

# **English Language**

for Rwandan Secondary Schools

**Senior 1**  
**Teacher's Guide**

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# Foreword

Dear teacher,

Rwanda Education Board is honored to present English language Senior One 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 with 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 teachers` 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 teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. 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 teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and 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 and 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 and 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 and 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 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 teachers 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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**Joan MURUNGI**

**Head of Department CTLR**



# Contents

Foreword .....	i
Acknowledgement.....	iii
Content map.....	1
Introduction.....	9
<b>UNIT 1: My secondary school .....</b>	<b>12</b>
1.1. Talking about subjects .....	14
1.2. Describing friends.....	16
1.3. Describing my school .....	17
1.4. Language structure.....	18
1.5. End unit assessment.....	21
<b>UNIT 2: Food and nutrition .....</b>	<b>24</b>
2.1. Talking about food stuffs.....	26
2.2. Talking about meals.....	28
2.3. Language Structure.....	31
2.4. End unit assessment.....	37
<b>UNIT 3: Holiday activities.....</b>	<b>39</b>
3.1. Talking about holidays .....	41
3.2. Describing fixed holiday plans .....	43
3.3. Language structure.....	45
3.4. End unit assessment.....	48
<b>UNIT 4: Clothes and fashion.....</b>	<b>50</b>
4.1. Describing clothes.....	52
4.2. Saying what you wear .....	56

4.3. Language structure.....	57
4.4. End unit assessment.....	60
<b>UNIT 5: Books and school work habits .....</b>	<b>62</b>
5.1. Talking about books.....	64
5.2. Describing libraries .....	65
5.3. Talking about a particular book .....	66
5.4. Language structure.....	68
<b>UNIT 6: Healthy living .....</b>	<b>71</b>
6.1. Describing diseases .....	73
6.2. Describing diseases .....	75
6.3. Language structure.....	77
6.4. End unit assessment.....	80
<b>UNIT 7: History of Rwanda.....</b>	<b>81</b>
7.1. Talking about social history of Rwanda.....	84
7.2. Language structure.....	85
7.3. End unit assessment.....	92
<b>UNIT 8: The physical environment .....</b>	<b>94</b>
8.1. Talking physical features.....	96
8.2. Comparing temperature .....	98
8.3. Language structure .....	99
8.4. End unit assessment.....	102
<b>UNIT 9: Anti-social behaviour .....</b>	<b>105</b>
9.1. Describing anti-social behaviour .....	107
9.2. Language structure.....	110
9.3. End unit assessment.....	113



<b>UNIT 10: Sources of wealth.....</b>	<b>116</b>
10.1. Describing agricultural products.....	118
10.2. Language structure.....	120
10.3. End unit assessment.....	124
<b>UNIT 11: Revision exercises .....</b>	<b>126</b>
11.1. Listening and speaking.....	126
11.2. Reading and comprehension.....	128
11.3. Language use .....	129
11.4. Writing.....	132

# Content map

<b>Unit 1: My secondary school</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about the school and asking the class to talk about activities, routine and friend.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures, sketches, school time table/schedule
<b>Activities practised</b>	Talking about school subjects Talking about school routine Talking about preferences Talking about friends
<b>Competencies practised</b>	Team work Communication Interpretation and presentation of information
<b>Language</b>	Participating in pair work and group work
<b>Vocabulary acquisition</b>	School subjects, routine and friendship
<b>Numeracy</b>	-
<b>Study skills</b>	Interpreting prose into visuals, organizing text
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information
<b>Learning outcomes</b>	Describe school routine Describe school friends Give subject preferences Describe school plan.
<b>Unit 2: Food and nutrition</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about types of food, a balanced diet, favourite meals and recipes.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures, real recipes, internet if available.

<b>Activities practised</b>	Talking about types of food Talking about a balanced diet Talking about preferences Talking about recipes
<b>Competencies practised</b>	Team work Communication Researching for information presentation of information
<b>Language</b>	Participating in group, pair work
<b>Vocabulary acquisition</b>	Nutrition and foods, recipes.
<b>Numeracy</b>	-
<b>Study skills</b>	Searching for information, interpreting pictures, researching for information.
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information
<b>Learning outcomes</b>	Describe diets Describe food preferences Give types of food Write a recipe

<b>Unit 3: Holiday activities</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about holiday activities and plans
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures, brochures, map of Rwanda
<b>Activities practised</b>	Talking about holiday plans Talking about past holiday activities Talking about tourist destinations Designing brochures Researching
<b>Competencies practised</b>	Team work Communication Interpretation and presentation of information
<b>Language</b>	Participating in group and pair activities

<b>Vocabulary acquisition</b>	Holiday activities
<b>Numeracy</b>	
<b>Study skills</b>	Interpreting prose, designing visuals Researching for information
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information
<b>Learning outcomes</b>	Describe holiday plans and activities Designing a brochure Give holiday preferences

<b>Unit 4: Clothes and fashion</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about the school clothes types, patterns, thickness, sizes, materials and occasions
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures, realia
<b>Activities practised</b>	Describing clothes in terms of activities, patterns, sizes, shapes, materials.
<b>Competencies practised</b>	Team work Communication Interpretation and presentation of information
<b>Language</b>	Efficient participation in pair and group work
<b>Vocabulary acquisition</b>	Clothes and nutrition
<b>Numeracy</b>	Reading sizes
<b>Study skills</b>	Interpreting visual forms, prose, researching for information.
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information, describing pictures.
<b>Learning outcomes</b>	Describe, patterns, shapes, sizes, types, colours occasions materials

<b>Unit 5: Books and school work habits</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about books and school work habits, types of books and preferences
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures of a library and reading materials
<b>Activities practised</b>	Talking about books and types Talking about reading preferences Talking about school habits
<b>Competencies practised</b>	Team work Communication Interpretation and presentation of information
<b>Language</b>	Participating effectively in group and pair activities
<b>Vocabulary acquisition</b>	Books and school work habits
<b>Numeracy</b>	
<b>Study skills</b>	Researching for information
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information efficiently.
<b>Learning outcomes</b>	Describe book types Describe reading habits and preferences Read simplified literature texts Plan short text

<b>Unit 6: Healthy living</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about health, common diseases, their symptoms and prevention, family health.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures of diseases, foods
<b>Activities practised</b>	Talking about diseases, their symptoms and prevention Role playing Researching on diseases Talking about diet and food

<b>Competencies practised</b>	Team work Communication Interpretation and presentation of information Researching for information
<b>Language</b>	Participating effectively in pair and group work
<b>Vocabulary acquisition</b>	Healthy living
<b>Numeracy</b>	
<b>Study skills</b>	Interpreting prose and researching for information
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others Researching and communicating information
<b>Learning outcomes</b>	Describe common illnesses Describe common symptoms Give preventive measures

<b>Unit 7: History of Rwanda</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about the history of Rwanda and social roles.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Map of Africa, Rwanda, a biography
<b>Activities practised</b>	Relating the history of Rwanda Relating social roles Talking about important persons.
<b>Competencies practised</b>	Team work Communication Researching for information Interpretation and presentation of information
<b>Language</b>	Participating in pair and group activities
<b>Vocabulary acquisition</b>	History and social roles.
<b>Numeracy</b>	
<b>Study skills</b>	Interpreting prose , organizing texts
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information

<b>Learning outcomes</b>	Describe events and people in Rwandan history. Describe social roles in Rwandan history
<b>Unit 8: Physical environment</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about the physical environment describing the physical features of Rwanda, describing where natural resources are exploited, interpreting rainfall and temperature graphs, describing annual temperature and rainfall.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures, maps of Rwanda, graphs of rainfall and temperature.
<b>Activities practised</b>	Talking about physical features Talking about rainfall and temperature patterns Talking about resources and how they are exploited
<b>Competencies practised</b>	Team work Communication Interpretation of graphs and presentation of information
<b>Language</b>	Participating in pair and group work
<b>Vocabulary acquisition</b>	Physical environment and its exploitation
<b>Numeracy</b>	Reading and interpreting graphs
<b>Study skills</b>	Interpreting prose into visuals, and visuals into graphs.
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information

<b>Learning outcomes</b>	Describe physical environment Describe rainfall and weather patterns Describe how resources are exploited and benefits.
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<b>Unit 9: Anti-social behaviour</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about anti-social activities and give reasons why people engage in anti-social activities.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Pictures of anti-social activities
<b>Activities practised</b>	Talking about types of anti-social activities Talking about reasons why people engage in anti-social activities
<b>Competencies practised</b>	Team work Communication Interpretation and presentation of information
<b>Language</b>	Participate effectively in group activities
<b>Vocabulary acquisition</b>	Anti-social activities and behaviour
<b>Numeracy</b>	
<b>Study skills</b>	Interpreting prose and organizing texts
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information
<b>Learning outcomes</b>	Describe anti-social activities Give reason why people engage in anti-social activities Describe why people engage in anti-social activities.

<b>Unit 10: Sources of wealth</b>	
<b>Number of periods</b>	20
<b>Introduction</b>	Describing where agricultural products and minerals are produced and describing a production process, interpreting a table about imports and exports.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Maps of Rwanda – economic activities, environment, charts and tables.
<b>Activities practised</b>	Talking of economic activities, how they are exploited and benefits. Talking about entrepreneurship skills



<b>Competencies practised</b>	Team work Communication Researching for information Interpretation of prose and visuals, and presentation of information
<b>Language</b>	Participate effectively in pair and group work.
<b>Vocabulary acquisition</b>	Sources of wealth and entrepreneurship.
<b>Numeracy</b>	Interpreting and making tables using figures
<b>Study skills</b>	Interpreting prose into visuals and visuals into prose Organizing text
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information
<b>Learning outcomes</b>	Describe sources of wealth Describe how to create wealth using available resources.
<b>Unit 11: Revision</b>	
<b>Number of periods</b>	10
<b>Introduction</b>	Use of various skills and knowledge to carry out a variety of activities.
<b>Classroom organization</b>	Individual work
<b>Teaching and learning materials</b>	Exam materials
<b>Activities practised</b>	Timed quizzes, exams
<b>Competencies practised</b>	Using skills and knowledge to answer questions correctly.
<b>Language</b>	Communicate efficiently, correctly and confidently.
<b>Assessment</b>	Ability to use knowledge and skills correctly and demonstrate the right attitude.

# Introduction

This is the first teacher's guide book in the English language senior secondary course series. The guide emphasizes on acceptable and correct usage of the English language and the development of the crucial skills of listening, speaking, reading and writing. The guide will assist the teacher to inculcate these skills and also develop the learner's critical thinking, and develop the relevant entrepreneurial skills and competences necessary to function adequately in the society and the wider world. The guide enables the teacher to plan learning and teaching activities that put the learner at the centre of the learning process, and encourages both independent and collaborative learning. It also gives useful suggestions on teaching methodologies and resources in line with the lesson objectives and contents.

The teacher's guide is presented in Units that correspond with the syllabus requirements, and the contents in the Student's Book. Each of the units is organised into sub units, namely Listening and speaking, Reading and comprehension, Language use and Writing.

**Listening and speaking** are two inter-related skills that constantly reinforce each other. In listening, the learner comprehends verbalised information. In speaking, the learner communicates by verbalising what has been understood. The section has made extensive use of dialogues that allow a lot of group reading. This is to enable group members to participate. Encourage your learners to read and respond to the dialogue first before they tackle the accompanying exercises and activities. You should listen to the readings and make corrections when the loud reading is concluded. You should encourage the learners to participate productively in these tasks and exercises.

The **Reading and comprehension** section provides a variety of passages covering the syllabus contents and cross cutting issues and subjects suitable for secondary school learners. The passages are sourced from a variety of sources. The passages offer the learner the opportunity to experience language in use through the language areas specified in the syllabus. They also enable the learner to critically interact with the world beyond the classroom. The passages can be used to teach scanning and skimming. They are also a rich resource for the learner to build up his vocabulary and develop an awareness of contemporary issues.

You should make the comprehension lesson more interesting by, for example, beginning by asking the learner question that prompts him or her to focus on the issue in the passage. You may also think of anecdotes that are related to

the topic in a passage. You may also look for resources that bring the topic to life and encourage lively discussions on issues raised in the passage. Thus, the lesson should not be just a silent reading, loud reading and correction of answers. You can use these passages to model proper reading habits. Poor reading habits among the learners should be carefully recorded and corrected at the end of the learner- reading.

You can start a comprehension passage by telling the learner to read the passage silently. At this point, you should advise the learner to read fairly quickly. The learner should not bother so much with difficult words and checking of meanings. After this initial reading, you can read the passage loudly. This allows learner to listen to a good reading. It is important that you read the passage before the lesson to familiarise yourself and to prepare correct volume, stress and intonation and other non-verbal cues. Once the reading is done, you may devise simple oral questions to test the general understanding of the text. Alternatively, you may select a few recall and comprehension questions and ask the learners to answer them orally. The rest of the answers should be written down by the learner. You may then make corrections through group or whole class discussion. Nevertheless, you are advised to experiment and see what works best with your class.

**Language use** is important if the learner is to master the other competences in the English language. This guide gives useful tips on how to teach the various uses that are covered in the Student's Book. The guide emphasizes on demonstration of usage of a particular structure followed by plenty of learner practice. As much as possible, you are encouraged to master a particular use and then domesticate it for the learner. This way, you will come up with examples that the learner can identify with, and that are immediately relevant to the unit contents and to the learner. Encourage the learner to talk about himself/herself and her/his world through the structure that is being taught. This will create interest in the learner. The suggested exercises should only come when you are convinced that the learner has mastered a particular use and demonstrated this to be true by using it to interact with the Unit content and her/his immediate world, otherwise, the tasks and exercises will just be mere abstractions. The bottom line is that your innovativeness and the learner's will be the sole driver of the lesson's interest and impact.

The practice exercises in language have generally been designed in such a way that the learner starts with controlled practice. This gives the learner the opportunity to mechanically practise the use under consideration. The next stage allows the learner more freedom, but still the expected responses are controlled by content. Lastly, the learner is allowed free responses.

**Writing** is an important skill. The writing section has various types of writing that the learner should be able to master and demonstrate competence in, not only at English, but also across the curriculum. The learner should be able to communicate effectively using correct spellings, punctuation, and sentence and paragraph structures. The other section should prepare the learner for the writing task. The objective is to integrate the four language skills and enable the learner to see the common thread running through all these skills. You should encourage the learners to write on themes relevant to them apart from the suggested tasks. However, demonstration of types and class discussion cannot be over-emphasized. You should keep a proper record of learner errors and correct them either in class or individually as the situation demands.

The Student's Book has various exercises and revision sections that can be used as forms of formative evaluation. You can model quizzes and exams on these exercises. The results would be very useful in designing corrective interventions and also to evaluate the teaching/learning process.

When evaluating your learner, it is suggested that the assessment should be guided by the teaching point. In comprehension questions, the content of the answer should assume more prominence than the expression. When it comes to structure, give prominence to the particular language use under consideration. You should indicate the error and assist the learner to correct it.

In composition writing, you may look at all the areas: spellings, use of vocabulary, tenses, punctuation, constructions and paragraphing and assist the learner to progressively improve. Give each area a specific weight in your assessment.

# My secondary school

## Sample lesson plan

Term	Date	Subject	Class	Unit Number	Lesson Number	Duration	Class size
1	...../...../20.....	English	Senior One	1	1	40 minutes	40
<b>Pupils with special needs</b>	Learners with hearing impairment sit near teacher in order to hear. Learners with visual challenges sit near the chalk board – they could also be provided with books that have large print.						
<b>Topic area</b>	Oral and written communication						
<b>Sub-topic area</b>	Listening and speaking						
<b>Unit title</b>	My secondary school						
<b>Key unit competence</b>	The learners through listening and speaking should be able to use language learnt in the context of my school.						
<b>Title of the lesson</b>	Introduction to school subjects						
<b>Instructional objective</b>	The learner should be able to talk about the school subjects.						
<b>Plan for this class</b>	The lesson is to be carried out in the classroom.						
<b>Learning materials (for all learners)</b>	A school timetable						
<b>References</b>	Pupils' Book 1, and an English dictionary						

Timing for each step	Description of teaching and learning activity		Generic issues to be addressed
	Teacher's activities	Learners' activities	
<b>Introduction</b> 5 minutes	<ul style="list-style-type: none"> <li>The teacher tells them the lesson is about the subjects in senior 1 school and asks to name these subjects.</li> </ul>	<p>The learners name the subjects they are taking in secondary school</p>	Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression.
<b>Development of the lesson</b> 30 minutes	<ul style="list-style-type: none"> <li>The teacher instructs the learners to read the conversation immediately after introduction, quietly, on their own.</li> <li>The teacher observes the learners to ensure the instructions are being carried out correctly by walking around the class.</li> <li>The teacher guides the learners to read, in pairs, loudly.</li> <li>The teacher asks the learners to move into groups to discuss the conversation.</li> <li>The teacher asks the learners to present their answers to the class.</li> </ul>	<ul style="list-style-type: none"> <li>The learners read the conversation quietly.</li> <li>The learners read loudly in pairs.</li> <li>They move into groups of four or five and discuss the answers before reporting them to the class.</li> <li>The answers are given orally.</li> </ul>	<p>The learners should comprehend language through listening and reading.</p> <p>The learners should use oral and written language to discuss subjects offered in the school in a logical and appealing manner.</p> <p>The learners should take the opportunity provided by group work to seek out and learn from, acquaintances more knowledgeable in areas that need personal improvement and development.</p>
<b>Conclusion</b> 2 minutes	The teacher asks the learners to recap on the school subjects and their importance.	The learners recap on school subjects and their importance.	
<b>Evaluation</b> 3 Minutes	Teacher asks the learners what subject they have in senior school, and the importance of the subjects.	The learners name the subjects and the importance of learning them.	

## General objective

The learner should be able to use language learned in the context of the school activities and routine.

## Assessment criteria

The learner should be able

- to describe subjects studied and own preferences
- to describe a school day/routine
- to describe the plan of the school
- to describe a school friend

## Teaching and learning resources

1. School time table
2. Picture
3. School administration chart
4. Drawing paper, pencil
5. Chalk board
6. Student's Book
7. An English dictionary

## Teaching and learning steps

### 1.1.

### Talking about subjects

#### Specific objective

*By the end of the section, the learner should be able to listen and talk about a variety of school routines and friendships confidently.*

#### Teaching and learning activities

This lesson can become an icebreaker. Start by asking the students such questions as what they feel about the school, and how it is different from their previous schools.

Tell them to read the conversation quietly for a while and then read it loudly. After this, they can go ahead and attempt the questions before you invite them to answer them orally.

Encourage the learners to discuss the Activity questions. This not only helps them to clear misconceptions, but it also gives them an opportunity to bond and develop a cooperative spirit.

In Activity 2, allow them enough time to draw the table and discuss.

Observe the students as they interact and also move around listening and correcting them as it becomes necessary.

## Introduction

### Expected answers for Learning activity 1.1.1.

1. Subjects being studied

- agriculture
- maths
- physics
- English
- art and drawing

(Note that these are the subjects the students in the conversation have mentioned. Don't allow the learners to mention others, as one of the objectives of the lesson is to have the students listen keenly.)

2. The importance of the subjects

- Agriculture – to allow the learner to appreciate the importance of agriculture in the country's economic life; to enable the learner appreciate that agriculture provides an avenue for creating jobs; to enable the learner to develop skills and competences to help the society they come from improve their agricultural practices.
- Maths – to enable the learner sharpen their numeracy skills; to enable the learner to function better in the other areas of their studies such as the sciences; geography and entrepreneurship; to enable the learner think logically and critically.
- Physics – to enable the learner appreciate the role of science in their lives and the larger society; to prepare learners in careers related to physics such as engineering.
- English – to enable the learner communicate in day-to-day activities, as a basis to function in virtually all the other areas of the curriculum; to prepare learners for careers in various fields and to function effectively in the international scene.



- Art and drawing – to enable the learners develop their talents in art and to identify chances for career development in art itself, or in careers related to art such as design, architecture and so on.
3. Allow the learners to discuss their favourite subjects. Guide them and clear any misconceptions.

## 1.2. Describing friends

### Specific objective

*The learner should be able to read a text on school activities and friendships fluently and efficiently.*

### Teaching and learning activities

You can start by asking the learners what their favourite subjects are and why they like them.

Ask them to read the passage silently for a few minutes. Later, read it loudly for them. Tell them to attempt questions 1– 9 in their groups and to write down the answers. Once they are through, take them through a question and answer session to enhance their understanding of the passage.

This section should be a class discussion. Encourage the students to express themselves freely and guide them to give reasonable answers.

### Expected answers for Learning activity 1.2.1

1. Gasaro, is a twelve-year-old girl, a bit tall for her age. She is also friendly and ambitious. (Note at this level the learners may not mention the personality trait. You may mention these and explain to them that a description covers even the personality attributes.)
2. Ask the learners to draw the table in their Student’s Book in their exercise books. Tell them to fill in the details and discuss with their group members. Walk around, observing and assisting them as you find necessary.
3. It is important to be friendly to others, because good manners demand it. Is good to be social and cooperative with others. In any case everyone needs another, and you are going to be with them for a long time, perhaps even a lifetime.

### 1.3.

## Describing my school

### Specific objectives

By the end of this section:

1. The learner should be able to write a description of friends confidently.
2. The learner should be able to describe the school correctly.

### Descriptions

#### Teaching and learning activities

Ask the learners to read the passage silently. Read it aloud and then ask them to discuss the answers briefly before leading them in a question and answer session.

Later, you can ask them to write the descriptions. Guide them and read the good description to the class.

In the next task of describing the school, ask them to briefly discuss the landscape of their school. Ask some learners to describe the school loudly. You may use a sketch map of the school.

#### Expected answers for Learning activity 1.3.1.

1. Filling the table

Column A	Column B
set up	Established
structure	A thing made up of several parts especially a building
landscape	Everything you can see when you look across a large area of land
assembly	A meeting of teachers and students, especially at the beginning of a school day
routine	The normal order and way in which you do things in a place.
score	The number of marks somebody gets in a test

2. The name of the school is Uwamahoro Secondary School.
3. The school was started in 1945.
4. A
5. B

6. The person likes Mathematics and English.
7. Let the learners give their favourite subjects and the reasons why they like them. Insist they use complete sentences.
8. The learner can improve by working hard, doing many exercises, seeking help from the teacher and other learners when in problems and doing a lot extra work and research.
9. The school has enough facilities. It has library and many books, which they can borrow. He also seems to like the teachers whom he says are experienced and qualified. (29 words)

### Think about this

Entrepreneurship catalyses the entrepreneurial culture in learners allowing them to see opportunities available in the community beyond salaried employment. It is an investment in the future of the country when you train young people to become more productive and independent citizens.

## 1.4.

### Language structure

#### Specific objective

*The learner should be able to use the present simple tense to talk about school activities and friendships correctly.*

## The present simple tense

### Teaching and learning activities

You can start the lesson by asking the learners the things they do in school, or even at home, every day.

Write down what they say on the chalk board. Ensure that you use the present simple tense. Explain to them what you have written on the board – that is the use of the present simple tense.

Take them through the examples in the Student's Book and ask them to give their own examples using the present simple tense. Once you are satisfied with their responses and you think they have grasped the concept, you can ask them to do the exercise.

Alternatively, you can do a few questions with them orally and then give the rest as homework. If the learners are very good, you can answer all the questions orally before asking them to use the present simple to make their own sentences.

### Expected answers for Practice Exercise 1

Note that there are many sentences that the learners can make from this table. Check to confirm there is subject-verb agreement in their answers.

1. Mrs. Habyarimana drinks milk every day.
2. Mrs. Habyarimana makes breakfast for my family every morning.
3. Mrs. Habyarimana feeds the cows.
4. Mrs. Habyarimana comes to school.
5. Mrs. Habyarimana goes to Kigali every Monday.
6. We learn new things every day.
7. We learn English in the morning.
8. My mother comes to school.
9. My mother feeds the cows.
10. My mother makes breakfast for the family every morning.
11. My mother plays football every Saturday afternoon.
12. My mother goes to Kigali every Monday.
13. The child plays football every Saturday afternoon.
14. The child likes talking all the time.
15. The child drinks milk every day.
16. He likes talking all the time.
17. He likes English in the morning.
18. He likes new things every day.
19. The student drinks milk every day.
20. The student plays football every Saturday afternoon.
21. The student comes to school.
22. The student feeds the cows.
23. The student goes to Kigali every Monday.
24. The school holds assemblies every Monday and Friday.
25. The sweepers sweep the classroom every day.
26. The teacher writes on the chalk board.

### Expected answers for Practice Exercise 2

The students will give a variety of answers. Check for correctness.

1. Every morning I wake up at six.
2. I prepare myself for school.

3. I take breakfast at six-thirty.
4. I then walk to school.
5. I attend lessons up to four in the afternoon.

### Expected answers for Practice Exercise 3

Expect variations in the answers to be given, but insist on correctness.

1. I arrive at school at seven in the morning.
2. John came to school late yesterday.
3. I know how to draw.
4. School starts at eight in the morning.
5. School finishes at five in the afternoon.

### Expected answers for Practice Exercise 4

Expect variations in the students' answers, but check for correctness.

1. The teacher likes reading newspapers.
2. I like travelling.
3. Buregeya likes listening to music.
4. We love watching movies.
5. We like reading novels.
6. Many teenagers like dancing.
7. Young children like playing.
8. Elders like talking in riddles.
9. Entertainers live on their entertainment.
10. Basketball players like dunking.

### Expected answers for Practice Exercise 5

Match the parts in column A with the correct ones in column B

1. Learning English (g) is easy when you read novels/ (f) is fun.
2. Mrs. Mutesi (d) teaches Biology.
3. The President (h) is the head of government in Rwanda.
4. The Head Teacher (c) manages the school.
5. The class prefect (j) supervises the class when teacher are not around.
6. The watchman (b) takes care of the school compound.
7. The school field (f) is fun.

8. Joining secondary school (i) is a dream come true for all senior one students.
9. Jogging (e) makes you healthy/ (f) is fun.
10. Agriculture (a) is my favourite subject.

#### **Expected answers for Practice Exercise 6**

Allow the students to express themselves, but the answers have to be true depending on the class and school.

#### **Expected answers for Practice Exercise 7**

1. My father grazes cows and sheep.
2. Buregeya loves/enjoys criticising others.
3. Tom and Joanne are my classmates.
4. The geography teacher organises for field trips every term.
5. Once in a while it rains in the village.
6. Teachers love students who work hard.
7. The Olympic gold medallist swims in the swimming pool every afternoon.
8. Animals from the park graze in the field at night.
9. Mr Abdulla works as the school clerk.
10. The head teacher plays the piano in the church every Sunday.
11. A warm wind sweeps across the field every early afternoon.
12. My mother bakes (a cake) for breakfast every evening.

### **1.5.**

#### **End unit assessment**

#### **Expected answers for End unit assessment**

1. Ask the students to work in pairs. Walk around observing and assisting the students as necessary.
2. Let the students work individually and correct the work as they write. You can also ask them to read what they have written loudly and assist them to make corrections.
3. Ask the students to write down the sentences. You can mark for them, or ask them to read loudly as the class makes corrections.

## Extra exercises

- a) Expect variation in the students' answers.
1. You stop wondering around aimlessly. (sitting)
  2. She dreams of leaving school early. (finishing)
  3. She prepares to hum melodiously in the concert. (singing)
  4. He walks yelling excitedly. (talking)
  5. They plan to go by all means. (winning)
- b) Expect variations in the students' answers, but insist they give the answers in full.
1. When do you come to a school? I come to school at seven in the morning.
  2. How long did you take to study at night? I took an hour to study at night.
  3. How many lessons do you study in a week? I study 45 lessons in a week.
  4. How old are you? I am thirteen years old.
  5. Where do you put your pen? I put the pen in the bag.
  6. What do you see in the teacher's office? I saw a white chair and a table.
  7. When do you speak Kinyarwanda? I speak Kinyarwanda when I visit my grandmother.
  8. How often do you use French? I often use French at home.

## Expected answers for descriptive writing exercise

1. The students' answers will vary, but expect answers along the woman's physical beauty.
  - a) She has beautiful, shiny hair which curls in cascades. She has elegant shoulders and flawless skin. Her eyes shine and she has natural eyebrows. She has white teeth.
  - b) She is dressed in an attractive dress which fits her well and she has black leather shoes. She has worn a perfume which smells nice, so she cares about her appearance.
  - c) She walks purposely and her lifting the children into her hands shows she cares.
2. The lady is compassionate and humble. She identifies with the slum children and she has not allowed her beauty to get into her head.

**Expected answers for Practice Exercise 1**

Ask the learners to write down the descriptions. Walk around and guide them where necessary. Read the best descriptions to the class.

**Expected answers for Practice Exercise 2**

Ask the learners to read the passage and then sketch the map. Assist them as you deem necessary.

**Expected answers for Practice Exercise 3**

The colonial hall is joined to the smoky kitchen.

The pavements are impeccably clean.

They water the beautiful flowers everyday.

The school has neatly kept bottle brush fences.

The classrooms form a U that includes two laboratories.



# UNIT 2

# Food and nutrition

## Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20...	English	Senior one	2	3	40 minutes	
Types of special needs education and number of learners							
Topic area	Reading and comprehension.						
Sub-topic area	Food and nutrition.						
Unit title	Food and nutrition						
Key unit competence	To use language learnt in the context of food and nutrition.						
Title of the lesson	Nutrition						
Instructional objective	The learner should be able to read the passage on foods fluently and efficiently.						
Plan for this class (location: in/outside the class)	The lesson is to be carried out in the classroom.						
Learning materials (for all learners)	Posters of a variety of foods						
References	Pupils' book 1 p and a good dictionary of English.						
Timing for each step	Description of teaching and learning activity					Generic competencies and cross-cutting issues to be addressed	
	Teacher activities			Learner activities			

<p>Introduction 5 minutes Activity 1</p>	<p>Ask the learners what a balanced diet is. Show them pictures of foods and ask them which one comprises a balanced diet.</p>	<p>The learners say what a balanced diet is. They also group the pictures into a balanced diet.</p>	<p>Guide the learners to discuss technological advancement and how it affects nutrition and the environment. They should discuss during their free time.</p>
<p>Development of the lesson 30 minutes</p>	<p>Ask them to read the passage quietly. Read the passage loudly for the learners. Ask them to do Question one in pairs. Walk around and assist. Do questions 1-6 together, also the think Questions. Ask the learners to do the rest of the questions in their exercise books.</p>	<p>The learners read the passage quietly. They listen as the teacher reads loudly. The learners draw and do the crossword in pairs. They answer questions 1-6 orally. Learners discuss the think questions. Learners do the rest of the questions as homework.</p>	
<p>Conclusion 2 minutes</p>	<p>Teacher asks the learners to say what nutrition is.</p>	<p>Learners define nutrition as a way of recapping the lesson.</p>	
<p>Evaluation 3 Minutes</p>	<p>Teacher asks the learners to describe name components of balanced diet. They give a reason to take a balanced diet.</p>	<p>Learners should name the components of a balanced diet and give reason why we should take balanced diet.</p>	

## General objective

The learner should be able to use the language learned in the context of food and nutrition

## Assessment criteria

The learner should be able to:

- describe mealtimes and favourite foods;
- classify foods into groups;
- define food groups;
- describe a diet and judge whether it is balanced or not;
- read and write a recipe.

## Teaching and learning resources

1. Pictures and charts of different types of foods
2. Drawing paper and pencil
3. Recipes from magazine cuttings, other sources
4. Sample crossword puzzles
5. Student's book
6. An English dictionary
7. Chalk board

## Teaching and learning steps

**2.1.**

**Talking about food stuffs**

### Specific objective

By the end of this section, the learner should be able to listen and speak about healthy eating and food, fluently and correctly.

### Teaching and learning activities

You can start by showing the learners pictures of foods and then asking them to identify the food types.





Tell them that the lesson is about food and ask them why they eat food. At this point, you don't need to correct anything, just allow them to talk.

Ask them to study the poems silently. Later, you can read the poems loudly and then lead them in a question and answer session to discuss them.

## Introduction

### Expected answers for Learning activity 2.1.1

1. Both poems are emphasizing the need to eat a balanced diet. The first poem specifically talks about *ubugali* and bean stew, while the second has fruits, vegetables, meat and beans.
2. Matching food types

Picture	Food
 A black and white photograph showing several whole potatoes and several sliced potato rounds.	carbohydrates
 A black and white photograph of a plate containing several pieces of fish, possibly mackerel, with some garnishes.	proteins
 A black and white photograph of a clear plastic water bottle with a cap.	fats
 A black and white photograph of several oranges, including one whole and two sliced into halves.	vitamins

3. A balanced diet should be comprised of vegetables and fruits, proteins, and carbohydrates. Fruits include oranges and ripe bananas. Proteins comprise beans and meat. Carbohydrates comprise potatoes and maize.
4. Ask the students to discuss their meals, but be sensitive. Ask them to also be sensitive, because the meals depend so much on financial abilities and no student should feel belittled because of the family dietary habits. Offer advice on simple balanced diets.
5. This question is also meant to let the students open up and discuss diets in a way that will make them improve their dietary habits within the family abilities.

### Expected answers for Application activity 2.1.2

1. Ask the students to discuss. Observe their interactions and assist them where necessary.
2. There are a variety of meals that are well-liked depending on the community. Ask the learners to mention these meals. They will come up with a variety of ways of preparing these meals. You may also guide them on the preparation of any meal using your personal experience. Help them to identify shortcomings, if any, of these meals.
3. Junk foods are items used for food, but have little nutritional value. In fact, a few may have a damaging effect. Junk food may include biscuits, sweets, French fries, crisps and so on.  
Unfortunately, many of these sound and look 'sophisticated' so they come at a higher cost, sometimes even higher than healthy food.  
Allow the learners to talk freely and correct misconceptions.

## 2.2.

### Talking about meals

#### Objective

*The learner should be able to read the passage on foods properly and be able to answer the comprehension questions correctly.*

#### Teaching and learning activities

You have already introduced the idea of a balanced diet. Ask the learners a few questions on a balanced diet, for example, what constitutes a balanced diet. You may also show them pictures of different foods and ask them to give the combination that makes up a balanced diet.

Ask them to read the passage silently. Later, read it loudly for them or ask a few of them to take turns to read it loudly. Thereafter, you can select a few questions, question one inclusive, and answer them together in class. For Question one, ask them to do it in pairs or groups.

Finally, lead them to discuss the question before finally, asking them to do them on their own.

### **Expected answers for Learning activity 2.2.1.**

1. a) According to the passage, you should take three meals in a day.  
b) D – at all times
2. B – to remain healthy.
3. An adverb of frequency is a verb that tells how often something happens.
4. Adverbs of frequency
  - three times a day
  - always
  - often
  - evenly
5. A breakfast could be made of high fibre grains, lean protein, rye-bread, toast, scrambled egg, salmon, low fat milk, cassava, beans and bananas. One can choose a balanced meal from any of these items.
6. The foods that are good for regeneration of skin and hair are the healthy essential fats found in fish like salmon.
7. White meats are becoming more sought after as people become more health conscious. They are preferred because they have less cholesterol and so do not increase chances of heart diseases.  
  
White meats include: chicken, fish, rabbits, quail and many insects commonly eaten in Africa. The demand for these foods has raised their status and price, sometimes making them unaffordable for many financially challenged people.

### **Expected answers for Application activity 2.2.2.**

#### **1. Crossword puzzle**

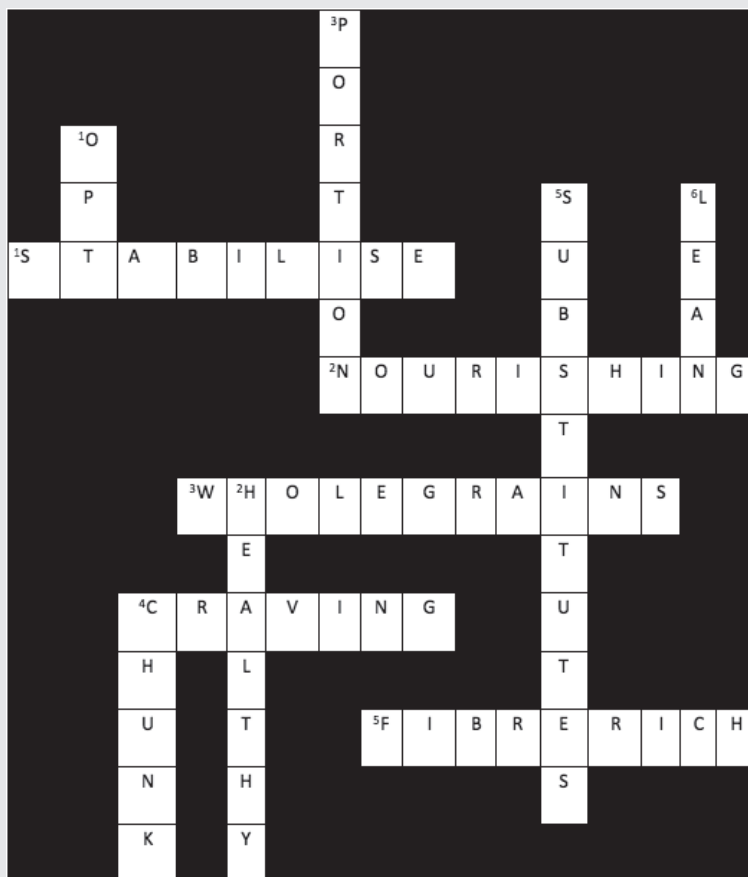
##### **Down**

1. Choose to take or not take a particular course of action
2. Good for your health
3. One part of something larger
4. A large piece of a thing

5. Takes the place of something or someone else
6. Meat containing little or no fat

**Across**

1. To make something firm, or unlikely to change
2. Keeping someone healthy with food
3. Containing the grain without anything having being removed
4. A strong desire for something
5. Full of fibre



Ask the learners to make the sentences and correct any mistake.

### Think about this

AIDS is an immune deficiency disease that is currently killing people. A person living with HIV/AIDS is unable to withstand diseases since the body's immune system has been suppressed.

A person living with HIV/AIDS is advised to eat a balanced diet that has proteins, carbohydrates, and vitamins. Such meals help to boost the body's immune system and reduce chances of attack by opportunistic diseases.

## 2.3. Language Structure

### Simple present tense

#### Specific objective

*The learner should be able to use the present simple tense correctly to talk about food and diet.*

#### Teaching and learning activities

Ask the learners to tell you how we use the present simple tense. Ask them to give a few sentences as examples. Once you are satisfied, take them through the use of the present simple tense in questions and negatives.

Ask them to give their own examples. If you are satisfied with answers, ask them to do the exercises/activities. You may choose to do a few questions with them in class, or assign the work as homework.

#### Expected answers for Practice Exercise 1

Ask the learners to construct the sentences on feeding habits as you listen and correct them as need be.

#### Expected answers for Practice Exercise 2

Expect variations in the answers. Here are possible responses:

1. When do you eat lunch? I eat lunch at midday.
2. Do you serve your food hot or cold? I serve my food cold.
3. When do you buy food from the market? I buy food from the market on Saturdays.
4. Do you prefer your coffee with or without milk? I prefer coffee with milk.



5. How often do you eat eggs? I eat eggs twice a week.
6. When do you take your breakfast? I take my breakfast at seven.
7. In which season do vegetables grow well? Vegetables do well in the rainy season.
8. How do you keep your food fresh? I keep my food fresh by placing it in very cold water.
9. When do you finish your lunch? I finish my lunch at half past one.
10. How often do you take milk? I take milk twice a day.

### **Expected answers for Practice Exercise 3**

Expect many answers. Check for correctness. Here are possible responses:

1. The food that he ate made him sick.
2. The food that he ate is nutritious.
3. The food that he ate is not balanced as it has no vitamins.
4. The soup that my dad made made him sick.
5. The soup that my dad made is nutritious.
6. The soup that my dad made is delicious, but it is not a balanced diet.
7. The porridge that he ate made him sick.
8. The porridge that he made was delicious, but it was not a balanced diet.
9. The porridge he ate is nutritious.
10. Eating food that is poorly cooked can cause a stomach upset.
11. The cake which he bought made him sick.
12. The cake which he bought is nutritious.
13. The cake which he bought had mould that made him get a stomach-ache.
14. Taking food which is balanced is good for your health.
15. The man whom he gave food looks like he has not eaten for a week.
16. The child whose mother is sick looks like he has not eaten for a week.

### **Expected answers for Practice Exercise 4**

Expect variations in the students' answers. Here are possible responses:

1. The lunch which we took was delicious.
2. The fruits that he ate were unripe.
3. The child whom he gave the delicious food had not eaten for a whole day.
4. The child whose mother cooks a balanced diet looks healthy.
5. The mother who made the tastiest food was awarded.

6. The meat that we took was overcooked.
7. The father whose food got burnt shed tears.
8. The child whose mother left is hungry.
9. The balanced diet that he made won him respect.
10. The hotel where we took our breakfast is huge.
11. It matters what you eat and drink.
12. How you chose a meal that you cook determines the benefits you get.

## Relative pronouns and clauses

### Specific objective

*By the end of this section, the learner should be able to use the relative pronouns and clauses to talk and write about food and diet correctly.*

### Teaching and learning activities

You can look around the room and if you spot a student who is different from others, for example someone in glasses, write something like 'The student who is wearing glasses is called X'. You may use two or more learners. Be careful that you do not embarrass the students you use. Look for innocuous things like clothing shoes, and so on.

Underline the relative clauses and relative pronouns and explain to the students what they are and ask them to give their own examples using the relative pronouns they know.

Once satisfied with their responses, you can guide them to do part of the given work, or the whole of it orally and ask the learners to do the rest, or come up with own examples.

## Adverbs of frequency

### Specific objective

*By the end of this section, the learner should be able to use adverbs of frequency to talk about food and diet correctly.*

### Teaching and learning activities

Ask the learners how many times, for example, they come to school in a week, go to church/mosque, when they come to school, and so on, and write down their answers on the chalk board. Underline the adverbs and ask the learners what types of words they are.

Explain to them what adverbs in general are, and then adverbs of time. Give them a few examples and ask them to give theirs. If you are satisfied with their answers, ask them to do the exercises. You may do all the exercises orally, or you could do some of the questions and then ask them to do the rest of the work as homework.

### Expected answers for Practice Exercise 5

once, thrice, twice, always, never, yearly, monthly, daily

1. We usually eat thrice in a day.
2. We need to eat a balanced diet daily.
3. In our school, we are given fruits twice/thrice a week.
4. My mother always makes a balanced diet.
5. We take a chicken daily.
6. We should visit a dentist yearly, however, good a diet we take.
7. If you never take a balanced diet, you may always need to see a doctor.
8. A balanced diet should always have vitamins, proteins and carbohydrates.
9. We should brush our teeth after every meal, which means thrice a day.
10. We should always need the advice of a doctor on the foods to eat.

### Expected answers for Practice Exercise 6

Expect variety in the students' answers. Here are possible responses:

Where do you take your lunch from?

Example: **I always take my lunch at home.**

- a) How many times do you take breakfast? I take breakfast once, daily.
- b) How many times in a year do you take snacks? I never take snacks.
- c) How often do you eat a balanced diet? I always eat a balanced diet.
- d) How often do you eat fish? I rarely eat fish.
- e) How often do you take *ubugari* in a week? I take *ubugari* twice a week.
- f) When do you eat sweet potatoes? I eat sweet potatoes in the morning.
- g) How often do you drink milk? I drink milk daily.

### Countable and non-countable nouns

#### Specific objective

*By the end of this section, the learner should be able to use the countable and non-countable nouns to talk about food and diet correctly.*

### Teaching and learning activities

Direct the learners to name all the items they can see around them in the classroom and ask them to say which ones of these can be counted, and which ones can't be counted.

Explain to them the difference between countable and non-countable and give them a few examples. Ask them to give more examples of countable and uncountable nouns.

Once you are satisfied that they have grasped the concept of countable and non-countable nouns, you may ask them to do the exercises in the Student's Book and then lead them in a question and answer session to discuss the questions. Finally, mark the work and correct the learners as you deem fit

### Expected answers for Practice Exercise 7

1. Mutesi ate three eggs for breakfast.
2. My mother bought a packet of maize flower to make *ubugari* for supper.
3. Salt is also important in a balanced diet.
4. Fruits are important sources of vitamin.
5. He was advised to include carrots in his meals.
6. He bought three kilogrammes of cabbages for his supper.
7. Though it is important to have proteins, you do not need to always eat chicken. (Note we talk of chicken, not chickens when we talk about it as meat.)
8. A balanced meal should have proteins, carbohydrates and vitamins.
9. You can eat meat as part of your diet, but you can also eat beans.
10. It is not how many plates of food you eat, but how balanced a meal you eat that matters.

### Expected answers for Activity 1

Ask the learners to write the sentences. Check whether they have used the nouns correctly. Expect a variety in sentences.

### Determiners of quantity

#### Specific objective

*By the end of this section, the learner should be able to use the determiners of quantity correctly to talk about food and diet.*

## Teaching and learning activities

*Remind the learners what they covered on nouns.*

Tell them that whereas we indicate quantity for countable nouns with plurals, we may have to use determiners in non-countable nouns. Make sure you tell them that we still use determiners with mass nouns; it's only that we use different determiners for both types of nouns.

Explain how we use a little, a few, little, few, some, and any, with the nouns. Give examples and ask the learners to give theirs.

Once you are satisfied with their answers, you may ask them to do the exercises orally, or as homework.

## Expected answers for Practice Exercise 8

**Match parts in A with correct ones in B to make a complete sentence.**

A	B
I eat breakfast	once a day.
She likes	a little sugar in her milk.
Too much	red meat is not good for your health.
Take as much	vegetables on your plate as you wish.
Would you like	some more soup?

## Expected answers for Practice Exercise 9

**Use a few, few, little, a little, much, some and any to complete the following sentences.**

1. This morning I didn't have any breakfast as I was late for school.
2. The teacher asked me if I had taken lunch, but I told her I hadn't taken any.
3. The food we took had some vegetables and a few pieces of meat.
4. He doesn't take any sugar as he says it is unhealthy.
5. We add some salt to the food to make it taste nice.
6. He took a few cups of tea and left without taking lunch.
7. There is little sugar in the tea and it tastes bland.
8. As he had put too much sugar in the tea, it was sickly.
9. "Would you like to have some orange juice?" Mutesi asked Jane.
10. "I'd like to have some, but I don't have money to buy it," Jane answered.

11. "I have a little money remaining. I can buy some."
12. "In that case, let me have any flavour."
13. Few people can afford to have cereals, meat and fruits in their meals as they are expensive.
14. A few people can afford expensive meals, but the rest of us can still eat a balanced diet of maize, beans and vegetables.

### Expected answers for Activity 2

1. Assist the learners to correct the sentences they come up with.
2. Assist the learners to come up with sentences to describe a balanced diet breakfast.

## 2.4. End unit assessment

### Specific objective

*By the end of this section, the learner should be able to write recipes for a variety of foods correctly.*

## Recipe

### Teaching and learning activities

Show the learners cuttings of newspapers/magazines. Ask them what they are and what they are used for.

Tell them that we are focusing on preparing meals.

Tell them what a recipe is and take them through a recipe for a meal. You can ask them to describe how to make a common meal as you write what they say, and correct them if need arises, on the chalk board.

Ask them to discuss the questions in the Student's Book and then ask them to write an outline of a recipe as a group before doing the individual recipe.

### Expected answers for Activity 1

1. The focus should be the Learner's ability to organise a text. You can tell them to first outline the notes they can use to write the paragraphs. Next, tell them to put the notes for the breakfast alone, and do the same for the other meals. Finally, tell them to write the essay with each paragraph describing the different meals.

2. Let the learner use their imagination. Let them write on the meal times.
3. Guide the group to come up with list of food items. Next, ask them to classify these items using the three titles namely carbohydrates, proteins, and vitamins. Assist them as you deem fit.
4. Ask the learners to use the recipe in this section to write their recipes. You may invite a colleague from the home economics area to assist you, if this subject is taught in your school. Newspapers and magazines usually have a cookery section once in a while. You can get the cuttings and show them to the learners. Alternatively, if you have access to internet you can download articles and recipes on cookery.

### Expected answers for Activity 2

1. A recipe is a set **of instructions for preparing a meal.**
2. A recipe includes the ingredients **required and their amounts.**
3. A recipe has to be **to the point, clear and easy to follow.**
4. A recipe has two main parts: **ingredients and the method.**
5. I can write a recipe for **beef stew.**

# UNIT 3

# Holiday activities

## Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20	English	Senior one	3	Lesson 4	40 minutes	
Types of special needs education and number of learners							
Topic area	Language use						
Sub-topic area	Adverbs of frequency, time/duration						
Unit title	Holiday activities						
Key unit competence	To use language learnt in the context of holiday activities.						
Title of the lesson	Adverbs of frequency, time/duration.						
Instructional objective	The learner should be able to talk about the school subjects.						
Plan for this class (location: in/outside the class)	The lesson is to be carried out in the classroom.						
Learning materials (for all learners)	Pictures of foods, charts of balanced diets.						
References	Pupils' book 1 p 1 and a good dictionary of English.						
Timing for each step	Description of teaching and learning activity					Generic competencies and cross-cutting issues to be addressed	
	Teacher activities			Learner activities			



Introduction 5 minutes	Ask learners to say what adverbs are. Ask them to give examples of adverbs of frequencies and sentences.	The learners define adverbs, adverbs of frequency and give examples and sentences.	Guide the learners to discuss tourism vis a vis economic development.
Development of the lesson 30 minutes	Write down sentences with adverbs of time and duration on the board. Underline the adverbs. Explain what adverbs of time are and how they are used. Give more examples. Ask learners to give their examples. Take learners through exercise 1 orally in a Q & A.	Listen as the teacher explains. Identify adverbs in the sentences on the board. Construct and give their own examples. Go through exercise one and give oral answers. Write down the answers to exercise two.	
Conclusion 2 minutes	Teacher summarizes on what the adverbs of time/duration are.	The learners listen.	
Evaluation 3 Minutes	Teacher asks the learners to give examples of adverbs of time/duration and sentences.	Learners to give examples of adverbs of time/duration use them in sentences.	

## General objective

By the end of this Unit, the learner should be able to use the language learned in the context of holiday activities

## Assessment criteria

The learner should be able to:

- describe holiday times and holiday activities;
- describe holiday activities in the past;
- write about holiday plans;
- write a holiday advertisement/brochure.

## Teaching and learning resources

1. Brochures and posters of tourist attractions
2. A map of Rwanda
3. Pictures of tourist sites, wild animals
4. An English dictionary
5. Student's book
6. Chalk board

## Teaching and learning steps

**3.1.**

**Talking about holidays**

### Specific objective

*By the end of this section, the learner should be able to talk about holiday plans confidently.*

## Teaching and learning activities

Ask the learners to say what activities they involve themselves in over the holidays.

Show them pictures/ brochures/adverts of holiday destinations. Ask them to give anything interesting that they expect to find in such places.

Ask the learners to get into groups of five or so and carry out the tasks in the Student's book.

Walk around as they do activities 1, 2, and 3. Ask a few groups to report what they have come up with.

Give activity 4 as group homework to be reported by the group secretaries during another lesson.

## Introduction

### Expected answers for Learning activities 3.1.1.

#### Expected answers for Activity 1

1. Allow the students to discuss, but walk around the class and assist them as you find necessary.

#### Discussion

2. The activities could include:
  - a) sensitising the community about something;
  - b) engaging in fundraising activities, for example, walk to raise funds to donate to wildlife conservatories;
  - c) educating communities that depend on wildlife products on alternative sources of income;
  - d) planting trees in deforested areas.

#### Expected answers for Activity 2

This section is intended to encourage learners to talk about their holiday plans. Ask them to work in their groups. Tell them to organise their discussion along the lines of the questions. Later they can identify one of the group members to report on his/her plans. The discussion can become chaotic, so you need to ask the learners to organise themselves in such a way that each member gets a chance to talk about his/her plans as the others listen. Walk around and observe, listen and correct them.

#### Expected answers for Activity 3

1. Kasine and Tabaro have holidays three times in a year.
2. The holiday will be three weeks.
3. The next holidays are due in November.
4. Tabaro likes relatives during the holidays and watching plays at the theatre.
5. Kasine went to Rubavu and planted trees to mark the National Tree Planting Day. Then, she went to a hotel near Lake Kivu to walk on the sandy beaches!

#### Expected answers for Activity 4

1. Ask the learners to discuss. However, note that not all can manage to go for holidays. If you find the topic too sensitive for your students, you can skip this question.
2. The students will identify various areas such as national parks and destinations around the lake. Listen, observe and correct.
3. The industry brings in a lot of foreign exchange that contributes to economic growth. Many people get jobs in tourist related industry such as parks, resorts, hotels and so on.
4. Let the groups discuss and listen, observe and correct.  
Let the students discuss and guide them. Ask a few of them to tell their stories to the class.

### 3.2. Describing fixed holiday plans

#### Specific objective

*The learner should be able to read a passage on holiday activities and plans confidently and effectively.*

#### Teaching and learning activities

Ask the learners to read the passage silently. Once they through, you can choose a few learners and ask them to read the passage loudly as the rest listen. Each one of them should read a paragraph. Alternatively, read the passage loudly as the learners listen. Ask the learners to do questions 1 – 10 individually in their books.

Take the learners through a question and answer session to discuss the questions and enhance understanding.

For question 11, think about this section, guide the learners through a class discussion.

#### Expected answers for Learning activity 3.2.1.

1. The school holidays begin in **three weeks' time**.
2. They are going to last for **six weeks**.
3. Ingabire's holiday plans outline  
Destination: Rusizi  
Time of departure: 6: 30 a.m.  
Means of transport: going to use a bus

- Planned activities: helping the auntie with household chores, walk around town and possibly cross over to Congo, swim and make friends
4. Ingabire's relatives are Nsengiyumva and Kalisa. We have not been given the names of the others.
  5. Synonyms
    - a) holiday: recess/vacation
    - b) student: learner/pupil
    - c) arrive: reach
    - d) successful: prosperous/wealthy
    - e) role model: mentor
  6. Add a question tag to this sentence:  
We will have many activities this holiday, won't we?
  7. Manzi's plans sound better. Apart from helping her aunt, he hopes to read English and Kiswahili novels to improve her language skills and increase his chance of getting a good job in future.
  8. D
  9. A
  10. They are quite safe. Manzi's are more productive than Ingabire's
  11. The consequences include early pregnancies, sexually transmitted diseases, possibility of contracting HIV/AIDS, destroyed futures, economic losses to both the involved and the country.

### Think about this

1. Pre-marital sex is sex between people who are not married.
2. No, it is immoral and risky.
3. When one engages in sex with partners without protection like condoms, there is a high chance of contracting HIV/AIDS. People should abstain, use condoms, or remain faithful to their partners.

### 3.3.

### Language structure

#### Adverbs of frequency and time/duration

##### Specific objective

*By the end of this section, the learner should be able to use the adverbs of frequency and time/duration to talk about holiday activities correctly.*

Remind the learners what we said about adverbs. Tell them to give examples of adverbs, and sentences with these adverbs.

Shift focus to adverbs of time. Write a few sentences on the board and underline the adverbs. Ask the learners to give examples of sentences with adverbs of time/duration.

Once you are satisfied with their responses, you may do exercise 1 orally. Give exercise 2 as homework.

#### Expected answers for Practice Exercise 1

**year-long, never, finally, next, before, an hour, soon, always, next year, never**

Our geography teacher has **always** been promising us that he would organise a trip to the zoo '**next year**'. Unfortunately, this had become like the tomorrow that **never** comes. But we never gave up hope that indeed we would visit the zoo **before** we left our school.

The day **finally** came. The whole class was excited. They were so excited that on the day everyone arrived at school before dawn. We were all smart with our uniforms spotlessly clean, starched and our hair beautifully done. The school had hired a bus to take the fifty of us to the Kigali zoo. We were all anxious, for we had heard many exciting stories about the many animals in the zoo, most of which we had only seen on pictures.

**Soon** the bus arrived and we all boarded it. **Next**, it left the school compound and soon we were on the highway.

We had been driving for about **an hour** when suddenly I heard the bus give a loud moan. This was followed by some shaking movement from under the bus. We all kept quiet and looked at one another **before** looking at the driver. He was biting his lips and holding the steering wheel as if his life depended on it. Before we could ask what the matter was, the bus came to a stop. He opened the driver's door and walked towards the rear of the bus. Soon he came back. He looked serious and unhappy.

"I'm afraid, the bus has a puncture," he said.  
"Then we just have to change the wheel," The teacher said.  
"I'm sorry, it's not so easy...I have no spare wheel."  
My heart sank. Our year-long wait for the trip had come to this!  
Sometimes in life what can go wrong in life **always** does.

### Expected answers for Practice Exercise 2

**once, again, seldom, yearly, frequently, twice, often, always before, yesterday, now, next, lately, soon**

1. Every Muslim is expected to visit Mecca at least **once** in a lifetime.
2. He came to school late **again/yesterday** even after being warned.
3. We **often/always/never** visit the beach.
4. We go to visit the park **yearly**.
5. I haven't seen Susan **lately**.
6. We **frequently** go to Kigali.
7. She will be suspended **soon/next** if she doesn't change.
8. You must **always** think before you talk.
9. He came to school late **again**.
10. We have finished the work and we can **now** rest.

### Past simple tense

#### Specific objective

*By the end of this section, the learner should be able to use the past simple tense to talk about holiday activities correctly.*

#### Teaching and learning activities

Ask the learners what they did the previous day. If they are linguistically challenged, you can use your activities. Write down your sentences or theirs on the chalk board. Underline the past tenses you have used and tell them that is the past tense.

Explain to them how the past tense is used and ask them to give more sentences that employ this tense. Once you are satisfied with their progress, guide them to do the exercises for your marking.

### Expected answers for Practice Exercise 3

Last holiday my parents **took** me to Mombasa for a holiday. We **left** Kigali at seven in the morning and we **crossed** the Rwanda-Uganda border at around midday. We **were** feeling a bit hungry and so we **decided** to take lunch. We **went** to Jumuaia Hotel where we took a meal of rice and chicken stew. We also bought a few snacks and drinks to take as we drove further on our journey.

Six o'clock **found** us in Jinja, my father felt it was too late to drive to the Kenya-Uganda border. We decided to spend our night there and continue with the journey in the morning. We took an early supper as all of us were very tired after a whole day on the road.

Morning found us fresh and ready to set off for the border. We **reached** there at eight thirty and we were **cleared** to cross over to Busia in Kenya. I wasn't really interested with the sites on the road as my main interest was to reach Mombasa.

We **arrived** in Nairobi at two in the afternoon. My father was looking too tired and I **felt** it would have been unfair to even hope he would drive on to Mombasa, which was over five hundred kilometres away. We decided to spend the night in Nairobi, the noisy and disorganised Kenyan city.

We **rose** at dawn and got into our vehicle. I experienced the most amazing landscape with the plateaus that went way beyond the horizon. I also saw beautiful zebras and graceful giraffes. There were also occasional warthogs with their ugly faces that only their kind could love.

We saw the huge blue sheet that is the Indian Ocean. We felt the hot humid air long before we **stepped** into the wonderful White Sands Hotel which would be our home for four days.

### Present simple tense with future meaning

#### Specific objective

*By the end of this section, the learner should be able to use the present simple tense to talk about the future.*

#### Teaching and learning activities

Remind the learners how the present simple tense is used. Write down sentences of the planned activities on the chalk board. Explain to the learners how the tense has been used.



Ask them to give similar examples and once you are satisfied, ask them to attempt Exercise Practice Exercise 5.

#### **Expected answers for Practice Exercise 4**

Ask students to write down the sentences as you listen and correct. Later, ask them to use the sentences to write down the paragraphs in question 2.

#### **Expected answers for Practice Exercise 5**

Let the students discuss and give sentences about what they intend to do on holiday as you listen. Correct them as need arises. Ensure that they are using the present simple to give their holiday plans.

### **3.4.**

## **End unit assessment**

### **Brochures**

#### **Specific objectives**

*By the end of this section, the learner should be able to:*

1. write about holiday plans confidently and effectively.
2. design a brochure for a holiday destination correctly.

#### **Teaching and learning activities**

Remind the learners what they have covered on holiday plans and present simple tense indicating the future.

Then show them an advertisement for a holiday destination. Lead them to suggest plans that could be made about those destinations. You may use a different advert to ask them to write their compositions.

Use the same brochure and explain how it is used. Ask them to carry out further research on brochures and come up with a brochure of their choice. This should be a homework project to take a number of days.

#### **Expected answers for Practice Exercise 1**

Ask the students to write their composition for your marking. Expect varying answers. Even though, check for correctness of tense and the proper mention of holiday activities.

### **Expected answers for Practice Exercise 2**

These are my holiday plans.

I visit Virunga National Park next week.

I take a bus at Central Bus Station at 8a.m.

I arrive at the gate around 9a.m.

I hire guides at park's gate.

They take me around the park and I return to my hotel at 3p.m.

### **Expected answers for Activity 3**

Source brochures from various areas, or if you have access to the internet download a few and demonstrate to students before they carry out the project.

# UNIT 4

## Clothes and fashion

### Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	../ ../20...	English	Senior one	4	1	40 minutes	
Types of special needs education and number of learners							
Topic area		Writing					
Sub-topic area		Descriptive writing					
Unit title		Clothes and fashion					
Key unit competence		To use language learnt in the context of clothes and fashion.					
Title of the lesson		Description of clothing					
Instructional objective		The learner should be able to write a description on clothing and fashion confidently and effectively.					
Plan for this class (location: in/ outside the class)		The lesson is to be carried out in the classroom.					
Learning materials (for all learners)		Pictures of clothing materials					
References		Pupils' book 1 p and a good dictionary of English.					
Timing for each step		Description of teaching/learning activity				Generic competencies and cross-cutting issues to be addressed	
		Teacher activities			Learner activities		

<p>Introduction 5 minutes Activity 1</p>	<p>Show the learners the pictures/realia and ask questions such as the type of clothing, the types of materials, the shape and pattern. Ask the learners to give the answers to the questions above using the present continuous. Remind the learners how to outline a composition.</p>	<p>The learners should describe the clothing materials in terms of colour, type, occasion, etc. The learners should describe using the present continuous.</p>	<p>Cross-cutting issues- Entrepreneurship and cost of commodities. The learner should be able to talk about aspect of clothing and fashion, and develop a positive attitude towards entrepreneurship opportunities in clothing and fashion.</p>
<p>Development of the lesson 30 minutes</p>	<p>Tell the learners to outline the composition, and later start writing. Walk around guiding and correcting.</p>	<p>The learners to write outlines of the composition and later the composition</p>	
<p>Conclusion 2 minutes</p>	<p>Teacher summarizes on clothing materials.</p>	<p>The learners listen.</p>	
<p>Evaluation 3 Minutes</p>	<p>Teacher asks the learners to name materials and types, and occasions that determine dressing.</p>	<p>Learners should name the materials, types and occasion correctly using the present continuous tense.</p>	

## General objective

*By the end of this Unit, the learner should be able to use the knowledge learned in the context of clothes and fashion.*

## Assessment criteria

The learner should be able to

- describe clothes, colour, length, material, pattern, shape and thickness
- role play buying cloths
- describe the wearing of clothes on particular occasions

## Teaching and learning resources

1. Pictures of clothing materials, people, variety of events
2. Clothing material samples
3. Advertisement on clothes
4. Student's book
5. An English dictionary
6. Chalk board

## Teaching and learning steps

**4.1.**

### Describing clothes

## Clothing materials

### Specific objective

*By the end of this section, the learner should be able to talk about clothing materials fluently and correctly.*

## Teaching and learning activities

You could begin the lesson by asking the learners to tell you what their clothing is made of.

Show them clothing materials and ask them what the materials are. You may also use pictures and advertisements of these materials.

Ask them to form their groups and carry out the Activity 1.

## Expected answers for Learning activities 4.1.1.

### Expected responses for Practice Exercise 1

Explain to the learners that the occasion determines the type of dressing. There is formal wear and casual wear. We wear formal clothes for a formal or official occasion. On the other hand we wear casual clothes during an informal event. We also have ceremonial wear, which we put on during ceremonies. Explain further that the weather can also determine what you wear. In hot weather you wear light wear, but heavy clothing in cold weather.

1. This is suit. We wear suits during formal occasions. Suits are made of different materials, including cotton. The material that one chooses depends on the weather and one's comfort.
2. This is casual wear. T-shirts, jeans and sports shoes are worn during informal events.
3. This is ceremonial wear. Judges, magistrates and advocates wear gowns and sometimes wigs when in court.
4. This is a ladies formal suit.
5. This is casual wear.
6. This is ceremonial wear. The musician is doing a cultural performance.

### Expected answers for Practice Exercise 2

1.



a. This is a cotton dress



b. This is blouse



c. This is a pleated skirt



d. This is a pair of formal trousers



e. This is a cotton shirt.



f. These are casual short trousers.

2. The materials include silk, cotton, velvet, corduroy, denim, leather, wool, suede, nylon. Silk is delicate and smooth but expensive as a clothing material. Cotton is more available to all classes of people, but always requires ironing. Velvet is also appealing to the eye. It is soft like silk, but it's a bit inaccessible. Corduroy and denims are hardy, but are more suited to casual wear than formal wear. Leather is appealing but is not suitable for extreme weather. As a clothing material it is either too hot when it is hot and too cold when it is cold. Suede is nice to wear and easy on the eye, but a bit inaccessible for the mass market. Nylon is artificially made and tends to get burnt too easily though it requires no ironing.

(Learners may come up with other examples.)

3. The opportunities include designing, tailoring, modelling, sales and marketing jobs and also running of boutiques.
4. Lead the learners to discuss each item before writing down the answers.
  - a) Clothing items include shirts, blouses, camisole, boxers, brassieres cardigans, sweaters, T-shirts, jackets, blazers, socks etcetera.
  - b) Sweaters are usually made of wool. A shirt may be made of wool, silk, cotton, nylon, denim, or even corduroy as they are more versatile. A dress is also as versatile and may be made of silk, cotton, wool, nylon and many other materials.
  - c) Weddings usually involve formal suits for men and netting for the bride. Ceremonies, especially traditional ones have special clothing that depends on the community. Students and uniformed officers have particular uniforms they are supposed to wear. Sportspeople wear clothing appropriate for their particular sports.
  - d) Those who wear uniforms need to be associated with certain institutions and to be set apart from either the rest of the community or other institutions. Sports people wear what is most appropriate for their sport to make them comfortable. Weddings are special days, so people go for something special. Ceremonies may require certain colours or mode of dressing to reflect their seriousness.

### Expected answers for Practice Exercise 3

1. The writer considers whether it is a school day, or a holiday, or whether it is a formal or informal situation.
2. During school days, the writer puts on the school uniform.
3. The reason could be because there are fewer restrictions during the holidays.

## Expected answers for Application activities 4.1.2.

### Expected answers for Practice Exercise 4

1. In schools, we wear uniforms, but wear sports uniform during games.  
During parties we put on casual wear.  
In places of worship, the dressing is formal, or if there is a particular dress code for the denomination, you wear it.
2. Parliament is a formal, revered institution and it has a dress code, so those who attend it must dress as expected.

### Expected answers for Practice Exercise 5

Guide the learners to answer the questions correctly. They should describe their friend dressing in entirety – they should not mention the shirt or blouse and forget the skirt or pair of shorts. Listen to them and correct as appropriate.

## Role playing

### Specific objective

*By the end of this section, the learner should be able to use role play effectively and convincingly in talking about clothes and situations about clothes.*

Role playing would be best done outside the classroom as the learners might be noisy.

You may ask the learners to practise this in pairs and then present it to the class without using the Student's books – they should make as natural as possible.

1. The customer is wearing a cream blouse.
2. The sweater is brown.
3. The sweater is made of wool.
4. The material is soft and of high quality.

### Expected answers for Practice Exercise 6

Assist the learners to organise a debate on the motion: School uniform for primary and secondary schools pupils should be abolished. Divide them into two groups. Let one group propose the motion. The other group should oppose. Guide them on the rules and listen and correct misconceptions as they debate.



## 4.2.

## Saying what you wear

### Specific objective

*By the end of this section, the learner should be able to read a passage on dressing and occasions fluently and efficiently.*

### Teaching and learning activities

Ask the learners to tell you how they would dress for an interview.

Tell them to read the passage silently. Give them about five minutes. Thereafter, read the passage for them, or ask a few learners to read it.

Guide them to attempt question 1, and then choose a few other questions that you could do with the class. Take the students through a question and answer session to tackle these questions. Finally, direct them to do the rest of the work in their exercise books for marking.

### Expected answers for Learning activities 4.2.1.

#### Expected answers for the comprehension questions

#### 1. Matching words and phrases with their meanings

Word/phrase	Meaning
impression	an idea or effect formed in the mind
appropriate	suitable or proper
professionally	suitable or proper for an occupation
allergic reaction	a sensitive response to substances
moustache	Hair on the upper lip
conservative	favouring what is generally accepted or traditional
lacy	made or trimmed with lace
neutral	with no strong or noticeable qualities
accessories	items that go with a dress, for instance a bag, a hat etcetera

2. C

3. D

4. A lady should

a) wear a suit with a skirt or decent official trousers.

- b) avoid tight, bright, or short suits.
  - c) put on a knee-length skirt.
  - d) wear a conservative blouse with your suit.
  - e) not wear animal prints, or anything lacy, or low-cut.
  - f) wear shades that are neutral to your skin tone.
  - g) avoid bright or unusual colours or very long nails.
5. A
6. Garish/gaudy/showy. Bright colours are considered showy for instance, scarlet, vermillion, yellow.
7. The student should wear formal clothes. Better still, the student could wear the uniform worn in the school. This shows willingness to submit to discipline.
8. Ill-fitting clothes suggest carelessness in personal grooming, and perhaps in other areas of life. It may also suggest indifference.

### Think about this

1. People will always wear clothes. Young people are always looking for something new, something good and young people are in a better position to keep track of the changing needs amongst their peers and attempt to meet them. This is a form of entrepreneurship.
2. This dressing may appear liberated and sophisticated, but it is disrespect for oneself. Also, they are distracting to the people around.
3. However, some people will talk of their rights, but all the same it is important to really be conscious of what the society thinks about your dressing and the cultural standards you are operating in.

## 4.3. Language structure

### The present continuous tense

**Specific objective**

*By the end of this section, the learner should be able to use the present continuous tense to write and talk about dressing and clothes.*

### Teaching and learning activities

Ask the learners to mention things that are going on within the class. Write their answers on chalk board. If they are not in the tense you are teaching, change them into the present continuous tense.

Underline the words in the present continuous tense. Explain how the tense can be used and give examples from the class. For example, what you are doing, what are you wearing and so on. Ask the learners to give their own examples.

Once you are satisfied that they have grasped the present continuous tense, ask them to carry out the tasks in the book.

### **Expected responses for Practice Exercise 1**

**Expect many sentences but insist on correctness.**

1. The girls are wearing long green tunics.
2. The girls are wearing old brown pullovers.
3. The girls are wearing the official uniform.
4. The boys are wearing clean white shirts.
5. The boys are wearing old brown pullovers.
6. The boys are wearing torn black shoes.
7. The teacher is wearing a long blue silky dress.
8. The teacher is wearing a short dark dress.
9. The teacher is wearing a navy blue khaki pair of trousers.
10. The head teacher is wearing a short dark dress.
11. The teacher is wearing a long blue silky dress
12. The cook is wearing torn black shoes.
13. The cook is wearing a new grey pair of trousers.
14. The cook is wearing a short dark dress.
15. The secretary is wearing a long blue silky dress.
16. The secretary is wearing a navy blue khaki pair of trousers.
17. The driver is wearing a navy blue khaki pair of trousers.
18. The driver is wearing a new grey pair of trousers.
19. The policeman is wearing torn black shoes.
20. The policeman is wearing navy blue pair of trousers.

### **Expected responses for Practice Exercise 2**

Guide the learners to talk about clothes by describing how they look. They can also describe the texture of their clothes and their colours.

1. This is a baggy jeans trouser.
2. This is a fitting jeans trouser.
3. This is a pretty short flowery dress.
4. This is a long silky flowing striped evening dress.

### Additional information on clothes

Ask the learners to say what these vocabularies related to clothing refer to. Assist them where it is necessary.

1. Types: dressing gown, cuffs, sleeve, zip, buckle, cardigan, waist coat, braces, hem.
2. Patterns: stripped, pinstriped, flowery, polka-dotted, checked, spotted, tartan, plain.
3. Shoes: laces, heels, soles

### Vocabulary related with clothing

Guide the learners to discuss this vocabulary that is related to dressing. Make it as interesting as possible.

1. get dressed/undressed
2. dress someone/a child
3. try on some clothes
4. dress up for a party
5. if something is too short you let it down, and if it is too tight you let it out
6. if it is too loose you take it in, and if too long you take it up
7. you take off shoes and put on slippers
8. you change out of the uniform into home clothes
9. when clothes cannot fit, it could be because you have grown out of them

### Expected answer for Practice Exercise 3

Advise the learners that the meanings they should seek out are to do with clothing. It may take a bit of time, so you can give the work as homework to be presented after a while.

Baggy: loose/sagging/loose-fitting

Clingy: hugging/cleaving to the body

Casual: relaxed

Close fitting: tight

Conservative: conventional

Comfortable: easy/relaxing

designer: fashionable  
full: complete  
Full-length: long, not in pieces like blouses and skirts  
Heavy: large and thick  
Hooded: having a cap/hat sewed onto it  
ill-fitting: not fitting properly  
informal: casual  
Knee-length: reaching the knee  
loose-fitting: baggy  
low-cut: the neck is low  
open-necked: not fastened at the neck  
oversized: very big/baggy  
padded: cushioned/stuffed  
plunging: showing a lot of cleavage  
revealing: showing of uncovered body  
scanty: not covering much of the body  
seamless: without visibly sewn joints  
skin-tight: hugging the body  
sleeveless: leaving hands uncovered  
starched: stiffened with starch  
strapless: without straps to fasten  
polo-neck: a shirt/pullover with a high neck  
v-neck: the neck is shaped like a 'V'.

#### 4.4.

#### End unit assessment

### Descriptions of clothing

#### Specific objective

*The learner should be able to write descriptions on clothes and dressing confidently and effectively.*

### **Teaching and learning activities**

Remind the learners what we have said about descriptions, clothing materials and the present continuous tense.

Take them through the explanation on the book and once you are satisfied with that, they can write the composition, ask them to write it.

Depending on the entry behaviour of your class, you could discuss and develop an outline with the learners. Make suggestion on some of the descriptions the learner could use and finally ask them to write the composition individually.

### **Expected answers for Practice Exercise 4**

Accept plausible compositions that employ the present continuous tense and descriptions.

### **Expected answers for Practice Exercise 5**

The trouser she is wearing is rather loose.

I am wearing the green, flowered dress.

The red shirt he is wearing was his birthday present.

It is cold that is why, she is wearing the heavy woolen black sweater.

The blue, light track suit he is wearing is appropriate for games.

The plunging dress she is wearing is not appropriate for the interview.

The grey tailor-made suit he is wearing is appropriate for the interview.

# UNIT 5

## Books and school work habits

### Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20...	English	Senior one	5	1	40 minutes	
Types of special needs education and number of learners							
Topic area Listening and speaking							
Sub-topic area Library and library materials							
Unit title Books and school work habits							
Key unit competence To use language learnt in the context of school and work habits.							
Title of the lesson Books							
Instructional objective The learner should be able to talk about books and library materials fluently and confidently.							
Plan for this class (location: in/outside the class) The lesson is to be carried out in the classroom.							
Learning materials (for all learners) Library materials							
References Pupils' book 1 p and a good dictionary of English.							
Timing for each step		Description of teaching/learning activity			Generic competencies and cross-cutting issues to be addressed		
		Teacher activities		Learner activities			
Introduction 5 Minutes		Teacher asks the learners to name kind of library materials.		Learners should name the library materials.		Guide the learners to discuss responsible sexual behaviour and how reading good books can help them make the right decisions.	

<p>Development of the lesson 30 minutes</p>	<p>Ask the learner to move into groups and first read the conversation silently, and next, loudly. Ask them to read the poem and carry out the tasks in activity 1 and exercise one. Walk around, listen, observe and guide as becomes necessary. Take the learners through a Q and A, and class discussion.</p>	<p>The learners read the conversation quietly. They read loudly in pairs. They read the poems and discuss the answers in groups. The learners participate in the Q and A and the discussion.</p>	
<p>Conclusion 2 minutes</p>	<p>Teacher summarizes on the libraries and library materials.</p>	<p>The learners listen.</p>	
<p>Evaluation 3 Minutes</p>	<p>Teacher asks the learners to name kind of library materials.</p>	<p>Learners should name the library materials.</p>	



## General objective

By the end of this Unit, the learner should be able to use the language learned in the context of books and work habits

## Assessment criteria

The learner should be able to:

- describe favourite books.
- discuss library use.
- read an extract from a simplified work of literature.
- plan a short text using notes.

## Teaching and learning resources

1. Picture of a library, reading materials
2. Sample library materials
3. Student's book
4. An English dictionary
5. Chalk board

## Teaching and learning steps

### 5.1.

### Talking about books

#### Specific objective

*By the end of this section, the learner should be able to talk about books and library fluently and confidently.*

#### Teaching and learning activities

Ask the learners to name the types of libraries they might be aware of. If they are not aware, explain to them that libraries include class libraries, school libraries, national libraries, community libraries etc.

If the school has a library, you may take them there and show them how a library is organised. Ask them to read the conversation for Activity 1; they should do this in groups. Apart from the conversation, engage the learners in a discussion about the importance of reading books and why, therefore, libraries are important in schools.

As you discuss, listen to the learners and correct any misconceptions.

Thereafter, guide the learners to read the poem about reading books, loudly. They could take turns to read before you take them through a question and answer session to help them understand the poem.

Finally, ask them to discuss Exercise 1 in their small groups and listen, observe and correct them.

### **Expected answers for Learning activities 5.1.1.**

#### **Activity 1**

Ask the learners to read the conversation

#### **Expected answers for Exercise 1**

1. The poem is talking about reading materials and the likely lessons. We can learn from them for example, making you reason better and improving our behaviour.
2. Let the learners talk about the answer. If the school does not have a library, this could be an opportunity to start a class library. You can ask the learners to contribute materials. You can also solicit materials from well-wishers.
3. Encourage the learners to talk about reading. Note what they read and guide and encourage a reading culture – of good books. You can offer guidance on suitable reading materials.
4. Observe, listen and correct as the learners talk.
5. Guide the learners' discussion. The habits should include taking care of the reading materials. Avoid vandalising books. Keep a record of what you read and note down what you read.

## **5.2.**

### **Describing libraries**

#### **Specific objective**

*By the end of this section, the learner should be able to read a simplified text of literature fluently and efficiently.*

#### **Teaching and learning activities**

Ask the learners to read the passage silently. After about five minutes, read the passage or ask a few learners to take turns to read, a paragraph each.

Once they are through, lead them through a question and answer session to

enhance their understanding of the passage. Remember, HIV/ AIDS affects mostly youths who are sexually active. It will, therefore, be important to spend enough time discussing this passage in relation to irresponsible sexual behaviour.

Ask them to do the rest in their exercise books as homework.

### Expected answers for Exercise 1

1. Let the learners discuss and guide them where necessary.
2. Divide the learners into groups. Observe, listen and guide as they interact.
3. Listen and guide the learners as they interact.

Discuss the 'Think about it' question through a class discussion.

#### Think about this

1. This young person should remain firm. It's the friends who are in the wrong. The best way of avoiding HIV/AIDS is abstinence, so he has made the right choice. He should also advise his friends that there is nothing heroic in promiscuity.
2. The young are the future of the country. They need to be educated and once educated they need to be healthy in order to work. When the government uses a lot of money managing HIV/AIDS, it will have less to take care of the young people's education needs. The parents and the society may also not have enough funds for the education of the young, so they end up not getting adequate education to make them function in the work place and contribute to the country's development. When they are sick, they cannot be very productive, and can likely result in economic crisis. The country and the immediate society have to carry a very big economic burden.

### 5.3.

#### Talking about a particular book

#### The present perfect tense

##### Specific objective

*By the end of this section, the learner should be able to use the present perfect tense in speaking and writing about books correctly.*

### Teaching and learning activities

Write down some sentences with the present perfect tense on the chalk board and underline the words in the present perfect tense.

Explain to the learners how the tense is used and give them examples. Ask the learners to make correct sentences with the present perfect tense. Correct them as you deem fit and when you are satisfied with their progress ask them to do the exercises in the Student's book. Mark the work and correct any mistakes with the learners.

### Expected answers for Learning activities 5.3.1.

#### Expected answers for comprehension exercise

1. The table of meanings
  - a) foresaw something in advance: anticipated
  - b) something you do that appears like killing oneself: suicidal
  - c) counter where drinks and foods are served and one takes his/her choice: buffet
  - d) calmness/peacefulness: tranquillity

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

2. C – accidental
3. D – in a hotel
4. He has been paying her house rent, helping furnish her house and occasionally bringing her gifts. Which words best describe the narrator?
5. A – promiscuous and untrustworthy
6. This passage teaches us that HIV/AIDS can be spread through irresponsible sex.
7. Possibly they didn't. She says he is not sure she got AIDS from him or the

- other lovers. If they did, she would be sure the disease was not from him.
8. She had such a peaceful and exciting life and she wonders how it is possible that she still got HIV/AIDS. Her lovers were dignified and also men in high positions. The disease does not seem to respect any of these.
  9. Students should not engage themselves in irresponsible sex. They should also seek ways of productively participating in community activities that would keep them gainfully occupied. They should avoid situations where they are likely to engage in sex.

## 5.4. Language structure

### Specific objective

*By the end of this section, the learner should be able to plan and write an essay correctly.*

### Essay writing

#### Teaching and learning activities

Remind the learners paragraphs are written. Explain to them what a topic sentence is and how the supporting sentence help expound the main idea in the topic sentence. Also, remind them about the clincher sentence. It is important for them to internalise this so that their writing can make sense while enhancing cohesion in the text.

Take them through the explanation in the Student's Book about essay writing. Explain to them the importance of planning – failing to plan is planning to fail. In this case an outline is very important as it shows how the flow of the story or essay.

Take them through the steps in outlining a story. Ask them to outline the story in the text in groups before attempting to write own compositions.

#### Expected answers for Exercise 1

1. C – has read
2. B – have arranged
3. C – has borrowed
4. A – has arrived
5. A – has led
6. D – have read
7. A – have you arranged

8. A – has said
9. C – has written
10. B – have cleaned

### Expected answers for Exercise 2

1. John has read the passage frequently.
2. Mary has formed the words correctly.
3. The students have arrived in the library.
4. I have read the magazine.
5. I have read Chinua Achebe's *Things Fall Apart* before.
6. The teacher has forbidden us to make noise in the library.
7. Ali has borrowed the book.
8. Who has thrown the book away?
9. Betty has gone to the library.
10. Daniel has attempted all questions.

### Expected answers for Exercise 3

The answers will vary from learner to another. Accept correct answers.

### Expected answers for Activity 1

Outline of the story – *Confessions of an AIDS victim*

Remember: We don't use the term AIDS victim any more. We talk of People Living With AIDS.

Here is a sample outline:

1. A fresh graduate is in a hotel with her parents taking a meal.
2. She notices a young man looking at him.
3. They communicate somehow and she leaves for the lavatories and soon, the man follows her and they exchange contacts.
4. They meet and become lovers.
5. She is not faithful; she has many lovers, even though the man helps her meet her needs.
6. She contracts HIV/AIDS and wonders how she got it as she thought the class of people she is having sex with cannot contract HIV/AIDS.

#### **Expected answers for Exercise 4**

Ask the learners to use an outline, like the one for Activity 3, to come up with a composition 'Fire in the library'.

# UNIT 6

## Healthy living

### Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20...	English	Senior one	6	1	40 minutes	
Types of special needs education and number of learners							
Topic area Reading comprehension							
Sub-topic area Healthy diet for disease prevention.							
Unit title Healthy living							
Key unit competence To use language learnt in the context of healthy living.							
Title of the lesson Healthy diet for disease prevention.							
Instructional objective The learner should be able to read the passage fluently and efficiently							
Plan for this class (location: in/outside the class) The lesson is to be carried out in the classroom.							
Learning materials (for all learners) Posters/charts of food types and diseases							
References Pupils' book 1 p and a good dictionary of English.							



Timing for each step	Description of teaching/learning activity		Generic competencies and cross-cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 minutes	Show the learners the posters of food types and diseases, and tell them to comment. Make a comment on how poor eating habits can lead to diseases.	The learners make comments on posters of foods and diseases.	Cross-cutting issues- Biology: Diseases, symptoms and disease prevention. The learners to identify prevalent diseases, give symptoms, and offer advice on disease prevention.
Development of the lesson 30 minutes	Tell the learners to read the passage quietly. Read the passage loudly. Ask the learners to do questions 1-6 in their exercise books. Lead the learners in a Q and A of the questions and discussion. Ask the learners to do the rest of the work as homework.	The learners read the passage quietly. They listen to the teacher reading loudly. They do the questions selected by the teacher. Learners participate in the Q and A. Learners participate in the discussion. Learner to do the homework.	
Conclusion 2 minutes	Teacher summarizes on healthy living.	The learners listen.	
Evaluation 3 Minutes	Teacher asks the learners to mention how food can help in healthy living.	Learners should name say how food contributes to healthy living.	

## General objective

By the end of this Unit, the learner should be able to communicate in the context of healthy living.

## Assessment criteria

The learner should be able to:

- describe diseases prevalent in Rwanda.
- describe disease symptoms.
- give advice on healthy diet and disease prevention in writing.

## Teaching and learning resources

1. Pictures/posters/brochures on diseases- symptoms and prevention
2. Pictures of food types
3. An English dictionary
4. Student's book
5. Chalk board

## Teaching and learning steps

6.1.

### Describing diseases

#### Specific objective

*By the end of this section the learner should be able to talk about common disease in Rwanda fluently and confidently.*

#### Teaching and learning activities

Show the learners pictures/posters of diseases and ask them what is happening in those pictures and why they think the victims ended up like that.

Guide them to read the conversation in the Student's Book and then to discuss and answer the questions. They may then appoint group secretaries to report their discussions to the rest of the class.

The learners can role play the conversations. You could also ask them to prepare other short skits on diseases for presentation to the class.

## Expected answers for Learning activities 6.1.1.

### Expected answers for Activity 1

1. These could include malaria, typhoid, colds and flu, pneumonia, dysentery. The learners could come up with a few more.
2. The doctor can diagnose your problem early enough and prescribe the required medicine. He or she can also advise on any other necessary measure to be taken.

Note that it is very important to impress upon the students on the need to see a doctor when feeling sick. They should never try to make self-treatment simply because they have seen any of these symptoms as this is not even a medical journal.

3. Malaria symptoms could be a headache, muscular pain, general weakness/tiredness.

Typhoid: the symptoms are similar to malaria. There could also be stomachache and diarrhoea.

Cold and flu are characterised by head ache, runny nose, and general weakness.

Pneumonia may cause the patient to experience difficulty in breathing and chest pain.

Dysentery involves passing liquid stool.

Encourage the learners to research on the symptoms of the other disease that they might mention.

### Expected answers for Activity 2

1. Hirwa is describing the symptoms of malaria.
2. We can avoid many common illnesses by observing simple hygiene rules. We should keep our compounds tidy by cutting long grass, clearing areas that can hold stagnant water and generally cleaning the environment. Garbage should be disposed of properly and rubbish bins should be covered. We should clean our utensils properly and always use clean water for cleaning and cooking. We should also keep our bodies clean and eat healthy foods.
3. Children are vaccinated against small pox, whooping cough and diphtheria, apart from polio.
4. Healthy eating can help prevent a number of diseases especially deficiency diseases and eating disorders. Disease like kwashiorkor, scurvy, pellagra, and rickets can be prevented by eating a balanced diet. Typhoid can also be prevented by ensuring that the foods we eat are well cleaned before being eaten raw, and well-cooked if they have

to be eaten when cooked. Obesity can be prevented by avoiding junk food. Many heart diseases can be avoided by eating cholesterol-free food. Bulimia can be prevented by eating enough food.

### Expected answers for Application activities 6.1.2.

#### Expected answers for Activity 3

1. The student can mention any of the foods from among carbohydrates, proteins and vitamins. Many foods do not go well with over-cooking. The cooking time should be just enough to make the food ready for eating otherwise; you destroy most of the nutrients in these foods. Vegetables are especially affected by overcooking, and the advice is to steam them. Fruits are mainly eaten raw. Eating healthy, well-cooked food is important in preventing deficiency diseases. Many traditional vegetables have therapeutic value. Many fruits are also therapeutic, hence, the saying 'an apple a day, keeps the doctor away'.
2. The school, like the home, should be kept clean. This is especially so, now that there are very many people within a small area. Lavatories should be cleaned regularly and grass cut. All rubbish should be disposed off, for example by burning. Classrooms should be cleaned every day, and windows should be opened to ensure that air circulates and reduce risks of airborne diseases.

#### Expected answers for Activity 4

##### Role-playing

Role-playing is assuming a personality of a different character from yourself. Guide the students as they enact the play. Divide them into suitable groups, larger than five members and give guidance. The students should be able to show an awareness of how diseases are contracted, and how they can be avoided. They may require more than a lesson, so you can start them off and then tell them to organise how to meet and prepare and make a presentation after a week or so.

## 6.2.

### Describing diseases

#### Specific objective

*By the end of this section, the learner should be able to read a text on eating healthy foods and diseases fluently and efficiently.*

## Teaching and learning activities

Ask the learners to read the passage silently for about five minutes.

Thereafter, you can ask a few learners to read the passage loudly. Alternatively, you can read the passage loudly and ask the learners to do a few questions that you can handle within the lesson.

Take the learners through a question and answer session and then ask them to do the rest of the work for marking.

## Expected answers for Learning activity 6.2.1.

### Expected answers for comprehension questions

1. The diseases include bowel cancer: it affects the intestines and the abdomen; heart attack: causes malfunction of the heart; prostate cancer: affects the male reproductive system; Alzheimer's disease and dementia: it makes the brain to degenerate and the victim shows loss of memory and confusion.

2. Matching words with their meanings

Word	Meaning
reap the benefits	
damage	harm/hurt/injury
survival	condition of continuing to exist
heart disease	any sickness that affects the heart
language use	ability to talk, understand
eating	consuming
<b>bowel</b>	<b>intestines, especially the large intestines</b>
research	systematic investigation to collect information
blood clotting	the turning of blood into a thick solid

3. D – rabbit, goose, chicken, fish
4. A – healthy eating and living
5. Fish, turkey, duck, goose, chicken and rabbit.
6. Eating fish can help prevent dementia/Alzheimer's disease which affects the brain.
7. Benefits of eating fish
  - Can help protect you from a many serious diseases

- Consuming fish can help to fight heart disease
  - Reduce the risk of heart disease and improve your chances of survival following a heart attack
  - Fish oils also appear to help reduce blood clotting and abnormal heart rhythms after a heart attack
  - Eating fish can lower the risk of Alzheimer’s disease
  - Fish has cancer-fighting properties
  - Eating fish could ease depression
  - It can reduce and relieve arthritis
8. No. Meat provides protein, but the body still needs carbohydrates and vitamins.
  9. Eating junk food may look sophisticated, but it can also lead to obesity and heart diseases.

**Expected answers for Application activity 6.2.2.**

1. Eating too little can cause bulimia. This is an eating disorder.
2. The country would stand the risk of using a lot of resources treating heart-related disease. Obese people are prone to heart diseases. The people would also not contribute much to the economy of the country as they are not able to work effectively.

**Think about this**

1. Children may die, have stunted growth, and may miss out on the social benefits of the state such as health and education provisions.
2. Healthy people are happier and contribute to the building of the nation through labour and entrepreneurship.
3. Assist the learners to organise the motion.

**6.3. Language structure**

**First conditionals, modal auxiliaries**

**Specific objective**  
*By the end of this section, the learner should be able to use the first conditional and modal auxiliaries to write and talk about common diseases in Rwanda.*

Ask the learners to say what they can do if it starts raining, or any other relevant question. Write the answers they give to the chalk board.

If the answers have no first conditional, write them in such a way that they do and underline the conditionals and the modal auxiliaries.

Explain to the learners the use of the first conditional. Give them relevant examples and ask them to give their own examples.

Explain the use of Modal auxiliaries and give examples. Once you are satisfied with the examples they give in sentences that combine the two, ask them to do the exercises in their books, though you can still do some of the work orally.

### Expected answers for Practice Exercise 1

1. **If the child is not vaccinated**, he/she **will** suffer from polio.
2. **If I don't eat enough vegetables**, I **will** suffer from vitamins deficiency diseases.
3. **If I don't sleep under net**, I **will** suffer from malaria.
4. **If I don't use clean water for drinking and cooking**, I **will** suffer from water borne diseases.
5. **If I do not eat enough potatoes**, I **will** suffer from lack of energy.

### Expected answers for Practice Exercise 2

**Expect some variation in the students' answers.**

1. Unless you are vaccinated against polio, you could get the crippling disease.
2. If you eat contaminated food, you will get stomach upsets.
3. If you share sharp objects, you could contract HIV/AIDS.
4. If you don't empty containers around the compound, you could breed mosquitoes and get malaria.
5. Unless you cut long grasses, they will become breeding grounds for mosquitoes that cause malaria.
6. Unless the doctor operates on his bitten foot, it will rot away and be cut off.
7. If they continue using dirty water, they will get typhoid or cholera.
8. If they get malaria, they will spend a lot of money in hospital.
9. If you are coughing, you will need to go to the hospital.
10. Unless you go to hospital, you will continue bleeding.
11. Unless the government builds more hospitals, people will continue depending on private hospitals.
12. If the doctor doesn't see him, he will become unconscious.
13. If the child keeps crying, you will have to take him/her to the mother.

14. If you eat unripe fruits, you will get heartburn.
15. If cholera breaks out, you will have to stop eating food in the streets.

### Expected answers for Practice Exercise 3

1. I will stay at home if I get a cold.
2. I will live positively if I contract HIV/AIDS and sensitise others to avoid it.
3. I will become sick if I wear wet clothes.
4. I will tie a band aid if I cut myself.
5. I will loosen his/her clothes if my friend fainted.
6. I would hit my friend between the shoulder blades if he/she was choking.

### Expected answers for Practice Exercise 4

1. You can avoid polio by getting vaccinated during childhood.
2. You can avoid tooth decay by brushing your teeth after every meal.
3. You should avoid obesity by avoiding junk food.
4. You should prevent choking by eating slowly.
5. You can avoid diphtheria and whopping cough by getting vaccinated.
6. You should avoid suffocating in the kitchen by keeping the windows open.
7. You should avoid food poisoning by eating fresh food.
8. You can avoid kwashiorkor by eating a balanced diet.
9. You should avoid scurvy by eating fruits.
10. You can avoid common cold by eating vegetables.
11. You can avoid becoming obese by avoiding binge eating and junk food.
12. You can avoid bulimia by eating enough food.

Ask the learners to write the sentences using **You + can + ing** to express how we can prevent diseases and correct as you find necessary.

### Expected answers for Practice Exercise 5

If I don't eat enough vegetables I will develop vitamins deficiency.

If I don't drink clean water I will contract water borne diseases.

If I do not eat potatoes I will lack energy.

If I don't sleep under a net I will suffer from malaria.

If the child is not vaccinated he/she will suffer from measles.



## 6.4.

### End unit assessment

#### Specific objective

*By the end of this section, the learner should be able to talk, write about common diseases in Rwanda confidently and effectively.*

#### Teaching and learning activities

Remind the learners how to plan a composition and then ask them to write it down.

For the research question, ask the learners to use the available resource and get the information on malaria. They can work in groups over a period of time and then ask them to present their work to the class for correction and grading.

In Unit 5, we learnt about planning to write a composition. Re visit the Writing section of Unit 5 and discuss how you can plan your writing.

#### Expected answers for Practice Exercise 6

Ask the learners to write the composition and mark and correct the learners as you deem fit.

#### Research problem

#### Specific objective

*The learner should be able to efficiently research on a topic and report confidently and effectively.*

#### Outline of expected report

- a) Types of malaria – There are five types of malaria that affect humans. These are *P. falciparum*, *P. vivax*, *P. ovale*, and *P. malariae*. ‘P’ stands for ‘plasmodium’.
- b) Symptoms: high fever, muscular aches, chills, headaches, and tiredness.
- c) Treatment: there are variety of drugs in hospitals, for instance, artemisinin, quinine dose and others.
- d) Prevention – spraying with insecticides, using mosquito repellents, cutting long grasses around our houses, draining stagnant water, sleeping under mosquito nets. The medical world is also trying vaccines.

UNIT  
**7**

# History of Rwanda

Unit 7: History of Rwanda	
<b>Number of periods</b>	20
<b>Introduction</b>	Talking about the history of Rwanda and social roles.
<b>Classroom organization</b>	Whole class, to group, pair work, and individual work
<b>Teaching and learning materials</b>	Map of Africa, Rwanda, a biography
<b>Activities practised</b>	Relating the history of Rwanda Relating social roles Talking about important persons.
<b>Competencies practised</b>	Team work Communication Researching for information Interpretation and presentation of information
<b>Language</b>	Participating in pair and group activities
<b>Vocabulary acquisition</b>	History and social roles.
<b>Numeracy</b>	
<b>Study skills</b>	Interpreting prose , organizing texts
<b>Revision</b>	Exercises and group activities
<b>Assessment</b>	Cooperating with others and communicating information
<b>Learning outcomes</b>	Describe events and people in Rwandan history. Describe social roles in Rwandan history

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20...	English	Senior one	7	1	40 minutes	
Types of special needs education and number of learners							
Topic area		Language use					
Sub-topic area		Adverbial clauses of time					
Unit title		History of Rwanda.					
Key unit competence		To use language learnt in the context of Rwanda history.					
Title of the lesson		Adverbial clauses of time					
Instructional objective		The learner should be able to use adverbial clauses of time to talk about Rwanda's past history correctly.					
Plan for this class (location: in/outside the class)		The lesson is to be carried out in the classroom.					
Learning materials (for all learners)		Map of Rwanda – Administrative					
References		Student's Book 1 and an English dictionary					
Timing for each step		Description of teaching/learning activity			Generic competencies and cross-cutting issues to be addressed		
		Teacher activities			Learner activities		

<p>Introduction 5 minutes Activity 1</p>	<ul style="list-style-type: none"> <li>Remind the learners about adverbs.</li> <li>Ask them to name adverbs of time and frequency and give sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Give adverbs of time and duration and correct sentences.</li> </ul>	<p>Cross-cutting issues – History and citizenship: events in history and social history. The learner should be able to relate the history of Rwanda and develop patriotism and good citizenship.</p>
<p>Development of the lesson 30 minutes</p>	<ul style="list-style-type: none"> <li>The teacher writes down sentences on the board. The sentences should have 'while' and 'when' clauses.</li> <li>Underline the adverbial clauses.</li> <li>Explain to the learners and give the examples in the book and some of your own.</li> <li>Ask the learners to give sentences.</li> <li>Once satisfied do 5 sentences each from exercise 3 and four orally and ask learners to do the rest for marking.</li> </ul>	<ul style="list-style-type: none"> <li>The learners read the conversation quietly.</li> <li>The learners listen to teacher's explanations and examples.</li> <li>Learners give examples.</li> <li>Learners give answers to numbers 1-5 orally from exercises 3 and 4.</li> <li>Learners do the rest of the sentences in their exercise books.</li> </ul>	
<p>Conclusion 2 minutes</p>	<p>Teacher summarizes on adverbial clauses.</p>	<p>The learners listen.</p>	
<p>Evaluation 3 Minutes</p>	<p>Teacher asks the learners what adverbial clauses are, asks for examples.</p>	<p>Learners defines and gives examples of adverbial clauses of time.</p>	

## General objective

*By the end of this Unit, the learner should be able to use the language learned in the context of Rwandan history.*

## Assessment criteria

The learner should be able to:

1. describe people's social role and activities in Rwandan history
2. recount events in Rwandan history
3. write a short text about Rwandan history.

## Teaching and learning resources

1. Pictures of historical figures, aspects of Rwandan History
2. Map of Africa/Rwanda
3. Pencils and drawing paper
4. A biography
5. An English dictionary
6. Student's Book
7. Chalk board

### 7.1.

## Talking about social history of Rwanda

### Specific objective

*The learner should be able to confidently and fluently talk about the early history of Rwanda.*

## Introduction

### Activity 1

#### Teaching and learning activities

- a) Ask the learners to move into their groups. Tell them to discuss the myths they know and walk around listening and guiding. You may start the lesson by narrating a myth you know. A good oral literature book should have a good example of a myth.

Ask the learners to present the myths to the class. Guide them to come up with a plausible story. Note that though some myths will have an element of truth, many could be just myths designed to perpetuate stereotypes and

sometimes traditions long bypassed by time. Help the learners to see this in the myths they may come up with.

- b) Read the story below slowly as the learners listen. Read it a second time and ask them to fill in the blanks.

*The kingdom of Rwanda was founded in the sixteenth century. Rwanda traces its origins to one of the many small kingdoms. Beginning **five hundred years ago**. The oldest of these small kingdoms is the one established by the **Renegé lineage**. It covered most of the modern Rwanda. There was also the **Mubari state** founded by the Abazigaba, which covered an extensive area. **The Gisaka kingdom** was in the southeast.*

*King Rwabuguri united these small kingdoms in the **19<sup>th</sup> century**. He extended the kingdom all the way to the shores of **Lake Kivu**. He set up camps of warriors along the boundaries. The warriors used to serve the king. They used to protect the kingdom from attacks.*

*The king used to rule and make the kingdom to prosper. He a **sacred drum**, which was called 'kalinga'. He used to control large estates throughout the kingdom. He had many fields of **banana trees and many heads of cattle**. These were the basis of his power.*

*The king's subjects were engaged in various social-economic activities. Farmers **grew cereals** needed to feed the kingdom. The warriors **were protectors** of the kingdom. Women used to weave baskets and made beautiful potteries. The men used to hunt and rear cattle.*

## Discussion

### Activity 2

#### Teaching and learning activities

Guide the learners to look at and discuss the given pictures. Direct them to use 'used to' in their constructions. Make sure they talk about the Rwandan social history in this case. Encourage them to talk about as many pre-colonial social roles as possible – these pictures are not exhaustive.

7.2.

### Language structure

#### Objective

*The learner should be able to read a text on Rwanda's history fluently and effectively.*

### Teaching and learning activities

Ask the learners to read the passage in two or three minutes. This is actually scanning and skimming.

Ask them questions like “Where do Rwandans say they came from?” “Who are Rwandans more likely to believe concerning their origin?”

Tell them to stop when they have spotted all the answers to these questions. Tell them it is not necessary to read all the words and details; they should run their eyes through the passage specifically looking for this information.

Later tell them to read the passage silently and carefully. Later you can read, or ask a few to read it loudly. After this, they can answer the questions in their books.

### Answer for the comprehension passages

#### 1. Matching words with their meanings

Column A	Column B
myths	ancient stories that explain the early history of people, events or facts
shared	something that is common among people
oral tradition	a system of preserving a people’s beliefs, customs and history in which parents tell their children stories about them and the children pass them on to their own children
generations	all the people of about the same age in a society or a particular family
theories	rules or statements on which a subject of study is based
elite	the best educated or best trained group in society

2. The ancestor of all Rwandans was **Kanyarwanda**, the son of **Gihanga**, who came from **heaven**.

3. Family tree

The gods



Gihanga



Kazi



Muntu



Nyirarukangaga



Gihanga



Kanyarwanda



Rwandans

4. A
5. A
6. Sadly, some in the younger generation easily believe those who speak of **fight**s between different communities. In the eyes of Rwandans, their country was a place of **happiness**. People even believed that **Imana (God)** loved Rwanda more than He did other countries.
7. C
8. The elite who teach wrong things are responsible.



## Expected answers for Application activities 7.1.2.

### Expected answers for Activity 1

Ask the learners to sing, discuss, present their findings , and then guide their discussion

### Expected answers for Activity 2

Guide the learners to attempt this activity. Lead them in reading and comparing the messages in the anthems. Guide them through the discussion.

### Expected answers for Activity 3

The National anthems express the common aspirations of the people, their unity and their hope. They express commitment and faith in their country. All the anthems show this. The anthems are prayers to God to preserve bless the nations and their people.

#### Think about this

A positive opinion about the history of a country is what creates patriotism and the desire to develop and defend ones country at all costs. A negative attitude based on history is what causes disharmony.

## The past simple tense

### Specific objective

*By the end of this section, the learner should be able to use the past simple tense to talk about Rwanda's history.*

### Teaching and learning activities

Remind the learners what we said about the present simple tense. Take them though the explanations in the Student's book and ask them to give their own examples. Once satisfied, ask them to do Practice Exercise 1 and Activity 6.

### Expected answers for Exercise 1

1. The heir to the throne took over the king's seat.
2. The Europeans colonised Africa.
3. The warriors served the king.

4. Men and boys looked after the cattle.
5. Women cultivated the land.
6. Women wove baskets.
7. The *abiru* advised the queen.
8. The *agacaca* judged cases brought to them.
9. The old advised the youth.
10. The priests conducted worship ceremonies.

#### Expected answers for Activity 4

Answers will vary from one learner to another. Accept correct answers.

#### Adverbials clauses of time

##### Specific objective

*The learner should be able to use adverbial clauses of time to talk about Rwanda's past history correctly.*

#### Teaching and learning activities

We have already covered adverb in the previous sections. Ask the learners what adverbs are. Ask them to give sentences with adverbs of time.

You may do any recapitulation you may find necessary.

Take them through the explanations on adverbial clauses of time in the pupil's book. Give them examples and ask them to give theirs.

Once satisfied with the progress of the lesson, ask them to do the exercises.

The students should be able to do exercises 3 and 4

#### Expected answers for Exercise 2

1. **When the Second World War broke out**, Africans fought alongside the Europeans.
2. **When the men went to fight**, their families stayed without fathers for years.
3. Many farms were deserted **when the war broke out**.
4. Many men were killed **when they went to war**.
5. **When the genocide broke out**, many Rwandans ran away from their homes.
6. **When the Germans arrived in Rwanda**, King Rwabugiri welcomed them.

7. Many of the *abiru* members were unhappy **when the king welcomed the Germans.**
8. African culture was destroyed **when the Germans came to Rwanda.**
9. The Europeans cheated Africans of their land **when they colonised Africa.**
10. Africans rebelled **when they realised the intentions of the colonialists.**

#### **Expected answer for Activity 5**

Expect a variety of answers here. Accept the correct ones.

#### **Time clause: with past continuous tense**

Guide the learners to read the explanation in the Student's Book. Guide them through the given examples and ask them to give their own. Let them construct sentences that employ 'while'. Thereafter, you can ask them to do Practice Exercise 3

#### **Expected answers for Exercise 3**

1. The Germans established colony in Rwanda while the Belgians established one in Congo.
2. Some Africans fought against colonialism while others encouraged colonialism.
3. Rwanda became a German protectorate while Uganda became a British one.
4. Rwanda became independent in 1962 while Kenya did in 1963.
5. The Germans signed treaties with African rulers while they took over their land.
6. The Germans preferred indirect rule while the French preferred assimilation.
7. Warriors protected the king while the *abiru* advised him.
8. Women made beautiful pottery while men took care of farms.
9. The children played while the adults worked.

#### **Expected answers for Exercise 4**

Here, expect answers to vary from one learner to another. Accept correct answers.

### Expected answers for Exercise 5

Here, expect answers to vary from one learner to another. Accept correct answers.

### Expected answers for Activity 6

Guide the learners to make sentences on past habits and history of Rwandans using 'used to'.

## Adverbials of time + past simple tense

### Specific objective

*The learner should be able to use the adverbials of time and the past simple tense to talk about the history of Rwanda.*

### Teaching and learning activities

The learners are aware of both the adverbials of time and the past simple tense. Write a few sentences on the board and use them to illustrate how the two of these can be combined. Ask the learners to give their own examples. Once they are done, ask them to carry out the task in the Student's Book.

### Expected answers for Activity 7

Guide learners to construct

1. sentences with adverbials of time with the past simple tense.
2. clauses with the past simple tense and the past continuous tense.

### Expected answers for Exercise 6

Expect variations in terms of answers for this research. Here are sample answers:

1. By the 15th century, many of the present day people had settled in Rwanda.
2. In the 19<sup>th</sup> century, the kingdom of Rwanda became more centralised.
3. In the 19<sup>th</sup> century, all the people of Rwanda paid tribute to the king.
4. In 1890, Rwanda was given to the Germans in the Brussels conference.
5. The Rwandan colony was not established until 1900.
6. King Rwabugiri died in 1894.
7. The first Germans arrived in Rwanda in 1893.
8. The League of Nations gave Rwanda to the Belgians in 1916.

### 7.3.

## End unit assessment

### Specific objectives

1. The learner should be able to write on the past history of Rwanda confidently and effectively.
2. The learner should be able to write a simple biography confidently and effectively.

### Biography

#### Teaching and learning activities

Explain to the learners what a biography is and show them examples. You can use yourself or one of the students to write a sample biography. Explain to them what the third person is and illustrate usage. Ask them to work in groups. Walk around listening, observing and correcting the learners as they discuss in their groups. Once you notice they have understood the concept ask them to do Activity 10 individually.

#### Expected answer for Activity 1

1. Expect varying answers. Here is a sample:
  - a) Before the colonialist came, warriors used to serve the king.
  - b) Before the colonialist came, women used to weave baskets.
  - c) Before the colonialist came, men used to herd cattle.
  - d) Before the colonialist came, children used to help with chores.
  - e) Before the colonialist came, the king used to rule the kingdom.
2. Ask the learners to research and write on these. Correct any persisting stereotyping.
3. Events in Rwanda during post-colonial era (that is after colonization)  
Expect some variations here. The following is a sample answer.
  - a) On 25<sup>th</sup> September 1961, Rwandan voted to become a republic rather than a kingdom.
  - b) Between 1961 and 1962, there was civil war between different groups in Rwanda.
  - c) Rwanda was granted independence on July 1<sup>st</sup> 1962.

- d) There was a lot of violence in 1964, and the government banned political parties such as UNAR and RADER.
  - e) Major General Juvenal Habyarimana overthrew the government in 1973.
  - f) In 1975, Juvenal Habyarimana formed the National Revolutionary Movement for Development (MRND)
  - g) In December 1978, a referendum was held and Rwanda became a one party state.
  - h) Juvenal Habyarimana was elected as the president of the one party state in December 1978 and again in 1983 and 1988.
  - i) On July 1990, Juvenal Habyarimana announced the intention to change the country into a multi-part state.
  - j) In 1994, the presidents Rwanda and Burundi died in a plane crash near Kigali.
  - k) The event marked the beginning of the Genocide.
  - l) President Paul Kagame formed a government of national unity in 1994.
4. Expect the learners to come up with various prominent figures. Encourage them to be adventurers.

# UNIT 8

## The physical environment

### Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	../.../20...	English	Senior one	8	1	40 minutes	
Types of special needs education and number of learners							
Topic area Writing							
Sub-topic area Use of graphs – Temperature							
Unit title The physical environment							
Key unit competence To use language learnt in the context of the physical environment.							
Title of the lesson Use of graphs.							
Instructional objective The learner should be able to confidently and effectively write essays from visual information.							
Plan for this class (location: in/outside the class) The lesson is to be carried out in the classroom.							
Learning materials (for all learners) Maps – Physical environment – Rwanda, Charts-graphs.							
References Pupils' book 1 p and a good dictionary of English.							
Timing for each step Description of teaching/learning activity							Generic competencies and cross-cutting issues to be addressed
Teacher activities					Learner activities		

<p>Introduction 5 minutes</p>	<ul style="list-style-type: none"> <li>• Ask learners to name components of physical environment.</li> <li>• Ask them to name one way of representing temperatures.</li> <li>• Remind them of superlatives and comparatives.</li> <li>• Ask the learners to move into groups.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners name components of physical environment.</li> <li>• They give means of representing weather.</li> <li>• They listen to teachers recap on superlatives and comparatives. Next they move into groups.</li> </ul>	<p>Cross-cutting issues – Geography: rainfall, temperature and physical environment.</p> <p>The learner should be able to interpret visual representation of rainfall and temperature and appreciate the effect of the physical environment on the climate/weather. Let them discuss environmental conservation.</p>
<p>Development of the lesson 30 minutes</p>	<ul style="list-style-type: none"> <li>• The teacher instructs the learners to discuss the graphs in groups and to outline the comparisons.</li> <li>• Assist the learners to come up with an outline based on question 1.</li> <li>• Ask the learners to make an outline for their composition and then write it down.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners to discuss the temperature graph.</li> <li>• To come up with an outline.</li> <li>• Learners to come up with outlines for question two and then to write down their compositions.</li> </ul>	
<p>Conclusion 2 minutes</p>	<p>Teacher summarizes on writing outlines from graphs.</p>	<p>The learners listen.</p>	
<p>Evaluation 3 Minutes</p>	<p>Teacher walks observes learners' outlines.</p>	<p>Learners should write clear outlines based on the graphs.</p>	



## General objective

By the end of this Unit, the learner should be able to use the language learned in the context of the physical environment.

## Assessment criteria

The learner should be able to:

- describe the physical features of Rwanda.
- describe where natural resources are exploited.
- interpret rainfall and temperature graphs.
- describe annual temperature and rainfall.

## Teaching and learning resources

1. Pictures of physical features
2. A map of Rwanda's physical features and resources, climate and vegetation
3. Student's book
4. An English dictionary
5. Chalk board
6. Charts and graphs

## Teaching and learning steps

### 8.1. Talking physical features

#### Specific objective

*By the end of this section, the learner should be able to talk about the physical environment in Rwanda fluently and confidently.*

#### Teaching and learning activities

Show the learners the physical features, map of Rwanda and ask them to name a few of these features and where they are found.

Ask them to read the conversation quietly, before reading it loudly in their groups.

Tell them to study the sentences in Activity 2 and have few read them loudly, discuss them and then ask the learners to carry out the activities in Activity 2.

## Expected answers for Learning activities 8.1.1.

### Expected answer for Activity 1

Ask the students to read the conversation in groups. Observe and offer any necessary guidance.

### Expected answer for Activity 2

1. The Virunga Mountain range is found in the north.
2. The plateau is found in the south.
3. Coffee is planted in
4. Maize is grown in many places in Rwanda.
5. Baboons can be watched in Nyungwe forest which is a tropical rain forest.
6. Tourist sites include: the resorts of Lake Kivu, Volcanoes National Park, the Nyungwe Forest(The learners will come up with some more.)
7. Fish can be caught in rivers such as Rusizi river, Nyabarongo and lakes like Kivu, Ruhondo, Muhazi, Rweru, Ihema  
(They can mention others)
8. Hydro power can be generated at Ntaruka Power Station.  
(Name other places where hydro power is generated in Rwanda. Why are these places more suited for hydro power production?) Tell the learners to name the places where hydro power is produced. Lead them in a discussion why these places are suitable for hydro power production.
9. Methane can be extracted from Lake Kivu.  
Methane is used to produce electricity. In other countries, it is used to heat buildings, or power garbage trucks.
10. Tea can be planted in Gisovu.  
(Which part of our country has most arable land?) Let the learners discuss this but first of all explain to them what arable land is – land suitable for farming.

### Expected answer for Application activity 8.1.2.

1. Yes, the physical features are resources. Rivers can be used for transport and also to produce hydro power. Methane is extracted from Lake Kivu and used to generate electricity. Forests grow in mountains and provide habitats for animals that tourists come to see thereby generating foreign exchange for Rwanda. The mountains are also tourists' attraction and they moderate the climate of the areas where they are found. Accept other reasonable answers.

2. Ask learners to first discuss in groups and then write down the sentences. They can then give these sentences.

## 8.2. Comparing temperature

### Specific objective

*By the end of this section, the learner should be able to read a passage on Rwanda's physical environment fluently and efficiently.*

### Teaching and learning activities

- Ask the learners to read the passage quietly and then read it loudly for them. Ask them to do the questions. Depending on the time you have, you can have them do all the questions or a sample them.
- Later lead them through a question and answer session.

### Expected answers for Learning activity 8.2.1.

1. Meanings of the words
  - a) apprehensive: fearful or anxious
  - b) climate: typical weather conditions of a place
  - c) meteorological department: an institution that studies and forecasts weather conditions
  - d) weather patterns: how the atmospheric conditions in place behave
  - e) altitude: height above sea level
  - f) temperature: degree of hot or cold
  - g) rainy season: the time of the year when there is a lot of precipitation (rain)
2. D – They hadn't known her for long and her tour company wasn't in their travel books.
3. B – 'Good' depends on individuals.
4. The average temperature in Kigali is 21 degrees centigrade.
5. Rwanda experiences the most rain in the months of March, April and May and the least in the months of October and November.
6. June to November will have higher temperatures as there is less rain, since it would be expected that the period of the heaviest rain from March to May would be colder. We are told the drier weather helps to moderate the temperatures.

7. Tourists come to Rwanda to visit the Volcanoes National Park, Nyungwe Forest, watch mountain gorillas and sunbathe on the beaches of Lake Kivu.
8. The narrator describes the place as 'amazing', and admits that Paula was 'right' in her description of the country's beauty.
9. The amazing experience; the great experience – accept other good titles.

### 8.3. Language structure

#### The Passive voice with Modal verbs

##### Specific objective

*The learner should be able to use the passive voice and modal verbs to write and talk about the physical environment in Rwanda.*

#### Teaching and learning activities

Write a few sentences on the chalk board using the passive voice and modals. Underline the modals and then explain to the learners what the passive is.

Give more examples to the learners and then ask them to make sentences using the passive and modals.

Once you are satisfied with the sentences they are making, you can select a few of the sentences in Practice Exercise 2 and do them orally with the learners in class, before asking them to do the rest of the work in their books for your marking.

#### Expected answer for Practice Exercise 1

1. Power is generated from methane in Lake Kivu.
2. Gorillas are seen in the Volcanoes National Park.
3. Long rains are received between March and April.
4. Rwanda is called the land of a thousand hills.
5. Agricultural products are exported to Europe.
6. Machinery is imported from China.
7. Irrigation is used in about 94 square kilometres of land.
8. Terrace farming is practised by farmers.
9. Trees are cut down for agriculture.

## Expected answer for Practice Exercise 2

*Example:*

Electricity can be generated from methane (by people).

People can generate electricity from methane.

1. Gorillas can be seen in the Volcanoes National Park.
2. Cassava and potatoes can be grown in many districts of Rwanda.
3. People can tap rain water and store it for use.
4. People can mine a number of minerals, for example, tin ore and gold in Rwanda.
5. The growth of coffee and tea can be allowed by the soil.
6. People can use Lake Kivu as water transport.
7. People can use River Akagera for fishing.
8. The chalk board can be written on with a teacher's permission.
9. Students can borrow books from the library.
10. Football can be played by both boys and girls.

## Passive voice with modal verbs and comparatives

### Specific objective

*The learner should be able to use the passive voice and comparatives to talk and write about the physical environment in Rwanda.*

### Teaching and learning activities

Write down a few sentences with the passive and comparatives.

Explain to the learners the use of comparatives and give them more examples. Allow enough time for comprehension here.

Ask them to give own examples and if you find them satisfactory, ask them to do the work in the exercise.

Walk around and see what they are doing. Should you notice mistakes, stop the work and go through the work again.

You may try out different methods. Use the learners and compare some of their aspects without embarrassing them. Later you can use the comparisons to make passive sentences.

**Note:** *The practice exercise may be challenging to some learners. You may need to do it in class. Ask the learners to give the answers orally and write them on*

*the board. Correct mistakes. You may come up with other sentences modelled on the same format.*

### **Expected answer for Practice Exercise 3**

1. Rwanda can produce three times more flowers than it produces if she uses many green houses.
2. Rwanda gets more rain in March and April than she gets in November and December.
3. More power is produced by hydro power stations than is produced from methane.
4. Uganda produces more coffee than Rwanda.
5. More cleaning is done on the first Saturday of the month than is done every day.
6. More Tourists visit the western region than the eastern region.
7. More trees are cut in the rain forest than in the savannah region.
8. Fewer people can play volleyball than those who play football.
9. A lorry can carry bigger weights than a pick up.
10. A cow can produce ten times more milk than a goat.

### **The passive voice with superlatives**

#### **Specific objective**

*The learner should be able to use the passive voice and superlatives to talk about the physical environment in Rwanda.*

#### **Teaching and learning activities**

Write down a few sentences with the passive use with superlatives.

Explain to the learners the use of superlatives and give them more examples. Ask them to give their own examples and if you find them satisfactory, ask them to attempt Practice Exercise 5. Note that the exercise may require some more time as it can prove challenging for some learners. Therefore, allow enough time for practise and offer as much help as the learners need in order to realise the specific objective of this section.

Walk around and see what the learners are doing. Should you notice mistakes, stop the work and go through it again.

You may try out different methods. Use the students and compare some of their aspects without embarrassing them. Later you can use the superlatives to make passive sentences.

#### Expected answer for Practice Exercise 4

1. Chickens are the highest number of domestic animals found in Rwanda.
2. Among Rubavu, Huye and Kigali, Kigali has the highest number of factories.
3. Primates can have the most number of animal species found in Volcanoes National Park.
4. Most rain is received in March.
5. Among cassava, potatoes and flowers, most money is made from flowers.
6. Among the people who visit Rwanda, tourists form the highest number.

#### Expected answer for Activity 1

Ask the learners to go into their groups. Listen observe and correct as becomes necessary.

### Comparatives and superlatives

#### Teaching and learning activities

You may start the lesson by showing the learners the maps they are to use. Illustrate some few areas and then ask them to move into groups.

Ask the learners to go through the work in groups. Walk around and listen and make corrections. Should you find areas where many of the learners are having difficulties, explain using the chalk board.

**8.4.**

#### End unit assessment

#### Specific objective

*By the end of this section, the learner should be able to confidently and effectively write essays from visuals on physical environment in Rwanda.*

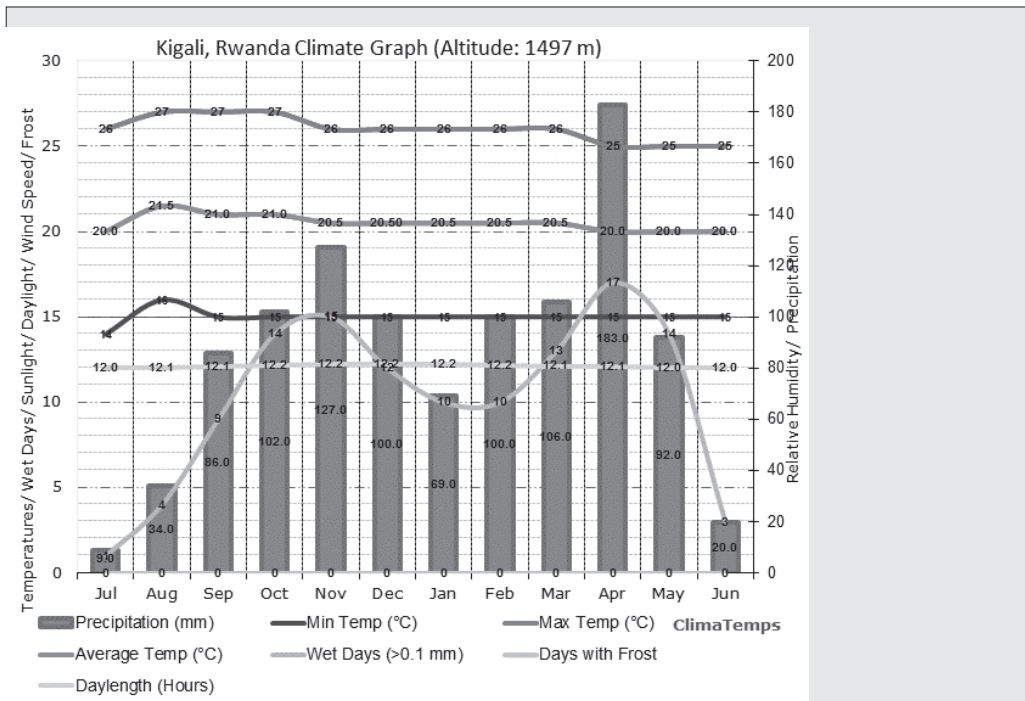
#### Teaching and learning activities

Remind the learners what we have covered on comparatives and superlatives. Ask them to first come up with the outlines in groups and then write the compositions individually.

Guide the learners to interpret the graph and make the notes. You can use the answers they have given in question 1, as a class model. You can outline the skeleton of the composition on the board.

Finally, ask the learners to write the composition for marking

## Expected answer for Activity 2

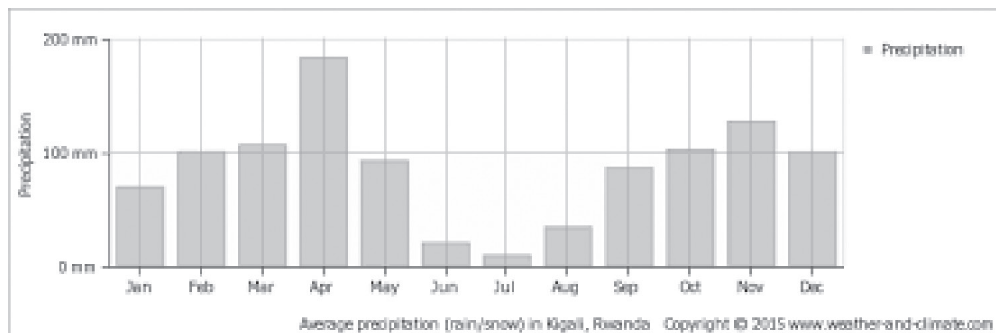


Draw this graph in your exercise book and indicate:

- Which month(s) are hottest?  
The hottest months are:
- Which month is the coldest?  
The coldest months are:
- Which month is the driest?  
The driest month is

## Comparing rainfall

Study the graph below in groups.





**Answer the following questions:**

1. In which month does Kigali receive the highest amount of rain?  
April receives the highest amount of rainfall.
2. In which month does Kigali receive the least amount of rain?  
Kigali receives the least amount of rainfall in July.
3. Which is the wettest month?  
April is the wettest month.
4. Which is the driest month?  
July is the driest month.

**Expected answer for Practice Exercise 1**

Expect varying compositions here. Accept plausible ones. Mark the work and correct the learners as you deem necessary.

# UNIT 9

## Anti-social behaviour

### Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20...	English	Senior one	9	1	40 minutes	
Types of special needs education and number of learners							
Topic area							
Listening and speaking							
Sub-topic area							
Antisocial behaviour- introduction.							
Unit title							
Anti-social behaviour							
Key unit competence							
To use language learnt in the context of anti-social behaviour.							
Title of the lesson							
Antisocial behaviour							
Instructional objective							
The learner should be able to talk about the school subjects.							
Plan for this class (location: in/ outside the class)							
The lesson is to be carried out in the classroom.							
Learning materials (for all learners)							
Pictures/posters of anti-social activities.							
References							
Pupils' book 1 p 1 and a good dictionary of English.							
Evaluation		Teacher asks the learners to name and give reasons for anti-social behaviour.		Learners name and give reasons for anti-social behaviour.			
3 Minutes							

Introduction 5 minutes	Show the learners the posters/pictures. Ask them to comment and then explain that the picture shows anti-social behaviour.	The learners study the picture and give comments. Learners listen.	Cross-cutting issues – Kinyarwanda, Kiswahili, French : drug abuse, alcohol, smoking and anti-social behaviour. The learners should be able to say why people engage in substance abuse and appreciate how this relates with anti-social behaviour.
Development of the lesson 30 minutes (Activity 1- 15 minutes, Activity 2- 18 minutes)	<ul style="list-style-type: none"> <li>• The teacher asks the learners to read the conversation silently, ten loudly.</li> <li>• The teacher asks the learners to compare their outlines.</li> <li>• Listens and observes to ensure the instructions are being carried out correctly. Walks around the class.</li> <li>• Listens to and observes the learners' interactions.</li> <li>• Asks learners to give the answers discusses any mistake.</li> <li>• The steps are to be repeated for Activity 2. The learners should read and discuss the paragraph answers.</li> <li>• Later the group secretaries should report to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The learners read the conversation quietly.</li> <li>• They read loudly in pairs.</li> <li>• They move into groups of four or five and come up with the outlines.</li> <li>• Next, they report their answers to the rest of the class.</li> <li>• The learners read the paragraph silently.</li> <li>• They then discuss the answers to the questions and appoint a secretary to give the group report.</li> </ul>	
Conclusion 2 minutes	Teacher summarizes on reasons on anti social behaviour.	The learners listen.	
Evaluation 3 Minutes	Teacher asks the learners to name and give reasons for anti-social behaviour.	Learners name and give reasons for anti-social behaviour.	

## General objective

By the end of this Unit, the learner should be able to use the language learned in the context of anti-social behaviour.

## Assessment criteria

The learner should be able to:

- describe why people engage in anti-social behaviour.
- write about the effects of anti-social behaviour.

## Teaching and learning resources

1. Posters/pictures of substance abusers
2. Pictures of youth in different activities
3. Drawing paper and pencils
4. Student's book
5. An English dictionary
6. Chalk board

### 9.1.

### Describing anti-social behaviour

#### Specific objective

*By the end of this section, the learner should be able to speak fluently and confidently about substance abuse.*

#### Teaching and learning activities

Ask the learners to study the conversation in Activity 1 silently before reading it loudly.

Ask them to discuss the questions and then discuss the reasons for substance abuse. You may then lead them in a question and answer session to discuss the conversation.

Ask the learners to read the passage in the Activity 2 and then carry out the required tasks in groups. Walk around observing and correcting any misconceptions. Ask them to report their answers through the group secretaries.

For activity 3, let the learners express themselves openly. Let them say what they think causes some of the anti-social behaviour. Finally, assist the learners to organise the debate for Activity 4. At the same time guide their interaction. Tell them they have to observe turn-taking, time and courtesy as they debate.

## Expected answers for Learning activities 9.1.1.

### Expected answers for Activity 1

People abuse drugs for a number of reasons.

- Some young people abuse drugs because of peer pressure. This is when your friends urge you to do what you don't want. For instance, some young people smoke because they think it will make them popular.
- Some young people smoke because their parents smoke.
- Some people take drugs because they are bored.
- Some imagine they become braver when high on drugs.
- Some adolescents take drugs to 'test' the limits with their parents.
- Some do it out of ignorance.

Explain to the learners that regardless of any of these reasons, abusing of drugs is extremely unfortunate and none of them should abuse drugs.

### Expected answers for Activity 2

1. The person had a chance to get an education and get the skills needed to make a living and contribute to the well-being of the society. But he chose to drop out of school and join gangs.

People engage in such activities because of lack of parental guidance, indiscipline, and traumatic experiences in life such as death of close relatives, family break ups and so on.

2. We can help such people by counselling them, offering support emotionally and in other social aspects, providing mentors, providing avenues to channel their energies such as youth sports groups and if need be using the law to keep them on the straight and narrow. Addicts should be taken to rehabilitation centres.
3. They must have become involved in criminal activities/they must have broken the law for example stealing, mugging, or any other criminal activity.
4. One should listen to the elders and obey all the rules. You must also have clear goals in life and avoid negative peer pressure.

### Expected answers for Activity 3

Ask the learners to discuss. Guide them to see that whatever choices they make in life there are always consequences.

#### Expected answers for Activity 4

Guide and assist the learners to debate the topic.

#### Specific objective

*By the end of this section, the learner should be able to read a text on substance abuse fluently and efficiently.*

#### Teaching and learning activities

Show the learners posters and pictures of people abusing alcohol and substances.

Ask them if they know what substances are usually abused. If they do, tell them to mention some of the drugs that are abused. Let them give them say why people abuse these substances.

Ask them to read the passage silently in say, five minutes. Once they have finished reading the passage, read it loudly as they listen. A better alternative would be for you to choose a few of the learners and ask them to take turns and read as the rest of the class listens. Choose a few questions – may be 1 – 7 and do them orally with the learners.

Tell them to do the rest – 8 and 9 – in their books after discussing in pairs or groups.

#### Expected answers for the comprehension questions

1. Meaning of words and phrases as used in the passage.
  - a) misconception: a belief or idea that is not based on correct information
  - b) respiratory: having to do with breathing
  - c) mood-altering: ability to change the state of mind
  - d) temporarily pleasing: will make you feel good only for a moment
  - e) shortness of breath: when one is labouring to breath, or having difficulties in breathing
  - f) workload: the allocated tasks that have to be carried out
  - g) risky behaviour: doing things in a way that would expose you to danger.
2. According to passage, many people smoke because they don't consider the consequences of this behaviour.
3. "sounding like a woofer" means the smokers' chest make noise like a music equipment.

4. Nicotine physically and emotionally affects the brain. It produces physical and mood-altering effects in a smoker's brain that are temporarily pleasing.
5. Smoking causes the following diseases:
  - heart disease and stroke
  - it increases the risk of lung cancer
6. One can become dizzy and even faint. A fast heart rate also causes light-headedness and chest pains.
7. Taking alcohol is as bad as smoking and it can lead to memory loss.
8. One can get oral cancer. It is also associated with erectile dysfunction, and low birth weight in. The cancer can also lead to limb amputation.
9. Drugs and alcohol have many social and economic effects.
  - The abusers become addicted.
  - A lot of funds may be needed to rehabilitate them.
  - The abusers waste money on these substances and may not afford basic needs for themselves and their families. This can lead to domestic strife and family break up and subsequently children may end up in the streets.
  - The abusers spend too much time and money in their affliction and may not contribute much to the growth of economy of the country.
  - Drug and substance abuse can lead to social stigma.
  - The government wastes funds on educating people who do not meet their obligations to the state because they are sick, or are wasting their resources.

## 9.2.

### Language structure

#### Connectors, adjectives and gerunds

##### Specific objective

*By the end of this section, the learner should be able to correctly use connectors, adjectives and gerunds to talk and write about substance abuse.*

### Teaching and learning activities

The students know what adjectives are. Ask them to give examples of adjectives. This will enable you judge whether you need to revise the concept or move on to the next area of the lesson.

Write a few sentences on the chalk board. The sentences could be on activities which the learners carry out at school and how they follow each other, or the reason for doing them. Underline the connectors you use.

Explain to the learners what connectors are and why we use them.

Take them through the explanation in the Student's Book and give them examples. Ask them to give their own examples. Once you are satisfied with their answers, ask them to do the exercises either as homework or for correction, orally, in the class.

### Expected answers for Practice Exercise 1

1. She started smoking **because** she thought it was fun.
2. He stopped smoking **in order/so as to** be healthier.
3. I kept on taking alcohol **in order to/so** as to get an addict's high.
4. We are not joining any gang **because** they cause fear among people.
5. She is not taking alcohol **because** it can cause memory loss.
6. He is going to the rehabilitation centre **so as/in order** to seek help.
7. She should stop taking drugs **in order/ so as to** think clearly.
8. He is being rehabilitated **in order to/in order to** live a drug-free.
9. She is studying Psychology **so as to /in order to** help counsel addicts.
10. Joining a gang will shorten your life **because** you will be facing violence.

### Expected answers for Practice Exercise 2

1. Firstly, I am going to the rehab clinic to seek help for my addiction.
2. Furthermore, I am not interested in drugs anymore because they are causing deaths.
3. I am teaching people about the effects of smoking instead of encouraging them to smoke.
4. However, quitting smoking is not easy but I have faith I will overcome.
5. Whereas drugs are killing people, there are those who profit from their deaths.
6. Above all I am not taking alcohol because it was causing me to lose my memory.
7. Even so I am striving to be healthier and drug free!



### Expected answers for Practice Exercise 3

**Copy the sentences below in your exercise book and underline the adjectives.**

1. He joined a gang in the village because he felt **lonely**.
2. She visited the drinking den because she felt **frustrated**.
3. The **naughty** boys were expelled from school because they were found smoking.
4. She abused drugs because she wanted to feel **high**.
5. He thought that smoking would make him look **fashionable**.

### Expected answers for Practice Exercise 4

Ask the students to construct sentences and write them in their books. Mark and guide as you find necessary.

Note: There will be varying answers here.

## Gerunds

### Specific objective

*By the end of this section, the learner should be able to use gerunds correctly to talk and write about substance abuse.*

### Teaching and learning activities

Gerunds can be challenging for some learners. You need to take a bit more time than usual in this area.

Start by writing verbs on the chalk board. Ensure that these verbs are not inflected, at the beginning. When the learners would have seen and read them, write a new set with the –ing.

Write a sentence with the verb as a plain verb, and then as a gerund for example: *He is eating. He likes eating. Eating is his hobby. He lives for eating.*

Explain to the students why it is a ‘noun’, not a verb – because it is acting as a subject, a complement, or an object. You can have sentences with nouns functioning the same way alongside for example: *Hirwa likes buns.*

Ask the learners to give their own sentences and once you are satisfied, ask them to do the exercise in the Student’s book.

### Expected answers for Practice Exercise 5

1. **Smoking** in a public place is a crime.
2. **Abusing** alcohol and drugs is destructive.
3. **Avoiding** problems with teachers is easy if you don't misbehave.
4. **Over-eating** is to invite obesity.
5. **Joining** street gangs is a ticket to an early death.
6. The prefect told the boy that **sniffing** glue is bad for his health.
7. He likes **playing**.
8. He hates **taking** alcohol.
9. **Engaging** in promiscuous behaviour is **inviting** all manner of STIs.
10. Mutesi likes **playing** football and **reading** novels.

### Expected answers for Practice Exercise 6

Ask the learners to make the sentences and then correct any mistake that they make. You may want to start with an oral exercise before giving the written exercise.

## 9.3.

### End unit assessment

#### Anti-social behaviour

##### Specific objective

*The learner should be able to confidently and effectively write an essay on substance abuse.*

#### Teaching and learning activities

From what has been covered and done in groups in the unit, the students should be able to write on anti-social behaviour.

Ask them to come up with group outlines. Once they are done, tell them to work individually and come up with individual compositions.

#### Expected answers for Activity 1

Ask the learners to move into their groups. Let them discuss the misbehaviour as you walk around, observing, listening and correcting. Ensure they are using the gerund; this is the focus of the activity.

Ask them to identify the anti-social behaviour and give the consequences.

The disruptive results of the misbehaviour should come out. Those who

misbehave also risk been ostracised by the society. They break the social harmony.

Anti-social behaviour suggests immaturity and inability to submit oneself to the norms of the society.

### **Expected answers for Activity 2**

Observe and assist the students as you deem necessary. They should be able to use the information they gathered in Activity 5.

### **Expected answers for Activity 3**

#### **Group project**

##### **Specific objective**

*By the end of this section, the learner should be able to effectively and confidently carry out a project that helps in fighting drugs and substance abuse.*

Start by guiding the learners to write the sentences for Activity 5. You can go further and ask them to write a composition of about 150 words on the causes and effects of drug abuse.

Let the learners work on their own but offer guidance. You can get posters and use to demonstrate to them what is expected of them, but encourage learner initiative.

The poster should be neatly done, precise and communicative. It should be visually attractive and interesting. They need not use complete sentences.

Possible wording: 1. Beware of drugs! Avoid Drugs! Drugs kill!

2. Give drugs to those who are perishing/Drugs kill.

### Expected answers for Practice Exercise 1

1. I went jogging every evening and I saw them chatting happily.
2. I felt lonely because I was new in the estate and used to live alone.
3. I started thinking of joining them so as to belong
4. I started talking to one of them in order to know who the others were.
5. Before long, she started jogging with me.
6. Finally, she introduced me to her friends.
7. One day, we were walking home.
8. She requested me to hold her bag.
9. She excused herself, because she wanted to pick something from a shop.
10. The police officer found me holding the bag.
11. He asked me to hand it over and on searching it found cocaine.
12. The officer arrested me; I was arraigned in court and ended up here.
13. I regret joining this gang; look where I have ended.

# UNIT 10

## Sources of wealth

### Sample lesson plan

School .....

Teacher's name .....

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
1	.../.../20...	English	Senior one	10	1	40 minutes	
Types of special needs education and number of learners							
Topic area	Reading comprehension						
Sub-topic area	Overview of resources in Rwanda						
Unit title	Sources of wealth						
Key unit competence	To use language learnt in the context of sources of wealth.						
Title of the lesson	Overview of resources in Rwanda						
Instructional objective	The learner should be able to read a text on the economic resources and activities in Rwanda fluently and efficiently.						
Plan for this class (location: in/outside the class)	The lesson is to be carried out in the classroom.						
Learning materials (for all learners)	Pictures, tables and maps of economic activities.						
References	Pupils' book 1 p and a good dictionary of English.						
Timing for each step	Description of teaching/learning activity					Generic competencies and cross-cutting issues to be addressed	
	Teacher activities			Learner activities			

Introduction 5 minutes	Show the learners the economic map of Rwanda and ask them to identify a number of economic activities.	The learners give examples of economic activities in Rwanda from the map.	Cross-cutting issues – Entrepreneurship: imports, exports, agriculture, minerals, and production processes. The learner should be able to name a variety of sources of wealth in Rwanda and where they are found and appreciate the importance of entrepreneurship in creating wealth.
Development of the lesson  30 minutes	<ul style="list-style-type: none"> <li>The teacher instructs the learners to read the passage silently.</li> <li>The teacher reads the passage loudly. Selects questions 1- 6 for learners to do in class.</li> <li>Teacher leads the learners in a Q and A, and discussion of their classes.</li> <li>The remaining work is given as homework for later marking.</li> </ul>	<ul style="list-style-type: none"> <li>The learners read the passage quietly.</li> <li>The learners listen as teacher reads.</li> <li>Learners do questions 1-6 in their exercise books.</li> <li>Learners participate in the Q and A and the accompanying discussion.</li> <li>Learners do the homework.</li> </ul>	
Conclusion  2 minutes	Teacher summarizes on economic activities and resources.	The learners listen.	
Evaluation  3 Minutes	Teacher asks the learners to name economic resources and where found.	Learners should name economic resources and where found.	

## General objective

By the end of this Unit, the learner should be able to use the language learned in the context of sources of wealth.

## Assessment criteria

The learner should be able to:

- describe where agricultural products and minerals are produced in Rwanda on a map.
- describe a production process.
- interpret a table about imports and exports.

## Teaching and learning resources

1. A map of Rwandan economic activities
2. Pictures and posters of economic activities
3. Charts and tables
4. An English dictionary
5. Student's book
6. Chalk board

## Teaching and learning steps

### 10.1.

### Describing agricultural products

#### Specific objective

*By the end of this section, the learner should be able to fluently and confidently talk about the economic activities in Rwanda.*

#### Teaching learning activities

Show the learners an economic activities and vegetation map of Rwanda and ask them to identify crops and activities they can see on the map. They should identify two or three.

Ask them to read the conversation silently. Thereafter, tell them to read the conversation loudly, in groups.

When they are through, tell them to discuss Activity 1. Let them answer the question orally before they proceed to Activity 2. They should discuss the questions before placing the crops on the map. Tell them to draw big maps so that they can have enough space to place the crops.

## Expected answers for Learning activities 10.1.1.

### Activity 1

Ask the learners to identify the crops grown in their home area. You can add more crops to this list so that it includes what is in your location.

### Activity 2

1. Ask the learners to draw the map of Rwanda. They should identify the given areas and the foods that are produced there. Use a wall map and ask the learners to identify those areas after they have drawn and discussed their answers in groups.
2. Production of crops
  - a) Plantains are the most produced crops.
  - b) Coffee and tea are cash crops.
  - c) It's good since one can see the information at first glance. You do not need to read a lot of paragraphs or pages to get the information. Expect other answers, but guide and correct wrong impressions.

## Reading and comprehension

### Specific objective

*By the end of this section, the learner should be able to read a text on economic activities in Rwanda fluently and efficiently.*

### Teaching and learning activities

Tell the learners to read the passage silently. Once they have finished, ask a few learners to read the passage loudly. They should read say, a paragraph each.

Once they finish, lead them in a class discussion of the passage and a few of the questions to enhance their comprehension. Thereafter, guide them to attempt the comprehension questions.

### Expected answers for the comprehension questions

1. Meaning of words as used in the passage.
  - a) natural resources: supply of materials that are found occurring in a country
  - b) demand: the desire or needs of customers for a product
  - c) investments: shares bought in a company with the hope of returning a profit



- d) production: the process of making materials or goods in large quantities
  - e) loans: money that banks lend and whoever borrows repays with interest
2. Tin ore, columbite, tantalite and tungsten ore are the main mineral resources.
  3. Quarrying and mining sector contributed 0.7% to the GDP.
  4. The demand could have been driven by increase construction of buildings and roads, or may be an opening in export markets.
  5. In 2008, gold exploration activities were carried out by TransAfrika Resources Ltd in the Gicumbi District.
  6. Kivuwatt Ltd planned to construct a gas-fired power station and extract natural gas from Lake Kivu, in 2010.
  7. Mining activities have been suspended until proper environmental protection measures are instituted. This is because the river supports a large community that lives along it.
  8. B – small but with potential
  9. The country’s mining sector could be improved if she managed to attract more foreign investments. Banks should also offer potential investors more loans in the coming years. With sufficient foreign investments and other forms of financial aid and increase in production and exports, the country would see an improvement in its mining and mineral industries.

## 10.2. Language structure

### The passive voice, connectors of time and the present tense

#### Specific objective

*By the end of this section, the learner should be able to use connectors of time, the passive voice and the present tense to write and talk about economic activities in Rwanda.*

#### Teaching and learning activities

All these areas have already been covered in way or another.

Ask the learners to give a few examples of each and then gauge whether you need to revise before revising.

Give a few examples of each and then take the learners through the explanation in the Student’s book.

Ask the learners to give examples based on the Unit topic and when satisfied with their answers you can ask them to do the exercise either for classroom marking, or as homework.

### Expected answers for Practice Exercise 1

**Complete the following sentences correctly.**

1. Cassiterite is **mined** in Rutongo Mines.
2. Wolframite is **mined** at Nyakabingo.
3. Nyakabingo mines **export** 18 tonnes of Wolframite per month to Malasya.
4. Coltan is **found** in the western parts of the country.
5. Gold deposits are **found** in Miyove.

### Expected answers for Activity 3

Ask the learners to carry out the exercise. Ensure the work is done and marked. You may read out the best accounts to the rest of the class. All the same don't expect it to be very elaborate at this level.

You could also arrange a field trip in collaboration with your geography/chemistry colleagues and then ask the learners to write a report on what they learn during the trip.

Sample

Mining of tin ore – simplified

There are nine tin-bearing ores but only cassiterite is mined to any extent.

The process depends on the ore where it is being extracted and the level of impurities.

The unwanted materials are either physically or chemically removed.

The tin-bearing gravel is broken with jets of water pumped through large nozzles.

A muddy slurry is formed.

The muddy slurry is pumped up a wooden trough by a pump located at the lowest point of a pond.

The tin ore sinks at the bottom because it is heavier than soil and mud.

It is then collected periodically and taken for further processing.

The ore is passed through several vibrating screens that separate coarser foreign materials.

It sinks to the bottom and the fine silt is carried away.

It may also pass through a tank with chemicals that make the tin chemicals rise to the surface.

It is then passed through magnetic smelters to remove any iron particles. At this level it is 70 – 77 % pure cassiterite.

It is put in furnaces with coal or fuel oil. The temperatures are at 2550 degrees Fahrenheit.

A slag is formed.

The slag is put in a cooling furnace and by raising the temperature carefully, tin melts leaving other metals.

It is collected in a poling kettle.

The molten tin is shaken with steam, compressed air and poles of green wood. The resulting tin is 99.8 % pure. If a higher grade tin is required, it can be refined through electrolysis.

Finally the tin is cast in iron molds to form ingots which are ready for use.

#### Expected answers for Activity 4

Expect many sentences. Some students may combine a number of items. Accept as correct as long as the student uses the passive voice and the present simple tense.

Here are sample responses:

1. Petroleum, wheat and palm oil are imported by Rwanda.
2. Iron and non-allow steel are imported by Rwanda.
3. Tin ores, coffee and bread are exported.
4. Tea and raw skins and hides are exported.

Imports	Exports
Petroleum oils	Coffee
Portland cement	Tin ores
Cane or beet sugar	Niobium, tantalum, vanadium or zirconium ores

Cane or beet sugar	Tungsten ores
Wheat	Chromium ores
Electrical apparatus	Raw hides and skins
Electrical apparatus	Live bovine animals
Automatic data processing machines	Beer made from malt
Palm oil	Vegetable saps
Medicine	
Insulated wire, cable	Bread
Animal or vegetable fats and oils	pastry cakes, biscuits
iron or non-alloy steel	Leguminous vegetables
Worn clothing and other worn articles	Tea
Soap	
New pneumatic tyres, of rubber	

### Expected answers for Activity 5

- From the table 40 metric tonnes of tea was exported while 100 metric tons of fertilizers were imported.

From the table, 60 metric tonnes of tea were exported while 80 metric tonnes of industrial goods were imported.

From the table, 30 metric tonnes of sugar were exported while 100 metric tonnes of machinery were imported.

80 metric tonnes of pyrethrum were exported while 200 tonnes of chemicals were imported.

50 metric tonnes of cotton were exported while 400 metric tonnes of steel were imported.
- Imports added up to 880 metric tonnes while exports added up to 260 metric tonnes.

### 10.3. End unit assessment

#### Specific objective

*The learner should be able to write an essay from visuals on economic activities in Rwanda confidently and effectively.*

#### Teaching and learning activities

Show the learners a variety of visual presentations and ask them to comment on what they think about them. Next, ask them to go through the work in groups.

#### Expected answers for Activity 1

Expect various responses. Emphasise on the economy and clarity of visual representation of information. In this case, there are more imports than there are exports. Also, all the imports are industrial goods.

#### Expected answers for Activity 2

Expect some variations in the answers

The following is just a sample of the outline. The answers should be done in continuous prose.

- a) Coffee
  - The production of coffee seems to have declined by April. At its highest in January, it stood at \$ 1, 789,811, but declined to \$ 783, 475 in April.
- b) Tea
  - There is variation in the production of tea. March had the highest production at \$ 5,526,395. The figure for April was \$ 4,992,210; February had \$ 4,425,162 and January had the lowest production at \$ 4, 403, 969
- c) Cassiterite
  - The highest production is at \$6,117,163. There was a decline from the months of January to March. January's production stood at \$ 5, 942,653 while February production was at \$ 5, 929,453
- d) Coltan
  - The production of coltran is inconsistent. In March, it stood at \$ 8,949,709, but fell to \$ 5,058,358 in April. The lowest production was in January at \$ 3,014,455

- e) Hides and skins, pyrethrum
  - The export is in small amounts. At their highest production, hides and skins contributed \$ 2,301,201
- f) Pyrethrum stood at \$ 266, 369.

### **Expected answers for Activity 3**

Expect some variations. However, what should be salient is that:

1. The level of imports has been rising steadily over the years.
2. Chemical and allied make up the highest amount of imports.
3. Plastics and rubber comprise make up the smallest amount of imports.

UNIT

# 11

## Revision exercises

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### General objective

The learner should be able to use the language learned in a variety of contexts.

### Assessment criteria

The learner should be able to:

- listen keenly and speak fluently and correctly.
- read effectively and accurately.
- write confidently and correctly.

### Resources

1. Assessment materials
2. An English dictionary
3. Chalk board

### Assessment activities

The work can be given as a timed exam, or you can choose to ask the learners to do the exercise and then you mark and discuss the answers. You can also combine exams and homework. It is important that the learners attempt the question to enable you to establish those who may need remedial work, and what needs to be re-taught. You can also design more exercises to cover all the areas taught.

### Teaching and learning steps

#### 11.1. Listening and speaking

#### Expected answers for Exercise 1

1. No, they don't seem to be communicating at all. They seem to be talking about different things at every turn of the communication.
2. The essence of the lesson is to draw the attention of the learners to the importance of pronunciation. They should also be aware that there are words that may be written differently but they are pronounced the same way. These are homophones. The conversation creates puns by showing

the possibilities created by the pronunciation. Sarah seems to be either unable to get the right meaning or to be creating humour. Whatever the case, there is breakdown of communication.

## Expected answers for Exercise 2

You may have to read this account twice, depending on the ability of the class. The words in bold have been left out in the pupil's book.

You could read the passage, pausing after a paragraph for a few minutes to allow the learners to fill in the gaps already covered.

The symptoms of HIV/AIDS vary depending on the **phase of the infection**.

The first stage is referred to as the primary infection stage. At this stage, the person living with HIV develops a flu-like illness within a month or two after the virus enters the body. This illness, known as primary **or acute HIV infection**, may last for a few weeks. Possible symptoms include fever, muscle soreness, **fever, rash, headache, and sore throat, joint pain and, diarrhoea, mouth or genital ulcers and swelling of glands**.

Although the symptoms of primary HIV infection may be mild enough to go unnoticed, the amount of **virus in the blood stream**-(viral load) is particularly high at this time. As a result, HIV infection spreads **more efficiently** during primary infection than during the next stage of infection.

The next stage is referred to as **clinical latent infection**. In some people, persistent swelling of the lymph nodes occurs during this stage. Otherwise, there are no specific sign and symptoms. HIV remains in the body, however, as a free virus and in infected **immune cells**; the stage usually lasts from eight to ten years. A few people stay in this stage even longer, but others progress to **more severe disease** much sooner.

Early symptoms of HIV infection

If a patient receives no treatment for HIV infection, the disease progresses to AIDS in **about ten years**. By the time AIDS develops, the immune system has been severely damaged, making the patient prone to **opportunistic infections** – diseases that wouldn't be so serious for a person with a healthy immune system. The signs and symptoms of some of these infections may include:

1. **chronic diarrhoea;**
2. **skin rashes or bumps;**
3. **white spots or unusual lesions on the tongue;**
4. **soaking night sweats.**



**11.2.****Reading and comprehension****Expected answers for Exercise 1**

1. The weather was beautiful with the sun shining brightly.
  2. They had to leave the warm, comfortable sun for the dull classroom.
  3. The teacher, Mr. Buregeya, was most likely going to give him a heavy punishment.
  4. Habimana was not known to be rude, so the other students found his behaviour strange.
  5. The explosion refers to the heavy punishment they were sure Mr. Buregeya was sure to mete out.
  6. The reaction of the teacher was totally unexpected. He was gentle and caring while they had expected a burst of anger.
  7. The 'moment' was the time the teacher would surely explode.
  8. He must have also realised there was something wrong with Habimana and was helping him out. It was a show of care and concern.
  9. No, it didn't. The teacher is said to be a leopard that behaved like a meek lamb.
  10. B
  11. B
  12. The surprise
- Accept any other reasonable answers.

**Expected answers for Exercise 2**

1. Meanings of words as used in the passage
  - a) weird: strange/bizarre
  - b) scrape: manage with difficulty
  - c) cabbage farm: an institution for the mentally sick
  - d) lavatories: toilets
  - e) cultured: civilized or sophisticated
  - f) fawn: a young deer
  - g) prancing: walking with exaggerated bouncing steps
  - h) sniggers: sly disrespectful laugh, especially stifled
2. C
3. C

4. D
5. A
6. The differences are:
  - a) those from the village schools look thin and come with closely-cropped hair.
  - b) they usually wear poorly made, or unfashionable uniforms.
  - c) those from the village schools also sound unknowledgeable.
  - d) the ones from the academies sound ambitious and informed.
  - e) they also appear a little bit more confident, almost arrogant.
  - f) those from the village arrive on foot, but the ones from academies arrive in flashy vehicles with the whole family accompanying them.
7. We can say the Kenyan society is highly stratified.
8. The narrator doesn't seem to like Ahurole. The name is taken from a childish mercurial character in the book 'The concubine', and she also says she is always getting babies.
9. That they are very small like mice

### 11.3. Language use

#### Expected answers for Exercise 1

	Countable	Uncountable
	herd	water
	book	air
	mouse	maize
	swarm	meat
	cloud	paint
	wife	coffee
	pair	oil
		politics
		soil
		grass

### Expected answers for Exercise 2

Expect a variety of answers. Check to confirm correct usage.

### Expected answers for Exercise 3

1. I like people **who** tell the truth.
2. Where is the pen **that/which** I gave you?
3. Is it true God helps those **who** help themselves?
4. I know the man **whom** the thieves conned.
5. This is the man **who** came to see you this morning.
6. The house **that/which** they live in is very small.
7. This is the mason **who** built this classroom.
8. **Which** of these books is yours?
9. You make up your mind **whom** to believe.
10. This is the child **whose** mother was arrested.

### Expected answers for Exercise 4

1. It **rains** very heavily during the months of March and April.
2. Cows **are grazing** in the field as we talk.
3. My mother always **prepares** a great meal during my birthday.
4. She **swims** every day as she prepares for the games.
5. Some people **keep** dogs as pets.
6. Farmers **work** very hard for a living.
7. Our History teacher is **organising** a trip for us to the parliament.
8. I have **eaten** a banana.
9. The wind **has uprooted** a lot of trees.

### Expected answers for Exercise 5

Expect a variety of answers, but check for correct usage of the past simple tense.

### Expected answers for Exercise 6

1. Being foolish is **worse** than being poor.
2. He is the **most** irritating man I have ever met.
3. We ended up driving **faster** than we wanted in order to make it home before nightfall.
4. That was the **least** appetising meal she has ever cooked.

5. Mt Kilimanjaro is the **highest** mountain in Africa.
6. Martin Luther is one of the **greatest** black leaders.
7. I am more **educated** than you but I know you are **wiser**.
8. China's economy is the second **biggest** economy in the world today.

#### Expected answers for Exercise 7

1. I visit my mother **frequently**.
2. It **seldom** rains in the desert.
3. He arrived **here before** you.
4. The teachers are going to Kigali **tomorrow**.
5. I have my birthday on **Tuesday next week**.
6. It is raining **heavily**.
7. **Today** is the Independence Day.
8. The college holds a graduation ceremony **twice** a year.

#### Expected answers for Exercise 8

Expect a variety of answers but check to confirm use of the passive and active voice.

#### Expected answers for Exercise 9

1. Nothing is more feared than a new idea, **which has never been tried**.
2. It is an open secret **that he is to contest the MP seat**.
3. This is the goat **whose kid was eaten by hyenas**.
4. That is the secret **that he had told her**.
5. He pretended to know the answer, **which we knew he didn't**.
6. Students **whose marks are low** may have to repeat a year.
7. We looked for the man **who left his phone behind**.
8. It is not clear **which record he broke**.

**11.4.****Writing**

In this section, apart from checking to see whether the learner has followed the instructions, check for the following:

- a) correct spellings;
- b) correct usage of vocabulary, word economy and subject verb agreement;
- c) correct sentence construction;
- d) correct paragraphing, and
- e) cohesiveness.

**Expected answers for Exercise 1**

1. The recipe should have the name of the meal, ingredients with correct measurements, and a clearly developed cooking procedure. The meal should be a balanced diet.
2. This should be a description of a tour. It should describe the journey and the place visited by appealing to the five senses.
3. This should set out economic activities. It should identify the activities and develop how they contribute to the economic well-being of the community of the learner.
4. The composition should identify types of foods in terms of carbohydrates, proteins and vitamins. It should give examples and then explain why we need balanced diets.