially those they trusted. At the chief level, they were selected by either their father or head of the extended family basing on good behaviour. At the king's court level, selection was done in case one was a son of a man who when through the King's Cultural and civic training centre or one who was special during the chief's Cultural and civic training.</li> <li>5. Students are likely to learn:               <ol style="list-style-type: none"> <li>i. To love their culture and work hard to demonstrate patriotism.</li> <li>ii. To behave well so that they look intelligent and special in society.</li> <li>iii. Their culture like language and behaviours.</li> <li>iv. To protect their families or domestic affairs for girls etc.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Introduce this lesson with the information in the introduction and then ask them to do the pre-reading activity.</li> <li>• Ask at least one or two groups to present and the class comments or supplements .</li> <li>• Ask students to read the story about the importance of Itorero silently and then chose students to read a paragraph each paying attention to gender.</li> <li>• Encourage students to ask questions about the passage</li> </ul>

<p><b>Activity 3: Vocabulary</b></p> <ol style="list-style-type: none"> <li>i. Love for the nation and defending it.</li> <li>ii. Finding something new or travel for adventure</li> <li>iii. Something given more importance than others.</li> <li>iv. Skills related to war of fighting</li> <li>v. a light spear thrown as a weapon of war or in hunting</li> <li>vi. the ability to sustain a prolonged stressful effort or activity</li> <li>vii. not allowed to do, eat or practice</li> <li>viii. Speaking in a convincing manner.</li> </ol> <p><b>Activity 4: Cultural practice change</b> Answers will be different; the most important thing is for students to identify the changes.</p> <p><b>Activity 5: Friendly letter writing</b> For this activity, guide students using the rubric for informal letter writing emphasizing the address, date, salutation, body (greetings, reason for writing, main ideas and conclusion), complementary clause, signature (optional) and name.</p> <p><b>Include:</b></p> <ol style="list-style-type: none"> <li>a. New things you learnt from the training</li> <li>b. How the training was conducted.</li> <li>c. How your personality has changed.</li> <li>d. Your plans to serve the community</li> <li>e. Advice to other youths in your family</li> </ol>	<p>before answering the comprehension questions.</p> <ul style="list-style-type: none"> <li>• Comment and ask them to answer the questions individually.</li> </ul>
<p><b>Catering for learning special needs</b></p>	
<p><i>Less advanced students tend to confuse informal and formal letters. Make sure they understand the differences as your correct them.</i></p>	<p><i>For advanced students, they can do the supplementary exercise to keep them busy.</i></p>

## 9.6 Traditional healers

### Introduction

Before the coming of colonialists, African had their own medicine and treatment mechanisms which were later considered evil and harmful. In many countries the two have continued to work concurrently.

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b> Answers will be different</p> <p><b>Activity 2: Comprehension</b></p> <ol style="list-style-type: none"> <li>1. The two healers in Rwanda are the traditional herbalist and western doctors.</li> <li>2. Yes, they should both be accepted because; <ol style="list-style-type: none"> <li>i. There are some diseases which cannot be treated by western doctors.</li> <li>ii. Some traditional herbalists are cheap and efficient.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Start the lesson with a small talk about traditional healers by asking students to say what they know or want to know about them.</li> </ul>



- iii. The government would increase its tax base from both.
- iv. It would be a way of promoting culture etc.
- 3. The opposite of....
  - a. Traditional-modern      b. problem-solution      c. special-regular/common
  - d. natural-artificial      e. sickness-health.
- 4. The following people and the parts of the body they treat
  - a. A cardiologist treats the heart
  - b. A dermatologist treats the skin
  - c. A paediatrician treats the babies' physical, behaviour, and mental health issues.
  - d. An optometrist treats eyes
  - e. Chiropractor treats the nervous system and muscles.
- 5. The government should fund traditional healer to modernize their medicine and officially give them licence to operate.

- Ask they students if they support traditional healers' activities and then they use the ideas to write a brief dialogue.
- Tell students to read the passage in silence and later choose a few to read aloud and discuss any issues not understood.
- Ask students to answer the questions about the passage.
- Conclude the lesson with pieces of advice on why students should rely on scientific medicine not spiritual healing.

**Activity 3: Matching**

1=H    2=D    3=A    4=F    5=B    6=E    7=C    8=G

**Activity 4: Comparing**

<b>The traditional healers</b>	<b>"A Western Doctor"</b>
1. How they became doctors: They become doctors through initiation or inheritance from ancestors or relatives	1. How he became a doctor: They undergo training in medicine to become doctors.
2. How they heal people: They heal people by consulting ancestors; they cast stones, dance or smoke a pipe and predict herbal remedies	2. How he heals people: Western doctors heal by first asking about the symptoms, prescribe treatment and the patient buys the medicine.
1. How people perceive them Some people perceive them as spiritual people, others as liars and cheats	2. How people perceive him. They are trusted, respected as experts and wise people.

**Activity 5: Minutes of a meeting**

Guide students through writing minutes of a meeting seen in the previous units.

**Catering for learning special needs**

*Be mindful of the examples you use to talk about the treatment of body parts not to hurt the impaired students. Also support less advanced student as they do vocabulary exercise to find the words.*

*Ask students to give examples for the jobs of people in the medical field but emphasize advanced students' example.*

## 9.7 Focus on skills: It is said...

### Introduction

This lesson is generally about reporting what has been said which is not a fact but an opinion or suggestion. Learners should demonstrate the difference between facts and opinions through their responses in the class.

Possible answers		Teaching points
<p><b>Activity 1: Rephrasing sentences</b></p> <ol style="list-style-type: none"> <li>1. It is known that drugs from traditional healers are dangerous.</li> <li>2. Evil spirits are believed to be involved.</li> <li>3. Traditional healers are thought to be also killers.</li> <li>4. It is said that the doctor uses more intelligence than traditional healers.</li> <li>5. Diviners are acknowledged to be talented</li> <li>6. He was reported to have won a medical award.</li> <li>7. It is thought that your skills come from ancestors and gods.</li> <li>8. The old culture is said to collapse.</li> </ol> <p><b>Activity 2: Rephrasing to formal sentences</b></p> <ol style="list-style-type: none"> <li>1. It is said that the newly married man is a good speaker. The newly married man is said to be a good speaker.</li> <li>2. The divorced couple is said to be together again. It is said that the divorced couple is together again.</li> <li>3. It isn't believed that the girl should pay bride price. The girl is not believed to pay pride price.</li> <li>4. It is said by the police that domestic violence is becoming common these days. Domestic violence is said to be common these days.</li> <li>5. It is known by elders that marriage involves wisdom and culture. Marriage is known to involve wisdom and culture.</li> </ol>		<ul style="list-style-type: none"> <li>• Introduce this lesson by asking student work in pairs and each tells one fact and two lies.</li> <li>• The other student should identify which statement is a fact and which one is a lie and they change roles.</li> <li>• Explain to students the topic and how to make sentences using "It is said..."</li> <li>• Ask them to do the activities.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>	
<i>Let more advanced students work with less advanced for these activities.</i>	<i>They should support their colleagues.</i>	

## 9.8 Recounting a marriage ceremony

In Rwanda, marriage is an important aspect of life. It determines whether the person is old or young. In this lesson, students will learn how a traditional Rwandan marriage ceremony is conducted and the vocabulary related to marriage.

**Possible answers**

**Teaching points**

**Activity 1: Pre-reading**

Term	When	Characteristics
a. Friendship	a. Anytime	a. Sharing, love, listening and advising
b. Courtship	b. before marriage	b. Knowing each other, building relationship
c. Bride price/dowry	c. After agreeing to marry	c. Giving money and items, ceremony, dialogue between elders
d. Wedding	d. Final marriage	d. Making vows, party, staying together.

- Begin this lesson with a pre-reading activity.
- Ask students to read the comprehension silently and in pairs do the activities.
- Decide which activities they can correct in class by exchanging books and you give them answers.
- Ask students to review the lesson by asking them what was new in the lesson, what they already knew and what they want to know more about.

**Activity 2: Comprehension**

1. It involves fun, tension and wisdom.
2. Receiving visitors, asking visitors to identify the bride, negotiations for bride price and entertainment.
3. The most important event is the negotiation because it is the final part to show whether the marriage is going to follow if the two parties agree without difficulty.
4. The purpose is to test the patience of the groom's side and to see if they really know the girl they have come for.
5. Cows are a sign of wealth, they are a source of milk and prestige.

**Activity 3: True/False**

1. False
2. True
3. True
4. False
5. False
6. True
7. False
8. True

**Activity 4: Crossword puzzle**

1C	R	U	S	2H				4K		10W		5E	
				O		2F	I	A	N	C	E	N	
	6M			N					O		D	G	
8B	A	C	H	E	L	O	R	T		D		A	
	R			Y						I		G	
	R			5M	A	T	R	O	N		N	E	
	Y		9G	O	W	N				G		M	
				O				4B	R	I	D	E	
	3S	P	I	N	12S	T	E	R	8P			T	9R
1V	O	W	S					A	7P		11N		I
	R		7M	A	I	D	S	S	A		A		N
10H	E	E	L	S				11T	R	A	I	N	G
								O	T		L		S
6A	N	N	I	V	E	R	S	A	R	Y		S	

**Activity 5: Role-Play**

Guide students through this activity. Make sure students are given sufficient time for this probably a single period of 40 minutes.

<b>Activity 6: poem</b> Guide students on how to write a poem by including similes, metaphors and personifications where possible.		
<b>Catering for learning special needs</b>	<b>For more advanced students</b>	
<i>Let more advanced students work with less advanced for these activities.</i>	<i>They should support their colleagues.</i>	

## UNIT ASSESSMENT

### Comprehension

1. The title of this story is related to its meaning because Kamegeri is the one who prepared the rock for punishing the criminal and in the end he is the one who was put on it.
2. Because they want to impress the King and get favours from him.
3. The king was so angry with his friend because he had betrayed him. The crime must have been so grave to cause the King to be annoyed (different examples are possible)
4. Yes! The king was right because Kamegeri was so evil to suggest such a kind of punishment. Other people would learn from it and not do the same.
5. The king looked at the fire and felt pity for the victim. Instead he felt sad that a person can think of such a dangerous way of punishing another.
6. If I were the king, I would ask my friend to apologize and promise never to do it again.

## Unit 10: Prehistory

No of lessons: 18

**Key Unit Competence: To use language learnt in the context of prehistory.**

### Learning objectives

Knowledge and Understanding	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>- Understand the use of the past simple tense, active and passive, and could.</li> <li>- Know the vocabulary of civilisations, achievements, making a process and timelines.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe the achievements of African civilisations.</li> <li>- In both speech and writing describe the skills of members of African civilisations.</li> <li>- Read a text about Africa civilisation or about an industrial, creative or construction process.</li> <li>-Listen to a text about African civilisations or about an industrial, creative or construction process.</li> <li>-Write about the events that marked a given African civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate that the past is a link to our culture and heritage.</li> </ul>

### Vocabulary

<b>Civilisations:</b> - Ife, Mali, Egypt, Great Zimbabwe, etc.	<b>Achievements:</b> - Pyramid, mosque, manuscript, copper, etc.	<b>Timelines:</b> - Last, finish, fight, travel, construct, invade, etc.
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### Materials:

## 10.1 Achievements of African civilizations

### Introduction

Possible answers	Teaching points
<b>Activity 1: Pre-reading</b> 1. Olduvai Gorge 2. Ghana and Mali 3. Egypt 4. Songhai 5. Ghana 6. Kigeli V Ndahindurwa 7. False 8. Gold and salt. 9. False 10. Mansa Musa.	<ul style="list-style-type: none"> <li>• Start the lesson with the pre-reading activity to identify what students already know about African civilisation</li> <li>• Ask them to</li> </ul>
<b>Activity 2: Comprehension</b> 1. The very first human skulls to be discovered in world history were in a place called Olduvai Gorge in Tanzania 2. African kingdoms and empires were successful in trade, good leadership, they had enough food for the people, strong and well-equipped military and organised taxation system,	

<p>no corruption.</p> <ol style="list-style-type: none"> <li>The kingdom of Mali had good leadership, food and trade in gold.</li> <li>They had no corruption despite the wealth, leaders shared resources equally among citizens, high morals.</li> <li>Answers will differ. Students are expected to identify positive values like hard-work, entrepreneurship/ trade, fight against corruption etc.</li> </ol> <p><b>Activity 3: Word search</b>  Africa Akories Axum Benin Brocade Bronze Christianity  Coffles Cowries Ghana Gold Arabic Servants Islam  Malaria Mali Mansa Musa Salt Slavery  Songhai Supply Demand Timbuktu Trade</p> <p><b>Activity 4: Knowledge about Africa</b></p> <p>Answers will be different.</p> <p><b>Activity 5: Five paragraph essay</b>  Guide students through the rubric in their student book as they write the essay.</p>	<p>read and answer the activities that follow as instructed.</p> <ul style="list-style-type: none"> <li>Tell students to relate the lesson to history and citizenship.</li> </ul>
<p><b>Catering for learning special needs</b></p> <p><i>Give support to less advanced students as their writing skills may be low. For activities done in pairs or groups, remember to cater for gender and impairment</i></p>	<p><b>For more advanced students</b></p> <p><i>Set high expectations for the essay quality for these students.</i></p>

## 10.2 Focus on Skills: Could.

Possible answers	Teaching points
<ol style="list-style-type: none"> <li>Should/Might/Could</li> <li>Have to</li> <li>Must/Might</li> <li>must/could</li> <li>Could</li> <li>Might</li> <li>Must/could</li> <li>Could</li> <li>Should or must</li> <li>Might</li> </ol>	<ul style="list-style-type: none"> <li>Review modal verbs with students by asking them when each is used.</li> <li>Ask them to individually do the activity.</li> <li>Tell them to exchange their books, give them answers and they correct each other</li> </ul>

## 10.3 What the Malians could do

### Introduction

Possible answers	Teaching points
<p><b>Activity 1: Pre-reading</b></p> <ol style="list-style-type: none"> <li>The things that characterize Mali are beauty, peace, unity and calmness.</li> <li>The author's evidences are the customs, gold, trade etc.</li> <li>In both there was peace, unity and calmness. However, in Rwanda there was no trade in gold and the leaders were different non Mansa.</li> <li>Mansa Musa was the king of Mali.</li> </ol>	<ul style="list-style-type: none"> <li>Introduce the lesson with the pre-reading activity.</li> <li>Explain the connection between this lesson and history.</li> </ul>

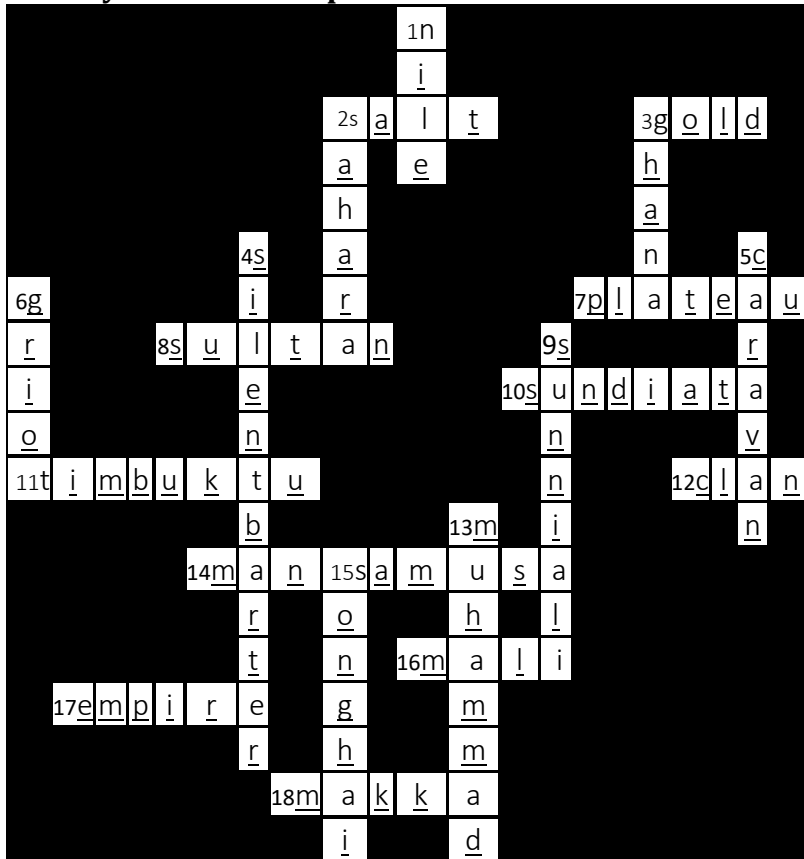
5. Yes, the speaker loves Mali because she talks about it in a praise and uses nostalgic tone.

**Activity 2: Comprehension**

1. Ancient people were involved in farming, art, and herding.
2. They used for life-sustaining activities such as agriculture, religion, education etc, physical and spiritual life.
3. Art made out of wood does not last long as compared one made out clay. Art made out of clay does not deteriorate while one made out of wood does.
4. Around 1300 to 1600 years.
5. The equipment and adornment of sculptures required a lot of money for the materials to be used by craftsmen.

- Ask students to read silently and do the activities.
- Some activities can be optional due to time or other factors.
- Ask students to correct each other by exchanging books where answers are fixed.

**Activity 3: Crossword puzzle**



**Activity 4: Comparing Kingdoms**

**Similarities:**

Both were under the leadership of a king, they both had many activities people were involved in. In both kingdoms, subjects respected their leaders, in both military strength was important.

**Differences:**

<p>Mali is in west Africa while Rwanda in central Africa (now in East African community). Malians traded gold while Rwandans kept cattle as economic activities. Later Malians became Muslims while Rwandans became Christians. Malians much traded with Arabs while Rwandans traded among themselves.</p> <p><b>Activity 5: Summary</b> Guide students through the steps of writing a summary seen in unit two and using rubric.</p>	
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>Students find it difficult to identify main points and paraphrasing. Help the less advanced students with this and cater for impairment and gender.</i>	<i>Ask more advanced students to support the less advanced and those with impairments.</i>

## 10.4 Describing an industrial, artistic or construction process

### Introduction

Possible answers	Teaching points
<p><b>Activity 1: talking about a process</b> Students will have different answers. Ask a few students to present and comment on their work focusing on use imperatives, linking words and order.</p> <p><b>Activity 2: Comprehension</b> 1. D 2. A 3. C. 4. A 5. D</p> <p><b>Activity 3: Vocabulary for a house</b> 1. Front door 2. Living room 3. Stairs 4. Kitchen 5. Windows 6. Bathroom 7. Bedroom 8. Study 9. Attic 10. Ceiling 11. Roof 12. Chimney</p> <p><b>Activity 4: Process writing</b> 1. Choosing and buying your land/site 2. designing a plan 3. Buying materials and hiring labour 4. Levelling the ground 5. Making the foundation/base of the house 7. Building the frame/walls 7. Wiring and plumbing putting the roof 8. finishing the walls and floor</p>	<ul style="list-style-type: none"> <li>When talking about a process, there are certain terms to be used. Review them with the students.</li> <li>It should also follow a chronological order.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>
<i>As students work in groups or pairs, make sure that all learning differences are catered for.</i>	<i>Some activities can be supplementary to cater for more advanced learners.</i>



## 10.5 Passive voice past simple

### Introduction

This unit is about the passive voice in the past simple. It will help students to know the difference between the past and present.

Possible answers		Teaching points
<p><b>Activity 1: How is glass made?</b>            1. Is made    2. Is combined    3. Are placed            4. Is added    5. Be added    6. Be manipulated    7. Has been made    8. Is made    9. It is used.</p> <p><b>Activity 2: The glass recycling process</b>            1. Is thrown    2. Is taken    3. Is sorted    4. Is washed            5. is crushed    6. Is melted    7. Is moulded    9. Be used            9. Is sent    10. Be recycled.</p> <p><b>Activity 3: Passive questions</b>            Answers will be different. Sample answers can include:            1. Will the president scholarship be given to foreign students?            2. What can be done by accountants about my construction company? Etc.</p>		<ul style="list-style-type: none"> <li>Review the structure and use of passive voice by asking students to study the information in their student books and explain.</li> </ul>
<b>Catering for learning special needs</b>	<b>For more advanced students</b>	
<i>Less advanced students are challenged by change in tenses. Follow them up as they do the activities.</i>	<i>Advanced students can help to follow up their colleagues by checking their work.</i>	

## EXAMINATION PAPER SAMPLE 1

### Comprehension and vocabulary (30 marks)

#### Possible answers

- The writer did most of the domestic work because his/her sister and brother were small, and his or her uncles were considered too big. It was not fair because it was exploiting him/her yet she/he had to study. **(3 marks)**
- After school the writer had to clear the house, made fire buy meat and cook. **(3 marks)**
- They always ate porridge and meat and bread, fried tomatoes. They rarely ate vegetables except on Sundays. They also rarely ate butter and when they did, their grandmother would smear just a little on their bread **(6 marks)**
- The evidence to show that visitors were given special treatment is that special food would only be eaten when there was a visitor. Also only visitors could sit on a chair. **(3 marks)**

Answer questions by selecting the best of the four choices provided for each question.

5. a      6. d      7. c      8. d      9. a

10. The meaning of the words and phrases are:

- i. Lavatory bucket mean toilet bucket.
- ii. Leftovers refer to food which remained after the previous meal.
- iii. Mutton is meat of sheep.
- iv. Made a queue means to line up for something.
- v. The grown-ups are the old people in the family.

### Focus on skills (40 marks)

**Complete the conditional sentences with the correct form of the verbs in brackets (5 marks)**

1. were/would      2. Manage/ will do      3. He would have got /had not overslept
4. had/ would invite      5. Had not been playing/would not have burnt.

Correct any mistakes made in verb tense and punctuation in this paragraph. Then underline the verbs. (5 marks)

It is my opinion that people in this village should **be cultivate** their land instead of **look** for jobs in town You can **earning** a lot of money in agriculture. As for me, I cultivating my land. I have always think that going to town is a waste of time. In the village, you can eat sleeping and living cheap life.

Fill in the blanks with the correct form of the verb within brackets. The first one has been done for you. (10 marks)

1. am    2. Finished    3. Received/have received    4. Did not expect    5. Have got
6. Am working    7. have followed    8. Like    9. Don't despise    10. Look

**Rewrite the sentences beginning with the words given (10 marks)**

1. If she had brought her umbrella, she wouldn't have become wet.
2. I he had been paying attention, he wouldn't have been making a lot of mistakes in the exam.
3. The police man told us not to go alone and that it was dangerous.
4. The teacher asked Moses if he had been at school the previous Saturday.
5. Mr Ruganzu asked me where I studied when I was a child.
6. I was helped by her in my studies.
7. Shelters are being built here for the homeless people.
8. She will be invited as a guest.
9. Although Mary is very intelligent, she does not get good marks.
10. In spite of the team playing well, they lost the match.

## Summary writing

The family always ate porridge and meat on weekdays. Because they were so many in the house, porridge had to be prepared twice in the same big pot. When there was no money, they ate fried tomatoes. They never ate vegetables and butter except on special days like Sunday. They ate in order starting with the older ones first and then the young ones. They young ate on the same plate. As for sleeping, they all slept in the same bedroom except his/her aunt and husband. There was only one bed shared by Grandmother and Aunt Dora's children. In their bedroom there were holes which made it cold and attracted mice.

## Phonology

1. fu
2. to
3. mar
4. tem
5. mat
6. won
7. sec
8. poi
9. dic
10. Quan **(10 marks)**

### Writing (20 marks)

*Write between 180 and 200 words on ONE of the following*

1. Answers will differ. However, all the dialogues have to contain a message of a patient visiting a dentist.  
Students should also follow principles of a good dialogue such as use of first person, correct punctuation, conversational tone etc.
2. Students should follow the guidelines in the rubric for story writing in annexes and marks should be awarded following it.
3. Students are expected to follow the correct format and language of a formal letter of complaint. Use the rubric for formal letter writing in annexes to guide students.

## EXAMINATION PAPER SAMPLE 2

### Reading Comprehension and Vocabulary (30 marks)

Possible answers:

1. The three examples of person-to-person are when we travel in the bus, stand in football match queues and eat in a restaurant. (3marks)
2. Three benefits of person-to-person communication are; (6marks)
  - i. giving information or opinions
  - ii. Receiving news or comments
  - iii. Having our views challenged by other members of the society in order to learn from them.
3. The other form of communication is use of mass media like print material and television.
4. People would go to the cinema because it was the only source of entertainment but today people have televisions at home.

5. The others are education and entertainment.
6. The opinion of the writer is that even if mass media has both positive and negative effects, we are not going to avoid it.
7. These words mean:
  - i. Person-to-person means one individual and another or communication between two people.
  - ii. Inventiveness mean being able to create new things.
  - iii. Eclipsed means hidden or dominated by something else.
  - iv. Contemporary means something current or modern.
  - v. Channelled means connected to or passing through.

### Grammar and phonology (40 marks)

*Rewrite each sentence according to the instructions. Do not change the meaning of the original sentence*

1. Anne enjoyed the film more than David.
2. I seldom go out.
3. The boy whom you see across the road is three years younger than I am.
4. If only you had kept quiet, he wouldn't have found you out.
5. I am not responsible for our failure.
6. I hardly believed my brother's story.
7. If he wasn't afraid of his mother, he would leave. Or: If he hadn't been afraid of his mother, he would have left.
8. She told me of her father's illness.
9. What a wonderful day for us all!
10. John is not as handsome as Simon.

Complete the sentences with the most suitable answer among the given alternatives

1. A    2. B or D    3. B    4. D    5. A    6. B    7. D    8. C    9. B    10. A

Write the verb in parentheses in the past tense. (5 marks)

1. wanted    2. passed    3. whispered    4. warned    5. hopped

Put a circle around the noun or nouns that are spelled correctly in each row. (5 marks)

1. b    2. Bluffs    3. Moose    4. Geese    5. oxen

### Summary writing

There are two forms of communication which include person-to-person which is by use of mouth and use of mass media such as print material and television. Person-to-person communication helps us to have conversations where we give information or opinions, receive news or comments and have our views challenged by others. It is used to travel in buses, stand in football match queues and eat in restaurants. Mass media helps to

access information in newspapers where get local and international news, get education and entertainment. It is through use of newspapers, books, cinema or television.

## words

### Phonology

#### Stressed adjective syllables are:

- 1 cide
- 2 thor
- 3 rem
- 4 fic
- 5 rren

#### Stressed noun syllables are:

- 1 ta
- 2 ward
- 3 com
- 4 rec
- 5 cat

### Composition Writing

*Each of your compositions should be 250 to 300 words*

1. This is a guided writing question.
  - Candidates are expected to follow the guidelines given and marks awarded accordingly.
  - For the structure and language, follow the rubric for story writing in annexes.
2. For this question, also use the rubric in annexes to correct students. Their ideas will be different. Some possible ideas are;
  - i. Punishing those who drink and drive
  - ii. Teaching driving safety measures on the road like road signs.
  - iii. Putting pedestrian walk ways.
  - iv. Motorcyclists should also be asked to have licenses for riding.
  - v. Using mass media to sensitize the masses/ people.
  - vi. Police should be strict on drivers so that they take it seriously.
  - vii. Heavy punishments for drivers who cause accidents.
  - viii. Maintaining roads in good condition.
  - ix. Avoiding overloading of people and goods.
3. Candidates will be expected to choose any two depending on their choices. Possible answers include:

<b>Father</b>	<b>Mother</b>	<b>Grandfather</b>
- Be the head of the family	- Also support the father to head the family.	- Advise his children on family issues.
- Love the wife and children	- Love and care for the husband and children.	- Serve as an example in a marriage.
- Pay school fees for children.	- Ensure proper hygiene and diet at home.	- Love the family of his children.
- Protect the family.	- Can also pay school fees.	- Ensure peace in the family (settle conflicts between father and
- Discipline children	- Support the husband to discipline children	
- Provide necessities for		

the family.	- Support to provide for the family.	mother)
<b>Grandmother</b> Similar roles as grandfather.	<b>Uncle</b> - Take the role of the father in his absence except heading the family or support his brother.	Aunt. Support the mother in raising children and take responsibility in case the mother is not around.

4. In this question, candidates are required to write a formal letter since the addressee is the headmaster. They should therefore follow the guidelines found in the rubric for formal letter writing in annexes
5. Use the generic composition rubric in annexes. Sample ideas include:
  - i. Encouraging him/her to stop.
  - ii. Talking to an elder person to give him/her counselling.
  - iii. Giving him/her material to read about dangers of drugs and alcohol.
  - iv. In he/she is a religious person, I would refer to what religious principles say about alcohol and drugs.
  - v. I would encourage him/her to join clubs like antidrug and alcohol club.
  - vi. If the problem is so serious, I would talk to a medical person to support him/her.

### 3.0 ANNEXES

#### RUBRICS:

#### Rubric for speaking/Story Telling

Requirements	5 points	3 points	1 point
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a few more rehearsals.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and pronounces correctly	Speaks clearly and distinctively some of the time, and mispronounces a few words	Often speak unclearly or cannot be understood and pronounces wrongly many words.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the reading.	There are many times that volume is too quiet to be heard by all audience members.	Volume is too soft to be heard by all audience members throughout the whole reading.
<b>Recitation</b>	Reading is recited with feeling and emotion, setting the perfect mood. Specific words are stressed when necessary. Good eye contact is made with the audience.	Passage is recited with some feeling and emotion. Some eye contact is made.	Passage lacks feeling and emotion- very monotone. No eye contact is made with the audience.

#### Reading rubric

Requirements	5 points	3 points	1 point
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a few more rehearsals.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and pronounces correctly	Speaks clearly and distinctively some of the time, and mispronounces a few words	Often speak unclearly or cannot be understood and pronounces wrongly many words.
<b>Volume</b>	Volume is loud enough to be heard by all audience	There are many times that volume is too quiet to be heard by all	Volume is too soft to be heard by all audience members

	members throughout the reading.	audience members.	throughout the whole reading.
<b>Recitation</b>	Reading is recited with feeling and emotion, setting the perfect mood. Specific words are stressed when necessary. Good eye contact is made with the audience.	Passage is recited with some feeling and emotion. Some eye contact is made.	Passage lacks feeling and emotion- very monotone. No eye contact is made with the audience.

Summary writing rubric

Points	Description
10	<b>Excellent</b>
	<ul style="list-style-type: none"> <li>• The main idea is clearly stated in the first sentence.</li> <li>• All key details are included.</li> <li>• Uses own wording - avoids copying phrases and sentences from the text.</li> <li>• Has detailed sentences that link to main idea in logical order.</li> <li>• No spelling or grammar errors.</li> <li>• Correctly written works cited section.</li> </ul>
8	<b>Satisfactory</b>
	<ul style="list-style-type: none"> <li>• The main idea is stated in the first sentence.</li> <li>• Most important details are included.</li> <li>• Uses mostly original language. Avoids copying phrases and sentences.</li> <li>• Detail sentences are logically linked.</li> <li>• Few mechanical errors.</li> <li>• Correctly written works cited section.</li> </ul>
6	<b>Below Average</b>
	<ul style="list-style-type: none"> <li>• The main idea is vague and hard to locate.</li> <li>• Some important details may be missing.</li> <li>• Copies some phrases and sentences.</li> <li>• Detail sentences lack logical organization.</li> <li>• There are mechanical errors.</li> <li>• Incorrectly written works cited section.</li> </ul>
3	<b>Ineffective Summary</b>
	<ul style="list-style-type: none"> <li>• The main idea is unclear.</li> <li>• Details are sketchy.</li> <li>• Disorganized details, randomly presented.</li> <li>• Many copied phrases and sentences.</li> <li>• Many mechanical errors.</li> <li>• Incorrect, incomplete or absent works cited section.</li> </ul>



Formal letter writing rubric:

	<b>5 points</b>	<b>3 points</b>	<b>2 points</b>
Organization	Student uses correct format; address, salutation, reference, body, closing, signature	The student uses correct format but misses a few details.	The student has most of the parts of the format wrong or misplaced.
Elements of formal letter	Each part is complete and correct. Student states the purpose, body has formal language and is brief	A few parts are incomplete; purpose stated but not clearly, some informal expressions and quite long.	Most parts incomplete, the purpose not stated, language mostly informal and long.
Grammar, usage, mechanics and spelling	There are very few or no grammar, usage, mechanics and spelling errors	There a grammar, usage, mechanics and spelling errors	Many grammar, usage, spelling and mechanics errors.

Generic composition rubric

	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>
Organization	The letter follows a correct format: introduction, body and conclusion.	The organization good but has a few errors in the introduction, body and conclusion.	The organization is wrong, missing either introduction or conclusion, body has not paragraphs etc.
Content	Very clear points, well explained with topic sentence, explanation, example etc	Point are not very clear, sentences are very long and a few explanations not relevant.	Few correct points, most explanations are wrong and irrelevant.
Language	No or few grammar, spelling, mechanics, usage and punctuation errors.	A few mistakes in grammar, spelling, mechanics, usage and punctuation errors.	A lot of errors with grammar, spelling, mechanics, usage and punctuation.

Leaflet/Brochure

<b>CATEGORY</b>	<b>(4) Excellent</b>	<b>(3) Good</b>	<b>(2) Almost</b>	<b>(1) Not Yet</b>
<b>Attractiveness &amp; Organization</b> <b>(Organization)</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Content - Accuracy</b>	The brochure has all of the	The brochure has all of the	The brochure has most of	The brochure has little of the

<b>(Ideas)</b>	required information and some additional information	required information	the required information	required information
<b>Writing - Mechanics</b> <b>(Conventions)</b>	All of the writing is done in complete sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is done in complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is done in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not done in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
<b>Graphics/Pictures</b>	The graphics go well with the text and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.
<b>Sources</b>	There are many citations from a variety of sources accurately listed on the brochure.	There are some citations from a variety of sources accurately listed on the brochure.	There are a few citations accurately listed on the brochure.	Incomplete citations are listed on the brochure.

Debate rubric

	<b>Very good - 4</b>	<b>Good - 3</b>	<b>Poor - 2</b>	<b>Unsatisfactory - 1</b>
<b>Information</b>	Used a lot of facts to support all arguments.	Used some facts to support all arguments.	Used few facts to support arguments.	Did not present facts to support arguments.
<b>Understanding of topic</b>	Showed very clear understanding of information.	Showed clear understanding of important information but lacked some evidence	Showed minimal understanding of information with some errors.	Demonstrated misunderstanding of the information

<b>Delivery</b>	Communicated clearly and confidently; maintained eye contact; excellent voice and speed	Communicated clearly; frequent eye contact; good voice and speed.	quite clear and less confident; poor eye contact; poor voice and speed.	Totally unclear; no eye contact; poor voice and very slow speed.
<b>Persuasiveness</b>	All arguments were logical and convincing with many examples, statistics and evidence	Most arguments were logical and convincing with fewer examples and statistics.	Some arguments were logical and convincing but lacked examples and correct statistics.	Few arguments were logical and convincing, without any examples or statistics.
<b>Rebuttal</b>	Addressed all opponent arguments with counter-evidence.	Addressed most of opponent's arguments with counter-evidence.	Addressed some of opponent's arguments with counter-evidence.	Did not address opponent's arguments.

### English Phonemic Character Keyboard

i: she <u>e</u>	ɪ sh <u>i</u> p	ʊ bo <u>o</u> k	u: sh <u>oo</u> t	ɪə <u>h</u> ere	eɪ wa <u>i</u> t	/	
e le <u>f</u> t	ə te <u>a</u> ch <u>e</u> r	ɜ: <u>h</u> er	ɔ: do <u>o</u> r	ʊə <u>t</u> ourist	ɔɪ <u>c</u> oin	əʊ sh <u>ow</u>	
æ h <u>a</u> t	ʌ <u>u</u> p	ɑ: <u>f</u> ar	ɒ <u>o</u> n	eə <u>h</u> air	aɪ <u>l</u> ike	aʊ mo <u>u</u> th	
p <u>p</u> ea	b <u>b</u> oat	t <u>t</u> ree	d <u>d</u> og	tʃ <u>ch</u> ees <u>e</u>	dʒ jo <u>k</u> e	k <u>c</u> oin	g <u>g</u> o
f <u>f</u> ree	v <u>v</u> ideo	θ <u>th</u> ing	ð <u>th</u> is	s <u>S</u> ee	z <u>z</u> oo	ʃ <u>sh</u> ee	ʒ te <u>l</u> evi

# The Phonemic Chart

V O W E L S	i:	I	ʊ	u:	ɪə	eɪ		
	green	pink	wood	blue	clear	grey		
	ɛ	ə	ɜ:	ɔ:	ʊə	ɔɪ	oʊ	
	red	silver	purple	fawn	pure white	turquoise	yellow	
	æ	ʌ	ɑ:	ɒ	ɛə	aɪ	aʊ	
	black	rust	khaki	orange	fair	sky blue	brown	
C O N S O N A N T S	p	b	t	d	tʃ	dʒ	k	g
	Poland	Burma	Thailand	Denmark	China	Germany	Korea	Greenland
	f	v	θ	ð	s	z	ʃ	ʒ
	France	Vietnam	South Africa	The Philippines	Singapore	Zambia	Russia	Malaysia
	m	n	ŋ	h	l	r	w	j
	Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia

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Reference: [https://www1.kent.k12.wa.us/curriculum/tech/k6/3/puget\\_sound/evaluation.htm](https://www1.kent.k12.wa.us/curriculum/tech/k6/3/puget_sound/evaluation.htm)