

ENGLISH FOR TTC
TUTOR'S BOOK

YEAR 2

2

Options: ECLPE

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FOREWORD

Dear tutor,

Rwanda Education Board is honoured to present English language TTC Year two option ECLPE teacher`s guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the English language subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials to the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of tutors' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, learners will gain appropriate language skills and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills, values, and attitude by the learner where concepts are mainly introduced by an activity, situation or scenario that helps the learner to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages learners in doing things and thinking about the things they are doing, they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and

experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 main parts:

The part 1: Starts with general introduction, explains the structure of this book, and gives you the methodological guidance;

The part 2: Provides the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details on teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all the people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the tutors who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. NDAYAMBAJE Irénée
Director General of REB

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Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from the department of curriculum, Teaching and Learning Resources Department (CTLR) who were involved in the whole process of TTC textbook writing.

Joan MURUNGI,
Head of Department CTLR

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1. General Introduction

English Language TTC YEAR TWO Tutor's Guide has been developed with the aim of helping the tutors of English language to deliver lessons while following the new Competence Based Curriculum principles and goals. These principles and goals were set to meet the national goals of Education in Rwanda. It encompasses four main parts that are: the general introduction, sample lesson plan, the development of units and references.

The general introduction provides methodological guidance to the tutor. It includes notes on generic competences, cross cutting issues, the special education needs; students' learning styles and strategies to conduct teaching and learning process, teaching approaches, methods and techniques. Also, in the general introduction, the teacher is equipped with all information on how to develop generic competences, integrate cross cutting issues in English language and how to help learners with special needs.

2. Sample Lesson Plan

The second part is made of a sample lesson plan which will be developed in line with different approaches or techniques and teaching resources that can be used in teaching and learning English language.

3. Unit Development

In this part, the details about unit development are provided. Each unit has the following structure: unit title, key unit competence, prerequisites, cross cutting issues to be addressed, guidance on introductory activity, list of lessons, guidance on different lessons, the unit summary, additional information, Unit Assessment and additional activities.

This part also provides the lesson structure made of the following components: lesson titles, prerequisites/revision or introduction of the lesson, teaching resources, learning activities and lesson assessment. The lesson assessment comprises questions and suggested answers to assess the lesson learning objectives.

4. Attention to special educational needs and inclusive education

In the classroom, learners learn in different ways depending on their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to adapt his/her methodologies and approaches to meet the learning needs of each student in the classroom. Also, tutors should understand that learners with special needs ought to be taught differently or require some accommodation to enhance the learning environment. This will

be done based on the subject and the nature of the lesson. In order to create a well-rounded learning atmosphere, tutors need to:

Remember that learners learn in different ways. Tutors therefore have to offer a variety of learning activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)

Maintain an organized classroom and limit distraction. This will help learners with special needs to stay on track during the lesson and follow instructions easily.

Vary the pace of teaching to meet the needs of each learner. Some learners are slower than others.

Break down learning activities into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.

Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.

Make full use of facial expressions, gestures and body language.

Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy

Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently.

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

Use real objects that the learner can feel and handle, rather than just working abstractly with pen and paper.

Break a task down into small steps or learning objectives. The learner should start with an activity that s/he can do already before moving on to something that is more difficult.

Gradually give the learner less help. Let the learner work in the same group with those without disability.

Sample lesson plan

TTC name:.....

Tutor's name:.....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
I	.../.../2020	English	Year 2	1	2	40	32
Type of Special Need to be catered for in this lesson and number of learners in each category					2 for hearing difficulties 3 sight difficulties		
Unit title				Myself and my community			
Key unit competence				To use language learnt in the context of myself and my community			
Title of the lesson				Talking about myself			
Instructional objectives				Using a passage, "What makes you unique" learners will be able to use words related to oneself correctly.			
Plan for this class (in/outside)				In classroom			
Learning material (for all learners)				Pictures, student books, chalkboard, text			
References				REB (2019) English language TTC year two student's book: ECLPE Option			
Timing for each step	Description of teaching and learning activity				Generic competences and cross cutting issues to be addressed + a short explanation		
	Tutor groups student teachers and provides them with student books and picture that Talking about myself. They share opinions, they present their activities, they find meaning of new words and they read properly the text.						
	Teacher' activities		Learner's activities				

<p>Introduction ...8...minutes</p>	<p>-The tutor writes the word “Unique” on the blackboard and asks student teachers to go in pairs and brainstorm about it in relation to the previous lesson “describing the community.</p> <p>-The tutor asks each student teacher to individually use one minute to write down about how he or she is unique in his/her community</p> <p>-The tutor asks them to share in pairs (in one minute)</p> <p>- The tutor shows them the picture introducing the text “What makes you unique” and asks them to predict what the text is all about (do it individually and share in pairs</p> <p>-Asks some pairs to present</p>	<p>-Student teachers in pairs brainstorm about “the word Unique”</p> <p>- Each student teacher use one minute to write down about how he or she is unique in his/her community</p> <p>- Student teachers go in pairs and share how they are unique</p> <p>- Student teachers observe the picture and predict what the text is all about</p> <p>- Some pairs present what they think the text is about</p>	<p>Generic competence</p> <p>-Critical thinking through brainstorming about the word “Unique”, writing down traits of their uniqueness</p> <p>-Communication skills</p> <p>Through sharing their traits and presentations</p> <p>Cross-cutting issue</p> <p>Peace and value education through discussing trait that make people unique being unique should be source living in harmony and peace as it may help people complete one another</p>
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<p>Development of the lesson27..minutes</p>	<p>-The tutor gives them the text books and asks them to read “What makes you unique” silently and write down new words</p> <p>-Tutor asks simple questions to student teachers (question reflecting who, where, when what...) to ensure that they have read</p> <p>- Tutor asks some student teachers to read loudly for the whole class. Here the tutor asks others to write down any words that are mispronounced and bad intonation</p> <p>- The tutor groups student teachers in groups of four and asks them to discuss mispronounced words and bad intonations they have heard, they read correctly the text in their groups</p>	<p>Student teachers read the text silently and write down new words</p> <p>Student teachers answer the tutor’s question orally</p> <p>Some student teachers read loudly for the class and the rest write down mispronounced words and bad intonations</p> <p>Student teachers in groups of four discuss the mispronounced words and bad intonations they have heard</p>	<p>Cross-cutting issue</p> <p>- Standardization</p> <p>Culture through pronouncing words properly and respecting punctuation marks for proper intonations</p>
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	<p>The tutor model reads for the class</p> <ul style="list-style-type: none"> - The tutor asks student teachers to stay in their groups and try to find meanings of the new words they have written <p>The tutor works with student teachers to find meanings the words student failed to get their meanings</p> <p>The tutor asks students to use the new words in their sentences</p> <p>The tutor asks some groups to present their sentences and he or she comments on them</p>	<p>Student teachers follow the tutor model reading</p> <ul style="list-style-type: none"> - Student teachers in the same groups of four find meanings of new words they have written - The whole class works with the tutor to find meanings of new words student failed to get their meanings - Student teachers use new words to construct their own sentences - Some student teachers present their sentences 	<p>Generic competence</p> <p>Communication skills through presentation of their sentence</p>
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<p>Conclusion ...5.minutes</p>	<ul style="list-style-type: none"> - The tutor summarizes the lesson - The tutor asks students to say what they have liked in the lesson - The tutor gives homework to the student teacher of going and read the text again and try to answer comprehension questions after it 	<ul style="list-style-type: none"> - Student teachers follow the summary and ask questions if they have any. -Student teachers say what they have liked in the lesson - Student teachers write the homework 	<p>Generic competence Life long learning</p>
<p>Teacher's self-evaluation</p>	<p>Tutor's self-evaluation depends on the learning evidence in class. What the student teachers have been able to do, is the evidence. This can be based on assessment during classroom activities either individually or in groups. Then to judge if the objective of the lesson has been achieved or not then to do remedial activities.</p>		

UNIT 1

MYSELF AND MY COMMUNITY

Key Unit Competence:

To use language learnt in the context of myself and my community.

1.1 Prerequisite (Knowledge, skills, attitudes and values)

Before undertaking this unit “myself and my community”, student teachers should have prior information about community and the roles of its members in the development of this community. The student teachers might also have learnt the role of positive values of a cohesive community from unit 3 “social cohesion” in year 1. The tutor should ask different questions to the student teachers to allow them to recall all this information.

1.2 Cross-cutting issues to be addressed:

a) Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. Example of activities; include dialogues, group work, pair work, plenary discussions and characters used in case studies, plays and can also help in this process. Examples used in teaching and learning by both the tutor and student teachers.

b) Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers’ concern and student teachers listen actively to their classmates in different situations, respecting every one’s idea and using the positive language which cannot harm anyone. In addition, peace and value education should be addressed through various activities given in this unit. For example, while describing their community they have to address the role of peace and values in the community

c) Inclusive education

In this unit “myself and my community”, inclusive education will be addressed while talking about how to help different people in the community and what

the community can do for people with disabilities to help themselves, the tutor should help student teachers with special needs. The tutor and student teachers also may address this cross-cutting issue through helping those with special needs during teaching/learning activities and other extra-curricular activities such as sports, debates, clubs and religious activities among others.

d) Environment and sustainability.

It will be addressed when the tutor guides student teachers in activities related to repairing infrastructures in community works that is introduced in some texts. Examples are the role of community members in the protection of the environment through planting trees, cleaning and fighting against soil erosion.

1.3 Guidance on the introductory activity

The tutor may use group discussion and ask student teachers to observe pictures and interpret them. The tutor gives clear instructions and may walk round in the classroom to facilitate student teachers with special needs. Thereafter, when student teachers finish, ask two groups to present and others can supplement them. At the end of the lesson, work with student teachers to harmonize the work.

Possible answers on introductory activity

- 1) Fig 1 represents a village with different facilities such as electricity, water and some other infrastructure that respond to the government policy.
- 2) The Fig 2 shows a primary students and their teacher on a circle at school. They are studying.
 - The Fig 3 shows a people who are buying or selling different things at a market .
 - -The Fig 4 shows people who are cultivating
- 3) Community refers to the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality.
- 4) This is an open ended question. The tutor should guide student teachers in the discussion and shape their views as much as he/she can.
- 5) This is an open ended question. The tutor should guide student teachers in the discussion, appreciate their contributions and comments on their views.
- 6) This is an open ended question. The tutor should guide student teachers in the discussion; appreciate their contributions and comments on their views.

1.4 List of lessons/sub-headings

#	Lesson title	Learning objective	Number of periods
1	Describing my community	Knowledge: <ul style="list-style-type: none">- Identify words and phrases in relation the community. skills <ul style="list-style-type: none">- Read texts about people’s role in the community for information.- Write texts about individual and community interdependence.- Describe oneself and one’s community.- attitudes and values- Appreciate values in the community.	4
2	Talking about myself	Knowledge: <ul style="list-style-type: none">- Identify words and phrases in relation to self and community. skills <ul style="list-style-type: none">- Read texts about people’s role in the community for information.- Write texts about individual and community interdependence- Describe oneself and one’s community- attitudes-Appreciate values in the community.	4

3	Talking about community daily activities	<p>knowledge:</p> <ul style="list-style-type: none"> - Identify words and phrases in relation to community daily activities. <p>Skills</p> <ul style="list-style-type: none"> - Read texts about community daily activities for information. - Listen to public speeches about activities undertaken by the community - Attitudes and values - Show willingness to collaborate with the community. 	
4	Recounting past activities	<p>Knowledge:</p> <ul style="list-style-type: none"> - Recognize structures used to talk about past events <p>skills</p> <ul style="list-style-type: none"> - Read the dialogue about past activities and answer related questions words and phrases related to past activities. <p>attitudes</p> <ul style="list-style-type: none"> - Show respect to one's community. 	

5	Language structure	<p>Knowledge:</p> <ul style="list-style-type: none"> - Identify the use of present simple tense, possessive adjectives and reflexive pronouns. <p>Skills:</p> <ul style="list-style-type: none"> - Use present simple tense, possessive adjectives and reflexive pronouns talk about oneself and the community <p>Attitudes and values</p> <ul style="list-style-type: none"> - Show willingness to collaborate with the community. 	4
6	End unit assessment		1

Lesson 1: Describing my community

a) Learning objectives

Knowledge:

- Identify words and phrases in relation to self and community.

Skills

- Read texts about the community for information.
- Write texts about individual and community interdependence
- Describe oneself and one's community

attitudes and values

- Appreciate values in the community.

b) Teaching resources:

Pictures related to the community synergy, manila papers, internet websites, videos related to the topic.

c) prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge and skills about one's community duties and responsibilities and how every member can have contribution in the community.

1.1.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic. Here the tutor may give the following phrases and sentences to the student teachers like a visit to a village, my father is a soldier, I stayed for two days. Then, ask them to orally say what they think the story is about:

- Ask a few student teachers to present and give some comments.
- Ask students to tell you the lesson of the day and why they say that.
- Ask students to read the text that follow silently as you move around. Give students time they should take reading.
- Get a few student teachers to read aloud the text. Encourage readers to speak loud, clear and mind about pronunciation.
- Group student teachers into four and ask them to select difficult words from the passage and look up their meanings in a dictionary.
- Give some explanations about the text and give student teachers time to answer the exercise comprehension questions (give a few minutes)
- Move round, supporting those who might be stuck.

For student teachers with special needs, put them in groups where they can work with others, provide reading materials with characters, let them sit where they can easily see what is written and where they can listen well, use simple language and make sure that instructions given in class are all clear and sometimes ask some student teachers to repeat them.

Answers on Comprehension questions (1.1.1)

Possible answers on comprehension questions (1.1.1)

- 1) Despite the great progress in some parts of the country, the pace of development is still very slow.
- 2) The village is connected to the main road by a murram road. It has a lot of lush green fields so that when you go there you can see them first. Moreover, there are hills and hillocks scattered all around the village.
- 3) The environment was not pleasant to the writer since some stinking smell could strike his/her nose. The smell was coming out of a big drain which was flowing nearby. The muddy passage was littered by cow dung.
- 4) People in that village may face the challenges related to the fact that there are no shops, hospitals, cinema halls, post offices, banks in the village. People have to move two kilometers to buy things of day-to-day

need. In addition, due to lack of hospitals, sometimes villagers have to meet untimely death. They cannot get emergency health services.

Answers on application activity (1.1.2)

Possible answers on application activity: Vocabulary, sentence and essay writing (1.1.2.)

- Guide the student teachers to find the meaning of the new words. After explaining the new words, ask them to use them in sentences. Allow student teachers to exchange sentences written in pairs and engage them in peer assessment and feedback. The tutor may go round and check whether sentences written match with the text. Thereafter, he/she may put some comments on written sentences and finish the activity.

On sentence and paragraph writing, the tutor should also use dictation

- Cut the text up and distribute one line to each of the students. They can then take turns dictating their sentences while other students listen and write them down. Then give them a copy of the full text to compare with their own.
- Do the dictation yourself but let the student teachers control the speed that you speak at and the amount of repetitions you do. Tell the students that they need to pretend that you are no longer a tutor but you acting as a human tape recorder. As you read the text, they call out instructions such as 'Stop', 'Rewind', 'Play', and 'decrease speed' etc.

Words	Meaning
a. Backward	Having made less progress than is normal or expected.
b. Lush	A lush area has a lot of green, healthy plants, grass, and trees.
c. Hassle	A hassle is a situation that is difficult and involves problems, effort, or arguments with people.
d. Hillocks	A hillock is a small hill.
e. Scattered	When things are scattered, they're spread out all over the place.

f. Greenery	Plants that make a place look attractive are referred to as greenery.
g. Stinking	Having a very strong unpleasant smell.
h. Struck	(Of a disaster, disease, or other unwelcome phenomenon) occur suddenly and have harmful or damaging effects on.
i. Handkerchief	A handkerchief is a small square piece of fabric which you use for blowing your nose.
j. Cow dung	Cow dung, also known as cow pats, cow pies or cow manure, is the waste product of bovine animal species.
k. Coir mat	A floor covering or packing material made of coir
l. Tektites	A small dark glassy object found in several areas around the world, thought to be a product of meteorite impact
m. Dullness	Lack of interest or excitement
n. Vendor	A person or company offering something for sale, especially a trader in the street.

Question 3. Is all about composition writing.

- 1) Before writing: ask learners some questions to help them find ideas to use in the development of their compositions.
- 2) During writing: guide them throughout their writing process (making an introduction, body and conclusion). Remind them that every paragraph should develop an idea.
- 3) Guide them also to use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism.
- 4) Give them time to edit and revise.
- 5) After writing: Give them time to share their work to the class. Guide students to set criteria for the assessment of their work.

Lesson 2: Talking about myself

a) Lesson objective

Knowledge:

- Identify words and phrases in relation to self and community

Skills

- Read texts about people's role in the community for information.
- Write texts about individual and community interdependence.
- Describe oneself and one's community.

Attitudes & values

- Appreciate values in the community.

b) Teaching resources:

Pictures related to the community synergy, manila papers etc

c) prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge and skills about one's community duties and responsibilities and how every member can have a contribution in the community; they learnt about social cohesion and the contribution towards caring the how to care for environment. Help them t recall all the knowledge they have about that. It is better when you consult the general science and communication books for ordinary level and the social studies books for primary.

1.2.1. Learning activities: Reading and texts analysis

- Pre-reading: Before learners start to read, ask them some questions regarding the picture (a person being interviewed). Also the tutor may give them the word "unique" and ask them to brainstorm about it and thereafter predict what the passage will be talking about.
- During reading:
 - Give them time to read the text silently and ask few questions to check whether they have read it.
 - Guide them to read loud check their intonation. Make sure that you have allowed turns to as many students as possible.
- After reading: Ask comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: It may occur that you have cases of learners who don't see properly. Provide them with big materials and read to them slowly. For those with hearing difficulties, Provide time to go and stand nearby. Ask more questions to check their comprehension.

Answers on comprehension questions (1.2.1.)

Possible answers on comprehension questions (1.2.1.)

- 1) Throughout his/her childhood till then, he/she has heavily relied on his/her family for support in whatever decisions he/she could make himself/herself.
- 2) The writer uniqueness among others is based on the fact that even though he/she is not very intelligent or highly talented, he or she is a very hardworking person. Besides being a hardworking person, he is a humble and respectful person who never loses hope in life.
- 3) The writer could not get easily discouraged in his/her life because he/she never loses hope no matter how physically or mentally poor a situation might make him/her to be. Instead, he/she normally makes efforts to achieve his/her dreams by utilizing his/her strengths and accepting his/her weaknesses but never give them a chance to bring him/her down.
- 4) This is open ended question. The tutor should give student teachers time to discuss and help to shape their ideas through comments.

Application activity:(1.2.2.)

Application activity: Vocabulary, sentences and essay writing (1.2.2)

- Guide student teachers to find the meaning of new words. After explaining the words, ask them to use them in sentences. Allow pair to exchange sentences written and engage them in peer assessment and feedback. The tutor may go round and check whether sentences written match with the text. Thereafter, he/she may put some comments on written sentences and end the activity.

On sentence and paragraph writing, the tutor should also use dictation

- Cut the text up and distribute one line to each of the students. They can then take turns dictating their sentences while the other students are listening and write it down. Then give them a copy of the full text to compare with their own.
- Do the dictation yourself but let the students control the speed that you speak at and the amount of repetition you make. Tell the students that they need to pretend that you are no longer a tutor but you have changed into a human tape recorder. As you read the text, they call out instructions such as 'Stop', 'Rewind', 'Play', and 'decrease speed' etc.

Words	Meaning
Unique	- Different from other people/object - Unusual, or special in some way:
Tenet	A principle, belief, or doctrine generally held to be true especially : one held common by members of an organization, movement, or profession.
Deed	An action that is performed intentionally or consciously, it can be very bad or very good. "Good or bad deed"
Endeavor	To exert oneself to do or effect something; make an effort; strive: We must constantly endeavor to succeed.
Bar someone from	Prevent or prohibit (someone) from doing something or from going somewhere. "Journalists had been barred from covering the elections"
Hospitable	(Of an environment) pleasant and favourable for living in. "One of the least hospitable places in North America"
Hostile	Unfriendly, being against someone or something.

Question 3. This question is all about essay writing

- Before writing: Ask student teachers some questions that help them to find ideas to develop in their compositions.
- During writing: Guide them throughout their writing process (making an introduction, body and conclusion). Remind them that every paragraph should develop around an idea. Guide them also in the use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism. Give them time to edit and revise.
- After writing: Give them time to share their work with the class. Guide students to set assessment of criteria.

Question 4. Role-play

An interview activity with interviewers and interviewees where one of the main questions will be talking about what makes an interviewee special to a particular job.

This is an open ended question. The tutor may remind student teachers the rules of acting out a play. this can be seen in year one. Form manageable groups and ask them to prepare the role play. Move round to facilitate those with special needs and then ask each group to present their role play. Thereafter, comments on different presentations as you harmonize them.

Lesson 3: Talking about community daily activities

a) Lesson objective

Knowledge:

- Identify words and phrases in relation to community daily activities.

Skills

Read texts about community daily activities for information.

- Listen to public speeches about activities undertaken by the community .

Attitudes and values

- Show willingness to collaborate with the community.

b) Teaching and learning resources:

Flash cards, pictures, internet websites, videos of community activities

c) prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge about community activities as members of the community as well. They studied also activities done in communities in social studies. The tutor then asks some questions which may lead student teachers to the discovery of the intended lesson.

1.3.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic. The tutor may write on the black or white board words such as "city" or "home" and ask them to brainstorm about them and predict what is going to be in the passage they are going to read.

- Ask a few student teachers to present and give some comments.
- Ask students to read the text that follow silently as you move around. Give students the appropriate time for silent reading.
- Get a few student teachers to read the text. Encourage readers to speak loud, clear and mind about pronunciation.

- Group student teachers (four members) and ask them to select difficult new words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to answer questions (give a few minutes).
- Move round and support those who might be having difficulties.

For student teachers with special needs, put them in groups where they can work with others, provide reading materials with characters, sit them where they can easily see what is written and where they can hear well, use simple language and make sure that instructions given in class are all clear and sometimes ask learners to repeat them.

Answers on pre-reading activity

Possible answers on pre-reading activity

- a) Describe what is taking place in fig 1 up to fig 4.

Fig.1 Shows a bus station with transport related activities

Fig 2. Shows soldiers together with other citizens doing community work. It informs on the idea that everyone contributes to the development of the community.

Fig 3. Shows the hospital. Thus, it reminds the importance of health related services in the community.

Fig 4. Shows banking related activities (credit and debit)

- b) This is an open ended question. The tutor may guide student teachers in the discussion and shape student teachers' views.
- c) This is an open ended question. The tutor may guide student teachers in the discussion and shape student teachers' views.
- d) Explain the following statement used by social security personnel within your community: Every person is an eye of his/her colleague. This question is open ended. The tutor may guide student teachers in the discussion and shape student teachers' point of view.
- e) Give reasons why children in our community need to be taught about traffic rules and environment sustainability. This question is open ended. The tutor may guide student teachers in the discussion and shape student teachers' points of view.

Answers on comprehension questions (1.3.1.)

Possible answers on comprehension questions (1.3.1.)

- 1) The writer was born and brought up in the city where roads are well connected to almost every part of the country; with a large population and many vehicles to transport people and goods; there are also many hospitals and schools with very good facilities; and lastly, the buildings are big, tall and amazing to look at.
- 2) Life in the city is good since this city has roads that facilitate transport for people and goods. Many people have piped clean water and electricity supplied to their houses. And lastly, shopping is made easy by the numerous supermarkets and shops found all over the city. There is a large population in the city since most of the country's administrative offices whether governmental or private like National Bank of Rwanda, University of Rwanda among others are found here. Also, there are a number of industries where people are employed.
- 3) The countryside can be a better place to live in by the fact given that people have enough fresh food from their garden, things are cheaper than in cities. Also the environment is not polluted; the air is so fresh and full of oxygen.
- 4) People living in towns may face some problems related to a lot of vehicles like road accidents; related to joblessness as people looking for jobs are usually more than available jobs. The other problem is also that things are more expensive than in the village. Children have to be careful when crossing the road. They should look both ways before crossing.
- 5) The school neighbouring community offers many services such as those offered in cafés, small supermarkets, banks and a post office nearby.
- 6) Community work helps in the development of the community. It helps in fostering friendship, familiarity, affection, harmony, among others within the community. Therefore, participating in community work is important since it gives courage to the rest of the community and promotes high attendance. The example is participation in the community work (umuganda) which takes place the last week-end of each month.

Answers on application activity: (1.3.1)

Possible answers on application activity: (1.3.1)

1) Vocabulary

The tutor should advise student teachers to use dictionaries to find the meaning of the words in the table below. Note that, the meaning should be closely related to the text. The student teachers should be encouraged to use the words appropriately in communication such that they are mastered

Words	Meaning
Piped	Supply convey (water, gas, oil, or other fluid substances) through a pipe or pipes.
Traffic rules	The laws which govern and regulate road users including pedestrians, ridden or herded animals.
Zebra crossings	A place on road, especially where there is a lot of traffic, painted a wide place with black and white lines and at which vehicles must stop to allow people to walk across the road
Pedestrian	A person who is walking, especially in an area where there are vehicles.
Tuck shop	A shop selling confectionery especially one in or near a school.
Taxi rank	An area reserved for taxi cabs to wait for customers

- 2) Sentence writing activity is open-ended. The tutor should ensure that the sentences are correct, and the suggested words are all well used. The sentences should also reflect the context of myself and my community. If the time allows, the tutor may allow student teachers present their sentences to the class before giving his or her final remark.

Lesson 4: Recounting the past experience

a) Lesson objective

knowledge:

- Recognize structures used to talk about past events

Skills

- Read the dialogue about past activities and answer related questions.
- Explain words and phrases related to past activities.

Attitudes and values

- Show respect to one's community.

b) Teaching resources:

Flash cards, dictionaries, rice sack, internet websites, video showing a person recounting a past experience.

c) Prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge about how to talk about what he/she did in the past. This means that he/she should be able to use the past tenses, simple and present perfect. A student teacher is also expected to possess the prerequisite of different verbs. All of these were covered in previous levels. The tutor then asks some questions which may lead student teachers to the discovery.

1.4.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic. The tutor may ask student teachers to read the first three sentences of the text and then predict what the text is all about.

- Ask a few student teachers to present and give some comments.
- Ask students to read the text that follows silently as you move round. Give students time they should take reading.
- Get a few student teachers to read the text. Encourage readers to speak loud, clear and mind about pronunciation.
- Group student teachers (four members) and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to answer the questions (give a few minutes)
- Move round supporting those who might be stuck.

For student teachers with special needs, put them in groups where they can work with others, provide reading materials with characters, let them sit where they can easily see what is written and where they can hear, use simple language and make sure that instructions given in class are all clear and sometimes ask class members to repeat them.

Answers on comprehension questions (1.4.1.)

Possible answers on comprehension questions (1.4.1.)

- 1) When the writer was in high school, before his/her freshman year], he or she was shy, had low self-esteem and turned away from seemingly impossible challenges.
- 2) The writer could fail to get responsibilities because he or she was too afraid of making mistakes.
- 3) The writer is now who he/she is because of playing football. It taught him or her what it takes to succeed. From months of tough practices, he or she gained a hard work ethic. From his or her coaches and fellow teammates, he or she learned to work well with others in a group. Therefore, it is obvious whoever undergoes through tough practices and team working manage to change for better as the saying goes “practice makes perfect”.
- 4) I realize that it is necessary to risk failure in order to gain success. The coaches have always said before games that nothing is impossible;

Answers on application activities: (1.4.2.)

Possible answers on application activities: (1.4.2.)

- 1) The tutor should advise student teachers to use dictionaries to find the meaning of words in the table below. Note that, the meaning should be closely related to the text. The student teachers should be encouraged to use the words appropriately in communication in order to master them.

Words	Meaning
Evade	<ul style="list-style-type: none">- To avoid giving a direct answer to: talked at length but evaded the interviewer’s question.- To escape or avoid, especially by cleverness or deceit:

Apprehend	<ul style="list-style-type: none"> - To anticipate especially with anxiety, dread, or fear - To become aware of, to perceive something.
Prevail	To appear more noticeable or imposing than something else:
Exhausted	<ul style="list-style-type: none"> - Depleted in strength, energy, or freshness - Exhaustion is the state of being so tired that you have no energy left.
Screaming	To cry or say something loudly and usually on a high note, especially because of strong emotions such as fear, excitement, or anger.
Sophomore	<p>Being or associated with the second in a series.</p> <p>The second year of a student's high school period (usually aged 15-16) and is referred to as sophomore year.</p>
Varsity	Any first-string team, especially in sports, that represents a school, college, university, or the like.
Lashing	A severe scolding; tongue-lashing.
Ethic	A set of moral principles, especially ones relating to or affirming a specified group, field, or form of conduct.
Mock or ridicule	Unkind words or actions that make someone or something look stupid.

- 2) The tutor guides student teachers through the process of developing a paragraph. The tutor may consider the following tips. A standard paragraph has: a topic sentence that introduces the main idea of the paragraph; supporting details (sentences) that support the main idea with more explanations and examples; and closing sentence that restates the main idea.
- 3) Carry out a research comparing the current community where your school is located and how it looked like in the past 20 years and present it to the class.
 - This is an open ended question; the tutor should guide student teachers with clear instructions and make some random groups where student teachers will work from.
 - Provide the necessary materials.
 - Give them time for data collection and analysis.
 - Randomly invite some group representatives to present the findings and request other groups to avoid repetition when it comes to what groups mentioned.

- Give opportunities to all student teachers (boys and girls) to ask questions
- Work with the student teachers to give constructive feedback to the groups (highlight key elements used in the research and use a sample as example)

Lesson 5: Language structure: present simple tense, reflexive pronoun and possessive adjectives

a) Learning objectives

Knowledge:

- Identify the use of present simple tense, possessive adjectives and reflexive pronouns.

Skills:

- Use present simple tense, possessive adjectives and reflexive pronouns talk about oneself and the community.

Attitudes and values

- Evaluate one's contribution to the community development.
- Show willingness to collaborate with the community.

b) Teaching resources:

Pictures that show activities from which you can make present tense, possessive and reflexive pronouns.

c) Prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge about simple present use, possessive adjectives and reflexive pronouns that they learned in previous grades.

1.5.1. Learning activities: Reading and texts analysis

Pick some sentences from the read passages and highlight the targeted language structure. (present simple sentences, possessive adjectives and reflexive pronouns). Ask them some questions that guide learners to the discovery of how the above mentioned language structures are used. After doing this exercise, ask them to read the summary of present simple use, possessive adjective and reflexive pronouns.

Answers of exercises about present simple

Possible answers of exercises about present simple

- 1) This question is all about paragraph writing. The tutor should remind student teachers tips of paragraph writing seen previously in this book. But more importantly, he or she emphasizes on the use of adverbs of frequency and the daily habits implications in that paragraph as well.
- 2) In the extract that was given on this question, the present simple is the only tense that was used to all verbs. This tense was used to express habits and routines: for example “I usually get up at about eleven”, she sends me e-mails every day. It also expresses Permanent situations such as “She loves classical music”, “we both use internet a lot” etc.
- 3) Possible answers
 - a) I always sleep last.
 - b) John teaches geography in all classes.
 - c) children make a lot of noise when left alone
 - d) Kevin and Suzan sing well.
 - e) Every child deserves a good education.
 - f) In my community, we always practice Social community.
- 4) This question is all about Sentence writing. The tutor should ensure that the sentences are correct, and whether they reflect the activities taking place in the community. He or she also makes sure that present simple tense is used.
- 5) The tutor should remind student teachers tips for paragraph writing seen previously in this book. And then, make sure that student teachers really talks about his/her roles in community development. More importantly, the tutor has to make sure that present simple tense is used.

Answers of exercises about possessive Adjectives

Possible answers of exercises about possessive adjectives

I. Filling in blank spaces with appropriate possessive adjectives:

- 1) Joshua is looking for something. Where is my book?
- 2) Ruth, this is mine. Where is your bag?
- 3) She goes to school alone. Why can't she be escorted by her brother?
- 4) Frank works as a teacher, what about his father?

- 5) You really like borrowing Mary's property. Please be using your own car and leave alone her laptop as well.
- 6) We like sports very much. Our favorite hobby is tennis.
- 7) She loves her husband so much. I wish I could do the same with mine!
- 8) We want to see the match. We might come to watch it from our house.
- 9) Leila likes this dog. She is right! Its eyes look innocent!
- 10) What's the name of your dog? Mine is called Bobby.

II. This question is about paragraph writing. The tutor should remind student teachers about the tips for paragraph writing seen previously in this book. And then, make sure that student teachers really describe their school community. More importantly, the tutor has to make sure that possessive adjectives are used.

Answers of exercises about reflexive pronouns

Possible answers of exercises about reflexive pronouns

This question consists of sentence writing. The tutor should ensure that the sentences are correct, and whether reflexive pronouns are used.

1.5. End unit assessment

Answers on end unit assessment (1.5.)

Possible answers on end unit assessment (1.7.)

- a) Where is our classroom? We can't find it.
- b) Susan, is that your pen on the table?
- c) A: What is your name? B: My name is Thomas.
- d) I think this is her book. She dropped it on the floor.
- e) Their names are Kevin and Stewart. They are my friends.
- f) He forgot to write his name on the test!
- g) A: What is your phone number? B: my phone number is +256 0036.
- h) Did the cat eat all of its food?
- i) The children are crying because they can't find their toys.
- j) Miriam and Jennifer like their new teacher.
- k) I really like my new home, especially my location.
- l) This is a picture of my friend. He is my best friend.
- m) Do you think your father likes your birthday present?

- n) We still have twenty more minutes before our class begins.
- o) Brazil is located in South America. Its capital city is Rio de Janeiro.
- p) When did Mr. and Mrs. Smith buy their new television?
- q) Oh no! I can't find my keys! Where are they?
- r) A: Where is your brother? B: My brother is at school.

2) Completing sentences

- a) My brother likes to practice his English by talking to himself.
- b) James wasn't careful and he cut himself with a knife.
- c) My sister and I looked at ourselves in the mirror.
- d) The repair shop was closed, so I fixed the car myself.
- e) Did you enjoy yourself at the party last night?
- f) Cats can get clean by licking themselves.
- g) (A) Did the cleaners cleaned the house? (B) No, I did it myself!
- h) Mr. Smith burned himself while he was cooking.
- i) He dried out himself after he took a shower and went downstairs.
- j) Can you teach yourself to play the piano?
- k) My little sister dressed herself. She didn't need any help.
- l) Why is your dog scratching itself? Does it have fleas?
- m) John and Thomas, did you ask yourselves the question?
- n) Mrs. Brown, please help yourself to the cookies and drinks.
- o) I introduced myself to my new classmates. Permission granted to reproduce for

3) Complete these sentences using the verbs in brackets. Put the verbs in the right tense.

- a) Peter and his friends go to school by bus every day. (go)
- b) Elephants eat leaves and grass. (eat)
- c) David's father works in a hospital. (work)
- d) The bank opens at 9.30 and closes at 4.30. (close)
- e) Tom and Jim always play football after school. (play)
- f) Mr. Jones is a teacher. He teaches History. (teach)
- g) Our lessons start at 9.00 and finish finishes at 3.30. (start / finish)
- h) Mary and her brother watch cartoons every Sunday morning. (watch)
- 10. John tidies his room every day. (tidy)

4). Choose the right word from the bracket to complete the sentence

- a) Franc always asks himself why English is used as a language of instruction in our society. (Itself, himself)
- b) I consider myself to be an intelligent person in my community.(yourself, myself)
- c) The computer will reboot itself after the program installation.(himself, itself)
- d) George and Daniel drive themselves to work every day. They don't take the bus.(themselves, ourselves,)
- e) Sarah cleans her room by herself. She never asks for help.(myself, herself)
- f) It is exciting for one to see oneself on television.(itself, oneself)

1) Composition writing

This is open ended question. The tutor may guide the student teachers as follow

Before writing: ask student teachers some questions that lead to the ideas to develop their composition

During writing: guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism. Give them time to edit, revise and

After writing: give them time to share their productions to class. Guide students to set the criteria for assessing their work.

Additional activities

If you notice you have slow learners who did not master how to use present simple tense to talk about routines in the community his activity is simpler than the previous one since it has very short sentences. Thus, it can easily help slow learners.

- 1) Write ten sentences with the following adverbs of frequency: always, sometimes, everyday, occasionally, seldom

If you realize that some student- teachers are not able to write an essay, just start with simple sentences describing their daily duties.

Remedial activities

- 1) Read each sentence and circle yes or no if the information is not true.
 - a) I read newspaper everyday.

- b) The sun revolves around the earth .
 - c) The community work takes place every Saturday.
 - d) I don't have anything to help the community.
 - e) People should know their role in development the community.
 - f) I live in harmony with my neighbors.
- 2) Work in small groups and discuss the topics that are given. Each member should construct one sentence for each topic. Share some of the sentences with the class.
- a) Tell your group one daily habit you have.
 - b) Describe your journey to school yesterday.
- 3) Use the simple present to make generalizations about some of the given verbs.
- a) Contain
 - b) Consist
 - c) Drink

UNIT 2

LEADERSHIP AND FAMOUS PEOPLE

d) Produce

e) Save

Key Unit competence:

To use the language learnt in the context of leadership and famous people.

2.1 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, about leadership and famous people, student teachers might have prior knowledge about leadership and different leadership styles. They might have studied it in entrepreneurship. They could also have some information about famous people and leaders learnt in from History and English. Based on that experience, the tutor can effectively implement intended activities within this unit.

2.2 Cross-cutting issues

a) Gender education

In this unit, about Leadership and famous people, gender education will be addressed through giving equal opportunities in teaching/learning activities intended in this unit. Through discussion, student teachers should be facilitated to understand the equal opportunity of participation in leadership activities by both men and women.

b) Peace and value education

In this unit, about leadership and famous people, peace and value education may be addressed through discussing the role of leaders in peace building and through creating a conducive learning environment with active listening, trust and respect. Moreover, peace and value education should be addressed through discussion about different styles of leadership. Any style should be promoting peace and values between leaders and followers to ensure success.

c) Inclusive education

Through supporting student teachers with special needs, the tutor may seat

those with visual impairments in the right place and write with big characters. The tutor should also use simple vocabulary when giving instructions to help those with communication difficulties. In regards with the topic, Leadership and famous people, inclusiveness should be addressed through discussions on how leaders care about vulnerable and people with disability they lead.

2.3 Guidance on the introductory activity

The tutor may use group discussion and ask student teachers to observe pictures and interpret them. The tutor gives clear instructions and may walk around to facilitate student teachers with special needs. Thereafter, when student teachers finish, ask two groups to present and others add only ideas not mentioned. By the end, work with student teachers to harmonize the work.

Answers on introductory activity

Possible answers for introductory activity

- 1) The first question is open ended question where student teachers should be facilitated to openly share their views about leadership in their community. The tutor therefore can ask them to think-pair and share about two types of leadership and ask them to judge their styles of leadership with reasons for their answers. They should walk round during discussion and support some student teachers with special needs of different categories.
- 2) Based on the picture, the qualities of a good leader are the following.
 - According to the figure above, a good leader should:
 - Be problem solver
 - Have vision
 - Motivating (hard working person)
 - Collaborative (have team working skills)
 - Accommodating change (is flexible)
 - Inspiring (being role model)
 - Engaging (have commitment)
- 3) On your opinion, what is a good style of leadership and why? This is open ended question which requires the tutor to guide student teachers' views and as they discuss, he/she may support those with special needs to participate as well.

- 4) This is an open ended question. Student teachers should be guided to discuss this question and the tutor harmonizes their answers.

2.4 Lists of lessons/sub-heading

#	Lesson titles	Lesson objectives	No of periods
1	Talking about a famous Rwandan leader	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recognize words and phrases used to describe a famous person/ leader. - Explain the words and expressions used in the context of leadership. <p>Skills</p> <ul style="list-style-type: none"> - Read texts about Rwandan famous leaders. - Listen to the text about Rwandan famous leaders. <p>Attitude and values</p> <ul style="list-style-type: none"> - Apply effective leadership in own society. - Demonstrate the sense of patriotism. 	5

2	Talking about leadership styles	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - State words and phrases related to leadership styles and personalities. - Explain the words and expressions used with styles of leadership. <p>Skills</p> <ul style="list-style-type: none"> - Talk about leadership styles and with examples in speech and writing. <p>Attitude and values</p> <ul style="list-style-type: none"> - Apply effective leadership in own society 	5
3	Giving opinion about leaders	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recognize words and expressions used when talking about leaders. <p>Skills</p> <ul style="list-style-type: none"> - Demonstrate the sense of patriotism. 	
4	Talking about famous persons in modern Rwanda	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recognize words and expressions to talk about famous people. <p>Skills</p> <ul style="list-style-type: none"> - Talk about famous persons in speech and writing; <p>Attitudes and values</p> <p>Take initiative in leadership and sensitization</p>	5

5	Language structure	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recall the uses of past tenses and clauses of time and cause. <p>Skills</p> <ul style="list-style-type: none"> - Read texts about famous leaders for opinion. <p>Attitudes and values</p> <ul style="list-style-type: none"> - Use past simple tense and W-H clauses. <p>Attitude& values</p> <ul style="list-style-type: none"> - Appreciate ways of using w-h clauses and past simple tense in the context of leadership. 	4
6	End unit assessment		1

Lesson1: Talking about a famous Rwandan leader

a) Lesson objective

Knowledge and understanding

- Recognize words and phrases used to describe a famous person/leader
- Explain the words and expressions used in the context of leadership

Skills

- Read texts about Rwandan famous leaders.
- Listen to the text about Rwandan famous leaders.

Attitude and values

- Apply effective leadership in own society.
- Demonstrate the sense of patriotism.

b) Teaching resources:

Flipcharts, rice sacks, pictures, dictionaries, internet websites video showing leadership styles.

c) Prerequisites /revision/introduction

Before studying this lesson, students have the knowledge about leadership and famous people studied in entrepreneurship and History. Guide student teachers using think-pair and share to answer the question of pre-reading activity and ask them to predict what the following passage will be about.

2.1.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic.

- Ask a few student teachers to present and give some comments.
- Ask students to read the text that follow silently as you move around. Give students time they should take reading.
- Get a few student teachers to read the text. Encourage readers to be loud, clear and mind about pronunciation.
- Group student teachers(four members) and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to answer the exercise (give a few minutes).
- Move around supporting those who might be stuck.

For student teachers with special needs, put them in groups where they can Work with others, provide reading materials with appropriate characters, let them sit where they easily see what is written and where they can listen well, use simple language and make sure that instructions given in class are all clear and sometimes ask classmates to repeat for them.

Pre-reading activity

This pre-reading activity is an open ended question, the tutor can ask student teachers to think about any leader in their community and tell his/her leadership style and explain why he/she is loved by people or not loved. After this kind of discussion, the tutor may comment on their views and ask them what they think the passage will be about.

Answers on comprehension questions

Possible answers to comprehension questions (Student's book, page 27)

- 1) Kigeli IV Rwabugiri was the king of the Kingdom of Rwanda in the late 19th century.
- 2) He was among the last Nyiginya kings in a ruling dynasty that had traced their lineage back four centuries to Gihanga, the first 'historical' king of Rwanda whose exploits are celebrated in oral chronicles.
- 3) He was the first king in Rwanda's history to come into contact with Europeans. He established an army equipped with guns he obtained from Germans and prohibited most foreigners, especially Arabs, from entering his kingdom.

- 4) For this open ended question, the tutor may allow student teachers' views to be shared among themselves and guide them to come up with a consensus.
- 5) The hill, known as Kageyo, is a historical monument, having been the venue where Count Von Götzen met King Kigeri IV Rwabugili towards the end of the 19 Century.

Answers on Application Activity 2.1.2

Possible answers for application activity: Vocabulary and composition (2.1.2.)

Question 1.

The tutor should advise student teachers to use dictionaries to find the meaning of words in the table below. The student teachers should also be encouraged to use the words appropriately in communication in order to master them.

Words	Meaning
a. Dynasty	aA line of hereditary rulers of a country.
b. Lineage	Direct descent from an ancestor; ancestry or pedigree.
c. Chronicles	A factual written account of important or historical events in the order of their occurrence.
d. Hierarchy	A system in which members of an organization or society are ranked according to their status or authority.
f. revamp	To change or arrange something again, in order to improve it.

Question 2. This is open ended question. The tutor may ask student teachers to review the rules of writing a paragraph studied in some previous years and ask them to write a paragraph. Thereafter, he or she should ask them to exchange the work for peer assessment and feedback. The tutor should end this activity by sharing a sample paragraph to student teachers and appreciate their contributions.

Lesson 2: Talking about leadership styles

a) Lesson objective

Knowledge and understanding

- State words and phrases related to leadership styles and personalities
- Explain the words and expressions used with styles of leadership

Skills

- Talk about leadership styles and with examples in speech and writing.

Attitude and values

- Apply effective leadership in own society.

b) Teaching resources:

Flipcharts, rice sacks, pictures, dictionaries, internet websites, video showing famous leaders.

c) Prerequisites /revision/introduction

Before studying this lesson, students have the knowledge about leadership and famous people studied in entrepreneurship and History. Ask student teachers some questions about the previous lesson, guide them using think-pair, and share answers to the question of pre-reading activity and ask them to predict what the following passage will be about.

2.2.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic.

- Ask a few student teachers to present and give some comments.
- Ask students to tell you the lesson of the day and why they say that.
- Ask students to read the text that follow silently as you move around. Give students time they should take reading.
- Get a few student teachers to read the text. Encourage readers to speak aloud, clear and mind about pronunciation.
- Group student teachers (four members) and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to answer the questions on the exercise(give a few minutes).
- Move around supporting those who might be stuck.

For student teachers with special needs, put them in groups where they can work with others, provide reading materials with characters, sit them

where they can easily see what is written and where they can listen well, use simple language and make sure that instructions given in class are all clear and sometimes ask class mates to repeat them.

Answers on comprehension questions 2.2.1

Possible answers on Comprehension questions (2.2.1.)

- 1) Research has shown that the leadership style influences team members' execution and performance. It also motivates the team to reach the organization's goal(s).
- 2) This is an open ended question. The tutor can ask student teachers to discuss the style that appeals effective to them and guide them with some reasons behind their choices. Give comments and appreciate their contribution.
- 3) Three leadership styles as discussed in the passage are:
 - Autocratic,
 - democratic,
 - laissez-faire,
 - transformational and Charismatic leadership
- 4) What makes a person successful in this endeavor is his/her ability to challenge, create, achieve, inspire, energize, assess and ultimately decide what is best for both him/herself and for his/her followers.

Answers on Application activity 2.2.2

Possible answers for the application activity: (2.2.2.)

Question 1. Analyzing case studies

- a) Describe the leadership styles applied in the scenario giving reasons to support your answers.

Case study 1. Autocratic leadership because always takes decisions without consulting the followers.

Case study 2. Democratic- listen to ideas of members and collaborate with them.

Case study 3: Laissez faire since the leader sits in the office and leave the team to work alone and request the report later.

Case study 4. Transformational leadership because the leader could inspire, had a vision and listen to the followers' views.

This is an open ended question and the tutor should guide student teachers in the discussion and help them to harmonize their views. Then, appreciate their work and carry on with other activities.

Question 2

The tutor should advise student teachers to use dictionaries to find meaning forof the words found in the table below. The student teachers should also be encouraged to use the words appropriately in communication such that they are mastered.

Words	Pronunciation	Meaning
Influences	/ˈɪn.flu.əns/	The power to affect, control or manipulate something or someone; the ability to change the development of fluctuating things such as conduct, thoughts or decisions.
Strict	/strikt/	A strict rule or order is very clear and precise or severe and must always be obeyed completely.
Authoritarian	/ɔːθɒrɪˈteɪəriən/	Favouring or enforcing strict obedience to authority at the expense of personal freedom.
Democratic	/dɛməˈkratik/	Relating to or supporting democracy or its principles.
Charismatic	/kærɪzˈmætɪk/	A special power that some people have naturally that makes them able to influence other people and attract their attention and admiration.
Inspire	/ɪnˈspɪə/	to make someone feel that they want to do something and can do it.
Aspire	/əˈspɪə/	Direct one’s hopes or ambitions towards achieving something. “We never thought that we might aspire to those heights”

Question3. This question supplements well the second question. After getting the meanings and pronunciations of the words in the table above, the tutor asks student teachers to construct sentences using these words. He or she allows

pairs to exchange sentences written and engage them in peer assessment and feedback. The tutor may go round and check whether sentences written match with the context. Thereafter, he/she may put some comments on written sentences and end the activity.

Question 4. Is all about debating on the topic “a good leader is born, not made.”

The tutor may invite all student teachers in the debate activity and remind them some debate rules seen in year one. While debating, the tutor may check on spelling, pronunciation and critical argument. Thereafter, he/she can provide constructive feedback based on the strength and areas of improvement.

Debate Preparation:

- Prepare the room for debate.
- Write the topic on the board.
- Organize the teams by ensuring that girls and boys are mixed in order to promote interaction between boys and girls.
- If you have learners with disabilities let them be mixed with others to promote inclusiveness in education.
- Tell the learners to recall the rules of debate in English language year one, student book.
- Book on page Tell learners to research on the topic and prepare logical arguments.
- Tell the learners to gather supporting evidence and examples for the points in either support or against the motion.
- Tell the learners to anticipate counter arguments and prepare related rebuttals. In debate, a rebuttal is a statement which says that a claim or criticism is not true.

Lesson 3: Giving opinion on leadership

a) Lesson objective

Knowledge and understanding

- Recognize words and expressions used when talking about leaders.

Skills

- Read texts about famous leaders for opinion.

Attitudes and values

- Demonstrate the sense of patriotism.

b) Teaching resources:

Flipcharts, rice sacks, pictures, dictionaries, internet websites, video showing leaders with different characters.

c) Prerequisites /revision/introduction

Before studying this lesson, students have the knowledge about leadership and famous people studied in entrepreneurship and History. Ask student teachers some questions about the previous lesson, guide them using think-pair, and share and help them to predict what the next passage will be about.

2.3.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic.

- Ask a few student teachers to present and give some comments.
- Ask students to read the text that follow silently as you move round. Give students the required time to read.
- Get a few student teachers to read the text. Encourage readers to speak aloud, clear and mind about pronunciation.
- Group student teachers (four members) and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to do the exercise (give a few minutes)
- Move around supporting those who might be stuck.

For student teachers with special needs, put in groups where they can work with others, provide reading materials with characters, sit them where they can easily see what is written and where they can listen well, use simple language and make sure that instructions given in class are all clear and sometimes ask class mates to repeat them.

Answers on comprehension questions 2.3.1**Possible answers to comprehension questions (2.3.1)**

- 1) Leaders should be good decision makers; they should be able to make their minds the best way possible in a short period of time and on the spur of moment they should decide about various issues.
- 2) A leader is made a good leader by:
 - Good decision making.
 - Having wide spectrum of information in his/her area (knowledgeable).

- Being reliable, prudent, wise and responsible.
- 3) This is open ended question. The tutor should guide the student teachers to discuss about it and shape their ideas effectively.
- 4) This is an open ended question. The tutor should guide the student teachers to discuss about it and shape their ideas effectively.

Answers on application activity 2.3

Possible answers to application activity questions (2.3.)

Question 1. The tutor should advise student teachers to use dictionaries to find the meaning of the words from the table below. Note that, the meaning should be closely related to the text. The student teachers should be encouraged to use the words appropriately in communication such that they are mastered.

Words	Meaning
Ratifying or declining	To confirm by expressing consent, approval, or formal sanction: to ratify a constitutional amendment.
Accretion	An increase in the share of a beneficiary in an estate, as when for example a co-beneficiary fails to take his or her share
A wide spectrum	A range of many different kind of things/people e.g. The conference was attended by a broad spectrum of religious leaders.
Abreast	If you are abreast with someone or something, you are at the same level with them or in line with them.
Lax	Not sufficiently strict, severe, or careful.
Apathetic	showing or feeling no interest, enthusiasm, or concern.
Spur	Give an incentive or encouragement to (someone).

Question 2. After getting the meanings of the words in the table above the tutor asks student teachers to construct sentences using these words. He or she allows pairs to exchange sentences written and engage them in peer assessment and feedback. The tutor may walk round and check whether sentences written match with the context. Thereafter, he/she may put some comments on written sentences and end the activity.

Question3. It is an open ended question about conducting a survey. The tutor should first guide the student teachers before conducting this survey.

Guide student teachers on some important elements of conducting a survey. The tutor may group student teachers into manageable groups and give them clear instructions. This activity can follow the following steps:

- Selecting a <topic
- Collecting data
- Analyzing and interpreting data collected
- Present them to the class
- Giving constructive feedback

Ask student teachers to conduct a survey based on a given topic. While conducting a survey, the tutor should also help some student teachers with special needs.

Lesson 4: Talking about famous persons in modern Rwanda

a) Lesson objectives

Knowledge

- Recognize words and expressions to talk about famous people.

Skills

- Talk about famous persons in speech and writing.

Attitudes and values

- Take initiative in leadership and sensitization.

b) Teaching resources:

Flipcharts, rice sacks, pictures, dictionaries, internet websites, video showing famous leaders.

c) Prerequisites /revision/introduction

Before studying this lesson, students have the knowledge about leadership and famous people studied in entrepreneurship and History. Ask student teachers some questions about the previous lesson, guide them using think-pair, and share to answer the question of pre-reading activity and help them to predict what the following passage will be about.

2.4.1. Learning activities: Reading and texts analysis

Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic.

- Ask a few student teachers to present and give some comments.
- Ask students to read the text that follow silently as you move around. Give students time they should take reading.
- Get a few student teachers to read the text. Encourage readers to be loud, clear and mind about pronunciation.
- Group student teachers (four members) and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to answer comprehension questions.
- Move around supporting those who might be stuck.

For student teachers with special needs, put them in groups where they can work with others, provide them reading materials with appropriate characters, let them sit where they can easily see what is written and where they can listen well, use simple language and make sure that instructions given in class are all clear and sometimes ask classmates to repeat for them.

Answers for comprehension questions 2.4.1

Possible answers to comprehension questions (2.4.1.)

- 1) He or she is a Kenyan who worked in Rwanda for about three years from 2004 to 2008 but she considers Rwanda as her second home.
- 2) President Kagame has been and still is one of the greatest political leaders in the world today in terms of vision, leadership, compassion, personal integrity and magnanimity. He is on a daily basis overly concerned about small issues in a village while at the same time providing the voice of reason in a tumultuous Central and East African region in addition to charting new grounds on world leadership at global forums such as the great speeches that have made him famous all over the world.
- 3) - President Kagame is compared with Nelson Mandela, Mahtma Gandhi and George Washington. This is because he has had the power but, like Nelson Mandela, he did not and does not misuse such power to revenge on those who did untold injustice to him, his family and his country women and men.
- 4) This is an open ended question which gives room to student teachers to speak openly about the question. The tutor should guide that discussion and comments on different answers given by the student teachers. Appreciate their contributions and carry on with other questions.

- 5) This is an open ended question which gives room to student teachers to speak openly about the question. The tutor should guide that discussion and comments on different answers given by the student teachers. Appreciate their contributions and carry on with other questions.
- 6) This is an open ended question which give room to student teachers to speak openly about the question. The tutor should guide that discussion and comments on different answers given by the student teachers. Appreciate their contributions and carry on with other questions.

Answers on application activity 2.4.2

Possible answers on application activity: (2.4.2.)

Question 1. The tutor may guide the student teachers to find the meanings of the new words by using dictionaries.

Words	Meaning
a. Magnanimity	kindness and generosity, especially towards an enemy or someone you have defeated
b. Famous	Known about by many people. (big-name, celebrated, famed, noted, notorious, prominent, renowned, star, visible, well-known)
c. Heartrending	That causes great grief, anguish, or distress.
d. Accountability	The fact of being answerable for what you do and able to give a satisfactory reason for it, or the degree to which this happens.
e. Intrigues	The definition of an intrigue is something that is done secretly through plotting. An example of intrigue is the story of two famous lovers played out in a gossip magazine.
f. Heartwarming	Something that is heartwarming causes you to feel happy, usually because something nice has happened to people. (cheering, comforting, encouraging, fulfilling, gladdening, gratifying, heartening, rewarding, satisfying).

Question 2. This is an open ended question. The tutor may remind student teachers to review the rules of writing an essay. Ask them to write an essay on a given topic.

Then, share with students a sample written essay that respects all the rules instructed and ask student teachers to exchange their essays. Thereafter, ask them to peer assess based on a given sample and also provide peer feedback at the end. The tutor may finally comment on the work done and appreciate everyone's contribution.

Lesson 5: Language structure: use of past simple tense and w-h clauses

a) Lesson objective

Knowledge and understanding

- Recall the uses of past tenses and clauses of time and cause.

Skills

- Use past simple tense and W-H clauses.

Attitude & values

- Appreciate ways of using w-h clauses and past simple tense in the context of leadership.

b) Teaching resources:

Flipcharts, rice sacks, pictures, dictionaries, video showing use of past simple tense and w-h clauses.

c) Prerequisites /revision/introduction

Before studying this lesson, students should have got knowledge about different use of past simple tense and w-h clauses from previous years. The tutor should ask student teachers to write sentences using different past simple tense and w-h clauses. Ask them to exchange sentences written and identify past simple tense and w-h clauses used. The tutor should then comment on sentences written and ask student teachers to link the activity with the topic.

2.5.1. Learning activities: Reading and texts analysis

Pick some sentences from the read passages and highlight the targeted language structure (past simple tense and w-h clauses). Ask them some questions that guide learners to the discovery of how the above highlighted language structures are used. After doing this exercise, ask them to read the summary of the use of past simple tense and w-h clauses. Thereafter, guide them to do the practical exercise related to the language structure learnt.

Answers on language structure 2.4

Possible answers on language structure (2.4.)

Fill in the gaps within the following paragraph using verbs in brackets. Put these verbs in the right tense.

Last Saturday, we (a) visited a big art gallery in New York. We (b) came by bus. The bus (c) parked (park)-near a park. We (d) went (go) through the park to the museum. In the gallery we (e) looked (look) at a lot of paintings and drawings. After that, we (f) wrote (write) our favorite painting in our notebooks. On Sunday morning, I (g) went in bed late. I was tired! In the afternoon, I (h) saw a picture for my mom. I (i) got lots of different colors. My mom was happy.

Choose the correct word from Which, why, who, what, how to complete the blank spaces.

- 1) I don't know which jacket to choose!
- 2) Do you know who I am?
- 3) Richard will know what to do.
- 4) I wonder what she's doing here.
- 5) Can you show us how to do it?
- 6) I don't know why I didn't think of it before!
- 7) Do you know why actors will be at the premiere?
- 8) I'd like to learn how to be successful.

2.5. End unit assessment

Answers on end unit assessment 2.5

Possible answers for the end unit assessment (2.5.)

I. Complete the story below with an appropriate tense of the verbs in the blackets.

Kamaliza Divine is a leader in Imbuto foundation, she has been sick in the hospital for two months. Her friend Joy....2 went (go) to see her yesterday. She ... took plenty of fruits with her. When she arrived at the hospital, she found (find) that Joy had left... the hospital the previous day.

Kamaliza...did not know (not know) what to do with the fruits, and she ...thought .(think) of throwing them all away but later, she changed her mind. The fruits cost her a lot of money. Eventually, she decided to give them to a poor patient. She went home happy, knowing that she had done the right thing. As famous

leader in her community, journalists also came to see her but unfortunately didn't find her.

II. The right clause to complete the following sentences are:

- 1) Ann brought (a new dictionary). Question: What did Ann buy?
Do you know what Ann bought.
- 2) It is (350 miles) to Denver from here. Question: How far is it from here to Denver? I need to know how far it is from here to Denver.

III. This is an open ended question which gives room to student teachers to give openly their views. Ask them to write the essay on a given topic, read through their work and provide them with constructive feedback using a sample of a written essay.

Finally as the tutor is marking the essays written, he or she should check student teachers punctuations, spelling of words and other important criteria when it comes to essay writing.

UNIT 3

LIVING IN A FOREIGN COUNTRY

Key Unit Competence:

To use language learnt in the context of Living in a foreign country

3.1 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit “Living in a foreign country”, student teachers should have experienced how it feels like to live with a family or community which is not theirs. Some might have even lived in foreign countries, and therefore experienced a lot of things there, including new cultures, and eventually become witnesses of many things. So, they are informed about how it feels like to live away from your home or country. Then, tutors should take that as a great opportunity and help him/her to start on that prior experience of the student teachers which will lead to the effective implementation of different activities intended in this unit.

3.2 Cross-cutting issues to be addressed:

a) Gender education

Gender education will be addressed through give both boys and girls equal chance of participation in the activities and the content to be taught. Example of activities; dialogues, group work, pair work and plenary discussions, plays and examples used in teaching and learning by both the tutor and student teachers.

b) Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language which can not harm anyone. It will also be addressed during discussion and presentation of works, especially, while emphasising that people should live in harmony once they are in a foreign country; they should respect cultures of that place.

c) Inclusive education

In this unit talking about Living in a foreign country, this cross-cutting issue will be addressed while highlighting that everyone has the right to travel if officially recognised, regardless of their disabilities. Furthermore, the tutor should help student teachers understand that all people, without any discrimination, can travel from one to another country or live there.

d) Cooperation

It will be addressed in debates, discussions and presentations of different group work or pair works. For instance, the tutor will highlight opportunities which are there if people from different countries and cultures collaborate. As the advantages, the tutor should help student teacher understand that if you do not cooperate with other people, you cannot visit them. If student do not cooperate in group works, they will not achieve their goals.

3.3 Guidance on introductory activity

Ask student teachers to read silently the short story (on page47). Later, read for them and ask them to work in pairs when answering questions on unit 3 introductory activity. Give them time to critically think about the questions and move around to help some of the student teachers with special needs. Randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together.

Answers on Introductory activity

Possible answers for the introductory activity

- 1) It is difficult for him to cope with a new life, environment and culture because he is in another country.
- 2) He should find someone who is more friendly and sociable to initiate and guide him in everything.
- 3) Advantages for someone to live in a foreign country are: getting information about new things; finding new friends; opportunity to get a job. Disadvantages are: being challenged by the new cultures; coping with life; homesickness.

3.4 List of lessons & sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Describing personal recent activities	<p>Knowledge understanding</p> <ul style="list-style-type: none"> - Recognise words and expressions used to describe personal recent activities. <p>Skills</p> <ul style="list-style-type: none"> - Reading the text about personal recent activities. - Write a friendly letter about personal recent activities <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate texts about personal recent activities 	5
2	Describing one's possibilities	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recognise words and expressions used to talk about one's possibilities, <p>Skills</p> <ul style="list-style-type: none"> - Read and listen to the text about possibilities - Write a dialogue using possibilities - Use different appropriate expressions to talk about possibilities <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate how people talk about possibilities 	
3	Describing one's plans	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recognise and explain words used to talk about one's plans <p>Skills</p> <ul style="list-style-type: none"> - Read the passage about plans and listen to it - Write an essay about own plans - Use different words and expressions to talk about plans <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate others' plans and think own plans 	

4	Talking about future activities	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - state of words and expressions used to talk about future activities <p>Skills</p> <ul style="list-style-type: none"> - Read a text about future activities and listening to it. - Use different words and expressions to talk about future activities - Write about future act <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate people's future activities - Conceive a liking of doing something in future 	5
5	Comparing cultures	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> - Recognise similarities and differences - Explain different expressions used in cultural comparison <p>Skills</p> <ul style="list-style-type: none"> - Read about a cultural comparison text and listen to it. - Write the summary of the text - Use the new words and expressions related to culture comparison <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the cultures while comparing them 	
6	Describing cultures	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> - State and explain words and expressions used to describe cultures <p>Skills</p> <ul style="list-style-type: none"> - Read a passage about cultural description - Describe cultures - Discuss the pros and cons of living abroad <p>Attitudes and values diversity</p> <ul style="list-style-type: none"> - Appreciate the differences among cultures - Preserve own culture 	5

7	Talking about emotions	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognise the language used to talk about emotions . <p>Skills</p> <ul style="list-style-type: none"> - Read the text about emotions - Write a summary of the text <p>Attitudes and values</p> <ul style="list-style-type: none"> - Conceive a liking of emotional texts 	
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Lesson 1: Describing Personal recent activities

a) Learning objectives

Knowledge

- Recognise words and expressions used to talk about Personal recent activities

Skills

- Read a text about personal recent activities
- Listening to the text about personal recent activities

Attitudes and values:

- Appreciate texts about personal recent activities.

b) Teaching resources

In this lesson, you may use pictures, flash cards, markers, video, computer and a projector. The tutors may use internet to get different people who are in foreign countries that student teachers do not know, download a movie that can show what you cannot find in your place.

c) Prerequisites/ Revision/ Introduction

Before studying this lesson, student teachers might have recently experienced the situation of staying away from their homes. They can tell what happened and how they felt. The tutor may ask student teachers to share the recent experience on living away from their homes. They can do this in pairs.

3.1.1. Learning activities: Reading and texts analysis

The tutor may use mingle or any other similar game to make small groups of student teachers. Give clear instructions and help those with special needs to understand the instructions given.

Ask them to open their books, read the story and answer questions that follow. Move round to guide where necessary. Invite some student teachers from different groups to share answers with others in the class and thereafter ask them to link the answers and the story they have read.

Answers to comprehension questions 3.1.1

Possible answers to comprehension questions (3.1.1)

- 1) The weather is very cold
- 2) Maria and the narrator have been planning the walk for three days.

- 3) No, their curiosity was not quenched since it was cold
- 4) She wrote every useful information in her diary
- 5) We can learn that undertaking an adventure story is a good thing though there can be obstacles

Answers on application activities 3.1.2

Possible answers for application activities (3.1.2.)

- 1) Vocabulary:
 - a) undertaking: commit oneself and begin an enterprise or responsibility
 - b) snow boots: warm waterproof boots worn in the snow'
 - c) adventure: an exciting experience that is typically a bold, sometimes risky, undertaken.
 - d) quenched: to quench means to put an end to or satisfy
 - e) inquisitive mind: a mind with much curiosity.
- 2) Sentences
 - a) He had undertaken a serious project.
 - b) We put on snow boots during winter.
 - c) My brother Jules told me his adventure story.
 - d) I visited the entire London city and my curiosity was quenched.
 - e) Daria always had an inquisitive mind about life in Europe.
- 3) Guide student teachers to write a friendly letter about one's recent activity

Lesson 2: Talking about possibilities

a) Lesson objectives

Knowledge:

- Recognise words used to talk about possibilities

Skills:

- Read or listen to stories about possibilities.
- Use different expressions.
- Write a dialogue

Attitudes and values

- Appreciate other people's possibilities

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, dictionaries etc.

c) Prerequisite/introduction/revision

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

3.2.1. Learning activities: Reading and texts analysis

Ask student teachers to read individually the text silently, ask some questions to check if they have read it and invite some students to model reading or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions.

Answers to comprehension questions 3.2.1

Possible answers to comprehension questions (3.2.1)

- 1) No, it's not the first time.
- 2) C. To tell Ms. Elisabeth what the Riverside group is going to do in Huye.
- 3) The Riverside group is going to stay two weeks in Huye
- 4) Mrs. Clark's suggestions:
 - attending some of Fawe GS's classes
 - having his students involved in some practical works
 - Visiting some tourist destinations in Butare

Answers on application activity 3.2.2

Possible answers on application activities (3.2.2.)

- 1) Vocabulary:
 - a) Guest house: a private house offering accommodation to paying guests
 - b) Booking: an arrangement you make to have a hotel room, tickets, at a particular time in the future
 - c) Flights: the action of flying through the air
 - d) Hire: obtain the temporary use of (something) for an agreed payment.
 - e) Suitable: appropriate for a particular person, purpose or situation

- 2) Sentences
 - a) We stayed at a nearby guest house the whole night.
 - b) Before leaving, you must make the booking.
 - c) Rwandair flights to different countries are scheduled every 30 minutes.
 - d) You can hire a car for visiting that place.
 - e) He found a suitable position.
- 3) Guide the student teachers to help them write dialogues. Give clear instructions.

Lesson 3: Describing plans

a) Lesson objectives

Knowledge:

- State and explain words and expressions used to describe plans.

Skills:

- Read about texts talking plans
- Use descriptive language to talk about plans

Attitudes and values

- Appreciate different plans.
- Conceive a liking of doing something in future

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

Before this lesson, students should recall what they have learned in lesson 2.

3.3.1. Learning activities: Reading and texts analysis

Ask student teachers to read the text silently and ask some questions to check if they have read it. Invite some students to model reading the text and make sure you check the spelling of the words and punctuations. Request them to read each paragraph and highlight new words at the same time searching its meaning in the dictionaries. Then, ask comprehension questions or where possible ask them to summarise the text read. Finally harmonize different answers given.

Answers to comprehension questions 3.3.1

Possible answers to comprehension questions (3.3.1.)

- 1) James' plan next weekend is to visit his aunt.
- 2) He must postpone his visit because he has to accompany his father to the hospital(Huye) and look after him.
- 3) From James I can learn that I should obey what my parents tell me (if what they say is not bad).

Answers to application activity questions 3.3.2

Possible answers to application activities (3.3.2.)

- 1) Vocabulary: Meaning of words
 - a) Look after: take care of someone or something and make sure they have everything they need.
 - b) Postpone: cause or arrange for (something) to take place at a later time than scheduled.
 - c) Longs: to long means to have a strong wish or desire.
- 2) Examples in sentences:
 - a) Jack will look after his brother and sister.
 - b) Are they going to postpone the examinations?
 - c) Lillian longs to see her uncle.
- 3) Guide the students while writing about their plans.

Lesson 4: Future activities

a) Learning objectives

Knowledge

- Recognise words and expressions used to talk about future activities

Skills

- Read and listen to the text about future activities
- Write an essay on future activities

Attitudes and values

Appreciate people's future activities

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

Before this lesson, students should recall what they have learned in lesson 3. The student teachers are able to talk about future activities. Harmonise the use of expressions and language.

3.4.1. Learning activities: Reading and texts analysis

Ask student teachers to read silently the text and ask some questions to check if they have read it. Invite some student teachers to read aloud, guide them with spelling when words are not spelt well, and remind them the use of punctuations to read fluently. The tutor may give chance to different student teachers to practice reading and ask them to work in pairs to explain new words using dictionaries or internet when working in smart classrooms and then ask some comprehension questions.

Answers on comprehension questions 3.4.1

Possible answers on comprehension questions (3.4.1.)

- 1) After his studies, Emile wants to embark on business.
- 2) In the forthcoming year, he will be visiting South Korea, China and Saudi Arabia.
- 3) “Where there is a will, there is a way.” This proverb means that everything comes from one’s will or determination. Then later come means and feasibility. In relation to Emile’s decision, this proverb implies that he has little financial means but is very determined and has a strong will.
- 4) He will have his company first run in Rwanda.

From the text, I learn that I must have dreams and take initiatives and learn from others to achieve more. I must also give priority to my country, (the tutor may allow any other logical answers).

Answers on comprehension question 3.4.2

Possible answers on application activities (3.4.2.)

- 1) Vocabulary:
 - a) Fulfilled: accomplished

- b) Whatsoever: anything
- c) Be keen on: be enthusiastic about; be interested or have passion of
- d) Pride: a feeling or deep pleasure or satisfaction derived from one's achievements; the quality or state of being proud of something
- e) Trustworthy: able to be trusted and depended on ; reliable, responsible

2) Sentences:

- a) He fulfilled his promises.
- b) Whatsoever you bring, I will be happy.
- c) My sister is keen on Mathematics.
- d) I am proud of being Rwandan.
- e) Deborah is trustworthy: people will elect her.

- 3) Provide student teachers with guidance to write an essay about future plans.

Lesson 5: Comparing cultures

a) Knowledge

- Recognise the similarities and differences among cultures

Skills

- Read and listen to the text about comparison between cultures
- Write a summary of the text.

Attitudes and values

- Use respectful language and appreciate people in migration
- Appreciate the culture differences

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

Before this lesson, students should recall what they have learned in lesson 4. The student teachers may have information about cultures because they have experienced them from their families, communities and countries with practices they know.

3.5.1. Learning activities: Reading and texts analysis

Ask student teachers to read silently the text and ask some questions to check if they have read it. Invite some student teachers to read aloud, guide them with pronunciation of words when not well pronounced, and remind them the use of punctuations to read fluently. The tutor may give a chance to different student teachers to practice reading and ask them to work in pairs to explain new words using dictionaries or internet when working in smart classrooms and then ask some comprehension questions.

Answers for comprehension question 3.5.1

Possible answers for comprehension questions (3.5.1)

- 1) The assertion “We experience cultures” means that we are not aware of our culture until we have experienced any other cultures.
- 2) Both Chinese and French women have complains about cultures. Their cultures claim special reality because what they carve out is as significant as natural event. Both have to fight for their rights.
- 3) In France, women were complaining about marriage and their identity.
- 4) In Europe, women have got more freedom. In China, it’s still a challenge.
- 5) Language is the most important element in which the community or language culture is exhibited and accommodated.

Answers for application activities 3.5.2

Possible answers on application activities (3.5.2.)

- 1) Vocabulary
 - a) Circumstances: A fact or condition connected or relevant to an event or action
 - b) Encounter: To experience, especially something unpleasant (something hostile)
 - c) Carve out: To successfully create or obtain something, especially a work position, by working for it.
 - d) Culture-bound: Something which is considered to be recognizable only within a culture.
 - e) A dialect: A particular form of a language which is peculiar to a specific region or social group.

- f) Ambiguous: Open to more than one interpretation, not having one obvious meaning.

Sentences:

- a) It depends on circumstances, to be happy or not.
 - b) Susan encountered many difficulties during her research.
 - c) Jules and Agnes hope to carve out strategies which would help them to succeed.
 - d) You cannot change him: he is culture-bound.
 - e) There are many dialects in China.
 - f) This answer is ambiguous.
- 2) Guide the student teachers to write a composition comparing the Rwandan culture and French culture.

Lesson 6: Describing cultures

a) Knowledge

State and explain the words and expressions used to describe various cultures.

Skills

- Read a passage about cultural description
- Describe cultures in writing
- Discuss the pros and cons of living abroad (in different cultures)

Attitudes and values

- Appreciate differences among cultures
- Preserve own culture

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

Before this lesson, students should recall what they have learned in lesson 5. The student teachers may have information about aspects of different cultures because they have experience from their families and societies that they come from. Others live near the borders and see people crossing the borders. In addition, the previous lessons have given them ideas about culture diversity.

3.6.1. Learning activities: Reading and texts analysis

Ask student teachers to read silently the text and ask some questions to check whether they have read. Invite some student teachers to read aloud, guide them with spelling. When words are not spelt well. Remind them the use of punctuations to read fluently. The tutor may give chance to different student teachers to practice reading. Ask them to work in pairs to explain new words using dictionaries or internet when working in smart classrooms and then ask some comprehension questions.

Answers on comprehension question 3.6.1

Possible answers to comprehension questions (3.6.1)

- 1) Open-ended: My culture is Rwandan culture. In my culture, the youth should respect the older people, and where necessary, help them. In my culture, we have one language which unites us into one people. Concerning the Rwandan cuisine, we eat beans, rice, cassava, maize, potatoes, vegetables, fish, and meat but not always. In our culture, It is the young man's family which gives the dowry to the girl's family before marriage. We also greet others by shaking hands; hug them when it's been a long time since you met or for close friends.
- 2) The cultural differences are aspects by which each a culture differs from other cultures.
- 3) Cultural similarities are elements which can be seen in different cultures.
- 4) Cultures differ because of people's different backgrounds, such as regions, traditions.
- 5) "Culture" is the noun and related concept. While cultural is an adjective to mean something linked to a culture.

Answers on application activities 3.6.2

Possible answers for application activities (3.6.2.)

- 1) Vocabulary
 - a) Etiquette: The customary code of polite behaviour in society or among members of a particular profession or group; or it is a set of conventional rules of personal behaviour in a society.
 - b) Immerse: To plunge into or place under a liquid dip to sink.
 - c) Oneself: Object of a verb or prepositions and one's normal and individual state of body or mind.

d) Jazz: A music genre that originated in the African – American communities of New Orleans.

2) Sentences

- a) This is our etiquette in the Rwandan culture.
- b) Jimmy was going to immerse, fortunately he was saved by a sailor.
- c) It's abnormal to hate oneself.
- d) The jazz is still appreciated in many African countries.

3) Guide students when they are composing a poem about culture.

Tell them to make sure that they have the following elements:

- The title, subject matter, rhythm, rhyme, poetic devices, imagery, etc.

Lesson 7: Talking about emotions

a) learning objectives

Knowledge and understanding

- Recognise the language used to talk about emotions

Skills

- Read the words used to talk about emotions
- Write the summary of a text

Attitudes and values

- Appreciate how people express emotions.
- Have a liking of talking of own emotions.

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

Before this lesson, students should recall what they have learned in lesson 6. The student teachers already know how to convey their emotions in general. You need to tell them that in this case, emotions are linked with people who miss their families and friends because they are in other countries.

3.7.1. Learning activities: Reading and texts analysis

Ask student teachers to read silently the text and ask some questions to check if they have read it. Invite some student teachers to read aloud, guide them with pronunciation of words when they are not or poorly pronounced. Remind them to use punctuations when reading. The tutor may give a chance to different student teachers to practice reading and ask them to work in pairs to explain

new words using dictionaries or internet when working in smart classrooms and then ask some comprehension questions.

Answers for comprehension questions 3.7.1

Possible answers for comprehension questions (3.7.1.)

- 1) It is Sandra who wrote this letter
- 2) She is studying at Lycée Ngagara in Bujumbura.
- 3) When Sandra wrote this letter, she was requesting her mother to join her in Kigali so that they can visit friends and relatives together.
- 4) No, she won't.
- 5) This is a social / family letter: it contains emotions(I'm homesick, nostalgic,...) and informal language (it's a conversational style)

Answers to application activities 3.7.2

Possible answers to application activities (3.7.2.)

- 1) Vocabulary
 - a) Homesick: Missing home during a period of absence from it.
 - b) Nostalgic: Having a feeling of pleasure and some differences when you think about things that happened in the past.
 - c) Immigrant: A person who comes to live permanently in a foreign country.
- 2) Sentences:
 - a) Goreth is homesick. She will not spend the night here.
 - b) When I hear that song, I become nostalgic.
 - c) This is a Burundian immigrant
- 3) Guide the student teachers in a discussion about the pros and cons of living in another country.

3. 5: Language structure: The present perfect, present perfect continuous, adjectives

I. The present perfect

a) Lesson objectives

Knowledge:

- Recognise the structure of the present perfect

Skills:

- Write an essay using the present perfect well.

Attitudes and values

- Appreciate language (present perfect) used in talking about completed actions.
- Correct language errors if any.

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

This sub unit is not new to students. Therefore, the tutor should ask students to recall how they can express actions by using present perfect tense.

3.8.1. Learning activities: Reading and texts analysis

The tutor may pick some sentences with verbs in the present perfect from the above texts. He or she may also pick an extract from the text or article related to the context and make sure it has the language structure to be taught. Then ask student teachers to identify the language structure used. Through the analysis, student teachers will discover the rules to be followed in that language structure. Example: the present perfect is made up of: have/has + past participle of a verb. Thereafter, give some activities related to the language structure studied to check if that structure was well mastered by student teachers. Finally, the tutor may ask student teachers to write a paragraph related to the context (unit being studied) and more focus should be put on the use of present perfect.

Question. Ask student teachers to identify present perfect used in sentences given. Listen to their answers and harmonize them to match the targeted language structure.

II. The present perfect continuous

a) Lesson objectives

Knowledge:

- Recognise the structure of the present perfect continuous

Skills:

- Describe actions completed recently using the present perfect continuous.

Attitudes and values

- Appreciate language (present perfect continuous) used in describing actions completed recently.
- Correct errors if any.

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

This sub unit is not new to the student teachers. Therefore, the tutor should ask students to recall how they can talk about actions completed recently.

3.9.1. Learning activities: Reading and texts analysis

The tutor may pick some sentences with verbs in present perfect continuous from the above texts. He or she may also pick an extract from the text or article related to the context and make sure it has the language structure to be taught. Then ask student teachers to identify the language structure used. Through analysis, student teachers will discover the rules to be followed in that language structure. Example: The present perfect continuous is made up of: have/has +been + -ing form of the main verb. Thereafter, give some activities related to the language structure studied to check if that structure was well mastered by student teachers. Finally, the tutor may ask student teachers to write a paragraph related to the context (unit being studied) and more focus should be put on the use of present perfect continuous.

Question. Ask student teachers to identify the present perfect continuous used in sentences given. Listen to their answers and harmonize them to match the targeted language structure.

III. Adjectives

a) Lesson objectives

Knowledge:

- Recognize the nature , position and formation of adjectives

Skills:

- Write and speak using adjectives.
- Derive adjectives from other words

Attitudes and values

- Acknowledge the privilege of having a native country (example: I am Rwandan).

b) Teaching and learning resources

- Photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

c) Introduction/prerequisite to the lesson

This sub unit is not new to students. Therefore, the tutor should ask students to recall related content about adverbs learnt in lower primary, ordinary level or year two. Remind student teachers that it is an addition to what they have already studied. Areas to be revised include adverbs that apply to each part of speech and more practical exercise to have students master the content extensively.

3.10.1. Learning activities: Reading and texts analysis

The tutor may pick some sentences with different adjectives from the above. He or she may also pick an extract from the text or article related to the context and make sure it has the language structure to be taught. Then ask student teachers to identify the language structure used. Through word analysis, student teachers will discover different affixes that can be used to form adjectives. Thereafter, give some activities related to the language structure studied to check if that structure was well mastered by student teachers. Finally, the tutor may ask student teachers to write a paragraph related to the context (unit being studied) and more focus should be put on the use of adjectives.

Question . Ask student teachers to identify adjectives used in sentences given. Listen to their answers and harmonize them to match the targeted language structure to be taught.

Answers for exercise I.

I. Completing with the present perfect or present perfect continuous

- 1) He has already finished.
 - Tom has been studying...
 - I have been sitting...
 - I have not had ...
 - They have been sitting ...
 - She has been reviewing...

II. Refer to the words in brackets and put the right adjectives in this text:

1. Illegal, 2. A seventeen year old boy, 3. Impossible, 4. A five hour lesson, 5. Careless, 6. Hesitant, 7. Wonderful, 8. Energetic, 9. Reddish, 10. Setting

3.6. End unit Assessment:

Possible answers

- 1) Open-ended: The pros of living in a foreign country: one learns many and new things; makes new friends; might get an opportunity to study or get a job.
 - Cons of living in a foreign country: one becomes culturally challenged
- 2) In Rwanda, people meet and shake hands, they can also talk enough about different things. In Europe, most people wave, a few shake hands. They do not talk a lot about things unless it concerns the weather and work.
- 3) People migrate because they are looking for jobs, medical treatment, or else because of natural disasters, wars, etc.
- 4) a) Flights: Actions of flying through the sky
b) Immigrant: A person who has entered another country looking for a permanent residence
c) Nostalgic: Feeling happy and slightly sad when they think of something which happened in the past.
d) Acculturation: Assimilation to a different culture, typically the dominant one.
e) Popular (being): The quality of being liked, enjoyed, accepted, or practiced by a large number of people

- 5) a) How long have Denis and Martine been ill?
b) Why are you sweating? Have you been running?
c) What have they heard?
d) I have been recently working on my project
- 6) a) ...hardworking...
b) ...sunny...
c)friendly...

UNIT 4

BUSINESS AND MONEY

Key Unit Competence

To use language learnt in the context of business and money.

4.1 Prerequisite (knowledge, skills, attitudes and values)

This unit develops students' language to be used to talk about business and money, the role of money and describing marketing. Student teachers should have some knowledge about money and finance that they gained in entrepreneurship. Start the unit with some questions that awaken their prerequisites.

4.2 Cross-cutting issues to be addressed

a) Financial Education

The integration of Financial Education into the curriculum is aimed at a comprehensive financial education programme. There is a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans. This helps them to make appropriate financial decisions that best fit them. Therefore, financial education as a cross-cutting issue will be addressed through different activities that will be carried out throughout this unit.

b) Peace and Values Education

Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society. Student teachers will be given time to read about business and money. When discussing about this, they will learn values like hard working, risk taking, persistence, among others. These will help them to appreciate others' achievements and innovations in money making instead of being jealous so as to live with them in peace and harmony.

c) Standardization Culture

Standardization Culture in Rwanda will be promoted through the topics that deal with illegal businesses and prevention of counterfeit money.

d) Inclusive Education

Inclusion is based on the right of all learners to a quality and equitable education that meets their basic learning needs, and understands the diversity of backgrounds and abilities as a learning opportunity. Student-teachers with special needs will be catered in different ways based on their respective needs.

e) Gender education

In this unit, you will find tasks that require student-teachers to work together. When doing that, make sure that boys and girls are working together. Through different activities, student teachers will understand that being successful in business doesn't depend on gender. Both boys and girls can do business or be entrepreneurs.

4.3 Guidance to the Introductory activity:

Tell students to form groups and open their books. Make sure that boys and girls are working together. They should observe 4 pictures and interpret them by answering the questions related to those pictures. Give some groups time to share their answers with the whole class.

Picture observation and interpretation

Possible answers on introductory activity

- 1) This is an open-ended question. Student teachers will come up with different answers. Assess them and give feedback. However, some learners may talk about activities like investment and buying; meeting basic needs.
- 2) In this case there is also room for accepting different answers. Learners will talk about investment, saving, means of transactions, buying and selling of goods, and so forth.
- 3) This is also an open-ended question. Allow as many learners as possible to give their answers. However, help them understand that marketing is so important since it helps the business to be recognised by many people.
- 4) This is an open-ended question. Learners will say different things, but many will talk about creative ideas and a capital among the requirements for starting a business.

4.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Describing business and money	<p>Knowledge</p> <ul style="list-style-type: none"> - Recalling words and expressions used in the context of business and money. - Identifying words used to talk about technology in business and money. <p>Skills:</p> <ul style="list-style-type: none"> - Reading text about business and money(technology in business and money) - Writing about business and money(technology in business and money) <p>Attitudes and values</p> <ul style="list-style-type: none"> - Set priorities to reduce unnecessary expenses 	3
2	Describing the role of money.	<p>Knowledge</p> <ul style="list-style-type: none"> - Recalling words and expressions used in the context of business and money - Identifying words used to talk about role of money <p>Skills:</p> <ul style="list-style-type: none"> - Reading texts about role of money (business and money) - Writing about role of money <p>Attitudes and values</p> <ul style="list-style-type: none"> - appreciate the role of entrepreneurs - in the economic development of the country 	3

3	Describing marketing	<p>Knowledge</p> <ul style="list-style-type: none"> - Recalling words and expressions used marketing - Identifying words used to talk about marketing <p>Skills:</p> <ul style="list-style-type: none"> - Reading text about marketing - Writing about role of marketing <p>Attitudes and values</p> <ul style="list-style-type: none"> - appreciate the role of marketing in the economic development of the country 	3
4	Describing a business	<p>Knowledge</p> <ul style="list-style-type: none"> - Recalling words and expressions used business - Identifying words used to talk about business <p>Skills:</p> <ul style="list-style-type: none"> - Reading text about business - Writing about role of making a business <p>Attitudes and values</p> <ul style="list-style-type: none"> - Show care and courtesy in business management 	3

5	Describing documents used in business	<p>Knowledge</p> <ul style="list-style-type: none"> - Recalling documents used in business - Identifying words used to talk about documents used in business <p>Skills:</p> <ul style="list-style-type: none"> - Reading text about documents used in business - Writing about role documents used in business <p>Attitudes and values</p> <ul style="list-style-type: none"> - Show care and courtesy in business management country 	3
6.	Describing entrepreneurship terminologies	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain words and phrases used entrepreneurship context - Identifying words used to talk about entrepreneurship <p>Skills:</p> <ul style="list-style-type: none"> - Reading text about entrepreneurship - Writing about role entrepreneurship Attitudes and values - Show trust, honesty and integrity in money exchange - Respect taxation laws 	3

7	Language structure: Phrasal Verbs	<p>Knowledge</p> <ul style="list-style-type: none"> - Identifying the meaning of some phrasal verbs used in to talk about business and money <p>Skills:</p> <ul style="list-style-type: none"> - Using them in writing <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the role of entrepreneurs - in the economic development of the - country. 	2
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Lesson 1: Describing business and money

a) Learning objectives

Knowledge

- Recalling words and expressions used in the context of business and money
- Identifying words used to talk about technology in business and money

Skills:

- Reading text about business and money(technology in business and money)
- Writing about business and money(technology in business and money)

Attitudes and values

- Set priorities to reduce unnecessary expenses

b) Teaching resources:

Illustrations of people using technology in money withdrawing and paying bills. (visa cards)

c) Prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge and skills about business and money that they have learnt in entrepreneurship. You will start the lesson by asking them some questions.

4.1.1. Learning activities

Pre-reading: before learners start to read, the tutor may ask them to brainstorm about the title “Business and money”. Then, he or she asks them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turns as many students as possible.

After reading: ask comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: it may occur that you have cases of learners who don’t see properly. Provide them with materials with big characters and read to them slowly. For those who cannot hear well. Provide time to go and stand nearby. Pose more questions to check their comprehension.

Answers to comprehension questions (4.1.1)

Possible answers to comprehension questions (4.1.1)

According to the first and second paragraphs, the impact of current technological advancement on our concept of money is that the familiar coins and banknotes will soon be replaced entirely by credit cards of various kinds. This is obvious nowadays since people need quick services and easy life, technological advancement is the answer.

- a) The answer is yes because the computer will be able to read your handprint
- b) It will lead to wastage of money because you will tend to use it everywhere because transaction from your account will be very simple. To give illustration, you will not have an excuse in pub that you have left money at home because the computer is able to cash it out.

Answers on application activities (4.1.2)

Possible answers on application activities (4.1.2)

- 1) Vocabulary and sentence writing: Tell learners to check the meanings of words individually and share them to the partner. Tell them to join partners to use them in sentences. Walk around the room, and assist those with difficulties.

Answers

- a) Vanishing: To disappear or stop being present or existing, especially in a sudden, surprising way
 - b) Rattling: Make or cause to make a rapid succession of short, sharp knocking sounds.
 - c) Waste: An unnecessary or wrong use of money, substances, time, energy, abilities, etc.
 - d) Handprint: Is a mark left by the hand, or is an imprint of the hand
 - e) Fraud: The crime of obtaining money by deceiving people
 - f) Spending power: The ability to spend money after paying taxes, etc.
 - g) Cope with: To deal successfully with a difficult situation
 - h) Credit cards: a small plastic card which can be used as a method of payment, the money is taken from the client at later time.
- 2) Using the words above, write meaningful sentences related to the use of money.
 - Human resource in banks transactions will one day vanish because of technology
 - It is not easy in business to cope with technology change
 - Next decades there will be no human resources needed in banks
 - I use my Credit card to pay bills
 - When you need to access your bank account, handprint will be needed.
 - With technology in bank accounts, there will be no more fraud
 - Despite the quick service with technology, I am afraid that there will be more wastage of money.
 - Spending power will be easy in businesses when you have a credit card
 - My coins were rattling in pocket as I was walking
 - 3) Composition writing
 - Before writing: ask learners some questions that lead to the ideas to develop their composition

- During writing: guide them throughout their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism.
- Give them time to edit and revise
- After writing: give them time to share their productions to class. Guide students to set the criteria for assessing their work.

Lesson 2: Describing the role of money

a) Learning objectives

Knowledge

- Recalling words and expressions used in the context of business and money
- Identifying words used to talk about the role of money

Skills:

- Reading texts about the role of money (business and money)
- Writing about the role of money

Attitudes and values

- Appreciate the role of entrepreneurs in the economic development of the country

b) Teaching resources:

the illustration of people selling goods and depositing them into their accounts

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about trades and exchanges that they learnt in entrepreneurship. Ask them some questions that bring about terms used in trade.

4.2.1. Learning activities

Answers to introductory question

Possible answers to introductory questions

- 1) Those figures represent currencies of different countries.
- 2) Money facilitates exchanges and transactions in business rather than any other store of value.

Pre-reading activity:

Pre-reading: before learners start to read, the tutor may ask them to brainstorm about the title “The function of money”. Then, he or she asks them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their proper intonation. Make sure that you have given turn as many students as possible.

After reading:

The tutor asks student teachers the comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: it may occur that you have cases of learners who don't see properly. Provide them with materials with big characters and read to them slowly. For those who cannot hear well, provide time to go and stand nearby. Pose more questions to check their comprehension.

Answers to comprehension questions (4.2.1.)**Possible answers to comprehension questions (4.2.1.)**

- 1) Money can be defined as anything that people use to buy goods and services. Money is what many people receive for selling their own things or services.
- 2) A long time ago, people did not buy or sell with money. Instead, they traded one thing for another to get what they wanted or needed. One person who owned many cows could trade with another person who had a lot of wheat. Each would trade a little of what he had with the other.
- 3) In the United States the money used is called dollar and in India, it's called rupee.
- 4) The first country in the world to make metal coins was called Lydia.
- 5) Money serves as a medium of exchange, as a store of value, and as a unit of account.
- 6) The most important function of money is medium of exchange because it facilitates all transactions. Without money, all transactions would have to be conducted by barter, which involves direct exchange of one good or service for another.

Answers on application activities (4.2.2.)

Possible answers on application activities (4.2.2.)

- 1) The tutor asks student teachers to use a dictionary and thesaurus to look up the missing meanings of the words or phrases below.
 - a) Purchaser: A person or company that buys something
 - b) Depreciates: To (cause something to) lose value, especially over time
 - c) Barter: To exchange goods for other things rather than for money
 - d) Double coincidence: Is an economic phenomenon where two parties each hold an item the other wants, so they exchange these items directly without any monetary medium.
 - e) Convenient denominations: suitable unit of value (money)
 - f) Inflation: A continuing rise in prices caused by an increase in the money supply and demand for goods.
 - g) Liquid money: Any asset that can be readily converted into cash.
- 2) This is an open-ended question. Student teachers will give diversified answers. Consider them and give constructive feedback.
- 3) This is also an open-ended question. Learners will discuss about different things. Orient their debate so that they use the language appropriately to talk about business and money.
- 4) This is an open-ended question. However, orient learners so that they can talk about the role of money in doing business.

Lesson 3: Describing marketing

a) Learning objectives

Knowledge

- Recalling words and expressions used marketing
- Identifying words used to talk about marketing

Skills:

- Reading texts about marketing
- Writing about role of marketing

Attitudes and values

- Appreciate the role of marketing in the economic development of the country

b) Teaching resources:

The illustration of people selling goods and depositing them into their accounts

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge from previous lessons of this unit about trades and exchanges. And more importantly, they know that trade or exchange requires two sides namely buyers and sellers. They know that in business a seller needs a buyer so as to be successful. Ask them some questions that bring about terms used in trade.

4.3.1. Learning activities

Pre-reading:

Before learners start to read, the tutor can ask student teachers to brainstorm about strategies a businessman or a company can use to have a lot of customers. Then after, he or she may give them the word “marketing” and asks them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible.

After reading:

ask comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: It may occur that you have cases of learners who don't see properly. Provide them with materials with big letters and read to them slowly. For those who cannot hear well, provide them with time to go and stand nearby. Pose more questions to check their comprehension.

Answers on comprehension questions (4.3.1.)

Possible answers on comprehension questions (4.3.1.)

Those eras are:

- The production orientation era which emphasizes on distribution of production and cost
- The sales orientation era that focuses on advertising, communication and branding.
- The marketing orientation era that concentrates on competitors.

- 4) Marketing does not just focus on products, it is the satisfaction of customers that matters the most. For instance, the most successful company rely on the returning purchase of the customer, and so the common goal for the company is to deliver long term satisfaction to the consumer but not 'deceiving them' in a short run.
- 5) It is of paramount importance to make researches on customer case studies so as to understand their needs, which is different from the old traditional way of just selling and advertising.
- 6) There are two steps in the marketing process:
 - The first one is marketplace and customer needs understanding. This step focuses on human needs, market offering and customer satisfaction.
 - Next is the customer driven marketing strategic designed. In this section, the marketer should be very clear that which group of customers are they serving, and what more they can do to serve them better.
- 7) This is an open-ended question. Student teachers will give diversified answers. Consider them and give constructive feedback.

Answers on application activities (4.3.2.)

Possible answers on application activities (4.3.2.)

- 1) Use a dictionary and thesaurus to look up the meanings of the words or phrases in the table below.
 - a) Branding: The act of giving a company a particular design or symbol in order to advertise its products and services.
 - b) Marketing:
A job that involves encouraging people to buy a product or service.
 - c) Fascinate the consumer: To have the customer's complete interest and attention
 - d) Discipline era: A period of time to provide training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behaviour produced by this training.
 - e) Market segmentation: Market segmentation is the process of dividing a market of potential customers into groups, or segments, based on different characteristics.
 - f) In ward looking: The fact of being interested in yourself than in other people.

- g) Out ward looking: Looking beyond oneself; open-minded and reaching out to other people, organizations, etc
- 2) This is an open-ended question. Student teachers will give diversified answers. Consider them and give constructive feedback.
 - 3) This is also an open-ended question. Learners will discuss about different things. Orient their discussion so that they use the language appropriately to talk about the importance of marketing in business.

Lesson 4: Describing a business

a) Learning objectives

Knowledge

- Recalling words and expressions used in business
- Identifying words used to talk about business

Skills:

- Reading texts about business
- Writing about role of making a business

Attitudes

- Show care and courtesy in business management

b) Teaching resources:

The illustration of people selling goods and depositing the money into their accounts

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about business. Some of them have parents who do businesses. They also learnt about it in entrepreneurship. Ask them some questions that bring about terms used in business.

4.4.1. Learning activities

Pre-reading: before learners start to read, ask them some questions about the picture that illustrate different businesses (a businessman at work of hair cutting or dressing and a man selling shoes). Ask them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible.

After reading: ask comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: it may occur that you have cases of learners who don't see properly. Provide them with materials with big letters and read to them slowly. For those who cannot hear well, provide them with time to go and stand nearby. Pose more questions to check their comprehension.

Answers on comprehension questions (4.4.1.)

Possible answers on comprehension questions (4.4.1.)

This is an open-ended question. So student learners will come up with different answers. So appreciate them and provide a feedback.

- 4) The profit making organization is built to serve the business owner. The non-profit organization is built to serve the society at large.
- 5) Production includes those activities involved in conceptualizing, designing, and creating products and services.
 - Marketing is the process of identifying the goods and services that consumers need and want and providing those goods and services at the right price, place, and time.
- 6) Many businesses rely on fast, global computer communications to allow them to respond quickly to changes in consumer demand. Inventories are thus minimized and businesses can invest more in product research, development, and marketing.
- 7) Business can develop marketing activities in following ways:
 - Businesses develop marketing strategies by conducting research to determine what products and services potential customers think they would like to be able to purchase.
 - Firms also promote their products and services through such techniques as advertising and personalized sales, which serve to inform potential customers and motivate them to purchase.
- 8) Businesses rely on effective human resource management (HRM):
 - To ensure that they hire and keep good employees and that they are able to respond to conflicts between workers and management.
 - HRM specialists initially determine the number and type of employees that a business will need over its first few years of operation.
 - They are responsible for recruiting new employees to replace those who leave and for filling newly created positions.

- A business's HRM division also trains or arranges for the training of its staff to encourage worker productivity, efficiency, and satisfaction, and to promote the overall success of the business.
- Finally, human resource managers create workers' compensation plans and benefit packages for employees.

Answers on application activities (4.4.2.)

Possible answers on application activities (4.4.2.)

- 1) Use a dictionary and thesaurus to look up the meanings of the words below.
 - a) Corporations: A large company or group of companies authorized to act as a single entity and recognized as such in law.
 - b) Conceptualizing: To form an idea or principle in your mind.
 - c) Human resource: Is the function in an organization that deals with the people and issues related to people such as compensation and benefits, recruiting and hiring employees, on boarding employees, performance management, training, and organization development and culture.
 - d) Dramatic: Very sudden or noticeable, or full of action and excitement.
 - e) Wholesale: It is the sale of goods to anyone other than a standard or final consumer.
 - f) Firm: A firm is an organization which sells or produces something or which provides a service which people pay for.
 - g) Stocks: A supply of something for use or sale.
 - h) Inventories: A detailed list of all the things in a place.
 - i) Granting: To give or allow someone something, usually in an official way.
- 2) After getting the meanings of the words above, the tutor asks student teachers to construct meaningful sentences using these words. He or she allows pairs to exchange sentences written and engage them in peer assessment and feedback. The tutor may walk around and check whether sentences written match with the context. Thereafter, he/she may put some comments on written sentences and end the activity.
- 3) This is an open-ended question. The tutor can put student teachers in groups of four and asks them to first brainstorm about requirements for a business to be created. He or she may ask them to discuss and grade these requirements according to their pertaining roles. Then after the tutor may allow some groups to present their work to the class.

- 4) This is an open-ended question. Student teachers will write essays by following tips they were given in previous lessons and years. Check whether the language is used appropriately.

Lesson 5: Describing documents used in business

a) Learning objectives

Knowledge

- Recalling documents used in business
- Identifying words used to talk about documents used in business

Skills:

- Reading texts about documents used in business
- Writing about role of documents used in business

Attitudes

- Show customer care and courtesy in business management.

b) Teaching resources:

The illustration of people depositing the money into their accounts

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about documents used in business. Some of them have once deposited or withdrawn money into/from their or others accounts. They also learnt about them in entrepreneurship. Ask them some questions that bring about documents used in business.

4.5.1. Learning activities

Pre-reading: before learners start to read, ask them some questions about the picture that illustrate people depositing the money into their accounts. Also give them the title of the text and ask them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible.

After reading: ask comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: it may occur that you have cases of learners who don't see properly. Provide them with materials with big letters and read to them slowly. For those who cannot hear well, provide them with time to go and stand nearby. Pose more questions to check their comprehension

Answers on comprehension questions (4.5.1.)

Possible answers on comprehension questions (4.5.1.)

- 1) In invoicing process the payee provides some kind of service or goods to the payer, who will in return pay an agreed amount of money against a request for payment.
- 2) Cash is the most common ways to pay for purchases because it has the advantage of being immediate
- 3) Personal cheque is seen as slow and somewhat outdated since the process of money from the buyer's account to the seller's takes time: a buyer gives a personal cheque to the seller in the exchange of goods or services. Then, the seller gives the cheque to their bank, the bank processes the transaction, and a few days later the money is deducted from the buyer's account.
- 4) Paying with a debit card takes the money directly out of the buyer's account. It is almost like writing a personal cheque, but without the hassle of filling it out.
- 5) With the development of information technology and the wide adoption of computers, networks, mobile telephones and other e-based solutions, methods for payment have moved to a new level of efficiency. In particular, electronic applications offer possibilities to simplify and facilitate payment procedures. Initiation, transportation and bookings of payments can currently be made immediately to anywhere in the world. Payments can be finalized without any manual or paper-based routines.

Answers on application activities (4.5.2.)

Possible answers on application activities (4.5.2.)

- 1) Use a dictionary and thesaurus to look up the meanings of the words or phrases below.
 - a) Invoice: An invoice is a commercial document that itemizes and records a transaction between a buyer and a seller.

- b) Fraud: wrongful or criminal deception intended to result in financial or personal gain.
 - c) Physical retailers: Are entities that sell goods such as clothing, groceries, or cars directly to consumers through various distribution channels with the goal of earning a profit.
 - d) Recoup: regain money spent through subsequent profits.
 - e) ATM: Automated teller machine
 - f) Cheque: An order to a bank to pay a stated sum from the drawer's account, written on a specially printed form.
 - g) Credit cards: Is a payment card issued to users (cardholders) to enable the cardholder to pay a merchant for goods and services based on the cardholder's promise to the card issuer to pay them for the amounts plus the other agreed charges.
 - h) Debit cards: Is a plastic payment card that can be used instead of cash when making purchases.
- 2) This is an open-ended question. Student teachers will write various sentences. Appreciate them and give feedback accordingly.
 - 3) This is an open-ended question. Student teachers will make surveys on different business tools/documents used by most people in their communities. The tutor has to give or remind them tips on how to conduct a survey. Then, she or he checks whether the language is used appropriately.
 - 4) This is an open-ended question. The tutor has to select two teams, proposers and opposing team. He or she has to select other student teachers to participate in debate as judges, chairperson and time keeper. The rest of class plays the role of audience. They give their views after the main speakers (proposers and opposing team). At the end of the debate the tutor gives the comments.

Lesson 6: Describing entrepreneurship terminologies

a) Learning objectives

Knowledge

- Explain words and phrases used in entrepreneurship context
- Identifying words used to talk about entrepreneurship

Skills:

- Reading text about entrepreneurship
- Writing about role entrepreneurship

Attitudes

- Show trust, honesty and integrity in money exchange
- Respect taxation laws

b) Teaching resources:

The illustration entrepreneurs

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about entrepreneurship terminologies. They learnt about them in entrepreneurship subject. Ask them some questions that bring about entrepreneurship terminologies.

4.6.1. Learning activities

Pre-reading: before learners start to read, ask them some questions about the picture that illustrate entrepreneurs. Also give them the title of the text and ask them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible.

After reading: ask comprehension questions that are provided after the text to check their comprehension.

Support for learners with special educational needs: it may occur that you have cases of learners who don't see properly. Provide them with materials with big letters and read to them slowly. For those who cannot hear well, provide them with time to go and stand nearby. Pose more questions to check their comprehension

Answers on comprehension questions (4.6.1.)

Possible answers on comprehension questions (4.6.1.)

- 1) Risk and profit are key things in entrepreneurship since while launching and running a business venture involves the high risks that make significant proportion of start-up businesses close, an entrepreneur has to show the capacity and willingness to develop, organize and manage a business venture along with any of its risks to make a profit

- 2) A start-up business can close due to lack of funding, bad business decisions, an economic crisis, or lack of market demand.
- 3) Abilities one has to possess to be called an entrepreneur include among others the ability of proper planning, adapting to changing environments and understanding his or her own strengths and weakness.
- 4) Entrepreneurial ventures differ from small businesses since small businesses are sole proprietor operations. They also offer an existing product, process or service and they do not aim at growth. On the other hand, entrepreneurial ventures offer an innovative product, process or service and the entrepreneur typically aims to scale up the company.
- 5) This is an open ended question. Student teachers will give their own views. However, the tutor emphasis more on views which reflect risk-taking and persistence (never giving up)

Answers on application activities (4.6.2.)

Possible answers on application activities (4.6.2)

- 1) Meanings of words from the text:
 - a) entrepreneurship: the art or science of innovation and risk-taking for profit in business
 - b) small business: a person's occupation, work or trade which is not big
 - c) business venture:
 - d) risk: the possibility of something bad happening
 - e) profit: money which is earned in trade or business, especially after paying the costs of producing or selling goods and services.
 - f) running of businesses:
 - g) lack of funding:
 - h) coachability: the state or condition of being coachable
 - i) firm: a company or business
 - j) Scale up: to increase the size, amount or importance of something, usually an organization or a process
 - k) sole proprietor: a single person who owns a particular type of business, especially a hotel, shop or a company that makes newspapers
 - l) Uncertainty: doubt; the condition of being not sure or without conviction.
 - m) Ventures: a new activity, usually in business which involves risk or uncertainty.

- n) commercial potential:
 - o) Capital: wealth, especially a large amount of money used for producing more wealth or starting new business.
 - p) economics: the way in which trade, industry or money is organized, or the study of this
 - q) market demand: the amount of a good or service that consumers are willing to buy at a particular price.
 - r) Economic crisis: a period of economic slowdown characterized by declining productivity and devaluing of financial institutions often due to reckless and unsustainable money lending.
 - s) lack of funding: failing to get money as financial resources.
- 2) This is an open-ended question. Student teachers will write various sentences using the above words and phrases. Appreciate them and give feedback accordingly.
 - 3) This is an open-ended question. Student teachers will conduct surveys reasons why young entrepreneurs' businesses fail. The tutor has to give or remind them tips on how to conduct a survey. He or she has to remind them to propose possible solutions. Then, she or he checks whether the language is appropriately used.

Lesson 7: Language structure: Phrasal Verbs

a) Learning objectives

Knowledge

- Identifying the meaning of some phrasal verbs used in to talk about business and money

Skills:

- Using them in writing

Attitudes

- Appreciate the role of entrepreneurs in the economic development of the country

b) Teaching resources:

Pictures, sentences on manila paper, etc

c) Prerequisites/revision /introduction

Students have studied some of the phrasal verbs in the previous levels. You can start this lesson with some exercises about phrasal verbs.

4.5.1. Learning activities: Reading and texts analysis

Pick some sentences from the read passages and highlight some phrasal verbs.

Ask some questions that guide student teachers to identify the phrasal verbs meaning. Give them some examples of phrasal verbs used in the context of business and money. Give them some exercises to get familiar with them.

Answers to exercise about phrasal verbs

- 1) We have decided against pursuing this course of action.
- 2) If we rule out this option, our business will certainly fail.
- 3) It will take a long time for the board to sort out this mess.
- 4) Barack has a plan to bail out the automotive industry.
- 5) Why didn't Tracy turn up at the meeting?
- 6) Our suppliers have set up new offices outside the capital in a very ugly industrial estate
- 7) Last month's sales results turned out much better than expected.
- 8) Don't put off till tomorrow what you can do today.
- 9) We had to call off the meeting because of the bad weather
- 10) It's not such a terrible thing! Don't worry! Cheer up

4.5. Spelling and pronunciation

The tutor should guide student teacher in using dictionaries and thesaurus to find the missing pronunciations and meanings of words in the following table.

Proposed meanings and pronunciations of the words in the table below

Words	Pronunciation	Meaning
Business	/'bɪz.nɪs/	a person's occupation, work or trade
Money	/'mʌn.i/	The coins or notes which are used to buy things, or the amount of these that one person has
Exchange	/ɪks'tʃeɪndʒ/	To give something to someone and receive something from them

Cheque	/tʃek/	A printed form, used instead of money, to make payments from your bank account
Pound	/paʊnd/	The standard unit of money used in UK and some other countries
Dollar	/'dɑ:lə/	The standard unit of money used in US, Canada, Australia, New Zealand and some other countries
Francs	/fræŋk/	The standard unit of money used in France, Belgium and Luxembourg before they started using Euro. It is also used in many African countries that were ruled by France in past
Currency	/'kʌr(ə)nsi/	a system of money in general use in a particular country. “the dollar was a strong currency”
Barter	/'bɑ:tə/	To exchange goods for other thing rather than money
Firm	/fɜ:m/	A company or business
Stocks	/stak/	Money which people invest in the government and which produces a fixed rate of interest
Fraud	/fɔ:d/	The crime of obtaining money by deceiving people
Debit	/'deb.ɪt/	Money taken out of a bank account
Invoice	/'ɪn.vɔ:ɪs/	A list of items provided or work done together with their costs, for payment at a later time

Summary of the unit

In this unit, students have been exposed to the language used when talking about business and money. They have also been able to discuss technology in money withdrawing and depositing. All of these topics together with entrepreneurship lessons can help them to try making their own businesses in the future. As a tutor you should always encourage them to apply them and provide typical examples of entrepreneurs.

4.6. End unit Assessment

1) Composition writing:

Give individual students to write essay about strategies to start a successful business and assess it with the class generated criteria .

2) This is an open ended question. Student teachers will construct sentences using phrasal verbs given

3) Answers to the exercise of putting correct phrasal verb in accordance with the meaning shown in brackets.

a) Can you come up with a better idea.

b) I wish I hadn't take on so much work in this industry.

c) She pointed out that all the shops would be closed.

d) I went out for a dinner with my business partners.

e) Where did you grow up?

f) I'd love to set up my own business.

g) I thought the conference was going to be boring as the operations manager was absent, but it turned out to be quite useful for each of us.

h) Would anybody like to take on this new client?

i) What's going on in the conference hall?

j) Can we set up another business meeting next week?

4) Phonetic transcription of the words in the table

Word	Phonetic transcription
Handprint	/hænd.prɪnt/
Decade	/'dek.eɪd/
Bulk	/bʌlk/
Mechanism	/'mek.ə.nɪ.zəm/
Reasonable	/'ri:zən.əbl/
Portability	/'pɔ: tə'bɪl.ɪ.ti/

4.7. Additional information

As a tutor you should always tell learners to relate this to what they learn in entrepreneurship. You should always remember to address the cross-cutting issue, financial education, which mostly relate to this unit.

UNIT 5

EARLY CHILD WELFARE

Key unit competence

To use language learnt in the context of early childhood welfare

5.1 Prerequisites

The tutor may ask questions related to the unit, like: 1. What is early childhood welfare? 2. Do you think parents and caregivers play any role in early in early childhood education?

5.2 Cross cutting issues to be addressed:

Inclusive education. Because all learners with different abilities, talent, knowledge, skills, values and attitudes will be engaged in learning activities without isolation and given different kinds of play, games, songs, practices and activities that motivate them to learn together.

5.3 Guidance to the introductory activities:

Have student teachers to open their books especially on unit 5, and observe pictures individually then later ask the learner orally to brainstorm on what they have observed and you can ask them also to draw ideas similar situations experienced and share it in groups then later each group to present on how parents play a big role in early childhood education.

Answers on the introductory activities

Possible answers on the introductory activities

- a) (Open ended question) the student teachers answer according to their understanding of the meaning early childhood.
- b) (Open ended question) Student teachers research about the stages of early childhood and then write short essay for each stage.
- c) (Open ended question) the student teachers in groups research and read about childhood welfare and then give its definition.

- d) (open ended question) the student teachers in pairs think, research, write and share about the stages of early childhood welfare.
- e) (student teachers in a class discussion, point out How parents and care takers help in the education of a child during stages of development and take notes for their own benefit
- f) (open ended question) the student teachers carry out a field study to one of the ECD centre in groups describe how an ECD centre should like to enhance the learning of a child.

5.4 Lesson titles/sub headings:

	Lesson title	Learning objectives	Number of periods
1	1.1. Talking about early childhood education in Rwanda.	<p>Knowledge:</p> <ul style="list-style-type: none"> - Identify words and phrases used in relation to early childhood education. <p>Skills:</p> <ul style="list-style-type: none"> - Read text about early childhood education for information <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate the importance of education for all. 	7
2	1.2. Describing early childhood basic needs	<p>Knowledge:</p> <ul style="list-style-type: none"> - Recognize the use of model verbs in text describing early childhood <p>Skills:</p> <ul style="list-style-type: none"> - Write texts about early childhood basic needs <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Show care for every child. 	7

3	1.3. Talking about duties and responsibilities of parents and caregivers in early childhood education.	<p>Knowledge:</p> <ul style="list-style-type: none"> - Recognize the role of parents in taking care of children's hygiene, safety, and food. <p>Skills:</p> <ul style="list-style-type: none"> - Discuss the role of community in running pre-schools in villages. <p>-Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate the role of caregivers and parents on the early childhood education 	7
4	<p>Language structure</p> <p>Modal verbs: should, need, dare</p> <p>Sounds and spelling</p> <p>Adjective degrees of comparison</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> - Recognize the use of model verbs like should, dare, and adjectives. <p>skills:</p> <ul style="list-style-type: none"> - Construct sentences using model verbs like; dare, should - Write a composition using adjectives. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate the role played by parents and caregivers using adjectives in early childhood education. 	6
5	End unit assessment		1

Lesson 1: Talking about early childhood education in Rwanda.

a) Learning objectives

Knowledge

- Identify words and phrases used in relation to early childhood education.

Skills:

- Read text about early childhood education for information
- Attitudes and values: Appreciate the importance of education for all.

b) Teaching and learning resources:

- Pictures, text books, flipchart, nearby early childhood centres for field studies

c) Prerequisites/Revision/Introduction

Student teachers are expected to have knowledge about Early childhood Education learnt in year one (Foundation of education). The tutor should build on that knowledge to introduce this lesson.

5.1.1. Learning activity: Reading and text analysis**Answers for the comprehension question****Possible answers for the comprehension question describing early childhood in Rwanda (Student's book, page 100)**

- 1) (Open ended question) Student teachers read the text about early childhood education and then they come up with a definition depending on what they read about it. This can be done as group work, pair work or individual work.
- 2) (Open ended question) Student teachers in groups read about the importance of early childhood education and suggest for its importance. They can later present their work by choosing one member per group to represent the rest.
- 3) (Open ended question) the student teachers look at the similarities and differences of early childhood education in the early years to the current modern trend. They can present their comparison using the oral brainstorming approach.
- 4) (Open ended question) the student teachers in groups read together the text and share ideas on what the government has done and tried to do in early child hood education and their efforts put in to reach the success of ECD program.
- 5) Student teachers read the text in pairs and find the role played by the following organs in the support of ECD.
 - a) Ministry of education: Ministry of education is the lead Ministry in ECD Policy development within an inter-ministerial framework and the Education Sector Strategic Plan.

- b) Education sector strategic plan: The education sector strategic plan commits MINEDUC to set policy, norms and standards for pre-primary education; plan and ensure the provision of teacher training; and oversee monitoring and evaluation of ECD.
- c) National institute of statistics: is to provide national statistics of children and caregivers and parents.
- d) Education management information system: giving information of the pupil-teacher ratio at pre-primary level
- e) Improve children's performance in school and contribute substantially to improving internal efficiencies throughout the school cycle.

Answers on application activities (5.1.2)

Possible answers on application activities (5.1.2)

- 1) (Open ended question) the students prepare individual speeches following the coherence, grammar, spellings, punctuation, targeted audience, and content.
- 2) (Open ended questions) students through think, pair and share, they describe how ECD centre should be established.
- 3) (Open ended questions) the tutor has to select proposers, opposing team members, judges, chairperson and time keeper. The rest of the class plays the role of audience. They give their views after the main speakers (proposers and opposing team members). Before debating, the student teachers have to be given the time for preparation. At the end of the debate the tutor gives the comments.

Lesson 2: Describing early childhood basic needs

a) Lesson objectives:

Knowledge:

- Recognize the use of model verbs in text describing early childhood

Skills

- Write texts about early childhood basic needs

Attitudes and values:

- Show care for every child.

b) Teaching and learning resources:

- Pictures, text books, flipchart, nearby early childhood centres for field studies

c) Guidance to the tutors:

- Tutor together with student teachers identifies new words, their spellings and pronunciations.
- Tutor allows two student teachers to read through Maslow's hierarchy of needs and Jeffery's emotional needs.
- Tutor monitors student teachers' progress in actively involving themselves to context questions as he/she asks individual groups.

Answers for comprehension questions (5.2.1)**Possible answers for comprehension questions (5.2.1)**

- i) Student teachers in oral class discussion read about the basic needs needed by the child and then they share using peer assessment learning strategy to share answers.
- ii) (Open ended questions) student teachers using a web diagram, share contributions of parents and care givers in providing basic needs to children.
- iii) (Open ended questions) student teachers read Jeffery's emotional needs and discuss in pairs how it affects the child's development.
- iv) (Open ended question) Student teachers through table sharing discussions, suggest advice for parents and caregivers on basic needs for their children.
- v) (Open ended questions) student teachers organize a debate on "parents and care givers should express clear expectations to children." They are guided by the tutors and given instructions on how to debate the motion.

Answers for comprehension questions (5.2.1)**Possible answers on comprehension question text one (5.2.1.)****child needs"**

- 1) The eight things children need to thrive among them is security, stability, consistency, emotional support, love, education, positive role models, and structure.
- 2) Time is considered as one of the needs of a child since it gives parents the opportunity to provide children all their essential needs and much more.

Children today are growing with depth, breadth and speed of media that didn't exist 20 years ago.

- 3) The role of a parent and caregiver in the life of a child is that parents and care givers are the most important role models of the children. They model values and teach children empathy by being the kind of persons you want them to become.
- 4) As far as summary of the whole story about the needs of a child is concerned, student teachers have to read again the story. Through reading, they write aside the main ideas from each paragraph. Thereafter, they rephrase all ideas into a good summary. When rephrasing, students must focus on coherence, language, grammar, punctuation, spellings and instructed number words suggested by the tutor.

Answers to application activities (5.2.2.)

Possible answers to application activities (5.2.2.)

- 1) Meanings of words from the text
 - a) Essential: absolutely necessary, extremely important.
 - b) Breadth: distance from side to side
 - c) Boundaries: a line which marks the limits of an area. Or spaces between words.
 - d) Synchronize: cause to occur or operate at the same time or rate.
 - e) Empathy: the ability to understand and share the feelings of another.
- 2) Student teachers guided by the tutor, prepare a television show that they would present to the class talking about needs of a child.
- 3) Students individually write a describe composition describing the needs of a child. The tutor guides them throughout their writing process (making an introduction, body and conclusion). He or she reminds them that every paragraph should have an idea. He or she also guides them within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism.
- 4) They must focus on content, coherence, diction, grammar, spellings sentence structure, punctuations.

- 5) (open ended questions) student teachers use a wall ground pointer suggesting other needs that a child of today needs in order to have a better life. Then the tutor helps them to add more information by suggesting new ideas.

Answers on comprehension questions text two (5.2.1)

Possible answers on comprehension questions text two (5.2.1)

“Meeting children’s needs”

- 1) Essential needs for children include; warm, caring, and responsive adults; a sense of importance and significance. Caring itself is important since children need to explore, experiment and learn basic knowledge through direct experience. Moreover, they need to be close to people they know, have familiar and comfortable objects, and be in a setting that has a personal history for them.
- 2) Student teachers argue according to what they agree or disagree with about whether emotion is a basic need for a child.
- 3) (Open ended questions) student teachers discuss in support to Mr. Greenman (1988), early childhood. And describes what he suggests about needs of a child.
- 4) (Open ended questions) student teachers orally point out the role of parents and caregivers on providing basic needs to children.

Possible answers to application activities

- 1) Here, student teachers have to write an argumentative composition with the title ‘Early childhood basic needs.’ They should be reminded to well clarify the main three parts of a composition: introduction paragraph, body paragraphs with each paragraph has one developed idea, and conclusion paragraph. They have to also consider: coherence of ideas, diction of words, spellings, and punctuation.
- 2) (open ended question) student teachers prepare a classroom discussion about the basic needs of a child. They can do it as hot table interview discussion
- 3) (open ended question) student teachers write a dialogue talking about early childhood basic needs.

- 4) (open ended question) student teachers through round circle free talk, suggest possible ways of how early childhood basic needs could be respected in your community or at ECD centres.

Lesson 3: Talking about duties and responsibilities of parents and caregivers in early childhood education.

a) Lesson objectives:

Knowledge:

- Recognize the role of parents in taking care of children's hygiene, safety, and food.

Skills:

- Discuss the role of community in running pre-schools in villages.

Attitudes and values:

- Appreciate the role of caregivers and parents have on the early childhood education

b) Teaching and learning resources:

- Pictures, text books, flipchart,

5.3.1 Learning activities

The may refer to the previous unit for text analysis guidance.

Answers to comprehension question text one.

Possible answers to comprehension question text one.

“Child caregivers in education”

- 1) Child caregivers, plan, supervise, and implement a structured learning environment that allows young children to explore their interests.
- 2) (Open ended question) student teachers through think pair share ideas on how caregivers can improve on their responsibilities in early childhood education.
- 3) (Open ended question) student teachers compare conditions of child caregivers in their areas with that described in the text and focus on points to improve.
- 4) Meaning of the following words without.
 - a) Enthusiastic attitude: showing interest in the things that you do and getting pleasure from them. It means having an active and motivated attitude instead of a passive one.

- b) Staggered shifts: it means shifting the times of beginning and ending work.
- c) Explore their interests: to make someone want to know more about something or someone.
- 5) (open ended questions) student teachers individually write a summary describing the role of caregivers according to the text. They consider grammar, coherence, spellings, punctuation and sentence structure.

Answers to application activities

Possible answers to application activities:

- 1) (Open ended questions) student teachers write individual report about early childhood centre and responsibilities of care givers in the sector ECD centre. The report must have; title, venue, date, time, and who is responsible for the report, introduction, body, statistics and conclusion.
- 2) Open ended questions) student teachers write a speech reminding the parents of their responsibilities in ECD. They must consider grammar, audience, vocabulary, time or length, coherence, punctuation and spellings.

answers to comprehension questions of text two

Possible answers to comprehension questions of text two

Parents' involvement in early childhood education

- 1) The responsibilities of parents in early childhood education include among others to ensure that their child has all the support they need to develop to their full potential; to support the learning that happens in preschool settings and at home as well.
- 2) (open wended question) student teachers consider coherence, spellings, punctuation, paragraphing, while writing a summary about responsibilities of parents towards early childhood education.
- 3) (open ended question) student teachers may agree or disagree with the statement then give a supporting conclusion for their stand. About 'Parents involvement helps extend teaching outside classroom.'

Answers to application activities (5.3.3.)

Possible answers to application activities (5.3.3.)

- 1) The meaning of the following
 - a) Complementary activities: these are activities organized by the school according to its curricular project during the school timetable and that differ from the actual teaching activities in terms of time, place, or resources.
 - b) First-hand experience: experience gained or learned directly rather than from other people or from books.
 - c) Volunteer: a person who freely offers to take a task. Or freely offers to do something.
 - d) Detailed documentation: set of documents provided on paper. This describes all containing content or programs.
- 2) (Open ended question) student teachers write a describe composition on the importance of documentation during early childhood education. They must consider language, spellings, grammar, vocabulary, sentence structure, coherence and content.
- 3) (Open ended question) student teachers prepare a debate about the motion: 'Parents should play a bigger role in early childhood education than caregivers.' They then create two groups: one proposing the motion and the other one opposing it.
- 4) (Open ended question) student teachers prepare a diligent speech they will deliver to parents during a school organized child care day. They must consider the coherence, language, grammar, spelling, and vocabulary.

Lesson 4: Language structure: Modal verbs: should, need, dare

a) Learning objectives:

Knowledge:

- Recognize the use of model verbs like should, dare, and adjectives.

Skills:

- Construct sentences using model verbs like; dare, should
- Write a composition using adjectives.

Attitudes and values:

- Appreciate the role played by parents and caregivers using adjectives in early childhood education.

b) Teaching and learning resources:

- Pictures, text books, flipchart,

c) Guidance to the tutor:

- Tutor gives grammatical rules for modal verbs
- Tutor gives example sentences for each selected modal verb
- Tutor requests student teachers to write a short story using modal verbs of their choice.
- Tutor uses group work, peer assessment learning strategy for student teachers to discuss rules and sentence examples using modal verbs.

Possible answers for language structure (5.4.)**A. Exercises on the uses of should, needn't and dare (Student's book, page 116)**

- 1) Completing sentences with should, needn't, dare
 - a) Why should rich people help the poor?
 - b) How dare you insult others?
 - c) She needn't have come here. It was not necessary.
- 2) Student teachers should be reminded about standard paragraph (it has topic sentence, supporting sentences and concluding sentence) before they start writing. Then they start writing making sure that they are using need, should and dare, in their paragraphs about teaching in early childhood education.

B. Exercises adjectives (Student's book, page 118)

- 1) Completing the sentences with the correct comparison form
 - a) Both Kelly and Kenia are intelligent but Kenia is the more intelligent of the two. (intelligent)
 - b) My results in exams are better than I expected (good)
 - c) Who is the richest man in the world? (rich)
 - d) Innocent is my elder brother. Of course he is older than I(old)
- 2) Student teachers write about duties and responsibilities of educational stakeholders using modal verbs and adjective's degrees of comparison.

5.5 End unit assessment

a) Possible answers on using should, shouldn't.

- 1) Should
- 2) Shouldn't
- 3) Should
- 4) Should
- 5) Shouldn't
- 6) Should
- 7) Shouldn't
- 8) Should
- 9) Shouldn't

b) (open ended question) Student teachers guided by the tutor, debate about the importance of early childhood education.

The tutor guides them on debating rules and the kind of debate to use.

c) (open ended question) student teachers in groups write an article describing the role of early child education. The article should have a title, focus of the content and interesting to attract the readers by using modal verbs, adverbs and adjectives.

UNIT 6

CULTURAL DIVERSITY AND AFRICAN DEVELOPMENT

Key unit competence:

To use language learnt in the context of Cultural diversity and African development

6.1 Prerequisite:

Before undertaking this unit, Cultural diversity and African development, student teachers should have prior information about the challenges caused by multiculturalism in the society. Knowledge learnt in Social studies, History and citizenship will help them recall some topics they studied in primary school related to cultural diversity (social studies). It is then the opportunity to recall that by asking various questions.

6.2 Cross-cutting issues to be addressed

a) Gender education

Gender education will be addressed by giving both boys and girls equal chance of participation in the activities and the content being taught. The tutor and student teachers will use dialogues, group work, pair work, plenary discussions to address this cross-cutting issue. Gender education will also be addressed through discussing the part of cultures in women discrimination, oppressions, violence, and education of girls among others.

b) Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern about challenges caused by cultural diversity and how to address them peacefully. It will also be addressed through messages different texts will convey. People have to respect others with their cultures so as to live together in harmony and peace.

c) Inclusive education

In this unit Cultural diversity and African development, this cross-cutting issue will be addressed while talking about different cultures and customs. Also talking about cultural diversity, the tutor should help student teachers to understand that all human beings are equal regardless of their cultural background.

6.3 Guidance on Introductory activity

Tell students to form pairs and open their books. Make sure that every learner has a partner. They observe one picture and interpret it by answering the questions related to it. Give some pairs time to share their answers with the class.

Answers on the introductory activity

Possible answers on the introductory activity (Student's book, page 121)

Answers to this activity will be diversified. The tutor should appreciate all of them as long as they are related to tolerance and mutual respect in cultural diversity.

- 1) The above pictures show aspects of the Rwandan traditional culture such as dance, music, crafts and food.
- 2) This question is open-ended. However, student teachers' answers should show that they recognize the importance of respecting the culture of others. This attitude encourages peace in the community.

Cultural diversity helps us to find our own identity. Knowing the value of our culture is possible when we compare ourselves to others. This comparison should be done in a friendly mood such that we respect others and learn from the differences that we find positive.

The reasons may be related to the environment, the economy, the politics, the religion, hunger, security and so on. Since this question is open-ended, learners will certainly give different answers. Appreciate them and give constructive feedback.

6.4 List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	<p>Describing Being in foreign countries</p> <p>Comparing cultures</p> <p>Describing customs</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Explain words and expressions used in the context of Cultural diversity and African development <p>Skills</p> <ul style="list-style-type: none"> - Read the story about Cultural diversity and African development for information <p>Attitude</p> <ul style="list-style-type: none"> - Appreciate cultural diversity that other people live 	4
2	<p>Describing traditional Rwandan culture</p> <p>Reporting migration story</p> <p>Describing causes of migration</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity. <p>Skills</p> <ul style="list-style-type: none"> - Write about Cultural diversity and African development for information <p>Attitude</p> <ul style="list-style-type: none"> - Cooperate with neighbouring countries 	4

3	<p>Describing cultural Diversity</p> <p>Describing the causes of migration</p> <p>Describing cultural general challenges</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity. <p>Skills</p> <ul style="list-style-type: none"> - Describe local and foreign elements of culture in both written and spoken forms - Read texts about the experiences of migrants, <p>Attitude</p> <ul style="list-style-type: none"> - Respect other people’s culture 	4
4	<p>Key Rwanda Values</p> <p>Language structure: Adverbs of time and place</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognize the use of adverbs of time and places in relation to diversity and African development <p>Skills</p> <ul style="list-style-type: none"> - Describe local and foreign elements of culture in both written and spoken forms - Listen to / read texts about the experiences of migrants, comparing local and foreign cultures and customs, the causes of migration or cultural diversity <p>Attitude</p> <ul style="list-style-type: none"> - Preserve diverse cultural facts and events - Cope up with changes due to time and place 	3
5	End unit assessment		1

Lesson 1: Describing being in foreign countries

a) Learning objectives

Knowledge:

- Explain words and expressions used in the context of Cultural diversity and African development

Skills:

- Read the story about Cultural diversity and African development for information

Attitude:

- Appreciate cultural diversity that other people live

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.1.1. Learning activity: Reading and text analysis

Guidance

Ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuation marks and proper intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.1.1. Learning activity)

Answers to comprehension questions (6.1.1)

Possible answers to comprehension questions (6.1.1)

- 1) Culture shock moves through four different phases namely wonder, frustration, depression, and acceptance.
- 2) The feeling that a person has in the wonder phase is that he or she is fascinated with the language, the people, and the food. The trip seems like the greatest thing he or she has ever done. It's an adventure and he or she enjoys everything.

- 3) The frustration phase is a difficult stage. This one is best known by anyone who has lived abroad or travelled for a long time. You don't understand gestures. You get laughed at or you offend a little old lady without knowing why. You feel angry often and miss your own culture.
- 4) Depression is the worst stage of culture shock. You are homesick and sad all of the time. It's hard to be so far away, especially if you're all by yourself. It feels like nothing will ever be fine again until you return home.
- 5) Acceptance does not mean total understanding because it's almost impossible to ever completely understand another culture. It just involves the realization that you don't have to get it all. You find what makes you happy and content in your new surroundings.

Answers to application activity (6.1.2.)

Possible answers to application activity (6.1.2.)

- 1) Match the words in the table below with their meanings.

Word	Meaning
Con-artist	A person who deceives other people by making them believe something false or making them give money away.
Sudden	Happening or done quickly and without warning
Phenomenon	A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question.
Phase	A distinct period or stage in a series of events or a process of change or development.
Wonder	Something that is unusual or difficult to understand/ explain
Fascinated	Extremely interested in something or someone
Frustration	The feeling of being upset or annoyed as a result of being unable to change or achieve something.
Gesture	Moving a part of your body to show meaning or feeling
Offend	To make someone upset or angry

Depression	A common and serious medical illness that negatively affects how you feel, the way you think and how you act causing feelings of sadness and/or a loss of interest in activities once enjoyed.
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- 2) This question is open-ended. The tutor should consider the sentences provided by learners and give them constructive feedback.
- 3) This is an open-ended question. The tutor should provide student teachers with tips on how to write a composition and give them the time of writing. He or she checks whether the language is appropriately used. Then after, he or she gives constructive feedback.

Lesson 2: Comparing cultures

a) Learning objectives

Knowledge:

- Explain words and expressions used in the context of Cultural diversity and African development

Skills:

- Read the story about Cultural diversity and African development for information.

Attitude and values:

- Appreciate cultural diversity that other people live.

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.2.1. Learning activity: Reading and text analysis

Guidance

They should refer to the previous sub units for text analysis guidance

Answers to the comprehension questions (6.2.1.)

Possible answers to the comprehension questions (6.2.1.)

- 1) This is true. In fact, we only become aware of it under special circumstances, when we encounter difference. Experiencing culture happens in the pluralism of cultures. We are not aware of the first until we have experienced the second.
- 2) In the United States feminists were complaining that the marriage ceremony discriminated against women because the new couple was pronounced man and woman. The woman was thereby “denatured” in some way by being shifted into a social role whereas the man retained his essential and primary identity.
- 3) In France feminists were having also complaints even though the French marriage ceremony pronounced the couple husband and wife, man was being given a full and more differentiated social identity whereas the woman was stuck in her original natural identity.
- 4) French and American women living in China had some differences based on their respective cultures. But they both had to come together, forgetting their differences for a while, in order to fight for their rights.
- 5) Yes. This was proved by those French and Americans who moved to China. To become aware of what western cultures have in common, it was useful to move into radically different ones arising in the East.

Answers to application activities (6.2.2.)

Possible answers to application activities (6.2.2.)

- 1) Use a dictionary or a thesaurus to find the meanings of the words in the table below

Word	Meaning
Pluralism	A condition or system in which two or more states, groups, principles, sources of authority, etc., coexist.
Feminist	A person who supports feminism, the advocacy of women’s rights on the ground of the equality of the sexes.

Discriminated	Treated (a person or particular group of people) differently, especially in a worse way from the way in which you treat other people, because of their skin colour, culture, sex, sexuality, etc.
Denatured	Take away or alter the natural qualities of.
Abundant	Existing or available in large quantities; plentiful.
Legislation	The process of making or enacting laws.
Overcompensate	Take excessive measures in attempting to correct or make amends for an error, weakness, or problem.
Maternity	the period during pregnancy and shortly after childbirth.

This is an open-ended question. Students will give various meaningful sentences. Appreciate them and give constructive feedback accordingly.

This is an open-ended question. Student teachers will be given or reminded on tips of writing a summary. Then they are given time of reading the text to summarize. So, the tutor should check the following: title, ideas, coherence, punctuation marks among others.

Lesson 3: Describing Customs

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Write about cultural diversity and African development for information

Attitudes and values

- Cooperate with neighbouring countries.

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.3.1. Learning activity: Reading and text analysis

Guidance

The tutor may use active reading techniques to help student teachers analyse the text successfully

Answers to comprehension questions (6.3.1.)

Proposed answers to comprehension questions (6.3.1.)

- 1) A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing and kissing are all examples of customs.
- 2) They help maintain social harmony and unity within a group. They also help to distinguish one society from another.
- 3) Societal customs often start out of habit. A man clasps the hand of another upon first greeting him. The other man and others, who are watching, take note. When they later meet someone on the street, they extend a hand. After a while, the handshaking action becomes habit and takes on a life of its own. Over time, customs become the law of social life.
- 4) Different cultures often have different customs: something that is an established custom in one society may not be a custom in another society. For example, while one of the traditional breakfast foods in the United States is cereal, breakfast in other societies might include dishes such as soup or vegetables.
- 5) Customs exist among all types of societies, including both more industrialized and less industrialized societies. Their nature doesn't change based on literacy, industrialization or other external factors. They are what they are, and they can impact the society they are a part of. However, they tend to be more powerful in less industrialized societies, however.

Because customs are so important to social harmony, the breaking of a custom could theoretically result in an upheaval that has little or nothing to do with the custom itself, particularly when the reasons perceived for breaking it have no bearing in fact.

Answers to application activities (6.3.2.)

Possible answers to application activities (6.3.2.)

- 1) The meanings of terms used in the text
 - a) Handshaking: The action of shaking hands with a person.
 - b) Socialization: The process of learning to behave in a way that is acceptable to society.
 - c) Segment: Each of the parts into which something is or may be divided.
 - d) Animosity: strong dislike, opposition, or anger.
 - e) Sully: to spoil something or someone's perfect reputation or purity.
 - f) Upheaval: A great change, especially causing or involving much difficulty, activity, or trouble
- 2) This is an open-ended question. Students will write various sentences. Appreciate them and give constructive feedback accordingly.
- 3) This is an open-ended question. Student teachers will summarize the text by paying attention to title, ideas, coherence, punctuation marks, and language use.

Lesson 4: Describing Traditional Rwandan culture

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitude and values

- Respect other people's culture

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link it to the new lesson.

6.4.1. Learning activity: Reading and text analysis

Guidance

The tutor can give the title of the text “Rwandan Traditions and Culture” to student teachers and ask them to brainstorm about it and predict what the text is all about. Then, ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuation marks and intonation. Invite different learners to read for the whole class and put them in groups to identify some new words and find their meanings using their dictionaries and internet. Thereafter ask comprehension questions (6.4.1. Learning activity).

Answers to comprehension questions (6.4.1.)

Possible answers to comprehension questions (6.4.1.)

- 1) Five aspects of the Rwandan culture as discussed in the passage include:
 - a) In Rwandan Culture, it is considered extremely rude to eat in public.
 - b) Adults don’t eat in front of their in-laws.
 - c) When a married couple has children, their names essentially change to reflect the identity of their first-born child.
 - d) When a couple shares a bed, the man always sleeps on the side away from the wall so that he can protect his wife in the case of an intruder or problem.
 - e) It is forbidden for a married person to pronounce the name of his or her mother-in-law or father-in-law.
- 2) Before the wedding day, the man and the woman separately hold numerous “planning meetings.” They meet with their friends and relatives to organize and finalize the details for the marriage. The family of the bride plants a few banana trees along the road leading to their house. This was done to show that the family was relatively wealthy as it was believed that they could supply their guests with enough banana beer.

Answers to application activities (6.4.2.)

Proposed answers to application activities (6.4.2.)

- 1) The meanings of the words and expressions as used in the passage
 - a) Extremely rude: The phrase “extremely rude” means very impolite.
 - b) Invented by greedy men: The phrase “was invented by greedy men”

- refers to something that was created by selfish men.
- c) Considered taboo: The phrase “considered taboo” refers to something that is not approved or not right to be done.
 - d) To pour: The word “pour” means to make a substance flow from a container, especially into another container, by raising just one side of the container that the substance is in.
 - e) Symbolizes: The verb to “symbolize” means to represent something.
 - f) To reflect: The verb to “to reflect” means to give back or show an image of something.
 - g) A bride: The word “bride” refers to a newly married woman or a woman about to be married.
 - h) Double standards: The phrase “double standards” refers to any code or set of principles containing different provisions for one group of people than for another
 - i) Faint light: The phrase “faint light” means a kind of light lacking brightness, vividness.
 - j) A twitch: The word “twitch” refers to a short, sudden jerking or convulsive movement.
- 2) This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
 - 3) This is an open-ended question. Student teachers should be reminded about tips of writing a paragraph and start writing. So, the tutor should read their paragraphs ideas and provide constructive feedback using the following criteria: topic sentence, supporting sentences, concluding sentence, punctuation, language use.
 - 4) This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuation, language used.

Lesson 5: Reporting migration story

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms

- Read texts about the experiences of migrants,

Attitudes and values

- Respect other people's culture

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.5.1. Learning activity: Reading and text analysis

Guidance

The tutor should refer to the previous sub units for guidance. He/she may take student teachers with special needs into consideration.

Answers to the comprehension questions (6.5.1)

Possible answers to the comprehension questions (6.5.1)

- 1) Ms Yusuf left Somaliland in late 2017 following the death of her father because she could not find anyone to cater for her needs. Nobody could provide the same support to her; so she decided to leave the area and travelled on her own to Yemen.
- 2) Ms Yusuf experienced a very new culture from the time of her arrival. "The culture was different from the Somaliland culture she was used to. Someone had to accompany her when she wanted to go to the market. For women it's very difficult to get out and use public taxis. They could be kidnapped or raped. Thus, they need someone to accompany them when going out.
- 3) It is very difficult to start a small business in Yemen as even the nationals are unemployed, thus, a foreigner cannot make a business in their country easily. In addition, the security is worse and resulted in explosions in Sana, Yemen. People live in fear.
- 4) After a difficult year in Yemen, Ms Yusuf decided to return to Somali. The International organization for migration provided her with health support and transportation from Yemen to her final destination in Somaliland.

- 5) In the future, Ms Yusuf plans to specialize in health and or technical skills.
- 6) Ms Yussuf says it's difficult to live in Yemen. If you use public taxis without anyone accompanying you, you ran a risk of being kidnapped or you may end up being raped.

Answers to application activities (6.5.2.)

Possible answers to application activities (6.5.2.)

- 1) The meanings of the words in the table below

Word	Meaning
Cater for	To provide what is wanted or needed by someone or something
Experienced	Having skill or knowledge because you have done something many times.
Unemployed	Not having a job that provides money
Destination	The place where someone is going or where something is being sent or taken
Housemaid	A woman servant whose job is to clean a large house, and who often lives there
Kidnap	To take a person away illegally by force, usually in order to demand money in exchange for releasing him or her
Raped	To force someone to have sex when they are unwilling, using violence or threatening behaviour

- 2) This is an open-ended question. Students will write various sentences. Appreciate them and give constructive feedback accordingly.
- 3) This is an open-ended question. Student teachers should be reminded about tips of writing composition and let them start writing. So, the tutor should read their compositions and provide constructive feedback using the following criteria: tittle, introduction paragraph, body paragraphs (each paragraph should explain one idea), conclusion paragraph, coherence, punctuation, and language used.

Leson6. Describing causes of migration

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values

- Respect other people's culture

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link it to the new lesson.

6.6.1. Learning activity: Reading and text analysis

Guidance

The tutor can give student teachers enough time for reading. Different reading techniques should be applied to help student teachers understand what they read.

Answers to comprehension questions (6.6.1.)

Possible answers to comprehension questions (6.6.1.)

- 1) The reasons why people migrate are based on environment, economic, cultural and socio-political aspects.
- 2) That is an open-ended question. The tutor will remind student teachers that their answers should be based on the text. Appreciate their answers and give constructive feedback.

Answers to application activities (6.6.2)

Possible answers to application activities (6.6.2)

- 1) The meaning of the words referring to the passage.
 - a) Migrate: Travel (often in large numbers) to a new place to live temporarily.
 - b) Push factor: Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risk something if they stay.

- c) Political intolerance: unwillingness to accept political views, beliefs and behaviour that differ from one's own.
 - d) Vein: A particular mood, style.
 - e) Peaceful and comfortable: Quiet and calm, without violence; providing physical ease and relaxation.
- 2) This is an open-ended question. Student teachers will give various sentences. Consider them and give constructive feedback where needed.
- 3) This is an open-ended question. Student teachers should be reminded about tips of writing an essay and let them start writing. So, the tutor should read their essays and provide constructive feedback using the following criteria: title, introduction paragraph, body paragraphs (each paragraph should explain one idea), conclusion paragraph, coherence, punctuation, and language used

Lesson 7. Describing cultural diversity

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Write about Cultural diversity and African development for information

Attitudes and values

- Cooperate with neighbouring countries.

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link it to the new lesson.

6.7.1. Learning activity: Reading and text analysis

Guidance

The tutor may refer to the previous sub units for guidance

Answers comprehension questions (6.7.1.)

Possible answers comprehension questions (6.7.1.)

- 1) Judging other people on the basis of your own culture is not good because such judgment could reach to a level whereby people tend to discriminate against others whose ways of living are different from theirs. This may result in culture shock or conflict.
- 2) Cultural diversity enables us to learn about other cultures with the aim to understand each other and avoid negative stereotypes and personal biases about different groups. Cultural diversity can help us recognize and respect “ways of being” that are not necessarily our own. It makes our country a more peaceful and interesting place to live in as we build bridges to trust, respect, and understand each other.
- 3) The writer advises people who do different activities (restaurant, hotels,) to advocate for the use of materials that are representative of the various cultural groups in the local community and the society in general. They should intervene in an appropriate manner when they observe others engaging in behaviors that show cultural insensitivity, bias, or prejudice. They ought to be proactive in listening, accepting, and welcoming people and ideas that are different from their own.

Answers to application activities (6.7.2.)

Possible answers to application activities (6.7.2.)

- 1) The meaning of the words as used in the passage.
 - a) Yard stick: a measure used as a standard for comparison when you are judging other people or things.
 - b) Diversity: Including many different types of people or things
 - c) Family ties: Relationships that binds together people of the same family.
 - d) Proactive: The ability of controlling a situation rather than responding to it.
 - e) Bias: A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence your judgment.
 - f) Prejudice: The practice or tendency of judging or making conclusions without a fair reason.
- 2) This is an open-ended question. Student teachers will give various

sentences. Consider them and give corrective feedback where needed.

- 3) This is an open-ended question. Student teachers will debate and give their opinion. The tutor will guide their discussion so that they don't bring in irrelevant things.
- 4) This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuation, Language used.

Lesson 8: Describing cultural general challenges

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values

- Respect other people's culture

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.8.1. Learning activity: Reading and text analysis

Guidance

The tutor may apply different reading and text analysis techniques to help student teachers understand what they read.

Answers to comprehension questions (6.8.1.)

Possible answers to comprehension questions (6.8.1.)

- 1) Gabriella felt disrespected because her new staff questioned her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they often went about it in their own way without checking with her. When she announced her decisions on the project, they continued giving their opinions as if it was still up for discussion.
- 2) Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.
- 3) Gabriella was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic.
- 4) In her previous work environment in Brazil, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions.
- 5) She took the initiative to have an open conversation with them about their feelings about her leadership.
- 6) Her team members were so much pleased to be asked for their thoughts and they openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom.
- 7) The result is that Gabriela and her team were able to adapt their way of working. Gabriela was able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

Answers to application activities (6.8.2)

Possible answers to application activities (6.8.2)

- 1) The meanings of the words as used in the text

Words	Meanings
Friendliness	The quality of behaving in a pleasant, kind way towards someone
Satisfactorily	A way that is good or good enough for a particular need or purpose
Hierarchical	Arranged according to people's or things' level of importance, related to such a system.
Flatter hierachy	A system in which authorities are praised in order to make them feel attractive or important, sometimes in a way that is not sincere
Subordinate	A person who has a less important position than you in an organization
Underlying	Real but not immediately obvious

- 2) This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
- 3) This is an open-ended question. Student teachers should be reminded the tips of writing a summary and be given the time of reading the text again and summarize it. So the tutor should read their summaries and provide constructive feedback using the following criteria: title, ideas, coherence, punctuations, and language use.
- 4) This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used

Lesson 9: Key Rwandan Values

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values

- Respect other people's culture

b) Teaching resources

- Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

- Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.8.1. Learning activity: Reading and text analysis**Guidance**

Ask learners to observe and interpret the picture. Ask them to predict what the text is about. Appreciate their varied answers and give a constructive feedback. Then ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuation marks and intonation. Invite different learners to read for the whole class and put them in groups to identify some new words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.9.1. Learning activity).

Answers to comprehension questions (6.9.1.)**Possible answers to comprehension questions (6.9.1.)**

- 1) The national harvest day was an event that came second to the enthronization of a new king. It was performed by Rwandans at the beginning of every harvest. It was a very big event in the kingdom as Rwandans celebrated the achievements in terms of harvest both at the kingdom and family level.
- 2) The harvest day used to be a unifying factor for all Rwandans through acts of sharing what they had produced either at the family level, in the village or as a kingdom. The rich and the poor, the higher and middle families all came together and shared what they had without exclusion as a form of promoting Rwandan cultural values.

- 3) As a form of preserving Rwandan Culture, the celebration of the national harvest day educates the young generation on the value and power of safeguarding the past legacy for edutainment purposes.
- 4) At the heart of every Rwandan in and outside the country, the event helps raise awareness among Rwandans, friends of Rwanda and policy makers on how the national harvest day celebration was a very significant part in creating unity in diversity. This kind of tradition in Rwanda always brings to view the past with the positive cultural values that can be used to build, unite and reconcile Rwanda as a nation

Answers to application activities (6.9.2)

Possible answers to application activities (6.9.2)

- 1) Meanings of the following words.
 - a) Enthronization: To place on a throne, to assign authority to.
 - b) Evasive: Done in order to avoid something or someone.
 - c) Staple food: A staple food is a food that is eaten routinely and in such quantities that it constitutes a dominant portion of a standard diet for a given people, supplying a large fraction of energy needs and generally forming a significant proportion of the intake of other nutrients as well.
 - d) Unifying: To bring separate parts of something together so that they are one
 - e) Safeguarding: Protect from harm or damage with an appropriate measure.
 - f) Legacy: Something that is a part of your history or that remains from an earlier time
 - g) Edutainment: The process of entertaining people at the same time as you are teaching them something
- 2) This is an open-ended question. Students will give various sentences. Appreciate them and give constructive feedback accordingly.
- 3) This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

Lesson 10: Language structure: Adverbs of time and place

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitude and values:

- Respect other people's culture

b) Teaching resources

- Photographs, textbooks, internet, maps, etc.

c) Prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge about the use of the adverbs in general. They should particularly remember the basic knowledge about the use of adverbs of time and place that they learned in previous grades.

Guidance to the language structure

Pick some sentences from the read passages and highlight the targeted language structure (Adverbs of time and place). Ask learners some questions that guide them to the discovery of how the above mentioned language structure is used. After doing this exercise, ask them to read the summarized note on the use of the adverbs of time and place (6.10.1).

Answers to exercises (6.10.)**Answers to exercises (6.10.)**

- 1) Choose the adverb of place between brackets that fits the sentence best.

Example:

She left her belongings ... on her desk (above / about) She left her belongings about on her desk.

Answers

- 1) Marc sat down on a bench for a while. (away / down)
- 2) The cinema is not far from my house. (far / near)
- 3) The cat is hiding under the couch. (off / under)
- 4) My house is next to the beach. (next to / outside)
- 5) I thought I left my keys here. (behind / here)
- 6) Can you leave your bag elsewhere, please? (elsewhere / anywhere)

- 7) We are going to sit outside, because it is too hot in here. (out / outside)
- 8) She ran away from home three years ago. (out / away)
- 9) The Netherlands is below sea level. (down / below)
- 10) I got up at twelve today. (on / up)

II. Write a paragraph using adverbs of time, place and comparison of adjectives talking about cultural diversity.

Answer: This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

Summary of the unit

In this Unit, student teachers have learnt about Cultural diversity and African development. This is very important to student teachers to recognize their cultural identity, while they live in a multicultural community. The unit emphasized the need for tolerance and mutual respect. We should not judge others on the basis of our culture and customs. On the contrary, we should appreciate the culture and customs of others and try to focus on similarities rather than differences. We only ponder over differences with the aim of learning from others.

Lessons have helped student teachers acquire reading, writing, listening and speaking skills about multicultural communities through the activities given. End unit assessment will help the tutor to find out where his or her learners still need to improve in lessons that have been covered. He or she should make sure every learner is doing tasks. This means that the tasks will be carried out individually. It will also help the tutor to reflect on the teaching and learning methods that can help him or her improve learners' competences.

6.5. End unit assessment

Answers

I. Complete the sentences, using the positive, comparative and superlative of the adjectives in brackets.

- 1) Jane's culture is better than mine. (good)
- 2) I think living in your country is happier than living in foreign countries. (happy)
- 3) He thinks this test was more difficult than the last one. (difficult)
- 4) They live in a really beautiful house. (beautiful)

- 5) She is the best tennis player of the world. (good)
- 6) Susan is a nice girl. She's much nicer than her sister. (nice / nice)
- 7) My aunt's customs are more adaptable than ours. (adaptable)
- 8) Hotels in London are more expensive than in Vienna. (expensive)
- 9) Bob is taller than Keith but Philip is the tallest (tall / tall)
- 10) Doris reads more books than Peter but Frank reads the most (many / many)
- 11) They live in a big house but Fred lives in a bigger one. (big / big))
- 12) My sister is three years younger than me. (young)
- 13) This was the worst cultural oriented film I have ever seen. (bad)
- 14) I talked to Claire from Kenya and she is a really smart girl. (smart)

II. Write an essay describing the importance of cultural diversity.

Answer: This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

Additional activities

If you notice you have slow learners who did not master how to use time and place, this activity is simpler than the previous one since it has very short sentences. Therefore, it can easily help slow learners.

Write one sentence with each of these adverbs of time and place: yesterday, today, tomorrow, later, now, nearby, far away, miles apart, backward, homeward, always, every day,

If you realize that some student- teachers are not able to write an essay, just start with simple sentences describing their duties of everyday. Ask them some simple questions to answer through writing.

Remedial activities

- 1) Read each sentence and circle yes or no if the information is not true.
 - a) I read newspaper everyday
 - b) The sun revolves around the earth
 - c) The community work takes place every Saturday
 - d) I don't have anything to help the community
 - e) People should know their role in development the community

- f) I live in harmony with my neighbors
- 2) Work in small groups and discuss the given topics. Each member should contribute one sentence for each topic. Share some of the sentences with the class.
 - a) Tell your group key values in your family or community one daily habit you have.
 - b) Describe your ability in regards to cultural shock.

UNIT 7

HUMAN RIGHTS AND ETHICS

Key Unit Competence:

To use language learnt in the context of Human rights and Ethics

7.1 Prerequisite (Knowledge, skills, attitudes and values)

Before undertaking this unit Human rights and Ethics, student-teachers should have prior information about human rights and children abuses) that they learnt in senior three. Before carrying out different activities of this unit, the tutor should ask some questions that can help student teachers to recall related knowledge.

7.2 Cross-cutting issues to be addressed:

a) Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught in reading and writing tasks. Gender education will be also addressed through reading and discussing comprehension questions regarding to gender equality and children's rights. Students should be aware that both boys and girls have right to study. They will also learn about gender bias that can exist in the community

b) Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language which cannot harm anyone. It will also be addressed through giving opinions about rights of children. They will understand that the community where people are guided by ethics lives in harmony and peace.

c) Inclusive education

In this unit talking about human rights and ethics, this cross-cutting issue will be addressed while talking about children right abuse in the community, through scenarios and stories of abused children. Students should be aware that sometimes a class may contain students with disabilities. In this case, you should remind students that being impaired doesn't mean to be inactive in the society. A handicapped child can learn. The teacher will give time to learners to give typical examples.

7.3 Guidance on the introductory activity

Tell students to join pairs and ask them to open their books. They observe 3 pictures and interpret them by answering the questions related to those pictures. After pair discussion give some groups time to share their answers to the class.

Answers to the introductory activity

Possible answers to the introductory activity

- 1) As expressed by the pictures here in the introductory activity, human rights may mean justice and the freedom to say what you think, elect your leaders. And for children it means access to education without any kind of discrimination.
- 2) This question will be answers by individual students by sharing their communities' situations regarding human rights.
- 3) After defining what human right is, students will give examples of the common rights issues they have in their community. These are some of expected issues:
 - Gender violence among some families(women who are assaulted by their husbands)
 - Some children are not sent to schools
 - Some local leaders are corrupted
 - etc
- 4) This question also will be answered accordingly. Students will share to the class some rights which are respected in their communities. The expected answers are like:
 - Right to health services(mutual health)
 - right to religion
 - right to education
 - Etc

7.4 List of lessons/sub-heading

#	Lesson title	- Learning objective	Number of periods
1	<ul style="list-style-type: none">• Describing children's Rights• Describing rights• Talking about ethics	<ul style="list-style-type: none">- Learning objectives:- Knowledge- Identify words and expressions used in the context of human rights, children rights ,abuses , and ethics- Skills- writing compositions talking about children's rights ,human rights in general and ethics- talking about human rights, children's rights and ethics.- Attitudes and values- Appreciate that all people have rights and responsibilities.	5

2	<ul style="list-style-type: none"> • Describing child abuse • Fighting abuse 	<p>Learning objectives</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Identifying some child abuse cases - Recognizing the ways of fighting child abuse <p>skills:</p> <ul style="list-style-type: none"> - Reading texts talking about child abuse stories - Writing compositions about fighting child abuses <p>Attitudes and values</p> <ul style="list-style-type: none"> - Defend their rights in case of abuse or injustice. - Advocate for the colleagues who have been victimized. 	5
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3	<ul style="list-style-type: none"> • Discussing gender equality • Minority rights and inclusiveness 	<ul style="list-style-type: none"> - Identifying articles about gender - Recognizing some words used to talk about inclusion <p>skills:</p> <ul style="list-style-type: none"> - reading articles that talk about rights of a woman - Writing about gender equality, minority rights and inclusiveness. <p>Attitudes and values</p> <ul style="list-style-type: none"> - -Defend their rights in case of abuse or injustice. - - Advocate for the colleagues - who have been victimized 	2
4	Language structure (modals)	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognize the use of could, should, may, can, should be able to, and the passive and active voice <p>skills</p> <ul style="list-style-type: none"> - Write sentences talking about children’s rights using modals and passive voice <p>Attitudes and values</p> <ul style="list-style-type: none"> - Defend their rights in case of abuse or injustice. 	1
5	End unit assessment		1

Lesson 1: Describing rights

a) Learning objectives

Knowledge

- Identify words and expressions used in the context of human rights, children rights

Skills

- writing compositions talking about human rights
- talking about human rights

Attitudes

- Appreciate that all people have rights and responsibilities

b) Teaching resources

Pictures, projectors and any other relevant materials

c) Prerequisites /revision/introduction

Before undertaking this lesson, learners are expected to have knowledge and skills about human rights that they learnt in English. They also have knowledge about child abuse that they have learnt in social studies. Ask some questions that can help recall that.

7.1.1 Learning activity: reading and analysis of the text

Pre-reading

Ask students to take minutes on the pre-reading activity. Let them brainstorm about the phrase “human rights”; then to the title of the text “Human rights violations”. Have each group present one human right while other members comment briefly. And lastly, ask them to predict what the text is going to talk about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and word pronunciations. Make sure that you have given turn to as many students as possible. When reading, remember to stop time to time to infer the meaning of what is being read

After reading: ask comprehension questions that are provided after the text to check their comprehension. Apply these steps to read the second text of this lesson.

To support students who have sight problems, you can make materials with big letters and hand them to learners who cannot see well. Students with hearing problems, make sure you provide time to go and stand near them and give them turns to read and respond to questions.

Answers to comprehension questions (7.1.1)

Possible answers to comprehension questions (7.1.1)

- 1) The impact of war on human rights is great; death of innocent people, suffering and devastation, Torture, capture, prisoners of war, slavery, etc. are all types of human rights violations due to war
- 2) Genocide can occur due to racial enmity, religious wars, or singling out an ethnic group.
- 3) Women and girls are raped and sexually tortured all around the world. Women are forced into prostitution and sexual slavery, during war and even during peace. There are many forced pregnancies and forced abortions carried out on women.
- 4) Women are not allowed to be born. Female infanticide is still rampant in those countries.
- 5) We say child abuse when a child is forced and violated physically, mentally as well as sexually. These include child laborer and not allowed the access to education among others.
- 6) Other forms of human rights violations include discrimination, corruption, child labour. Etc.

Answers to application activities (7.1.2.)

Possible answers to application activities (7.1.2.)

Vocabulary:

Students will use a dictionary or a thesaurus to find the meanings of the words below. Tell them to practice spelling themselves correctly

- 1) Answers to the word meanings
 - a) Devastation: the action of making someone very shocked and upset, causing a lot of damage or destruction
 - b) Enmity: a feeling of hate
 - c) Mutilation: the act of damage severely, especially by violently removing a part
 - d) Humiliation: the act of making someone feel ashamed or lose their respect for themselves

- e) Harassment: behavior that annoys or upsets someone:
 - f) Rampant: getting worse quickly and in an uncontrolled way. flourishing or spreading unchecked.
 - g) Infanticide: the crime of killing a child
- 2) Sentence construction
 - In groups, students will construct meaningful sentences with the above words.
 - 3) Research and presentation.
 - Student will individually conduct a research aiming at identifying any case of human rights violations in their areas. They will write down measures that they would take to report those cases to Rwanda investigation bureau. Give them time to present their strategy to the class.

Lesson 2: Describing children's Rights

a) Learning activities

Knowledge

- Identify words and expressions used in the context of children rights

Skills

- writing compositions talking about children's rights ,
- Talking about children's rights.

Attitudes

- Appreciate that all people have rights and responsibilities.

b) Teaching resources:

pictures related to children's rights, teacher and students' book

c) Prerequisites/revision/introduction

Before undertaking this lesson, ask some questions to check their prior knowledge about children's rights and abuses that they have learnt in previous lesson of this unit.

7.2.1. Learning activity: reading and analysis of the text

Ask students to take minutes on the pre-reading activity (talking about pictures about children's rights etc) and have each group present one question while other members comment briefly.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.

- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. When reading, remember to stop time to time to infer the meaning of what is being read

After reading:

- ask comprehension questions that are provided after the text to check their comprehension. Apply these steps to read the second text of this lesson.

To support students who have Visual impairments, you can make big materials and hand them to those learners. Students with hearing problems, make sure you provide time to go and stand near them and give them turns to read and respond to questions.

Answers to comprehension questions (7.2.1.)

Possible answers to comprehension questions (7.2.1.)

- 1) The above policy define a child as a person below the age of 18 years
- 2) This policy base on the following themes:
 - identity and nationality;
 - family and alternative care;
 - survival, health and standards of living;
 - education;
 - protection;
 - justice;
 - child participation.
- 3) This can be justified by the fact that all children born in Rwanda, of one or both Rwandan parents have the rights to Rwandan nationality. Children who find themselves in Rwanda without parents and without known nationality of parents also have the rights to Rwandan nationality.
- 4) The child's right to education has been taken measures that all children complete the nine years of basic education because child in Rwanda has the right to fee-free.
- 5) Students will give evidence to if the discussed rights are applied in their communities)

Answers to application activities (7.2.2)

Possible answers to application activities (7.2.2)

Vocabulary:

In groups, student teachers use dictionaries and thesauruses to check the meanings of the following words and phrases. Run the dictation to check if they can spell them correctly.

1) Answers to words meaning

Word	Meaning
Adoptive	An adoptive parent is one who has adopted a child.
Policy	a set of ideas or a plan of what to do in particular situations that has been agreed officially by a group of people, a business organization, a government or a political party:
Jurisdiction	the authority of an official organization to make and deal with especially legal decisions
Deprived	not having the things that are necessary for a pleasant life, such as enough money, food or good living conditions
immunization	giving a person or animal protection against a particular disease by introducing a special substance into their body, usually by injection
ante natal	happening or existing before birth:

2) Students will write Sentence using the above words.

3) Students summarize the passage about “Convention on the Rights of the Child” in not more than 50 words following summary guideline.

Lesson 3: Talking about ethics

a) Learning objectives

Identify words and expressions used in the context of ethics

Skills

- writing compositions talking about children’s rights ,human rights in general and ethics
- Talking about human rights, children’s rights and ethics.

Attitudes:

- Appreciate that all people have rights and responsibilities.

b) Teaching resources:

manilas, pictures and other relevant materials.

c) Prerequisites/revision/introduction

Before undertaking this lesson, ask some questions to check their prior knowledge about children's rights and abuses that they have learnt in previous lessons of this unit and ask them to relate them to ethics.

7.3.1. Learning activity: reading and analysis of the text

The tutor should refer to the previous text analysis and reading techniques for guidance.

Answers to comprehension questions (7.3.1.)**Possible answers to comprehension questions (7.3.1.)**

- 1) Ethics is defined as science of good and bad. The modern ethics substitutes notions of good and bad to those of morality, values and anti-value.
 - Ethics can also be defined as the part of human reflection which searches to determine the sense of human life, and means to come to this end.
- 2) Ethical judgments help us to evaluate our behavior and society organization and to guide our proper actions
- 3) Ethics indicates the ideal to be reached. It shows the way to take and helps to discover positive human values to be cultivated. Its fundamental task is the success of human life, characterized by positive human values.
- 4) After reading the above passage about ethics, students will examine their community's ethics and present the findings to the class.

Answers to application activities (7.3.2)**Possible answers to application activities (7.3.2.)****Vocabulary**

students will provide meanings of the words or phrases using a dictionary and thesaurus. Remind them to spell the words correctly

1) Answers to the words meaning

Words	Meaning
Morality	a personal or social set of standards for good or bad behaviour and character, or the quality of being right, honest or acceptable:
Phenomenon	something that exists and can be seen, felt, tasted, etc., especially something which is unusual or interesting
Ethics	a personal or social set of standards for good or bad behavior and character, or the quality of being right, honest or acceptable
Anti-value	The quality that is given to things, events or persons. It is opposed to value.

Sentence construction:

Tell individual students to construct sentences with the above words.

Summary writing:

Following the summary writing steps, tell students to Summarize the above passage in not more than 10 lines. Assess their summaries following the classroom generated criteria.

Lesson 4: Describing child abuse

a) Learning objectives

Knowledge:

- Identifying some child abuse cases
- Recognizing the ways of fighting child abuse

Skills:

- Reading texts talking about child abuse stories
- Writing compositions about fighting child abuses

Attitudes and values

- Defend their rights in case of abuse or injustice.
- Advocate for the colleagues who have been victimized.

b) Teaching resources:

Pictures, tutor and student teacher's boo, real objects, etc.

c) Prerequisites/revision/introduction

Ask learners about children abuse cases that they know can exist in the community to check their prior knowledge they have about children's abuses that they studied in senior three

7.4.1. Learning activity: Reading and analysis of the text

The tutor should refer to the previous reading and text analysis guidance to carry out this activity effectively.

Answers to comprehension questions (7.4.1.)

Possible answers to comprehension questions (7.4.1.)

- 1) The mood of the speaker in the above passage is that she is full of grievance
- 2) Child abuses have been applied to the narrator include denying her food, assigning her heavy works
- 3) misfortune happened to the speaker when she went to the kitchen to find some food is that as she was getting in, she accidentally stepped on a chicken in the dark and it made a lot of noise!
- 4) If I were the narrator, I would report this to the authorities (this is an open ended question. Allow other logical answers)
- 5) Students will share the testimonials that are similar to the story if they experienced any.
- 6) Students tell the class how that situation came to the end.
- 7) They will also say what they do to stop abuses

Guidance to the application activities 7.4.2

Vocabulary:

Students will improve their vocabulary by using a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table. Remind them to spell the words correctly. Ask them to construct sentences using those words.

Answers on application activities (7.4.2)

Possible answers on application activities (7.4.2)

Answers to word meaning

- 1) Gourd: a container which is the shell of a fruit and this shell is hard and can't be eaten.
- 2) Starve: become very weak or die because there is not enough food to eat.
- 3) Curse: to say a word or an expression which is not polite and shows that you are very angry.
- 4) Rumble in hunger: continue being hungry.
- 5) Tiptoe: stand on your toes with the heel of your foot lifted off the ground.

Summary writing:

Ask student teachers to re-read the passage and note down the main idea of each paragraph. Check whether every student-teacher has done it. Ask them to paraphrase the main ideas and make a good summary. Walk around the room, assisting those with difficulties.

Lesson 5: Fighting abuses

a) Learning objectives

Knowledge:

- Recognizing the ways of fighting child abuse

Skills:

- Writing compositions about fighting child abuses

Attitudes and values

- Defend their rights in case of abuse or injustice.
- Advocate for the colleagues who have been victimized..

b) Teaching resources

Pictures, projectors and books

c) Prerequisites/revision/introduction

Ask learners about children abuse cases that they know can exist in the community to check their prior knowledge they have about children's abuses that they studied in previous lessons of this unity and the way they can be overcome.

d) Guidance to learning activities

Pre-reading:

- Before learners start to read, ask them some questions about the figure (figure that explains child protection) ask them to discuss the figure and interpret it to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. when reading the passage, you should remember to check their proper intonation and stopping time to time to infer the meaning of the passage

After reading:

- Ask comprehension questions that are provided after the text to check their comprehension.

Answers comprehension questions (7.5.1.)

Possible answers comprehension questions (7.5.1.)

- 1) The issue discussed in the conference was gender based violence (GBV). The aim of meeting was about evaluating the progress made in the fight against gender based violence and what new measures can be taken to ensure this is curtailed.
- 2) Child abuse is not a responsibility of certain single institution since it needs much effort to completely uproot it in the Rwandan society.
- 3) Secretary-General of Rwanda Investigation Bureau (RIB) speech was focusing on synergy to uproot the child abuse issue
- 4) Religious entities are responsible for main agents for child abuse eradication because they are able to reach out to a lot of people in a short time

Guidance to the application activities

Vocabulary and sentence

students will find the mining of words and use them in sentences. You can run dictation to see whether they know the spelling.

Answers on application activities

Possible answers on application activities

1) Answers to word meaning

Words	Meanings
Campaign	to organize a series of activities to try to achieve something:
Responsibility	something that it is your job or duty to deal with
Shield	a person or thing providing protection.
Advocate	to publicly support or suggest an idea, development or way of doing something

2) Students will write sentences using the above words.

3) Students will write essay about the strategies that can be taken to fight against child abuse in their community. Assess their essay. Check the title, introduction paragraph, body paragraphs (each paragraph develops one idea) conclusion paragraph, coherence and language use.

Lesson 6: Discussing gender equality

a) Learning objectives

Identify words and expressions used in the context gender equality

Skills:

- Reading articles that talk about rights of a woman

Attitudes

- Defend women rights in case of abuse or injustice.

b) Teaching resources

pictures, manila, etc.

c) Prerequisites/revision/introduction

Ask students some questions that help you to check their prior knowledge about gender education. They studied this in ordinary level.

d) Guidance to the learning activities

Pre-reading:

- Before learners start to read, ask them some questions about the picture (pictures that portray the gender equity: a woman builder and a man and wife digging) ask them to discuss the pictures and interpret them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. when reading the passage, you should stop them time to time to infer the meaning of the passage

After reading:

- Ask comprehension questions that are provided after the text to check their comprehension.
- When they are reading, walk around the classroom to support learners with special needs

Answers to comprehension questions (7.6.1)**Possible answers to comprehension questions (7.6.1)**

- 1) Convention on the Elimination of All forms of Discrimination against Women was adopted in 1979 by the UN
- 2) This convention requires the government to enshrine gender equality into their national laws and eliminate customs that promote superiority of one sex or gender role stereotypes. In addition, states should establish tribunals and public institutions to protect women against discrimination
- 3) The article 1 discusses discrimination against women as any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing.
- 4) Discuss some prejudices attributed to women
- 5) Students will discuss some prejudices against a woman that exist in their societies (a woman cannot lead a family, she cannot build a house, she cannot be an authority, etc)
- 6) Students will judge whether the convention apply in their community.

Guidance to application activity**Vocabulary**

Students will Improve their vocabulary by using dictionary and thesaurus to look up the missing meanings of the words. they will Exercise themselves to spell them correctly.

Answers to application activities (7.6.2)

Possible answers to application activities (7.6.2)

- 1) Answers to the word meaning
 - a) Convention : a formal agreement between country leaders, politicians and states on a matter which involves them all
 - b) Enshrine: If a political or social right is enshrined in something, it is protected by being included in it
 - c) Tribunals: a special court or group of people who are officially chosen, especially by the government, to examine (legal) problems of a particular type
 - d) Impairing: to spoil or weaken something so that it is less effective
 - e) Nullifying: making a legal agreement or decision have no legal force
 - f) to guarantee: to promise that something will happen or exist

- 2) Sentence construction:

Student will use the above mentioned words to construct their own sentences.

- 3) Story writing: students will write a story of 2 pages narrating a testimonial of gender bias in their community. Share it to the whole class.

Lesson 7: Minority rights and inclusiveness

a) Learning objectives

Knowledge

- Recognizing some words used to talk about inclusion

Skills:

- Reading articles that talk about inclusiveness
- Writing about gender equality, minority rights and inclusiveness.

Attitudes and values

- Defend their rights in case of abuse or injustice.
- Advocate for the colleagues who have been victimized

b) Teaching resources

pictures, manila and any other relevant materials.

c) prerequisites/revision/introduction

Start the lesson with some questions regarding to minority rights to check their prior knowledge about the topic that they learnt in previous grades.

7.7.1. Learning activity: Reading and text analysis

Reference should be made to the previous sub/units for guidance. The tutor may not always stick to one methodology but vary them accordingly. For the benefits of all student teachers with special needs.

Answers to Comprehension questions (7.7.1.)

Possible answers to Comprehension questions (7.7.1.)

- 1) ADHD is a misunderstood neurological disorder that impacts the parts of the brain that help us plan, focus on, and execute tasks.
- 2) The reason that pushed Kalisa to leave the first teacher to music teacher is that his condition did not become good for the classmates, and in class due to the way he interrupted others in class while any activities; his teacher has discovered that Kalisa may be good at music
- 3) Yes, when the teacher identifies this problem he/she can look for some activities to give the child in order to maintain his/her attention
- 4) Strategy to educate children with ADHD includes:
 - To chose activities that are specific and fit them

Guidance to the application activities

Vocabulary:

Individually, students will check the meaning of the following words and spell them correctly. You can use dictation to check their spelling levels.

Answers to application activities (7.7.2.)

Possible answers to application activities (7.7.2.)

Answers to meanings of words

- 1) Hyperactivities: Someone who is hyperactive has more energy than is normal, gets excited easily and cannot stay still or think about their work
- 2) Overactive: excessively active.
- 3) Deficit: a condition in which someone, especially a child, is often in a state of activity or excitement and unable to direct their attention towards what they are doing
- 4) Album: a CD or record, etc. that has several pieces of music on it
 - Sentence construction: tell students to join their pairs and use the words above to construct the sentences related to inclusion in education.

- Composition writing: follow the essay writing steps and carry out this exercise in the classroom. Assess student's writing with the classroom generated criteria.

Lesson 8: Language structure: Modal Verbs and passive voice for present tense

a) Learning objectives

Knowledge

- Recognize the use of could, should, may, can, should be able to, and the passive and active voice

Skills

- Write sentences talking about children's rights using modals and passive voice

Attitudes and values

- Defend their rights in case of abuse or injustice.

b) Teaching resources

Pictures, projector, real materials, irregular verbs, etc.

c) Prerequisites/revision/introduction

In the previous years, students studied about modal verbs and their uses. Start the lesson with some exercises to awaken their knowledge about modal meaning.

Guidance to the language structure

Pick some sentences from the read passages and write them on the blackboard. Ask learners some questions that help them to discover the meaning of modals and active and passive voice. Give them time to practice using them. Students will open their books and read the summary of modals meaning and active and passive of the present tense uses.

Answers to language structure exercises 7.8.1.

Answers to language structure exercises

- 1) Sentence construction: students construct nine meaningful sentences related to human rights and ethics using each of the following model verbs: can, may and should. Then read their sentences to the class.

a) Answers to passive and active voice application exercises

- 1) Waitress and waiters serve customers
 - Customers are served by waitress and waiters

- 2) The teacher is going to explain the lesson
 - The lesson is going to be explained by the teacher
- 3) Does Professor Samuel teach that course?
 - Is that course taught by professor Samuel?
- d) Students will tell the class 10 things a child should be provided with because it is his/her right. Remember to use passive voice. (example: a child should be given food)

Unit summary

In this unit we discussed and/or the following points: human rights, children's rights, child abuse, talking about ethics, fighting abuses, gender equality, minority rights and inclusiveness and language structure (modals). All the examples and activities given were in the context of human rights and ethics. The tutor should have made sure that the cross-cutting issues are addressed especially gender education, and peace and value education. This is because students have to be aware of the importance human rights and children's rights. This was their opportunity to recognize children's rights as they are future teachers.

7.5. End unit assessment

Answers to the end unit assessment

Answers to the end unit assessment

- 1) Change each active voice sentence into a passive voice sentence
 - a) The media plays an important role in advancing the right.
 - an important role in advancing the right is played by The media
 - b) RIB investigates into child abuse cases
 - child abuse cases are investigated into by RIB
 - c) Some communities ignore the role of a woman.
 - The role of a woman is ignored by Some communities
 - d) Our ancestors build shrines to worship from
 - Shrines to worship from are built by our ancestors
 - e) We should bring up our children in the spirit of the ideals proclaimed in the Charter of the United Nations
 - Our children should be brought up in the spirit of the ideals proclaimed in the Charter of the United Nations
 - f) Traditionalists believe in the gods

- The gods are believed by traditionalists
 - g) Africans also believed in the supreme God
 - the supreme God is also believed by Africans
- 2) Choose the correct Modal Verb between may, can, and should to complete the sentences below.
- a) We should love children rather than teasing them.
 - b) Different people should share the same beliefs towards women.
 - c) It may rain today.
 - d) Immigrants should adapt to new customs.
 - e) Prejudices can be a hindrance to peace building.
 - f) Political conflicts can be a factor to the human right abuse.

Case study: Students will read the case study and answers to the comprehension questions individually.

Answers to questions about case study

- 1) Identify the cases of stereotyping in the case study above.
 - A woman was supposed to grow up learning household duties such as cooking and raising a family and not reading in school. Boys are the ones who should learn so they can get good jobs like being doctors, pilots and business people.
 - it is the work of the woman to make her home
 - it is a woman who should determine the sex that a husband wants
- 2) What is the sexual abuse in the case study?
 - Jane was exposed to a lot of sexual activity by this older man who was more experienced. He would have sex with Jane every night, and would leave her badly bruised
- 3) What, according to your understanding of the case study, is the impact of sexual abuse on gender stereotypes? (unwanted pregnancy)

Speech writing

You will assess learners' mastery in composition writing by asking learners to individually write a speech encouraging people in his community to use peaceful means of solving problems and discouraging violence because of the negative effects it has.

UNIT 8

NATIONAL ASSETS

Key Unit Competence

To use language learnt in the context of national assets

8.1 Prerequisites (Knowledge, skills, attitudes and values)

Before students undertake this unit, they have knowledge about the national assets that they learnt in social studies (p6). They have also learnt in geography the natural environment of Rwanda and national resources. This is a big package that will help them to learn the language used talking about national assets. Introduce the unit with some questions that relate to the above mentioned prerequisites.

8.2 Cross-cutting issues to be addressed

a) Environment and sustainability

Integration of environment, climate change and sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Learners need basic knowledge from the natural sciences, social sciences, and humanities to understand and to interpret principles of sustainability. As far as this unit is concerned, students need to know the importance of them and take part in protecting them.

b) Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. In addition, as far as preservation of national assets is concerned, gender education will be addressed by discussing the role of men and women in safeguarding national assets.

c) Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language

which cannot harm anyone. Moreover, through discussion about the role of each individual item in ecosystem, student teachers will understand that they have not only to live in peace and harmony among themselves only but also with the environment.

d) Financial Education

The integration of financial education into the curriculum is aimed at a comprehensive financial education programme as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life. Students should strive for Rwanda's development through taking care of the natural resources and taking into consideration that they can bear some money.

8.3 Guidance on introductory activity

Tell students to open their books. Guide them to the illustrations of introductory activity. They observe 2 pictures and interpret them by answering the questions related to those pictures. Give them time to share their answers to the whole class.

Answers to picture observation and interpretation

Possible answers to picture observation and interpretation questions

- a) Fig.1. shows the entry of people in a car with at the forest of Nyungwe national park. Fig2 shows water transport in Lake Kivu. Both pictures represent Rwanda national assets.
- b) National assets are defined as useful or valuable quality things which belong to the country and serve to the country development. Example: Forests, schools, roads, lakes, markets, etc.
- c) National assets should be taken care of because they serve the citizens in different ways and serve to the economic growth of a country.
- d) To protect and conserve national assets citizens should be taught how to take care of them, replace and maintain them, etc.

8.4 List of lessons

#	Lesson title	Learning objectives	Number of periods
1	Talking about national assets	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognizing the language used to talk about the national assets - Identifying some national assets either artificial or natural) <p>Skills</p> <ul style="list-style-type: none"> - Reading texts about national assets - Writing about national assets in Rwanda - Talk about the national assets using relevant words and expressions <p>Attitudes and values</p> <ul style="list-style-type: none"> - Preserve the national resources 	4
2	Talking about the role of national assets	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognise words and phrases to use in talking about the role of national assets <p>Skills</p> <ul style="list-style-type: none"> - Read a text that talks about the role of national assets - Talk about national assets orally and in written words. <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the contribution of tourism to the local Economy 	4

3	Talking about problems related to the national assets	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognize some words used to describe the problems related to the national assets <p>Skills</p> <ul style="list-style-type: none"> - Read the passage related to problems related to the national assets - Write sentences talking about problems related to the national assets <p>Attitudes and values</p> <ul style="list-style-type: none"> - Show patriotism by - valuing national assets 	4
4	Describing a visit to a national park	<p>Knowledge</p> <ul style="list-style-type: none"> - Reciting a visit to a national park <p>Skills</p> <ul style="list-style-type: none"> - Reading and summarizing the story talking about a visit to a national park. <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the contribution - of tourism to the local Economy 	4
5	Language structure: Adverbs of frequency, determiners, a few and very few,	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify the uses of adverbs of frequency and - determiners <p>Skills</p> <ul style="list-style-type: none"> - Using adverbs of frequency and determiners to talk about natural assets <p>Attitudes and values</p> <ul style="list-style-type: none"> - show patriotism by valuing national assets 	3
6	End unit assessment		1

Lesson 1: Talking about national assets

a) Learning objectives

Knowledge

- Recognizing the language used to talk about the national assets
- Identifying some national assets either artificial or natural

Skills

- Reading texts about national assets
- Writing about national assets in Rwanda
- Talk about the national assets using relevant words and expressions

Attitudes and values

- Preserve the national resources.

b) Teaching resources

pictures, objects from the environment, projector etc

c) Prerequisites/revision/introduction

Before teaching this lesson, you can start with some questions about the resources in Rwanda, public assets and their role to the country development. This activity will make them recall what they learnt in social studies and geography

8.1.1. Learning activities: Reading and text analysis

Pre-reading

- Before learners start to read, write the title of the text on the blackboard “Environmental protection and socio-economic development” and ask them to brainstorm about it and predict what the text will be all about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly; check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. when reading the passage, you should stop them time to time to infer the meaning of the passage.

After reading

- Ask comprehension questions that are provided after the text to check their comprehension.
- When they are reading, walk around the classroom to support learners with special needs

Answers to comprehension questions

Possible answers to comprehension questions

- 1) If people are not sensitive to the environment, so much can go wrong in matters of the environment while pursuing economic growth. Some economic activities can be destructive to the environment even though they are income generating. For example, in commercial agriculture, farmers may have to use fertilisers and pesticides in order to have higher produce that maximises profits. The practice can lead to economic growth but at the same time the chemicals are likely to destroy the natural resources such as the soil and water.
- 2) Economic activities can be destructive to the environment when it comes to diversion of water courses, the extraction of minerals, emission of heat and gases into the atmosphere due to industrial processes, deforestation as a result of people using trees as raw materials to make commercial products and genetic manipulation of natural plants to have more produce at lower costs.
- 3) Other economic activities that can have negative effects on the environment include among others, mining, grazing, farming, and industries.
- 4) Environment degradation can be costly to the country in such way that the cost of land reclamation is high: these may involve restoration of green cover, cleaning up of landfills and protection of endangered species.
- 5) The negative impact of economic growth on the tourism industry is observed when the natural resources that serve as tourists' attraction sites are polluted and diminished, this impacts negatively on the tourism sector. When there are fewer tourists visiting a country, the revenue also goes down and as a result the socio-economic development of that country is affected.
- 6) Environment protection is related to socio-economic development in such way that a protect environment doesn't get polluted. Therefore, while pollution can cause diseases on the population, the population remains healthy. Thus, in addition to saving money they could use in medical procedures the healthy population is then more productive.

Answers to application activity (8.1.2.)

Possible answers to application activity (8.1.2.)

Vocabulary:

Students use a dictionary or a thesaurus to find the meaning of the words in the table below.

Word	Meaning
Fertilizers	A natural or chemical substance which is spread on the land or given to plants, to make plants grow well
Pesticides	A chemical substance used to kill harmful insects, small animals, wild plants and other unwanted organisms
Produce	To make something or bring something into existence; or production
Adverse	Having a negative or harmful effect on something
Manipulation	To control something
Restoration	The act or process of returning something to its earlier good condition or position
Landfills	Getting rid of large amounts of rubbish by burying it, or a place where rubbish is buried
diminished	To reduce or be reduced in size or importance
incurring	To experience something, usually something unpleasant, as a result of actions you have taken:
incapacitating	To make someone unable to work or do things normally, or unable to do what they intended to do
depletion	Reduction

Conducting a survey:

Students will conduct a survey on the impact that mining activities have on environment conservation.

Summary writing:

Following the guidelines to summary writing, the tutor guides students to summarize the above passage in not more than 80 words

Lesson 2: Talking about the role of national assets

a) Learning objectives

Knowledge

- Recognise words and phrases to use in talking about the role of national assets

Skills

- Read a text that talks about the role of national assets
- Talk about national assets orally and in written words.

Attitudes and values

- Appreciate the contribution of tourism to the local Economy

b) Teaching resources

pictures, different illustrations in books, projector etc..

c) Prerequisites/revision/introduction

The tutor will ask student teachers to mention some public assets, and the role of them in the country development. This will help them recall what they learnt in social studies, and geography.

8.2.1. Learning activity: Reading and text analysis

Pre-reading

- Before learners start to read, show them the picture (the Gisozi genocide memorial site) and ask them to discuss the picture and interpret it to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly; check their intonation pronunciation. Make sure that you have given turn to as many students as possible. when reading the passage, you should stop them time to time to infer the meaning of the passage

After reading

- Ask comprehension questions that are provided after the text to check their comprehension.
- When they are reading, walk around the classroom to support learners with special needs

Answers to comprehension questions (8.2.1.)

Possible answers to comprehension questions (8.2.1.)

- 1) In the above passage national assets described include museums, national parks, forests, industries, genocide memorial sites, schools, public gardens, hospitals and police stations
- 2) We should conserve our environment since it is through the natural resources like vegetation that we feed. The environment provides fresh air to humans, animals and plants. From our environment, we get rain water that flows into our rivers, lakes, wetlands and swamps. Buildings are constructed by funds obtained from the exploitation of various national resources. From the forests, we get firewood, charcoal and building materials. We also get natural gas from our environment.

Answers to application activities (8.2.2.)

Possible answers to application activities (8.2.2.)

Vocabulary

learners will use a dictionary and thesaurus to look up the missing meanings of the words in the table below. Remind them to read the words correctly. You can also give them the dictation to check their spelling.

Vocabulary	Meaning
Wetlands	A large area of land covered with swamp
Swamps	Very wet soft land
Disposal	Being disposed nearby
Assets	A useful or valuable quality, skill or person
recreation	A way of enjoying yourself when you are not working

Sentence

- Students will form groups and try to make sentences that are related to the context of role of national assets by using the words in the table above.
- Case study: students join groups and read the scenario and answers the questions that follow

Answers to the case study questions

Possible answers to the case study questions

- a) Account for the variation of the plant cover of Rwanda witnessed by John.

flora and fauna, bushes and thickets in Akagera National Park, savanna grasslands

- a) The forested areas that are mentioned in the story are:
- The Eastern Province
 - The northern region
 - The Nyungwe Forest
- b) Name the forest resources that are available for exploitation.
- the endangered mountain gorillas
 - The Nyungwe Forest has tall trees that almost reach the heavens. The wonderful canopy walk was a great experience
- c) Explain the factors that influence the exploitation of forests that have been mentioned by Mr. Richards.
- the endangered mountain gorillas
 - The Nyungwe Forest has tall trees that almost reach the heavens. The wonderful canopy walk was a great experience
- d) Evaluate the importance of forest resources to the country of Rwanda.
- They increase the tourism earnings
 - They provide wood for furniture

The tutor guides student teacher in writing a composition about what to be done to preserve public places and assets. He or she reminds them tips for writing a composition and give them time to write.

Lesson 3: Talking about problems related to the national assets

a) Learning objectives

Knowledge

- Recognize some words used to describe the problems related to the national assets

Skills

- Read the passage related problems related to the national assets
- Write sentences talking about problems related to the national assets

Attitudes

- Show patriotism by valuing national assets

b) Teaching resources

pictures, projectors, and any other relevant materials

c) Prerequisites/revision/introduction

Before starting this lesson, you can start with some questions about the national assets problems like deforestation, public places pollution, etc. this will help you to introduce the lesson.

8.2.1. Learning activity: Reading and text analysis

Pre-reading

- Before learners start to read, ask them some questions about the picture that you have brought in the classroom (people cutting down trees or any other threat to the national assets) ask them to discuss the pictures and interpret them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly; check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. when reading the passage, you should stop them time to time to infer the meaning of the passage

After reading

- Ask comprehension questions that are provided after the text to check their comprehension. Walk round the classroom to support learners with special needs.

Answers to comprehension questions (8.3.1.)

Possible answers to comprehension questions (8.3.1.)

- 1) Volcanoes National Park is located in the northwest region of Rwanda
- 2) Volcanoes national park is the national asset because it is naturally endowed with tourist attractions that have placed it on the world map as the most well conserved and protected environment and homeland to the mountain gorillas.

- 3) Some animals which are found in the volcanoes national park include mountain gorillas, giraffe, African elephants and buffaloes.

The park is threatened by poaching and encroachment from neighboring communities. Poachers from neighboring countries especially the Democratic Republic of Congo kill elephants for their ivory and kidnap the young mountain gorillas for trafficking.

d) Guidance to the application activities

Answers to application activities (8.3.2.)

Possible answers to application activities (8.3.2.)

1) Vocabulary:

Students will use dictionary and thesaurus to check the meaning of words. Tell them to spell them correctly.

Answers to vocabulary meaning

- a) **Endangered:** to put someone or something at risk or in danger of being harmed, damaged or destroyed
- b) **Species:** a set of animals or plants in which the members have similar characteristics to each other and can breed with each other
- c) **Endowed:** provided
- d) **Threatened:** caused harm or damage
- e) **Encroachment:** to gradually take away someone else's rights, or to take control of someone's time, work, etc.

2) Sentence writing

students will use the above words to make their own sentences that are related to the national assets problems. Give them time to share their sentences to the whole class.

3) Essay writing:

Discussing some measures to be taken so that volcanoes national park is well protected

Before writing: ask learners some questions that lead to the ideas to develop their composition

During writing: guide them throughout their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word

choice, necessary shift in tenses and any other composition writing mechanism. Give them time to edit and revise.

After writing: give them time to share their productions to the class. You will help them to assess their productions following the classroom generated criteria. (you should make sure that these classroom generated criteria are hanged in the classroom)

Lesson 4: Describing a visit to a national park

a) Learning objectives

Knowledge

- Reciting a visit to a national park

Skills

- Reading and summarizing the story talking about a visit to a national park.

Attitudes

- Appreciate the contribution of tourism to the local Economy

b) Teaching resources

pictures of tourists in national park

c) prerequisites/revision/introduction

Learners have knowledge about the national parks in Rwanda that they learnt in social studies and geography. They also know the importance of national park. You will start the lesson with some questions that require them to recall this knowledge.

8.4.1. Learning activity: Reading and text analysis

The tutor should refer to the previous sub/units for guidance so as to carry out read and text analysis activities successfully.

Answers to comprehension questions (8.4.1.)

Possible answers to comprehension questions (8.4.1.)

- 1) Describe the physical feature of Nyungwe national park.
 - An evergreen and thick forest! It covers a vast area
 - The forest covers an area of over 1000sq kilometres and it extends into Burundi in Kibira national park
 - The forest weather is quite chilly but friendly

- It has a well tarmac road traversing the forest intended for long-term use.
- 2) Multi-tree-species contribute to the diversity and vastness of a forest
 - Canopy is a window of opportunity to view the panoramic forest view
- 3) The park rangers protect the forest from any encroachment or menace of every kind.)

d) Guidance to the application activities

answers to application activities (8.4.2.)

Possible answers to application activities (8.4.2.)

1) Vocabulary

Students will use a dictionary or a thesaurus to find the meanings of the words and phrase used in the passage. Tell them to spell them correctly

Answers to vocabulary meaning

- a) ...traverse... (paragraph 1) : to move or travel through an area
 - b) ...biodiversity... (paragraph 1): the number and variety of plant and animal species that exist in a particular environmental area or in the world generally, or the problem of preserving and protecting this
 - c) ...tarmac... (paragraph 2): area(especially road) covered in tarmac
 - d) ...panoramic... (paragraph 3) : the view of an area
 - e) ...canopy walk... (paragraph 3): the walk over an area(the forest) where people walk
 - f) ...correlate... (paragraph 3): connected
 - g) ...encroachment... (paragraph 4): to gradually take away someone else's rights, or to take control of someone's time, work,
- 2) Sentence construction:
Students will construct grammatically meaningful sentences using each of the above terms.
 - 3) Students will make a research on the contribution of Rwanda national parks to the country's economic growth. Then present their findings to the class.

Lesson 5: Language structure: Adverbs of frequency, determiners, a few and very few, definite and indefinite articles

a) Learning objectives

Knowledge

- Identify the uses of adverbs of frequency and determiners

Skills

- Using adverbs of frequency and determiners to talk about natural assets

Attitudes

- Show patriotism by valuing national assets

b) Teaching resources

manila papers, pictures, real objects etc.

c) Prerequisites/revision/introduction

Students have the prior knowledge about present simple use. Especially, when we are talking about habits and daily activities. The tutor will ask them some questions to check whether they remember the use of present simple. They also learnt about articles use.

d) Guidance to the language structure

Pick some sentences from the read exploited passages and write them on the blackboard. Ask learners some questions that help them to discover the use of adverbs of frequency. Tell them to open their books and read about the adverbs of frequency (meaning and uses). Give them time to practice using them. Follow the above steps to teach quantifiers/determiners.

Answers to the exercises 8.5

Answers to the exercises (adverbs of frequency)

Use the adverb and the correct form of the verbs in brackets to complete the sentences.

Top of Form

- 1) Our teacher, Mrs Jones, is never late for lessons.
- 2) I often clean my bedroom at the weekend.
- 3) My brother hardly ever helps me with my homework.
- 4) I am sometimes bored in the maths lessons.

- 5) We rarely watch football on TV.
- 6) Patrick and Tony never play computer games with me.
- 7) Patrick is usually at the sports centre on Sunday.
- 8) The school bus always arrives at half past eight.
- 9) Poachers are always punished by the law.
- 10) He seldom remembers that natural resources are part of national assets.

Answers to the exercises

Answers to exercises (determiners) (Student's book, page 185)

Complete the following sentences using a, an, or the. In some cases, no articles are needed.

- 1) If you are really hungry, you can eat an apple.
- 2) She went on to become a successful playback singer.
- 3) The library on the corner has an amazing collection of story books.
- 4) I don't speak French very well, but I can make myself understood.
- 5) She is the prettiest girl I have ever seen.
- 6) 'Where is cheese?' 'I ate it.'
- 7) Move the books off that chair and sit down.
- 8) The Spanish have their own language.
- 9) life is complicated.
- 10) I am writing a book on Indian mythology.

Answers to the exercises

Answers to exercises (quantifiers)

Choose much, some, many, any, few, little or most to complete the sentences below.

- 1) How much time do you need to finish the work?
- 2) There are too many students in the library.
- 3) Have you visited some foreign countries?
- 4) Although he's very ill, he didn't take any medicine.

- 5) Some people know as much about linguistics as John does.
- 6) They say little knowledge is a dangerous thing.
- 7) He's having much of trouble passing his driving test.
- 8) I spend much of my time reading novels.
- 9) We spent much money on our last vacation.
- 10) Did you have any friend coming to your party?

Lesson 6: Spelling and pronunciation

Students will use dictionaries and thesaurus to find the missing pronunciation and meaning of the given words to complete the following table. (Student's book, page 188)

Words	Pronunciation	Meaning
Ecosystem	/ 'i:kəʊ,sɪs.təm/	all the living things in an area and the way they affect each other and the environment
Interference	/ ,n.tə'fɪə.rənts/	when someone tries to interfere in a situation
Assets	/ 'æs.et/	a useful or valuable thing
Museums	/ mju: 'zi:.əm/	a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited. "the Museum of Modern Art"
Resources	/ 'ri:.sɔ:s/	a useful or valuable possession or quality of a country, organization or person
Poaching	/ 'pəʊ.tʃɪŋ/	to catch and kill animals without permission on someone else's land
Volcanoes	/ vɒl'keɪ.nəʊz/	a mountain with a large circular hole at the top
Ecotourism	/ 'i:kəʊ,tʊə.rɪ.zəm/	the business of organizing holidays to places that people do not usually visit in a way which helps local people and does not damage the environment

Summary of the unit

In this unit we discussed the following points: national assets, the role of national assets, problems related to the national assets and describing a visit to a national park. We have also talked about Adverbs of frequency, determiners, a few and very few. All the examples and activities given were in the context of national assets. The tutor should have made sure that the cross-cutting issues are addressed especially environment and sustainability. This is because students have to be aware of the importance of national assets and their contribution to the protection of them.

8.5. Additional information for tutors

This unit is linked to the topics learnt in geography. You should read geography books and take notes in case students still need information about the national assets.

8.7. End unit assessment

The end unit assessment will help you to know the mastery of the whole unit lessons. You will give students individual tasks to read case study, writing compositions and debating. The end unit assessment also provides grammar exercises to consolidate their skills to use adverbs of frequency and determiners.

Answers to end unit assessment:

Possible answers to end unit assessment: Grammar activities (Student's book, page 189)

- 1) Choose the correct option to complete the sentences below.
 - a) We haven't got little petrol. We need to stop and get some.
a. much b. many c. little
 - b) We had lot of rain last autumn.
a. lot of b. much c. many
 - c) There was little food in the fridge. It was nearly empty.
a. little b. a little c. few
 - d) You travel a lot. Have you been to many countries?
a. much b. many c. few
 - e) It costs much money to give your children a good education.
a. much b. many c. a lot of

- f) There was very little space for all people who came.
 a. very little b. very few c. many
- g) "Have you got any coins for the vending machine?" "Yes, I have a little
 a. a little b. a few c. few
- h) There's a little of sun cream in the bottle.
 a. a bit b. a little c. a few
- i) We need to go to the greengrocer's. There are a few potatoes left.
 a. few b. a few c. a little
- j) There was little traffic so we arrived very early.
 a. a little b. a few c. little

2) Complete the following sentences using appropriate articles. In some cases, no articles are needed.

- a) (No article) man is mortal.
- b) I am a university student.
- c) She goes to the temple in mornings.
- d) Jessica is the best student in the class.
- e) camel is the ship of the desert.
- f) This book has won the Booker prize.
- g) Sandra was an honest king.
- h) I am fond of (no article) classical music.
- i) I met a boy in the store.
- j) Gold is a precious metal.
- k) Write the following sentences inserting the adverbs of frequency that are in brackets
- l) They sometimes go swimming in the lake.
- m) The weather is always bad in November.
- n) Peggy and Frank are usually late.
- o) I have never met him before.

- p) John seldom watches TV.
 - q) I was often in contact with my sister. (often)
 - r) She will always love him. (always)
- 3) Write an essay describing the role of natural assets to the socio-economic development of Rwanda.
 - 4) Debate the following topic, 'protecting natural assets is only the responsibilities of the government.'

UNIT 9

MEDIA AND REPORTING

Key Unit Competence

To use language learnt in the context of media and reporting.

9.1 Prerequisite (Knowledge, skills, attitudes and values)

Before undertaking this unit Media and reporting, student learners should have prior information about the reporting what someone says and channel of information. They should also have read some newspapers article. This can help the tutor to smoothly teach them how to report and what a report is all about. yThe tutor may build on that knowledge to introduce this unit.

9.2 Cross-cutting issues to be addressed:

a) Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. While reading passages you will make sure that boys and girls are working together. As far as media and report are concerned, gender education will be addressed by discussing the role media has or can have in gender equality sensitization.

b) Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language which cannot harm anyone. Moreover, peace and value education will be addressed through discussions about the role media has or can have in worsening or weakening conflicts in communities.

c) Financial Education

The integration of financial education into the curriculum is aimed at a comprehensive Financial Education programme as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit

the circumstances of one's life. When writing reports, make sure they include the ones which are relevant to finance.

9.3 Guidance on the introductory activity

Tell students to join pairs and ask them to open their books. They observe 2 pictures and interpret them by answering the questions related to those pictures. After pair discussion give some groups time to share their answers to the class.

Answers to the picture observation and interpretation

Answers to the picture observation and interpretation (Student's book, page 191)

- 1) This picture portrays the camera man who is taking the video of an event. It also portrays the media activities. Channel of information.
- 2) Media has always played a huge role in our society. For a long time media is one of the methods of controlling people and leisure. According to Berger, "the media entertain us, socialize us, inform us, educate us, sell things to us (and sell us, as audiences, to advertisers), and indoctrinate us – among other things" (17). Moreover, television is a story-telling centralized system.
- 3) Students will mention the media that they use at their homes (for example, television, radio, newspaper,etc)
- 4) Students will also describe the media of their choice.

9.4 List of lessons/sub-heading

#	Lesson title	Learning objective	Number of periods
1	<ul style="list-style-type: none"> • Describing words and expressions used in media • Describing a scene 	<p>Learning objectives:</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Identify the words and expressions used in the context of media and reporting - Recognizing words for describing a scene <p>Skills</p> <ul style="list-style-type: none"> - Reading texts about the language used in media and reporting - Writing about the media and reporting - Reading texts which describe scenes - Writing a scene from different places <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate different sources of information. 	4

2	<ul style="list-style-type: none"> • Reporting speech • Describing a report 	<p>Learning objectives</p> <p>Knowledge:</p> <ul style="list-style-type: none"> - Identifying words for reporting - Define a report and differentiate it with an essay <p>skills:</p> <ul style="list-style-type: none"> - Reading a text that report someone's speech - Reading texts that define report - Reporting someone's speech - Writing a report <p>Attitudes and values</p> <ul style="list-style-type: none"> - Show interest during news broadcasting. 	5
3	<ul style="list-style-type: none"> • Describing the stages in reporting an event. • Expressing probability on a past event 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Identifying the stages in reporting an event - Recognizing some sentences of probability in the past. <p>skills:</p> <ul style="list-style-type: none"> - Read the texts talking about the stages of reporting an event - Writing a report following the steps of reporting - Reading about probability in the past <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the reports of someone 	5

4	<ul style="list-style-type: none"> • Language structure • Past perfect continuous • Passive voice • Reported speech 	<p>Knowledge:</p> <ul style="list-style-type: none"> - Recognize the use of past perfect continuous - passive voice, reported speech <p>skills:</p> <ul style="list-style-type: none"> - writing texts using the passive and reported speech <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the use of past perfect continuous, passive voice and reported speech 	5
5	End unit assessment		1

Lesson 1: Describing words and expressions used in media

a) Learning objectives

Knowledge

- Identify the words and expressions used in the context of media and reporting

Skills

- Reading texts about the language used in media and reporting

Attitudes

- Appreciate different sources of information.

b) Teaching resources

pictures, projectors etc.

c) Prerequisites/revision/introduction

You can start this lesson by asking students some newspapers names that they know and some of the articles that they have read.

9.1.1. Learning activity: reading and text analysis

Ask students to take like ten minutes on the pre-reading activity (talking about pictures about newspapers that you have brought in the classroom) and have each group present one question while other members comment briefly.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. When reading, remember to stop them time to time to infer the meaning of what is being read

After reading: ask comprehension questions that are provided after the text to check their comprehension. Apply these steps to read the second text of this lesson.

To support students who have sight problems, you can make big materials and hand them to those learners. Students with hearing problems, make sure you provide time to go and stand near them and give them turns to read and respond to questions.

Answers to comprehension questions (9.1.1.)**Answers to comprehension questions (9.1.1.)**

- 1) On the editorial committee, the students vote twelve members.
- 2) The rest of people will be reporters
- 3) They want to produce the first issue of their newspaper straight That week
- 4) The six kinds of articles that the pupils want to include in their newspaper include school news, school sports news, their surroundings, the people and their activities, news about their community, especially when it affects the school or students, special events: Announcements before and descriptions afterwards, advertisements.
- 5) The editorial committee might ask group to rewrite an article if the article is of poor quality. If it is untidy, uninteresting, or contains a lot of mistakes
- 6) Students will give their views about what they would like to read about if their school produced a school newspaper.
- 7) The job of a reporter for a newspaper is to produce the article

Answers to application activities (9.1.2.)

Possible answers to application activities (9.1.2.)

- 1) Vocabulary: give pairs time to match the words from the story in column A with its meaning in column B. Give them time to share their findings.

Words	Meanings
Issue	All the copies of one printing of magazine, newspaper etc
Active	Who works hard for an organization or group
Chant	To say words with a rhythm
Congratulate	To say something that shows that you know the person has done well
Commitment	Something that takes up your time because it is important to you
Announcement	Something that gives information about an event, etc.
Skill	An ability to do something well
Quality	The standard of how good or bad something is
The reader's position	So that you imagine that you are the reader
Research	The study of a topic to collect facts or information

- 2) Sentence construction: after matching the words with proper meanings, ask them to use them to make good sentences.

- 3) Summary writing: Summary writing:

Ask student-teachers to re-read the passage and note down the main idea of the paragraph. Check whether every student-teacher has done it. Ask them to paraphrase the main ideas and make a good summary. Walk around the room, assisting those with difficulties.

Lesson 2: Describing a scene

a) Learning objectives

Knowledge

- Recognizing words for describing a scene

Skills

- Writing about the media and reporting
- Reading texts which describe scenes
- Writing a scene from different places

Attitudes and values

- Appreciate different sources of information.

b) Teaching resources

Pictures, projectors, real materials, etc.

c) Prerequisites/ revision/introduction

Start the lesson asking the student teachers them to narrate scenes that they have seen recently to check their prior knowledge about the scene description.

9.2.1. Learning activity: reading and text analysis

Ask students to take like ten minutes on the pre-reading activity (talking about pictures about scene description that you have brought in the classroom) and have each group present one question while other members comment briefly.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. When reading, remember to stop time to time to infer the meaning of what is being read

After reading: ask comprehension questions that are provided after the text to check their comprehension. Apply these steps to read the second text of this lesson.

To support students who have sight problems, you can make big materials and hand them to those learners. Students with hearing problems, make sure you provide time to go and stand near them and give them turns to read and respond to questions.

Possible answers to the comprehension question (9.2.1.)

- 1) It is set at Adika's grave. The grave appears to have burnt and there is a bowl of coins on it. Nina and doga, Adika's parents are approaching the grave in the morning to prepare for the shaving ceremony.
- 2) Adika was shot by a police officer during university demonstration.
- 3) The death of adika makes him go madly
- 4) Two soldiers, jere and Mulili,
- 5) They differ since Jere is from that village and understands the importance of shaving ceremony as a traditional ritual to let the old couple proceed with it while Mulili has been promised a large chunk of land by Boss in return for his loyalty.
- 6) When two soldiers, jere and Mulili, arrived to insure that no ceremony is held in the memory of Adika, Nina and doga, Adika's parents had been preparing for the ceremony. They had let Jusper go confess that he had thrown Chagaga's body in river because he had caught him burning Adika's grave.

Guidance to the application activities

Vocabulary and sentence writing: students will work in groups to check the meaning and write sentences which contain the new vocabulary. You can start this activity with dictation to check whether students can spell them correctly.

Answers to application activities (9.2.1.)

Possible answers to application activities (9.2.1.)

- 1) Answers to the meanings of words
 - a) Scene: a part of a play or film in which the action stays in one place for a continuous period of time
 - b) Demonstration: when a group of people march or stand together to show that they disagree with or support something or someone
 - c) Ghost: the spirit of a dead person, sometimes represented as a pale, almost transparent image of that person, which some people believe appears to people who are alive.
 - d) Custody: the state of being kept in prison, especially while waiting to go to court for trial
 - e) Murder: the crime of intentionally killing a person
- 2) Scene description

This activity requires learners to describe a scene of a business activity at the market.

Before writing: ask learners some questions that lead to the ideas to develop their description. They will mind map their idea.

During writing: guide them throughout their writing process. Remind student teachers that describing a scene is like describing a picture. When one is describing a picture nothing changes on in. Everything stays on its position. Thus, as in the scene the action stays in one place for a continuous period of time, student teachers have to maintain one place in their descriptions. Moreover, they have to use describing words like adjectives.

After writing: give them time to share their productions to the class. Guide students to set the criteria for assessing their work.

Lesson 3: Reporting speech

a) Learning objectives

Knowledge:

- Identifying words for reporting

Skills:

- Reading a text that report someone's speech
- Reporting someone's speech

Attitudes and values

- Show interest during news broadcasting.

b) Teaching resources

newspapers, magazines, speech video, pictures, etc.

c) prerequisites/revision/introduction

Ask some questions to check their prior knowledge about reported speech. You can also ask them to report the principal's speech at the morning assemble or any other person's speech.

d) Guidance to the learning activities

9.3.1. Learning activity: Reading and text analysis

The tutor may refer to the previous sub/units to carryout reading and text analysis activities of this sub/unit successfully.

Answers to comprehension questions (9.3.1.)

Possible answers to comprehension questions (9.3.1.)

- 1) The prime minister commended churches for contributing in Rwanda's journey of unity and reconciliation
- 2) In discussing the role of youth in innovation, student teachers will give their ideas through discussions. Some of the answers desired are like: the youth are active in bringing changes, they are curious to know, etc.
- 3) The hint that the reporter used to convey the message, he tried to report both directly (without any change) and indirectly (bringing in some changes to the third person)
- 4) Yes, he tried to report the speeches effectively.

Answers to application activities (9.3.2)

Possible answers to application activities (9.3.2)

- 1) Vocabulary: Students use dictionary and thesaurus to check the meaning of the following words.
 - a) Applaud: to say that you admire and agree with a person's action or decision
 - b) Fusing: joining or combining
 - c) Welfare: physical and mental health and happiness, especially of a person
 - d) Forefront: the most noticeable or important position
 - e) Reconciliation: when two people or groups of people become friendly again after they have argued
- 2) Sentence construction: in their groups, students will write meaningful sentences using the above words
- 3) Write a summary of the above article in 5 lines: following the summary writing steps, students will write a summary of the passage they have been reading.

Lesson 4: Describing a report

a) Learning objectives

Knowledge:

- Identifying words for reporting
- Define a report and differentiate it with an essay

Skills:

- Reading texts that define report
- Reporting someone's speech
- Writing a report

Attitudes and values

- Show interest during news broadcasting

b) Teaching resources

the example of a report, pictures, etc.

c) Prerequisites/revision/introduction

Students have the knowledge about the parts of an essay. You can start with some questions asking those parts and compare it to the ones of a report

9.4.1 Learning activities: reading and analysis of the texts

Ask students to take like ten minutes on the pre-reading activity (talking about pictures about report description that you have brought in the classroom) and have each group present one question while other members comment briefly.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. When reading, remember to stop time to time to infer the meaning of what is being read

After reading: ask comprehension questions that are provided after the text to check their comprehension.

To support students who have sight problems, you can make materials with big letter and hand them to those learners. Students with hearing problems, make sure you provide time to go and stand near them and give them turns to read and respond to questions. Follow the above steps to read the text 2.

Answers to comprehension questions (text1) (9.4.1)**Possible answers to comprehension questions (text1)**

- 1) When writing a report, many people struggle to know the writing style, what to include, the language to use, the length of the document and other factors.

- 2) They are confused about what the report really means
- 3) As far as the difference between a report and an essay is concerned reports are more likely to be needed for business, scientific and technical subjects, and in the workplace. Whereas an essay presents arguments and reasoning, a report concentrates on facts.
- 4) Short definition of a report is that a report is a short, sharp, concise document which is written for a particular purpose and audience

Answers to comprehension questions (text2)

Possible answers to comprehension questions (text2)

- 1) What kind of text is this? (A report)
- 2) Are all overweight people unhealthy or unfit? Why? (No. some heavy people are very fit. Muscular people weigh more than others who look about the same size. This is because muscle is heavier than fat)
- 3) With the above text, discuss the overweight problem in America (students will read the report and discuss orally the overweight problem in America)

Answers to application activities (9.4.2)

Possible answers to application activities (9.4.2)

- 1) Vocabulary: to improve their vocabulary, students will use dictionary and thesaurus to check the meaning of the following words. You can run dictation to see if they can spell them correctly.

Answers to the meanings of words

- a) Disentangle: to separate things that have become joined or confused
- b) Overlap: If two or more activities, subjects or periods of time overlap, they have some parts which are the same
- c) Concise: short and clear, expressing what needs to be said without unnecessary words
- d) Obese: extremely fat
- e) Cholesterol: a fatty substance that is found in the body tissue and blood of all animals, and which is thought to be part of the cause of heart disease if there is too much of it:
- f) Portions: the amount of a particular food that is served to one person, especially in a restaurant or a shop which sells food ready to be eaten

- g) Inch: a unit used for measuring length, which is approximately equal to 2.54 centimeters, sometimes shown by the symbol
 - h) Creep upon: If a feeling or state creeps up on someone, they start to experience it so gradually that they are not aware of it
 - i) Arthritis: a serious condition in which a person's joints become painful, swollen and stiff
- 2) Sentences writing: students will also write sentences using the above words on the list
 - 3) Summary writing: following the guidelines for summary writing students will summarize the report "the weight problem in America by Israel Sandoval" in 7 lines

Lesson 5: Describing stages in reporting

a) Learning objectives

Knowledge:

- Identifying the stages in reporting an event

Skills:

- Read texts talking about the stages of reporting an event
- Writing a report following the steps of reporting

Attitudes and values

- Appreciate the reports of someone

b) Teaching resources

reports examples, pictures, textbooks etc.

c) Prerequisites/revision/introduction

Students have knowledge about the reports that they read every day. Start asking some examples.

d) Guidance to the learning objectives

9.5.1 Learning activity: reading and analysis of the text

Reference can be made to the previous units to conduct reading activities effectively. The tutor should also consider student teachers with special needs

Answers to comprehension questions (9.5.1.)

Possible answers to comprehension questions (9.5.1.)

- 1) First of all to make a good report, a reporter need consider his/her brief very carefully and make sure that he/she is clear who the report is for
- 2) The question a reporter asks before writing is: “who is the report supposed to be written for?”
 - a) A reporter should keep the reference because it’s also important that he or she can substantiate any assertions that he or she makes so it’s helpful to keep track of his or her sources of information.
 - b) Other things that a reporter takes into consideration while he is writing include:
 - Keep your brief in mind at all times,
 - Make sure that you keep track of your references
 - Pay particular attention to whether all the information that you have included is relevant
 - remember to check tenses, which person you have written in, grammar and spelling

Answers to application activities (9.5.2.)

Possible answers to application activities (9.5.2.)

- 1) Vocabulary:

Students will use the dictionary to check the meanings of the following words and phrases and use them to make good sentences. Remember to run dictation to check whether they can spell them correctly.

- a) Ruthless: without thinking or caring about any pain caused to others; cruel
- b) Discarded: to throw something away or get rid of it because you no longer want or need it:
- c) Assertions: a statement that you strongly believe is true
- d) Substantiate: to show something to be true, or to support a claim with facts
- e) keep track of : to make certain that you know what is happening or has happened to someone or something

Report writing: after studying the steps of writing a report, students choose an issue of their choice at school and report it in 300 words. Give them time to share it to the class.

Lesson 6: Expressing probability on past events

a) Learning objectives

Knowledge:

- Recognizing some sentences of probability in the past.

Skills:

- Reading about probability in the past

Attitudes and values

- Appreciate the reports of someone

b) Teaching resources

pictures, texts,etc

c) Prerequisites/revision/introduction

Students have the prior knowledge about the modal verbs to talk about past probability. Ask students to give some examples.

9.6.1 Learning activity: reading and analysis of text

Pre-reading: before learners start to read, the tutor may write the title of the text “Okonkwo sinks into depression” on the blackboard and ask student teachers to brainstorm about what might have happened to Okonkwo. The tutor can lastly ask them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their intonation and pronunciation. Make sure that you have given turn to as many students as possible. When reading the passage stop time to time to infer the meaning of what you are reading. Remember also to make them predict about what is going to happen next.

After reading: ask comprehension questions that are provided after the text to check their comprehension.

Answers to comprehension questions (9.6.1.)

Possible answers to comprehension questions (9.6.1.)

- 1) In the passage appears the death of Ikemefuna and the one of the oldest man in a neighboring village.
- 2) Okonkwo admires his daughter because she acts like a man
- 3) Okonkwo fails to eat after taking part in Ikemefuna's death
- 4) Ezinma possesses worry about something which might have gone wrong with her father
- 5) The probability in the past that appear in the passage include: propability that ikemefuna might have been killed at a busier time of the year, something wrong may have happened to Okonkwo, etc.

Answers application activities (9.6.2.)

Possible answers application activities (9.6.2.)

- 1) Vocabulary: students use the dictionary and check the synonym of the following words. ask them to spell the words.
 - a) Suitor : son in low
 - b) murdered: killed
 - c) partake: participate
 - d) undisturbed: uninterrupted
 - e) bargains: agree/agreement
- 2) Students will have time to use them to make correct sentences
- 3) Summary writing: students will follow the guidelines for summary writing and Summarize the story in their own words in not more than 50 words.

Lesson 7: Language structure

a) Lesson objectives

Knowledge:

- Recognize the use of past perfect continuous, passive voice, and reported speech

Skills:

- Writing texts using the passive and reported speech

Attitudes and values

- Appreciate the use of past perfect continuous, passive voice and reported speech.

b) Teaching resources

Pictures, texts etc.

c) prerequisites/revision/introduction

Students have knowledge about past perfect use, passive and indirect speeches. Give them some exercises to check their prior knowledge.

d) Guidance to language structures

Pick some sentences from the read passages and write them on the blackboard. Ask learners some questions that help them to discover the use of past perfect continuous, active and passive voice, direct and indirect speech. Tell them to open their books and read the rules. Give them exercises to practice using them.

Answers to the exercises (past perfect continuous)

Put the verbs into the correct form of the past perfect continuous.

- 1) We had been sleeping for 12 hours when he woke us up.
- 2) They had been waiting at the station for 90 minutes when the train finally arrived.
- 3) We had been looking for her ring for two hours and then we found it in the bathroom.
- 4) I had not been walking for a long time, when it suddenly began to rain.
- 5) How long had she been learning English before she went to London?
- 6) Frank caught the flu because he had been singing in the rain too long.
- 7) He had been driving less than an hour when he ran out of petrol.
- 8) They were very tired in the evening because they had been helping on the farm all day.
- 9) I had not been working all day; so I wasn't tired and went to the disco at night.
- 10) They had been cycling all day so their legs were sore in the evening.

Answers to the exercises (active and passive voice)

Put the following sentences in passive voice.

- 1) The secretary received the article in the morning. (The article was received by the secretary in the morning.)
- 2) The chief editor structured all the reports himself. (all the reports were structured by The chief editor himself)
- 3) Jimmy had carefully planned the writing of the report. (the writing of the report had been carefully planned by jimmy)
- 4) The editor understood the purpose of the report. (The purpose of the report was understood by the editor).
- 5) The reporters gathered and selected the information wisely.
The information was gathered and selected wisely by the reporters.
- 6) This made the writing much easier.
The writing was made much easier by this
- 7) The manager had taken the money from the company.
The money had been taken from the company by the manager.
- 8) A burglar broke into the house.
The house was broken into by a burglar.
- 9) Many journalists use cameras and reporters.
Cameras and reporters are used by many journalists
- 10) A police officer rescued a seven-year-old boy.
A seven-year-old boy was rescued by a police officer.

Answers to exercise on direct and indirect speech

Put the following sentences into Reported speech.

- a) The newspaper reported, "The manager intended to take a big amount of money."

The newspaper reported that the manager had intended/intended to take a big amount of money

- b) The policeman said, "The robbers broke into the house and stole money."

The policeman said that the robbers had broken/broke into the house

and stole money

- c) "Police officers rescued a seven-year-old boy," the witnesses told Imvaho Nshya.

The witnesses told Imvaho Nshya that police officers had rescued / rescued a seven-year-old boy.

- d) The driver reported, "There were many passengers at the scene."

The driver reported that there had been/were many passengers at the scene.

- e) Brown said, "We didn't hear gunshots and the boy was out here fighting with somebody."

Brown said that they hadn't heard/they didn't hear gunshots and the boy was out here fighting with somebody

- f) "The magazines were featuring various articles about women rights,' the project manager told us.

The project manager told us that the magazines have been/were featuring various articles about women rights.

- g) "The plane crashed en-route to Dubai," The BBC reported.

The BBC reported that the plane had crashed en-route to Dubai

- h) "Seventy per cent of the farmers used fertilisers last year," minister of agriculture told The Newtimes.

Minister of agriculture told the Newtimes that seventy percent of the farmers had used/used fertilizers the year before.

- i) "Her article inspired young entrepreneurs in this region," said the Chief Editor.

The chief Editor said that her article had inspired/inspired young entrepreneurs in that region.

- j) 'James was writing a report about the scene,' the police announced.

The police announced that James had been/was writing a report about the scene

Unit summary

In this unit we have talked about describing words and expressions used in media, describing a scene, reporting speech, describing a report, describing the stages in reporting an event and expressing probability on a past event. On the side of Language structure, past perfect continuous, passive voice, and reported speech were also studied. Most of examples used were in relation to the media and reporting. Students should use this opportunity to report school issues and make a newspaper at school. It can help them to improve both oral and written communication.

9.5. End unit assessment

Possible answers to the end unit assessment

- 1) Sentence construction: Students will individually construct meaningful sentences with words that are in their books.
- 2) Article writing: This task asks them to choose the daily activities at their college and write an article. They share it to the class.
- 3) Answers to the tense use (past perfect continuous)
 - a) I had been working all day, so I didn't want to go out.
 - b) She had been sleeping for ten hours when I woke her.
 - c) They had been living in Beijing for three years when he lost his job.
 - d) When we met, you had been working at that company for six months.
 - e) We had been eating all day, so we felt a bit ill.
 - f) He was red in the face because he had been running
 - g) It had been raining and the road was covered in water.
 - h) I was really tired because I had been studying
 - i) We had been going out for three years when we got married.
 - j) It had been snowing for three days.
- 4) Answers to changing active sentences to passive ones
 - a) The Government is planning a new road near my house.
A new road is being planned near my house by the government
 - b) My grandfather built this house in 1943.
This house was built by my grandfather in 1943
 - c) Picasso was painting Guernica at that time.
Guernica was being painted by Picasso at that time

d) The cleaner has cleaned the office.

The office has been cleaned by the cleaner

e) He had written three reports in 2017.

Three reports had been written by him in 2017

f) John will tell you later.

You will be told by John later

g) The traffic might have delayed Jimmy.

Jimmy might have been delayed by the traffic

h) They are building a new stadium near the station.

A new stadium is being built by them near the stadium

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Electronic resources

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