



**New** **Secondary**

# English

FOR RWANDA

**Teacher's Guide**

**S2**

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# Contents

Introduction . . . . .	v	4.3 Teaching steps (20 lessons) . . . . .	34
1. How to use this Teacher's Guide . . . . .	v	4.4 Assessment . . . . .	38
2. How <i>English S2 Teacher's Guide</i> meets the needs of the new competency-based curriculum. . . . .	v	4.5 Suggested answers . . . . .	39
3. Sample lesson plans . . . . .	xi	<b>Unit 5 Rwanda and East Africa</b>	44
4. The Content map. . . . .	xix	5.1 Content summary . . . . .	44
5. The role of English in Rwanda. . . . .	xxviii	5.2 Background notes . . . . .	45
<b>Unit 1 Heroes and citizenship</b>	1	5.3 Teaching steps (20 lessons) . . . . .	46
1.1 Content summary . . . . .	1	5.4 Assessment . . . . .	50
1.2 Background notes . . . . .	1	5.5 Suggested answers . . . . .	51
1.3 Teaching steps (20 lessons) . . . . .	3	<b>Unit 6 The environment</b>	56
1.4 Assessment . . . . .	6	6.1 Content summary . . . . .	56
1.5 Suggested answers . . . . .	7	6.2 Background notes . . . . .	57
<b>Unit 2 Leadership and democracy</b>	11	6.3 Teaching steps (20 lessons) . . . . .	58
2.1 Content summary . . . . .	11	6.4 Assessment . . . . .	62
2.2 Background notes . . . . .	11	6.5 Suggested answers . . . . .	63
2.3 Teaching steps (20 lessons) . . . . .	13	<b>Unit 7 Community services</b>	69
2.4 Assessment . . . . .	16	7.1 Content summary . . . . .	69
2.5 Suggested answers . . . . .	17	7.2 Background notes . . . . .	70
<b>Unit 3 The media</b>	21	7.3 Teaching steps (20 lessons) . . . . .	71
3.1 Content summary . . . . .	21	7.4 Assessment . . . . .	75
3.2 Background notes . . . . .	21	7.5 Suggested answers . . . . .	76
3.3 Teaching steps (20 lessons) . . . . .	23	<b>Unit 8 Measurements</b>	79
3.4 Assessment . . . . .	26	8.1 Content summary . . . . .	79
3.5 Suggested answers . . . . .	27	8.2 Background notes . . . . .	80
<b>Unit 4 Education</b>	32	8.3 Teaching steps (20 lessons) . . . . .	81
4.1 Content summary . . . . .	32	8.4 Assessment . . . . .	84
4.2 Background notes . . . . .	33	8.5 Suggested answers . . . . .	85

**Unit 9 Health** 88

9.1 Content summary .....88  
9.2 Background notes .....89  
9.3 Teaching steps (20 lessons) .....90  
9.4 Assessment .....94  
9.5 Suggested answers .....95

**Unit 10 Gender** 101

10.1 Content summary .....101  
10.2. Background notes .....102  
10.3 Teaching steps (20 lessons) .....103  
10.4 Assessment .....107  
10.5 Suggested answers .....108

**Additional resources for teachers** 112

Worksheets and memorandums 1–5  
..... 112–121

# INTRODUCTION

## 1. How to use this Teacher's Guide

This Teacher's Guide is to be used with the textbook for *English S2*. It helps teachers use Rwanda's new curriculum. The main purpose of the curriculum is to help Rwandans learn the necessary competences (knowledge, skills, values and attitudes) to achieve the aims of Vision 2020 and recent government policies. These policies want to turn Rwanda into a competence-based society, and need a curriculum that includes the best education practices in the developing world.

Teachers should read the Introduction to this Guide to understand how *English S2* satisfies the new competence-based curriculum. The Introduction gives a clear explanation of a competence-based curriculum, as well as how to develop these competences in learners. It lists the cross-curricular basic competences and describes the generic competences in simple terms. It also lists and explains the cross-cutting issues that are built into the curriculum, highlighting the importance of dealing with these issues with young learners.

The new competence-based curriculum requires a change in teaching style and learning and assessment approaches. The Introduction to this Teacher's Guide also clearly explains learner-centred learning, formative and summative assessment, teaching multi-ability learners (including those with special educational needs) and classroom organisation. Schools have different infrastructure and facilities and teachers are taught to work with what

they have. It includes a detailed content map that gives the main parts of each learning unit in this course as well as sample lesson plans. Finally, the Introduction contains a clear explanation of *English S2* and its importance to learners in Rwanda and in society in general. The broad *English S2* syllabus competences are outlined as well as how *English S2* helps teachers to implement the syllabus in the classroom.

Following the Introduction, this Teacher's Guide contains clear and simple notes for the teacher to help with the implementation of *English S2*. Notes are presented unit by unit and follow the syllabus closely. These notes are clear and complete to provide teachers with the support they need. Teachers are guided step-by-step through the teaching and learning process for this subject and are also encouraged to extend and enrich their learners beyond the syllabus requirements.

## 2. How *English S2* meets the needs of the new competence-based curriculum

This course aims to meet the needs of the new competence-based curriculum by providing a Student's Book and Teacher's Guide based on the key components of the curriculum.

### a) What is a competence-based curriculum?

A competence-based curriculum helps to develop learners' knowledge, skills, attitudes and values in a holistic way. The curriculum focuses not only on teaching

and learning subject content and skills, but also aims to teach particular attitudes and values, that benefit learners and society as a whole. Learning becomes more than just learning knowledge and skills, but engages learners in experiences and activities that positively influence their understanding and approach towards what they are learning.

## b) How to develop competences in students

A competence is the ability to do a certain task successfully, because of having obtained a particular combination of knowledge, skills, attitudes and values. The national policy documents, which are based on the goals of Rwanda as a nation, focus on cross-curricular 'basic competences' and cross-curricular 'generic competences'. Basic competences relate to:

- Literacy
- Numeracy
- ICT and digital competences
- Citizenship and national identity
- Entrepreneurship and business development
- Science and technology.

Generic competences, on the other hand, are not subject-specific and may be applied to any subject or situation. These core competences are:

- **Critical thinking and problem-solving skills:** The ability to think creatively and widely in order to find solutions to problems in many different situations.
- **Creativity and innovation:** The ability to take the initiative and to use your imagination to find new and better ways of doing things.
- **Research:** To collect and use information to ask and answer questions, explain ideas, concepts and phenomena.

- **Communication in official languages:** To use the language of instruction to communicate effectively and correctly through speaking and writing.
- **Cooperation, interpersonal management and life skills:** To cooperate with others in a team and to show positive moral values and respect for the rights, feelings and beliefs of others; to take steps to conserve and protect the environment; to improve personal, family and community health, hygiene and nutrition and to react in a positive way to life's challenges.
- **Lifelong learning:** To continue learning formally and informally throughout your life so that you can deal with changes as you progress through life.

## c) Cross-cutting issues

There are eight cross-cutting issues, which reflect key national concerns and are included in the curriculum for all subject areas. These are:

- **Genocide studies:** This is aimed at helping learners to understand what led to the Genocide and the inspiring story of healing and rebuilding national unity. It is also aimed at encouraging learners to be aware of the role and responsibility of each individual to ensure that nothing of this nature ever happens again.
- **Environment and sustainability:** This is aimed at increasing learners' understanding of the impact of humans on the environment and what they can do to protect the environment around them. Learners need to learn about sustainability as well as the skills, attitudes and values to practise and promote sustainability in their world.
- **Gender:** Learners should learn to recognise basic human rights and the importance of promoting female equality. They learn to understand that

preventing the female population from participating fully in society has a negative impact on the development of the nation as a whole. A good understanding of gender equality helps to ensure that the potential of the whole population will be realised in future.

- **Comprehensive sexuality education:** This issue deals with topics such as HIV/AIDS, STI, family planning, gender equality and reproductive health. Taking the age and gender of the learners into consideration, it gives learners the appropriate knowledge, skills, values and attitudes to make positive choices about their sexuality and life style. Many young people have little knowledge about sexuality and gender and this can make them vulnerable to abuse, ill health and unplanned pregnancies. Comprehensive sexuality education deals with these issues in a respectful and open way, which emphasises basic human rights.
- **Peace and values education:** Peace is necessary for a society to develop and for individuals to focus on personal achievement and their contribution to the nation. Values education helps to ensure that young people contribute positively to society through promoting peace and being committed to avoiding conflict.
- **Financial education:** This introduces learners to good financial practices and behaviours that ensure their economic well-being and that of the nation as a whole. It provides them with the tools for participating in a healthy economy, which can transform their lives.
- **Standardisation culture:** This helps learners to understand the importance of standards in economic development and sustainability. Accepting a standardisation culture has a positive impact on infrastructure,

industrialisation, economic growth, trade and the welfare of the nation as a whole.

- **Inclusive education:** This means that all learners must be educated, regardless of their gender or ability, including those with learning difficulties or other disabilities. It ensures that all learners participate actively and positively in education and it includes different learning styles.

#### d) What is student-centred learning (SCL)?

The new curriculum requires a move towards student-centred learning (SCL) and *English S2* is designed to support this move. Learners must be actively involved in their learning and not be passive recipients of information passed on by the teacher or from a textbook.

They learn by taking part in activities that require them to question, discuss, do practical tasks, solve problems, work in a group, think critically, use their imaginations and so on. They construct knowledge for themselves by moving from the concrete through the pictorial to the abstract. In this way, learners develop skills, attitudes and values as well as knowledge.

The creation of a learner-friendly environment is based on the abilities, needs, interests and experiences of the learners themselves. SCL also helps learners to become more responsible for their own learning and to develop awareness of their own learning styles. It also teaches them to 'think about their thinking' and to understand the learning process and how they reach a particular solution, product or decision.

The shift to learner-centred or active learning needs a change in teaching styles. Teachers (and textbooks) are no longer considered to be the source of all

knowledge as they become facilitators, organisers, advisors, counsellors and role-models. For many teachers, who are accustomed to more traditional ways of teaching, the change may be difficult.

This Teacher's Guide is designed to support and encourage teachers in implementing SCL in the following ways:

- Suggestions are given for classroom organisation, which include whole class, group, pair and individual work, ensuring learners engage with one another in activities.
- Lists of suitable resources and materials are provided that help learners to explore, discover and build knowledge in different ways.
- Advice is given on how to find out about and assess prior knowledge on new topics, so that learners are able to build new understandings based on what they already know.
- A range of learning activities is included that helps learners to develop and consolidate new knowledge, skills, values and attitudes in different ways, taking into account that learners learn in different ways and progress at different rates.
- Assessment procedures are clearly outlined to work out the effectiveness of the teaching and learning processes.
- Helpful questions and answers are provided that help teachers to evaluate learning and to offer appropriate remediation, consolidation and enrichment to learners.

Not only does this Teacher's Guide support teachers in creating a suitable learner-friendly environment to encourage learning both in and out of the classroom, but it also supports the development of teachers themselves in their new professional roles.

## e) Assessment requirements

Assessment plays a crucial role in a learner-centred, competence-based curriculum and it presents new challenges for the teacher. Since the focus is now on how the learner is able to apply knowledge, skills, values and attitudes in different contexts, the nature of assessment has changed both in terms of what to assess and how to assess. The curriculum emphasises two types of assessment, namely **Formative or Continuous assessment** (assessment for learning) and **Summative assessment** (assessment of learning). These two types of assessment are explained in more detail below.

### **Formative assessment (assessment for learning)**

Formative or continuous assessment may be formal or informal and it is used to check if learning is happening. Before each learning unit, the teacher has to identify assessment criteria and procedures for evaluating learners against these criteria. Then, at the end of each learning unit, the teacher has to ensure that every learner has mastered the key unit competences before progressing to the next unit. The teacher has to assess how well each learner has mastered both the subject and generic competences described in the syllabus and, from this, will be able to assess the learner's all-round progress.

This Teacher's Guide provides clear advice and guidelines to teachers for formative assessment in every learning unit. Key unit competences, assessment criteria and learning objectives are signposted at the start of every unit, and advice is given on what and how to assess learners at the end of every unit. In addition, suggestions are provided for assessing learners' prior knowledge or



experience at the start of a learning unit, and for assessing the learning process during the unit. A variety of formative assessment methods are suggested, including observation, oral questioning, peer and self-assessment, pen and paper and so on. This Teacher's Guide also focuses on involving the learners in the formative assessment process, so that they become more aware of and responsible for their own learning.

### **Summative assessment (assessment of learning)**

Summative assessment is used to assess the learners' competence at the end of a process of learning. Typically, it is used to assess whether learning objectives have been achieved and the results may be used to rank or grade learners, to decide on progression, to select for the next level of education or for certification. Summative assessment needs to show that the learner has mastered all the competences. Thus, assessment tasks require learners to apply their knowledge, skills, values and attitudes in different contexts. Summative assessment usually occurs at the end of a learning unit, at the end of a school term and at the end of a school year.

As with formative assessment, this Teacher's Guide provides clear guidelines to teachers for implementing summative assessment at the end of every learning unit. Practical advice is given on what to assess, how to assess and how to award marks or score via simple rubrics, answer memos, checklists and so on. These are designed to help teachers with assessing learners' competences, and with making decisions about progression to the next unit or level.

### **f) Teaching multi-ability learners**

Learners have the right to learn, regardless of their different needs or abilities whether

these are physical, emotional, social or intellectual. This Teacher's Guide has a section in every learning unit which is aimed at assisting the teacher with providing for learners with different needs and abilities. These include those who require remediation, consolidation and extension work.

Each sub-section is clearly signposted and typically includes questions (with possible answers) that can be presented to each group in order to facilitate their learning. In addition, careful thought has been given to the resources and materials listed for every learning unit, so that the needs of different learners may be met.

### **g) Catering for SEN learners**

Teaching multi-ability learners includes providing for those with special educational needs (SEN). Inclusive education involves the provision of learning materials and activities that enable those with physical, emotional, social or intellectual difficulties to actively engage in and fully benefit from the learning process. SEN-learners must feel as much a part of the teaching and learning environment, as those without these particular needs. *English S2* reflects positive images of the active inclusion of disabled people in its texts, illustrations and activities. Suggestions are also given to teachers in the unit notes of this Teacher's Guide to emphasise this message whenever possible, both in the classroom and outside of it.

### **h) Gender representation**

Just as learners with SEN difficulties are shown in a positive way and are involved as active participants in this course, so are females. Any kind of gender stereotyping is avoided in this course material and every effort has been made to demonstrate gender equality in the home, at school, in

the work place and in all other aspects of society. Where necessary, notes have been included in this Teacher's Guide to remind and encourage teachers to emphasise the important message of gender equality and to treat this issue with the respect it deserves.

### **i) Different infrastructure and facilities**

In Rwanda and other countries in Africa, schools differ in respect of their infrastructures, facilities, resources and conditions. This is especially true in the difference between urban and rural schools. Teachers should not give in to the temptation to ignore the requirements of the competence-based curriculum and focus only on teaching syllabus content.

*English S2* is designed to enable all schools and learners in Rwanda to learn the required competences. It takes into account basic levels of resource provision and clearly states the minimum level of work needed for all schools and learners to meet the curriculum requirements. It also takes into account higher levels of resource provision and uses a 'layered approach' to learning activities that provide for schools with or without a computer lab, science lab, library, internet connectivity and so on. Teaching notes may consist of alternative suggestions, depending on the resources available at a particular school. For example, they may state:

*If your learners have access to the internet, then...*

*If your learners do not have access to the internet, then...*

### **j) Classroom organisation**

Classroom organisation has to change to encourage the learner-centred learning demanded by the curriculum. *English S2* explains the organisation of the classroom as an activity-based, learner-centred

environment. Different ways of organising the classroom are suggested and encouraged including whole class, large and small group, paired and individual activities. As group work and pair work may be unfamiliar, and fill teachers and learners with uncertainty, it is worth spending time at the start of the course to agree on some rules about this type of interactive learning. It is also advisable for teachers to introduce paired and group work activities gradually until they (and learners) become more familiar with it. Suggestions for implementing paired and group work activities include:

- Deciding on a signal that your class understands means the start or end of pair or group work (for example, raising your hand, ringing a little bell or writing a particular symbol on the board).
- Having each learner turn to the person next to/behind/in front of them for pair work, in order to avoid too much movement around the classroom.
- Having each pair join up with the pair next to/behind/in front of them for small group work.
- Numbering learners from 1-8 and then asking all the ones to form a large group, all the twos to form another large group and so on.
- Having a few basic rules for listening and speaking in a pair or group (such as taking turns, making sure everyone has a chance to say something, using appropriate body language and learning a few terms to express agreement or disagreement politely).
- Giving different roles to different members of each group (such as someone who writes down everyone's ideas, someone else who reports back everyone's ideas to the rest of the class, someone who makes sure everyone

contributes to the discussion and someone who collects all the materials for the group).

- Pairing or grouping learners according to their abilities so that they are able to progress at their own pace and benefit from remediation activities (weaker learners) or extension activities (stronger learners).
- Mixing learners into multi-ability pairs or groups so that weaker learners can benefit from the input of stronger learners and vice versa.
- Making sure there is a healthy mix of girls and boys in each group, as well as those with SEN or other needs, so that gender equality and social equality may be practised.

### **3. Sample lesson plans**

This Teacher's Guide contains complete notes for the teacher on each learning unit in *English S2*. Included in the notes for each learning unit, there are also clear and simple lesson plans. Lesson planning is necessary to make sure that all learning objectives in each unit are covered.

Comprehensive support is provided so that all the knowledge, skills, attitudes and values that are needed are met over time through a variety of learning activities and experiences. The lesson plans are simple, direct and easy to use. The following sample lesson plans, show the kind of useful information that these plans provide for teachers of this course.

# Sample Lesson plan 1

School name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Term	Date	Subject	Class	Unit	Lesson number	Duration	Class size
1	22 January	English	S2	1	2 of 20	40 minutes	40
<b>Type of Special Educational Needs (SEN) and number of SEN-learners:</b>							
<b>Topic area</b>			Oral and written communication				
<b>Unit title</b>			Heroes and citizenship				
<b>Key unit competence</b>			To use language learnt in the context of heroes and citizenship.				
<b>Title of the lesson</b>			Reading and writing: Read a text and answer questions in writing				
<b>Plan for this class</b>			Classroom seating arrangement: learners are seated so that they can work individually, but also in pairs.				
<b>Learning Objectives (inclusive to reflect needs of whole class)</b>			<ul style="list-style-type: none"> <li>• Knowledge and understanding: Note the use of past simple tense and modal verbs.</li> <li>• Skills: Read a text about a famous person.</li> <li>• Attitudes and values: Understand the role of individuals and heroes in a country and the importance of citizenship for the good of the community and the country.</li> </ul>				
<b>Learning materials</b>			Student's Book – text on Martin Luther King Junior				
<b>References</b>			References influencing the lesson plan.				
<b>Description of teaching and learning activity</b>			Learners talk about Martin Luther King. They read a text and answer questions about him.				

Time for each step	Teacher activities	Learner activities	Competences and cross-cutting issues to be addressed
<b>Introduction</b> 5 minutes	<ol style="list-style-type: none"> <li>1. Explain to learners that they are going to read a text and answer questions on it.</li> <li>2. Before they read the text, encourage them to talk in pairs to establish how much they know about Martin Luther King Junior.</li> <li>3. Collect learners' thoughts on the American hero.</li> </ol>	<ol style="list-style-type: none"> <li>1. Learners arrange themselves in pairs.</li> <li>2. Learners talk in pairs about Martin Luther King Junior. Have they ever heard of him? Do they know what his role in America was? How did he die?</li> </ol>	Generic competences: <ul style="list-style-type: none"> <li>• Lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, cooperation.</li> </ul>

Time for each step	Teacher activities	Learner activities	Competences and cross-cutting issues to be addressed
		<p>3. They answer the teacher's questions to establish how much they know about him.</p>	<p>Basic competence focus:</p> <ul style="list-style-type: none"> <li>• Reading silently and interpreting meaning by answering questions in writing.</li> </ul> <p>Cross-cutting issue focus:</p> <ul style="list-style-type: none"> <li>• Male and female heroes are identified and the citizenship roles of both men and women are highlighted.</li> <li>• Peace and values education: Even when the heroes in the past were soldiers, their ultimate purpose was peace. Their deeds need to be placed in perspective.</li> </ul>

Time for each step	Teacher activities	Learner activities	Competences and cross-cutting issues to be addressed
<p><b>Development of the lesson</b> 25 minutes</p>	<ol style="list-style-type: none"> <li>4. Insist that the learners read the text before they look at the questions.</li> <li>5. Move around in the class and allow learners to ask about the meaning of a word if necessary.</li> <li>6. Allow them 15 minutes to read the text.</li> <li>7. Learners should answer the questions individually. They may refer back to the text to find answers.</li> <li>8. Supervise their work throughout so that they do not waste time or ask their neighbours for the answers. Guide and prompt where necessary.</li> <li>9. Monitor progress against planned time.</li> </ol>	<ol style="list-style-type: none"> <li>4. Learners work individually.</li> <li>5.               <ol style="list-style-type: none"> <li>a) They read the text silently, for 15 minutes.</li> <li>b) They may want to ask for help with vocabulary if necessary.</li> </ol> </li> <li>6. They start answering the questions in writing. This is an individual task.</li> <li>7. They use the target language exclusively.</li> <li>8. They read the questions carefully and write only what is required.</li> <li>9. If they fail to answer all the questions in the time available, they should finish the task for homework.</li> </ol>	
<p><b>Conclusion:</b> 10 minutes</p>	<ol style="list-style-type: none"> <li>10. If learners have experienced any difficulties with the questions, go through the action words in some of the questions.</li> <li>11. Make sure that they are equipped to answer the remaining questions for homework.</li> </ol>	<ol style="list-style-type: none"> <li>10. Give learners an opportunity to mention any problems with the questions that they may have experienced and let them identify the action words in remaining questions, e.g. explain, list, compare.</li> </ol>	

Time for each step	Teacher activities	Learner activities	Competences and cross-cutting issues to be addressed
<b>Teacher self-evaluation</b>	<ul style="list-style-type: none"> <li>• Was the lesson successful?</li> <li>• Did the learners understand the learning objectives?</li> <li>• Did the learners respond well to the learning activities?</li> <li>• How could learning have been improved?</li> <li>• What next steps need to be carried forward to the next lesson?</li> </ul>		

## Sample Lesson plan 2

School name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Term	Date	Subject	Class	Unit	Lesson number	Duration	Class size
1	15 February	English	S2	1	6 of 20	40 minutes	40
<b>Type of SEN and number of SEN-learners:</b>							
<b>Topic area</b>			Oral and written communication				
<b>Unit title</b>			Heroes and citizenship				
<b>Key unit competence</b>			To use language learnt in the context of heroes and citizenship.				
<b>Title of the lesson</b>			Language structure				
<b>Plan for this class</b>			Location: classroom Sitting arrangement: individually seated, but ready for pair work.				
<b>Learning objectives (inclusive to reflect needs of whole class)</b>			<ul style="list-style-type: none"> <li>• Knowledge and understanding: Practise the use of the past simple tense and irregular past simple tense verbs.</li> <li>• Skills: Practise using the correct form of verbs in Writing practice 1.4.1, based on Martin Luther King Jr. and Writing practice 1.4.2, based on Ndabaga.</li> <li>• Attitudes and values: Write English using the correct verb structures. At the same time, become more aware of the citizenship role of leaders.</li> </ul>				
<b>Materials</b>			Student's Book				
<b>References</b>			Background material				
<b>Description of teaching and learning activity</b>			Learners do Writing practice 1.4.1 and 1.4.2 and do peer marking.				

Time for each step	Teacher activities	Learner activities step-by-step (5 min/step)	Competences and cross-cutting issues to be addressed
<b>Introduction</b> 10 minutes	1. Do a quick oral test to establish what the learners remember of the irregular past tense verbs studied in the previous lesson.	1. Learners arrange themselves so that they can work individually and in pairs. 2. Learners provide answers to the teacher's questions on some of the irregular past simple tense verbs they have learnt.	Generic competence to be focused on: <ul style="list-style-type: none"> <li>• Comprehending language through reading and writing and learning basic grammatical structures.</li> </ul>



Time for each step	Teacher activities	Learner activities step-by-step (5 min/step)	Competences and cross-cutting issues to be addressed
			Basic competence focus: <ul style="list-style-type: none"> <li>Cooperating with partners and doing peer assessment.</li> </ul>
<b>Development of the lesson</b> 30 minutes (5 minutes for each learner activity)	<ol style="list-style-type: none"> <li>Give the instruction to work individually and do Writing practice 1.4.1.</li> <li>Allow learners to exchange books and do peer assessment of the Writing practice while the teacher reads out the answers or writes them on the chalkboard.</li> <li>Allow learners to do Writing practice 1.4.2 individually.</li> <li>Provide the answers while partners do peer marking.</li> <li>Do a quick survey by a show of hands to establish how many learners had the various answers right.</li> </ol>	<ol style="list-style-type: none"> <li>Learners do Writing practice 1.4.1.</li> <li>They exchange books with a partner and do peer marking as the teacher provides the answers.</li> <li>They do Writing practice 1.4.2 individually.</li> <li>They exchange books again for peer marking.</li> <li>They put up their hands to indicate which of the items they had wrong, and how many they had right.</li> <li>They make corrections and hand their books to the teacher.</li> </ol>	Cross-cutting issue focus: <ul style="list-style-type: none"> <li>Gender: Some of the heroes are women and gender equality is emphasised. The citizenship roles of both men and women are highlighted.</li> <li>Peace and values education: Even when the heroes in the past were activists or soldiers, their ultimate purpose was peace. Their deeds need to be placed in perspective.</li> <li>Standardisation culture: Standards are a pillar of economic and cultural development and in the practices, activities and lifestyle of the citizens. Even in communication standardisation should be recognised in the use of acceptable language of a high standard.</li> <li>Inclusive education is addressed through the amount of attention paid to individual students.</li> </ul>

Time for each step	Teacher activities	Learner activities step-by-step (5 min/step)	Competences and cross-cutting issues to be addressed
<b>Conclusion:</b> 10 minutes	7. If learners have experienced any difficulties with the questions, go through them again.	9. Give learners an opportunity to mention any problems with the questions that they may have experienced.	
<b>Teacher self-evaluation</b>	<ul style="list-style-type: none"> <li>• Was the lesson successful?</li> <li>• Did the learners understand the learning objectives?</li> <li>• Did the learners respond well to the learning activities?</li> <li>• How could learning have been improved?</li> <li>• What next steps need to be carried forward to the next lesson?</li> </ul>		

#### **4. The Content map**

In addition to helpful notes for each learning unit, *English S2* also contains a Content map in the Teacher's Guide and a Learning overview in the textbook. The Content map provides a clear and easy reference for the following for each learning unit:

- Number of lessons (and homework)
- Introductory activity (for example, a class discussion on a particular topic)
- Classroom organisation (whole class, groups, pairs and individual work)
- Equipment required (list of resources and materials required)
- Learning activities (list of learning activities as per the syllabus)
- Competences practised (broad subject competences and generic competences)
- Subject practice (content of particular subject)
- Vocabulary acquisition (list of new key words)
- Numeracy (if applicable to the subject)
- Study skills
- Revision
- Assessments (informal and formal formative and summative assessments)
- Learning outcomes (list of learning objectives as per the syllabus)

## Content map

	<b>Unit 1: Heroes and citizenship</b>	<b>Unit 2: Leadership and democracy</b>
<b>Number of lessons</b>	20 lessons	20 lessons
<b>Introduction</b>	Oral group discussion	Oral group discussion
<b>Classroom organisation</b>	Class, groups, pairs, individuals	Class, groups, pairs, individuals
<b>Equipment required</b>	Pictures, photographs, etc.	Pictures, photographs of a political leader, published political manifestos
<b>Activities</b>	Group discussions, match words and descriptions or pictures, read texts and answer questions, peer marking, keep vocabulary books, learn and practise language structures, study skills, write paragraphs, listen and take notes, listen to texts and answer questions, edit texts	Group discussions, match pictures with comments, read texts and answer questions, practise reading skills, practise vocabulary, word puzzle, write texts, edit texts, practise language structures, peer marking, listen to texts and answer questions, write and speak a dialogue, write sentences, compare and talk about sentences, write a political leaflet
<b>Competences practised</b>	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation. Research and problem-solving, communication skills, cooperation
<b>Vocabulary acquisition</b>	Related to citizenship and leadership	Related to democratic processes, elections and political objectives
<b>Study skills</b>	Speak: describe Listen to texts Read texts Write answers to comprehension questions Write texts	Speak: discuss and present a dialogue Listen to texts Read texts Write answers to comprehension questions Write texts

<b>Unit 3: The media</b>	<b>Unit 4: Education</b>	<b>Unit 5: Rwanda and East Africa</b>
20 lessons	20 lessons	20 lessons
Oral group discussion	Oral group discussion	Oral group discussion
Class, groups, pairs, individuals	Class, groups, pairs, individuals	Class, groups, pairs, individuals
Charts, textbooks, flashcards, songs, pictures and real objects	Guest speaker, pictures, photographs, etc.	Maps, photographs, pictures
Group discussion, practise skill of describing, read aloud, write sentences and texts, use a dictionary, peer assessment, practise language structures, active listening (taking notes), listen to news, pronunciation, role-play reading a weather forecast	Group discussions, practise language structure, practise vocabulary, self-assessment, transfer information from text to diagram, listen actively, listen and answer questions, peer assessment, plan and write text, practise sounds and spelling, read text and answer questions, arrange information in tables	Group discussion using a map, practise language structures, read aloud and complete vocabulary books, read texts and answer questions, peer assessment, write texts, edit, speak and report discussions, listen and answer questions, complete a table
Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, cooperation	Basic: Literacy, numeracy (diagrams, tables) Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation
Related to media and the news	Related to all levels of education	Related to Rwanda and East Africa
Speak: describe Listen to texts Read texts Write answers to comprehension questions Write texts Read aloud	Speak: discuss ideas Read texts Draw diagrams Write texts Listen to texts Write answers to comprehension questions Read aloud Compile a table from information	Describe in speech Describe in writing Compare and contrast Read texts Listen to texts Answer comprehension questions in writing Write texts after planning

	<b>Unit 1: Heroes and citizenship</b>	<b>Unit 2: Leadership and democracy</b>
<b>Revision</b>	Revise prior knowledge. Do Practices to revise language structures learnt.	Revise prior knowledge. Do Practices to revise language structures learnt.
<b>Assessment</b>	Activities, Practices and Unit assessment	Activities, Practices and Unit assessment
<b>Learning outcomes</b>	Learners should be able to describe the life story of a famous leader, the responsibilities of adults and the responsibilities of children in the community.	Learners should be able to describe democratic processes, electoral processes, political objectives and write a leaflet promising improvements in school.

<b>Unit 3: The media</b>	<b>Unit 4: Education</b>	<b>Unit 5: Rwanda and East Africa</b>
Revise prior knowledge. Do Practices to revise language structures learnt.	Revise prior knowledge. Do Practices to revise language structures learnt.	Revise prior knowledge. Do Practices to revise language structures learnt.
Activities, Practices and Unit assessment	Activities, Practices and Unit assessment	Activities, Practices and Unit assessment
Learners should be able to describe habits with regard to TV and radio, the use of newspapers and magazines, read an extract from a work of literature and write a TV news broadcast.	Learners should be able to describe educational aspirations, the education of family members and friends, the qualifications required by jobs and write about education and aspirations.	Learners should be able to describe Rwanda's position relative to its neighbours, compare and contrast Rwanda with its neighbours, describe goods sold at a local market and write about Rwanda's international trade.

	<b>Unit 6: The environment</b>	<b>Unit 7: Community services</b>
<b>Number of lessons</b>	20 lessons	20 lessons
<b>Introduction</b>	Oral group discussion	Oral group discussion
<b>Classroom organisation</b>	Class, groups, pairs, individuals	Class, groups, pairs, individuals
<b>Equipment required</b>	Pictures, photographs, etc.	Map, plan, pictures, photographs, paper and pencils for drawing plans, conducting survey, etc.
<b>Activities</b>	Group discussion of pictures, practise study skill, practise vocabulary, read texts and answer questions, plan and write texts, do a survey, practise language structures, listen and answer questions, design a questionnaire	Group discussions, write texts, practise language structures, match pictures with descriptions, practise vocabulary, edit texts, peer assessment, self-assessment, read texts and answer comprehension questions, listen to texts and answer comprehension questions, do a survey and write a report, prepare a questionnaire, calculate findings based on the survey, design a graphic report
<b>Competences practised</b>	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation
<b>Vocabulary acquisition</b>	Related to the environment	Related to community services



<b>Unit 8: Measurements</b>	<b>Unit 9: Health</b>	<b>Unit 10: Gender</b>
20 lessons	20 lessons	20 lessons
Oral group discussion	Oral group discussion	Oral group discussion
Class, groups, pairs, individuals	Class, groups, pairs, individuals	Class, groups, pairs, individuals
Ruler, tape measure, containers, marked measuring cups, clothes, pictures, diagrams, map, photographs, etc.	Pictures, photographs, brochures, etc.	Pictures and photographs
Group activity, measure one another and take notes, compare findings, practise language structure, speak, practise the skill of measuring, write texts, quiz, describe calculations, practise vocabulary, group discussion, read a text and answer questions on it, practise sounds and spelling, measure distance, measure, compare and calculate volume, listen to text and answer questions in writing, measure distances on a map, peer assessment, edit	Group discussion, read texts and answer questions in writing, peer assessment, use a dictionary, practise pronunciation, match words with descriptions, write a text, edit, practise language structures, listen to a dialogue and answer questions in writing, compile a table of data from a listening text, speak sentences out loud, read a health brochure and write one	Group discussion, read texts and answer questions in writing, peer assessment, use a dictionary, practise pronunciation, match words with descriptions, write a text, edit, practise language structures, place sentences of a story in correct sequence, make comparisons, speak sentences out loud, listen to a visitor to class, read dialogue aloud
Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation, measuring and calculating distance, volume, height and width	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation	Basic: Literacy Generic: Lifelong learning, critical thinking, creativity and innovation, research and problem-solving, communication skills, cooperation
Related to measurement	Related to health, illnesses and symptoms	Related to gender issues

	<b>Unit 6: The environment</b>	<b>Unit 7: Community services</b>
<b>Study skills</b>	Describe in speech Identify and classify Describe in writing Read texts Listen to texts Answer comprehension questions in writing Write texts after planning	Describe in speech and writing Compare in speech and writing Read texts Listen to texts Answer comprehension questions in writing Design a questionnaire Carry out a survey Present the results in graphic form Present a plan in speech
<b>Revision</b>	Revise prior knowledge Do Practices to revise language structures learnt	Revise prior knowledge Do Practices to revise language structures learnt
<b>Assessment</b>	Activities, Practices and Unit assessment	Activities, Practices and Unit assessment
<b>Learning outcomes</b>	Learners should be able to identify and classify resources and describe their uses, describe the exploitation of resources, the causes of pollution and environmental protection, and write about dangers to the environment and measures to protect it.	Learners should be able to describe how many people use different forms of transport and frequency, road problems and their solutions, compare forms of transport, carry out a survey of local road use, talk and write about local road use and talk about and write a plan of local facilities.

<b>Unit 8: Measurements</b>	<b>Unit 9: Health</b>	<b>Unit 10: Gender</b>
Describe activity in speech and writing Compare in speech and writing Read texts Listen to texts Answer comprehension questions in writing Arrange findings in order Compare data Write texts	Speak: discuss Read texts Listen to texts Write answers to comprehension questions Compile a table from data provided Write texts	Speak: discuss Read texts Listen to texts Write answers to comprehension questions Place sentences in sequence Read a dialogue aloud Write texts
Revise prior knowledge Do Practices to revise language structures learnt	Revise prior knowledge Do Practices to revise language structures learnt	Revise prior knowledge Do Practices to revise language structures learnt
Activities, Practices and Unit assessment	Activities, Practices and Unit assessment	Activities, Practices and Unit assessment
Learners should be able to measure height, weight, length, width, volume and area, describe calculations, and write a text comparing measurements.	Learners should be able to name illnesses and describe their symptoms and describe how we get and prevent those illnesses, etc.	Learners should be able to describe traditional gender roles in Rwanda, compare traditional and modern gender roles, give opinions about the jobs men and women should do and the household roles they should carry out.

## **5. The role of English in Rwanda**

Being able to communicate well in English is very important for young Rwandans. Not only is English the language of instruction from Primary 4 onwards, but it is also an official language. Thus, learning English will help learners to benefit properly from their education. It will also put them in a better position to participate in society at both a national and international level where knowledge of English is essential. Before English became the language of instruction in Rwandan schools and an official language, many Rwandans were unable to communicate properly with the rest of East Africa, the Commonwealth and the rest of the English-speaking world. However, with the introduction of English in Rwanda, these problems should be solved. English is taught as a subject from Pre-Secondary in Rwanda and it becomes the language of instruction from Primary 4 onwards. Learners at the secondary level are required to build on the solid language foundation they have acquired during their Pre-Secondary and Secondary education.

### **Broad English syllabus competences**

The syllabus states that the competences below are applicable for all learners in all contexts; they are not ordered in any particular priority. Thus, learners at Secondary level should be able to:

- Communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts
- Listen attentively and read fluently both for information and for pleasure

- Demonstrate an adequate command of vocabulary and language patterns in simple texts to enable them to learn and communicate in English in different situations
- Listen to and understand English as it is spoken around them in authentic situations.

As explained earlier in the Introduction to this Teacher's Guide, these broad English syllabus competences are to be developed with the generic competences. This is so that learners are able to communicate, use their imaginations and apply critical thinking and problem-solving skills in a wide range of different situations both in and outside the classroom.

### **English at the Secondary level**

Learning language should be seen as a process. At the Secondary level, learners progress from developing their listening and speaking skills to developing their reading and writing skills. At this level, learners are expected to have achieved the basics of English language. Making mistakes should therefore be seen as a chance to learn, rather than something to be ashamed of. At this level, learners should also be encouraged and expected to read both for information and for enjoyment. Thus, schools should make sure learners have regular and easy access to a library where a range of reading materials is available. In addition, learners should be able to write accurately for both functional and creative purposes. They should also be able to express themselves in good spoken English. Schools should therefore also provide clubs such as drama, debating and music, which offer opportunities for learners to communicate further in English.

## Secondary 2 English

Since language learning occurs best in context, *English S2* is designed to provide learners in Secondary 2 with a range of meaningful and stimulating contexts that appeal to young learners at this level. Learners' skills are developed through enjoyable activities using stories, games, pictures, flashcards, action rhymes and songs that encourage repetition and consolidation of new language. Learners start with learning the necessary language for communicating in the classroom. Students then gradually move on to communicate beyond the classroom in the wider school and home environment.

At the same time as oral skills are developed, literacy skills are introduced

through a comprehensive phonics programme, as well as a systematic reading and writing programme. This literacy programme takes into account the importance of being able to 'sound out' words, as well as being able to recognise and spell sight words when reading and writing. The understanding of important concepts such as *number*, *position* and *time* are also covered in this course. It thereby provides a solid foundation for using English across the curriculum as learners progress to higher levels in the Secondary school. In this way, *English S2* is designed to support and encourage teachers to embrace the challenge of implementing the new English syllabus for Secondary 2.



**Key unit competence:** To use language learnt in the context of heroes and citizenship.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Identify the use of the past simple tense and modal verbs.</li> <li>State the vocabulary of citizenship and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, describe the life story of a famous leader.</li> <li>Read/listen to texts about a famous person, the roles of leaders or about the responsibilities of adults and children in the community.</li> <li>Write about the life story of a famous person.</li> <li>Write about the responsibilities of adults and children in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Show willingness and express a desire to take up responsibilities in the community.</li> <li>Enjoy working in the community and encourage others to do the same.</li> </ul>

## 1.1 Content summary

### Language use

#### Talking about famous people

- Martin Luther King was born in 1929.
- King Rwabugiri ruled Rwanda from 1853 to 1895.
- Ndabaga is famous in Rwanda because she became a warrior.
- Talking about leadership
- Religious leaders are responsible for religion in the community.
- Political leaders are responsible for local services.
- Religious leaders teach people about religion.
- What do political leaders do?

#### Talking about citizenship

- Adults have responsibilities in the community.

- What responsibilities do children have?

### Vocabulary

- Citizenship: responsibility, tax, obey, rule, etc.
- Leadership: responsible for, provide, organise, etc.

### Language structure

- The past simple tense
- Modal verb: must

### Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 1.2 Background notes

Rwanda has a remarkable story to tell, from its early history, through the deepest hell of the Genocide, to the country it is today, with an economic

growth rate to be proud of. Heroes are linked to history and the links between this unit and the subject are strong and clear. It is important for the continued development of the country that learners remain aware of their history, their heroes and the role that citizenship should play in their lives.

- **Key vocabulary**

Citizenship: responsibility, tax, obey, rule, etc.

Leadership: responsible for, provide, organise, etc.

- **Competences practised**

**Basic**

- **Literacy** – listening carefully for understanding and seeking clarification when necessary

**Generic**

- **Lifelong learning** – exploiting all opportunities available to improve on knowledge and skills
- **Critical thinking** – think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion
- **Research and problem-solving** – be resourceful in finding answers to questions
- **Communication skills** – communicating ideas using correct language structures and relevant vocabulary
- **Cooperation** – practising positive ethical and moral attitudes with respect to socially-acceptable behaviour; advocating for personal, family and community health, hygiene and nutrition.

- **Cross-cutting issue**

Peace and values education: We need strong leaders in our society. We need people who are prepared to sacrifice time and energy to make life better for others.

- **Links to other subjects**

History and citizenship: leaders, leadership and citizenship

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for the teacher to make sure that the discussion/research in each group is actually taking place and in the target language. The teacher should move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with the least possible disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or to do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities.



This is so that the learners' individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Pictures, photographs, etc.

- **How to introduce the lesson**

The first activity in this unit entails a discussion of what it means to be a hero, and to match pictures and names of national and international heroes and their achievements. This activity will give the teacher an idea of learners' knowledge of this aspect of their lives and whether they have the vocabulary and language knowledge to express themselves.

### 1.3 Teaching steps (20 lessons)

#### **Lesson 1** (Student's Book p. 1)

1. Speaking activity 1.1.1: Learners start by discussing the introductory questions in groups.
2. Then they work in pairs and do the matching practice.
3. They can do peer marking.

#### **Lesson 2** (Student's Book p. 4)

1. Reading and writing practice 1.2.1: Learners read the text individually and then answer the questions in their books.
2. They might have to finish the work for homework.

#### **Lesson 3** (Student's Book pp. 4–5)

1. Allow learners to do peer marking.
2. They then form groups and discuss their answers to the questions and particularly the opinion questions, g), h) and j).

#### **Lesson 4** (Student's Book p. 5)

1. Learners use their S1 vocabulary books or new vocabulary books.
2. They write all new words they learn in it, with the pronunciation and meaning.
3. They should use the words in sentences to make sure that they understand their meaning.
4. They complete the table (Speaking and writing practice 1.3.1), filling in the pronunciation and meanings that are missing.

#### **Lesson 5** (Student's Book pp. 6–7)

1. Language structure: Learners study the irregular forms of the verbs and memorise them as far as possible.
2. They do Writing practice 1.4.1 with peer marking.
3. They then repeat the passage aloud to each other in pairs.

#### **Lesson 6** (Student's Book pp. 7–8)

1. Learners do Practice 1.3 and 1.4 and do peer marking. Remember to provide the correct answers.
2. For homework, learners complete the text with the past simple tense of the verbs in brackets.

#### **Lesson 7** (Student's Book pp. 8–9)

1. Allow a short time for learners to exchange books and peer mark their homework.
2. They study the skill of describing something and do Reading and writing practice 1.5.1 to illustrate that they understand the principle of writing chronologically.
3. Allow learners to exchange books and do peer marking.

**Lesson 8***(Student's Book p. 9)*

1. Speaking and listening practice 1.5.2: Learners have a group discussion on the life of a famous person. The chairperson makes sure that all learners participate. The scribe takes notes.
2. The spokesperson/reporter of each group summarises the group's discussion for the class. You might want to award marks for group and or oral work.

**Lesson 9***(Student's Book pp.10–11)*

1. Language structure: Adverbials of time. Learners study the notes and then complete Writing practice 1.6.1 to 1.6.3
2. They do peer marking.
3. For homework, learners plan a three-paragraph text on a Rwandan hero. They should speak to adults in their area and read about the person. They should do their planning.

**Lesson 10***(Student's Book p. 11)*

1. Writing activity 1.6.4: Learners write a three-paragraph text on one of the Rwandan heroes. The text should be edited by the learners and handed in for assessment.

**Lesson 11***(Student's Book p. 12)*

1. Language structure: must. Learners study the notes and do Writing practice 1.7.1.
2. Self-assessment should be done.

**Lesson 12***(Student's Book pp. 12–13)*

1. Speaking and listening activity 1.7.2: Learners talk in groups about the role of leaders and the qualities expected of a leader. The scribe should take notes.
2. The spokesperson should report their discussion to the whole class.

3. For homework, learners ask their family and neighbours about their opinions on political leaders. They take notes to use later. They should also listen to a news broadcast and take notes, listening for the main points of the news.

**Lesson 13***(Student's Book p. 13)*

1. Learners study the notes on Listening as a skill and talk about it in pairs. They should understand the principle of listening actively.
2. For homework, learners do another listening practice to practise the skill, listening to the news, making notes and listening for the main points of the news.

**Lesson 14***(Student's Book p. 14)*

1. Speaking and listening activity 1.8.1: Learners listen to the text below on the role of leaders, and then answer the questions.
2. They should exchange books for peer marking.

**Leadership**

A leader is someone who leads or shows the way, for others to follow. Leaders are **essential** in society. There are good leaders and bad leaders. Good leaders must be selfless, and they must be committed to the people they lead. Exceptionally good leaders are visionary; they dedicate their lives to the service of others.

An example of bad leadership was seen in Rwanda, during the 1994 Tutsi Genocide. Leaders, both religious and political, openly called upon the population to kill innocent fellow Rwandans. Nearly one million people were killed. Good leadership in Rwanda today has united the country and **harnessed the efforts** of all Rwandans. The country has become united, peaceful and one of the fastest growing economies in the world.

Religious leaders are responsible for teaching about religion. They take care of people's souls. They provide **consolation** to the sick and the **bereaved** during difficult times. They also provide support and encourage parents to bring up their children to become God-fearing adults. Religious leaders also counsel families when there are misunderstandings. They contribute to the stability of families, which **translates** into a stable nation, because families are the foundation of a nation.

Political leaders are responsible for mobilising their citizens for development. They must explain government programmes, resolve conflicts in their countries and govern their countries.

Political leaders must also provide social services for their citizens and ensure that there is security to protect persons and their property and sufficient food for the citizens.

### Lesson 15 *(Student's Book p. 14)*

1. Writing activity 1.8.2: Learners write a text about the role of leaders.
2. They edit their work and then exchange books for peer marking.
3. For homework, learners ask people in their community about the responsibilities of adults and children in the community. They make notes of their responses.

### Lesson 16 *(Student's Book p.15)*

1. Speaking and listening activity 1.8.3: Learners speak about citizenship in groups.
2. Give as many learners as possible an opportunity to report to the whole class.

### Lesson 17 *(Student's Book pp. 15–17)*

1. Reading and writing activity 1.9: Learners read a text about the responsibilities of adults and children in the community, focusing on the modal verb *must*.

2. They answer the questions in writing.
3. Allow them to do peer marking.
4. Ensure that they write all the new words in their vocabulary books.

### Lesson 18 *(Student's Book p. 17)*

1. Writing activity 1.8.5: Learners write about any two responsibilities of citizens.
2. Take in their books for assessment.

### Lesson 19 *(Student's Book pp. 18–19)*

Revision and assessment

### Lesson 20 *(Student's Book pp. 18–19)*

Revision and assessment

#### • Support for learners with learning difficulties

##### Remedial

Give the correct past simple tense verb for each of the verbs in brackets.

1. Martin Luther King Junior (say) he wanted a better deal for his people.
2. He (want) segregation to end.
3. Many people (come) to join the march to Washington.
4. He (make) a speech about his dream of a free society.
5. A white extremist (assassinate) him.

*Answers: 1. said 2. wanted 3. came*

*4. made 5. assassinated*

##### Consolidation

Give the correct past simple tense verb for each of the verbs in brackets.

1. Martin Luther King Junior (choose) \_\_\_\_\_ non-violent resistance against segregation.
2. His role model (be) \_\_\_\_\_ Mahatma Gandhi.
3. After his death, the government (introduce) \_\_\_\_\_ changes to its laws.
4. At that time, many people (speak) \_\_\_\_\_ about his commitment to

racial equality.

5. His 'I have a dream ...' speech (make) \_\_\_\_\_ a great impression on the people of America.

Answers: 1. chose 2. was 3. introduced 4. spoke 5. made

**Extension**

Give the correct past simple tense verb for each of the verbs in brackets.

1. After the Genocide, people had to be (teach) to trust one another again.
2. Many children (lose) their parents.
3. The government and the people (rebuild) their country.
4. The people (know) that they had to work hard to restore the country.
5. No one (think) it would be easy and they worked together.

Answers: 1. taught 2. lost 3. rebuilt 4. knew 5. thought

**1.4 Assessment**

**Formative:** Any of the practices in the unit can be used for formative assessment as their purpose is to teach and not to award marks. Formative assessment also serves to alert the teacher to gaps in learners' knowledge.

**Summative:** This assessment is formal and should be done under examination conditions, with learners working individually. The result of summative assessment provides a score that can be used to determine whether learners have achieved the desired outcomes. Extended writing practices should be assessed using simple rubrics which are provided at the appropriate points.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9-12	5-8	1-4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7-8	3-6	1-2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

### 1.5 Suggested answers

Remember that all activities and practices, as well as the unit assessment at the end of the unit can be used for revision, formative assessment, summative assessment and formal assessment.

#### Speaking activity 1.1.1

*(Student's Book pp. 1–2)*

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

#### Reading and writing practice 1.2.1

*(Student's Book pp. 4–5)*

2. a) Martin Luther King Junior was an Afro-American civil rights activist in the USA in the 1960s.  
b) Separated according to race, with different schools, churches, transport and so on, for people of different races.  
c) He held a PhD in Theology.  
d) He was influenced by Mahatma Ghandi who believed in non-violent means to fight injustice. Violence leads to more violence and in the end it does not achieve the desired results.

- e) The purpose of the march to Washington was to demonstrate for freedom from discrimination for Afro-Americans and for jobs.  
f) No. Many white people joined the march, because not all whites were in favour of racial segregation.  
g) It inspired them to do more to end discrimination.  
h) There were white extremists who did not want his campaign to succeed. He was regarded as the strongest representative of the Afro-Americans.  
i) He was at Heathrow Airport near London and was on his way to Rhodesia (Zimbabwe), which was still under white rule.  
j) Yes, they were realised, although it took some time. The USA government introduced changes to their laws and racial segregation began to be reduced in public schools, transport services and in employment opportunities.

## Vocabulary

### Speaking and writing practice 1.3.1

(Student's Book p. 5)

tax	/tæks/	an amount of money paid to the government from your income
obey	/əʊ'be/	to do what someone in authority tells you to do
provide	/prə'vaɪd/	to make sure that people get what they need by giving it to them
Afro-American	/'æfrəʊ-ə'merɪkən/	an American whose ancestors came from Africa
activist	/'æktəvɪst/	someone who works hard to achieve social or political change
segregated	/'segrɪgeɪt/	to separate one group of people from others because of their race, sex or religion
prejudice	/'predʒədɪs/	an unreasonable dislike of people who are different from you in some way
assassinate	/ə'sæsəneɪt/	to murder an important person
assassin	/ə'sæsən/	someone who murders an important person

### Writing practice 1.4.1 (Student's Book p. 7)

- |              |              |
|--------------|--------------|
| a) was       | b) lived     |
| c) was       | d) attended  |
| e) studied   | f) made      |
| g) was       | h) felt      |
| i) decided   | j) persuaded |
| k) planned   | l) was       |
| m) fled      | n) wanted    |
| o) was       | p) caught    |
| q) deported  | r) appeared  |
| s) sentenced | t) died      |

### Writing practice 1.4.2 (Student's Book p. 7)

- |            |          |            |             |
|------------|----------|------------|-------------|
| a) did     | b) could | c) was     | d) would    |
| e) decided | f) was   | g) trained | h) excelled |
| i) became  | j) hid   | k) went    | l) made     |

### Writing practice 1.4.3 (Student's Book p. 8)

- |                 |             |              |
|-----------------|-------------|--------------|
| a) became       | b) extended | c) prevented |
| d) was          | e) formed   | f) fought    |
| g) showed       | h) was      | i) were      |
| j) assassinated |             |              |

### Homework

(Student's Book p. 8)

- |             |            |            |            |
|-------------|------------|------------|------------|
| a) had      | b) was     | c) noticed | d) started |
| e) reached  | f) sent    | g) asked   | h) could   |
| i) admitted | j) decided |            |            |

### Reading and writing practice 1.5.1

(Student's Book p. 9)

- The story of Ndabaga is not a legend. The story makes it clear that ...
- |   |
|---|
| a) Her father did not have sons.                  |
| b) He was getting old.                            |
| c) Would not be able to carry on.                 |
| d) Ndabaga wanted to save the family's honour.    |
| e) She trained and became as skilled as the boys. |
| f) She hid the fact that she was a girl.          |
| g) She went to the palace.                        |
| h) She was made leader of her peers.              |

- i) Her peers noticed that she was different.
- j) They started a rumour that she was not a man.
- k) The king asked her directly.
- l) She admitted to being a girl.
- m) The king decided to marry her.

**Writing practice 1.6.1** (*Student's Book p. 10*)

- 1. a) from July 1993 to April 1994
- b) at the start of; after
- c) when
- d) during the Genocide

**Writing practice 1.6.2** (*Student's Book p. 10*)

- 1. a) after b) long ago c) for a week
- d) During e) When

**Writing practice 1.6.3** (*Student's Book p. 11*)

- 1. a) After b) At that time c) In 2014
- d) For the past few years
- e) Over the twenty years

**Writing practice 1.7.1** (*Student's Book p. 12*)

(Learners' own sentences. These are just examples.)

- 1. ... it is their duty to improve their lives.
- 2. ... it has been achieved through their own commitment.
- 3. ... work hard at school ...
- 4. ... help build their communities ...
- 5. ... pay taxes ...

**Speaking and listening activity 1.8.1**

(*Student's Book p. 14*)

- 1. A good leader should be selfless, committed and visionary.
- 2. They have united them through good leadership and by harnessing the efforts of all Rwandans.
- 3. Religious leaders provide consolation to the sick and bereaved. They encourage and support parents with the raising of their children and counsel families when there are misunderstandings.
- 4. Religious leaders help to create stable families and this contributes to the stability of the nation.
- 5. Political leaders must mobilise their citizens for development, explain government programmes, resolve conflicts within the country and govern their country.
- 6. Government is expected to provide social services, security and to see that there is enough food for its people.
- 7. to 10. These are all open-ended and will require the learners' own insights.

**Reading and writing activity 1.8.4**

(*Student's Book p. 15*)

- a) Citizens must pay tax because this is the revenue out of which the government must fund things like medical services, education and recreation facilities.
- b) The community degenerates (becomes worse) and does not respect individual citizens.
- c) to j) Open-ended

**Formal assessment** (*Student's Book pp. 18–19*)

1. a) were                      b) ended  
c) occurred                d) took; rebuilt  
e) won                        f) introduced  
g) was                        h) died  
i) told                        j) opened                      [10]
2. a) after                      b) During  
c) First                        d) At the same time  
e) While                      f) Soon; then                [7]
3. a) Georgia, Mississippi and Alabama represent the southern part of the USA.√ This is where slaves were used to work in the fields and where discrimination and segregation were worst. √ (2)  
b) Open-ended. Three points to be mentioned. (3)  
c) He says that he dreams of a time when injustice and oppression will be replaced by justice and freedom. (2)  
d) He dreams that the children of Alabama will be able to associate as friends, regardless of colour. (2)  
e) He had four children. (1)  
f) The march to Washington and King's speech helped put civil rights √at the top of the agenda of reformers in the USA.√ It facilitated the passage of the Civil Rights Act of 1964.√ (3)  
[13]
4. Mark the text using the assessment rubric out of 10 on page 7. (10)

**Total marks: [40]**



**Key unit competence:** To use language learnt in the context of leadership and democracy.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Recognise the use of the passive voice, present simple tense, comparatives and future tense for intentions.</li> <li>Identify the vocabulary of democratic processes, elections and political objectives.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, describe the democratic and electoral processes.</li> <li>In both speech and writing, describe political objectives.</li> <li>Listen to/read text about desired improvements in the community.</li> <li>Write/read leaflets promising improvements in school.</li> </ul>	<ul style="list-style-type: none"> <li>Express concern about what people are saying about politics in the community. You will soon have a vote.</li> <li>When you work in groups, before you report back, agree what your spokesperson will say to the whole class.</li> </ul>

## 2.1 Content summary

### Language use

- Describing democratic processes
  - People vote for their representatives.
  - Elections are held every 5 years.
  - Voters support candidates.
  - All citizens who are old enough have the right to be a candidate.
- Describing political objectives
  - People want more schools.
  - We want equal rights for people with disabilities.
  - What do people want?
- Stating political objectives
  - We will increase incomes.
- Describing the role of a leader
  - The mayor of Kigali has a lot of work. He/she is in charge of all the activities in the city.

### Vocabulary

- Democratic processes:** support, right, equal, conditions, promote, leader, etc.

- Elections:** vote, elect, representative, campaign, etc.
- Political objectives:** equal rights, better conditions, higher salaries, etc.

### Language structure

- Passive voice
- Present simple tense
- Comparatives
- Will for intentions

### Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 2.2 Background notes

The children of Rwanda are growing up in a democracy. They need to know about the electoral system in their country. They also need to learn about the principle of a secret ballot that guarantees that no person can be victimised because of who or what they vote for. The learners in S2 are approaching

the legal voting age and should learn about and appreciate their responsibility as voters in a democracy. They should also be aware that it is every person's democratic right to vote for the leader of their choice, without fear of violence. A mature democracy accepts victory or failure of a political party as the will of the people. If any dishonesty or fraud is suspected, the legal route should be followed to prove the allegations. Learners also learn to listen critically to politicians' pre-election speeches.

- **Key vocabulary**

**Democratic processes:** support, right, equal, conditions, promote, leader, etc.

**Elections:** Vote, elect, representative, campaign, etc.

**Political objectives:** equal rights, better conditions, higher salaries, etc.

- **Competences practised**

**Basic**

**Literacy** – expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words

**Generic**

**Critical thinking** – weigh up evidence and make appropriate decisions based on experience and relevant learning; think reflectively, broadly and logically about challenges encountered in all situations

**Research and problem-solving** – be resourceful in finding answers to questions and solutions to problems

**Communication skills** – developing and communicating messages and speech appropriate to the target recipient or audience.

- **Cross-cutting issue**

Peace and values education: Democratic elections encourage peace and stability. All people, regardless of gender or ability, should be allowed to vote.

- **Links to other subjects**

History and citizenship: democracy, democratic processes, political objectives and intentions

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Group work makes it possible to engage every learner in the class in learning throughout every lesson.

Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. You should move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with the least possible disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing, or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's because they are on the same intellectual level.

**Individuals:** While groups and pairs can

engage in preparation, reading and writing should usually be individual activities. This is so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Pictures, photographs of a political leader, published political manifestos

- **How to introduce the lesson**

Learners are growing up and should begin to take an interest in the politics of the country and to understand their role as voters. They will soon have a vote. Learners should be able to express concern about what people are saying about politics in the community. Start by talking about the electoral process in the country and the importance of voting. Learners' discussion of the picture at the beginning of the unit will give you a good idea of the extent of their knowledge and prior learning and the vocabulary at their disposal. You might have to do remedial work if learners do not have the requisite prior knowledge.

## 2.3 Teaching steps (20 lessons)

### Lesson 1

(Student's Book p. 20)

1. Speaking and listening activity 2.1.1: Learners form groups and discuss the picture on page 20 of the Student's Book.
2. This practice, with the guidelines, will give you an idea of the extent of learners' knowledge of the topic and the relevant vocabulary and language structures. It also gives you an indication of where to place emphasis in your lessons.

### Lesson 2

(Student's Book pp. 21–22)

1. Reading and listening activity 2.1.2: Learners match the numbered pictures with the comments on the right-hand side.

2. In groups they should then discuss the questions raised.

### Lesson 3

(Student's Book pp. 22–24)

1. Reading and writing activity 2.1.3: The activities in the previous lessons serve as pre-reading practices.
2. Learners read the text, *Democracy and the electoral process* and then answer the questions that follow in writing.
3. Learners exchange books and do peer marking.

### Lesson 4

(Student's Book pp. 24–25)

1. Learners study the skills notes on the different types of reading.
2. Learners do Reading and speaking practice 2.2.1 to practise their reading skills.

### Lesson 5

(Student's Book pp. 25–26)

1. Learners study the vocabulary provided and say the words out loud. You should help them to look up pronunciation in their dictionaries.
2. They work in pairs and write three sentences for each group of words, using at least two of the words in each sentence.
3. For homework, learners find the 14 words hidden in the word block.

### Lesson 6

(Student's Book p. 26)

1. Speaking and listening activity 2.3.1: Learners form groups and discuss what they know about the democratic and electoral process. Circulate and listen to what they are saying. The scribes take notes.
2. The reporters should be given an opportunity to report the group's discussion to the class.

## Lesson 7

(Student's Book p. 26)

1. Writing activity 2.3.2: Learners write three paragraphs on the democratic and electoral process. They should follow the guidelines and edit the text before assessment.
2. This could be peer marked or handed in for formal assessment.

## Lesson 8

(Student's Book pp. 27–28)

1. Learners study the notes on the passive voice.
2. They then do Writing practices 2.4.2, 2.4.3 and 2.4.4.
3. They do peer marking.

## Lesson 9

(Student's Book pp. 28–29)

1. Listening and writing activity 2.4.5: Learners do a pre-listening practice and then listen carefully to the following dialogue. You can get the best reader in the class to read the dialogue with you.
2. Read it a second time if necessary.
3. Learners answer the questions in writing and do peer marking.

### Dialogue between neighbours

(Munezero and Ivan are sitting under a tree, outside Munezero's house, talking about the conditions in the country and their hopes for the future.)

Munezero: I think the politicians are doing quite well at the moment.

Ivan: Yes, but I would like to see even stronger plans to prevent corruption.

Munezero: I don't think there is too much corruption in comparison with other countries, but I agree. The less corruption the better.

Ivan: We still need a lot of money spent on our health services. I would like to see every village have its own health centre. More doctors need to be trained and appointed. There are too

few doctors in Rwanda.

Munezero: I agree, but I think education should be our top priority. Some of our schools are doing very well. But there are too many schools that lack properly trained teachers and proper facilities.

Ivan: Don't you think better health services are more important?

Munezero: Look, I don't deny the importance of health services, but the whole future of our country depends on education.

Ivan: Why do you think so?

Munezero: We need to educate more people to improve the economy of our country. Entrepreneurship in particular must be improved. If we train people in entrepreneurship we will reduce unemployment in the country. More employment, more taxes, more prosperity for more people! And to achieve this, the government has to spend more money on teacher training, even in-service training. We need the best teachers to take our country to the next level.

Ivan: I see you feel strongly about this! I agree, but I still think more needs to be done to improve our health services.

Munezero: But don't you see that improved education and prosperity will also improve health services? More people will be able to train as midwives, nurses and doctors!

4. For homework, learners speak to 10 people in their area and ask them what improvements they would like to see in the community after the next elections. They write down their thoughts.

## Lesson 10

(Student's Book p. 29)

1. Speaking and writing activity 2.4.6: Learners work in pairs and write a dialogue between two people about improvements they would like to see in the country. They use the suggestions they collected for homework.

2. Give as many pairs an opportunity to present their dialogues as possible.

**Lesson 11** (Student's Book pp. 29–30)

1. Learners do Writing practice 2.5.1 on comparatives, which is an oral practice to practise the structure.
2. They then do Writing practices 2.5.2–2.5.4.
3. For homework, learners construct and write down five sentences from the table provided.

**Lesson 12** (Student's Book p. 31)

1. Writing and speaking activity 2.5.5: Learners write five sentences each about political objectives, following the examples provided.
2. When they have finished writing, they work in groups, compare their sentences and talk about them.

**Lesson 13** (Student's Book p. 31)

1. Speaking and listening activity 2.5.6: Learners work in groups and discuss the role of political leaders in the community. They should take note of the example.
2. Each group should agree on what the spokesperson will say about the group's discussion before the spokesperson reports to the whole class.

**Lesson 14** (Student's Book p. 32)

1. Learners say the language structure example out loud.
2. They then do Writing and speaking practice 2.6.1 in writing and repeat it aloud in pairs.

**Lesson 15** (Student's Book p. 32)

1. Sounds and spelling: Learners practise saying the words out loud and write the unfamiliar words in their vocabulary books.
2. They should also use the words in sentences.

**Lesson 16** (Student's Book p. 33)

1. Reading and writing activity 2.7.1: Learners read a candidate's manifesto and answer the questions in writing.
2. They exchange books for peer marking.
3. For homework, learners think about improvements they would like to see at their school and write down at least five points about improvements. They should also talk to other people in their community or their family to find out what they think.

**Lesson 17** (Student's Book p. 33)

1. Speaking and listening activity 2.7.2: Learners hold a group discussion. They have done some research about what improvements people would like to see in schools. The learners speak from the perspective of someone who will be in a position to bring about the changes, using will.
2. They agree with the spokesperson about what will be reported to the whole class.

**Lesson 18** (Student's Book p. 34)

1. Writing activity 2.7.3: Learners write a political leaflet on improvements needed at their school. They should plan it, write it and edit it before handing it in for assessment.

**Lesson 19***(Student's Book p. 35)*

Revision and assessment

**Lesson 20***(Student's Book p. 35)*

Revision and assessment

- **Support for learners with learning difficulties**

**Remedial**

1. Complete the following sentences correctly:

When the voters go to the polling station tomorrow, the officials

- a) (meet) them and
- b) (take) them to the desk where other officials
- c) (check) their identity documents. They
- d) (then wait) until there is a cubicle free and then they
- e) (receive) a ballot paper and
- f) (go) in to vote. They
- g) (place) the folded ballot paper in the ballot box.

*Answers: a) will meet b) will take c) will check d) will then wait e) will receive f) go g) will place*

**Consolidation**

Complete the sentences correctly:

The candidate says that if all citizens work together, the country's prospects a) (improve) in the future. This means that everybody b) (have) work and all citizens c) (pay) taxes. The government d) (then have) enough money to improve education and health services. The candidate promises that free health services e) (be) provided as soon as possible.

*Answers: a) will improve b) will have c) will pay d) will then have e) will be*

**2.4 Assessment**

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination circumstances, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 2.5 Suggested answers

### Reading and listening activity 2.1.2

(Student's Book p. 21)

1. c) 2. f) 3. a) 4. g) 5. b) 6. d) 7. h) 8. e)
2. c) They will not resort to violence when they do not win.
- d) If there are grounds for dissatisfaction, they will approach the courts.

### Reading and writing activity 2.1.3

(Student's Book pp. 22–23)

2. a) It existed since long before the birth of Christ, when the Greeks introduced democracy.
- b) The people decide who will rule them.
- c) No. Nowadays democracy has been embraced by most countries in the world.
- d) No. In the beginning women were not allowed to vote. In the UK a law was passed in 1928 which allowed women older than 21 to vote.

- e) Learners' own answers. Possibly men did not regard women as important enough to vote, they were second-class citizens, men regarded them as a threat.
- f) In Rwanda the legal voting age is 18.
- g) The Rwanda National Electoral Commission (RNEC)
- h) Women, the disabled and some youth.
- i) Every Rwandan should practice their right to vote and to accept the results of elections without violence.
- j) The sign of a mature democracy is that the voters accept the results of an election. If they suspect fraud or dishonesty, they approach the courts to resolve the dispute.

### Vocabulary

(Student's Book p. 25)

Allow learners' own sentences, nine altogether, each containing two words from those in the group. For example: In a democracy elections must be held regularly.

**Homework***(Student's Book p. 26)*

L	E	A	D	E	R	S	H	I	P				
	Q	H		C		D	U	O		O			
	U	T	V	O	T	E	W	F			L		
	A	L		N		E			F			L	
	L	A		O	R	L				R			
E		E		M	D	E	M	O	C	R	A	C	Y
U		H		I		C						G	
E	E	D	U	C	A	T	I	O	N				E
U				S		B	A	L	L	O	T		
Q		C	A	M	P	A	I	G	N				

Fourteen words: leadership, vote, democracy, education, ballot, campaign, queue, equal, health, economics, elect, suffrage, poll, power

**Writing practice 2.4.2***(Student's Book p. 28)*

- The president is elected by the people.
  - The workers are paid by the Ministry.
  - The candidate is chosen by the voters.
  - The people are visited by the candidate.
  - The polling station is guarded by the police.

**Writing practice 2.4.3***(Student's Book p. 28)***Remedial**

- are organised
  - are guarded
  - are addressed
  - is published
  - are interviewed

**Writing practice 2.4.4***(Student's Book p. 28)***Extension**

- Many promises are made by the politician.
  - Representatives of all parties are interviewed by the radio announcers.
  - Voters' identity documents are checked by the officials.
  - The popular candidate's box is ticked by the voter.
  - The president is elected by the voters.

**Listening and writing activity 2.4.5***(Student's Book p. 28)*

- They are Ivan and Munezero. They are sitting under a tree outside Munezero's house.
  - No, they think the government is doing quite well.
  - According to the text there is some corruption, but not much in comparison with other countries.
  - Ivan thinks the health sector needs the most improvement.
  - Munezero considers education to be most important.
  - He says there are too few doctors, and he would like to see a health centre in every village.
  - He believes that entrepreneurship will enable people to create more jobs, earn more money, and pay more taxes which will improve the economic status of the country.
  - The country needs the best teachers to lift the country to the next level.
  - In-service training is training while one is working, without taking study leave and leaving learners without teachers.
  - Learners' own answers



### Writing practice 2.5.1

(Student's Book p. 29)

Possible combinations:

- Education will be better than it was before/than in the past/than before/than it is now.
- Health provision will be better than it was before/than in the past/than before/than it is now.
- Economic growth will be higher than it was before/than in the past/than before/than it is now.
- Poverty will be less than it was before/than in the past/than before/than it is now.
- Farmers will be better trained than before.

### Writing practice 2.5.2

(Student's Book p. 30)

1. a) better b) higher c) better d) better  
e) higher

### Writing practice 2.5.3

(Student's Book p. 30)

#### Remedial

1. a) more b) more c) more d) less  
e) better

### Writing practice 2.5.4

(Student's Book p. 30)

#### Extension

Learners' own sentences, for example:  
*That candidate is better than this one.*

#### Homework

(Student's Book p. 30)

- Schools will be better than before.
- The economy will be better than before.
- Poverty will be less than before.
- Prosperity will be more than before.
- Health services will be better than before.

### Writing and speaking practice 2.6.1

(Student's Book p. 32)

- |                 |                  |
|-----------------|------------------|
| a) will make    | b) will try      |
| c) will make    | d) will contact  |
| e) will provide | f) will also try |
| g) will ensure  | h) will try      |

### Reading and writing activity 2.7.1

(Student's Book p. 33)

- a) She wants to make a difference to the economy, particularly farming, education, health provision, and education and equality for women.
- b) Perhaps the economic situation of farmers should be tackled, education and women's issues.
- c) No. They are all expensive options, and it would probably not be possible to achieve all at the same time.
- d) Learners' own opinions.

### Formal assessment

(Student's Book p. 35)

1. a) ballot paper: the list of candidates on which voters indicate their preference  
b) ballot box: the box in which the completed ballot papers are placed  
c) manifesto: the list of a party or a candidate's promises for the election  
d) campaign: a plan of action to get a person or a party elected  
e) candidate: a person who makes him/herself available to be elected for public office. (Must be given in full sentences.) (5)
2. Learners' own answers (4 × 2 = 8)
3. It means that all adults have the right to vote, without restrictions or exceptions. (2)
4. The president is elected every seven years, the parliament every five years and the senate every eight years. (1)

5. The people choose their own government; if they are not satisfied with their government they can replace it; the government can be held accountable. (3)
6. They guard the polling station and the voters, to ensure that there is no danger of an attack, and to discourage fraud. (2)
7. When politicians stress ethnic differences and when they favour one group over another. (2)
8. That people can accept that they have lost an election and not resort to violence. (2)
9. a) will be, better  
b) will be made, stronger  
c) will ensure, will be, better  
d) will make, better  
e) will be, better, will not be  
f) will only be, will have, to do (15)
10. Mark this text using the rubric out of 20 provided on page 16. (20)

**Total marks: [60]**

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

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Recognise the use of adverbs of frequency, the present perfect tense and the future tense.</li> <li>List some media-related vocabulary, including news broadcasts.</li> </ul>	<ul style="list-style-type: none"> <li>Describe habits with regard to TV and radio and the use of newspapers and magazines.</li> <li>Listen to a news broadcast.</li> <li>Read an extract from a work of literature.</li> <li>Read a newspaper report.</li> <li>Write and orally report a TV news broadcast.</li> <li>Write and orally report a weather forecast.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy listening to radio or watching TV news in English.</li> <li>Read books and magazines about their favourite subjects in English.</li> </ul>

### 3.1 Content summary

#### Language use

- Talking about newspapers and magazines
  - I often read newspapers. I read magazines once a day. Which newspapers do they read? How often do you read newspapers?
- Reading stories
  - At night I left my house and wandered into the forest. I was curious about wild animals.
- Talking about radio and TV
  - I sometimes watch TV. They listen to the radio once a week. How often do they listen to the radio?
- Talking about TV/radio programmes
  - We like music. Which kind of radio programmes do you like? I like ... (TV/radio programme).

- Role-playing a TV/radio broadcast
  - An accident has taken place in Musanze.

#### Vocabulary

- Media:** magazine, newspaper, radio, TV, programme, watch
- News:** visit, prime minister, accident, weather

#### Language structure

- Adverbs of frequency
- The present perfect tense
- The future tense with *will*

#### Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

### 3.2 Background notes

The learners in S2 are growing up and it is important that they should start taking

note of what is happening around them, in their country and in the world at large. When introducing this unit, it is important to talk to the learners about the importance of the media, but also to warn them that they should always listen/watch/read critically. This means that they should think about what they are hearing, seeing and reading and decide whether they agree or not. The greater their exposure, the better they will be able to evaluate information.

- **Key vocabulary**

**Media:** magazine, newspaper, radio, TV, programme, watch

**News:** visit, prime minister, accident, weather

- **Competences practised**

**Basic**

**Literacy** – reading a variety of texts accurately and quickly; listening carefully for understanding and seeking clarification when necessary

**Generic**

**Lifelong learning** – exploiting all opportunities available to improve on knowledge and skills

**Creativity and innovation** – generate original ideas and apply them in learning situations

**Communication skills** – communicating clearly and confidently using a range of linguistic, symbolic, representational and physical expression

**Cooperation** – adapting to different situations, including the world of work.

- **Cross-cutting issue**

**Inclusive education:** Each learner in class is different. Help each other to learn. Encourage everyone, even if they are different from you.

- **Links to other subjects**

Kinyarwanda, French and Kiswahili: news, weather forecast and media

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. You should move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with the least possible disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Charts, textbooks, flashcards, songs, pictures and real objects

- **How to introduce the lesson**

Learners should not be discouraged from accessing media in their primary language, but at least once a day they should listen to/watch programmes in English and read some English in the form of newspapers and magazines. The groupwork in Activity 3.1 should give you a fair idea of the learners' exposure to and use of the various media. The lessons in this unit should be aimed at increasing learners' exposure to and understanding of the media and its role.

### 3.3 Teaching steps (20 lessons)

#### Lesson 1 *(Student's Book pp. 36–37)*

1. Speaking and listening activity 3.1.1: Learners study the pictures on the page and hold a group discussion on their exposure to the media.
2. A reporter is nominated to report to the class on each group's discussion.

#### Lesson 2 *(Student's Book p. 37)*

1. Learners study the notes on the skill of describing.
2. They then do Speaking and listening practice 3.2.1.

#### Lesson 3 *(Student's Book p. 38)*

1. Speaking and listening practice 3.2.2: Learners work in pairs and first complete the sentences in speech.
2. They then write the best sentences down.

#### Lesson 4 *(Student's Book p. 38)*

1. Learners study the list of media and related vocabulary.

2. They then do Writing practice 3.3.1, Speaking practice 3.3.2 and Writing practice 3.3.3. They should make use of a dictionary. Learners may do this in pairs, but each should write the work into their own vocabulary books.

#### Lesson 5 *(Student's Book pp. 39–40)*

1. Learners do Writing practice 3.3.4. They do peer assessment, discuss their errors and correct them.

#### Lesson 6 *(Student's Book p. 40)*

1. Writing activity 3.3.5: Learners should write five sentences each on their habits with respect to watching TV, listening to the radio and reading newspapers and magazines.
2. They should then exchange books and do peer assessment.

#### Lesson 7 *(Student's Book p. 41)*

1. Learners should study the notes on using adverbs of frequency.
2. Allow them to work in pairs, repeat the sentences aloud to one another and talk about the meaning of each sentence until they are quite clear about the use of adverbs of frequency.

#### Lesson 8 *(Student's Book pp. 42–43)*

1. Learners do Writing practice 3.4.1 and 3.4.2.
2. Allow peer assessment when you read the answers to them.
3. Learners read the sentences aloud to each other to reinforce the usage.

#### Lesson 9 *(Student's Book p. 44)*

1. Those learners who need remedial work do Writing practice 3.4.3, while those

- who do not need remediation should go straight on to Writing practice 3.4.4.
- Learners do peer assessment.
  - Those who do Writing practice 3.4.4 discuss their sentences with each other.
  - The homework is a practice in active listening.

## Lesson 10

(Student Book p. 45)

- Remind learners of the notes on listening as a skill, in Unit 1, page 13, focusing on active listening. They consider the notes they took during their homework and use them to reinforce the idea of active listening.
- Learners do the pre-listening practice to prepare their minds.
- They then listen to the text you will read or play to them.
- They answer the questions.
- You may read it a second or third time for them to check their answers.

Good morning. This is John Musabe with the news.

The National Police Force is being modernised as an investment in national security.

Rains and flooding are having an effect on food security in the country.

A serious bus accident claiming five lives has occurred on the main road between Kigali and Gitarama.

The National Police Force is being modernised.

A large number of commissioners and senior police officers have recently graduated with a Master of Arts Degree in Peace Studies and Conflict Transformation from the University of Rwanda. This has been hailed as a huge step in the right direction. In addition, at the National Police College men and women are being equipped with advanced and contemporary policing skills. The Rwandan National Police Force can currently be counted among the most advanced police forces in Africa.

Excessive rain has been measured during the current rainy season and extensive flooding has occurred. In the lower parts of Rwanda, many rice paddies have been washed away. This is going to have a serious impact on the production of rice in Rwanda. More rice will have to be imported at higher prices. This in turn will affect the economic situation in Rwanda and the balance of payments.

A serious accident has been reported on the main road between Kigali and Gitarama, 10 km outside of Kigali. Five people were killed and 20 injured early this morning. The bus in which they were travelling left the road and overturned in a ditch. It took the accident response vehicles three hours to lift the bus out of the ditch. The cause of the accident is still being investigated. It appears that a tyre might have burst, causing the driver to lose control. The five fatalities were all men on their way to work. Five families have lost their main breadwinners.

This is the end of the bulletin. The next news bulletin will be broadcast at 11.00.

## Lesson 11

(Student's Book pp. 45–46)

- Learners study the pronunciation chart.
- They do Speaking and listening practice 3.5.1.
- For homework, learners complete the crossword puzzle.

## Lesson 12

(Student's Book pp. 47–48)

- Reading and writing activity 3.5.2: Learners do the pre-reading practice.
- They then read an extract from a work of literature.
- They answer the questions and do peer assessment.
- They may need to complete this for homework and do the peer assessment at the beginning of the next lesson.

**Lesson 13** (Student's Book pp. 48–49)

1. Learners study the notes on the present perfect tense.
2. They do Writing practices 3.6.1 – 3.6.3. These should be self-assessed.
3. Those who do Writing practice 3.6.3 should exchange books and assess each other's sentences, discussing any errors.

**Lesson 14** (Student's Book p. 49)

1. Reading and writing activity 3.6.4: Learners do a pre-reading practice.
2. They then read a newspaper report focusing on the present perfect tense.
3. They answer the comprehension questions individually and do peer-marking.

**Lesson 15** (Student's Book p. 50)

1. Writing activity 3.6.5: Learners write five sentences about a news event for TV or radio.
2. They exchange books to edit each other's work.

**Lesson 16** (Student's Book p. 50)

1. Speaking and listening activity 3.6.6: Learners role-play broadcasting their news event. They first work in groups and the groups choose the best in each group to present to the class.

**Lesson 17** (Student's Book pp. 50–51)

1. Language structure: Learners study the notes on the future tense with *will*.
2. They then do Writing practice 3.7.1 – 3.7.4.
3. They do peer assessment.
4. For homework, learners listen to a weather forecast and note the vocabulary and tense used.

**Lesson 18** (Student's Book p. 51)

1. Writing and speaking activity 3.7.5: Learners write sentences about a weather forecast, paying attention to *will*.
2. They role-play their weather forecast in their groups, pretending they are the radio presenter, and paying attention to *will*.

**Lesson 19** (Students' Book pp. 52–53)

Revision and assessment

**Lesson 20** (Student's Book pp. 52–53)

Revision and assessment

• **Support for learners with learning difficulties**

**Remedial**

Fill in the blank spaces with words or groups of words or give the correct form of the verb in brackets.

We a) (not have) television at home, but we b) (adverb of frequency)

\_\_\_\_\_ watch a programme at the neighbours. We c) (adverb of frequency) \_\_\_\_\_ listen to the radio, particularly the news and the d)

\_\_\_\_\_. We e) (adverb of frequency) \_\_\_\_\_ buy a newspaper to read.

My teacher wants us to read more English so in future I f) (buy) a newspaper every week. I g) (read) as much of it as I can. I h) (even try) the crossword puzzle!

Answers:

a) do not b) usually/often/sometimes

c) usually d) weather forecast

e) always/sometimes f) will buy

g) will read h) will even try

**Extension**

- Write the following six sentences in the context of the media, using some of the

vocabulary you have learnt in this unit:

- Two sentences using the present perfect tense
- Two sentences using the future simple tense
- Two sentences using two different adverbs of frequency.

Answers:

Learners' own sentences. They could exchange books to do peer assessment and discuss the errors.

### Consolidation

Complete the passage by filling in the blank spaces with words or groups of words or giving the correct form of the verb in brackets.

We a) (not have) \_\_\_\_\_ television at home, so we b) (adverb of frequency) \_\_\_\_\_ listen to the radio. We c) (adverb of frequency) \_\_\_\_\_ listen to the news and the d) \_\_\_\_\_, because we need to know if we should wear warm jackets to school the next day. We e) (adverb of frequency) \_\_\_\_\_ buy a newspaper to read, but not every day, because newspapers are expensive. I want to read more English to improve

my marks, so in future I f) (buy) at least one newspaper every week. I g) (read) \_\_\_\_\_ as much of it as I can, but the political articles are difficult. I h) (even try) \_\_\_\_\_ to read the editorial!

Answers:

a) do not have b) usually/often c) usually/always d) weather forecast e) sometimes f) will buy g) will read h) will/may even try

### 3.4 Assessment

**Formative:** Any of the practices in the unit can be used for formative assessment as their purpose is to teach and not to award marks. Formative assessment also serves to alert the teacher to gaps in learners' knowledge.

**Summative:** This assessment is formal and should be done under examination conditions, with learners working individually. The result of summative assessment provides a score that can be used to determine whether learners have achieved the desired outcomes. Extended writing practices should be assessed using simple rubrics which are provided at the appropriate points.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.



Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

### 3.5 Suggested answers

#### Speaking and listening activity 3.1.1

(Student's Book p. 36)

- TV/television; radio; newspaper; magazine

#### Speaking and listening practice 3.2.2

(Student's Book p. 38)

These will be the learners' own sentences. The following are merely suggestions:

- ... every day.
- ... every day/from cover to cover.
- ... the sports page and the cartoons.
- ... the political section.
- ... because there are interesting programmes.
- ... they are very expensive.
- ... the magazines.
- ... the monthly sports magazine.
- ... they keep one informed about what is happening in the country.
- ... I am too busy with school work.

#### Writing practice 3.3.1 (Student's Book p. 39)

1.

##### A: Media

Word	Pronunciation	Meaning
magazine	/mægə'zi:n/	a large thin book with a paper cover, containing news, articles and pictures, published weekly or monthly
newspaper	/'nju:spɛɪpə/	a set of large folded sheets of paper containing news, articles and pictures
radio	/'reɪdiəʊ/	a piece of electronic equipment which you use to listen to programmes that are broadcast, like music and news
television (TV)	/'teləvɪʒən/	an appliance shaped like a box with a screen, on which you can watch programmes

**B: Related vocabulary**

Word	Pronunciation	Meaning
programme	/'prəʊgræm/	a show or performance on television or radio that is played regularly
listen	/'lɪsən/	to pay attention to what someone is saying or to a sound that you can hear
article	/'ɑ:ɪkəl/	a piece of writing about a particular subject, in a newspaper or magazine
watch	/wɒtʃ/	look at
editorial	/edə'tɔ:riəl/	a piece of writing in a newspaper that gives the editor's opinion about something
news	/nju:z/	information about something that has happened recently
column	/'kɒləm/	vertical (top to bottom) strip of print in a newspaper or magazine
weather forecast	/'weðə/ /'fɔ:kɑ:st/	a report saying what the weather is expected to be like in the future
serial	/'sɪəriəl/	a story that is broadcast or printed in several separate parts on radio, television or in a magazine

bulletin	/'bʊlətən/	a news report on radio or television
episode	/'epəsəʊd/	a television or radio programme that is one of a series of programmes telling one story
presenter	/pri'zentə(r)/	someone who reads news or information on radio or television

**Writing practice 3.3.3** (Student's Book p. 39)**Remedial**

- a) weather forecast  
b) listen  
c) news  
d) programme  
e) TV/television  
f) radio

**Writing activity 3.3.4** (Student's Book p. 40)**Extension**

- a) editorial  
c) presenter  
e) serial
- b) serial, episode  
d) weather forecast  
f) bulletin

**Writing practice 3.4.1** (Student's Book p. 42)

- a) seldom/rarely/hardly ever/never  
b) always/usually/generally  
c) always  
d) seldom/rarely/hardly ever/never  
e) regularly  
f) always/usually/frequently  
g) regularly  
h) seldom/rarely/hardly ever/never  
i) usually/often  
j) sometimes/frequently/occasionally

### Writing practice 3.4.2 (Student's Book p. 43)

- a) usually            b) regularly  
c) generally        d) always  
e) frequently       f) always  
g) usually           h) sometimes  
i) always            j) normally/usually

### Writing practice 3.4.3 (Student's Book p. 44)

#### Remedial

(These answers are not the only correct ones. Different adverbs of frequency can be used, depending on what the learner wants to say.)

- a) seldom    b) often    c) regularly  
d) often    e) regularly    f) rarely    g) usually  
h) frequently    i) frequently    j) always

### Listening and speaking activity 3.4.5

(Student's Book p. 45)

- a) They represent the headlines or the main points of the news to be broadcast.  
b) John Musabe  
c) A large number of commissioners and senior police officers have recently graduated with an MA in Peace Studies and Conflict Transformation. Police officers are being trained in advanced and contemporary policing skills.  
d) No. Men and women are being trained.  
e) Paddies (rice fields) have been washed away, so less rice will be harvested.  
f) *Fatality* means loss of life.  
g) The people who died were all breadwinners (their families depended on their income).  
h) Learners' own response, positive or negative, with a reason.

### Speaking and listening practice 3.5.1

(Student's Book p. 46)

/e/	beckon, bed, beggar
/ɜː/	thermal
/ɪə/	zero
/iː/	sleet

### Homework

(Student's Book p. 46)

#### Crossword puzzle



### Reading and writing activity 3.5.2

(Student's Book pp. 47–48)

- a) editorial (offices): where the editorial work of a newspaper takes place  
hesitated: paused (waited) before doing something  
(silence) descended: the room suddenly became silent  
resumed: began again  
editor: the person who decides what should be included in a newspaper or magazine  
routine: the usual or normal way in which things are done  
malevolent: showing a desire to harm someone else  
involuntarily: a reaction made suddenly without intending to because you are shocked  
strangled: the person's throat is blocked

- b) An editor decides and takes responsibility for what appears in a newspaper or magazine.
- c) About a newspaper
- 3. a) You would expect to find an editorial office in a publishing business where a newspaper or a magazine is published.
- b) She has been appointed to take over as editor-in-chief.
- c) People are curious to see the newly appointed 'boss'.
- d) She invites him to call her by her first name.
- e) This is a big office for a daily newspaper. If there is a day editor there is probably also a night editor. The editor-in-chief is appointed over the other editors.
- f) The current editor-in-chief has health problems.
- g) No. The day editor is not glad to see her. He gives her a malevolent look. He may have thought that he would get the job. Or perhaps he does not like the idea of a woman being appointed.
- h) He appears to have had a heart attack.
- i) No, probably not. Fred may have died or is at least very ill.

**Writing practice 3.6.1** (Student's Book p. 48)

- 1. a) has been appointed
- b) has been working
- c) has told
- d) has arrived
- e) has not been appointed

**Writing practice 3.6.2** (Student's Book p. 49)

- 1. a) has had
- b) have worked
- c) has not had
- d) has just suffered
- e) have had

**Writing practice 3.6.3** (Student's Book p. 49)

Learners' own sentences with the present perfect tense.

**Reading and writing activity 3.6.4**

(Student's Book p. 49)

- 1. a) A fatal accident that has caused disruption of traffic.
- 3. a) The purpose of the first paragraph is to give a summary of the article. The first paragraph encourages the reader to read the rest of the article.
- b) The heading must be as brief as possible.
- c) 'Fatal' is the word most likely to attract the reader's attention because it indicates that the accident was very serious.
- d) He may be in shock or perhaps unconscious.
- e) The recovery vehicle, the police and the ambulances are in the road.
- f) They need to use a different route.
- g) A paramedic is someone who is trained to provide first aid and life support to people injured in an accident or an attack, but is not a doctor or a nurse.

**Writing practice 3.7.1** (Student's Book p. 50)

- 1. a) will submit
- b) will write
- c) will not write
- d) will see

**Writing practice 3.7.2** (*Student's Book p. 50*)

1. a) Will the political reporter be ...?  
b) Will she write ...?  
c) Will she cover ...?  
d) Will the fashion reporter attend ...?

**Writing practice 3.7.3** (*Student's Book p. 51*)

**Remedial**

1. a) will watch  
b) will not watch  
c) will telephone  
d) will write

**Writing practice 3.7.4** (*Student's Book p. 51*)

**Extension**

1. a) will be  
b) will be discussed  
c) will be  
d) will not be satisfied  
e) will propose  
f) will not be approved

**Formal assessment** (*Student's Book pp. 52–53*)

1. Learners' own sentences describing their families' habits with regard to using the various media; four sentences; 1 mark each (4)
2. Learners' own sentences to illustrate their understanding of the listed vocabulary (6)

3. Assess learners' paragraphs using the rubric out of 10 marks on page 27. (10)
4. a) always/usually  
b) seldom/rarely/hardly ever  
c) usually/generally/ normally  
d) seldom/rarely/hardly ever/never  
e) usually/frequently, often/always (5)
5. Learners write five sentences about the weather suitable for a weather forecast, using the future simple tense. For example: It will be windy tomorrow, with winds up to 20 km/h. It will rain in the afternoon, etc. (5)
6. a) has been appointed  
b) has dressed  
c) has been looking forward to  
d) has been suffering  
e) has not been (5)
7. a) has been  
b) will rain  
c) has been  
d) will be  
e) seldom/never/ hardly ever/rarely  
f) has always been  
g) always/usually  
h) has been  
i) will have  
j) will have (10)

[45]

**Key unit competence:** To use language learnt in the context of education

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Identify the use of conditional tense, infinitives, (WH) clauses and modal verbs.</li> <li>State the vocabulary of education institutions and qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, describe educational aspirations.</li> <li>In both speech and writing, describe the education of family members and friends.</li> <li>In both speech and writing, describe the qualifications required by jobs.</li> <li>Listen to/read texts about the education of family members or about the qualifications required for jobs.</li> <li>Present on the education of family members or about the qualifications required for jobs.</li> <li>Write about education and job aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Think wisely and share the qualifications you might need after finishing school.</li> <li>Develop the habit of researching new words read in texts.</li> </ul>

## 4.1 Content summary

### Language use

- Describing educational aspirations
  - I go to secondary school. I am in S2. When I am 18, I will do my examinations in order to go to university.
- Describing the education system in Rwanda
  - You go to primary school when you are 6. You go to secondary school when you are 12. After secondary school you can go to technical college.
- Expressing educational aspirations
  - I would like to go to vocational college. What would you like to do after secondary school?
- Describing the education of family members and friends
  - My father went to primary school. My cousin went to technical college.
- Talking about qualifications
  - To be a doctor you have to go to university. To be a teacher you have to get a qualification. To be a doctor you have to study medicine.

## Vocabulary

- Education institutions and qualifications: university, college, examination, study, qualification, etc.

## Language structure

- *Would like to, to + infinitive, modal verb: have to*
- When-clauses with *will, (in order) to be*

## Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 4.2 Background notes

This unit can be used to explore learners' educational aspirations. You should try to fire learners' imagination in respect of what the future may hold for them and encourage them to be serious about their studies. The importance of lifelong learning should be emphasised. Collect as much information about higher education in the form of pamphlets and articles as you can, to use to inspire learners. It should also be emphasised that university is not the only option for further education. Colleges, technical and vocational training and on-the-job training have an important role to play.

- **Key vocabulary**

Education institutions and qualifications: university, college, examination, study, qualification, etc.

- **Competences practised**

### Basic

Literacy – expressing ideas, messages and events through writing legible texts in good handwriting with correctly spelt words; communicating ideas effectively through speaking using correct phonetics of words

### Generic

**Lifelong learning** – taking the initiative to update knowledge and skills with

minimum external support

**Creativity and innovation** – responding creatively to the variety of challenges encountered in life

**Research and problem-solving** – explaining phenomena based on findings gathered or provided

**Communication skills** – developing and communicating messages appropriate to the target audience

**Cooperation** – practising respect for the rights, views and feelings of others.

- **Cross-cutting issues**

**Gender:** Everyone should have the opportunity to be able to read and write. It does not matter if you are a girl or a boy. It is a very important part of learning for all.

- **Links to other subjects**

**Education:** qualifications

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson, and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. You should move around among the groups, listening to what is being said, commenting where appropriate, and helping groups to get back on track if they have digressed. Learners' participation could also be

assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Guest speaker, pictures, photographs, etc.

- **How to introduce the lesson**

The unit starts with an oral group activity (Activity 4.1) that gives learners the opportunity to think about and express their aspirations for the future, via education. You should move around and listen carefully to what the learners are saying. This will not only give you an idea of what the learners are thinking, but also provide a link with the topic. You will also be able to form an idea of the extent of learners' understanding of the topic and the level of their vocabulary.

### 4.3 Teaching steps (20 lessons)

#### Lesson 1

(Student's Book p. 54)

1. Speaking and listening activity 4.1.1: Learners form groups and discuss their ideas about their future education. They should use *when*-clauses in their discussion.

#### Lesson 2

(Student's Book p. 55)

1. Learners study the language structure.
2. They complete Speaking and writing practice 4.2.1 and say the examples provided aloud.
3. They write three more sentences in the same format and say them aloud in groups, correcting one another.

#### Lesson 3

(Student's Book pp. 55–56)

1. Learners do Writing practices 4.2.2, 4.2.3 (Remedial) and 4.2.4 (Extension).
2. They do peer assessment.

#### Lesson 4

(Student's Book p. 56)

1. Reading and writing practice 4.3.1: Learners complete the vocabulary table and copy the words into their vocabulary books.
2. They use the words in sentences to illustrate their meanings.

#### Lesson 5

(Student's Book pp. 56–57)

1. Learners do Writing practices 4.3.2 and 4.3.3.
2. They mark the work themselves (self-assessment).

#### Lesson 6

(Student's Book pp. 57–58)

1. Reading and writing activity 4.3.4: Learners read the note on Rwandan education and then draw a diagram to describe the education system in Rwanda in graphic form.
2. They each write five sentences about the education system in Rwanda.
3. Learners exchange books and do peer marking.
4. For homework, learners interview family members about their education and write down their responses. These



interviews will help them to understand the listening text and gain a sense of how education has changed in Rwanda.

### Lesson 7

(Student's Book p. 58)

1. Listening and writing activity 4.3.5: Learners do the pre-listening activity in pairs.
2. They listen carefully to the following text that you will read to them and then answer the questions in writing:

#### Education in my family

My name is Mugabo. I think access to education in Rwanda has improved much over the past years. All my grandfather's grandchildren are at school at present. He tells me that when he was young, very few children attended school full time. Some of the boys went to primary school for a few years. After that they had to stay at home to help with the farming. The girls were seldom sent to school. Grandfather says he spent four years at school. He learnt to read and write, but not very well. He also learnt some numbers and how to add and subtract. Grandmother did not go to school at all. When she got married to Grandfather she was still very young, and she was illiterate. She was able to attend an adult literacy programme when her children were grown up. Now she can read the newspaper slowly and she can sign her name and write a shopping list. We are very proud of her.

My parents, uncles and aunts all went to school. The girls did not stay at school for more than four years. The boys attended school a little longer and some of them finished primary school. My father and his cousin, Uncle Fidele, went as far as S3. Then they had to leave school. They realised the importance of education.

My siblings and cousins and I will be staying at school and learning as long as we can. My cousin, Keza, is a very clever and hard-working girl. She says she wants to become a doctor. I want to become an ICT specialist. I will probably go to a vocational school after S3 for my basic

training. I think there is a great future in ICT.

### Lesson 8

(Student's Book p. 59)

1. Learners study the notes on the past simple tense. This can be dealt with as revision, because learners studied this language structure last year. They should try to memorise the irregular forms of the past tense verbs.
2. They do Speaking and listening practice 4.4.1.
3. Learners work in groups of four and take turns to read the extract from the listening text aloud. They should take note of the past tense verbs. Also note how the tense changes when the narrator reverts to the present tense.

### Lesson 9

(Student's Book p. 60)

1. Learners do Writing practices 4.4.2 and 4.4.3.
2. They exchange books to do peer marking. Where learners have made mistakes they should be encouraged to help each other to understand what they have done wrong.
3. Quick workers can also do Writing practice 4.4.4.

### Lesson 10

(Student's Book p. 61)

1. Writing activity 4.4.5: Learners should plan and write three paragraphs on the education of their family members, based on the interviews they did earlier for homework. The learners may need some help with using a spider diagram or a mind map for planning. It is worth teaching them how to use these.
2. Alternatively, they could write related ideas in three columns, one column for each paragraph.
3. After editing the writing should be handed in for formal assessment.

**Lesson 11***(Student's Book pp. 61–62)*

1. Learners practise saying the words in the table, taking care to pronounce the vowels correctly.
2. They should then write the words that are new to them in their vocabulary books, and use them in sentences.
3. For homework, learners find five-letter words in the word block and write them down. They count them. There are 22 words hidden in the block.

**Lesson 12***(Student's Book p. 62)*

1. Speaking and writing activity 4.5.1: First allow learners to do the pre-listening practice.
2. Pretend that you, as teacher, are a visitor to the school, invited to tell the learners about your education and qualifications. You are Dr Mugisha (male or female) and you are a lecturer at a University.
3. Read the following text to the learners (supposedly the story of your education and qualifications).
4. When learners have listened to the presentation, they answer the questions provided.

Good morning, boys and girls. I am very proud to be here with you today to tell you something about my education and qualifications. I grew up in this area and I wish to thank your teacher for inviting me to address you.

The route to becoming an academic is not an easy one. I attended a rural school, where there were few books and no library. I was always very keen to read and I read everything I could find. I read the labels on food packages, road signs, advertisements, everything. I read every old newspaper I could find from front to back. This helped me to improve my English, but also helped me to understand my other subjects. In my final

year at school I did so well in English that I won a bursary to study at the university. The English course was wonderful. I could read as much as I wanted to. I learnt a lot of grammar and read wonderful novels, poetry and plays written by world-famous authors. I passed my final exams cum laude, which means with distinction.

At the university we had a visiting professor from a university in the United Kingdom. She encouraged me to apply for a scholarship at her university in the UK, which I was fortunate enough to be granted. That gave me the opportunity to continue my studies in an English-speaking country. After four years I was awarded my PhD.

At that point I decided to return to my country, Rwanda and plough back some of the knowledge I had gained. I wanted to help other students to do well enough to complete their studies. Today I am teaching at the university.

I hope that in a few years' time I will see some of you at the university. And that you will be working hard to achieve your dreams. Remember, keep reading!

**Lesson 13***(Student's Book p. 63)*

1. Learners study the structure that deals with some problematic modal verbs and a preposition.
2. They do Speaking practice 4.6.1 and Writing practices 4.6.2 – 4.6.4. Writing practice 4.6.4 is an extension practice and need not be done by all learners.
3. For homework, learners think about what they want to achieve after school, following certain guidelines. This will help them to focus their thoughts in preparation for the next reading task.

**Lesson 14***(Student's Book p. 65)*

1. Reading and writing activity 4.6.5: Learners do the pre-reading practice which links with the previous day's homework.

2. They read the text and then answer the questions.
3. They do peer assessment.

### Lesson 15

(Student's Book p. 66)

1. Speaking and listening activity 4.6.6: Learners hold a group discussion about their career aspirations and the qualifications they might need after finishing school.
2. Make prior arrangements to collect pamphlets about further studies from the career guidance teacher. For homework, learners compile a table about tertiary institutions and what they can study there.

### Lesson 16

(Student's Book p. 67)

1. Conditionals are quite difficult to grasp and learners should repeat the examples aloud to get used to the sound of the structure.
2. They do Writing practice 4.7.1.

### Lesson 17

(Student's Book p. 68)

1. Learners do Writing practices 4.7.2 and 4.7.3.
2. They then do peer assessment.

### Lesson 18

(Student's Book p. 68)

1. Writing activity 4.7.4: Learners work individually and plan to write about their education and job aspirations, using *would like to*.

### Lesson 19

(Student's Book pp. 69–70)

Revision and assessment

### Lesson 20

(Student's Book pp. 69–70)

Revision and assessment

## Support for learners with learning difficulties

### Remedial

1. Complete each of the sentences with a *when* clause.
  - a) He will always remember the day \_\_\_\_\_.
  - b) That was the day \_\_\_\_\_.
  - c) 2021 is the year \_\_\_\_\_.

*Answers: a) when he passed his first test. b) when he decided he would study further. c) when I will finish school. (These are only suggestions.)*

2. Change the following sentences into the negative.
  - a) He was at school for four years.
  - b) He left school at the age of 12.

*Answers: a) was not b) did not leave*

3. Complete the following sentences with *would like to* or *has/have/had to*.
  - a) He \_\_\_\_\_ to study further, but he \_\_\_\_\_ work harder to improve his marks.
  - b) He \_\_\_\_\_ take extra lessons to improve his English.
  - c) Isaro \_\_\_\_\_ be a beautician one day.

*Answers: a) would like, has to b) had to/has to c) would like to*

### Consolidation

1. Complete each sentence with a *when* clause.
  - a) I think I will always remember the day \_\_\_\_\_.
  - b) That was the year \_\_\_\_\_.
  - c) 1994 was the year \_\_\_\_\_.

*Possible answers: a) when I went to secondary school. b) when he passed his final examinations. c) when he started school.*

2. Change the sentences into the negative.
  - a) He studied at university for four years.
  - b) He started going to school at the age of six.

*Answers: a) did not b) did not start*

3. Complete the sentences with *would like to* or *has to/have to/had to*.

- a) She \_\_\_\_\_ to become a nurse, but she \_\_\_\_\_ work harder to improve her Biology marks.
- b) He \_\_\_\_\_ to become an engineer but will \_\_\_\_\_ improve his Mathematics mark.
- c) Isaro \_\_\_\_\_ be a politician one day.

Answers: a) *would like, has to* b) *would like, have to* c) *would like to*

**Extension**

- 1. Complete each sentence with a *when* clause.
  - a) That was the year \_\_\_\_\_.
  - b) This is the day \_\_\_\_\_.

Answers: a) *when I started secondary school.*  
 b) *when I decide on my field of study. (These are only suggestions.)*

- 2. Write two sentences of your own, each with a *when* clause.

Answers: *Learners' own sentences*

- 3. Change the sentences according to the indication in brackets.

- a) He was clever at school. (Question)

- b) He stayed at school for six years. (Negative)

Answers: a) *Was he clever ...?*

b) *He did not stay ...*

- 4. Write three sentences, using one of the following words in each one: examination, qualifications, PhD.

Answers: *Learners' own sentences*

**4.4 Assessment**

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also serves to alert you to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination conditions, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 4.5 Suggested answers

### Writing practice 4.2.2 (Student's Book p. 55)

(These are suggested answers. Learners' sentences might differ, but should be *when* clauses.)

- a) ... when I started secondary school.  
b) ... when I begin to serve my people.  
c) ... when we meet our guidance teacher.  
d) ... when I become a teacher.  
e) ... when I decided to improve my English.

### Writing practice 4.2.3 (Student's Book p. 55)

#### Remedial

(Suggested answers)

- a) ... when he will be ...  
b) ... when he will ...  
c) ... when I will ...  
d) ... when she ...  
e) ... when she ...

### Writing practice 4.2.4 (Student's Book p. 56)

#### Extension

(Suggested answers.)

- a) 2022 will be the year ...  
b) ... when she enrolls for a bachelor's degree at university.  
c) ... when I decide to continue studying.  
d) This is the occasion ...  
e) ... when we go on holiday.

### Reading and writing practice 4.3.1

(Student's Book p. 56)

1.

Word	Pronunciation	Meaning
university	/ju:nə'vɜ:səti/	an educational institution at the highest level
institution	/ɪnstɪ'tju:ʃən/	a large establishment or organisation that has a particular kind of work or purpose

qualification	/kwɒləfə'keɪʃən/	an examination that you have passed at school or university
college	/'kɒlədʒ/	a school for advanced education
study	/'stʌdi/	to spend time reading or going to class to learn about a subject
examination	/ɪgzæmə'neɪʃən/	formal spoken or written test of knowledge

**Writing practice 4.3.2** (Student's Book p. 56)

1. a) qualifications b) college c) study  
d) examination e) university

**Writing practice 4.3.3** (Student's Book p. 57)

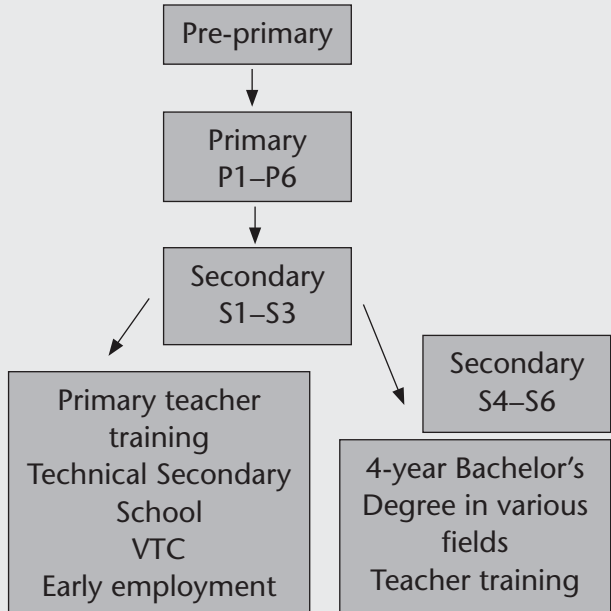
**Remedial**

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

Horizontally: university, education, study, examination  
Vertically: degree, institution, qualification  
Diagonally (left to right): college, qualify  
Diagonally (right to left): diploma

**Reading and writing activity 4.3.4**  
(Student's Book pp. 57–58)

1. The diagram should look roughly like this. Accept other approaches and designs that capture the basic structure of the education system.



**Listening and writing activity 4.3**  
(Student's Book p. 58)

4. a) Few children went to school when his grandfather was young, but Mugabo and all his siblings and cousins are currently at school.  
b) Open-ended. It might be because they were considered less important than boys.  
c) He learnt to read and write and to do simple sums.  
d) No, he learnt a little numeracy, but not mathematics.

- e) After her children were grown up, she attended an adult literacy programme and she has learnt to read and write.
- f) It means to be unable to read or write.
- g) Open-ended. You have to believe what people tell you. You can not read about it yourself. You can easily be cheated.
- h) Yes, they had more education than their parents because they all went to school. Some even went to secondary school.
- i) Yes, because she is not only clever, but also hard-working.
- j) Mugabo wants to become a computer (ICT) specialist.

**Writing practice 4.4.2** (Student's Book p. 60)

- 1. a) found                      b) was
- c) went                      d) spent
- e) went                      f) was
- g) went                      h) became
- i) was                        j) came

**Writing practice 4.4.3** (Student's Book p. 60)

**Remedial**

- 1. a) did not go                b) went
- c) Did he want            d) decided
- e) wanted                 f) did not know
- g) went                    h) believed, was
- i) thought

**Writing practice 4.4.4** (Student's Book p. 60)

**Extension**

- 1. a) began                    b) taught
- c) existed                d) understood
- e) wanted                f) spent
- g) encouraged            h) were
- i) were                    j) inspired

**Homework**

(Student's Book p. 62)

The following 22 words can be found in the word block:

Horizontal: sheep, juicy, fresh, teeth, clear, reach, fence, eject, fancy, hasty

Vertical: steer, heart, there, reeds, feast, scene, cheap, fresh

Diagonal: weary, bench, taste, fetch

**Speaking and writing activity 4.5.1**

(Student's Book p. 62)

- 1. Pre-listening practice
  - a) An academic career is teaching and doing research at a college or university.
  - b) The ability to read well
  - c) A PhD is a qualification, Doctor of Philosophy, which is the highest qualification one can achieve at a university. (*Professor* is an appointment, not a qualification.)
- 3. a) No, there was not.
- b) You can improve your English by reading as much as possible.
- c) It also helped the learner to do well in other subjects.
- d) It is an amount of money that is given to a person to study at a university or college and sometimes even at a good school.
- e) Those who work hard and do very well at school
- f) The visitor was awarded a scholarship to study at university in the UK.
- g) A scholarship is the same as a bursary.
- h) The visitor wanted to use his/her knowledge to the advantage of Rwandan students.
- i) The visitor hoped that she/he would see some of the students at university in a few years' time.
- j) Open-ended, *yes* or *no* with a reason

**Speaking practice 4.6.2** (*Student's Book p. 63*)

1. a) would like to go  
b) had to/would have to work/study  
c) have to pass  
d) In order to improve  
e) has to work

**Writing practice 4.6.3** (*Student's Book p. 64*)

1. a) have to  
b) had to  
c) would like to  
d) In order to  
e) would like to

**Writing practice 4.6.4** (*Student's Book p. 64*)

Learners' own sentences.

**Reading and writing activity 4.6.5**  
(*Student's Book p. 65*)

3. a) It takes six years to become a general practitioner.  
b) Probably not. Specialisation would have to be done abroad.  
c) Yes, if they are high-performing, hard-working students they can be awarded bursaries or scholarships.  
d) At a School of Nursing  
e) You have to go to university.  
f) Entrepreneurship, plumbing, electricity, cooking, mechanics, etc.; any four  
g) They can take short courses in the various skills they need.  
h) Learners' own responses; must include a reason

**Writing practice 4.7.1** (*Student's Book p. 67*)

(Suggested answers)

1. a) ... you would not have been in trouble.  
b) ... he would have improved his English.  
c) ... you would not have lost them.  
d) ... you would have been awarded a bursary.  
e) ... you would not fall asleep in class.

**Writing practice 4.7.2** (*Student's Book p. 68*)**Remedial**

(Suggested answers)

1. a) If it rains enough ...  
b) If it is morning ...  
c) If you study hard ...  
d) If you achieve good marks ...  
e) If you studied further ...

**Writing practice 4.7.3** (*Student's Book p. 68*)**Extension**

(Suggested answers)

1. a) ... you would not be in trouble so often.  
b) ... he would have scored better in the final examination.  
c) If she had worked a little harder ...  
d) ... you would have been able to choose a course of study.  
e) ... you would have been able to find a job.



**Formal assessment** (*Student's Book pp. 69–70*)

1. Learners' own three sentences, for example: That was the year when I started secondary school. (3)
2. Learners' own two sentences, for example: If you want to become a doctor you have to go to university. (2)
3. a) Learners usually spend six years in primary school.  
b) The ordinary or lower secondary course is three years long.  
c) A bachelor's degree at university takes at least four years. (3)
4. Learners' own two sentences about their families' education (2)
5. a) started  
b) were  
c) went  
d) learnt  
e) kept (5)
6. The diagram should include words, phrases or sentences – about the education of their families. (5)
7. Learners' write five sentences of their own about their plans for the future after leaving school. Look out for *would like to* and *in order to*.  
Give 2 marks for each sentence. (10)
8. (Suggested answers)
  - a) ... you have to/will have to improve your marks.
  - b) ... he would have won a bursary.
  - c) If she had not failed a year ...
  - d) If she had got up earlier ...
  - e) ... she would have studied last night. (5)
9. a) He had to get up early, walk to school and back and still spend a lot of time doing homework.  
b) He was afraid to complain to them because he knew that he should not disappoint them.  
c) It is implied that he did not finish his education.  
d) It means being able to choose between different possibilities.  
e) My advice to Shema would be that he should change his attitude and be thankful for the opportunity to go to school. (5)

[40]

**Key unit competence:** To use language learnt in the context of Rwanda and East Africa.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Identify the use of comparatives and connectors of contrast and similarity.</li> <li>State the vocabulary of compass points and imports and exports.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, describe Rwanda's position relative to its neighbours and compare and contrast it with its neighbours.</li> <li>Read/listen to texts about Rwanda and its neighbours, or about international organisations or international trade.</li> <li>Write about Rwanda's international trade.</li> <li>Present on Rwanda and its neighbours, or about international organisations or international trade.</li> <li>Describe goods sold at a local market.</li> </ul>	<ul style="list-style-type: none"> <li>Show an ability to speak with clear pronunciation and correct grammar.</li> <li>Show tolerance with regards to classmates' language mistakes, avoid criticising them - we all make mistakes.</li> </ul>

## 5.1 Content summary

### Language use

- Talking about the position of Rwanda
  - Rwanda's neighbours are Tanzania and Uganda. The DRC is to the west of Rwanda. If you go north you get to Uganda.
  - Which countries are Rwanda's neighbours?
- Comparing Rwanda and its neighbours
  - Tanzania is bigger than Rwanda. Rwanda is landlocked, whereas Tanzania has a coastline. Rwanda is mountainous, but Kenya has lowlands. Rwanda exports tea.
- Describing transport routes
  - You can get to Tanzania by air. How can you get to Uganda?
- Describing international organisations
  - Rwanda belongs to the East African Community. Which international organisations does Rwanda belong to?
- Describing local trade
  - People grow food and sell it. At the market people sell clothes. Do people sell books?

- Describing international trade
  - Rwanda imports electrical goods.
  - Rwanda imports books from Kenya.
  - Rwanda exports coffee to Germany.
  - What does Rwanda export?

### **Vocabulary**

- Compass points: north, south, north-west, etc.
- Imports/exports: building materials, electrical goods, import, export, etc.

### **Language structure**

- Comparatives
- Connectors of contrast and similarity

### **Sounds and spelling**

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## **5.2 Background notes**

Rwanda has come a long way since 1994 and learners need to be made aware of this progress. They should learn about the manner in which Rwandans have recovered their dignity and become a valued part of the East African Community. The country enjoys good standing in the world. Rwanda's economic progress is of importance and the texts in this unit will hopefully assist learners to understand this.

### • **Key vocabulary**

Vocabulary related to Rwanda and East Africa: population, density of population, literacy, official languages, regional organisations, international organisations, UN agencies, landscape, trade, diseases, farming, imports, exports, goods, currency, economic growth, etc.

### • **Competences practised**

#### **Basic**

**Literacy** – reading a variety of texts accurately and quickly; expressing ideas, messages and events through writing; listening carefully for understanding

### **Generic**

**Lifelong learning** – exploiting all opportunities available to improve on knowledge and skills

**Creativity and innovation** – using imagination beyond the knowledge that is provided in order to generate new ideas to enrich learning

**Research and problem-solving** – responding creatively to a variety of challenges

**Cooperation** – cooperating with others as a team.

### • **Cross-cutting issues**

**Peace and values education:** We need to maintain pride in our people and our country. We also need to remain valued neighbours to other countries in the East African community.

### • **Links to other subjects**

**Geography:** Rwandan geographical features

**Entrepreneurship:** neighbours of Rwanda, transport, international organisations, trade, imports and exports

### • **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target

language. You should move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Maps, photographs and pictures

- **How to introduce the lesson**

In the light of the fact that there is close collaboration between Rwanda and its East African neighbours, it is important that learners should have some perception of the geographic proximity of Rwanda and its neighbours and the role that Rwanda plays in this East African Community. When learners do Activity 5.1, you can gain some understanding of their knowledge in this regard and the extent of the related vocabulary that they have mastered.

### 5.3 Teaching steps (20 lessons)

#### Lesson 1

(Student's Book pp. 71–72)

1. Speaking and listening activity 5.1.1: Learners study the map and locate the countries mentioned in relation to Rwanda.
2. They also discuss the questions that are raised about Rwanda's position in the East African Community.

#### Lesson 2

(Student's Book pp. 72–74)

1. Language structure: Learners study the notes on comparatives.
2. They then do the practices. Practice 5.2.1 is spoken but 5.2.2, 5.2.3, 5.2.4 and 5.2.5 are written.

#### Lesson 3

(Student's Book pp. 74–75)

1. Vocabulary: Learners say the words out loud, taking care to place the accent in the correct place.
2. They then copy the table into their vocabulary books, look up the meanings of the words and use them in sentences.

#### Lesson 4

(Student's Book pp. 75–76)

1. Learners do Writing practices 5.3.1 – 5.3.4.
2. They exchange books for peer marking. They should check spelling as well.

#### Lesson 5

(Student's Book pp. 76–77)

1. Reading and writing activity 5.3.5: Learners discuss the questions raised under the pre-reading practice in preparation for the reading text.
2. Learners read the text, *Rwanda and its neighbours*, individually.
3. They answer the questions in writing.

**Lesson 6***(Student's Book pp. 78–80)*

1. Learners study the notes on connectors of contrast and similarity.
2. They study the table, noting the factors that are being compared.
3. They do Speaking practice 5.4.1, which is an oral task.
4. They then complete Writing practices 5.4.2 – 5.4.4 in writing.
5. Learners exchange books for peer marking.

**Lesson 7***(Student's Book p. 80)*

1. Writing activity 5.4.5: Learners make use of the data in Table 1 and prepare to write a three-paragraph text. They should use connectors of contrast and similarity. The preparation should be done thoroughly.
2. Learners exchange books to evaluate the planning.

**Lesson 8***(Student's Book p. 80)*

1. Learners share their paragraphs with the class.
2. Learners prepare for the homework task.
3. For homework, learners conduct a mini survey on how many people can read and write.

**Lesson 9***(Student's Book pp. 81–82)*

1. Reading and writing activity 5.4.6: Learners do the pre-reading practice in groups.
2. They then read the text and answer the questions individually.
3. They exchange books for marking.
4. For homework, learners write one of the two texts.

**Lesson 10***(Student's Book p. 82)*

1. Learners discuss differences of opinion.
2. They then write their texts individually.
3. The learners edit their own work and hand the texts in for formal assessment.

**Lesson 11***(Student's Book p. 82)*

1. Learners form groups and talk about the paragraphs in their groups.
2. The reporters report the gist of their discussions to the class as a whole.

**Lesson 12***(Student's Book p. 83)*

1. Speaking and listening activity 5.4.7: Learners hold group discussions about their personal knowledge of transport in Rwanda.
2. The reporter reports back to the class as a whole.

**Lesson 13***(Student's Book pp. 83–84)*

1. Reading and writing activity 5.4.8: Learners read the text on transportation.
2. They answer the questions in writing.
3. They exchange books to mark their answers.

**Lesson 14***(Student's Book pp. 84–85)*

1. Speaking, reading and writing activity 5.4.9: Learners work in groups to do the pre-reading practice.
2. They read the text on Rwanda's local trade, individually.
3. Learners form groups again and discuss the questions.

**Lesson 15***(Student's Book p. 85)*

1. Learners write 10 lines on how people engage in trade.

2. They edit the writing and hand it in for assessment.

## Lesson 16

(Student's Book p. 85)

1. Listening and speaking activity 5.4.10: Learners do the pre-listening practice as a group discussion.
2. They listen to the text on Rwanda's international trade.
3. They discuss the questions in their groups.

### Rwanda's international trade

Rwanda exports minerals like coltan, iron, tin, cassiterite, gold, wolfram and sapphires. Revenue from these exports contributes significantly to the development of the country. In addition to minerals, Rwanda also exports unprocessed coffee and black tea. Most of Rwandan coffee and tea is shipped to Germany and other countries in the European Union. Rwanda's other main export partners include Brazil, Pakistan, Spain, China, Thailand, the United States of America as well as France and Israel. On the other hand, Rwanda imports a wide range of products. These include petroleum products, construction material, motor vehicles, electrical and medical equipment, drugs, fertilisers, seeds, machinery and foodstuffs. Rwanda's main source of imports comes from countries in the COMESA and the East-African community region. Many imports to Rwanda also originate from the European Union and Asia.

Rwanda's main imports include rice from Tanzania, cooking fat from Uganda and Kenya and maize flour from Uganda. Rwanda also imports stationery from Kenya and fruit from South Africa.

It is clear that Rwanda imports more than it exports to other countries. This means that the country spends more than it earns from exports. Rwanda struggles to get money in hard currency (from exports) to pay for imports. Rwanda has no industries to increase exports. The other source of revenue is taxation,

yet Rwanda has a very small work force. Therefore, it must borrow money from lending institutions, in order to pay for imports. This is not a good thing for the country, since it increases poverty. The best strategy is either to increase exports or to reduce imports.

## Lesson 17

(Student's Book p. 85)

1. The groups take turns to report their answers to the class while the other groups mark theirs or correct the speakers when they think a group has arrived at the wrong conclusion.

## Lesson 18

(Student's Book p. 86)

1. Reading and writing activity 5.4.11: This is a fairly difficult task. Allow groups to work together to first design a table and then complete it.
2. Each learner should copy the table into their books and then write five sentences individually, suggesting what Rwanda should do to improve its balance of payments.

## Lesson 19

(Student's Book pp. 87–88)

Revision and assessment

## Lesson 20

(Student's Book p. 87–88)

Revision and assessment

### • Support for learners with learning difficulties

#### Remedial

1. Fill in the correct comparative or superlative.
  - a) Rwanda is the \_\_\_\_\_ country in East Africa.
  - b) Tanzania is \_\_\_\_\_ than Kenya.
  - c) Tanzania is the \_\_\_\_\_ country in East Africa.
  - d) Rwanda has the \_\_\_\_\_ official

languages.

- e) Tanzania has the \_\_\_\_\_ population density in East Africa.

Answers: a) smallest b) bigger c) biggest  
d) most e) lowest

2. Fill in an appropriate connector of contrast or similarity.

- a) More Rwandan children are going to school; \_\_\_\_\_ adult literacy is still too low.  
b) \_\_\_\_\_ Rwanda usually has a very good climate, it sometimes suffers from droughts.  
c) \_\_\_\_\_ Rwanda has three official languages, Uganda has only one.  
d) \_\_\_\_\_ Tanzania has a much bigger country, its level of literacy is the lowest in the region.  
e) \_\_\_\_\_ its small size, Rwanda has the greatest population density in the region.

Answers: a) nevertheless b) Although  
c) Whereas d) Although e) Despite

### Consolidation

1. Fill in the correct comparative or superlative.

- a) Rwanda is not the \_\_\_\_\_ (big) country in East Africa.  
b) Rwanda is \_\_\_\_\_ (small) than Kenya.  
c) Tanzania is \_\_\_\_\_ (big) than Kenya.  
d) Rwanda is \_\_\_\_\_ (fertile) than many other countries.  
e) Rwanda has the \_\_\_\_\_ (friendly) people in East Africa.

Answers: a) biggest b) smaller c) bigger  
d) more e) friendliest

2. Fill in an appropriate connector of contrast or similarity.

- a) Tanzania has the largest population; \_\_\_\_\_ Rwanda has the greatest population density.  
b) Rwanda has three official languages, \_\_\_\_\_ Burundi has only two.

- c) Kenya has the highest literacy level, \_\_\_\_\_ Rwanda has the third highest.

- d) \_\_\_\_\_ Kenya is much smaller than Tanzania, its level of literacy is much higher.

- e) Burundi is small; \_\_\_\_\_, Rwanda is even smaller.

Answers: a) nevertheless b) whereas c) while  
d) While e) however

### Extension

1. Fill in the correct comparative or superlative.

- a) Although Rwanda is \_\_\_\_\_ than Burundi, its population is \_\_\_\_\_.  
b) Rwanda is the most \_\_\_\_\_ (populated) country in East Africa.  
c) Kenya has the \_\_\_\_\_ level of literacy in East Africa while Burundi has the \_\_\_\_\_.  
d) Rwanda has maintained the \_\_\_\_\_ economic growth in the region.

Answers: 1. a) smaller, denser b) densely  
c) highest, lowest d) highest

2. Fill in an appropriate connector of contrast or similarity.

- a) Rwanda has the highest density of population, \_\_\_\_\_ it also has the highest growth rate.  
b) \_\_\_\_\_ the improvement in health services, children still suffer from malnutrition.  
c) Rwanda is not the biggest country in East Africa; \_\_\_\_\_, it is the smallest.  
d) Rwanda and Burundi are \_\_\_\_\_ small and densely populated.  
e) Rwanda has changed its medium of instruction to match the rest of the East African Community, \_\_\_\_\_ Burundi has not done so.

Answers: a) yet b) Despite c) on the contrary  
d) equally e) whereas

## 5.4 Assessment

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination conditions, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–1	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.



## 5.5 Suggested answers

### Speaking and listening activity 5.1.1

(Student's Book p. 71)

- Uganda is north of Rwanda.
  - The Democratic Republic of the Congo is east of Rwanda.
  - The Republic of Tanzania is west of Rwanda.
  - Burundi is south of Rwanda.
  - Kenya is northwest of Rwanda.
- The countries that share a common border with Rwanda are Uganda, Tanzania, Burundi and the DRC.
  - Yes, Rwanda's position provides it with benefits. These include cross-border trade, access to foodstuffs and other products, tourism, and shared information on security.
  - Yes, the citizens of Rwanda differ from other East Africans in some ways. Rwandans have only one mother tongue, Kinyarwanda, whereas in other countries there are many languages. Rwandans speak the same language and share the same culture. In Uganda there are more than 40 tribes and each has its own language. The staple foods also differ from country to country.
  - The East African community is an intergovernmental organisation that brings together five countries in East Africa. Currently these are Kenya, Uganda, Tanzania, Rwanda and Burundi. The purpose is to forge closer cooperation by working together.  
The organisation aims to:
    - Promote economic development among member countries
    - Create a customs union in the region

- Create a common market in the region
- Eventually use one currency in this region – the East-African shilling
- In the long term have a political union (a Federation) with all five member countries under one president. The presidency is planned to be on a rotation basis with modalities to be worked out when the time comes.

### Writing practice 5.2.2 (Student's Book p. 73)

- friendlier
  - bigger
  - more aware
  - smallest
  - higher

### Writing practice 5.2.3 (Student's Book p. 73)

- friendliest
  - smallest
  - most aware
  - biggest
  - highest

### Writing practice 5.2.4 (Student's Book p. 74)

#### Remedial

- more careful
  - smaller
  - higher
  - biggest
  - largest
  - smallest

### Writing practice 5.2.5 (Student's Book p. 74)

#### Extension

- more viable
  - densest
  - less
  - more
  - highest
  - more stable

**Writing practice 5.3.1** (Student's Book p. 75)

Words and phrases	Meaning
'numerous	many
rolling hills	hills with many long, gentle slopes
'density	the degree to which an area is filled with things or people
satis'factorily	in a way that makes you pleased and happy
'enviable 'vision	enviable: other people would like to have it vision: knowledge and imagination to plan for the future
'inter-govern'mental organisa'tion	intergovernmental: between governments organisation: a group formed for a particular purpose
in'surance	an arrangement with a company where you pay them an amount of money every month/every year and if anything happens to you or your property they pay you an agreed amount of money to cover the damage.
shift	move from one to another
pro'fessionals	people who work in jobs that require special education and training
IT 'specialists	people who know a great deal about information technology (computers and the internet)
con'sultants	people who have a lot of experience and whose job is to advise and train others in specific areas
'increased sig'nificantly	increased: became more significantly: changed by a large amount

**Writing practice 5.3.2** (Student's Book p. 75)

- a) satisfactorily    b) professionals  
c) Numerous        d) specialists  
e) shift

**Writing practice 5.3.3** (Student's Book p. 75)**Remedial**

- a) rolling hills  
b) intergovernmental organisation  
c) numerous  
d) shift  
e) insurance

**Writing practice 5.3.4** (Student's Book p. 76)**Extension**

- a) insurance;  
b) increased significantly  
c) enviable vision  
d) consultants  
e) density

**Reading and writing activity 5.3.5**

(Student's Book p. 76)

- a) Rwanda has managed to satisfy the food needs of its high population through mobilising the entire population and educating them on modern farming skills; through supplying good seed to farmers each farming season; through supplying fertilisers to farmers free of charge; and through advising farmers to grow crops that yield more per unit of land.  
b) Yes, Rwanda was wise to join the East African community. Together the five countries have an approximate population of 140 million inhabitants which ensures a much wider market for Rwanda.

- c) Foreign investment has given many Rwandans employment opportunities. It also contributes to the country's economic development, since foreign companies pay tax to the Rwandan revenue authority.
- d) Yes, Rwandans' positive attitude toward foreigners is good for the country. It is likely to encourage foreigners to increase investments and also to attract more investors. It also attracts tourists who spend money in Rwanda when they visit.
- e) People who are qualified and engaged in certain fields of work, for example teachers and doctors, are considered to be professionals.
- f) Other examples of professionals in Rwanda are lawyers, engineers, surveyors and architects.
- g) The main natural resources of Rwanda are:
- Minerals – they are exported to overseas countries and generate revenue for the country.
  - Fertile land – some areas of Rwanda have very fertile soil which is suitable for the growing of cash crops, such as coffee and tea. These are exported to overseas markets and the revenue generated from their export contributes to the development of Rwanda.
  - National parks/game reserves – Tourists who come to Rwanda to visit our national parks spend money in hotels and to access the national parks. The money generated by tourism contributes to the development of Rwanda.

#### **Writing practice 5.4.2** (Student's Book p. 79)

1. a) while/although/whereas
- b) yet/but/although
- c) although/though
- d) nevertheless/although
- e) Although

#### **Writing practice 5.4.3** (Student's Book p. 79)

1. a) Although
- b) While/Although
- c) Though/Although
- d) Although
- e) While

#### **Writing practice 5.4.4** (Student's Book p. 80)

(Suggested answers)

1. a) it is able to feed all its citizens.
- b) it has the lowest population density.
- c) has a dense population.
- d) Uganda has only one.
- e) English is not one of its official languages.

#### **Writing practice 5.4.5** (Student's Book p. 80)

Use one of the rubrics provided on page 50 to assess the written work.

#### **Reading and writing activity 5.4.6**

(Student's Book p. 81)

2. a) The East-African Community, The Common Market for East and Southern African Countries, The Intergovernmental Authority on Development and the International Conference for the Great Lakes region.
- b) Its main duty is to keep peace in the world.
- c) Rwanda has more than 5 000 soldiers and policemen deployed under UN mandate to keep peace in different parts of the world.

- d) Yes. It improves Rwanda's standing in the world and allows close cooperation with its other branches such as UNESCO, UNICEF and UDEP. Learners may also answer *No*, with appropriate reasons.
- e) It has helped to accommodate refugees from countries like the DRC and Burundi in terms of shelter, food and medical care as well as helped supply education for refugees' children.
- f) The World Health Organisation
- g) UNICEF
- h) It has enabled Rwanda to get grants and access to long-term credit to implement its development programmes.

#### Reading and writing activity 5.4.8

(Student's Book pp. 83–84)

2. a) It means having no direct access to the coast. Rwandans have to travel through other countries to get to the sea.
- b) RwandAir and Kenya Airways serve approximately five cities. These are Nairobi and Mombasa in Kenya, Dar-es-Salaam in Tanzania, Kigali in Rwanda and Bujumbura in Burundi.
- c) Probably business people, politicians and tourists
- d) The good quality tarmac roads linking the main centres
- e) No, they also transport them to major cities in neighbouring countries, like Bujumbura in Burundi.
- f) Mostly buses and commuter taxis.
- g) It is well-developed and it is relatively cheap for both goods and people.

- h) The development of a state-of-the-art railway transport system
- i) The modern railway transport mode will make transportation both faster and cheaper in East Africa.
- j) Learners' own response

#### Speaking, reading and writing activity 5.4.9

(Student's Book p. 84)

1. a) Trade is the selling and buying of goods to make a profit.
3. a) The different types of goods and items in Rwanda's local trade include foodstuffs, milk, beef, goats' meat, pork, chicken, eggs, clothing, shoes, etc.
- b) Examples of food crops are bananas, Irish potatoes, sweet potatoes, beans, peas, cassava and yams. Examples of cash crops are coffee, tea and pyrethrum.
- c) Pig farming, chicken farming, cattle farming, tea, coffee and other agricultural product farming.
- d) Open-ended. They are probably sold because used shoes and used clothes are cheaper. It could also be that used shoes and used clothes provide a wider variety to choose from than new shoes and new clothes.

#### Listening and speaking activity 5.4.10

(Student's Book p. 85)

1. a) Trade refers to the buying and selling of goods.
- b) The following are some of the most common goods and items found on/in the Rwandan market: different types of foodstuffs, vegetables, fruits, cereals, clothes, shoes, cooking fat, construction materials, etc.

- c) Examples of countries which trade with Rwanda are Germany, Brazil, UK, USA, India, Singapore, Japan, South Korea, Uganda, Kenya, Tanzania, Burundi, the DRC, South Africa.
  - d) The goods/items/commodities that Rwanda sells overseas include coffee, tea, coltan, gold, wolfram, tin, iron, cassiterite and sapphires.
3. a) Germany and other countries in the European Union, Brazil, Pakistan, Spain, China, Thailand, the United States of America as well as France and Israel
- b) Coltan, iron, tin, cassiterite, gold, wolfram and sapphires – any two
  - c) It probably does not have the industrial facilities to roast, grind and package its own coffee.
  - d) Rwanda produces too few manufactured goods.
  - e) Rwanda should focus on expanding its manufacturing of consumer goods instead of only exporting raw materials.
  - f) COMESA and East-African Community: rice from Tanzania, cooking fat from Uganda and Kenya, maize flour from Uganda and stationery from Kenya  
Asia: Probably motor vehicles, electrical and electronic equipment.

### Reading and writing activity 5.4.11

(Student's Book p. 86)

1. The tables should look similar to this, but can follow different configurations, as long as the information is there and it is possible to arrive at the conclusions needed to write the text. The imports and exports can even be combined into one table. Leave it to the learners to figure it out.

Exports/ Imports	2013	2012	2011
(List products or groups of products in this column)	(Figures in US\$ per commodity or groups of commodities)	(Figures in US\$ per commodity or groups of commodities)	(Figures in US\$ per commodity or groups of commodities)

### Formal assessment (Student's Book pp. 87–88)

1. a) smaller  
b) larger  
c) more extensive  
d) higher  
e) longer  
f) fewer  
g) fewer  
h) more  
i) lower  
j) higher (10)
2. a) While/Whereas b) While/Whereas  
c) but, although d) whereas/even though  
e) Even though/although  
f) Both g) Unlike h) but/nevertheless  
i) While/Although j) Despite (10)
3. a) and b) Use the rubrics out of 10 on page 50 to assess these texts. (10 + 10)

[40]

**Key unit competence:** To use language learnt in the context of the environment.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Recognise the use of past tense, first conditional, determiners of quantity and modal verbs.</li> <li>Identify vocabulary in relation to the environment and its protection.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, identify and classify natural resources and describe their uses.</li> <li>In both speech and writing, describe the exploitation of resources, the causes of pollution and environmental protection.</li> <li>Read/listen to texts about the exploitation of resources, the causes of pollution and environmental protection.</li> <li>Write about dangers to the environment and measures to protect it.</li> </ul>	<ul style="list-style-type: none"> <li>Research information about damage to the environment and share this important topic with friends.</li> <li>Discuss the environment and convince your family members to take action to reduce environmental damage.</li> </ul>

## 6.1 Content summary

### Language use

- Talking about natural resources
  - Natural resources include: land, forests, rivers, lakes, plants, animals, and minerals. Renewable resources include: water, plants, animals and human resources. Non-renewable resources include minerals such as oil, gold, copper and clay-sand. What are renewable resources?
- Talking about the uses of resources
  - Forests provide timber. Forests preserve water in the soil. Land is used for growing crops. Animals provide skins. Water is used for cooking food.
- What is land used for? What are forests used for?
- Talking about exploiting resources
  - We cut down too many trees. We put too much waste into rivers. We make too many fires. We build too few terraces. We catch too many fish.
- Talking about pollution
  - Do we enable too much disease? If you leave stagnant water, it will breed mosquitoes. What will happen if we leave litter?
- Talking about protecting resources
  - We must protect water supplies. We must reduce industrial waste. We need to save water. We should

recycle more materials. What do we have to do?

- Talking about protecting resources
  - We should avoid polluting water. We should stop cutting down trees.

### **Vocabulary**

- Types of resources: natural, renewable, non-renewable
- Resources: charcoal, firewood, erosion, skins, medicine, forestation, deforestation, etc.
- Pollution: litter, stagnant, reduce, waste, save, etc.

### **Language structure**

- *Used for + ing*
- *Avoid + -ing*
- First conditional
- Determiners of quantity: too few, little, many, much, etc.
- Modal verbs: need, have to, should, must, etc.

### **Sounds and spelling**

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## **6.2 Background notes**

Rwanda has the highest population density in East Africa. The higher the population density, the greater the pressure on the country's resources like land, food and water. In such an environment, wise use of resources and protection of natural resources are essential. Without conservation of its resources a country runs the risk of degrading its natural resources to such an extent that the land can no longer sustain the population. It is very important to educate the country's citizens in the wise use and conservation of its resources.

- **Key vocabulary**

Types of resources: natural, renewable, non-renewable

Resources: charcoal, firewood, erosion,

skins, medicine, forestation, deforestation, etc.

Pollution: litter, stagnant, reduce, waste, save, etc.

- **Competences practised**

#### **Basic**

**Literacy** – expressing ideas, messages and events through writing; communicating ideas effectively through speaking; listening carefully for understanding

#### **Generic**

**Critical thinking** – think reflectively, broadly and logically about challenges encountered in all situations

**Research and problem-solving** – produce new knowledge based on research of existing information and concepts and sound judgement in developing viable solutions

**Communication skills** – communicate clearly and confidently

**Cooperation** – perform practical activities related to environmental conservation and protection.

- **Cross-cutting issues**

Environment and sustainability: Not all resources are renewable. We need to make sure we protect our resources so that they may be used and enjoyed by future generations.

- **Links to other subjects**

Geography: pollution, environmental protection and resources

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. Move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Pictures, photographs, etc.

- **How to introduce the lesson**

Learners have studied Rwanda's resources in S1 and should have some prior knowledge of the country's natural resources. The focus in this unit is slightly different, however. The focus is on preserving the environment and preventing pollution. This topic is immensely important, particularly in Rwanda, as it

has the highest population growth in East Africa. The increasing population leads to greater exploitation of resources and pollution because the provision of services can often not keep pace with requirements for preventing pollution. Activity 6.1 should give you a good idea of where the learners are in terms of background knowledge of the topic and its vocabulary.

## 6.3 Teaching steps (20 lessons)

### Lesson 1

*(Student's Book pp. 89–90)*

1. Speaking and listening activity 6.1.1: Learners study the picture to establish the topic of the unit – the environment and its sensitivity.
2. Speaking and writing activity 6.1.2: They match the pictures with the descriptions.

### Lesson 2

*(Student's Book p. 91)*

1. Learners study the notes on identifying and classifying.
2. They do Writing practice 6.2.1, referring back to Speaking and writing activity 6.1.2. They identify and make a list of the items in the pictures (2 to 8) and then classify them.

### Lesson 3

*(Student's Book p. 91)*

1. Speaking and listening activity 6.2.2: Learners discuss natural, renewable and non-renewable resources in groups.
2. The scribe takes notes and the reporter reports back to the class as a whole.

### Lesson 4

*(Student's Book pp. 92–93)*

1. Writing practice 6.3.1: Learners complete the vocabulary table and copy it into their vocabulary books.
2. They also use the words in sentences to illustrate their meaning.



3. For homework, learners find the words in the word block.

### **Lesson 5** (Student's Book pp. 93–94)

1. Reading and writing activity 6.3.2: Learners do the pre-reading practice.
2. They read the text individually and answer the questions.
3. They exchange books with a partner for peer marking.

### **Lesson 6** (Student's Book p. 95)

1. Learners study the notes on the past simple tense provided in Unit 1, page 6. This is a revision section, as this structure has been studied earlier this year and in S1.
2. Learners do Writing practices 6.4.1 and 6.4.2.
3. They exchange books for peer marking after each practice.

### **Lesson 7** (Student's Book p. 95)

1. Writing activity 6.4.3: Learners work individually and choose a resource that interests them.
2. They plan and write a three-paragraph text. Make sure that they do thorough planning.
3. They edit their own work.
4. They hand it in for assessment or do peer marking.

### **Lesson 8** (Student's Book p. 96)

1. Learners study the notes on the first conditional. This is also revision as they studied the first conditional in S1.
2. They do Writing practices 6.5.1, 6.5.2 and 6.5.3.
3. They exchange books for peer marking.

### **Lesson 9** (Student's Book p. 97)

1. Speaking and listening activity 6.5.4: Learners have a guided brainstorming group session, discussing the results of pollution and exploitation of resources. The scribes should make notes.
2. Allow some of the reporters to report the various groups' findings to the class as a whole.
3. For homework, learners study their environment and decide to what extent it is polluted with litter and stagnant water, taking notes on their way home from school. They write a paragraph of ten lines about the condition of their environment.

### **Lesson 10** (Student's Book p. 97)

1. Allow a few minutes for learners to compare their notes on their environment that they completed for homework.
2. Learners repeat the vocabulary words aloud until they pronounce them correctly.
3. Writing activity 6.6.1: They copy the vocabulary table into their vocabulary books and look up the meaning of the words.
4. They use those words they do not know in sentences.

### **Lesson 11** (Student's Book p. 98)

1. Learners study the notes on the use of the gerund. This is revision, as learners have studied this structure before.
2. They do Writing practices 6.7.1, 6.7.2 and 6.7.3, and mark them.

### **Lesson 12** (Student's Book p. 99)

1. Listening and writing activity 6.7.4: Allow learners a few minutes to do the pre-listening practice.

2. Read the following text aloud to the learners or pre-record it and play it to them. It may be necessary to read or play it a second time.
3. When they have listened carefully, they should answer the questions in writing from memory.

### **Pollution and the exploitation and protection of resources**

Protecting resources means encouraging people to use them sustainably, not to stop their use. If we do not use our resources sustainably, a time will come when we no longer have these resources. People cut down too many trees. They need to burn wood to cook food, and for heat to keep them warm. They also make charcoal to sell for an income. Farmers also need to clear more land for cultivation to produce more food for a growing population. When too many trees are cut down and not replaced, deforestation occurs. This leads to the loss of habitat for our wild animals. It also causes erosion because the roots of the trees help to keep moisture in the earth. Without the binding power of the roots too much of the fertile topsoil is carried away. The soil becomes infertile and it needs more and more fertiliser to keep producing crops. Erosion causes the soil to be deposited in the rivers. The fertiliser is dissolved in the water that runs off during erosion, and pollutes rivers and lakes further. The same principle applies to other resources. Polluted rivers flow into our lakes. The polluted water kills fish, so too few baby fish are hatched to replace those that have died or been caught. At the same time, the increased population needs food to survive, so more fish are caught from a source that is becoming scarcer. There is a very real risk that at some time in the future there will no longer be any fish in our lakes and rivers. That means that there will be less protein for people to eat. This may cause

malnutrition and a weak bone and muscle structure in people, unless other sources of protein are found.

These are just two examples of the way in which one action leads to another. Hopefully they will help you think more creatively about how to prevent pollution and protect our resources.

### **Lesson 13**

*(Student's Book pp. 99–100)*

1. Learners study the notes on determiners of quantity. They learnt about determiners of quantity and countable and uncountable nouns in S1, so this is essentially revision.
2. Learners do Writing practices 6.8.1, 6.8.2 and 6.8.3.
3. They exchange books for peer marking.
4. For homework, learners design at least five questions to ask their family members about how they are going to recycle their litter. They interview them and fill in their answers.

### **Lesson 14**

*(Student's Book p. 100)*

1. Writing activity 6.8.4: Learners write five sentences about the exploiting of resources, trying to draw on personal experience where possible.
2. Learners exchange books and do peer assessment.

### **Lesson 15**

*(Student's Book pp. 100–101)*

1. This language structure section on modal verbs is also revision because it was studied in S1, and also in Unit 1 page 11 and Unit 4 page 63 of the Student's Book.
2. Learners should do Writing practices 6.9.1, 6.9.2 and 6.9.3, and exchange books for peer marking.

**Lesson 16***(Student's Book pp. 101–102)*

1. Reading and writing activity 6.9.4:  
Learners do the pre-reading practice in groups.
2. They then read the text individually and answer the questions in writing.
3. Books may be exchanged for peer marking.

**Lesson 17***(Student's Book p. 103)*

1. Speaking and listening activity 6.9.5:  
Learners form groups and talk about protecting our resources, suggesting ways to do so. Guidelines are provided.
2. The scribes should take notes and the reporters of the groups should take turns to report their discussion to the class.

**Lesson 18***(Student's Book p. 103)*

1. Writing activity 6.9.6: Learners prepare and write three paragraphs about the dangers to the environment and measures to protect it. Insist on proper planning.
2. Learners exchange books and edit each other's work before handing them in for formal assessment.

**Lesson 19***(Student's Book pp. 104–105)*

Revision and assessment

**Lesson 20***(Student's Book pp. 104–105)*

Revision and assessment

- **Support for learners with learning difficulties**

**Remedial**

1. Give the correct form of the verbs in brackets or provide the determiner of quantity or modal verb that is missing:

- a) Last week he (decide) to start recycling bottles and cans. (past simple tense)
- b) They (arrange) for their class to clear the roads around the school of litter. (past simple tense)
- c) They like (clean) their environment. (gerund)
- d) Mutesi tries to avoid (drop) fruit peels in the street. (gerund)
- e) They picked up \_\_\_\_\_ litter when they were walking to school and (dump) it in a bin. (determiner of quantity, past simple tense)
- f) There were \_\_\_\_\_ pieces of paper lying in the street. (determiner of quantity)
- g) If you want to see a difference in the environment you \_\_\_\_\_ do something about it. (modal verb)
- h) You \_\_\_\_\_ do something about the dirty streets. (modal verb)
- i) If you want a clean village, you \_\_\_\_\_. (first conditional)
- j) If they want to improve the environment, \_\_\_\_\_. (first conditional)

*Answers: a) decided b) arranged c) cleaning d) dropping e) a lot of; dumped f) many g) must h) should i) will pick up the litter j) they will cut down less trees.*

**Consolidation**

Give the correct form of the verbs in brackets, or provide the determiner of quantity or modal verb that is missing.

- a) The rural population (realise) \_\_\_\_\_ that they \_\_\_\_\_ have to work harder to preserve their environment. (past simple tense; modal verb)
- b) Chopping down trees for fuel (be) \_\_\_\_\_ no longer sustainable because there were \_\_\_\_\_ forested areas left. (past simple tense, determiner of quantity)

- c) Erosion \_\_\_\_\_ already (destroy) \_\_\_\_\_ many acres of land and \_\_\_\_\_ of the valuable topsoil had been washed away. (modal verb, past participle, determiner of quantity)
- d) Inadequate management of sewage \_\_\_\_\_ lead to contamination of ground water and rivers.
- e) In the past, people (not understand) \_\_\_\_\_ how important it was to protect their water resources.

*Possible answers: a) realised, would b) was, few c) had destroyed, much/most d) may/will/can e) did not/could not understand*

### Extension

- Give the correct form of the verbs in brackets, or provide the determiner of quantity or modal verb that is missing.
  - They understood that they (do) something about the litter in the village. (modal verb + correct form of verb)
  - They picked up \_\_\_\_\_ bags of litter while they were cleaning the streets. (determiner of quantity)
  - Isaro (want) to make a difference, so he (start) (clean) \_\_\_\_\_ their garden. (past simple tense, and gerund)
  - If you want to make a difference, \_\_\_\_\_. (first conditional)

- e) \_\_\_\_\_, the government will have to improve the sewerage system. (first conditional)
- f) If the manufacturers want to avoid air pollution, \_\_\_\_\_. (first conditional)

*Answers: a) must do b) many c) wanted; started; cleaning d) you must be aware of litter around you. e) If the water is to be kept clean f) they will need to look at how they burn materials.*

- Use sustainable in a sentence that shows that you understand its meaning.
  - Use renewable in a sentence of your own.
  - Use forestation in a sentence of your own.

*Answers: Learners' own sentences*

## 6.4 Assessment

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination circumstances, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess a text out of 10:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.

Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 6.5 Suggested answers

### Speaking and writing activity 6.1.2

(Student's Book p. 90)

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

7. gorilla	animal; wild animal; natural resource
8. lake	water; a natural resource

### Writing practice 6.2.1 (Student's Book p. 91)

2. teacher; children	human being; adult; human resource human beings; human resources
3. water	a necessity for life; a natural resource; a renewable resource
4. forest; trees	trees; natural resource
5. mineral	natural resource; non-renewable resource
6. land	a natural resource; source of food

### Speaking and listening activity 6.2.2

(Student's Book p. 91)

2. b) These resources are called *renewable* because they replace themselves. Rain replaces water in rivers, dams and lakes. Plants grow again after they have been harvested. Animals produce babies that grow up. Humans replace themselves by having babies and educating the new generation to take the place of the old.
- c) These resources are called *non-renewable* because once they have been removed from the earth they are gone. They cannot be replaced, except perhaps in another 100 million years.

### Writing practice 6.3.1 (Student's Book p. 92)

Word	Pronunciation	Meaning
environment	/ɪn'vaɪərənmənt/	the air, water and land in which people, animals and plants live
protect/ protection	/prə'tekt/ /prə'tekʃən/	(verb) keep something or someone safe from harm/ (noun) the state of being protected
resource	/rɪ'zɔ:s/	something that can be used to generate wealth
natural	/'nætʃərəl/	not made by human beings
renewable	/rɪ'nju:əbəl/	something that can be replaced
non-renewable	/nɒnrɪ'nju:əbəl/	something that cannot be replaced
charcoal	/'tʃɑ:kəʊl/	a black substance obtained by burning wood, that can be used for drawing or cooking
firewood	/'faɪəwud/	wood cut for burning on fires
erosion	/ɪ'rəʊʒən/	the process of being gradually destroyed by rain or wind

### Homework

(Student's Book p. 93)

				N				P					
				A	C	H	A	R	C	O	A	L	
				T				O	R				
R			F	U				T	E				
E	N	V	I	R	O	N	M	E	N	T			
S			R	A				R	C	E			
O			E	L		O		T	W				
U			W		S			I	A				
R			O	I				O	B				
C			O					N	L				
E		N	D						E				

Hidden words: natural, protection, charcoal, renewable, resource, firewood, environment, erosion

### Reading and writing activity 6.3.2

(Student's Book p. 93)

- Learners' own suggestions.
  - Exploit* means to make effective use of something to get money or advantage from it. It can also have a negative meaning of using something unfairly and to others' disadvantage.
  - Learners' own suggestions
- An ideology or idea that is not practical.
  - Our survival depends on a clean and unpolluted environment.
  - It means using something effectively to make money, but can also mean to use something in a way that is not sustainable.
  - Forests absorb carbon dioxide and release oxygen, which helps to combat air pollution. Their roots hold moisture in the soil and prevent erosion. They are a habitat for many of our animal species. Accept any two.

- e) Polluted water causes diseases in people and animals and affects the quality of plants that grow near water. Pollution kills fish and other creatures in the water, depriving us of food.
- f) Build latrines far away from water sources.
- g) Ensure that sewerage works are operating effectively in the cities and that there is no overflow or broken pipes.
- h) They are used incorrectly by farmers who do not know better and they flow into the rivers when erosion takes place.
- i) They absorb carbon dioxide and release oxygen.
- j) They need wood for building, for making fires to cook and keep warm and for burning to make charcoal.
- k) By replacing the trees we chop down and by giving the young trees time to grow.
- l) Open-ended

**Writing practice 6.4.1** (*Student's Book p. 95*)

1. a) polluted      b) cut  
 c) set, burnt      d) used, depleted  
 e) were, polluted

**Writing practice 6.4.2** (*Student's Book p. 95*)

**Remedial**

1. a) cleared      b) cut  
 c) were      d) washed  
 e) were, was

**Writing practice 6.5.1** (*Student's Book p. 96*)

1. a) will not occur  
 b) will not happen  
 c) they will not pollute the rivers  
 d) will not damage the land  
 e) will be prevented

**Writing practice 6.5.2** (*Student's Book p. 96*)

**Remedial**

1. a) will not become polluted  
 b) will not cause erosion  
 c) do not litter, they will not become polluted  
 d) do not overgraze their fields, they will prevent erosion  
 e) do not pollute the, we will not get

**Writing practice 6.5.3** (*Student's Book p. 96*)

**Extension**

(Learners' own sentences; these are just examples)

1. a) If new trees are planted when grown ones are cut down/if we stop cutting down trees ...  
 b) If farmers keep too many cattle, ...  
 c) If forests are destroyed,/If more cars are allowed in the city/If manufacturers do not change their processes ...  
 d) ... rivers will become polluted.  
 e) ... they will be destroyed.

**Speaking and listening activity 6.5.4**

(*Student's Book p. 97*)

(Examples of possible endings)

- ... the country is being deforested.
- ... the rivers are becoming polluted.
- ... we are destroying the trees.
- ... there is more erosion.
- ... the fish stocks are being depleted.

**Writing activity 6.6.1** (Student's Book p. 97)

Word	Pronunciation	Meaning
medicine	/ˈmedsən/	a substance used for treating illness
forestation/ deforestation	/fɔːrɪs'teɪʃən/ /di:fɔːrɪs'teɪʃən/	the planting of trees over a wide area/ the removal of trees over a wide area
pollution	/pəˈluːʃən/	the process of making, air water and soil dangerously dirty and not suitable for people to use
litter	/ˈlɪtə/	bits of waste paper, plastic, food holders that people have thrown away and left on the ground
stagnant (water)	/ˈstægnənt/	water that does not move or flow and often smells bad
reduce	/rɪˈdjuːs/	to make something smaller or less in size or amount
waste	/weɪst/	that which is thrown away or not used properly
save	/seɪv/	to make safe
sustainable	/sə'steɪnəbəl/	able to be used without being completely used up or destroyed

**Writing practice 6.7.1** (Student's Book p. 98)

- a) littering                      b) polluting  
 c) irrigating                      d) causing  
 e) taking

**Writing practice 6.7.2** (Student's Book p. 98)

**Remedial**

- a) littering                      b) overgrazing  
 c) planting                      d) depleting  
 e) looking

**Writing practice 6.7.3** (Student's Book p. 98)

**Extension**

- a) polluting                      b) fishing  
 c) causing                      d) swimming  
 e) collecting

**Listening and writing activity 6.7.4**

(Student's Book p. 99)

- a) If we do not protect them, we will lose them altogether.  
 b) They need wood for energy and heat, to make charcoal and they need more cleared areas to cultivate food crops.  
 c) Erosion occurs and the soil is lost.  
 d) It dissolves in water, is washed into the rivers and the rivers become polluted.  
 e) Lakes become polluted when polluted rivers pour into them.  
 f) The fish die and fewer fish eggs are hatched.  
 g) The fish do not get a chance to lay eggs and the fish source is depleted.  
 h) Their bone structure and muscles become weak.



**Writing practice 6.8.1** (Student's Book p. 99)

1. a) few                      b) too much  
c) More/Much      d) Many  
e) more

**Writing practice 6.8.2** (Student's Book p. 100)

**Remedial**

1. a) More                      b) many  
c) few                      d) most  
e) a lot of/much

**Writing practice 6.8.3** (Student's Book p. 100)

**Extension**

(Suggestions; learners' may use their own sentences)

1. a) too many trees are being cut down.  
b) more people are becoming ill.  
c) too many cars are on the road.  
d) too much fish, e) farmers use more fertiliser.

**Writing practice 6.9.1** (Student's Book p. 101)

1. a) should/must not litter  
b) must/have to take care of  
c) used to pollute  
d) must/have to/should boil  
e) should/must/have to build

**Writing practice 6.9.2** (Student's Book p. 101)

**Remedial**

1. a) should                      b) must  
c) could                      d) must/have to  
e) should

**Writing practice 6.9.3** (Student's Book p. 101)

**Extension**

Learners' own sentences

**Reading and writing activity 6.9.4**

(Student's Book pp. 101–103)

3. a) Population growth is the main cause of pollution.  
b) More housing and more food are needed and more waste is generated.  
c) Untreated sewage may land in the water sources due to broken pipes and overloading of the system and cause water pollution.  
d) It accumulates on the streets, blows around, blocks gutters and the city becomes unhealthy.  
e) Mosquitoes and bacteria breed and they cause diseases.  
f) Diseases that are carried by water such as typhoid fever and cholera.  
g) The need for more land to cultivate for food crops is a common cause of deforestation.  
h) The roots of trees are needed to bind the soil and prevent erosion.  
i) Incorrect farming methods.  
j) Soil that washes into rivers lands on the riverbed and causes it to change its flow and increases flooding. Some of the soil also washes into lakes.  
k) It is easier to fetch water.  
l) Rubbish from the houses tends to land in the water and toilets are dug too close to the water.

## Formal assessment

(Student's Book pp. 104–105)

1. a) Identify: goat; Classify: a farm animal; source of meat/protein  
b) Trees: forest; natural resource  
c) Gorilla: a wild animal/primate; a natural resource (3 × 2 = 6)
2. Learners' own sentences  
a) minerals are mined to generate wealth  
b) water is used for human and animal survival, irrigation/as a source of fish and recreation (swimming, boating)  
c) tourism  
d) tourism (habitat for wild animals)  
d) wood for charcoal, for energy (4)
3. Learners' own responses  
a) – e), one mark each for the cause of pollution and one mark each for how to protect the environment against it (5 × 2 = 10)
4. a) organised b) was c) looked  
d) decided e) asked (5)
5. a) many/several b) Some c) less  
d) Many/A lot of  
e) many/a lot of/several/thousands of (5)
6. a) polluting b) planting c) swimming  
d) littering e) upgrading (5)
7. (Accept learners' own responses. These are just suggestions.)  
a) they want to reduce the amount of pollution,  
b) will have to teach them about its dangers.  
c) they will have to supply alternative sources of fuel.  
d) If they want to preserve the fish population,  
e) will have to use filters to clean up the smoke they generate. (5)
8. Assess learners' writing using the rubric for writing out of 20 on pages 62-63. (20)

[60]

**Key unit competence:** To use language learnt in the context of community services.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Identify the use of the conditional tense, adverbs of frequency, comparatives and superlatives, and determiners of quantity.</li> <li>State the vocabulary of forms of transport, accommodation and road users.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, describe how many people use different forms of transport and how frequent it is.</li> <li>In writing, describe road problems and their solutions.</li> <li>In writing, compare forms of transport.</li> <li>Read/listen to texts about road problems or about comparing forms of transport.</li> <li>Carry out a survey of local road use and write a report.</li> <li>Present a plan on local facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the value of doing homework and language practice.</li> <li>Use a monolingual or bilingual dictionary in every lesson.</li> </ul>

## 7.1 Content summary

### Language use

- Describing transport facilities
  - We have road transport in our district. Many people travel by road. Some people use river transport for freight.
- Describing frequency of transport
  - The buses come every day. How frequent are the boats?
- Talking about road transport problems
  - Accidents cause problems on our roads. We should build better roads. How should we improve our roads?
- Comparing forms of transport
  - Air transport is less dangerous than road transport. Air transport is faster

than road transport. River transport causes fewer accidents than road transport.

- Conducting a transport survey
  - How many cars used the road in one hour? How many people walked along the road? Some vans used the road. 20 percent of road users were people walking.
- Describing local facilities
  - There are three food stalls. There are two banks.

### Vocabulary

- Forms of transport: by road, air, water, etc.
- Road users: pedestrians, cars, vans, lorries, etc.

## Language structure

- Modal verb: should
- Adverbs of frequency: every day, every two days
- Comparatives and superlatives
- Determiners of quantity: more, fewer, etc.

## Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 7.2 Background notes

Learners at this age need to become aware of community services and their right to certain services as citizens of a village, town, city or Rwanda as a country. The unit contributes to their general knowledge about life in Rwanda and places their own lives and those of the people in their village or town in the context of the country.

### • Key vocabulary

Forms of transport: by road, air, water, etc.  
Accommodation: service, price, management, hotel, guesthouse, etc.  
Road users: pedestrians, cars, vans, lorries, etc.

### • Competences practised

#### Basic

**Literacy** – reading a variety of texts; expressing ideas, messages and events through writing; communicating ideas through speaking; listening carefully

#### Generic

**Critical thinking** – weighing up evidence and make appropriate decisions based on experience and relevant learning; creativity and innovation; taking initiative to explore challenges and ideas

**Communication skills** – developing and communicating messages appropriate to the target recipient or audience

**Cooperation** – cooperating with others as a team; demonstrating a sense of personal and social responsibility and making ethical decisions and judgements

### • Cross-cutting issue

**Environment and sustainability:** Rwanda makes use of many clean sources of energy. As a country, we want to make sure that we take care of the environment. It is everyone's responsibility to keep our planet clean.

### • Links to other subjects

Kinyarwanda, French and Kiswahili: transport, local facilities, and surveys of road use

### • Classroom organisation

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. Move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific

tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Map, plan, pictures, photographs, paper and pencils for drawing plans, conducting survey, etc.

- **How to introduce the lesson**

Awareness should be created about the importance of facilities that make citizens' lives a little easier. This includes transport, banking, internet facilities, postal facilities, and local council or municipal services like road maintenance. Activity 7.1 is an oral activity that will provide you with an opportunity to listen to the groups' discussions and form an idea of the level of their background knowledge and vocabulary in the context of this topic.

### 7.3 Teaching steps (20 lessons)

#### Lesson 1 *(Student's Book p. 106)*

1. Writing activity 7.1.1: Learners hold group discussions about how many people use local transport. They should use determiners of quantity in their discussion. They learnt about determiners of quantity in Unit 6. This activity gives you an opportunity to listen to the groups' discussions and judge the level of their background knowledge and vocabulary.

2. Allow some of the groups to report back to the class as a whole.

#### Lesson 2 *(Student's Book p. 107)*

1. Writing activity 7.1.2: Learners write five sentences on how many people use local transport and how frequent and regular it is. They have studied adverbs of frequency before, in Unit 3 page 41.
2. They do peer marking of this practice.

#### Lesson 3 *(Student's Book p. 107)*

1. Reading and writing activity 7.1.3: Learners match the pictures (1–7 with the descriptions a–g).
2. When they have matched them up, they write down the answers in full, for example: 1. c) Collisions happen when a driver ignores a stop sign.
3. Learners exchange books for peer marking.

#### Lesson 4 *(Student's Book p. 108)*

1. Learners read the notes on vocabulary, and then do Writing and speaking practice 7.2.1.
2. They complete the vocabulary table provided.
3. They write the words that are new to them in their vocabulary books and use them in sentences. This practice helps them to remember the meaning and spelling of the words.
4. For homework, learners complete the word block and make a list of the words they have found. There are 16 words in the block.

#### Lesson 5 *(Student's Book p. 109)*

1. Speaking and listening activity 7.2.2: Learners hold group discussions about road problems and how to solve them.

2. When they have finished, some of the groups could be given an opportunity to report to the class as a whole and perhaps exchange thoughts with other groups.

### **Lesson 6** *(Student's Book p. 110)*

1. Writing activity 7.2.3: Learners write three paragraphs on road use and road safety in Rwanda. They may base their writing on the discussion in the previous lesson.
2. They should plan carefully, then write the text, edit it and hand it in for formal assessment or exchange books for peer assessment.

### **Lesson 7** *(Student's Book p. 110)*

1. Learners have studied all the language structures before. Refer them to the appropriate pages and let them do a quick revision in their groups. They could look back in their notebooks and look at the practices they have done and marked.

### **Lesson 8** *(Student's Book pp. 110–111)*

1. Writing practices 7.3.1–7.3.4: Learners do these practices individually and in writing.
2. They exchange books for peer marking.

### **Lesson 9** *(Student's Book p. 111)*

1. Reading and writing activity 7.3.5: Learners do the pre-reading practice in groups.
2. They read the text individually.
3. They answer the questions in writing. Learners mark their own work (self-assessment).

### **Lesson 10** *(Student's Book p. 113)*

1. The language structures have all been studied before. Refer them to the units and pages indicated in the Student's Book, and allow them to work in groups and revise the notes. They should also find the practices that they did in their notebooks and study them.
2. They then complete the table in Writing practice 7.4.1.

### **Lesson 11** *(Student's Book p. 113–114)*

1. Learners do Writing practices 7.4.2–7.4.4 and exchange books for peer marking.

### **Lesson 12** *(Student's Book p. 114)*

1. Listening and writing activity 7.4.5: Learners do the pre-listening practice in groups.
2. They then listen carefully to the following text. It may need to be read more than once.
2. Learners answer the questions in writing and then exchange books for peer marking.

#### **Forms of transport in Rwanda**

There are many forms of transport in use in Rwanda. The road system is constantly being improved, so that people can travel fairly comfortably from city to city.

The oldest and the slowest form of transport still seen on the roads, is the bullock-drawn cart. This form of transport can be a problem in the city. It is so slow that it causes delays in the flow of traffic. Rwanda also has many pedestrians.

Nowadays one sees many bicycles and motorcycles on the roads. Motorcycles are sometimes used as taxis. A motorcycle can be quite dangerous. It is fast and zips in and out of the traffic. If there is a collision, there is little protection for the people on the motorcycle. There has been a sharp increase in small

passenger vehicles, of which there are many on the roads. Public transport is still very much in demand, however. Most people rely on buses to get to work.

Water transport has not been developed very well in Rwanda. There is some water transport on Lake Kivu, but it is mostly informal and quite slow. Water transport is much slower than road transport.

Rwanda has moved into the modern era and has aeroplanes that fly to several major cities in other African countries. Air transport is the fastest form of transport, much faster than road transport. Although there are plane crashes from time to time, air transport is also safer than road transport.

### Lesson 13

*(Student's Book p. 115)*

1. Learners study the notes and the example provided on conducting a survey and preparing a report. They also note the ways of reporting.
2. They replicate the example, doing a quick survey of their own.
3. Then they prepare a questionnaire for homework. They are not going to ask questions, but observe how many pedestrians and vehicles use a particular road at a given time. They should anticipate the type of vehicles that use the road and make provision for them on their questionnaire.
4. For homework, learners use the prepared questionnaire and observe the traffic on the road or intersection they have chosen for an hour. They should make ticks in the relevant block when a pedestrian or a vehicle in a certain category passes.
5. They bring their traffic record to school for the next lesson.

### Lesson 14

*(Student's Book p. 117)*

1. Writing and speaking activity 7.5.1: Learners should calculate their findings

(number in each category and a total) and work out the percentage of each category as explained.

2. They prepare a written report on their findings.
3. They compare their findings in groups.
4. They then hand in their reports for formal assessment or exchange books for peer assessment.

### Lesson 15

*(Student's Book p. 117)*

1. Writing and speaking activity 7.5.2: Learners design a graphic report on their findings.
2. They share their graphs with their groups.
3. The best ones can be shown to the class.

### Lesson 16

*(Student's Book p. 118)*

1. Reading and writing activity 7.5.3: Learners read a text about service provision in Rwanda and answer the questions.
2. They exchange books for peer marking.

### Lesson 17

*(Student's Book p. 119)*

1. Speaking and listening activity 7.5.4: Learners work in groups and talk about the services available in their area, following the guidelines provided.
2. The scribes should take notes and the reporters prepare to report to the class on behalf of the groups.

### Lesson 18

*(Student's Book p. 119)*

1. Speaking and writing activity 7.5.5: Learners work in small groups and draw up a plan for improving local services. Each plan should propose at least five services to be provided or improved.
2. Learners will write their plans in their notebooks individually and hand them

in for assessment.

## Lesson 19

(Student's Book p. 120)

Revision and assessment

## Lesson 20

(Student's Book p. 120)

Revision and assessment

### • Support for learners with learning difficulties

#### Remedial

1. Complete the following text by providing words and language structures you have learnt in this unit. In our area we have a regular bus service. There are a) \_\_\_\_\_ buses in a day, about every two hours. b) \_\_\_\_\_ people have their own cars, but not many. Not all our roads are good and there are c) \_\_\_\_\_ that can damage your tyres. d) \_\_\_\_\_ should wear light-coloured clothes at night to avoid being hit by drivers who cannot see them. There is a dangerous e) \_\_\_\_\_ near our home, where two busy roads cross one another. Many f) \_\_\_\_\_ happen there. g) \_\_\_\_\_ people obey the rules of the road, there will not be so many accidents. Drivers h) \_\_\_\_\_ not drink and drive. If you want to post a letter, you go to a i) \_\_\_\_\_. If you need medicine for a cold, you go to a j) \_\_\_\_\_.

*Answers: a) many/several b) A few/some c) potholes d) Pedestrians e) intersection f) accidents g) If h) should i) post office j) pharmacist/clinic/health centre*

#### Consolidation

Fill in an appropriate conditional, modal verb or adverb of frequency.

Our government considers education to be very important. There are a) \_\_\_\_\_ schools in our area, with one in most

villages. b) \_\_\_\_\_ people send their children to boarding school, but not many. Most of our schools are good and there are teachers c) \_\_\_\_\_ are devoted to their work. d) \_\_\_\_\_ should care about the children in their classes. If the teachers are caring and hardworking, they e) \_\_\_\_\_. Many f) \_\_\_\_\_ happen in Rwanda every day. g) \_\_\_\_\_ people obey the traffic rules, there will not be so many accidents. Pedestrians h) \_\_\_\_\_ not drink and then walk home. If you need medicine for a cough, you go to a i) \_\_\_\_\_. If you want to deposit money in your account, you go to a j) \_\_\_\_\_.  
*Answers: a) many/several b) A few/some c) who d) Teachers e) will be successful f) accidents g) If h) should i) pharmacist/clinic/health centre j) bank*

#### Extension

Complete the following text by providing words and language structures you have learnt in this unit.

Service provision is still a challenge in some parts of Rwanda. The focus of the a) \_\_\_\_\_ services is on primary health care. There are too b) \_\_\_\_\_ doctors in Rwanda, so some patients may have to see a nurse instead. Most of the electricity in Rwanda is generated by c) \_\_\_\_\_ which means making use of the power of water. d) \_\_\_\_\_ power makes use of the heat of the sun. The heat is captured by special panels and stored in e) \_\_\_\_\_. f) \_\_\_\_\_ transport is the most popular form of transport in Rwanda because of the good network of roads. People travel mostly by g) \_\_\_\_\_ or by h) \_\_\_\_\_. The number of private vehicles is increasing. i) \_\_\_\_\_ are still very popular because they are light on fuel and easy to use in traffic. Some people even use them as j) \_\_\_\_\_ to earn money with them.  
*Answers: a) health b) few c) hydropower*



d) Solar e) batteries f) Road g) bus h) taxi/ bicycle/motorcycle i) Motorcycles j) taxis

## 7.4 Assessment

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also

serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination circumstances, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 7.5 Suggested answers

### Reading and writing activity 7.1.3

(Student's Book p. 107)

1. d)      2. a)      3. f)      4. b)  
5. g)      6. c)      7. e)

### Writing and speaking practice 7.2.1

(Student's Book p. 108)

Word	Pronunciation	Meaning
bus	/bʌs/	A large vehicle that people pay to travel on
road	/rəʊd/	Large passage for vehicles
ship	/ʃɪp/	A large boat for carrying people and goods across the sea
boat	/bəʊt/	A vehicle that travels across water
taxi	/'tæksi/	A car and driver that you pay to take you somewhere
service	/'sɜːvɪs/	The help that someone who works in a shop or hotel gives you
price	/praɪs/	The amount of money which something costs or for which a service is delivered
management	/'mænɪdʒ-mənt/	The act or skill of organising the activities of a hotel or company/the group of people who do this
pedestrians	/pə'destriən/	People who walk along a road

## Homework

(Student's Book p. 109)

	T	N	E	M	E	G	A	N	A	M		
E	P								A			
R	G	E		Q	U	E	U	E		V	C	
O		U	D								O	
D			E	E		P	R	I	C	E	L	
E		S		S	S	O					L	
D	C	E			T	T	A	X	I		I	
S	H	I	P			H	R				S	
		O	R	V			O	O	I		T	I
		T	R		R	A	L		U	A		O
		E	O		D	E	E		O	S	N	N
		L	L		B	U	S	B			E	S

Hidden words: management, eroded, pedestrians, guesthouse, queue, van, collisions, potholes, price, taxi, ship, road, hotel, bus, lorries, boat

### Writing practice 7.3.1 (Student's Book p. 110)

(Suggestions)

- there will be no accidents.
  - they will be able to avoid being run over.
  - they will not damage tyres.
  - there will be fewer accidents.
  - they will not have so many accidents.

### Writing practice 7.3.2 (Student's Book p. 110)

- cyclists ride in a single line,
  - pedestrians wear light-coloured clothes,
  - potholes are repaired regularly,
  - people obey the rules of the road,
  - accidents are avoided,

### Writing practice 7.3.3 (Student's Book p. 111)

#### Remedial

- should/must
  - should/must/may
  - should
  - should/must
  - must/have to

**Writing practice 7.3.4** (Student's Book p. 111)**Remedial**

- a) regularly                      b) every day  
 c) often                            d) every week  
 e) usually

**Reading and writing activity 7.3.5**

(Student's Book p. 111)

3. a) Yes, it is busy, because there are many activities to take part in.  
 b) They travel by bus or by taxi, depending on the number of learners.  
 c) They probably do not live too far from the school, because it is in the city and it is cheaper to walk than to travel by bus or taxi.  
 d) They are taught the rules of the road at school.  
 e) They travel by bicycle, bus or taxi or their parents take them to school.  
 f) There is a tuck shop, a café, a supermarket, a bank and a post office. There is also a bus stop and a taxi rank.  
 g) The extracurricular activities keep the learners busy and off the streets.  
 h) The cashier works out how much you owe for the items you have bought, takes your money and gives you a receipt and change.  
 i) In banks and in post offices.  
 j) We need a post office to post letters and send and receive parcels.  
 k) • If they want to compete with other schools, they will have to travel.  
 • If they go in smaller groups, the school will hire a taxi.  
 • If they are carrying their heavy bags on their backs, it can be dangerous.

**Writing practice 7.4.1** (Student's Book p. 113)

	Adjective	Comparative	Superlative
1	slow	slower	slowest
2	fast	faster	fastest
3	strong	stronger	strongest
4	safe	safer	safest
5	comfortable	more comfortable	most comfortable
6	dangerous	more dangerous	most dangerous
7	sharp	sharper	sharpest
8	small	smaller	smallest
9	good	better	best

**Writing practice 7.4.2** (Student's Book p. 113)

1. a) safest, fastest  
 b) less dangerous  
 c) more comfortable  
 d) slower, less expensive

**Writing practice 7.4.3** (Student's Book p. 114)

1. a) fastest, most expensive  
 b) more popular  
 c) smaller  
 d) smallest

**Writing practice 7.4.4** (Student's Book p. 114)

1. a) richest                      b) faster, safer  
 c) more regular  
 d) more popular, most popular

**Listening and writing activity 7.4.5**

(Student's Book p. 114)

4. a) The roads are constantly being improved.  
 b) The bullock-cart.  
 c) It is slow and may cause delays in the traffic flow.

- d) They are fast and cheaper because they use less fuel.
- e) Small passenger vehicles
- f) No, most people still use public transport.
- g) Most people travel by bus.
- h) No. It has not been well-developed, is mostly informal and very slow.
- i) Air transport is fastest.
- j) Air transport is said to be safer.

### Reading and writing activity 7.5.3

(Student's Book pp. 118–119)

- 2. a) The government
- b) It means that money is borrowed from or donated by overseas countries.
- c) It is power generated by using water.
- d) Rwanda has many rivers.
- e) A solar farm is a piece of land where solar (sun) panels are erected to capture the sun rays and where the energy is stored in batteries and used as electricity.
- f) Solid waste is all the stuff we throw away at home or at school every day – plastic bags, paper bags, vegetable peels, leftover food, dust and dirt.
- g) Open-ended; will depend on the learners' personal living conditions
- h) The government plans to recycle, to make compost out of organic waste material and to make briquettes for burning out of waste like paper and cardboard.

### Formal assessment (Student's Book p. 120)

- 1. a) Government
- b) National and international banks
- c) Government/Ministry of Education
- d) Government
- e) Local government/councils (5)
- 2. Allow learners' own sentences. Make sure that the adverb of frequency makes sense in the context of the sentence. (5)
- 3. a) fastest b) slower c) slowest d) most popular e) most expensive (5)
- 4. a) must/have to b) should/ought to c) should/might d) must e) usually (5)
- 5. (Suggestions)
  - a) she will be in time for school.
  - b) they will never be late.
  - c) many people will be without transport.
  - d) air pollution will become worse.
  - e) more people will make use of them. (5)
- 6. a) management;
- b) ship
- c) boats.
- d) Service
- e) pedestrians (5)
- 7. Assess the texts using the rubric for texts out of 20 on page 75. (20)

[50]

**Key unit competence:** To use language learnt in the context of measurement.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Recognise the use of comparatives and (WH) clauses to ask about sizes.</li> <li>Identify vocabulary of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, measure height, weight, length, width, volume and area and describe calculations.</li> <li>Read a text on measurement or on comparing distances in Rwanda.</li> <li>Listen to a text on measurement or on comparing distances in Rwanda.</li> <li>Write a text comparing measurements.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the use of English as medium of instruction in Mathematics.</li> <li>Have confidence to speak, even if your English is not quite right.</li> </ul>

## 8.1 Content summary

### Language use

- Weighing, measurements of length, volume, area, capacity, etc.
  - I weigh 40 kilograms. She is heavier than me. Who is the heaviest? The chair weighs about 2 kilograms. How much does he weigh? How heavy is it?
- Measuring people's height
  - He is 1 metre 20 centimetres tall. How tall are you?
- Measuring height, width
  - The building is 3 metres high. How high is it? The road is 4 metres wide. This building is wider than that. The building is exactly 5 metres wide. The car is 3 metres long.
- Measuring size in shoes, clothes
  - I wear size 7 shoes. He wears a size 15 shirt. This size is bigger. What size shoes/shirt do you wear?
- Measuring volume
  - There are 3 litres of water. There are about 3 litres of water. The bottle holds 1 litre of milk. How much water is there? How much milk does it hold?
- Measuring area
  - The room measures 6 metres by 12 metres. How big is the school compound?
- Measuring distances on a map
  - It's 150 kilometres from Kigali to Gisenyi. It's further to Butare. How far is it from Kigali to Gisenyi?

### Vocabulary

- Measurement: Centimetre, litre, kilogram, weigh, wide, long, hold, exactly, etc.

## Language structure

- Comparatives - how high, long, wide, much, etc.

## Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 8.2 Background notes

In this unit learners learn about measurement, which increases their spatial awareness. They learn to measure physical height and width as well as volume and distance. It gives them a sense of their immediate environment and their distance from other parts of the country. It also helps them to judge their own size in relation to others in the class or in their family. It emphasises that measurement is recorded in numbers and that distances, volume and size can be calculated by using fairly simple formulas. The unit reinforces what they learn in Mathematics and Geography (distance).

- **Key vocabulary**

Measurement: centimetre, litre, kilogram, weigh, wide, long, hold, exactly, etc.

- **Competences practised**

### Basic

**Literacy** – expressing ideas, messages and events through writing texts; communicating ideas effectively through speaking

### Generic

**Lifelong learning** – exploiting all opportunities to improve knowledge and skills

**Creativity and innovation** – taking initiative, generate original idea

**Communication skills** – comprehending through listening and reading

**Cooperation** – cooperating with others as a team.

- **Cross-cutting issue**

Standardisation culture: Throughout the world, there are standards for measuring. These standards make it easy for everyone to understand what is meant by each measurement.

- **Links to other subjects**

Geography: maps

Mathematics: measurement and weight

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Group work makes it possible to engage every learner in the class in learning throughout every lesson. Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. Move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing, or do peer assessment. Learners

sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Ruler, tape measure, containers, marked measuring cups, clothes, pictures, diagrams, map, photographs, etc.

- **How to introduce the lesson**

The first lesson in this unit may become a little noisy as learners will be standing up and moving around. Learners have to arrange themselves in height sequence, and measure each other's height. They have nine instructions to interpret. This spontaneous interaction will give you a fair idea of learners' communicative ability and their knowledge of measuring and interpreting height. Give the group leaders the responsibility of maintaining order and this in itself will give you some information about how efficiently the various groups are operating.

### 8.3 Teaching steps (20 lessons)

#### Lesson 1

*(Student's Book p. 121)*

1. Speaking and writing activity 8.1.1: Let the learners first read through the list of instructions so that they know what to do.
2. Allow learners, working in groups of eight, to measure one another's height. This may become a slightly noisy activity as learners will be standing up and moving around, but the physical activity will reinforce retention of the principles more than any amount of theory.
3. Give the group leader the responsibility

to see that the activities do not become too noisy and that the measurements are taken and recorded correctly.

4. Remind the scribe to take notes throughout.
5. If you listen carefully to the learners' interaction with one another, you should get a good idea of their level of understanding of the language and these concepts.

#### Lesson 2

*(Student's Book p. 123)*

1. Working in pairs, learners study the notes on measuring height, length and breadth or width.
2. They complete Speaking and writing practice 8.2.1.
3. They should compare their findings with their partner's.

#### Lesson 3

*(Student's Book p. 123)*

1. Learners study the notes on comparatives and superlatives or degrees of comparison.
2. They work in pairs and repeat the examples aloud to reinforce the structures.

#### Lesson 4

*(Student's Book p. 125)*

1. Learners do Writing practices 8.3.1, 8.3.2 and 8.3.3.
2. They do peer marking and discuss their answers. You can take the opportunity to help any learners who are making mistakes with this structure.
3. For homework, learners measure the height of their family and friends and list them in order of height, from the tallest to the shortest. They also measure a few pieces of furniture in their homes.

**Lesson 4***(Student's Book p. 126)*

1. Speaking and writing practice 8.3.4: Learners work in pairs and compare the data that they collected, speaking their findings out loud.
2. They do Writing practices 8.3.5 and 8.3.6 with self-assessment.

**Lesson 5***(Student's Book pp. 126–127)*

1. Learners do Writing practices 8.3.7 and 8.3.8.
2. They exchange books for peer marking.
3. Once their sentences have been corrected, they practise saying the sentences aloud to become accustomed to the sound of the structure.

**Lesson 6***(Student's Book p. 127)*

1. Writing activity 8.3.9: Working individually, learners write five sentences in which they compare the people in their class or their family.
2. They edit their sentences and then exchange books for peer marking.
3. Learners do the quiz and mark it at the beginning of the next lesson.

**Lesson 7***(Student's Book p. 128)*

1. Learners study the skills of measuring weight, volume and area and describe the calculations.
2. They do Writing practice 8.4.1.

**Lesson 8***(Student's Book p. 129)*

1. Learners study the vocabulary and complete the practice, filling in words from the list.
2. They exchange books for peer marking.

**Lesson 9***(Student's Book p. 130)*

1. Speaking and listening activity 8.5.1: Learners hold an informal group discussion and speak about weight and size in clothes. Move among the groups and listen to what they are saying.
2. You might want to take the opportunity to record marks for unprepared speech.

**Lesson 10***(Student's Book p. 130)*

1. Reading and writing activity 8.5.2: Learners read a text on body proportions individually and answer questions on it in writing.
2. They do self-assessment.

**Lesson 11***(Student's Book p. 131)*

1. Sounds and spelling: Learners practise saying the words out loud until they are comfortable with them.
2. They should use any new words in sentences and write them in their vocabulary books.
3. For homework, learners measure the width of a road, the path they walk to school and find out what distance they walk to school. They write down the information.

**Lesson 12***(Student's Book p. 132)*

1. Speaking and writing activity 8.6.1: Learners work in groups and measure the height and width of a classroom, of school buildings and things like desks and bookshelves.
2. They make use of the guidelines and describe their calculations.

**Lesson 13***(Student's Book p. 132)*

1. Writing activity 8.6.2: Learners write a text comparing measurements. They do



thorough planning, write the text and edit it.

2. Learners may do peer assessment or you might prefer the work to be handed in for assessment.

### Lesson 14

*(Student's Book p. 133)*

1. Speaking and writing activity 8.6.3: Learners work in groups and measure the volume of water in a container.
2. They will need at least one container of which the volume is known – a measuring cup, a litre bottle, a can with a known measure, etc.
3. They should write down their findings.

### Lesson 15

*(Student's Book p. 133)*

1. Writing activity 8.6.4: Learners work in pairs to plan their sentences.
2. They write sentences, comparing the volume of the containers they used in Activity 8.8.
3. Learners exchange books with another pair of learners for peer assessment.
4. For homework, learners measure the area of their homes and of their bedroom and write them down, showing how they arrived at their answer.

### Lesson 16

*(Student's Book p. 133)*

1. Listening and writing activity 8.6.5: Learners listen to the following text on comparing distances in Rwanda. You may need to read the text more than once.
2. Learners answer the questions individually in writing.
3. They exchange books for peer assessment.

#### **Comparing distances in Rwanda**

Rwanda is a small country in comparison with most of its neighbours, with the exception of Burundi. Burundi is also small, just a little bigger than Rwanda.

Rwanda is a landlocked country. It does not have a sea as one of its borders. Imports, arriving by ship or goods being exported by ship, have to be transported by road. The distance is approximately 1 400 kilometres to or from the ports in Kenya and other countries. Rwanda lies about 120 kilometres from the equator. Kigali is the capital of Rwanda. It lies more or less in the middle of the country. From Nyagatare in the northeast to Kamembe in the southwest is 464 kilometres. Kigali is almost in the middle of this distance. Kigali is 156 kilometres from Kamembe and 176 kilometres Nyagatare, a mere 20 kilometres difference. Kibuye in the west is 156 kilometres from Kigali, and almost in a line with it. The distance from Kigali to Kibungo is a little less, 103 kilometres. Nemba and Kinyami are almost the same distance from Kigali, 65 and 67 kilometres respectively. Butare is 134 kilometres from Kigali, but only 55 kilometres to Gitarama.

### Lesson 17

*(Student's Book p. 134)*

1. Reading and writing activity 8.6.6: Learners read a text on comparing distances in Rwanda.
2. They answer the questions and then exchange books for peer marking.

### Lesson 18

*(Student's Book p. 135)*

1. Speaking and writing activity 8.6.7: Learners work in groups and measure distances on a map, using a scale and writing the results. They follow the guidelines.
2. The reporters should be given a chance to report to the class on the groups' findings.

### Lesson 19

*(Student's Book p. 136)*

Revision and assessment

Revision and assessment

• **Support for learners with learning difficulties**

**Remedial**

Fill in the correct comparative or superlative form of the adjective in each blank space.

- a) It is (good) to keep the measuring instrument straight than to twist it.
- b) Her measurements are the (little) accurate, because she looped the measuring tape.
- c) Some people are (tall) and (thin) than others.
- d) He is growing very fast and is becoming (tall) and (tall).
- e) Our school bags are becoming (heavy) every year as we get (much) and (much) books.

*Answers: a) better b) least c) taller, thinner d) taller and taller e) heavier, more and more*

**Consolidation**

Fill in the correct comparative or superlative form of the adjective in each of the sentences.

- a) Rwanda is a little (small) \_\_\_\_\_ than Burundi, but much (small) \_\_\_\_\_ than Tanzania.
- b) Rwanda is (close) \_\_\_\_\_ to the equator than to the sea.
- c) Kigali is a little (near) \_\_\_\_\_ to Kamembe than to Nyagatare.
- d) Kigali is (far) \_\_\_\_\_ from Butare than from Gitarama.
- e) Kigali is the (big) \_\_\_\_\_ city in Rwanda.

- f) Rwanda is becoming (much) \_\_\_\_\_ and (much) \_\_\_\_\_ prosperous every year.
- g) Most learners in Rwanda are (much) \_\_\_\_\_ eager to learn than many others, but some of them are (lazy) \_\_\_\_\_ than others.

*Answers: a) smaller, smaller b) closer c) nearer d) further e) biggest f) more and more g) more, lazier*

**Extension**

Explain the following in your own words.

- a) How to measure the height of something.
- b) How to calculate the area of a flat surface.
- c) How to calculate the volume of a box.
- d) How to measure distance on a map.

*Answers: learners' own versions.*

**8.4 Assessment**

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination circumstances, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.

Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.
Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 8.5 Suggested answers

### Writing practice 8.3.1 (Student's Book p. 125)

- taller, tallest
  - better, better
  - higher, wider
  - more interesting
  - higher, cooler

### Writing practice 8.3.2 (Student's Book p. 125)

#### Remedial

- shorter, shortest
  - bigger, better
  - thickest
  - wider

### Writing practice 8.3.3 (Student's Book p. 125)

#### Extension

Learners' own sentences:

- higher, highest
  - taller, tallest
  - shorter, shortest
  - wider, widest
  - narrower, narrowest

### Writing practice 8.3.5 (Student's Book p. 126)

#### Remedial

- shorter
  - taller
  - wider
  - more comfortable
  - hotter
  - thinner
  - narrower
  - higher
  - longer
  - smaller

**Writing practice 8.3.6** (*Student's Book p. 126*)**Remedial**

- |            |            |
|------------|------------|
| a) taller  | b) smaller |
| c) shorter | d) thinner |
| e) better  |            |

**Writing practice 8.3.7** (*Student's Book p. 126*)**Remedial**

- |                     |          |
|---------------------|----------|
| a) most comfortable |          |
| b) best             | c) worst |
| d) brightest        | e) best  |

**Writing practice 8.3.8** (*Student's Book p. 127*)**Extension**

Learners' own sentences.

**Homework** (*Student's Book p. 127*)

- The bank manager's car is (C) faster than our teacher's.
- This practice is (A) more interesting than that one.
- Mount Karisimbi is (C) higher than the other mountains in Rwanda.
- This is the (B) most expensive book in the library.
- Rwanda is one of the (B) most beautiful countries in Africa.
- The south-eastern part is the (A) hottest part of Rwanda.
- North-western Rwanda is the (A) coldest part of Rwanda.
- Who is the (B) best soccer player?
- This teacher is (B) more knowledgeable than that teacher.
- This player is (D) stronger than that player.

**Writing practice 8.4.1** (*Student's Book p. 129*)

- Weight is the mass of something that can be measured on a scale.
  - Volume is the amount of space that an object occupies.
  - Area is the space taken up by a flat surface.
- Eight ( $8 \times 250 \text{ ml} = 2\,000 \text{ ml} = 2 \text{ litres}$ )
  - Three
  - By placing the object you wish to weigh on a scale
  - $12 \text{ m}^2$  (twelve square metres)

**Vocabulary**(*Student's Book p. 129*)

- |                |              |
|----------------|--------------|
| a) hold        | b) kilogram  |
| c) centimetres | d) exactly   |
| e) extra large | f) calculate |
| g) area        | h) vertical  |

**Reading and writing activity 8.5.2**(*Student's Book pp. 130–131*)

- Having a size or shape that is appropriate for its use
  - To help them make the figures they draw look real and true to life
  - Hold your flat hand, with the palm towards your face with the heel of your hand (the bottom part of your palm) against your chin and your fingers up close to your hairline.
  - About 2.5 – 3 centimetres wide, and about 2 centimetres high
  - Learners' own answers
  - The size of their heads might differ.
  - Six
  - At your crotch, the very top of your legs

### Listening and writing activity 8.6.5

(Student's Book p. 133)

4. a) Kenya, DRC (any two, except Burundi which is just a little bigger)
- b) It means having no access to the sea, except through another country.
- c) It is an imaginary line that is drawn around the earth, that is exactly the same distance from the North Pole and the South Pole.
- d) More or less in the middle
- e) Nyagatare and Kamembe
- f) About 470 (464) km
- g) Kibuye
- h) 55 km

### Reading and writing activity 8.6.6

(Student's Book p. 134)

2. a) *as the crow flies* means in a straight line.
- b) Generally, a mountain pass curves back and forth to avoid making the road too steep at any one point.
- c) The straight line distance is 3 cm. On the scale, 1.5 cm = 40 km, so  $2 \times 40 \text{ km} = 80 \text{ km}$ . The approximate distance by road is 93.3 km, so the difference between the two is 13.31 km.
- d) No. If you use the scale you will see that they are more than 20 km apart.

### Formal assessment (Student's Book p. 136)

1. a) taller  
b) heavier, rounder  
c) tallest, taller  
d) farther, longer  
e) bigger  
f) higher, highest (10)
2. a) You measure the person or object's vertical length, from top to bottom or from the bottom up, using a ruler, a yardstick or a tape measure.  
b) You measure weight by placing the object or person on a scale and recording the reading.  
c) You measure length by measuring from one end to the other, using a ruler, yardstick or tape measure.  
d) You measure width by measuring the person or object from one side to the other. It is a horizontal measurement.  
e) You calculate volume by multiplying the height by the width, by the depth. The answer will be in cubic centimetres. You can also calculate volume by using a container with a known volume to fill the object.  
f) You calculate area by multiplying the length by the width. The answer will be in square centimetres. ( $6 \times 2 = 12 \text{ cm}^2$ )
3. Do the following calculations.  
a) 24 metres squared  
b) 2 000 square metres  
c) 4  
d) 1.5 litres (8)
4. Use the rubric for writing out of 20 on pages 84–85. (20)

[50]

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

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Recognise the use of modal verbs and if sentences.</li> <li>Identify the vocabulary of illness symptoms, HIV and infection control.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, name illnesses and describe their symptoms.</li> <li>In both speech and writing, describe how we get and prevent illnesses.</li> <li>Read/listen to texts about illnesses, symptoms, disease prevention or healthy living.</li> <li>Write a brochure giving advice about healthy living.</li> </ul>	<ul style="list-style-type: none"> <li>Show interest in acquiring and sharing information on infection prevention measures.</li> <li>Use information and willingly explain to other people how to prevent infection.</li> </ul>

## 9.1 Content summary

### Language use

- Describing illnesses
  - The most common illnesses in Rwanda are malaria, HIV, etc. Many people get malaria. What are the most common illnesses?
- Describing symptoms
  - People with malaria have a high temperature. They vomit. People with typhoid have a high temperature, headaches and stomach pains. What symptoms do people with typhoid have?
- Discussing malaria
  - You can prevent malaria by cleaning stagnant water.
- Discussing HIV
  - People can get HIV through unprotected sex with an infected person. You can get HIV by using dirty

needles etc. How do people get HIV?  
How can we avoid HIV?

- Describing treatments
  - If you have malaria, the doctor gives you tablets. If you have typhoid, you have to rest.
- Describing how to keep healthy
  - You should have a balanced diet. Do they do sports? What do you do to keep healthy? She should use a mosquito net.
- Talking about preventing infection
  - You should cover food. How can we prevent infection?

### Vocabulary

- Illness: disease, illness, HIV, malaria, infected, prevention is better than cure, etc.
- Symptoms: fever, headache, etc.
- HIV: unprotected, needle, condom, etc.

- Infection control: stagnant water, bed net, etc.

### Language structure

- Modal verbs: *can, should*
- *By + ing*
- First conditional

### Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 9.2 Background notes

It is important for learners to grasp that to a certain extent they need to take responsibility for their own health and well-being. This includes recognising symptoms and understanding when medical intervention is necessary. It also includes taking precautions to avoid being infected with various diseases, including HIV/AIDS, malaria and waterborne diseases. Sometimes a behavioural change is needed to avoid being infected.

### • Key vocabulary

Illness: disease, illness, HIV, malaria, infected, prevention is better than cure, etc.

Symptoms: fever, headache, etc.

HIV: unprotected, needle, condom, etc.

Infection control: stagnant water, mosquito net, etc.

### • Competences practised

#### Basic

**Literacy** – reading a variety of texts accurately and quickly; expressing ideas through writing; communicating ideas effectively through speaking

#### Generic

**Lifelong learning** – seeking out acquaintances more knowledgeable in areas that need personal improvement and development

**Communication skills** – using oral and written language to discuss a variety of themes in a logical way

**Cooperation** – cooperating with others as a team in whatever task may be assigned; advocating for personal, family and community health

### • Cross-cutting issue

Comprehensive sexuality education:

Young people should not approach adulthood with conflicting and confusing messages about sexual health. It is important that they understand the risks and know how to stay healthy.

### • Links to other subjects

Biology: health

### • Classroom organisation

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Group work makes it possible to engage every learner in the class in learning throughout every lesson. Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. You should move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed.

Learners' participation could also be assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks

without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

### • Teaching materials

Pictures, photographs, brochures, etc.

### • How to introduce the lesson

It is important for their own well-being for learners to know about common diseases, their symptoms and how to avoid getting them. This includes lifestyle diseases which come with increased prosperity. The oral activity, Activity 9.1, provides you with an opportunity to listen to the discussion and gauge the level of learners' knowledge and understanding about illnesses in Rwanda and how to prevent and recognise them. A similar topic was covered in S1, so the learners should have some basic knowledge. The discussions should also reveal the extent of learners' vocabulary and language ability. This can be used as a basis for remedial work where necessary.

## 9.3 Teaching steps (20 lessons)

### Lesson 1

(Student's Book p. 137)

1. Speaking and listening activity 9.1.1: Learners form groups and discuss common diseases in Rwanda. They should name illnesses and describe their symptoms.
2. Scribes take notes.

3. Reporters should be given an opportunity to report group discussions to the class as a whole.

### Lesson 2

(Student's Book p. 138)

1. Reading and writing activity 9.1.2: Learners read the text individually and then answer the questions in writing.
2. When they exchange books for peer marking, they also discuss their answers.

### Lesson 3

(Student's Book p. 139)

1. Vocabulary: Learners work in pairs and find the missing pronunciations and meanings in a dictionary.
2. Both learners write the table and the missing parts in their books.
3. They should say the words out loud to get the pronunciation right.

### Lesson 4

(Student's Book pp. 139–140)

1. Vocabulary: Learners work in groups and look up the meaning and pronunciation of the words.
2. They should say the words aloud and then work in pairs and write sentences using each of the words or pairs of words.
3. For homework, learners test members of their family to find out how many of them know the words they have learnt. They should try and teach them at least some of the words as the vocabulary is important to everyone in the country.

### Lesson 5

(Student's Book pp. 140–141)

1. Reading and writing activity 9.2.1: Learners do the pre-reading practice.
2. They read the text and answer the questions on it.
3. They should exchange books for peer marking.



**Lesson 6***(Student's Book p. 142)*

1. Reading and writing activity 9.2.2: Learners match the diseases with their symptoms.
2. They say the sentences out aloud, using *if* to start the sentences.
3. They copy the sentences into their books.

**Lesson 7***(Student's Book p. 143)*

1. Writing activity 9.2.3: Learners plan and write a three-paragraph text about disease symptoms and their importance.
2. They may exchange books at the planning stage, but edit it themselves.
3. They could hand the books in for formal assessment or do peer assessment.

**Lesson 8***(Student's Book pp. 143–144)*

1. Learners study the use of modal verbs in the units mentioned.
2. They do Writing activity 9.3.1 and Writing practice 9.3.2. They could do peer marking.

**Lesson 9***(Student's Book p. 145–146)*

1. Learners study the notes on *can/could* and *by + ing*.
2. They do Writing practice 9.4.1 and 9.4.2.
3. They also study modal verbs and *if*-sentences, and then do Writing practice 9.5.1.
4. Peer marking would be appropriate here.

**Lesson 10***(Student's Book p. 146)*

1. Listening and writing activity 9.5.2: Learners do the pre-listening practice.
2. Then you read the dialogue to the class. As there are four speakers, you could get two of the better readers to read the words of the mother and her daughter.

You may need to read the dialogue a second time.

3. Learners then answer the questions in writing.

**Dialogue**

Doctor: (Pulling rubber gloves onto his hands and examining her) My goodness! That looks painful. What happened?

Neza: (Sobbing softly) I fell with my bicycle! We were racing one another in the road and I fell!

Mother: I told them not to play in the road! I do not know what her father is going to say tonight!

Doctor: (Examining her legs) The cuts do not look too deep. Nurse! (He calls for the nursing sister) Please bring a bowl of water and disinfectant and some gauze. Let us get these legs cleaned up first. Mrs Gatabazi, I do not think she has broken anything. We should take an x-ray of her legs just to make sure that there is no further damage. But we must first clean her up to reduce the chance of infection.

Mother: Oh dear. I hope she has not broken anything!

Neza: (Sobbing louder.) I do not want an x-ray! Does it hurt?

Nurse: (Also wearing rubber gloves) Sh, sh! Stop crying now. An x-ray does not hurt. The machine just takes a picture of the bones in your legs to see if they have fractured. Keep still so that I can clean all the dirt out of these cuts.

Doctor: I am going to give you a tetanus injection now. Tetanus is caused by bacteria that are found in soil, dust and manure. As you fell in the road we must take precautions. It will only hurt for a moment.

Neza: (With big eyes, tears forgotten) What is tetanus, Doctor?

Doctor: It is also called lockjaw. If you get it, your body goes into spasms. But do not worry, the injection will prevent it.

Nurse: There you are. All the dirt is out. I am going to cover your legs loosely with

gauze. I am sure doctor will give you something for the pain. Your legs might be quite painful tonight. I will fetch a wheelchair to take you to the x-ray section.

4. For homework, learners think and talk about any experience with a doctor, clinic or at an accident and emergency ward. They make a list of 10 words related to such experience.

### Lesson 11

(Student's Book p. 147)

1. Speaking and listening activity 9.5.3: Learners work in pairs and write a dialogue between a doctor and a patient. They may include more characters if they wish.
2. They present the dialogues to the group and the best ones should be presented to the class.
3. Learners write the dialogues in their books.

### Lesson 12

(Student's Book p. 147)

1. Reading and writing activity 9.5.4: Learners do the pre-reading practice in groups and then read the text.
2. They should answer the questions in writing.

### Lesson 13

(Student's Book p. 148)

1. Speaking and listening activity 9.5.5: Learners work in groups and combine sentences using *by*, *ing*.
2. They take turns to speak a sentence aloud until they are comfortable with the structure.

### Lesson 14

(Student's Book p. 148)

1. Writing activity 9.5.6: Learners plan and write a three-paragraph text on how we can get and prevent illnesses.

2. They do thorough planning and then write and edit their work.
3. They can hand in their writing for formal assessment or exchange books for peer assessment.

### Lesson 15

(Student's Book p. 149)

1. Listening and writing activity 9.5.7: Read the following text to learners.
2. When they have listened to it they complete the table in their books and compare with a partner's.

#### Disease prevention and treatment

Malaria is transmitted by the female anopheles mosquito. Its bite transfers blood from a person suffering from malaria to a healthy person. We can prevent malaria by using mosquito nets while sleeping at night. This prevents the mosquito from biting us and transferring the disease.

We can get rid of mosquitoes by clearing bushes from around our houses. We can also drain water so that it does not become stagnant. If we remove the bushes, the mosquitoes have nowhere to shelter. If we make sure that there is no stagnant water, we prevent their reproduction because their larvae grow in stagnant water. Spraying insecticides on stagnant water kills the mosquito larvae, the young ones, before they grow to full size. We can also fit wire mesh in windows and doors. If we smear mosquito repellent creams on exposed areas of our skin, we can also prevent mosquito bites. Once a person has contracted malaria, it is treated with a variety of anti-malarial drugs. Boil all water before you use it to prevent cholera. Boiling kills the cholera bacteria. Although cholera can be deadly, it is very easily treated. The patient must be rehydrated. This means that the fluids and electrolytes lost when the patient suffers from diarrhoea must be replaced. In serious cases this must be done intravenously. That means that the fluids must be given by a drip, with a needle inserted directly into the bloodstream.

Patients are also given antibiotics to help the body fight the bacteria and zinc supplements.

Typhoid fever is treated with antibiotics and rest, to allow the patient to recover their strength. At a certain stage in the development of HIV/AIDS, patients are given anti-retroviral drugs. These drugs cannot cure the disease. They treat the symptoms and generally allow patients to live longer. It is a strange fact that there is still no cure for the common cold. You should blow your nose often and wash your hands after blowing your nose. Drink plenty of fluids and get enough rest. This will make you feel better, but will not cure the cold.

### Lesson 16 *(Student's Book p. 149)*

1. Speaking and listening activity 9.5.8: Learners work in pairs and say the sentences on disease prevention out loud, paying attention to *by + -ing*.
2. They should take turns to speak the sentences aloud and correct each other's pronunciation and grammar.
3. For homework, learners write five sentences about the treatment of ailments.
4. You could arrange for peer marking at the beginning of the next lesson.

### Lesson 17 *(Student's Book p. 150)*

1. Reading and writing activity 9.5.10: Learners read a health brochure about healthy living.
2. They turn 10 of the instructions into full sentences, using *should*.
3. They exchange books for peer marking.

### Lesson 18 *(Student's Book p. 150)*

1. Writing activity 9.5.11: Learners do a pre-writing activity in groups and then write their own advice brochure about healthy living.

2. They hand their books in for formal assessment after editing it. You could use the rubric for marking out of 10 on pages 94–95.

### Lesson 19 *(Student's Book p. 151)*

Revision and assessment

### Lesson 20 *(Student's Book p. 151)*

Revision and assessment

#### • Support for learners with learning difficulties

##### Remedial

Complete the following sentences by filling in *can* and by adding *by + -ing*.

- a) You \_\_\_\_\_ keep yourself healthy (eat) a healthy diet.
- b) We \_\_\_\_\_ avoid catching colds (wash) our hands regularly.
- c) We \_\_\_\_\_ avoid getting cholera (boil) all water that we use.
- d) They \_\_\_\_\_ avoid obesity (eat) a balanced diet.
- e) You \_\_\_\_\_ keep yourself healthy (practice) regularly.

*Answers: a) can, by eating b) can, by washing c) can, by boiling d) can, by eating e) can, by exercising*

##### Consolidation

Complete the sentences by filling in *can* and by adding *by + -ing*.

- a) People \_\_\_\_\_ keep themselves healthy (drink) \_\_\_\_\_ clean water.
- b) We \_\_\_\_\_ avoid waterborne diseases (boil) \_\_\_\_\_ all the water we use.
- c) People \_\_\_\_\_ avoid getting infectious diseases (wash) \_\_\_\_\_ their hands regularly.
- d) They \_\_\_\_\_ avoid malnutrition (eat) \_\_\_\_\_ the right food.
- e) You \_\_\_\_\_ keep yourself healthy (go) \_\_\_\_\_ regularly for a check-up.

Answers: a) can, by drinking b) can, by boiling c) can, by washing d) can, by eating e) can, by going

### Extension

Write one sentence each on preventing the following diseases:

- a) malaria
- b) typhoid fever
- c) HIV/AIDS
- d) cholera
- e) common cold

Answers: Learners' own sentences.

## 9.4 Assessment

**Formative:** Any of the practices in the unit can be used as formative assessment

as their purpose is to teach rather than to award marks. Formative assessment also serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination circumstances, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

All self-assessment and peer-assessment practices can be used for formal assessment or revision.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.

Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 9.5 Suggested answers

### Reading and writing activity 9.1.2

(Student's Book p. 138)

2. a) Malaria, HIV/AIDS, tuberculosis, typhoid fever, amoebic dysentery, Hepatitis B and C and the common cold. (any three)
- b) Communicable diseases are diseases that can be passed from one person to another.
- c) A causative agent is something that causes a disease, like a bacterium, a virus or a parasite.
- d) Malaria is caused by the anopheles mosquito, which transfers blood containing parasites from an infected person to a healthy person.
- e) You can avoid typhoid fever or amoebic dysentery by boiling all water before using it.
- f) You can avoid getting Hepatitis B or C and HIV/AIDS by avoiding contact with the blood or other bodily fluids of an infected person.
- g) Lifestyle diseases are steadily increasing in Rwanda.
- h) Coronary diseases, cancer, diabetes, obesity and mental illnesses. (any two)
- i) Lifestyle diseases are diseases that are caused by stress, too little rest or sleep, too little practice and eating an unbalanced diet.
- j) Cancer is caused by body cells that malfunction.

### Vocabulary

(Student's Book p. 139)

1.

Vocabulary	Pronunciation	Meaning
disease	/diˈzi:z/	an illness or unhealthy condition in your body, especially one caused by infection
malaria	/məˈleəriə/	a disease common in hot countries that is caused when an infected mosquito bites you
cancer	/'kænsə/	a very serious disease in which cells begin to grow abnormally in one part of the body and often causes death
infected	/ɪnˈfektəd/	a part of your body or a wound has harmful bacteria in it that prevents it from healing
symptoms	/'sɪmptəmz/	a physical condition that shows that you have a particular illness
fever	/'fi:və/	an illness or a medical condition in which you have a very high body temperature
headache	/'hedək/	a pain in your head

unprotected	/ʌnpɹə'tektəd/	something unprotected could hurt someone or something; unprotected sex: without a condom
needle	/'ni:dl/	a small, thin, sharp piece of steel used to sew or to inject drugs or medicine
condom	/'kɒndəm/	a thin rubber covering that a man wears for protection during sex
stagnant	/'stægnənt/	water or air that does not move or flow and often smells bad

pulse rate	/pʌls/ /reit/	the number of times your heart beats in a minute - it can be felt at the wrist or in the neck
hallucination	/həlu:sə'neɪʃən/	the experience of seeing or feeling something that is not really there
tumour	/'tju:mə/	a mass of diseased cells in your body that have divided and increased too quickly
palpitation of the heart	/pælpə'teɪʃən/ of the /hɑ:t/	irregular or extremely fast beating of the heart due to illness or too much effort (practice)
lifestyle diseases	/'laɪfstɑɪl/ / dɪ'zi:zəz/	diseases caused by the way someone lives
opportunistic infections	/ɒpətju:'nɪstɪk/ /ɪn'fekʃən/	an illness caused by bacteria or viruses that occurs when the body is already weakened by some other illness
nausea	/'nɔ:ziə/	the feeling that you get when you think you are going to vomit (bring food up)
medical practitioner	/'medɪkəl/ /præk'tɪʃənə/	a doctor or nurse
transmitted	/trænz'mɪtəd/	send something like an infection from one person to another

## 2. Learners' own sentences.

HIV/AIDS	/eɪtʃaɪ'vi:z/ / eɪdz/	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome: HIV is the virus, and AIDS the disease that results from it, destroying the patient's immune system.
X-ray	/'eksreɪ/	a beam of radiation that can go through solid objects and is used for photographing the inside of the body.

causative agents	/ˈkɔːzətɪv/ /ˈeɪdʒənts/	things like bacteria, viruses and parasites that cause diseases
malfunction	/mælˈfʌŋkʃən/	a fault in the way something works

### Reading and writing activity 9.2.1

(Student's Book p. 140–141)

1. b) headache, sweating, fever, no appetite, etc.  
c) high temperature, headache, sweating, no appetite, stomach upsets
3. a) They warn the patient that something is wrong, and tell the doctor what is wrong.  
b) No, they are also important to the patient so that the patient will know that it is time to consult a doctor.  
c) Malaria and typhoid fever have similar symptoms, with typhoid fever adding an upset stomach.  
d) Tuberculosis  
e) General weakness, high temperature, loss of appetite, dizziness and a swollen abdomen or liver failure  
f) Infections  
g) Heart palpitations and shortness of breath  
h) The presence of a tumour  
i) They are caused and/or made worse by the way the patients live, e.g. eating too much and too much sugar and carbohydrates.  
j) A person with a mental illness often suffers from hallucinations.

### Reading and writing activity 9.2.2

(Student's Book p. 142)

- |        |        |       |
|--------|--------|-------|
| 1. b)  | 2. d)  | 3. c) |
| 4. k)  | 5. j)  | 6. e) |
| 7. f)  | 8. a)  | 9. h) |
| 10. g) | 11. i) |       |

3.
  1. If you are suffering from malaria, you will have a high temperature, headache, loss of appetite and you will sweat and feel shivery.
  2. If you are suffering from HIV/AIDS, you will experience loss of weight, loss of appetite, coughing and opportunistic infections.
  3. If you are suffering from tuberculosis, you will have a persistent cough, at times coughing blood, weight loss and sleeplessness.
  4. If you are suffering from amoebic dysentery, you will have a headache, stomach upsets and diarrhoea.
  5. If you are suffering from Hepatitis B and/or C you will experience general body weakness, headache, high temperature and possibly liver damage.
  6. If you are suffering from typhoid fever, you experience high temperature, headache, vomiting, stomach upsets, loss of appetite and dizziness.
  7. If you are suffering from cholera, you will experience high temperature, headache, vomiting, diarrhoea and general body weakness.
  8. If you are suffering from a common cold you will have a runny nose, watery eyes and experience loss of sleep.
  9. If you are suffering from coronary disease, you may experience palpitations or irregular heartbeat and shortness of breath.
  10. If you are suffering from diabetes, you will experience dizziness, high blood sugar and general body weakness.
  11. If you are suffering from cancer, you may have a tumour.

**Writing activity 9.3.1** (*Student's Book p. 143*)

Line 3, may	Line 9, will
Line 12, may	Line 17, might
Line 18, may	Line 19, could
Line 20, could	Line 21, may
Line 23, might	Line 24, could
Line 29, may	Line 30, may
Line 30, could	Line 33, may

**Writing practice 9.3.2** (*Student's Book p. 144*)

1. a) could    b) could    c) can  
 d) can    e) could    f) can  
 g) can    h) can    i) could  
 j) can

**Writing practice 9.4.1** (*Student's Book p. 145*)

1. a) by having    b) by avoiding  
 c) by coming    d) by being  
 e) by eating

**Writing practice 9.4.2** (*Student's Book p. 145*)**Remedial**

1. a) by washing    b) by being  
 c) by keeping    d) by sleeping  
 e) by following

**Writing practice 9.5.1** (*Student's Book p. 146*)

(Learners' own versions – these are merely examples)

1. a) you will not catch cold.  
 b) If you sleep under a mosquito net  
 c) you will not get cholera.  
 d) If you wash your hands regularly  
 e) you will remain healthy.

**Listening and writing activity 9.5.2**

(*Student's Book p. 146*)

1. a) A dialogue is a conversation between two or more people.  
 c) A stethoscope

3. a) Neza is bleeding and he does not want to touch blood for fear of catching a disease.  
 b) She was playing in the road and fell off her bicycle.  
 c) No. He calls the nurse to do it.  
 d) She might have fractured or cracked something (a crack in a bone is treated like a fracture).  
 e) No. She has never had an x-ray before and she is nervous.  
 f) Tetanus is caused by bacteria found in soil, dust and animal manure.  
 g) He gives her an injection to immunise her against it.  
 h) The body goes into spasms.  
 i) Gauze is a very loosely woven, thin piece of material or bandage. It is useful for covering injuries as it keeps flies and dust out of the wounds. But it does not prevent air from passing through it to help the healing process.  
 j) If she has fractured anything, it will be very bad to put her weight on her legs.

**Reading and writing activity 9.5.4**

(*Student's Book pp. 147–148*)

1. a) HIV is a virus which causes AIDS. It is an auto-immune disease which means that it attacks the person's immune system and causes them to be infected by all kinds of diseases, like tuberculosis.  
 b) You can see when someone is suffering from AIDS because they become very weak and thin, but not when they are HIV-positive. This is what makes it so dangerous. The person may not even know that they are HIV-positive.



3. a) It is very dangerous because it is transmitted so easily and there is no cure for it. Anti-retroviral treatment can treat the symptoms and lengthen the patient's life, but not save it.
- b) Having unprotected sex with an HIV-positive person, touching the blood of an infected person and using dirty needles or blades.
- c) *Sterilise* means to clean by immersing in boiling water, or steaming in a machine designed to sterilise things. The latter is used in hospitals.
- d) It means not to have sex at all. This is very good for young people, because it is not good to become sexually active at a very young age.
- e) They can wear disposable gloves, a new pair for every patient they touch, sterilise their instruments and make sure that blood for blood transfusions has been screened for the virus. (Any two)
- f) No. Every person must make a personal decision to avoid infection by making good lifestyle choices.
- g) Find out as much as you can about the disease; do not have sex without a condom; even better, abstain.
- h) They should have themselves tested for HIV so that they do not transfer the virus to each other or to their children.

### Speaking and listening activity 9.5.5

(Student's Book p. 148)

1. We can get typhoid fever by using c) water than has not been boiled.
2. We can get cholera by using e) water that has been contaminated.

3. We can prevent getting a cold by washing a) our hands regularly.
4. Nurses can avoid getting HIV/AIDS by wearing f) rubber gloves when they treat someone who is bleeding.
5. We can prevent getting cholera by boiling b) all the water that we use.
6. We can avoid getting tetanus by being i) injected against it.
7. We can prevent malaria by sleeping d) under a mosquito net.
8. We can avoid being infected with the HIV-virus by using g) a condom.
9. You can get HIV by using h) dirty needles for getting a tattoo.

### Listening and writing activity 9.5.7

(Student's Book p. 149)

Disease	Prevention	Treatment
Malaria	Use a mosquito net, clear bushes, clear stagnant water, use repellent creams	Anti-malarial drugs
Cholera	Boil all water	Rehydrate by drinking water, antibiotics
Typhoid fever	Boil all water	Antibiotics, rest
The common cold	Wash hands	No cure, treat symptoms
HIV/AIDS	Use a condom, or abstain from sex, avoid touching blood, see that instruments used for piercing are sterilised	No cure, treat symptoms, anti-retrovirals

### Speaking practice 9.5.9

(Student's Book p. 149)

- a) can, by testing
- b) can, by taking
- c) can, by drinking
- d) can, by taking
- e) can, by taking
- f) can, by taking
- g) can, by using
- h) can, by using
- i) can, by taking
- j) can, by reducing, by getting

### Writing activity 9.5.11

(Student's Book p. 150)

1. a) A catchword is a word or phrase that is easy to remember and is repeated regularly by a political party, newspaper or health professionals.  
*Be fit, be healthy, be careful, be happy, etc.*  
b) It gives information, is short and to the point and easy to remember. It is used to share information about important issues or to advertise something.  
c) Yes, they are, because they provide information.

### Formal assessment (Student's Book p. 151)

1. a) can, by washing  
b) can, by sleeping  
c) can, by abstaining  
d) can, by boiling

- e) can, by being (5)
2. (Suggested answers)
    - a) will have to use a condom.
    - b) will have to sleep under a bed net.
    - c) will have to boil all the water we use.
    - d) will have to take care of ourselves.
    - e) will have to keep washing our hands. (5)
  3. a) It is a diet that contains all the different types of food that the body needs.  
b) It strengthens your immunity so that you do not become ill so easily.  
c) We become obese.  
d) We may begin to suffer from malnutrition.  
e) It means to practice every day or every other day.  
f) Moderate practice is not so strenuous that you injure your body.  
g) The body needs enough rest to increase its energy.  
h) Learners' own sentence  
i) Washing, showering or bathing every day.  
j) Keep your home clean, wash dishes and keep the outside clean and tidy. (10 × 2 = 20)
  4. Use the rubric out of 20 on page 94. (20)
- [50]

**Key unit competence:** To use language learnt in the context of gender.

Learning objectives		
Knowledge and understanding	Skills	Attitudes and values
<b>At the end of this unit, learners should be able to:</b>		
<ul style="list-style-type: none"> <li>Recognise the use of past tenses and modal verbs, their negative form with adverbials of time and connectors of contrast.</li> <li>Identify the vocabulary of jobs, gender, social roles and life stories.</li> </ul>	<ul style="list-style-type: none"> <li>In both speech and writing, recount the lives of famous women.</li> <li>In both speech and writing, describe traditional gender roles in Rwanda.</li> <li>In speech and writing, compare traditional and modern gender roles.</li> <li>Listen to/read texts about the life of a famous woman or about traditional and modern gender roles.</li> <li>In both speech and writing, give opinions about the jobs men and women should do and the household roles they should carry out.</li> </ul>	<ul style="list-style-type: none"> <li>Be sensitive and vocal about gender issues.</li> <li>Confidently inform classmates about gender equality.</li> </ul>

## 10.1 Content summary

### Language use

- Describing famous women in Rwanda
  - Laura Kabasomi Kakoma is a singer/songwriter. She was born in Illinois USA. Odile Katese is a famous playwright and actor. She was educated in the DRC.
- Recounting the life story of famous women
  - Michelle Obama was born on January 17, 1964 in Chicago, Illinois. She attended Princeton University. She worked at a Chicago law firm, where

she met her husband, Barack Obama.

- Describing traditional gender roles
  - Women used to look after the home, fetch water and cook food. Women were not allowed to run a business. Women could not open a bank account. Only men could plant trees. Men were allowed to name a child.
- Describing modern gender roles
  - Girls go to school and university. Women do many jobs in society. Today, women are the majority of the members of parliament in Rwanda. Women are ministers in the government.

- Comparing traditional and modern gender roles
  - Women were not allowed to run businesses, but today many women do so. Women used to work in the home.
  - Today women can be members of parliament; however, traditionally they could not.
- Giving opinions about gender roles
  - I think women should cook. I think men should not clean the house. I think women should be allowed to stand for parliament.

### Vocabulary

- Jobs: playwright, businesswomen, actor, etc.
- Gender roles: fetch water, cook, look after the home, etc.
- Life stories: was born, studied, married, worked, etc.
- Social roles: member of parliament, run, business, bank account, etc.

### Language structure

- Used to
- Modal verbs: *allowed to, could, could not, should, should not*
- Past simple tense
- Adverbials of time

### Sounds and spelling

- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.

## 10.2 Background notes

In traditional societies women have generally been regarded as inferior citizens and their participation in economic and political activities has been limited by tradition and in some cases by law. No country can afford to ignore the potential of half or more than half of its citizens. This unit highlights the performance of several women in fields that were often dominated by men. The government has included many women in parliament and this move should be reflected at all levels

of society. This does not mean that women have to work outside the home, but that there should not be barriers preventing women from achieving their potential where they wish to do so. People should become sensitive to gender issues and discrimination against women and we should address discrimination where it is found.

### • Key vocabulary

Jobs: playwright, businesswomen, actor, etc.

Gender roles: fetch water, cook, look after the home, etc.

Life stories: was born, studied, married, worked, etc.

Social roles: member of parliament, run, business, bank, account, etc.

### • Competences practised

#### Basic

**Literacy** – expressing ideas through writing legible texts and speaking; listening carefully for understanding

#### Generic

**Lifelong learning** – exploiting all opportunities available to improve knowledge and skills

**Critical thinking** – thinking reflectively, broadly and logically

**Research and problem-solving** – being resourceful in finding answers; explaining phenomena based on findings from information gathered or provided

**Communication skills** – using oral and written language to discuss, argue and debate a variety of themes in a logical manner

**Cooperation** – practising respect for the rights, views and feelings of others.

### • Cross-cutting issue

Gender: Boys, girls, men and women are all equally important. They should have the same opportunities in life.

- **Links to other subjects**

Kinyarwanda, French and Kiswahili:  
women and gender roles

- **Classroom organisation**

**Whole class:** This format is not used very often, because it limits individual participation by learners. It is used mainly to give a general instruction at the beginning of a lesson and when learners from pairs or groups report back their discussions on a topic to the whole class. All learners are then expected to listen and sometimes comment.

**Groups:** Group work makes it possible to engage every learner in the class in learning throughout every lesson. Generally smaller groups of four to six learners are appropriate for discussions and brief oral reports. Larger groups of about eight are sometimes suitable for tasks like research on a topic. It is important for you to make sure that the discussion/research in groups is actually taking place and in the target language. Move around among the groups, listening to what is being said, commenting where appropriate and helping groups to get back on track if they have digressed. Learners' participation could also be assessed for an oral mark if required. Groups should be formed with least disruption. If learners are permanently seated in groups of about eight, it is relatively easy to break them up into smaller groups or pairs for specific tasks without undue disruption.

**Pairs:** Pair work is very useful when learners are required to focus on a new piece of work, prepare and plan for a piece of writing or do peer assessment. Learners sometimes understand a peer's explanation better than the teacher's, because they are on the same intellectual level.

**Individuals:** While groups and pairs can engage in preparation, reading and writing should usually be individual activities so that each learner's individual mastery of the work can be assessed and recorded.

- **Teaching materials**

Pictures and photographs

- **How to introduce the lesson**

The picture at the beginning of the unit illustrates the fact that men and women are capable of doing the same jobs, emphasising that gender should not exclude people from jobs. During the discussion you will be able to assess the attitude of learners and their ability to express themselves on gender issues. This will enable you to form an idea of the extent to which learners understand the issue and have the vocabulary and language skills to express themselves. This finding will give you an idea of where to place the emphasis in the lessons that follow.

### 10.3 Teaching steps (20 lessons)

#### Lesson 1

(Student's Book pp. 152–153)

1. Listening and speaking activity 10.1.1: Learners study the picture and then form groups and talk about what they see.
2. The scribes should take notes and the spokespersons should report the discussions to the whole class.
3. For homework, learners speak to people at home and in their community to find out about famous Rwandan women. They should make notes of what people tell them, in preparation for their class discussion about famous Rwandan women.

**Lesson 2***(Student's Book p. 153)*

1. Listening and speaking activity 10.1.2: In groups, learners discuss famous Rwandan women. Each group should identify the Rwandan women they want to talk about. They tell one another what they found out about them. This activity should be allowed to continue for 15 to 20 minutes.
2. The scribes take notes and the spokespersons should then report back to the whole class.

**Lesson 3***(Student's Book p. 153)*

1. Reading and writing activity 10.1.3: Learners read a text about famous Rwandan women and answer questions on it.
2. Learners exchange books for peer marking.

**Lesson 4***(Student's Book p. 154)*

1. Vocabulary: In pairs learners read the sentences aloud, taking turns. They pay particular attention to spelling and pronunciation and look up those that they do not know.
2. They use the words in sentences of their own and write them down.

**Lesson 5***(Student's Book pp. 155–156)*

1. Language structure: Learners study the notes and examples on *used to*
2. They then do Writing practices 10.3.1 – 10.3.3.

**Lesson 6***(Student's Book p. 156)*

1. Listening and writing activity 10.3.4: Learners do the pre-listening activity and then listen to a text about the life story of Michelle Obama.

2. They then answer questions on it in writing.
3. They exchange books for peer marking.

**Michelle Obama**

Michelle Obama was born on 17 January 1964 in Chicago, in the state of Illinois, in the United States of America. Her family name was Robinson. Her ancestors were African slaves who worked on plantations in South Carolina. Some of her father's relatives still live there. After the Civil War some of the family migrated northwards.

Michelle and her brother were very intelligent children. At primary school she was moved to a class for gifted learners. She did extremely well at high school and was treasurer of the student council. She finished high school at the top of her class.

She was admitted to Princeton University, one of the top universities in the USA. She completed a B.A. degree. She then moved on to Harvard Law School, where she completed her law degree in 1988.

She was politically active at university. She joined demonstrations for more Afro-American professors at the university. After completing her studies, she worked at a Chicago law firm as an advocate. There she met her husband, Barack Obama. They were married in October 1992. They have two daughters, Malia born in 1998 and Sasha, born in 2001.

She helped to campaign for her husband's presidential bid. It was difficult to balance family life with political responsibilities. When they moved to the White House, her mother moved with them to help with the children. The girls attended a school in Washington.

Michelle became a popular president's wife, the First Lady of the USA. She is an advocate for poverty awareness and healthy living. She is a very attractive woman, tall and slim. She has also become a fashion icon and role model for women.

**Lesson 7** (Student's Book pp. 157–158)

1. Learners study the notes on adverbials of time, and also say the examples aloud to accustom them to the sound of the structure.
2. They do Writing practice 10.4.1 and 10.4.2, with peer marking.

**Lesson 8** (Student's Book pp. 158–159)

1. Learners study the notes on connectors of contrast, saying the examples aloud.
2. They then do Writing practice 10.5.1 and 10.5.2.
3. They do peer marking.

**Lesson 9** (Student's Book p. 159–160)

1. Reading and writing activity 10.5.3: Learners work in pairs and read the extract from the life story of Winnie Madikizela-Mandela.
2. They arrange the sentences in the correct sequence and then write the text in their books, individually.
3. They exchange books for peer marking.
4. For homework, learners recall the stories about famous and influential women they have dealt with in this unit and write down at least five points about lessons learnt and what they admire about these women. This task is in preparation for their next speaking and listening activity.

**Lesson 10** (Student's Book p. 161)

1. Speaking and listening activity 10.5.4: Learners have a group discussion about lessons they have learnt, inspiration gained and admiration for these women.
2. The scribes should take notes and the spokespersons should report the discussions to the whole class.

**Lesson 11** (Student's Book p. 161)

1. Learners study the notes on comparing things or situations.
2. They do Writing practice 10.6.1, which is preparation for writing a text.
3. For homework, learners write a text based on the preparation they did in Lesson 10.

**Lesson 12** (Student's Book p. 162)

1. Reading and speaking activity 10.6.2: Learners edit one another's work, not only the language, but also the extent to which they have adhered to their plan. They will indicate if they have found a good piece of work.
2. Allow the partner to read out the text to the class. Allow as many readings as possible and let the class choose the best.

**Lesson 13** (Student's Book p. 162)

1. Reading and writing activity 10.6.3: Learners read the text carefully and answer the questions in writing.
2. They exchange books for peer marking. This task may run over into the next lesson.

**Lesson 14** (Student's Book p. 163)

1. Allow learners to finish marking Activity 10.6.3.
2. Language structure: Modal verbs in the past simple tense. Learners study these words and then they do Writing practice 10.7.1.
3. For homework, learners complete a language practice (past simple tense). Allow a few minutes at the beginning of the next period for them to mark their work when you provide the answers.

**Lesson 15***(Student's Book p. 164)*

1. Speaking and listening activity 10.7.2: Learners have a group discussion about gender equality, the extent to which it has been accepted in learners' communities and the taboos that used to govern women's lives.
2. All spokespersons to report to the whole class.

**Lesson 16***(Student's Book p. 164)*

1. Listening and writing activity 10.7.3: Invite a local woman to class to address learners and tell them something about working and running a household.
2. They should write down questions they would like to ask the speaker. If you are not able to get someone to address the learners, you might like to ask a female colleague to speak to them or do the task yourself.

**Lesson 17***(Student's Book p. 165)*

1. Speaking and writing activity 10.7.4: Learners work in pairs and read the dialogue aloud.
2. They should read it a second time, exchanging roles.
3. They then answer the questions in writing and exchange books to mark each other's work.

**Lesson 18***(Student's Book p. 166)*

1. Writing activity 10.7.5: Learners write a text of three paragraphs, expressing their own opinions on gender roles. They should plan, write and edit their texts.
2. These should be handed in for assessment.

**Lesson 19***(Student's Book pp. 167)*

Revision and assessment

**Lesson 20***(Student's Book p. 167)*

Revision and assessment

- **Support for learners with learning difficulties**

**Remedial**

Fill in an appropriate words or phrases in each of the following sentences.

- a) There \_\_\_\_\_ be only men in parliament, but today more than half the members of parliament are women.
- b) Women \_\_\_\_\_ thought of as inferior, but nowadays it is acknowledged that they are just as clever as men.
- c) Many people were killed in Rwanda \_\_\_\_\_ 1994.
- d) Many women hold senior jobs, \_\_\_\_\_ they still find it difficult to balance work with motherhood.
- e) Men generally agree that women should have equal rights, \_\_\_\_\_ some still think they should not be allowed to vote.

*Answers: a) used to b) were once c) during d) however/although e) however*

**Consolidation**

- a) Michelle Obama's ancestors were slaves and \_\_\_\_\_ work on plantations in South Carolina.
- b) Michelle Obama is living proof that men and women are \_\_\_\_\_ intelligent.
- c) \_\_\_\_\_ completing her studies, she worked as an advocate.
- d) There \_\_\_\_\_ be only men at universities, but nowadays there are as many women as men.
- e) Presidents' wives \_\_\_\_\_ remain in the background in the past, but nowadays they play an important role in their own right.

*Answers: a) used to b) equally c) After d) used to e) used to*



### Extension

Complete the following sentences by adding the part that has been left out.

- In the past only men used to go to university, but today \_\_\_\_\_.
- \_\_\_\_\_, but women are now proving to be very competent businesswomen.
- Michelle Obama has lived in Washington \_\_\_\_\_.
- \_\_\_\_\_ the fact that Michelle wanted to be with her children, she supported her husband's bid for the presidency.
- \_\_\_\_\_ a woman is doing well in parliament, she misses her children

when she has to be away from home.

*Answers: Learners own choice.*

### 10.4 Assessment

**Formative:** Any of the practices in the unit can be used as formative assessment as their purpose is to teach rather than to award marks. Formative assessment also serves to alert teachers to gaps in learners' knowledge.

**Summative:** This assessment is formal and should ideally be done under examination circumstances, with each learner working individually. The result of a summative test provides a score that can be assessed to determine whether learners have achieved the desired outcomes.

Use the following or a similar rubric to assess an extended text out of 20:

Contents (12)	9–12	5–8	1–4
	There is logical progression from the general to the particular. Content reveals knowledge and understanding of the essentials of the topic.	There are some flaws in the logical progression from the general to the particular. Content reveals some knowledge and understanding of the essentials of the topic.	There is almost no logical progression from the general to the particular. Content reveals little knowledge and understanding of the essentials of the topic.
Language (8)	7–8	3–6	1–2
	Language is used correctly in most cases. Language use in general is clear and correct.	Language is sometimes used correctly. Language use in general is not always clear and correct.	The learner does not understand the grammar of the language. Language use is mostly difficult to understand and incorrect.

Use the following or a similar rubric to assess a text out of 10:

Contents (6)	5–6	3–4	1–2
	The text is logically arranged. The sentences are meaningful in their context. Content reveals understanding of the topic.	The text is sometimes logically arranged. The sentences are sometimes flawed. Content reveals some understanding of the topic.	There is almost no logical arrangement in the text. There is little pattern. Content reveals little understanding of the topic.

Language (4)	4	2–3	1
	The present simple tense is used correctly in most cases. The adjectives used are appropriate.	The present simple tense is sometimes used correctly. Adjectives are sometimes used appropriately.	The learner has little understanding of the present simple tense. Few adjectives are used.

## 10.5 Suggested answers

### Reading and writing activity 10.1.3

*(Student's Book pp. 153–154)*

2. a) It means that they have become successful or famous.
- b) Women have not really made their mark in top executive positions.
- c) There might be a perception that women are not strong financial administrators.
- d) One exception is Kampeta Sayinzoga. She is the Permanent Secretary to the Rwandan Ministry of Finance.
- e) She controls the money the country receives through taxes and also how the money is spent.
- f) She has been signed up by an international music company to produce CDs of her singing for them.
- g) It means to regain one's strength and energy.
- h) A sabbatical is a period when you do not do your normal work, but take time off to travel and/or study.
- i) The playwright is Odile Gakire Katese.
- j) She started the first women's drumming company in Rwanda, and the first professional contemporary dance company.
- k) No, they are not the only women who have achieved great success. They are just a few examples.
- l) Learners' own answer.

### Writing practice 10.3.1

*(Student's Book p. 156)*

1. a) The government used to appoint only men in their offices, but nowadays they appoint women as well.
- b) Only boys used to go to school for more than a few years, but now girls also go to school.
- c) There used to be only men in parliament, but now there are many women as well.
- d) People used to think that women were inferior to men, but now they are thought to be equal.
- e) There used to be only men teachers at our school, but now there are many women teachers.

### Writing practice 10.3.2

*(Student's Book p. 156)*

#### Remedial

1. a) ... now there are many female teachers.
- b) ... now many girls go on to secondary school.
- c) ... now girls are also important.
- d) ... now there are more women than men.
- e) ... now there are more girls than boys.

### Writing practice 10.3.3

(Student's Book p. 156)

#### Extension

1. a) There used to be only men in parliament, ...
- b) There used to be only men at university, ...
- c) Women used to do all the household tasks and look after the children, ...
- d) Only girls used to be taught to cook and do household tasks, ...
- e) Women used to do all the cooking, ...

### Listening and writing activity 10.3.4

(Student's Book p. 156)

1. a) Michelle Obama is the wife of the president of the USA.
- b) Her husband is Barack Obama.
- c) and d) Learners' own answers
- e) Slavery was ended and they could leave the plantations and settle elsewhere.
- f) The White House is the official residence of the president of the USA and is in Washington.
3. a) It depends on the year in which this question is answered. In 2017 she is 53 years old.
- b) Slavery was ended and black people were free to move around.
- c) Very intelligent
- d) She studied at Princeton University, and then at the Harvard Law School.
- e) She met her future husband when she started her first job at a firm of lawyers.
- f) She had two young daughters at home and she wanted to spend time with them.
- g) Her mother moved with them to help take care of the girls.

- h) As First Lady of the USA her particular interests are poverty awareness and healthy living, including nutrition, healthy eating and physical activity.
- i) Yes. She is in shape and fit.
- j) A fashion icon is someone who dresses well and the type of clothing she wears is copied by other women who want to look as good as she does. A role model for women is a woman whose life is an example to other women and someone who is worth copying.

### Writing practice 10.4.1

(Student's Book p. 158)

1. a) currently
- b) for a few years
- c) for a while
- d) some time
- e) Later

### Writing practice 10.4.2

(Student's Book p. 158)

#### Remedial

1. a) after
- b) in 2014
- c) A few years ago
- d) Soon after that
- e) Nowadays

### Writing practice 10.5.1

(Student's Book p. 159)

1. a) Although
- b) but
- c) nevertheless
- d) despite the fact that
- e) in spite of the fact that

### Writing practice 10.5.2

(Student's Book p. 159)

#### Extension

1. a) despite the fact that  
b) but nevertheless  
c) Although  
d) in spite of the fact that  
e) although

### Reading and writing activity 10.5.3

(Student's Book pp. 159–160)

#### Winnie Madikizela-Mandela

- Winnie Madikizela-Mandela was born on 26 September 1936.
- Despite restrictions on the education of black people during apartheid, she earned a degree in social work.
- Much later she earned a bachelor's degree in international relations from the University of the Witwatersrand in Johannesburg.
- She met lawyer and anti-apartheid activist Nelson Mandela in 1957, when she was 22 years of age.
- They were married in 1958 and had two daughters.
- She was married to Nelson Mandela for 38 years, including 27 years during which he was imprisoned.
- She was a controversial figure during Nelson Mandela's imprisonment.
- She was regularly detained by the South African government, kept under house arrest, held in solitary confinement for over a year and banished to a remote town.
- In 1985 she was awarded the Robert F. Kennedy Human Rights Award along with other South African activists.
- From 1986 her reputation was damaged by her own radical speeches and accusations of torture and murder.
- She and Nelson Mandela were separated in 1992 and finally divorced in 1996.

- In 2003 she was found guilty of fraud and she was given a suspended sentence.
- She remains a popular figure among her supporters despite her advanced age.

### Reading and writing activity 10.6.3

(Student's Book pp. 162–163)

1. They had been friends since they played together and went to school together.
2. He was surprised to see that both the son and daughter were preparing to attend university.
3. Rutagengwa told Rutayisire that men and women could study the same courses at university and they could do the same jobs.
4. Rutayisire expressed fear that women would soon begin to think that they were equal to men.
5. Learners' own answers
6. He had decided not to allow her to study medicine, but to study nursing.
7. He thought that being a doctor was men's work.
8. He was going to allow his daughter to realise her dream to become a doctor.
9. and 10. Learners' own responses

### Writing practice 10.7.1

(Student's Book p. 163)

#### Remedial

1. a) had to  
b) could not, would not  
c) should  
d) would not  
e) allowed to

**Homework***(Student's Book p. 164)*

- a) did not like
- b) would prefer
- c) experienced
- d) was
- e) did not even send
- f) came, were

**Speaking and writing activity 10.7.4***(Student's Book pp. 165–166)*

- 2. a) Kayitesi wants to become a businesswoman.
- b) Travelling abroad is usually done by men.
- c) Men and women need to work hard to build the economy of the country.
- d) No, products can be bought locally, although there might perhaps be a smaller variety.
- e) She fears that men may refuse to marry women who are too independent.
- f) They all help to tidy the house in the morning. Their mother makes a list of what needs to be done about food when they get home. The person who gets home first starts cooking.
- g) Open-ended
- h) She has realised that women can also realise their dreams.

**Formal assessment***(Student's Book p. 167)*

Remember that the self-assessment and formal assessment can be used for formative assessment, summative assessment or revision.

- 1. a) ... he used to believe that men were superior.
  - b) ... used to be a lawyer, ...
  - c) ... only men used to be allowed to study.
  - d) ... used to be married to Nelson Mandela, ...
  - e) ... used to be the only careers for women, ... (5)
  - 2. a) ... in 1964.
  - b) ... a long time ago.
  - c) ... soon after that ...
  - d) Before ...
  - e) After ... (5)
  - 3. a) nevertheless
  - b) Despite the fact that
  - c) in spite of
  - d) yet
  - e) although (5)
  - 4. Learners' own sentences (5)
  - 5. Use the rubric out of 10 on pages 107–108. (10)
  - 6. Use the rubric out of 20 on page 107. (20)
- [50]

# Worksheet 1: Adverbs

## Remember

- **Adverbs of time** tell you **when** something was done. For example: I went shopping *yesterday*. *Yesterday* tells you when I went shopping.
- **Adverbs of place** tell you **where** something was done. For example: You should play *outside*. *Outside* tells you where you should play.
- **Adverbs of manner** tell you **how** something was done. For example: He spoke *softly*. *Softly* tells you how he spoke.
- **Adverbs of frequency** tell you **how often** something happens. For example: I *often* read. *Often* tells you how often I read.
- **Adverbs of degree** tell you **the extent** (how much) of the action. For example: She worked *rather* carelessly. *Rather* tells you to what extent (how much) she worked carelessly.

1. People often make the mistake of using an adjective instead of an adverb. Correct these sentences. (5)
  - a) I think Pat sings beautiful.
  - b) Do not speak so loud.
  - c) Do it quick while the teacher is not looking.
  - d) We will beat them easy.
  - e) You dance very good.
2. Say what type each of the underlined adverbs is. (10)
  - a) I hardly expected to see you here today.
  - b) He quickly ran outside.
  - c) Tomorrow I am going there to collect the parcel.
  - d) Mr Ngeze often walks very slowly.
  - e) Rose completely forgot to do her homework yesterday.

[15 marks]

# Worksheet 1 memorandum: Adverbs

## Remember

- **Adverbs of time** tell you **when** something was done. For example: I went shopping *yesterday*. *Yesterday* tells you when I went shopping.
- **Adverbs of place** tell you **where** something was done. For example: You should play *outside*. *Outside* tells you where you should play.
- **Adverbs of manner** tell you **how** something was done. For example: He spoke *softly*. *Softly* tells you how he spoke.
- **Adverbs of frequency** tell you **how often** something happens. For example: I *often* read. *Often* tells you how often I read.
- **Adverbs of degree** tell you **the extent** (how much) of the action. For example: She worked *rather* carelessly. *Rather* tells you to what extent (how much) she worked carelessly.

1. a) I think Pat sings **beautifully**.  
b) Do not speak so **loudly**.  
c) Do it **quickly** while the teacher is not looking.  
d) We will beat them **easily**.  
e) You dance very **well**.
2. a) I hardly (degree) expected to see you here (place) today (time).  
b) He quickly (manner) ran outside (place).  
c) Tomorrow (time) I am going there (place) to collect the parcel.  
d) Mr Ngeze often (frequency) walks very (degree) slowly (manner).  
e) Rose completely (degree) forgot to do her homework yesterday (time).

[15 marks]

## Worksheet 2: Adjectives

### Remember

- **Adjectives** are words that describe a noun, for example, an *old, grey* man. Adjectives have three different forms to show degrees of comparison.
- **Positive degree** is the base form of the adjective; it does not show comparison. For example: The *old* man. **Comparative degree** is the form an adjective takes to compare two things. For example: Mike is *older* than Rob. **Superlative degree** is the form an adjective takes to compare three or more things. For example: Mike is *the oldest* man in the town. The superlative always has *the* before it.
- Adjectives that have more than two syllables or end in *-ful* use *more* and *most*, for example, *careful, more careful, the most careful*
- Some adjectives change completely, for example, *good, better, the best*, and *bad, worse, the worst*.

1. Underline all the adjectives in these sentences. (10)
  - a) The best singer won the big competition.
  - b) Patrick is tall, but Eric is taller and Paul is the tallest.
  - c) The tired old man walked slowly down the dark, moonlit street.
  - d) I had the most wonderful holiday!
2. Fill in the correct form of the adjective in brackets. (15)
  - a) My chair is big and heavy; mother's chair is \_\_\_\_\_ and \_\_\_\_\_; but father's chair is the \_\_\_\_\_ and the \_\_\_\_\_ of them all.
  - b) Addition sums are bad enough; multiplication sums are even \_\_\_\_\_; but long division sums are the \_\_\_\_\_ of all.
  - c) During the meeting, Elise was bored; Cynthia was \_\_\_\_\_; but Anna was the \_\_\_\_\_ of the three.
  - d) There were many people at the first show and even \_\_\_\_\_ people at the second, but the \_\_\_\_\_ people were at the final show.
  - e) The second princess was beautiful; the first princess was \_\_\_\_\_; but the queen was the \_\_\_\_\_.

[25 marks]



## Worksheet 2 memorandum: Adjectives

### Remember

- **Adjectives** are words that describe a noun, for example, an *old, grey* man. Adjectives have three different forms to show degrees of comparison.
- **Positive degree** is the base form of the adjective; it does not show comparison. For example: The *old* man. **Comparative degree** is the form an adjective takes to compare two things. For example: Mike is *older* than Rob. **Superlative degree** is the form an adjective takes to compare three or more things. For example: Mike is *the oldest* man in the town. The superlative always has *the* before it.
- Adjectives that have more than two syllables or end in *-ful* use *more* and *most*, for example, *careful, more careful, the most careful*
- Some adjectives change completely, for example, *good, better, the best*, and *bad, worse, the worst*.

1. a) The best singer won the big competition.  
b) Patrick is tall, but Eric is taller and Paul is the tallest.  
c) The tired old man walked slowly down the dark, moonlit street.  
d) I had the most wonderful holiday!
2. a) My chair is big and heavy; mother's chair is heavier and bigger; but father's chair is the biggest and the heaviest of them all.  
b) Addition sums are bad enough; multiplication sums are even worse; but long division sums are the worst of all.  
c) During the meeting, Elise was bored; Cynthia was more bored; but Anna was the most bored of the three.  
d) There were many people at the first show and even more people at the second, but the most people were at the final show.  
e) The second princess was beautiful; the first princess was more beautiful; but the queen was the most beautiful.

[25 marks]

## Worksheet 3: Prepositions

### Remember

- A **preposition** comes before a noun or pronoun to show the noun's relationship to another word in the sentence. For example, The plate is *on* the table.
- **Simple** prepositions consist of a single word, such as *in, under, at, and to*.
- **Compound** prepositions consist of two words, for example, *according to*.
- **Complex** prepositions consist of more than two words acting as a single unit, for example, *in spite of, for the sake of*.
- A **phrasal verb** is a verb and a preposition used together, for example, come across, bring back.

1. Underline the prepositions and say whether each is a simple, complex, or compound preposition. (7 × 2 = 14)
  - a) According to the weather report, it will rain tomorrow.
  - b) We played the match in spite of the rainy weather.
  - c) We had to stop the match because of the rain.
  - d) The football field is next to the tennis court.
  - e) We stood under the umbrella.
  - f) The taxi parked in front of the school.
  - g) I hurt myself during the match.
2. Choose one of the prepositions in brackets to fill in the spaces to form phrasal verbs. (6 × 1 = 6)
  - a) Make \_\_\_\_\_ your mind what you are going to wear. (along, down, up)
  - b) I get \_\_\_\_\_ at six o'clock. (up, in, off)
  - c) The taxi broke \_\_\_\_\_ on the way to school. (up, down, in)
  - d) We had to call \_\_\_\_\_ the match because of the rain. (in, up, off)
  - e) I got \_\_\_\_\_ the bus at the bus stop. (along, off, through)
  - f) Keep \_\_\_\_\_ trying and you will succeed. (up, on, with)

[20 marks]

## Worksheet 3 memorandum: Prepositions

### Remember

- A **preposition** comes before a noun or pronoun to show the noun's relationship to another word in the sentence. For example, The plate is *on* the table.
- **Simple** prepositions consist of a single word, such as *in, under, at, and to*.
- **Compound** prepositions consist of two words, for example, *according to*.
- **Complex** prepositions consist of more than two words acting as a single unit, for example, *in spite of, for the sake of*.
- A **phrasal verb** is a verb and a preposition used together, for example, come across, bring back.

1. a) According to the weather report, it will rain tomorrow. (compound)  
b) We played the match in spite of the rainy weather. (complex)  
c) We had to stop the match because of the rain. (compound)  
d) The football field is next to the tennis court. (compound)  
e) We stood under the umbrella. (simple)  
f) The taxi parked in front of the school. (complex)  
g) I hurt myself during the match. (simple)
2. a) Make \_\_\_\_\_ your mind what you are going to wear. (along, down, up)  
b) I get \_\_\_\_\_ at six o'clock. (up, in, off)  
c) The taxi broke \_\_\_\_\_ on the way to school. (up, down, in)  
d) We had to call \_\_\_\_\_ the match because of the rain. (in, up, off)  
e) I got \_\_\_\_\_ the bus at the bus stop. (along, off, through)  
f) Keep \_\_\_\_\_ trying and you will succeed. (up, on, with)

[20 marks]

## Worksheet 4: Active and passive voice

### Remember

- In a sentence using **active voice**, the subject of the sentence performs the action expressed in the verb. For example, *The boy* (subject) *ate* (action) chips.
- In a sentence using **passive voice**, the subject of the sentence is who or what the action is performed on. For example, *The chips* (subject) *were eaten* (action) by the boy. The passive forms of a verb are created by combining a form of the “to be” verb with the **past participle** of the main verb (*were written*).

1. Are the following sentences written in the active or passive voice? Write down who or what does the action on the line. (10 × 2 = 20)
  - a) Robert feeds his dog. (active / passive) \_\_\_\_\_
  - b) The dog is fed by Robert. (active / passive) \_\_\_\_\_
  - c) The family went to the shops. (active / passive) \_\_\_\_\_
  - d) The story was written by Iradukunda. (active / passive) \_\_\_\_\_
  - e) The game was won by the blue team. (active / passive) \_\_\_\_\_
  - f) The problem was solved by Xavier. (active / passive) \_\_\_\_\_
  - g) The monkey ate a banana. (active / passive) \_\_\_\_\_
  - h) The fire was extinguished by water. (active / passive) \_\_\_\_\_
  - i) The car was being cleaned by Eugene. (active / passive) \_\_\_\_\_
  - j) It gets cold during winter. (active / passive) \_\_\_\_\_
2. Write the passive voice sentences as active voice sentences. (2 × 2 = 4)
  - a) Passive: The dog was hit by the car.  
Active: \_\_\_\_\_
  - b) Passive: The house will be built by the construction crew in five months.  
Active: \_\_\_\_\_
3. Rewrite the active voice sentences as passive voice sentences. (3 × 2 = 6)
  - a) Active: Ismael answered the question.  
Passive: \_\_\_\_\_
  - b) Active: The dogs have learned many tricks.  
Passive: \_\_\_\_\_
  - c) Active: I wrote that story.  
Passive: \_\_\_\_\_

[30 marks]

## Worksheet 4 memorandum: Active and passive voice

### Remember

- In a sentence using **active voice**, the subject of the sentence performs the action expressed in the verb. For example, *The boy* (subject) *ate* (action) chips.
- In a sentence using **passive voice**, the subject of the sentence is who or what the action is performed on. For example, *The chips* (subject) *were eaten* (action) by the boy. The passive forms of a verb are created by combining a form of the “**to be**” verb with the **past participle** of the main verb (*were written*).

1. a) active, Robert  
b) passive, Robert  
c) active, the family  
d) passive, Iradukunda  
e) passive, blue team  
f) passive, Xavier  
g) active, the monkey  
h) passive, water  
i) passive, Eugene  
j) active, it
2. a) Passive: The dog was hit by the car.  
Active: The car hit the dog  
b) Passive: The house will be built by the construction crew in five months.  
Active: The construction crew will build the house in five months
3. a) Active: Ismael answered the question.  
Passive: The question was answered by Ismael.  
b) Active: The dogs have learned many tricks.  
Passive: Many tricks have been learnt by the dogs.  
c) Active: I wrote that story.  
Passive: That story was written by me.

[30 marks]

## Worksheet 5: Direct speech

### Remember

- In direct speech, you write the exact words that were spoken. Put quotation marks around these words and add a speech tag such as *he said* or *she asked*. For example:  
"What are you doing?" she asked.  
"I am making a cake," he said.
- When you change direct speech to indirect or reported speech, remember these rules:  
Change the verb tense to past tense.  
Change the pronouns.  
Change words about time and place.  
Add the word *that* after the word *said*.  
Do not use quotation marks.
- In a dialogue, use direct speech but do not use inverted commas. Instead, write the speaker's name followed by a colon (: ) and then write the words that are spoken. Start a new line each time the speaker changes.

1. Fill in the correct punctuation and capital letters for the following sentences in direct speech.
  - a) betty asked will there be a netball practice tomorrow (3)
  - b) the teacher said yes there will be a practice straight after school (3)
  - c) what time will the practice finish asked betty (3)
  - d) we will finish the practice at four o'clock replied the teacher (3)
2. Write the four sentences in Question 1 as a dialogue. (8)
3. Now write the four sentences in Question 1 as reported (indirect) speech. (12)
4. Write these sentences in direct speech.
  - a) the teacher told the team that they would be practising the following afternoon (3)
  - b) the teacher asked if everybody would be able to attend (2)
  - c) Jean Paul said that he could not attend as he had a doctor's appointment the following afternoon (3)

[40 marks]

## Worksheet 5 memorandum: Direct speech

### Remember

- In direct speech, you write the exact words that were spoken. Put quotation marks around these words and add a speech tag such as *he said* or *she asked*. For example:  
“What are you doing?” she asked.  
“I am making a cake,” he said.
- When you change direct speech to indirect or reported speech, remember these rules:  
Change the verb tense to past tense.  
Change the pronouns.  
Change words about time and place.  
Add the word *that* after the word *said*.  
Do not use quotation marks.
- In a dialogue, use direct speech but do not use inverted commas. Instead, write the speaker’s name followed by a colon (: ) and then write the words that are spoken. Start a new line each time the speaker changes.

1. a) Betty asked, “Will there be netball practice tomorrow?”  
b) The teacher said, “Yes, there will be a practice straight after school.”  
c) “What time will the practice finish?” asked Betty.  
d) “We will finish the practice at four o’clock,” replied the teacher.
2. Betty: Will there be netball practice tomorrow?  
Teacher: Yes, there will be a practice straight after school.  
Betty: What time will the practice finish?  
Teacher: We will finish the practice at four o’clock.
3. a) Betty asked if there would be a netball practice the following day.  
b) The teacher replied that there would be a practice straight after school.  
c) Betty asked what time the practice would finish.  
d) The teacher replied that they would finish the practice at four o’clock.
4. a) The teacher said, “Team, you will be practising tomorrow afternoon.”  
b) The teacher asked, “Will everybody be able to attend?”  
c) Jean Paul said, “I cannot attend as I have a doctor’s appointment tomorrow afternoon.”

[40 marks]

