

ENGLISH LANGUAGE

TUTOR'S GUIDE

TTC YEAR 1

LE OPTION

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FOREWORD

Dear tutor,

Rwanda Basic Education Board is honoured to present English language TTC Year One tutor'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 emphasises 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 specific content, the quality of tutors' pedagogical approaches, 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 tutors, learners will gain appropriate language skills and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

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

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

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

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.

Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

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

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

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

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

Even though this tutor'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 tutor's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the tutors who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

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

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1. General Introduction

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

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

2. Sample Lesson Plan

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

3. Unit Development

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

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

4. Attention to special educational needs and inclusive education

In the classroom, learners learn in different ways depending on their

learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to adapt his/her methodologies and approaches to meet the learning needs of each student in the classroom. Also, tutors should understand that learners with special needs ought to be taught differently or require some accommodation to enhance the learning environment. This will be done based on the subject and the nature of the lesson. In order to create a well-rounded learning atmosphere, tutors need to:

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

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

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

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

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

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

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

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

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

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

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

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

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

5. Sample Lesson plan

Name of the TTC:

Tutor's

name:.....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	English	Year1	8	5 of 6	40	48
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Visual impairment (short-sightedness and long-sightedness) =2 Physical disability:1			
Unit title		Education and personal development					
Key Unit Competence		<i>To use language learnt in the context of Education and development</i>					
Title of the lesson		A text: "Life skills"					
Instructional Objective		Using a short story, Pictures and some flashcards on which some words and meanings are written, year one student teachers will be able to read fluently the text and answer comprehension questions effectively.					
Plan for this Class (location: in / outside)		This lesson will take place inside the classroom					

Learning Materials (for all learners)	Pictures, Flash cards, dictionaries
References	English for secondary school, p..., REB Syllabus for English (2019), Internet websites

Timing for each step	Description of teaching and learning activity		Generic competences and Cross cutting issues to be addressed + a short explanation
	Teacher activities	Learner activities	
Introduction 5min	<p>Tell a short story titled 'John's behaviour at work' to student teachers.</p> <p>Ask questions related to the short story told.</p> <p>E.g.: John's behaviour at work</p> <p>Question: What are the gaps does Mrs. John have in his responsibilities as a country director?</p>	<p>Listen to the short story told by the tutor.</p> <p>Answer questions related to the short story entitled 'John's behaviour at work'</p> <p>Possible answer: Team work skills</p>	<p>Communication will be developed through listening to the story and answering questions.</p> <p>Gender education will be addressed through giving equal opportunities to both boys and girls to answer questions of the story.</p>

<p>Development of the lesson 25min</p>	<p>Show a picture and ask student teachers to interpret it.</p> <p>Ask student teachers to link the picture observed with what they think the lesson can talk about.</p> <p>Form small groups of six student teachers that mix boys and girls with different abilities and give clear instructions.</p> <p>Seat student teacher with physical disabilities in a comfortable place to work easily with others.</p> <p>Ask student teachers to take their books on page..., read the text silently and ask some questions to check their reading progress.</p> <p>Invite some student teachers to read aloud (model reading).</p> <p>Allow more student teachers to practice reading (read in turns, a desk, etc.) as well as checking spelling and pronunciation.</p>	<p>Observe the picture and answer questions asked.</p> <p>Discover what the lesson can talk about based on the picture observed.</p> <p>Join groups formed and follow the instructions given by the tutor.</p> <p>Follow the instruction given and participate in a group activity.</p> <p>Read silently the text and answer questions.</p> <p>Listen to the text read aloud and learn spelling, punctuations, and articulations in their books.</p> <p>Read and follow the tutor's corrections.</p>	<p>Critical thinking</p> <p>Through interpretation, answering questions and discovery activity, student teacher will develop critical thinking.</p> <p>Cooperation, interpersonal management and life skills will be developed through working as a team, sharing experiences and respecting every one's views.</p> <p>Communication will be developed through reading both silently, reading aloud, paying attention to the spelling and pronunciation.</p> <p>Life skills will be developed through reading and exploiting the text about life skills.</p> <p>Peace and value education will be addressed through active</p>
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	<p>Use the same groups and ask student teachers to identify some new words and meaning. Repeat the instructions and for partial visually impaired student teachers</p> <p>Ask the student teachers if what they thought the text would be after observing the pictures is found the same.</p>	<p>Identify news and use dictionaries to find their meanings in groups. And also help student teachers with special needs.</p> <p>Answer the question asked.</p>	<p>listening, working in a respectful and caring environment in groups.</p> <p>Inclusive education will be addressed through facilitating partial visual impaired and the one with physical disability student teachers to learn at the same pace with others.</p>
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<p>Conclusion</p> <p>10 min</p> <p>Summary</p> <p>Assessment</p>	<p>Use three, two and one (3-2-1) technique to help student teachers summarize the lesson learnt(three things learnt, two things appreciated and one more challenge).</p> <p>Provide written exercises of comprehension to be done in small groups and flashcards which contain words and meaning.</p> <p>Home work</p> <p>Ask learners to write an essay describing the main life skills that a person should have.</p>	<p>Apply the technique used in order to summarize the lesson.</p> <p>Do the written exercises in groups.</p> <p>Write down the given homework and ask some clarification where possible.</p>	<p>Research and problem-solving will be developed through using the technique (3, 2, 1) and answering the questions of assessment.</p> <p>Gender education will be addressed through grouping both boys and girls in the work and give equal chance to participate</p> <p>Life-long learning</p> <p>Through continuous learning after normal lessons, life-long learning will be developed.</p> <p>Life skills will be developed through writing an essay about the main life skills.</p>
<p>Teacher self-evaluation</p>	<p>Tutor's self evaluation depends on the learning evidence in class. What the student teachers have been able to do, is the evidence. This can be based on assessment during classroom activities either individually or in groups. Then to judge if the lesson objective has been achieved or not and give remedial activities.</p>		

• UNIT 1:

PEOPLE AND PLACE

Key unit competence: To use language learnt in the context of people and places

Prerequisites:

The tutor may ask questions related to the unit, like: 1. Why people move from place to place., to test their prior knowledge.

Cross cutting issues to be addressed: Gender education. Learners will recognize that as people move from place to place, they are both male and female so, they need to be treated equally. In addition, learners in the learning process should be gender sensitive.

Peace and value. Learners should understand from this unit that, people should live in peace and respect each other.

Guidance to the introductory activities:

Have learners open their books and observe the pictures and critically answer questions regarding pictures with their partners. Thereafter, randomly select a representative from each pair to present ideas to the rest of the class.

Possible answers to the introductory activities

1. People go to the national parks for adventure. Allow possible answers from learners.
2. optional. (-allow student 's answers as you analyze their correctness.) pay attention to the use of es/s/ ies of the verbs used.
3. People in figure 3 are an extended family. Because in an extended family different family members live together.
4. An extended family is a type of family which includes: a father, mother, children and relatives. E.g. uncles, aunt, grandfather, while nuclear family is a type of family where a father, mother and children live together.
5. Open ended. Allow possible answers .

Lesson titles/sub headings:

	Lesson title	Learning objectives	Number of periods
1	1.1. Introducing one's self and others,	Knowledge <ul style="list-style-type: none">• Recognize words used for self-introduction.• Identify and use the present simple tense in different situations Skills: introducing her/himself and others. Attitudes and values: <ul style="list-style-type: none">• Appreciate work done by different people.	7
2	1.2. Talking about people at home	Knowledge: Name people in different situations. Explain words used to talk about people and places. Skills: Use present simple tense while describing people and places. Attitudes and values : use respectful language.	7

3	1.3. Narrating about different places.	<p>Knowledge: Identify words used in the present simple tense in different situations.</p> <p>Recall the use of articles.</p> <p>Explain words used to talk about people in different places.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Appreciate services offered by different people. • Attitudes and values: To be open to friendship and other relationships. 	7
4	1.4 comparing people according to their gender and occupation.	<p>Knowledge:</p> <ul style="list-style-type: none"> - Tell what people do in different places. - Explain the importance of gender equality in occupations. <p>Skills:</p> <ul style="list-style-type: none"> - Read or listen to stories about different people. - Use descriptive language to compare people. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate work done by different people. - Be gender conscious when talking about occupations. 	7

	1.5 Language structure	<p>Knowledge: use the grammar bellow correctly:</p> <ul style="list-style-type: none"> • Present simple and past simple • Nouns and pronouns • Articles <p>Conjunctions: while, when, whereas, etc</p> <p>Spelling and pronunciation.</p> <p>skills: using this content for communication.</p> <p>Attitudes and values: Use the above grammar politely according to the context.</p>	7
End of unit assessment			1

1.1 Introducing one's self and others.

Lesson 1:

Learning objectives

Knowledge:

- Recognise words used for self-introduction.
- Identify and use the present simple tense in different situations.

Skills:

- Introducing her/himself and others.

Attitudes and values:

- Appreciate work done by different people.

Teaching and learning resources:

Pictures, Dictionaries, photographs etc

Learning activity 1.1 Reading and exploitation of texts

- Ask students to observe the Pictures and interpret them accordingly.

- After observing the pictures critically, ask them to answer questions that will follow. Activities will be done in pairs/ groups and presentations.

Learning activities 1.1.1 Text 1. A dialogue between two classmates

Guidance for the tutor:

- Ask learners to role play the dialogue.
- Put learners in groups of equal numbers.
- Tell them to work in pairs according to the dialogue. also use think pair and share technique.

Possible answers:

1. No they knew each other before.
 2. Akagera national park is one of the richest ecological sites in Rwanda. It has natural vegetation, beautiful lakes and variety of animal species. with an amazing scenery.
 - It is found in the Eastern province of Rwanda, near the border with Tanzania.
 3. The three friends love reading in the library because it is convenient for concentration and less movement and maximum silence is maintained.
1. **Present perfect, present tense.**
 - Verbs
 - Interrogative pronouns.
 - Auxiliary verbs
 - Adjectives
 4. Both of them are students and they love reading, they are all fascinated with quiet environments.
 5. Mutoni comes from a semi- arid area while Sarah comes from the quiet neighborhood of Kacyiru District
 6. a. Fascinated: Strongly attracted and interested.
 b. Seldom: Sometimes
 c. Obviously: In a way that is easily perceived or understood; clearly.

Learning activity 1.1.2 text: 2,

- The tutor should do model reading first, then ask learners to read

the text quietly.

- The tutor can ask them to read the text aloud in turns.
- 1. Animals in the farm were not treated equally
- 2. They were still the only farm in the whole country in all England.
- 3. Open ended. Allow possible answers from learners.

Possible answers for vocabulary activities:

- Open ended.
- Allow possible answers from learners.

1.1.3 Application activity: Essay writing:

- Possible answers:
- Open ended.
- Allow possible answers from learners.

1.2 Talking about people at home

lesson 2.

Lesson objectives:

Knowledge:

- Name people in different situations, identify different types of families. Explain words used to talk about people and places.

Skills:

- **Use present simple tense while describing people and places.**

Attitudes and values:

- Use respectful language in language structures given.

Teaching and learning resources

The tutor can use dictionaries, internet, etc.

2.2.1. Learning activity: reading and texts analysis

Guidance to the tutor:

- The tutor should instruct students to read silently.

- The tutor may ask learners to sit according to their groups and read aloud in turns.
- Explain words used to talk about people and places.

Skills.

Use present simple tense while describing people and places orally and in writing.

Attitudes and values:

The tutor should encourage students to:

- Use respectful language while describing different people in their respective places;
- Be mindful of the roles people play in their lives;
- express admiration for beautiful places they can visit in different parts of Rwanda.

Teaching resources: Audio visual aids, pictures, speech bubbles, photographs, dictionaries etc.

- The tutor can ask learners to critically observe the pictures and read the passage below.
- The tutor can do model reading shortly to capture their attention.
- The tutor may use an echo reading strategy (one learner reads while others listen)

Pre requisites

Learners should be asked about different types of families they know. Student teachers should be able to explain how people live together, in different families.

Possible answers:

1. It can be an extended family or a nuclear family.
2. Uncles and aunts belong to an extended family.
3. This is so because, they are relatives to the nuclear family.
4. I prefer nuclear family because it is more organized, it consists of a few family members.
5. Allow possible answers from students

6. A helpful family provides the greatest support for the raising of children and continuation of the **lineage**.

1.2.2. Application activity: Paragraph writing.

. Possible answers:

- Open ended.
- The tutor can remind learners, to use the notes on paragraph writing in their text book in unit 5.

1.3. Narrating about different places.

1.3.1. Learning activity: reading and exploitation of text.

Guidance to the Tutor for reading activity:

- The tutor may ask learners to sit in their learning groups.

Choose students randomly to read the text, or the tutor can do model reading, he/she can ask learners to read in turns.

Possible answers.

1. He was bored because the cell service was long gone; there was nothing to do but sit back, relax and enjoy the show.
2. Right around this time of year, to the east of Rwanda's borders, in Tanzania and Kenya, Tourists come in large numbers.

Vocabulary: Word and Sentence Formation.

- The tutor can ask Learners to get dictionaries from the Library, for the correct meaning of words.
- Remind learners, to also use internet and complete the meaning of words where they are missing.

Possible answers:

A	B
1.Smack	In sudden and violent way.
2. Stumbling	Tripping or losing balance while walking; moving with difficulty.
3.Caravans	Travelers (a large people travelling together).
4. Snorting	Make a sudden explosive sound through the nose.(by forcing air out up or down the nose)

5. Brilliantly	Extremely clever or skillful
6. Poachers	People who hunt animals.(hunters)
7. Spilled	To cause or allow liquid to flow over its container.
8. Balcony	a platform enclosed by a wall or balustrade on the outside of a building, with access from an upper-floor window or door.
9 .Rustic	Relating to a country side or rural.
10. Starling	Feeling or show a sudden shock or alarm.
11. Reel	Rolling or(swaying).
12. hang sport	The sport of launching oneself from a steep incline.
13. Wet land	Aland that is enclose by water.
14. Scraggly	Tripping or losing balance while walking; moving with difficulty.

1.3.3 Application activity: Sentence writing.

- Open ended.
- Allow possible answers from learners.

1.4 Language structure

Lesson 4/5

Lesson objectives :

Knowledge:

Use the grammar bellow correctly:

- Present simple and past simple
- Nouns and pronouns
- Articles
- Conjunctions: while, when, whereas.

Skills: Using this content for communication.

. Attitudes and values:

- Use the above grammar politely and correctly according to the context.

. Teaching and learning resources.

- Use flash cards in grab bag.

1.4.1. Present simple and past simple tenses

A) The present simple tense:

- The tutor can ask students to make oral sentences or tell them to **read a selected story**.

From the story, oral sentences, invite them to identify the present simple tense used in different sentences.

- The tutor can even use a song with a targeted tense.
- The tutor can ask learners to discuss in their groups, move around helping weak learners.
- After discussions, invite them to present/report their finding to the class, give learners time, to read through the notes given in their book in this unit.
- The tutor can tell them to write important tips to guide them use the tense correctly.

Application activity: Sentence writing

- The tutor may refer learners to the notes in their text book, p....on the present Tense.

possible answers:

1. **Open ended**, Allow possible answers from learners.
2. Open ended, allow possible answers from students.

B) The past tense:

- Use the same guidelines given in a), above.
- Make sure that learners make notes given in their text book.

1.4.2 Nouns: Proper nouns, Common nouns, Collective nouns, Abstract nouns Countable and uncountable Nouns.

1.4.3. Application activities: Using conjunctions and articles in sentences.

Possible answers:

1. while
2. where as
3. where as
4. when
5. where as
6. when
7. where
8. Comes

Possible answers; on using articles.

1. The
2. a
3. a, the
4. a, the
5. a, a
6. a, the

1.5. Vocabulary: Word and Sentence Formation.

.Ask learners to copy words in column A in their exercise book and match them with their meanings in column B

Possible answers:

A	B
Kinship	The relationship between members of the same family.
Adopted	Legally made the son or daughter of someone other than a biological parent.
Lineage	A group of individuals tracing descent from a common ancestor.
Society	A large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.
Reproduction	The process by which plants and animals give rise to offspring

1.5.1. Application activity: Sentence writing.

Possible answers:

Open- ended . Allow possible answers from learners.

1.6. End unit assessment:

i. Possible answers:

1. go
2. meets
3. play
4. cleans
5. have
6. opens
7. wear
8. does
9. watch
10. watch
11. played.
12. eat
13. likes

ii. Possible answers:

1. the
2. a
3. a
4. the
5. an
6. an
7. the
8. a
9. the, the

• UNIT 2:

CAREER AND CHOICES

KEY UNIT COMPETENCE: To use language learnt in the context of career and choices.

Pre-requisites:

The tutor can ask learners to recount how they made their choices for the career chosen. This will enable learners to acquire competences of choosing the right and advice others about career and choices.

Cross cutting issues to be addressed

a) Peace and values education

As learners get aware of choosing the right career, they will also develop attitudes and values of working together, both at college and after, hence

b) Standardization culture.

- Learners should acquire skills and values in this unit which will enable them to work and achieve high standards of the work done.

c. Gender education: It will be developed because all students shall participate in the lesson.

d. Inclusive education: There should not be any discrimination, both in class and outside in their communities after college, as an attitude acquired from this unit.

e. Peace and value: Learners will work together in peace and share materials equally, this will enable them create peaceful environment even at work after their education.

f. Financial education: This unit, will equip learners with knowledge, skills and values with confidence to **manage their money** well.

Guidance to the introductory activities

1. Allow learners to observe the pictures in their text books.
2. Ask them to sit in groups with mixed abilities and gender sensitive.
3. Ask students observe and discuss the questions, move around and help those with special needs.

4. Make sure students with poor vision and hearing issues sit in front.

Lesson titles/sub headings:

	Lesson title	Learning objectives	Number of periods
1	2.1. Describing different types of careers and specific jobs.	<p>Knowledge:</p> <p>Identify words and expressions in relation to careers and choices.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Read texts about careers and choices for information. <p>Attitudes and values</p> <ul style="list-style-type: none"> • Respect and love for work well done. • Appreciate and tolerate what others do. 	7
2	2.2. Talking about qualifications.	<p>Knowledge:</p> <p>Explain words and expressions used in text on careers and choices.</p> <p>skills:</p> <p>Read texts about careers and choices for information.</p> <p>Attitudes and values</p> <ul style="list-style-type: none"> • Appreciate and tolerate what others do. 	7

2.3. Recounting a career.	<p>Knowledge</p> <ul style="list-style-type: none"> • Talk about peoples' careers and choices paying attention to the present perfect tense. <p>Skills</p> <p>Listen to various speakers talking about careers and choices for information.</p> <p>Attitudes and values</p> <p>Show Satisfaction with personal enumeration.</p>	7
2.4. Describing a job in advertisement.	<p>Knowledge</p> <p>Listen to various speakers talking about careers and choices for information.</p> <p>Skills</p> <p>Show Satisfaction with personal remuneration.</p> <p>Attitude & value:</p> <ul style="list-style-type: none"> • Show willingness and hard work to achieve a future career of a choice. 	7
2.5. Language structure	<p>Knowledge</p> <p>Recognize the use of the present perfect Tense.</p>	7
End unit assessment		

2.1. Describing different types of careers and specific jobs

Lesson 1:

Learning objectives:

Knowledge

Identify words and expressions in relation to careers and choices.

Skills:

Read texts about

Careers and choices for information

Attitudes and values:

Respect and love for work well done.

Show willingness and hard work to achieve future career of a choice.

Teaching and learning resources:

Use pictures, Newspapers, flip charts, Flash cards etc.

Prerequisites for the introduction/revision:

- Ask students to observe the pictures and discuss the activities taking place in the pictures 1—4.
- Let learners draw different career they know before on flip charts, in groups.
- This can be answered in different ways, accept learners' possible answers, and correct them where necessary.
- The introduction can be done, through questioning techniques on the pictures, in student books.etc.
- An introductory activity to anew lesson can start as are vision of the previous topic. etc.
- Introductory activities questions, 1—4 are (open ended questions.) Allow possible answers and guide them to the most appropriate ones.

2.1.1.Learning activities:

- Ask learners to critically read passages and observe pictures correctly.
- Move around as students discuss to identify weak students and help them.
- Put learners in groups and ask them to read.
- Do model reading, select learners to read randomly, individual.
- They can also read silently for some time before model reading.

Possible answers:

- Figure 1-2 pictures have open ended questions.
- Allow student's possible answers and critically analyze them.

Application activities: possible answers:

1. The speaker in the story above studied Culinary art in a TVET .
2. cooking and managing kitchen team, television show on cooking, preparing classes to teach others
3. At an early age , the speaker had spent time in kitchen work at an early age with his mother. After enjoying this type of work, he decided to do it as a career. Today, he manages different hotels, teaches others how to prepare meals, and carries out cooking demonstrations , which have made him famous. .
4. Yes, the speaker deserves starting his own Business because:1. He must have saved capital for his own business.2. He is famous and experienced enough to begin his own Business. This is an open ended question, allow possible answers from students and guide them to the most appropriate answers.
5. This type of business is found with journalism. An Editorial office is found with journalism Business..
6. Umurerwa has been appointed to be an editor.
7. No, because Fred will soon be replaced by Umurerwa, due to health issues.
8. This is an open ended question. Allow students answers, and guide them put them right.
9. Open ended question. Listen to students answers and guide them accordingly.

Text 2 Possible answers:

- Questions 1 and 2 are open ended questions .
- Allow students answers and guide them.

Possible answers

Work	e) It is a regular activity people do and receive money. (verb)
Job	f) The work or occupation which one is used to, and often paid
Career	g) A job one does as a calling such as a priest or tutor. (Noun)
Employment	b) It is total development of a person's professional life.
Profession	d. A job requiring a high level of skill or training. (Noun)
Vocation	c) It is general efforts and activities done to accomplish a goal. (noun.)
Occupation	a) An activity or task with which one occupies oneself.(Noun)

Possible answers:

1. Work, Job
2. Profession
3. Work
4. Occupation
5. Job
6. Work
7. Occupation
8. Employment, Job
9. Work

2.2 LESSON 2: Talking about qualifications

Learning objectives

Knowledge

Explain words and expressions used in text on careers and **choices**.

Skills

Read texts about careers and choices for information

Attitudes and values

Appreciate and tolerate what others do

Recognize, other people's contribution to the society

Teaching resources

The tutor can use pictures showing different careers as one in their text book and other related pictures to career and choices.

Regarding texts on career and choice. The Tutor can also use flip charts ,chalk board and let learners draw different careers they know before.

Possible answers

1. Ms. Kagoyire is a graduate with a Bachelor degree in Business Administration
 2. Ms. Kagoyire is a motivated, friendly business professional, she has skills of managing others, while maintaining a high quality of work. She is a lady with great initiative and with plenty of ideas that can help other companies grow.
 3. Mrs. Kagoyire is experienced in communications and marketing with Eight years of experience.
 4. Mrs. Kagoire has initiated projects related to business. . She has demonstrated a history of meeting sales' goals and producing accurate, timely reports. and initiated projects related to business. One of her projects called "Smart Business Minds" won a national award and the certificate she got has made her popular in the business community. Other business people see her as a lady with great initiative and with plenty of ideas that can help their companies grow.
- Read through the texts carefully, check for spelling errors,

punctuations etc.

- Think about what you want to achieve, then make sure you get certain qualification.
- Allow different possible answers from students and guide them accordingly.

Possible answers:

1.. has changed. 2.have up dated. 3.Up date. 4.Have made. 5. Has researched. 6. Interviewed. 7. has not practiced. 8. Has complained. 9. Have looked. 10. Worked. 11.has wasted.

Possible answers:

Open ended.

- Read through students' work paying attention on procedures of essay writing .
- Check for grammatical errors.

2.3. Recounting a career:

Lesson 3

Learning objectives:

Knowledge

Talk about peoples' careers and choices paying attention to the present perfect tense.

Skills

Listen to various speakers talking about careers and choices for information.

Attitudes and values:

Show Satisfaction with personal enumeration.

Teaching Learning resources:

The tutor may use pictures, Dialogues as the one used in the students' book, Speech bubbles, etc.

2.3.1. Teaching Learning steps

Ask learners to read the dialogue first.

Use Role play. (Ask learners to assume roles of characters in the Dialogue) and act It. This can be done in pairs according to the conversation.

Ask learners to act the dialogue to the rest of the class. (presentation)

Expected answers to the conversation activities:

1. Open ended.
- 2,3 are both open ended.

Listen to learners ideas and guide them.

Expected answers

1. Open ended. (Listen to learners' ideas and correct them)
2. Open ended. Guide learners, remind them the procedures of Debating. Refer to students' book unit 5.

2.4. Describing a job in advertisement .

Lesson 4

Lesson objectives:

Knowledge

Listen to various speakers talking about careers and choices for information.

Skills

Show Satisfaction with personal remuneration.

Attitudes & values

Show willingness and hard work to achieve a future career of a choice.

Teaching Learning resources

The Tutor can use newspapers, integrate education with Technology and search for **on line** Job advertisement. E.g. E- recruitment, Job in Rwanda etc.

2.4.1. Learning Activity.

The Tutor may give time to learners, to read the Job advertisement in groups.

Then ask them to discuss questions following the advert.

Let them share ideas.

Ask them to present their responses group by group.

Expected answers

1. The vacant position is for a new branch secretary of Ishema business company at Musanze.
2. The human resource Ishema company Limited.
3. It identifies mistake in documents and filling information.
4. It requires a Bachelor's degree in secretarial studies, Business Administration or related field.
5. The required age is between 20-30 years.
 - Age is important in job advertisement because, company owners and institutions need youths who are strong for job efficiency for long hours.
 - Allow students' ideas and critically guide them.
6. Computer literate in Microsoft office, Microsoft office, internet, e-mail and adobe programs.
7. The applicant should have a good command of English, French and Kinyarwanda.

These Language skills are important for easy communication with different clients, from different regions at the company.

8. Interested applicants can send their application letters, curriculum vitae and academic transcripts to the following email(Ishema.Co.ltd@gmail.com). The Human Resource Ishema Business Company limited, P.O box 3434, Musanze, at the company offices.
9. The Human Resource Ishema Business Company limited, P.O box 3434, Musanze, at the company offices.

2.5 . Language structure:

knowledge

The learners can identify the **present perfect** tense and **the present perfect continuous** tense from other tenses.

Skills:

Learners can apply the tenses learnt in communication and written activities correctly. They should answer vocabulary activities correctly.

Attitudes and values.

Students should appreciate the use of since and for as put in the students' book.

Unit summary

In this Unit, you have learnt about careers and making informed career choices. The choice of career one makes is very important because it determines what you will do for the rest of your life. If you make a bad choice, you will regret it, but when you make a good choice, it is the beginning of a happy life. As TTC/Year one learners, your career is teaching but still being a tutor cannot limit you to follow something else in future. Therefore, knowledge of career choice will help you to make an informed and wise decision and help young children when teaching. In addition, the unit lessons have helped you to acquire reading, writing, listening and speaking skills about career choices through the activities given. The unit also discussed about the use of the present perfect and present perfect continuous tense under grammar and the use of since and for in relation to career and choice.

Additional information for the tutor:

For - since - ago

'For', 'since' and 'ago' are used to talk about time.

It is often difficult for learners of English to know when to use 'for', 'since' and 'ago'.

Here is a short explanation with examples.

For is used to indicate a period of time. How long are you staying in Musanze? I'm staying for one week.

- For is often used with the Present Perfect.

Examples

- I have been waiting at the bus stop for 10 minutes.
- I have lived in this country for 5 years.

For can be used with other verb tenses:

Present: I go on holidays for two weeks every summer.

Past: When I was sixteen, I stayed in London for two months.

Future: While I am in Kampala., I will be in Mbarara for two weeks.

Examples

- How long are you staying in Butare? I'm staying in Butare for a month.
- I have been waiting for the bus since 8 o'clock.
- I live in Tokyo. I have lived in Tokyo since January 2010.
- I have been learning English since the beginning of the year

Ago is used to say when past events happened, going back from today towards the past.

The verb is in the Past Tense.

Examples:

- I came to Huye two years ago.
- I arrived at the bus stop 10 minutes ago.
- The company was founded 30 years ago.

2.6 End unit assessment

Expected answers for the end unit assessment:

- Career. 2. Engineer 3. answer 4. decisions. 5. Interests 6. character. 7. Choice. 8. professional. 9. interests .10. Choose 11. Decision. 12. Interested.
- Open. (read through the article carefully-s), check for the following:

Coherence, title, introduction, body, conclusion,

Language use

Length etc

Possible answers:

1. I have been reading
2. He had been working.
3. We have been waiting.
4. Has been thinking, been looking.
5. Had, Worked.

Possible answers:

1. Has driven.
2. Had not watched.
3. Have you taken.
4. Had been looking
5. Had, worked.

Possible answers:

1. Since,
2. The week before.
3. By tomorrow.
4. For
5. So far.

2.7 Additional activities:

Complete the following exercise with FOR or SINCE.

1. Nobody has come to see us _____ we bought this small house
2. She has been a doctor _____ 1998.
3. Nobody has seen her _____ then.
4. They have all been ill _____ last week
5. Peter went to the library. He has studied there _____ a long time.
6. It has been very foggy _____ early morning.
7. He has been in prison _____ two years.

8. She has worked in that office _____ a month.
9. He hasn't eaten anything _____ twenty-four hours.
10. - He hasn't eaten anything _____ yesterday.

Possible answers for additional activities:

1. Since.
2. Since.
3. Since.
4. Since.
5. For.
6. Since.
7. For
8. FOR.
9. For.
10. Since..

2.7. Remedial activities: Choose the best answer:

1. For / Since six weeks
2. For / Since Sunday.
3. For / Since this morning.
4. For / Since a long time.
5. For / Since breakfast time
6. For / Since 1967

Expected responses for remedial activities:

1. For.
2. Since .
3. Since.
4. For.
5. Since.
6. Since.

Consolidation activities

Ask learners to: Use: since, for, ago, and construct their own sentences correctly.

Possible answers:

Open ended. (Listen to the correctness of students sentences, and correct them.

Extended activities:

1. Discuss why and how good career choice can lead to personal development.
2. Discuss the importance of career choice to National development.

Possible answers:

Open ended (questions 1 and 2)

- Allow learners to discuss in groups and present their ideas in context with the unit.
- Check for coherence of their ideas in relation with the context.

UNIT 3:

SOCIAL COHESION

Key unit competence: To use language Learnt in the context of Social cohesion.

3.1. Prerequisite (knowledge, skills, attitudes and values)

These are knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects.

3.2. Cross cutting issues to be addressed:

a) Peace and values

Will be developed, because learners should know how to live with other people, at school, home and community. They should be agents of peace in their surroundings. They should also be able to share views about peace and related values with other people, orally and in writing.

b) Genocide study

It is addressed, because in this unit, learners talk about the causes of genocide and how to regain harmony in the Rwandan society. They should be able to read and discuss texts about genocide against Tutsis so as to create its awareness and prevention.

c) Gender Education

This issue is addressed in this unit to allow students to discuss about it and apply its principles in their schooling environment and also in their teaching practices during internships as well as in their community.

3.3. Guidance on the Introductory activities:

- a. Remind learners on the previous Unit, Career and Choices through question and answer.
- b. Put learners in their working groups and lead them in a discussion about pictures in their text books.
- c. Allow learners to discuss as you walk around the class assisting those with difficulties.

- d. This section is intended to make learners talk about living together in peace and respect in the society.
- e. Critically, analyze their ideas and guide them through the discussion.

List of lessons/sub heading:

	Lesson title:	Learning objectives:	Number of periods:
1	3. 1. Talking about personal values that enhance social cohesion.	<p>Knowledge and understanding.</p> <p>Identify words and expressions used in the context of social cohesion.</p> <p>Skills:use of words and expressions related to personal values</p> <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Appreciate the importance of a cohesive society. • Show respect for all people. 	7.
2	3. 2. . Describing words and expressions used for social cohesion.	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Explain words and expressions related to personal values. <p>Skills:</p> <ul style="list-style-type: none"> -Express oneself using social cohesion words and expressions. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Appreciate that all relationships are mutual benefits when people respect each other's value. 	7

3	3. 3. Elaborating on peace and unity.	knowledge and understanding: <ul style="list-style-type: none"> • Explain words and expressions related to personal values. Skills: <ul style="list-style-type: none"> • use modal verbs while talking about peace and unity in Rwanda. Attitudes and values: <ul style="list-style-type: none"> • Contribute to social cohesion in one's community. 	7
4	3.4/3.5 Language structure:.	Knowledge and understanding: Analyze the use of the present simple tense. Skills: Apply and-Analyze the use of Modal verbs. Recognize the use of the passive on words used in social cohesion active& passive form. Attitudes and values contribute to social cohesion in one's community.	7
End unit Assessment.			

3.1 Talking about personal values:

Lesson 1:

a) Learning objectives:

Knowledge:

Identify words and expressions used in the context of social cohesion.

Skills

Use of words and expressions related to personal values.

Attitudes and values

Appreciate the importance of a cohesive society.

Show respect for all people.

b) Teaching and Learning resources

The Tutor may use different pictures related to peace education and unity such as, people working together in harmony. He or she can also use flip charts, etc.

c) Prerequisites for the Introduction/Revision

Remind learners about the previous Lesson, through question and answer.

Ask students to observe the pictures and discuss the activities taking place in the pictures in their text books.

Open ended questions: 1—3 (Allow students answers and guide them.

Learning activities

The tutor may use speed charting, by asking students to make rows facing each other,

encouraging them to ask each other related questions to the texts, give them a short time

for that. This will make them love reading.

- Allow active participation as they read and discuss the text.
- Attend to Learners with disabilities. eg. those with partial Visual or hearing impairments.
- Let learners work in groups of mixed abilities **and gender sensitive.**

3.2 Describing words and expressions used in social cohesion.

Lesson 2:

Learning objectives:

knowledge

Explain words and expressions related to personal values.

Skills

Express oneself using social cohesion words and expressions.

Attitudes and values

Appreciate that all relationships are mutual benefits when people respect each other's value.

Teaching and learning resources:

The tutor may use: pictures showing social cohesion, peace and education pictures. He or she may also use flip charts, etc.

3.2.1. Learning activities

The tutor may refer to the previous sub/units for guidance.

Expected answers:

1. Open ended question. (allow students ideas and guide them accordingly.)
2. Personal Values and respect for others. Allow their contributions.
3. Perseverance, resilience etc. critically allow students answers.
4. The two families would have sat together, discuss matters and unite David and Doreen.
5. Open ended question. Allow possible answers from students.
6. Open ended question.

Application activities possible answers:

- a.-----f (Open ended.)
- Ask learners to refer themselves, to the instructions in their text books on this activity.

- Check for coherence of their ideas.

3.2.2. Learning Activity Expected answers:

1. Can be referred as the glue that binds us together, or the forging of a common sense of identity and belonging.
2. Inclusivity and tolerance.
 - . Accept learners' responses, analyze them and guide them critically.
3. Open ended.
 - Allow student teachers' responses.
 - Move around as they discuss and help the weak ones.
 - Let them carry out presentations after group discussions.
 - Correct students' errors after every group presentation.

3.2.3. Expected answers:

This may refer to ways of finding solutions to disagreements between individuals or parties.

1. Allow possible answers from learners.
 - a. Giving all people equal value, regardless of their physical make up and race.
 - b. The willingness of working and living together in peace.
 - c. This is a value of accepting each other's behavior in any given society to enhance social cohesion.
 - d. The degree to which an individual is integrated into the society.
Also a link.
 - e. Holding a society.
 - f. A feeling of empathy for one another.
2. Open ended. (Allow students' possible answers)
 - Check for coherence of ideas.
3. Open ended. (Check for students' ideas and coherence in relation to values and social cohesion.)

3.3 Elaborating on peace and unity.

Lesson 3:

Learning objectives:

knowledge:

- Explain words and expressions related to personal values.

Skills:-

- Use modal verbs while talking about peace and unity in Rwanda.

Attitudes and values:

- Contribute to social cohesion in one's community.

Teaching and learning resources:

Charts, the continuum of benevolence. The tutor can best draw it out of students' book, pictures related to peace and value education.

3.3.1. The continuum of benevolence: Expected answers:

1. Love, peace, acceptance, Connection, Empathy, et
2. Indifference. This refers to having no interest, concern and sympathy and concern for others. This also includes fear mistrust and anger.

There was no sense of caring. This is the service we give to others. No kindness and concern for others.

There was no love. This describes a deep feeling of compassion, trust etc.

Rwandans had no values of empathy, as the ability to understand and share the feelings of another.

Allow more response from learners.

▪ Possible responses to the conversation questions

1. Rugamba spent his holidays in Burera.
2. Rugamba loves Burera because people in Burera are friendly.
3. The training purpose and expectations were mainly built on one statement that was stated as

“Roles and responsibilities of youth to build and sustain a cohesive society.”

4. They are going to be trained but mainly those in peace Education club.
5. They joined others in the dining room.

3.3.2 Possible answers to the Dialogue’s questions

1. Open ended. (Ask learners to role play the dialogue and discuss reasons for unity and peace clubs in Rwandan schools.
2. Open ended (guide Learners to take minutes by summarizing the ideas)
 - Ask learners to refer themselves, in the notes on taking minutes, in their text book in this sub title.

Possible responses to Vocabulary activities questions

1.cohesion. 2. Relationship 3. values4. belonging. 5. Values.6. Responsiitiy.7. Social cohesion or peace and unity. 8. Love.

3.4 Language structure (forms of verbs)

Lesson 4

Learning objectives:

Using this content for communication.

Attitudes and values:

Use the above grammar politely according to the context.

Skills:

Teaching and learning resources:

- The tutor can use flash cards. May use flip charts, chalk board etc

3.4.1. Possible answers on passive and active voice

Learning activities:

- Guide and lead learners, to passive and active voice concept through question and answer technique. Ask them to read question 1. In their books, let them justify the statement.

- Tell them to read rules on passive and active voice in their text book. This will lead them to: **Subject object inversion** hence changing from active to passive voice.

Question 2.1—2 Possible responses:

- When the active voice is in **the present simple tense, the main verb** in the passive voice Is put **in its past perfect tense**.
 - Using their text books, ask learners to make notes in their exercise books, **summarizing the rules** on passive and active voice, from learners” text books.
 - Move around identifying those who are not working and helping those with problems. Give time to Learners, to make notes.
2. We use such forms, because sentences in the active voice are in **imperative form**. (Order form.) while others are in Requests (po-
lite form)

3.5 Language structure (Modal verbs)

Lesson 5.

Lesson objectives:

knowledge: Apply and Analyze the use of Modal verbs.

Skills: Use these verbs in the context of social cohesion.

- **Attitudes and values:** Contribute to social cohesion in their communities.
- **Teaching learning resources:**
- The tutor may **use flash cards** and other resources.

3.5.1 Possible answers to modal verbs questions

1. Open ended. (the Tutor emphasize that Learners discuss these grammatical rules on passive voice thoroughly well, to enable them do the activities very well. Referring to learners’ text book, guide the learners to the right answers.
2. a) Must. b) Should. C) Must. d)Must. e) Shouldn’t. f) Must. ..g) Must..This

Unit summary:

This unit discusses social cohesion. The content includes: talking about personal values that enhance social cohesion, Words and expressions for social cohesion, elaborating on peace and unity, Modal verbs: should, must, can, may, Active & Passive voice, vocabulary and sentence formation activities. You could have seen that social cohesion exists in your community. This lesson intends to help you understand the role of social cohesion in the people's well-being and equip you with the language and skills to do that. More about this topic is found in general studies and communication skills at advanced level for other options apart from Tutor training colleges.

Additional information to the Tutor: Rules for changing Active Voice into Passive Voice.

1. Identify the subject, the verb and the object: SVO.
2. Change the object into subject.
3. Put the suitable helping verb or auxiliary verb.
4. Change the verb into past participle of the verb.
5. Add the preposition "by"
6. Change the subject into object.

Modal verbs:

Modal	Meaning	Example
May	to express possibility	I may be home late.
May	to request permission	May I sit down, please?
Must	to express obligation	I must go now.
Must	to express strong belief	She must be over 90 years old.

3.6 End unit assessment

3.6. 1. Expected answers to the end unit assessment questions

1. Open ended.
 - Check for the coherence of student Tutor's ideas in relation to the context.
 - Listen to their possible answers critically and guide them accordingly.
- 2.

1.Cohesion	.Togetherness.
2.Conflict	f. A real or perceived state of being incompatible in opposition, or in disagreement
3.Diversity	e. Understand that each individual is unique.
4.Peace education.	h. An attempt to design a process that is focused, unity based, educative and reflects peace
5.Peace	i. The absence of personal/ direct violence and the presence of social justice
6.Tolerance	b. The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
7. Socially cohesive society	c. Where all groups in a society have a sense of belonging, participation, inclusion, recognition and legitimacy.
8.Positive values	d. The tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members.
9.Resilience	a. The ability of a person or society to recover quickly from difficult situations.

10. Empathy:	g. Identification with or understanding of thoughts, feelings, or emotional state of another person.
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3.

Words	Phonetics
a. Tolerance	1. /'tɒl(ə)r(ə)ns/
b. Conflict	2. /-'kɒnflikt/---3. /kə(ʊ)'hi:ʒ(ə)n/
c. cohesion-----	3. /kə(ʊ)'hi:ʒ(ə)n/
d. Peace	4. /pi:s/
e. value. -----	5.../'vælju:
f. Connection	6. /kə'neɪkʃ(ə)n/
g. . Diversity-----	7. /di'vɜ:siti/

▪ **Additional activities:**

3.7. Active and passive voice:

Ask learners to construct sentences of their own changing from active to passive voice (5 sentences).

Check on the changing of Tense from active to passive voice. Also **the inversion** of subject.

Object referring to the above short notes.

3. 7.1. Remedial activities:

- Using the following modal verbs, ask Student Teachers to use them in their own sentences, to express possibility, request permission, obligation and strong belief.

a) May b) must c) Can d) should e) will.

Possible answers:

- Open ended. Read and listen to learners answers and guide them.

3.7.2. Consolidation activities:

Fill in the gaps with the right forms of the verbs in brackets to complete the following English sentences in Present Perfect Tense. Top of Form

1. They----- London this month. (leave)
2. He----- a lot of English papers. (bring)
3. She----- me about it. (tell)
4. I-----a long letter from father this week. (get)
5. She (just----- she will speak to you in a minute. (come)
6. He----- for two months. (work)
7. She-----a new job. (find)
8. He----- very well. (speak)
9. The children----- the whole pudding. (eat)
10. You----- many detective stories. (read)
11. My little daughter----- her finger with a knife. (cut)

3. 7. 3. Extended activities

Simple present with 'have' and 'be'

Fill in the correct form of the verbs.

1. We (to have) a nice garden.
2. She (to be) six years old.
3. Simon (to have) two rabbits and five goldfish.
4. I (to be) from Vienna, Austria.
5. They (to be) Sandy's parents.

Negative Sentences

Make negative sentences.

1. My father makes breakfast.
2. They are eleven.....
3. She writes a letter.....

UNIT 4:

PERSONAL FINANCE AND DEVELOPMENT

Key unit Competence: To use language in the context of Personal finance and development

4.1. Prerequisite

Before undertaking this unit personal finance and development, the tutor should assist learners to recall knowledge on finance that they had before college or even that time they had to budget for home shopping and that time they went shopping for back to school items. Every student has had to budget for the little they have had. This is a great avenue to guide the lessons in this unit 4 because experiences shall be brought to class.

4.2. Cross- cutting issues:

Finance because student teachers learn about budgeting for their money, and to invest the little they have in order to develop themselves.

4.3. Guidance to introductory activity.

The tutor may tell students to open their students' textbooks. Lead students slowly through the following six steps, pausing between each step to give them significant time for thinking and writing.

Ask students to look deeply at the picture for a good long time. Have them observe shapes, colours, textures, the position of people and/or objects, etc.

Have students write down what they see without making any interpretation about what the picture is trying to say.

The tutor may find out from students if they have any questions about the picture. These questions should be answered before the interpretation starts. The tutor may ask as many questions as possible and may correct students.

Have students discuss the questions after the picture in pairs and present after.

Possible answers to introductory activity

Picture 1;

It is a market, people selling different items/commodities.

Picture 2

It is a shoe selling business.

4.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	4.1. Describing financial tools	Knowledge: <ul style="list-style-type: none">• Identify words for financial tools. Skills: <ul style="list-style-type: none">• Talk about financial tools to share views. Attitudes and values: <ul style="list-style-type: none">• Be confident about key financial terms.• Take financial responsibilities and planning for self and the family.	7
2.	4.2 Talking about financial terms.	Knowledge: <ul style="list-style-type: none">• Explain key financial Words and expressions• Identify the key terms about different financial institutions. Skills: <ul style="list-style-type: none">• Present a narrative text about how people can achieve financial progress. Attitudes and values: <ul style="list-style-type: none">• Take financial responsibilities and planning for self and the family.• Be confident about key financial terms.	7

3.	4.3. Idioms related to Finance.	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain key financial Words and expressions. <p>Skills:</p> <ul style="list-style-type: none"> • Write a text about how to make personal finance. • Write a text showing the classification of various financial institutions according to their services. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • appreciate the use first conditional clauses in describing health and sanitation. 	7
4.	4.4. Describing Financial Institutions	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify the key terms about different financial institutions <p>Skills:-Write a text showing the classification of various financial institutions according to their services.</p> <p>Attitudes and values: Respond wisely to dynamic personal and economic circumstances.</p>	7
5.	4.5. Language structure: Use of present tense, word meaning, pronunciation and quantifiers.	<p>Knowledge: -Recognize the uses of quantifiers.</p> <p>Skills: -Present a narrative text about how people can achieve financial progress.</p> <ul style="list-style-type: none"> • Write a text about how to make personal finance. <p>Attitudes and values: -Be confident about the use of financial terms.</p> <ul style="list-style-type: none"> • Appreciate the use of quantifiers in finance. 	7
6.	End of unit assessment.		1

Guidance of the lesson: The tutor may carry to class some of the financial tools like a cheque book and may find out from students if they own or have seen any. The lesson may start with the tutor asking students to brainstorm on some of the financial tools that they are familiar with, how they operate and their importance. This will give students an idea of what will follow in the lesson.

4.1 Describing financial tools

Lesson 1:

Lesson objectives

Knowledge:

- Identify words for financial tools.
- Recognize the use of quantifiers.

Skills:

- Talk about financial tools to share views.
- Read a text about finance and development for information.

Attitudes and values

- Be confident about key financial terms.
- Take financial responsibilities and planning for self and the family.

Teaching and learning resources

- Brochures of financial institutions, testimonies, stories, guest speakers, videos, textbooks, internet.

4.1.1. Learning activity: Reading and exploitation of texts and pictures

Pre-reading activity

For the pre-reading activity, ask students to brainstorm on the differences between secondhand products in Rwanda and made in Rwanda products. The tutor can make this an open discussion. Select students to write the main points on the board and let the discussion be exhaustive.

- Text: Made in Rwanda clothes:

Likely answers to Comprehension questions on learning activity

4.1.1

- a. Made in Rwanda is on high demand because it is first class/ original.
- b. Ms. Mukandoli faced the following problems when starting the business;
 - She had no connection to the fashion world and so was uncertain of her products being appreciated.
 - The community that found her idea laughable almost discouraged her, but she did not give up.
 - She had very little capital. To start up her business was a challenge to Ms. Mukandoli.
- c. The special character traits that helped Ms. Mukandoli to succeed include;
 - Her patience
 - Persistence even after she was laughed at.
 - Determination. She starts her work in her own living room and was not delayed by the lack of money for rent.
 - Hard work.
- d. She designed her first collection of twenty clothing items, bought good material and a sewing machine.
- e. Ms. Mukandoli sewed her first collection from her sitting room.
- f. She hired more tailors to make sure she has enough clothes to address the high demand.
- g. Ms. Mukandoli decided to call her business “inyarwanda” because the products are designed by Rwandan tailors and sewed by Rwandans themselves. Therefore, befitting the name.
- h. The proof is that, its products have continued to be sold and demanded both in Rwanda and abroad.
 - The business has employed more people.
 - Other fashion houses have bought the idea and are also successful with it.

4.2. Talking about Financial terms

Lesson 2

Lesson objectives

Knowledge:

- Explain key financial Words and expressions.
- Identify the key terms about different financial institutions.

Skills:

- Present a narrative text about how people can achieve financial progress.
- Write a text about how to make personal finance.

Attitudes and values

- Take financial responsibilities and planning for self and the family.
- Show interest in assisting people with financial crisis.

Teaching and learning resources

- Brochures of financial institutions, testimonies, stories, guest speakers, videos, textbooks, internet.

4.2.1 Learning activity: Reading and text analysis

Text: Financial terms

Possible answers to comprehension questions on learning activity 4.2.1

1. An entrepreneur should have the basic idea of terms that are commonly used in business such as assets, liabilities, profits and losses etc to successfully help in the understanding of business
2. Assets are resources that the company owns and contribute greatly to its economic value while liabilities are things companies are responsible for by virtue of the law. These include debts and other financial responsibilities.
3. Examples of expenses that companies incur are;
 - Payment of employees' salary

- Legal costs
 - operational costs like paying rent
 - Cost on marketing and advertising.
4. Accounts receivable are debts that a company or an individual collect.
 5. To remain financially healthy, means that, a business must be able to generate a lot of revenue from the sale of its products and service compared to what it takes to produce that same product and service.

Vocabulary

For this activity to move on smoothly, the tutor may encourage learners to use dictionaries to find out the meaning of the words. Encourage them to be proactive by writing down the new words for mastery.

Vocabulary	Meaning
Accountant	An accountant is a professional who performs accounting functions such as audits or financial statement analysis.
Entrepreneur	a person who sets up a business or businesses, taking on financial risks in the hope of profit.
Accrued	received or accumulated in increasing amounts over time.
Vendors	Vendors are people or company offering something for sale, especially traders on the street.
Manufacturers	are people or a registered company which makes finished products from raw materials in a bid to make profits.
Invoice	An invoice is a document sent to a buyer that specifies the amount and cost of products or services that have been provided by a seller
Incurs	to become subject to because of ones behaviour.
Utilities	something useful to the home such as electricity, gas, water and telephone.

4.2.2. Learning activities: Reading and text analysis

For this application activity 4.2.2, learners will write a paragraph on why it is important to know language used in finance.

Refer to Unit 5 of LE 1 students' text for guidance on paragraph development. It is key that there is a topic sentence in the paragraph and that the sentences are grammatically correct.

Ask students to write down their paragraphs down on a small manila paper. Pin the different paragraphs at the corner of the class and allow students to study each.

4.2.3 Learning activity: Definition of words and sentence formation

Direct learners to study the new words on the table on learning activity 4.2.3. Thereafter, construct sentences with them.

Application activity 4.2.3.1.

This activity is open and will have various answers. However, the tutor should ensure that the sentences constructed are not only simple but also compound.

The sentences should be well punctuated, capitalized where necessary, and with the correct spellings of words.

All the seven words listed on learning activity 4.2.3 should be used in sentences.

4.3. Idioms related to Finance

Lesson 3:

Lesson objectives

Knowledge:

- Explain key financial Words and expressions.
- Identify the key terms about different financial institutions.

Skills:

- Write a text about how to make personal finance.
- Write a text showing the classification of various financial institutions according to their services.

Attitudes and values

- Take financial responsibilities and planning for self and the family.
- Be confident about key financial terms.

Teaching and learning resources

- Brochures of financial institutions, testimonies, stories, videos, textbooks, internet.

4.3.1. Learning activity: Explaining idioms related to finance

Vocabulary activity

1. Cash cow- a business, investment, or product that provides a steady income or profit.
2. A quick buck- earning a lot of money quickly and easily.
3. Daylight robbery- This is a situation where a client is overcharged for a product.
4. From rags to riches- This describes rising from serious poverty to getting a lot of wealth.
5. A pretty penny- used to describe a large sum of money.

4.3.2. Application activity

This application activity is limitless. Learners will create their own sentences with the following idioms;

1. Cash cow
2. A quick buck
3. Daylight robbery
4. From rags to riches
5. A pretty penny

Again, the tutor should ensure that the sentences constructed are grammatically correct and students do not divert from the provided words/idioms. The tutor could remind them to read through the meaning of the idioms provided in the LE student textbooks before attempting the application activity 4.3.1.2. The sentences should also fit in the context of personal finance and development.

4.4. Describing Financial Institutions.

Lesson 4:

Lesson objectives

Knowledge:

- Identify the key terms about different financial institutions.

Skills:

- Write a text showing the classification of various financial institutions according to their services.

Attitudes and values

- Respond wisely to dynamic personal and economic circumstances.
- Take financial responsibilities and planning for self and the family.

Teaching and learning resources

- Brochures of financial institutions, testimonies, stories etc.

4.4.1. Learning activity: Reading and text analysis

Pre-reading activity:

Before reading the text- Financial institutions in Rwanda on unit 4.4.1, the tutor may tell students to brainstorm about financial institutions that they know and find out their role in improving people's wellbeing.

Expected answers to this pre-reading activity.

- Banks help provide a safe place for clients to keep their money.
- Provide loans for people to start up businesses there by reducing poverty
- Have contributed in agricultural development through the funding they provide to farmers.
- Have provided jobs to people for example bank tellers etc.
- Influence economic activity through controlling inflation.

Note: You may exhaust the discussion by asking “why and how” questions. This will assist students in thinking critically about the points they are raising.

Reading comprehension; Text- Financial institutions in Rwanda

The tutor should group students based on their strengths and weaknesses. There should be a mix in abilities for each group. (groups of three)

Tell the students to read through the text silently and select one student to do the read aloud. Students may quickly evaluate the student and may pick a lesson or two from the read aloud.

Possible answers to comprehension questions on learning activity 4.4.1

1. The financial institutions described in the text include;
 - Commercial banks
 - Investment banks
 - Micro-finance companies.
2. Commercial banks offers financial services to companies and different individuals. Individuals or companies can save with commercial banks and may later borrow loans at a reasonable interest.
3. People prefer micro finance companies than investment banks because;
 - They offer small loans to individuals and companies.
 - Their interest rates are low and manageable.

4.4.2. Application activity: Sentence formation

This activity is open and diverse sentences shall be formed by students. The tutor should ensure that the sentences are grammatically correct and that the six words are all included in the sentences formed.

- Microfinance
- A bank
- Investment
- Commerce
- Saving
- Low interest

4.5. Language structure: Use of present tense, word meaning and pronunciation and quantifiers

Lesson 5:

Lesson objectives

Knowledge:

- Recognize the uses of quantifiers.

Skills:

- Present a narrative text about how people can achieve financial progress.
- Write a text about how to make personal finance.

Attitudes and values

- Be confident about the use of financial terms.
- Appreciate the use of quantifiers in finance.

Teaching and learning resources

- Brochures of financial institutions, textbooks, internet,

4.5.1. Learning activity: Giving verbs in present simple tense and their sounds

For this learning activity 4.5.1, tutor may see notes on unit 1 of LE level 1 students' book on present simple tense.

The tutor may open this learning activity with the '**present Simple bluff game**'

In this game, one student will make a true or false statement about what they do daily or activities that the people they know such as family members and people in their neighbourhood do daily. Perhaps after answering questions like "How often...?" and "Why do/ does...?", the rest of the class guesses if the statement was true or false. During the questioning stage, students may come up with funny statement.

Tell students to copy down the table and encourage them to have phonemic transcriptions in their books. They could continue practicing the sounds.

Verb	sound		verb	sound
1.laugh	/lɑ:f/		8. Rush	\ 'rəʃ \
2.drop	\ 'drɒp \		9. Saw	\ 'sɔ \
3.drink	\ 'drɪŋk \		10. Wear	\ 'weɪ \
4.forget	\ fə'get \		11. Love	\ 'ləv \
5.lose	\ lu:z \		12. see	\ 'si \
6.manage	\ 'mænɪdʒ \		13. pay	\ 'peɪ \
7. pass	\ 'pas \		14.cry	\ 'kraɪ \

Style, material, size, colour, texture.

Customer: I don't like this dress. It makes me look too old.

Sales Assistant: What ____1_size____ of dress do you prefer?

Customer: This coat doesn't suit me. I hate green.

Sales Assistant: What _____2_colour_____ are you looking for?

Customer: These T-shirts are not good for my sons – they will get stained very easily!

Sales Assistant: What _material__3_____ do you like?

Customer: I don't think this washing machine is big enough for my family.

Sales Assistant: What ____4_size____ of washing machine are you looking for?

Customer: I need to order some ice cream for my party, but I don't like chocolate.

Sales Assistant: What __5_colour_____ do you prefer?

Words	Meaning
a. Personal finance	A bank that gives money to individuals to increase their business
b. Finance	managing individual money
c. Investment bank	A financial tool
d. Microfinance bank	A bank that lends smaller money.
e. Cheque	

a)2

b)1

- c)..... 1
- d).....4
- e)3

4.5.2 Application Activities: Debate and Discussion on Financial Terms

The tutor may refer to unit 5 of LE student book level 1 to get guidance on how to effectively conduct a debate.

Debate question: Investment is better than saving.

Tutor may have students research about investment and saving a head of time and should ensure that there is note making amidst arguments and counter arguments. The winning side is then evaluated by the audience.

Note that the debate is open ended. Therefore, students will come up with different views about saving and investment.

Comprehension questions

This activity should be done individually to gauge students problem solving and decision-making skills in line with finance. Have them write down answers in their books and evaluate.

Possible answers to comprehension questions

- a. Ruti could pay for the bicycle by borrowing money from a micro finance institution.
- b. Because Mugisha's business has expanded and therefore he needs to invest more on his business and have better service delivery to his clients.
- c. Mugisha could save from the profits his company makes to buy a delivery van.
 - He could save and add up money from a micro finance bank.
- d. Both personal needs and business needs make a person's life better and comfortable. Business needs are those that support the business to run its daily activities and contribute to bringing profits to the business venture. (could not find correct answer)
- e. Answers to this question will vary from student to student. (award marks to those answers that make the most sense.)

Note

In this application activity, the tutor may divide the class into two. Each side may choose to call their teams any name. For example, team high achievers etc.

All teams will have a similar question but ensure that no points are repeated while they present.

The tutor may take the class through tips for successful group discussions such as;

- All members taking initiative to start and manage the discussion.
- Respect of opinions
- thorough research
- Active participation.

Quantifiers

For this section, the tutor should seek guidance on quantifiers from the notes on LE students' book in unit 4.

possible answers for exercises

1. Fill in the blanks with “little”, “a little”, “few” or “a few”
 - a. I have...**little**...water left. There's enough to share.
 - b. I have...**a few**...good friends. I'm not lonely.
 - c. He has ...**little**...education. He can't read or write, and he can hardly count
 - d. There are...**few**...people she really trusts. It's a bit sad
 - e. We've got...**some**...time at the weekend. Would you like to meet?
2. Fill in the blanks with “much” or “many”.
 - a. How...**many**... players are in a handball team?
 - b. How...**much**... pocket money do you get per week?
 - c. How...**much**...time is left.
 - d. How...**many**...sisters do Ella have?
 - e. How.....**many**... coins did you find yesterday.

3. Fill in the blanks with “some” or “any.”
- I have seen...**some**...nice postcards in this souvenir shop.
 - There aren't...**any**... folders in my bag.
 - I have...**some**...magazines for you.
 - There are...**some**.....apples on the table.
 - Pam does not have...**any**....pencils on her desk.

4.6. End unit assessment

1. Fill in the gaps with the correct verb, in the correct form

(not) earn, inherit, borrow, lend, steal, find, invest, waste, pay (back), owe, withdraw.

- When I was younger, I **invested** some money in land. It was a really good idea.
- I was very sad when my grandfather died, but I used the money I **inherited** from him to study, and I think he would be very happy that I am a tutor now.
- Claire works as a nurse, but she **wastes** much money, so her mum often has to **lend** her some.
- When I was a student I had to **borrowed** lots of money from the bank. I **payed back** all the money back last year, so now I don't **owe** the bank anything.
- You should be careful when you **withdraw** money from a cash point/ATM machine because somebody might be behind you waiting to **steal** it from you.

2. Writing Practice

This activity is intended to;

Either write an essay with a title “My Future Business Plan” or write a formal letter applying for a loan from the Bank for your business.

3. Fill in an appropriate determiner of quantity in each blank space.
- There are **few** banks left in the area because so many infra-structures have been destructed.
 - The fishermen caught **a lot of** fish, so the resource is being reduced.

- c. **A lot of** soil is eroded every year.
 - d. **Many** people suffer ill health because they eat too little protein.
 - e. **Many** financial institutions give loans at low interest rate in my community.
4. Fill in the blanks with “little”, “a little”, “few” or “a few”
- a. Julie gave us...**few**...apples from her garden. Shall we share them?
 - b. She has...**little**...self-confidence. She has a lot of trouble talking to new people.
 - c. There are ...**few**...women politicians in the UK. Many people think there should be more.
 - d. It's a great pity, but the hospital has...**little**...medicine. They can't help many people.
 - e. I've got ...**a few**...cakes to give away. Would you like one?
 - f. There's...**little**...milk left in the fridge. It should be enough for our coffee.
 - g. ...**A few**... children from this school go on to university, unfortunately.
5. Direct students to copy the exercise in their books and fill in the blanks with “much” or “many.”
- a. How...**much**...water is in this bottle?
 - b. How...**many**...crosswords did she solve correctly?
 - c. How...**much**...milk do they have for breakfast?
 - d. How...**many**...bikes were stolen last year?
 - e. How...**much**...coffee do your parents drink per day?
2. Fill in the blanks with “some” or “any.”
- a. We need...**some**...bananas.
 - b. You can't buy...**any**...posters in this shop.
 - c. We haven't got...**any**...oranges at the moment.
 - d. Peter has bought...**some**...new books.
 - e. She always takes...**some**...sugar with her coffee.

UNIT 5:

HEALTH AND SANITATION

Key competence: To use language learnt in the context of health and sanitation.

5.1. Prerequisite

Prior to undertaking this unit health and sanitation, it is important that both the tutors and student treat this unit 5 with a lot of practicality because health and sanitation are complementary and are part of our survival. Without good health, there is less productivity conditions are necessary for effective school sanitation and hygiene projects to develop. sharing of experiences and information among actors has to be stimulated. Some strategies for creating a conducive environment.

5.2. Guidance to introductory activity.

Direct the learners to observe the images in the introductory activity. Remind them to address some of the questions using their own experience and the experience of others. Encourage them to work on this activity in pairs. Monitor their progress by walking through to ensure teamwork and to assist those that are encountering difficulties in doing the activity.

Possible answers to questions from the introductory activity

3. The most common illnesses in Rwanda include;
 - Malaria
 - tuberculosis
 - HIV/AIDS
4. The three communicable diseases are;
 - Typhoid
 - Amoebic dysentery
 - Tuberculosis
5. The insect in Fig.2 causes malaria
6. Fig.3 Is a water treatment plant where water goes through processes to get purified before it is released to the communities for use.
7. One of the examples of coronary disease is cancer.

8. Yes, it is a health-related problem because he is over weight(obese) which makes him immobile and therefore potentially risking his life through conditions like hypertension, heart related complications that are dangerous because they cause sudden deaths.

5.3 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	5.1. Describing illnesses and diseases and pandemics	<p>Knowledge: -Recall different diseases.</p> <p>Skills: - listen to texts about health and sanitation for information.</p> <p>Attitudes and values: -Participation to activities related to disease prevention.</p> <ul style="list-style-type: none"> • Maintenance of hygienic tools. 	7
2.	5.2 Talking about sanitation and related tools.	<p>Knowledge: -Name tools used in sanitation.</p> <p>Skills: - -Read texts about health and personal hygiene for information about related tools.</p> <p>Attitudes and values: Maintenance of hygienic tools.</p>	7
3.	5.3 Language structure: Conditionals	<p>Knowledge: Explain words and expressions related to health and sanitation.</p> <ul style="list-style-type: none"> • Recognize the use of conditionals in texts. <p>Skills: - Write texts about health and hygiene for sharing information.</p> <p>Attitudes and values: -Control of hands' cleanness before meals.</p> <ul style="list-style-type: none"> • appreciate the use first conditional clauses in describing health and sanitation. 	7
	End of unit Assessment		

Guidance of the lesson: Tutor can set a friendly atmosphere that will ensure that all opinions about education, experiences to do with sex education are treated with respect throughout the lessons.

Teaching resources should be readily available as the lesson will heavily rely on experiences and resources for its success.

5.1 Describing illnesses and diseases and pandemics

Lesson 1:

Lesson objectives

Knowledge:

- Recall different diseases.

Skills:

- Listen to texts about health and sanitation for information.

Attitudes and values

- Participation to activities related to disease prevention.
- Maintenance of hygienic tools appreciate the importance of education in our lives.

Teaching and learning resources

Charts displaying people suffering from different diseases, books, internet, hygienic tools etc.

5.1.1 Learning activity: Reading and text analysis

In this learning activity 5.1.1, before reading the text, the tutor may include a pre reading activity that will mentally prepare students for the reading task ahead of them. The tutor may use the style of guessing from words.

Before students look at the text they are going to read, the tutor writes 5 or 6 words from the text on the board and asks the students to guess the topic. After reading through, evaluate the right guess.

Possible answers to comprehension questions on learning activity 5.1.1

Text: Types of diseases in Rwanda.

1. The most common illnesses in Rwanda include;
 - Malaria

- tuberculosis
 - HIV/AIDS
2. Communicable diseases are those that are caused by causative agents like bacteria
 3. Causative agents are disease causing agents.
 4. Malaria is caused by a parasite known as plasmodia.
 5. Typhoid fever or amoebic dysentery can be avoided by drinking clean and boiled water.
 6. Hepatitis B or C and HIV/AIDS can be avoided through having protected intercourse/sex and by avoiding sharing instruments like razor blades and syringes with infected persons.
 7. The diseases that are steadily increasing in Rwanda are;
 - cancer, diabetes, obesity and mental illness
 8. The two lifestyle diseases are; mental illness, diabetes and obesity
 9. Lifestyle diseases are those that arise from habits such as smoking, unhealthy eating habits like eating too much fried and fast foods, taking too much sugar and alcohol, being inactive and depression.
 10. Disease is caused by body cells that malfunction is cancer.

▪ **Vocabulary activities:**

1.

Vocabulary	Meaning
disease	a condition of the living animal or plant body or of one of its parts that impairs normal functioning and is typically manifested by distinguishing signs and symptoms.
Waterborne	supported, carried, or transmitted by water.
Airborne	Diseases that are spread/transmitted in the air.
Bacteria	Bacteria are single-cell organisms that are neither plants nor animals. They usually measure a few micrometers in length and exist together in communities of millions.
virus	A virus is a microscopic parasite which can infect living organisms and cause disease. It can make copies of itself inside other organisms' cells.

malaria	a disease common in hot countries that is caused by an infected mosquito when it bites you.
cancer	A disease in which abnormal cells divide uncontrollably and destroy body tissue.
infected	<u>containing bacteria</u> or other things that can <u>cause disease</u> .
symptoms	any feeling of illness or physical or mental change that is caused by a particular disease
fever	an illness or medical condition in which you have a very high body temperature.
headache	a <u>pain</u> you <u>feel</u> inside <u>your</u> <u>head</u> .
unprotected	not <u>protected</u> and <u>therefore</u> <u>able</u> to be <u>harmed</u> or <u>damaged</u> .
needle	a very <u>thin</u> , <u>hollow</u> , <u>pointed</u> <u>piece</u> of <u>metal</u> that is <u>connected</u> to a <u>syringe</u> and used to take <u>blood</u> from the <u>body</u> or to put <u>drugs</u> or <u>medicine</u> in.
condom	a thin sheath that a man wears for protection during sex.
stagnant	water or the atmosphere that is in one place/ space having no current or flow and often having an a very bad smell as a consequence.
communicable diseases	are illnesses caused by viruses or bacteria that people spread to one another through contact with contaminated surfaces, bodily fluids, blood products, insect bites, or through the air.

- For this learning activity 2, the tutor should ensure that all the words in the vocabulary table have been used and the sentences are grammatically correct.

5.1.2. Application activities:

- Paragraph writing.

For guidance in this application activity 5.1.2, the tutor may refer to notes on paragraph formation on Unit 5, LE level 1 students' textbook.

Consider the following as key in paragraph development:

- Topic sentence/main idea/main point in a paragraph.
- Explanatory sentences that give details or explanations.
- Have grammatically correct sentences in every paragraph.

- Sentences must flow coherently and must be complete.
 - Punctuation and spellings should be correct for the tutor to consider that paragraph well written.
2. Debate motion:

“Schools should conduct mandatory HIV testing on their students”.

The tutor may seek guidance from unit 5 of LE students’ book level 1 to have a successful debate. After the debate, assess the best speaker and have the summary of all the points from the proposers and opposers written on a manila paper and pinned at the corner of the class.

5.2 Talking about sanitation and related tools

Lesson 2

Lesson objectives

Knowledge:

- Name tools used in sanitation.

Skills:

Read texts about health and personal hygiene for information about related tools.

Attitudes and values

Maintenance of hygienic tools.

Teaching and learning resources

Charts displaying people suffering from different diseases, books, internet, hygienic tools.

5.2.1 Learning activity: Reading and text analysis The tutor may pair up students and here, he may write the title of the passage and give students few minutes to generate 4 questions about the passage. This activity is called, ‘generate questions.’ Move around to monitor the activity. After that, tell students to open their LE students’ texts and read the text 1 on learning activity 5.2.1. The students may then determine if their generated questions match with the content in the passage.

Tell them to move on and answer the comprehension questions

Possible answers to comprehension questions

1. If hands are not washed, one may take in germs that cause diarrhea and subsequently losing appetite, hence limiting their nutritional intake.
2. Dirty water causes severe illness and even death caused by water borne diseases.
3. -The consequences children face is missing school because they move long distances in search of clean water.
 - they risk severe illness and even death from water borne diseases.
4. Basic sanitation means that every household has its own toilet and does not share with another household.
5. The critical moments in hand washing include;
 - The importance it has on children's health.

2.5.2 Application activities: Word and sentence formation

Vocabulary activities

1.

No.	Word	Meaning
1.	Hygiene	Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.
2.	Enteropathy	refers to any <u>pathology intestine</u> .
3.	Malnutrition	It is a condition that results from a poor diet.
4.	Nutrient	Nutrients are compounds in foods that are important health and life.
5.	Contaminated water	When water is impure or dirty.
6.	Latrine	A toilet used by the community.

For this question, ensure that the sentences constructed by the students are grammatically correct.

- Punctuation, capitalization where need be, correct spellings should be considered, and students should not divert from the words provided in the box.

5.3. Language structure: Conditionals.

Lesson objectives

Knowledge:

- Explain words and expressions related to health and sanitation.
- Recognize the use of conditionals in texts.
- Name tools used in sanitation.

Skills:

- Read texts about health and personal hygiene for information about related tools.

Attitudes and values

- Control of hands' cleanness before meals.
- appreciate the use first conditional clauses in describing health and sanitation.
- Maintenance of hygienic tools.

Teaching and learning resources

- Charts displaying people suffering from different diseases, books, internet.

Possible answers for exercises

Complete the Conditional Sentences using the correct form of verbs in brackets. Decide whether to use first, second or third conditional.

1. If I had time, I...**would go**...shopping with you. (go)
2. If you...**speak**...English, you will get along with them perfectly. (speak)
3. If they had gone for a walk, they...**would have turned**...the lights off. (turn)
4. If she...**comes**...to see us, we will go to the zoo. (come)
5. I would have told you, if I...**saw**...him. (see)
6. Would you mind if I...**open**...the window? (open)
7. If they...**had invited**...me, I wouldn't have said no. (invite)
8. My friend...**will meet**...me at the station if he gets the afternoon off. (meet)

9. If I...**did**...it, nobody would do it. (do)

10. If my father...**picks**...me up, I'll take the bus home. (pick)

5.4 Spelling and pronunciation

The activity below necessitates learners to use dictionaries and thesaurus to look up for the missing phonologic transcription of the words in the table below. Learners may copy the table in their books and will fill in the blank spaces. The tutor may practise the correct pronunciation/reading with the students during class.

Vocabulary	Pronunciation(phonologic transcription)
disease	/dɪ'zi:z/
Waterborne	/'wɔ:təbɔ:n/
Airborne	/('εə ,bɔ:n) /
Bacteria	/bæk'tiə.ri. ə/
virus	/'vaɪrəs/
malaria	/mə'li:riə/
cancer	/'kænsə/
infected	/ɪn'fektɪd/
symptoms	/'sɪmptəms/
fever	/'fi:və/
headache	/'hedeɪk/
unprotected	/,ʌn.prə'tek.tɪd/
needle	/'ni:dl/
condom	/'kɒndəm/
stagnant	/'stægnənt/

5.4 End of unit assessment

The tutor may ask students to copy down the end of unit assessment from the students' text to their books and try it out.

Students should Complete the Conditional Sentences using the correct form of verbs in brackets.

i.

1. If we meet at 9:30, we...**will have**...plenty of time. (have)
2. Lisa would find the milk if she...**looked**...in the fridge. (look)
3. The zookeeper would have punished her with a fine if she...**fed**... the animals. (feed)
4. If you spoke louder, your classmates...**would understand**...you. (understand)
5. Dan...**would have arrived**...safe if he drove slowly. (arrive)
6. You...**would have**...no trouble at school if you had done your homework. (have)
7. If you...**swim**...in this lake, you'll shiver from cold. (swim)
8. The door will unlock if you...**press**...the green button. (press)
9. If Keza...**had asked**...her tutor, he'd have answered her questions. (ask)
10. I...**would have called**...the office if I were you. (call)

ii. Choose the right word to fill in blanks in the following paragraph

Hepatitis B and C and HIV/AIDS are **transmitted** through body... **fluids**...(muscles/fluids). Infections and diseases, such as hepatitis are most often carried through the semen and blood of...**infected**... (infected/healthy) persons. Malaria is transmitted through the...**bite**... (excrement/bite) of a female anopheles...**mosquito**...(fly/mosquito). It injects infected ...**blood**...(blood/semen) into your body when it bites you.

iii. For this end of unit assessment iii, learners will write a 200-word composition on a person suffering from a communicable disease. They will use conditional sentences to explain what they would have done to avoid that communicable disease.

In this activity, the tutor may consider referring to Unit 5 LE students' text for further guidelines in developing paragraphs in composition writing.

Consider the following when assessing this activity:

- For the introduction, it could be an opening hook, (a quotation or a fact about communicable diseases. The student tutor may provide a definition of the disease.
- In the body of the composition, ensure the students have well developed topic sentences or main points in each paragraph. Here, student may include the signs and symptoms of communicable diseases and also discuss how to avoid/prevent them. Remind students to use conditional sentences for the how to prevent part.
- The conclusion part may involve a call to action on how to prevent the spread of communicable diseases since prevention is better than cure.

Note: - Ensure that there is a logical flow in the student's composition.

- Highlight all grammatical and spelling errors and follow up the correction.

• UNIT 6:

CULTURAL HERITAGE

Key unit competence: To use a language learnt in the context of cultural heritage.

6.1. Prerequisite

Before undertaking this unit cultural heritage, learners should have prior information on culture. They could also remember related topics on culture and should also have information on cultural practices both within and out of Rwanda. They may equally have a clue on the impact of cultural heritage on themselves and the country at large. Learners have language, beliefs and values that have shaped their progress in community. Tutors should take that as an opportunity to have a successful coverage of the unit.

6.2. Guidance to introductory activity

Ask students to work in pairs when answering questions on unit 1 introductory activity. Give them time to critically think about the questions. Thereafter, randomly select a representative from each pair to present ideas to the rest of the class.

Possible answers to questions from the introductory activity

- a. Culture is ideas, customs and social behaviour of a society or people that makes them unique from others.
 - Culture is beliefs of people of a society.
 - culture is a system of values and norms shared among a group.
 - Behaviour of people in a community.
- b. Yes, it is important to involve the community in cultural preservation because;
 - It becomes obvious that there will be continuation of culture even after individuals die.
 - Cultural values are passed on from generation to generation when community oversees preservation.
 - For individuals' role, yes, its important such that cultural values are easily passed on to their immediate families.

Lists of lessons

Lesson title	Learning objectives	Number of periods
<p>Lesson 6.1 Talking about the role of language on culture.</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain the terminology about cultural heritage in Rwanda. • Identify words and expressions to Explain the contribution of a language in the context of cultural heritage. <p>Skills:</p> <ul style="list-style-type: none"> • Write texts about cultural heritage in Rwanda. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Appreciation of positive cultural heritage. • Preserve the cultural heritage of Rwanda. 	7
<p>6.2.Talking about the importance of cultural preservation and national cultural heritage</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain the value of language in the preservation of culture and heritages consequently, development. <p>Skills:</p> <ul style="list-style-type: none"> • Talk about positive cultural expressions versus negative ones in a given society. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Interest in visiting different cultural sites. • Preserve the cultural heritage of Rwanda. 	7

<p>6.3. Traditional school of culture (Itorero)</p>	<p>Knowledge:</p> <p>Skills:</p> <ul style="list-style-type: none"> • Identify words and expressions used in the context of traditional school of culture • Read and write texts about traditional school of culture • Listen to texts describing school of culture <p>Attitudes and values: practice patriotism</p> <ul style="list-style-type: none"> • unity • Self resilience • Participation in cultural clubs • appreciate national values 	<p>7</p>
<p>6.4. Language structure: Past simple tense and the verb “used to”</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain simple past tense and “used to” • Apply the rules in the sentences. <p>Skills: - Use the past “simple and used to” to talk about traditional culture of Rwanda.</p> <p>Attitudes and values: -appreciate the use past simple tense and the “verb used to”</p>	<p>7</p>
<p>6.5. End of unit assessment</p>		

Guidance on the lessons: Tutor may consider selecting the best books when teaching this sub-unit. Employ context since majority of the students have had a cultural orientation before. This activity can best be done in pairs. The tutor may employ the technique of “Promote Cooperative Talk”. In this method, the students read the first stanza and then pause to discuss what it is about and continue until they are through with all. This assists the tutor to track the comprehension right away.

6.1 Talking about the role of language on culture

Lesson:1

Lesson objectives

Knowledge:

- Identify words and expressions to explain the contribution of a language in the context of cultural heritage.
- Identify appropriate textbooks to be used in the teaching of culture and English language.

Skills:

- Explain the terminologies about cultural heritage of Rwanda.
- Employ the use of articles and literacy sources

Attitudes and values

- Acknowledge the importance of using variety resources in teaching English language.

Teaching and learning resources

Student tutor books, projectors, laptops, News paper articles, documentaries.

6.1.1 Learning activity Text 1

Ask the class to silently read the poem and then select a student read aloud to the rest of the class. For the second reading, select individual students to read. Each taking up a stanza.

Ask students to attempt questions in pairs and then share with the rest of the class.

Answers to learning activity 6.1.1: text 1- Comprehension questions

- a. No, the poet is disturbed because in stanza 1, she is complaining or lamenting that her language which is part of culture is no more reason the poet now speaks a foreign language and has adopted behaviour and values that are alien to her. Refer to line 7 and 8 of the poem- “ I think like you”. “ I create like you”.

- b. The poet is not impressed because her culture has dissolved beyond repair and feels like it is time to re-identify herself with herself through getting back to her roots. It is difficult because there will be a clash and she is likely to struggle with the cultural clash. But nevertheless, she is determined and is willing to spread her own.
- c. This could mean that the mix up of cultures is way more disorganized than ever before, you cannot easily identify a culture that is still intact.
- d. For this question, learners will identify a stanza that they appreciate most but the reasons given should closely relate to culture and the choice of words the poet has chosen to use.

Text 2- Ask students to read through the text silently. Tutor does modal reading to emphasize the speaking skill and pronunciation as a sub-skill. Ask learners to discuss the questions in groups of four. Have them share their answers through presentations.

Possible answers to learning activity 6.1.1.text 2- comprehension questions

1. Any title less than 6 words and is related to the subject of the story.
2. Her dressing is symbolic of traditional wear for brides. Most African countries overdress their brides in traditional attire and beads are a must accessory.
3. Some of the cultural practices mentioned in the text are:
 - Forced marriage
 - Arranged marriage
 - Paying dowry
 - Early marriage
 - Parental influence in the marriage of their daughter.
4. Similarities between the culture in the text with that of Rwanda.
 - Both cultures have dowry payment.
 - The bride is prepared and looks ceremonial
 - Both parents and clan members are very much influential in the marriage.

Differences.

- In the culture that is talked about in the text, the marriage is forced while in Rwanda, it's the lady to decide when to get married.
- The dowry is more tangible in the Rwandan culture whereas in the text, consumables are presented for dowry.

Application activity 6.1.2: Give this activity to individual students to research and correct their answers. Focus on basic essay writing skills like introduction, body and conclusion. More importantly, pay attention to the language structure as you correct their work.

Answers to application activity questions

- Language unites people.
- Language promotes identity.
- Helps promote integrity and the way people live.
- Language brings society together which creates a social net work where people interact effectively.
- Language also brings about cultural engagement that plays a key role in poverty reduction because of an already established means of communication that will help with business transaction.
- It serves as a medium to guide the present generation when acknowledging the past.
- Language confirms the existence of people or nation.
- Easy to teach moral values using language.

Ask learners to work in pairs to formulate a dialogue, ensure that they have variety of national heritages in the dialogues presented.

6.2. Talking about the importance of cultural preservation and national cultural heritage.

Lesson2:

a) Lesson objectives

Knowledge and understanding

- Explain the importance of cultural heritage

Skills:

- Writing essays on how to preserve cultural and national heritages.

Attitudes and values:

- Interest in visiting different cultural sites.
- Preserve the cultural heritage of Rwanda.

b. Teaching resources; Articles, documentaries about national cultural heritages of Rwanda, Newspaper articles.

c. Prerequisite: the tutor can use some questions

6.2.1 Learning activities: Ask student teachers to form groups of three students, tell them to read the article quietly. Walk around the room, ensuring all are focused on reading the article. Distribute the paragraphs in the article equally after they are through and have a brief read aloud session.

Possible answers to learning activity 6.2.1 questions

1. Cultural heritage according to the passage, is the root of the identity of the people which determines who we are and how we live.
2. - It is important because local people earn a living from cultural heritage sites.
 - Brings in foreign exchange as it is seen that it is foreign tourists who visit those sites more often.
 - Helps understand the history of the country.
 - Heritage helps identify a country from another. For example, the Rwandan National flag and National anthem.
 - The retention and management of heritage places has an important role to play in protecting the environment, creating vibrant communities and sustaining local economies.

3. National heritages can be preserved through:

- Involvement of the community
- Raising public awareness about the importance of preserving heritage.
- Use of technology to promote the preservation of culture and nature.
- Readiness to share more ideas on conservation from other countries.

4. Challenges in preserving national heritage include:

- Ignorance of the community on the value of national and cultural heritages
- This has made it difficult because a lot of forests and artifacts are destroyed.
- Limited resources allocated for conservation has greatly affected heritage sites
- High crime rate of looting cultural heritages has affected conservation.

Vocabulary activity: Words' meaning and synonyms

- a. Perspective-(A way of thinking and reasoning about something).
- b. Harmonious- (peaceful and comfortable)
- c. Potential- (The possibility of something to occur in the future)
- d. Scarcity- (when the supply of something is not enough for the people who want it or need it).

Synonyms

No.	word	synonym
1.	sobbed	cry
2.	clumsy	awkward
3.	ceremonial	traditional
4.	customarily	normally
5.	knotted	tied
6.	promenade	walkway
7.	writhed	twisted
8.	anointed	smeared
9.	loincloth	Waist cloth

10.

scrambled

twisted

Application activity 6.2.2

Guide students on writing a minute report and your focus should be on drafting the agenda and remind students to use the past tense for this activity.

6.3 Traditional school of culture(Itorero)

Lesson 3

a)Lesson objectives

Knowledge and understanding:

Discuss the cultural, political, social, economic and educational impact of itorero in Rwanda.

Skills:

Read/listen to texts about traditional schools of culture.

Write texts about traditional school of culture.

Attitudes and values:

- Practice patriotism
- Unity
- Self resilience
- Appreciate national values

b)Teaching resources:

Pictures, internet (websites for itorero), student-tutor books.

c) Learning activity 6.3.1: Tell students to make groups of two. Direct them to analyze the two pictures. Provide questions to the pictures prior to the interpretation.

Possible answers to learning activity 6.3.1 questions

- Both pictures have people dressed non-civilian attire an indicator it is a patriotic mission.

- Picture 1 and 2 has citizens of a different generation meaning for itorero, every generation is taught what is appropriate for their age but with core national and cultural values cutting across.
- Both pictures have happy people. This indicates that they value and love the task that the Itorero school has a head of them.

Possible answers to comprehension questions

- Rwandans have become very patriotic because of the civic education.
 - Socially, it has brought back positive values among Rwandan values like unity, solidarity.
 - It has promoted language and culture
 - Has enabled Rwandans gain practical skills like entrepreneurship skills that has covered the gap between theory and practice.
 - Has made Rwandans become more responsible and accountable to them and to people they lead.
 - Has ensured stability of families because the itorero school cuts across social, political, economic and religious dimensions.
- It was reintroduced in order to instill the cultural and national values of Rwanda among its citizens. These values include; responsibility, patriotism.
- This is an (open-ended question). The tutor should ensure the student- teachers have a variety of language used among students and not reproducing the text.
-

No.	Those who have been to Itorero school	Those who have not been to school of itorero
1.	More responsible	Less responsible
2.	More patriotic	Less patriotic
3.	More personal skills available	Low skills
4.	More practical skills	Less practical skills
5.	Have values that are admirable	Less values and usually do not stick to them.
6.	Hard working, focused and optimistic in life	Are pessimistic and not so focused.

Application activity 6.3.2

Open ended (ensure that the learners focus on 1st person narration, use past simple tense and that they avoid involving so many characters in their composition)

6.4 Language structure: Past simple tense and the verb “used to

Knowledge: -

- Explain simple past tense and “used to”

Skills:

- Apply the rules in the sentences.
- Use the past “simple and used to” to talk about traditional culture of Rwanda.

Attitude and values:

Appreciate the use of language (past simple, used to)

6.4.1. Regular and irregular verbs in past simple tense

(See notes on past simple tense, unit 1)

I.Walk, enjoy, wash, travel, finish, like, study, listen

1. We.....**enjoyed**... her introductory party very much.
2. Uwineza...**danced**...to his favourite traditional song yesterday.
3. My sister.....**studied**... cultural heritage for her research paper.
4. They...**travelled**...to the genocide memorial site last afternoon.
5. My father**washed**...his military boots last month.
6. Last weekend, we.....**walked**...to Nyungwe rainforest for two hours.
7. Cyabitondo.....**liked**...her birthday presents.

II

- a. The shop keeper...**took**...10 percent of the price? (to take)
- b. We ...**lived**...in the flat when we were in Musanze. (to live)
- c. What.....**did**..... you...do...Yesterday? (to do)
- d. Mahoro**tidied**... her room on Thursday. (to tidy)
- e. Why.....**did**... the baby...cry.... this morning? (to cry)
- f. He.....**did**... magic tricks at the party. (to do)

III

On Saturday, the children talked (talk) about a day out together in the national park.

The next morning, they went(go) to the park with two dogs that suddenly disappeared.

So, they called(call) them and took(take) them back. Kwizera became (be)very happy

to see them again. At lunch time, Eric went(go) to the bikes and brought (bring) the

baskets with some fruits. Then they played (play) football. Eric and Claude won

(win). Later that evening, they happily rode (ride) back home.

Using “used to” in sentences

1. Every day now I use to ride my bicycle to school.
 - a. Correct
 - √ Wrong
2. They are not used to drinking alcohol.
 - √ Correct
 - a. Wrong
3. We used to go everywhere together. Now, he does not even speak to me.
 - a. Correct
 - √ Wrong

4. She didn't used to smoke but now, she is able to complete a packet of cigar.

a. Correct

✓ wrong.

5. We used to have dolls when we were young.

✓ Correct

a. Wrong

6. They used to live in Nyagatare.

✓ correct

b. wrong

7. Stella is used to praying every day.

✓ Correct

a. Wrong

8. They are used to parking their cars in the washing bay.

✓ Correct

b. wrong

9. Francine got using to fly the plane from Kigali international airport to Beijing.

a. Correct

✓ Wrong

10. He got used to living a solitary life after all his family perished in a nasty car accident.

✓ Correct

a. Wrong

ii.

1.	I was very healthy when I was younger because...	a.	she didn't use to like animals.
2.	Her hair looks fabulous short but...	b.	they used to live in a tiny flat.
3.	It's strange that she works with dogs now because...	c.	she used to have really long hair.

4.	He's so much healthier now but...	d.	they used to live in New York
5.	Now he never goes to sunny places on holidays but...	e.	he used to smoke the whole day.
6.	I love Thai food now but...	f.	but he used to love beach holidays.
7.	They moved to the countryside a few years ago even though...	g.	I used to cycle everywhere
8.	They live in a huge house now but	h.	I didn't used to like spicy food.

Possible answers for exercises

1. I was very healthy when I was younger because I used to cycle everywhere.
2. Her hair looks fabulous when short, but she used to have really long hair.
3. It's strange that she works with dogs now because she didn't use to like animals.
4. He's so much healthier now but he used to smoke the whole day.
5. Now he never goes to sunny places on holidays, but he used to love beach holidays.
6. I love Thai food now, but I didn't used to like spicy food.
7. They moved to the countryside a few years ago even though they used to live in New York.
8. They live in a huge house now, but they used to live in a tiny flat.

For this activity, the tutor should encourage learners to formulate their own sentences while bearing in mind the basic sentence formation rules such as beginning a sentence with a capital letter, capitalizing proper nouns and appropriately punctuating.

6.5. End Unit assessment

Assessment 1

For this assessment, the tutor may direct learners to use the vocabularies to draft their own sentences on culture.

Assessment 2

- a. I...**spent**...my holiday in Ireland. (spend)
- b. It ...**became**...great. (be)
- c. I ...**travelled**...around by car with two friends and we visited lots of interesting places. (travel)
- d. In the evenings we usually...**went**...to the markets. (go)
- e. One night we even...**learnt**...some ikinyarawanda dances. (learn)
- f. But we...**saw**...some beautiful rainbows. (see)
- g. She...**felt** ill in the class and the tutor let her go home. (feel)

Assessment 3

- a. I hadn't enough money to pay the concert tickets. (correct)
- b. Did you know that Keza was my sister? (correct)
- c. We had a noise in the middle of the night. (correct)
- d. My parents wasn't very happy with my exam result. (wrong)
- e. The tutor told the students to sit down. (correct)
- f. They never didn't receive the money that they needed. (wrong)
- g. She didn't ate her breakfast this morning. (wrong)
- h. She didn't bought the bread yesterday. (wrong)

● UNIT 7:

ENVIRONMENT CONSERVATION AND SUSTAINABILITY

Key Unit competence: To use language learnt in the context of Environment Conservation and Sustainability.

7.1. Prerequisite

Before taking on this unit Environment conservation and sustainability, the tutor should ensure that the students teachers have a clue on Environment. This is a topic that cuts across most levels of school. It is important that the tutor triggers their memory to recall environment related topics that they have come across. It is paramount that they not only have theoretical skills to conserving and sustaining the environment, but that they also have a practical approach to it.

7.2. Guidance to introductory activities

The tutor should ask learners to open their students' books and critically observe the picture. This activity should be of open discussion. However, encourage them to check for the questions after interpretation of the pictures. Allow a free discussion with your guidance while they find answers to questions on the introductory activity of Unit 7.

Possible answers to questions from the introductory activity

9. Environment protection is the ability to safeguard the environment from destructive human activities.
10. Individuals, communities, governments, organizations- This simply means conserving the environment is a collective responsibility.
11. The environment needs to be conserved because of the following:
 - Helps in mitigating the effects of global warming.
 - For foreign exchange got from national parks.
 - Helps in the coexistence with nature.
12. Techniques to protect the environment include the following.
 - Through tree planting.

- protecting the wild, insects as they help in shaping the eco-system.
- Sensitization of the community on the importance of environment.

7.3 List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	7.1. Describing different ways of protecting environment	<p>Knowledge:</p> <ul style="list-style-type: none"> • Indicate different ways of protecting environment. <p>Skills:</p> <ul style="list-style-type: none"> • Read/listen to the story about environment • Write and talk about environment conservation and protection <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Spirit of environment care and protection • Love of the natural environment 	7
2	7.2. Describing environmental features and their roles	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify words and expressions used in the context of environment. <p>Skills:</p> <ul style="list-style-type: none"> • Read/listen to the story about environment. • Use descriptive language to describe environmental features. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Love of the natural environment. • Solidarity and rescuing victims of natural disasters. 	7

3	7.3. Talking about physical environment	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify words and expressions used in the context of environment. <p>Skills:</p> <ul style="list-style-type: none"> • Read/listen to the story about environment. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Respect land laws. • Love of natural environment. 	7
4	7.4. Language structure: expressions of purpose	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognize words used to express the purpose. <p>Skills:</p> <ul style="list-style-type: none"> • Write / read texts using words related to the environment challenges Speak to people about sustainable ways of protecting environment • Write and speak using expressions of purpose <p>Attitudes and values: appreciate language of expression when describing or talking about the environment.</p>	7
	End of unit Assessment		

Guidance of the lesson:

The tutor should ask students the physical features that are close to them at home. This is to bring the lesson to the context of student. The tutor must even find out what students have done to keep those features safe from destruction. Tutor should encourage active involvement of students in the lesson.

7.1 Describing different ways of protecting environment

Lesson1

Lesson objectives

Knowledge:

- Indicate different ways of protecting the environment

Skills:

- Read/listen to the story about environment
- Write and talk about environment conservation and protection

Attitudes and values

- Spirit of environment care and protection
- Love of the natural environment

Teaching and learning resources

Photographs, textbooks and videos

7.1.1. Learning activities: Reading and text analysis

Learning activity 7.1.1.1. Picture observation and interpretation

The tutor should direct the learners to open their students' books and observe the images on learning activity 7.1.1.1. Ask them to work individually when answering questions on Unit 7. Remind them to first observe the pictures keenly before answering the questions. Afterwards, give each student opportunity to present their interpretation to the class but ensure there is no repetition of points from students. Direct them to put a tick on points that have been mentioned.

Possible answers to learning activity 7.1.1.questions

Fig 1- Agro forestry

- Helps maintain soil fertility.
- Maintain more favorable soil physical properties than agriculture.
- Cleans the atmosphere by consuming toxic air and releasing oxygen.

- Retains water in the soil and therefore more crop yields for farmers.
- Maintains soil organic matter that keeps the soil healthy.
- Controls soils erosion.

Fig 2-

- Retains water collection which controls soil erosion.

Fig 3- tree planting.

- Trees provide shelter for wild life like bees, monkeys, birds etc.
- Trees help with the control of soil erosion.
- They purify the air by wiping out excess carbon monoxide.
- Provide shade during hot seasons.
- They release water vapor that is later condensed to form rain.

Learning activity Text:

Ask learners to read the text in pairs. Encourage them to go through it quickly in the first reading. Remind them to read in a slower pace for purposes of comprehension during the second reading. Take a walk through to make sure reading is taking place. This will also help the tutor to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

Possible answers to the learning comprehension questions

- Environment protection is an umbrella body that defines anything done to protect the planet and conserve its natural resources.
- Lungs of the earth is a metaphor to mean that trees support breathing because they absorb excess carbon oxide and release oxygen.
- People cut down trees to provide fuel for cooking. This is not clean fuel and has a negative impact on the environment.
 - For charcoal which is provided for commercial gains.
 - Trees are cut down to create more free land. It could be for farming or construction of homesteads.
- d. Deforestation can be prevented through:**
 - Controlling the cutting down of trees since they take long to grow.
 - Encouraging farmers to practice agro forestry such that the more

trees planted can benefit community and nature.

e. Safe environment is a source of living. This means;

- When we breathe in clean air, we live healthier as the body system is not contaminated.
- Nature and wild that supports our eco-system flourish.

f. Some of the ways of protecting the environment include:

- Practice recycling of materials to protect mother earth.
- Using alternative energy sources that are destructive to the environment.
- Through proper utilization of resources like water, energy and land.
- Through proper disposal of chemicals to reduce the risk of contaminating land and water.

Vocabulary activity

No.	word	Dictionary meaning
1.	terraces	one of several <u>narrow strips</u> of <u>land</u> that are <u>built</u> like <u>steps</u> on the <u>slope</u> of a <u>hill</u> , used for <u>growing crops</u> .
2.	conservation	the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of human activity
3.	Agro forestry	a method and system of land management involving the simultaneous cultivation of farm crops and trees; agriculture incorporating the growing of trees.
4.	Deforestation	the action of cutting down trees.
5.	carbon dioxide	the gas formed when carbon is burned, or when people or animals breathe out.

7.1.2. Application activity carbon dioxide

In this activity 7.1.2, the tutor could provide learners with essay writing tips with focus on proper introduction which involves a hook, definition of key terms then the body which involves topic sentences (main points) and their explanations. Lastly, remind them to summarize their essay (concluding includes, a call for action). Tell them to include the sentences below in their essays.

- We cut down too many trees, and therefore...

- We put too much waste into rivers, and therefore...
- We make too many fires, and therefore...
- We build too few terraces, and therefore...

7.2. Describing environmental features and their roles

Lesson 2

a) Lesson objectives

Knowledge and understanding:

Identify words and expressions used in the context of environment.

Skills:

- Read/listen to the story about environment.
- Use descriptive language to describe environmental features writing essays on how to preserve cultural and national heritages.

Attitudes and values:

- Love for the natural environment.

b) Teaching resources;

Photos, textbooks, documentaries on environmental features, videos.

c) Learning activities 7.2.1.1: Ask learners to form groups of three, instruct them to study the picture on learning activity.

7.2.1. Walk around the room, ensuring the picture interpretation activity runs smoothly, avoid providing answers while you help students who are getting challenged.

Possible answers to learning activity questions

1. Infrastructure (roads and housing)
 - Their role is to provide space for human life and activities such that there is no interference with the natural habitat for animals.
2. Physical/ natural features (mountains, lakes, forests)

- Its role is to provide a natural and befitting habitat for nature like wild plants, forests, wild animals to survive and multiply since they play a tremendous role in the eco-system.

7.2.1. Learning activity Reading and text analysis

Tutor asks learners to open their textbooks and read the text titled 'know your country' on learning activity 7.2.1.2. Tell them to read silently in pairs and randomly distribute paragraphs to readers to read aloud to the class. You could also pay attention on the pronunciation, audibility and clear articulation of words and interrupt incase a student struggles with a specific word. After the read aloud, instruct the learners to work in pairs while finding answers to the comprehension questions on learning activity 7.2.1.2. Then share with the rest of the class. The discussion should be exhaustive, reading and speaking skills must be strengthened.

Possible answers to comprehension questions

A	Forests	b.	Lakes
1.	Provide shelter especially to the indigenous people.	1.	Source of water for both domestic and commercial use.
2.	Play a big role in rain formation through condensation of the vapor and transforming it into rain.	2.	Reduce the impact of excess rainwater(flooding) by storing it
3.	Cleaning up the toxic gasses like carbon dioxide and releasing oxygen.	3.	Provide places for recreation- beaches.
4.	Provide fuel for cooking like firewood.	4.	For tourism which brings in income to nations and communities around the lakes
5.	Are habitant to different animal species like monkeys etc.	5.	For economic activities such as fishing.
6.	Provide jobs for conservationists.	6.	Provide food like fish for consumption- fish is highly nutritious.

7.	Provide raw material like wood that is used by carpenters to make chairs. Also, paper is got from some special forest trees.	7.	Also play a great role during rainfall formation.
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3. Our country Rwanda is called the land of a thousand hills because it is hilly/mountainous.
4. The lakes discussed include; Lake kivu, L. Burera, L. Ruhondo, L. Rweru, L. muhazi
5. Reasons for protecting physical features;
 - Features like mountains act as an alternative natural sanctuary for wild animals.
 - Because we earn a living from physical features especially jobs in the beaches, hotels etc.
 - They provide a natural environment for relaxation thus reducing stress levels and connecting with nature,
 - Physical features like forests and mountains provide shelter for indigenous people.
 - They provide habitat for wild animals.
 - Features like forests purify the air we breathe which greatly reduces on respiratory infections.
6. (the tutor should treat the question of advice as an open ended) select at least 10 different advice from students. The tutor's guidance here is very important because it will help them select the top 5 advices for people who destroy physical features.

Application activity 7.2.2: Composition writing

For this application activity 7.2.2, the tutor could guide the students on composition writing. See notes on composition writing in unit 5 LE students' text. Consider the following in your guidance;

1. Introduction - students should clearly introduce their topics to the readers. This is intended to draw the reader to the composition.
2. Body - This should contain the detailed and relevant information, with very clear points.
3. Conclusion - Here students should conclude by calling for action to environmental protection.

7.3. Talking about physical environment

Lesson 3

a) Lesson objectives

Knowledge and understanding:

Identify words and expressions used in the context of environment.

Skills:

- Read/listen to the story about environment.
- Use descriptive language to describe environmental features.

Attitudes and values:

- Respect land laws.
- Love for the natural environment.

b) Teaching resources;

Photos, textbooks, documentaries on environmental features, videos.

c) Learning activities 7.3.1. Reading and text analysis

May ask learners to open their students' textbooks. Tutor may carry out model reading for the class. Instruct the students to answer comprehension questions on learning activity 7.3.1 individually. Allow for peer evaluation after students are through with the questions. Tutor should guide the whole process.

Possible answers to comprehension questions

1. Because they consume clean water and air.
 - Because they are raised in healthy environments that provide healthy opportunities and behaviour.
 - Because they eat health food.
2. Physical environments help people make healthy choices for example restaurants that provide healthy foods.
 - Well designed roads and public places provide safe places for people to be active.
3. Before, there was enough land for human settlement due to low populations but now, pressure has been put on the land due to

human pressure therefore destroying land and poaching animals.

- Industrialization was not developed then but now with more industrialization, air, water and land has been polluted and it is no longer safe for all the inhabitants of planet earth.
4. Advice to people who do not do physical exercise;
- Encourage busy people to walk around during breaks at work and not drive or be driven around.
 - They should exercise when they have the most energy because when you are tired, then you are likely not to do sports.
 - They should prioritize exercise and make it a habit or part of their lives. It is very hard to do away with habits.
 - They should also motivate or educate themselves on the importance of exercise and its lifelong benefits.
 - They should not mind only about the physical results it has but on the hidden results like lower high blood pressure and controlled heart diseases.

Application activities 7.3.2.

Tutor should find the guidelines of this debate and composition activity in unit 5 p...of the LE students' book. Prepare students to take sides that is, proposers and opposing team. Encourage them to carry out thorough research so that their points are made stronger through defense and references.

'Technology has brought more harm to the environment than good.'

1. In this unit the tutor should guide the students on composition writing. Consider the following in your guidance,

Introduction- students should clearly introduce their topics to the readers. This is intended to draw the reader to the composition.

Body- This should contain the detailed and relevant information, with very clear points.

Conclusion- here students should conclude by calling for action to environmental protection.

7.4. Language structure: expressions of purpose

Lesson 4

a) Lesson objectives

Knowledge and understanding:

- Recognize words used to express the purpose.

Skills:

- Write / read texts using words related to the environment challenges
- Speak to people about sustainable ways of protecting environment
- Write and speak using expressions of purpose

Attitudes and values:

- Appreciate language of expression when describing or talking about the environment.

b) Teaching resources:

Photos, textbooks, documentaries on environmental features.

1

- a. There are a number of different actions that environmentalist can take in order to reduce soil erosion.
- b. The new device is used for locating the position of cars at any time. It is easy to install, and uses satellite navigation which leads to approximately 97% coverage and accuracy.
- c. There are a number of different actions that laboratory users can take to reduce potential hazards when working with human blood. Gloves should be worn at all times so that the skin of the hands is protected against exposure. To avoid contamination when there is a danger of splattering, gloves, a laboratory coat or gown, eye protection, and a mask should be worn. So as to reduce the danger if contact does occur, all users should be immunized against the hepatitis B virus.
- d. This key is for opening the front door, and that one is for the back.

2.

- a. They planted many trees..... enjoy the beauty of our environment.
- b. To

- c. So as to (correct)
- d. In order to
- 1. We worked hard just before Christmas..... enjoy the holiday.
 - a. To
 - b. So as to (correct)
 - c. In order to
- 3. This oven is used _ bread.
 - a. for make
 - b. to make
 - c. for making (correct)

7.5. End unit assessment

Words	Pronunciation	Meaning
1. Environment	/ɪn'vaɪərənmənt/	the air, water and land in which people, animals and plants live.
2. protect/ protection	/prə'tekt	to keep or something safe from injury, damage, or loss.
3. Resource	/rɪ'zɔ:s/	a useful or valuable possession or quality of a country, organization, or person.
4. Erosion	/ɪ'rəʊ.ʒən/	the fact of soil, stone, etc. being gradually damaged and removed by the waves, rain, or wind
5. Firewood	/'faɪə.wʊd	<u>wood</u> used as <u>fuel</u> for a <u>fire</u>
6. Forest	/'fɒr.ɪst/	a <u>large area of land covered with trees and plants</u> , usually <u>larger</u> than a <u>wood</u> , or the <u>trees</u> and <u>plants</u> themselves.

- 1. I talked to the shy girl...**so**... she wouldn't feel left out.
 - a. for
 - b. to
 - c. so
- 2. We stopped at the pub....**to have**... a drink.
 - a. to have
 - b. for having
 - c. Either could be used here
- 3. We stopped at the pub a drink.

4. I went to Canada...**to see**... my brother.

a. to see b. for seeing c. Either could be used here

5. Sort your rubbish ...**for**... recycling.

a. to b. for c. so

6. I took the phone back to the store ...**for getting**...a replacement.

a. to get b. for getting

7. We started early ...**so**... we wouldn't be late.

a. so b. so that

Either could be used here

8. You need to be over 18...**to watch**... that film.

a. for watching b. to watch

Either could be used here

9. I am leaving early today...**to avoid**... the rush hour traffic.

a. for avoiding

b. to avoid

Either could be used here

a) Importance of protecting resources.

- We need to conserve our Natural Resources because it is the main source of our daily needs.
- We need to conserve it because they are limited and this will affect the future generations.

b) People cut down trees because:

- They are raw material for paper making industry.
- To create more farmland.
- To create land for human settlement.
- They are used for firewood.

c) -The soils lose their fertility

- It weakens the soil
- Loss of soil nutrients

d)The soil loses its natural fertility and gets weakened by chemicals.

e)Lakes become polluted through the following:

- Dumping of wastes in the water
- Over fishing
- Over mining of minerals found in lakes.

f) Too much protein causes intestinal obstruction

● UNIT 8:

EDUCATION AND PERSONAL DEVELOPMENT

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

8. 1. Prerequisite

Before this unit Education and personal development is undertaken, learners should be well versed with facts on Education and personal development because they have been through some levels of education. Simply recall related experience or content that they studied way back in their lower levels. Everyone else has been involved in personal growth. This puts the tutor in a position of easily relating the unit to learners' experience.

8.2. Guidance to introductory activity

Direct the learners to observe the images in the introductory activity. Remind them to address some of the questions using their own experience and the experience of others. Encourage them to work on this activity in pairs. Monitor their progress by walking through to ensure teamwork and to assist those that are encountering difficulties. Continue encouraging them to do their best.

Possible answers to questions from the introductory activity

10. Picture 1- The job is teaching; the evidence is her formal dressing and the picture tells that she is writing and explaining a concept. We are all aware that tutors share knowledge with their students. It is evident that she is a mathematics tutor because we see calculations on the black board.

Picture 2-The job is farming. The image shows a gentleman using technology- mechanised agriculture to cultivate the farms. We all know that whatever we eat comes from farmers who tilt land to produce food/harvests.

11. The impact is that tutors shape the generations by sharing knowledge, values and skills while famers nourish us by providing healthy food for us.

- Teaching is a call. In other words, tutors are satisfied when they see students develop mentally and when they utilize their skills while farmers grow crops for home consumption and commercial purposes.

No.	Tutor	farmer
1.	Educates generations by impacting knowledge and values.	Without farmers, then we likely to starve to death because we won't be having what to eat..
2.	They listen, coach and mentor people and their students.	Boost economic growth of many countries since agriculture is the backbone of the economy.
3.	They help us reveal/show our skills and talents.	Clear thick bushes for farming and that keeps us a way from reptiles and mosquitoes.
4.	They help struggling students to improve and thrive.	They ensure that there is sustainability in the farming and harvest of crops.
5.	They simplify complex tasks	They make our modern lifestyle feasible by providing the right food for us.
6.	Tutors help us to become high-quality professionals.	Are relevant in the conservation of the environment through agro forestry and practices like mulching.
7.	Tutors build a society with a good human being	

8.3 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	8.1. Describing the ability at school and educational ambitions	<p>Knowledge: Recognize words and phrases used in situations of work and jobs.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe educational ambition. • Read texts about education and society. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Appreciate the importance of education in our lives. • arousal of ambitions. 	7

2.	8.2. Sexual behavior	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognize words, phrases used in the context of social behavior. <p>Skills:</p> <ul style="list-style-type: none"> • Listen to texts about life skills and sex education. <p>Attitudes and values: Self-awareness.</p> <ul style="list-style-type: none"> • Behavioral change 	7
3.	8. 3. Life skills	<p>Knowledge:</p> <ul style="list-style-type: none"> • Explain the importance of life skills. <p>Skills:</p> <ul style="list-style-type: none"> • Listen to texts about life skills and sex education. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Lifelong learning in support of personal development • Self-awareness. 	7
4	8.4. Language structure: First conditional clauses	<p>Knowledge:</p> <ul style="list-style-type: none"> • Write about performance at school. <p>Skills:</p> <ul style="list-style-type: none"> • Listen to texts about life skills and sex education. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Appreciate the use of conditionals when describing education, life skills and behavior. 	7
	End of unit Assessment		

Guidance of the lesson: Tutor can set a friendly atmosphere that will ensure that all opinions about education, experiences to do with sex education are treated with respect throughout the lessons.

Teaching resources should be readily available as the lesson will heavily rely on experiences and resources for its success.

8.1.Describing the ability at school and educational ambitions

Lesson 1

Lesson objectives

Knowledge:

- Recognize words and phrases used in situations of work and jobs.

Skills:

- Describe educational ambition.
- Read texts about education and society.

Attitudes and values

- Appreciate the importance of education in our lives.
- Arousal of ambitions.

Teaching and learning resources

Photographs, pictures, job advertisements ...

8.1.1. Learning activity: Reading and text analysis

On learning activity 8.1.1- pre- reading, the tutor may write the discussion statement in bold on the board or on a manila paper. Trigger critical thinking by letting learners think independently for some few minutes before they discuss the statement. Tell student to discuss the role of education in the promotion of economic growth and stability at length. (provide more points to this-5 points) and guide the students to look at the other contribution of education. Review the student's work to ensure that they are using problem-solving techniques independently.

1.

“Both on personal and national levels, education has been shown to increase economic growth and stability. One of the most important benefits of education is how it improves personal lives and helps societies run smoothly. Consequently, education promotes fulfilling, fuller lifestyles”.

Possible solution to learning activity 8.1.1- pre-reading

To a large extent, education has played the following role in promoting economic growth and stability;

- Educated people learn skills that they use to start their own business which promotes economic growth.
- People who are educated contribute to the economy through the taxes they pay to tax bodies. These are invested in public infrastructure which strongly boosts the economy.

2.

8.1.2. Picture observation

For this picture observation activity, tutor should tell students to open their students' textbooks and observe the two pictures carefully and later interpret them by answering the questions. This activity should be done individually because it is personal development. Gather the work and correct it.

Possible answers to learning activity 2- 8.1.2 picture observation

a. Plans include:

- Furthering my education
- Getting married
- Finding a job
- Educating my siblings
- Starting up a business

b. This is a question with rich different career choices) they could include, teaching.

c. Individuals are inspired by different career choices, like in question b) above, consider their choices with guidance.

d. In picture 1, there is a big building showing a university (an academic institution)

- Picture 2 has a tutor seemingly explaining to students a concept.

e. Picture 1- an educational institution(university)picture 2- tutor.

3.

Learning activity 8.1.3; Reading comprehension- “Further studies in Rwanda”

Ask learners to attempt the comprehension questions and exchange their notebooks for peer assessment. The tutor can still go through the already marked work to be sure that the marking was justly done.

Possible answers to learning activity on comprehension question.

1. It takes 6 years to study medicine
2. No because specializing means going abroad.
3. It is difficult and that is reason why scholarships are provided for African students were Rwanda students are included.
4. You must study a diploma from medical school or from one of the country’s 5 approved nursing schools or you could do it at university.
5. One must go directly to university to study secondary education.
6. The courses include, plumbing, moto mechanics, catering and electrical engineering.
7. Young farmers could improve their farming skills by taking short courses on irrigation, Technology in farming and fertilizer management.
8. (Exchange notebooks for peer assessment of your answers)- This should be deleted in students LE 1 text because it is appearing in no.8 as part of comprehension.

8.1.4. Application activities

For this activity, the tutor may direct the learners to attempt the application activity 8.1.4. emphasize on well formulated sentences that he/she finds appropriate for the students’ level and not so below their level.

8.2. Sexual behavior

Lesson 2

Lesson objectives

Knowledge:

- Recognize words, phrases used in the context of social behavior.

Skills:

- Listen to texts about life skills and sex education.
- Read | write texts about life skills and sex evaluation

Attitudes and values

- Self-awareness.
- Behavioral change.

Teaching and learning resources

Photographs, pictures, job advertisements ...

8.2.1. Learning activity: Reading and text analysis

Text1: Abigali's story

This is a reading activity that focuses on comprehension, reading speed and pronunciation. The tutor may pair up students (boy and girl) and allow them read through the text silently and then select two students to read aloud for the class. Allow a controlled discussion to take place. Tutor may move around the room. After words, call on each pair to present their answers to the rest of the class. Remember to always encourage students to exhaust their points by asking the "why".

Possible answers to comprehension questions

1. No, Abigail is not happy with her experience.
2. No, she did not follow her mother's advice. This statement from the passage clearly explains it. "Mama, I wish I had known what I was getting myself into".
3. This question is open ended. Your guidance should help students to select "leading" and not "miss leading advice".
4. We can avoid such incidences by:

- Listening to our parents, tutors and other responsible people in society.
 - Practicing self-discipline.
 - Adhering/ following personal and societal values.
5. A person's sexual practices. For example, heterosexual behavior is what is considered natural by most societies. It could also be defined as a broad term that concerns behaviors involved in attracting and finding a person of the opposite sex where they copulate and are able to care for their offspring's after they are born.

8.3. Life skills

Lesson 3

Lesson objectives

Knowledge:

- Explain the importance of life skills.

Skills:

- Listen to texts about life skills and sex education.

Attitudes and values

- Self-awareness.
- Behavioral change.

Teaching and learning resources

- Photographs, pictures, job advertisements.

8.3.1. Learning activity: Reading and text analysis

Text1: True Friend

Before asking learners to read through, tutor may randomly select individuals to give their opinions on the qualities of a best friend. This brief activity should not take so much of class time. Allow them to read the text in pairs and try out the comprehension questions in learning activity 8.4.1. Review the student's work to ensure that they are using problem-solving techniques independently.

Possible answers for the questions.

- a. A true friend is a person who is there to help when you are in trouble or when you are dying. They never find it a problem to help.
- b. A mortally wounded man is one who is very wounded. The injury could be inflicted accidentally or intentionally leading to direct death.
- c. Yes, the soldier had life skills because he rushed to give first aid to his dying friend. Being able to provide first aid is an example of a life skill.
- d. The friend to the soldier says it was worth it because he got to see his dying friend at the time, he needed him most and that he got to know that his friend valued him a lot.

8.4. Language structure: First conditional clauses

Lesson4

Lesson objectives

Knowledge:

- Recognize words and phrases used in situations of work and jobs.

Skills:

- Listen to texts about life skills and sex education.
- Read texts about education and society.

Attitudes and values

- Appreciate the importance of education in our lives.
- Appreciate the use of conditionals when describing education, life skills and behavior.

Teaching and learning resources

Photographs, pictures, job advertisements, newspaper articles.

For guidance on this sub-unit, see notes on unit 8 of the students LE textbook page...

In this unit, the tutor should clearly explain to the learners the types of conditionals- this include; the Zero conditional, 1st conditional, 2nd conditional, 3rd conditional.

The first conditional is also called a ‘**will**’ conditional. Remind the students that the will conditions always happen. The tutor should be guided by the following basic rules below to facilitate students.

Type of conditional	If clause	Main clause
<p>The zero condition</p> <p>(now or always)</p> <p>If this thing happens, it always happens.</p>	<p><i>If it rains</i></p> <p><i>If the sun shines</i></p>	<p>the grass gets wet.</p> <p>it gets hot.</p>
<p>1st conditional</p> <p>(present or future, where the situation is real)</p> <p>Refers to a possible condition and its probable result.</p>	<p><i>If you study every day</i></p> <p><i>If you read for half an hour every day</i></p>	<p>you will pass.</p> <p>your English will improve.</p>
<p>2nd conditional</p> <p>(now or any time and a situation that is not real because it has not happened)</p> <p>Refers to a possible condition that might have a certain result.</p>	<p><i>If you went to bed earlier</i></p> <p><i>If my English was good</i></p>	<p>you would not be so tired.</p> <p>I could get a job in the UK.</p>
<p>3rd conditional</p> <p>(in the past and a situation that is different from reality)</p>	<p><i>If he had studied harder (which he did not)</i></p> <p><i>If my English was good (which it is not)</i></p> <p><i>If we had looked at the map</i></p>	<p>he would have passed the exam (which he did not).</p> <p>I could have got a job in the UK (which I have not).</p> <p>we would not have got lost.</p>

In addition, a conditional clause normally uses two clauses: the if clause and **result clause**.

When an if clause comes first, a comma is used. But when a main clause comes first, no comma is used.

Tutor may remind learners that, a conditional is a sentence or clause that begins with if or unless.

Use of unless.

For example:

1. Unless I read my books, I will not be promoted.
 - If I don't read my books, I will not be promoted.
2. Unless he goes to the hospital for treatment, he will not get cured.
 - If he doesn't go to the hospital, he will not get cured.

When clauses are also used to replace if, they mean the same.

Consider the following examples:

- a. When I finish my studies, I will become a businessman.
- b. When I finish my Education, I will be a lecturer.
- c. When I finish my school practice, I will be relieved of had work.

Application activities

1.

3. If you had done your homework, **you wouldn't have been late.**
 4. If I were a farmer, **I would not grow rice.**
 5. If he had read English for half an hour every day, **he would have scored highly.**
 6. If you had looked after your textbooks, **they would be safe.**
 7. If I was doctor, **I would have treated patients more fairly.**
 8. If I was lecturer, **I would have treated university students equally.**
 9. If your English was better, **you wouldn't have stayed at home for this long.**
 10. If you went to bed earlier, **you would have woken up early.**
2. This activity allows for open answers. The tutor should focus on proper sentence structuring,

Punctuation and capitalization where need be.

university	institution	college
------------	-------------	---------

3.

- i. Last year they **started** secondary school.(start)
 - ii. They **became** nervous about starting a new school.(be)
 - iii. Some of them **went** to boarding school. (go)
 - iv. They **learnt** to take responsibility for their own work. (learn)
 - v. The tutors **kept** them very busy during their first term.(Keep)
4. For application activity 4, the tutor should guide learners on how to approach this activity by emphasizing on basic sentence rules like punctuating, capitalizing the first letter of a proper noun, writing clearly should not be ignored by the tutor.

8.5. End unit assessment:

1.

- a. If you were not late for school every day , **you would have excelled in your exam.**
 - b. If he had spent more time on his studies , **he wouldn't have failed.**
 - c. **if she had studied hard**, she would have won a bursary.
 - d. If you had done more research on careers, **you would have made the right choice.**
 - e. If you had completed your further studies, **you would be working with him.**
2. The tutor should guide students on how the debate shall be conducted. Refer to unit 5 of students LE for notes. You could evaluate the winner of the debate based on the following;
- argument of their points
 - audibility
 - speed of speaking
 - pronunciation
 - confidence
 - respect of other's opinions

Possible points to be mentioned during the debate.

Advantages of early pregnancy	Disadvantages of early pregnancy
It is a fast way to growing and become an adult because you take on responsibility much earlier.	Young mothers struggle financially As they may not be qualified to find jobs to take care of the children.
You understand your children more because your generations are close.	They are over judged by the society which depresses them even more.
Young mothers struggle less with pregnancy related complications.	Drop out of school.
These mothers still have the energy to struggle with their young children.	May find it difficult to find partners since most of the time they are left by the fathers to their children.
Early pregnancy gives you time to focus on themselves later because the children will have grown up.	May face health complications and suffer from diseases like fistula, ruptured uterus.

- The tutor could adopt the gallery walk method to have all students share their work.

Advantages of education

- It is important for survival. Job opportunity
- To gain respect from society
- Helps people grow in their career and fulfill dreams.
- It encourages independence and not over dependence on others.
- It teaches values that help protect the world from dangers.
- To children, education provides or gives experience to face the real world.
- It provides different knowledge and skills.
- It helps people identify between right and wrong.
- Makes people comfortable and secure in life.

UNIT 9:

SCIENCES AND TECHNOLOGY

Key unit competence: To use language learnt in the context of Sciences and Technology

9.1. Pre-requisite

Student-teachers can greatly make this Unit, Science and Technology a success by relating student teacher interaction of science and technology to the unit. Use flash cards and on them, draw the different types of technology that students are familiar with. Successively in this unit if they carryout.

9.2. Guidance to introductory activities

The tutor should ask student teachers to open their students' books and observe the images in the introductory activity of this unit. This activity should be done in teams of three. However, encourage them to check for the questions after interpretation of the pictures. Allow a free discussion with your guidance while they find answers to questions on the introductory activity of Unit 9.

Possible answers to introductory activity questions

11. Uses of fig. 1(Flash drive)

- For sharing and transporting files from one device to another.
- Runs different operating systems like linux
- Used as Random-access memory. (RAM)
- Runs potable applications
- keeps our files safe.

12. No, it is not a good practice for people to be addicted to internet because it has separated most family members.

13. Uses of a tablet (Fig. 3)

- Used to develop ICT skills
- promotes education of students using ICT
- Flexible in times of space and time. You can use it anytime and anywhere.

- It is a motivation tool for student

Uses of microscope(Fig.4)

- Used for magnifying blood samples
- Scientists use them to study micro organisms
- Important diagnostic tool used when examining tissue samples.
- List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	9.1. Talking about words and expressions used in the context of science and technology	<p>Knowledge:</p> <p>Define words and expressions used in the context of science and technology.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Correctly write and spell words and expressions used in the context of science and technology. • Narrate stories about ICT evolution. <p>Attitudes and values: -Being up to date with terms of science and technology evolution and its use in education.</p>	7
2.	9.2. Describing the role of ICT devices and their side effects	<p>Knowledge:</p> <ul style="list-style-type: none"> • Define words and expressions used in the context of science and technology. <p>Skills:</p> <ul style="list-style-type: none"> • Read and write about science and technology. • Narrate stories about ICT evolution. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Care for ICT devices. • Share information with others 	7

3.	9.3. Language structure: Word formation	<p>Knowledge:</p> <ul style="list-style-type: none"> • Recognize word formations. • Define words and expressions used in the context of science and technology <p>Skills:</p> <ul style="list-style-type: none"> • Read and write about science and technology. <p>Attitudes and values:</p> <ul style="list-style-type: none"> - Spirit of curiosity and discovery of how words are used differently. - (Eagerness to learn-Being proud of using English language. 	7
	End of unit Assessment		

Guidance of the lesson: Tutor should ensure that all the teaching resources are available. This will help facilitate the lesson.

9.1. Talking about words and expressions used in the context of science and technology

Lesson 1

Lesson objectives

Knowledge:

- Define words and expressions used in the context of science and technology.

Skills:

- Correctly write and spell words and expressions used in the context of science and technology.
- Narrate stories about ICT evolution.

Attitudes and values

- Being up to date with terms of science and technology evolution and its use in education.

Teaching and learning resources

Books, internet, audio material, films, flash cards etc.

9.1.1 Learning activity: Reading and text analysis

Possible answers to comprehension questions 9.1.1

Text1: Technology is changing the World of Medicine

1. They include; congestive heart failure, diabetes, medication non-compliance and stressful isolation.
2. The three areas include;
 - Heart failure
 - Mobile applications that can readily track sleep patterns
 - The remote monitoring technology.
3. The three types of sensors include, wristband, necklace and watch and are used for testing. The three give both patients and doctors information on how a multifunctioning heart is progressing.
4. 3D technology helps surgeons to copy exactly the affected area that requires surgery and are able to correct it.
5. It is great because it guides patients to keep track of their medical that may help premature deaths and related complications.
6. Remote monitoring technology helps limits frequent visits to doctors which consume valuable time.

Vocabulary activity

Vocabulary	Meaning
Technology	the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.
Congestive heart failure (CHF)	a chronic progressive condition that affects the pumping power of heart muscles. It is often referred to simply as “heart failure”

Noncompliance	Failure or refusal to comply. In medicine, the term noncompliance is commonly used in regard to a patient who does not take a prescribed medication or follow a prescribed course of treatment.
Wristband	This is an encircling strip worn on the <i>wrist</i> or lower forearm.
Diagnosis	the art or act of identifying a disease from its signs and symptoms.
Patient	a person who is receiving medical care, or who is cared for by a particular doctor or dentist.
3D printing	the action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.
Simulate	to do or make something that looks real but is not real
Replicas	an exact copy or model of something,
sleep patterns	It is basically the stages of sleep that we go into from the moment that we nod off at night to waking up at first light.
Calories	A <i>calorie</i> is a unit of energy. In nutrition, <i>calories</i> refer to the energy people get from the food and drink they consume, and the energy they use.
heart rate	Heart rate, also known as pulse, is the number of times a person's heart beats per minute.
Device	an object or machine that has been invented for a particular purpose:

Text 2: Body systems

Possible answers to comprehension questions.

1. The biological system mentioned in the passage are, circulatory, digestive, endocrine, immune, lymphatic, nervous, reproductive, skeletal, respiratory, urinary, integumentary systems.
2. It is the circulatory system.
3. The liver and pancreas produce digestive juices.

4. It is the reproductive system
5. The immune system prevents people from falling sick
6. Yes, it does because it controls involuntary actions like blinking of the eye.
7. The three types of muscles and their functions;
 - skeletal muscle which is connected to bone and helps with voluntary movement, -smooth muscle which is found inside organs and helps to move substances through organs, and cardiac muscle which is found in the heart and helps pump blood.
8. The role of the urinary system is to eliminate waste products from the body.
9. The body's largest organ is the skin.
10. Hair and nails belong to the integumentary system.

Vocabulary activity.

No.	word	meaning
a.	hormones	Regulatory substances induced in an organism and transported in tissue fluid such as blood to stimulate specific cells or tissues into action.
b.	metabolism	Chemical process that occurs within a living organism in order to maintain life.
c.	bacteria	A microscopic single cells organism that thrive in diverse environments.
d.	viruses	the causative agent of an infectious disease
e.	Pathogens	a specific causative agent (such as a bacterium or virus) of disease.
f.	leukocytes	any of the colorless blood cells of the immune system including the neutrophils, lymphocytes, monocytes, eosinophils, basophils, and their derivatives.
g.	tissue	an aggregate of cells usually of a particular kind together with their intercellular substance that form one of the structural materials of a plant or an animal.

h.	Spinal cord	the cord of nervous tissue that extends from the brain lengthwise along the back in the spinal canal, gives off the pairs of spinal nerves, carries impulses to and from the brain, and serves as a center for initiating and coordinating many reflex acts
i.	cardiac	relating to, situated near, or acting on the heart
j.	conception	The process of becoming pregnant involving implantation or fertilization or both.
k.	perspiration	the action or process of perspiring-sweating

9.1.2. Application activities: Composition writing

For application activities 9.1.2, tutor could see notes on paragraph writing on unit 5 of LE students' book text.

The tutor could focus on the following;

- The technological tool should be clearly stated by the student and well described at the beginning of the introduction.
- The composition should contain an introduction that is well developed.
- The body of the composition
- The conclusion.

The conclusion for application activity 2 should have a summary by restating the main idea of the introduction and a call for action to people who do not do physical exercise.

9.2. Describing the role of ICT devices and their side effects

Lesson2

Lesson objectives

Knowledge:

- Define words and expressions used in the context of science and technology.

Skills:

- Read and write about science and technology.
- Narrate stories about ICT evolution.

Attitudes and values

- Care for ICT devices.
- Share information with others.
- Being up to date with terms of science and technology evolution and its use in education.

Teaching and learning resources

Books, internet, audio material, films, flash cards etc.

9.2.1 Learning activity: rReading and text analysis: The positive and negative impacts of ICT

Possible answers to learning activity 9.2.1 questions.

1. There is a positive and negative part of everything.
2. The accessibility of internet whereby people now have smart phones and can browse the internet easily and do instant messaging.
3. - It has created flexible and mobile working.
 - It has created jobs such as virtual offices
 - Jobs in the communication industry.
4. Digital cameras, photo-editing software and high-quality printers have allowed people to yield results that would earlier require a photographic studio. All has been made easy due to ICT.

5. Losing jobs due to job export because data is sent to other countries to be processed.
- Robots taking on jobs previously done by humans.
 - Many people may lose jobs when companies decide to employ few people that do the job well.

Vocabulary activity.

No.	words	meaning
a.	phenomenon	something that exists and can be seen, felt, tasted, etc., especially something unusual or interesting:
b.	overemphasize	to give something too much importance or attention:
c.	Lens	a curved piece of glass, plastic, or other transparent material, used in cameras, glasses, and scientific equipment, that makes objects seem closer, larger, smaller,
d.	information	facts about a situation, person, event
e.	internet	the large system of connected computers around the world that allows people to share information and communicate with each other:
f.	leisure	the time when you are not working or doing other duties:
g.	entertainment	shows, films, television, or other performances or activities that entertain people, or a performance of this type
h.	Visual reality	a set of images and sounds, produced by a computer, that seem to represent a place or a situation that a person can take part in.
i.	Manual operations	Done with hands.
j.	automation	the use of machines and computers that can operate without needing human control
k.	Job export	to send work to another country for sale.

Application activities 9.2.2: Sentence writing, Composition and Debate

Consider the following guidelines for application activity 9.2.2

1. Sentence writing
 - Tutor should ensure the sentences the students formulate are well structured and not similar.

- Could consider punctuation.
 - Use capitalization where need be.
2. For application activity 9.2.2., consider paragraph development, the introduction, body and conclusion.
 - Tutor could pay attention on sentence formation in each paragraph while assessing. Also, remember to high light misspelt works in the entire composition.
 3. Debate activity- refer to guidance on debate from unit 5 of students LE text.

“This house believes that ICT has done more harm than good.

Tutor could prepare students a head of time by grouping them into proposers and opposers of the motion. The tutor could also set aside a team of students to take on as judges. Remind students that it is a learning activity that has to be taken seriously.

Encourage students to research thoroughly well. This is to make their arguments valid and meaningful.

9.3. Language structure: Word formation

Lesson 3

Lesson objectives

Knowledge:

- Recognize word formations.
- Define words and expressions used in the context of science and technology

Skills:

- Listen to texts talking about science and technology
- Read and write about science and technology.
- Being proud of using English language.

Attitudes and values

- Care for ICT devices.
- Share information with others.
- being up to date with terms of science and technology evolution and its use in education.

Teaching and learning resources

Books, internet, audio material, films, flash cards etc.

Application activities

For more guidance and analysis on derivation, affixation, prefixation and suffixation.

Refer to LE students' book on Unit 9.

1. Use prefixes to find the opposite of these verbs:

- a. Use- misuse
- b. Agree- disagree
- c. Engage- disengage
- d. Behave- misbehave
- e. Understand- misunderstand
- f. Fold- unfold
- g. Spell- misspell
- h. Connect- disconnect
- i. Close –disclose

2. Complete the sentences by writing the correct prefix from the table below in the blank space. You can use a dictionary to help you

dis-	-in	mis-	re-	u-	under-
------	-----	------	-----	----	--------

- a. I just can't believe it! The story is __unbelievable!
 - b. No, that answer is incorrect. It is wrong.
 - c. Let's look at this information again. We should review it before the test.
 - d. I saw Kalisa just a moment ago, but now I can't find him! It seems that he disappeared!
 - e. Oh, I'm sorry, I didn't hear you correctly. I misunderstood you.
 - f. The subway does not go over the land like a normal train. It moves underground.
3. Put the words in brackets in the appropriate form (use prefixes or suffixes):

- a. He was acting in a very...**childish**...way. (child)
- b. She looked...**unhappy**.... She started to cry. (happy)
- c. He passed his exam. He was...**successful**...for the second time. (succeed)
- d. The team that he supported was able to win the...**championship**... (champion)
- e. I couldn't find any...**weakness**...in his theory. (weak)
- f. He wants to be a...**mathematician**...when he grows up. (mathematics)
- g. There were only a...**handful**...of people at the match. (hand)
- h. The road was too narrow, so they had to...**widen**...it. (wide)
- i. I think that you should.....**reconsider**...your decision. It may not be the best thing to do. (consider)
- j. You need a...**combination**...of motivation, organization and hard work to realize your dreams. (combine)

9.4. End unit assessment

1. For this unit, the tutor may tell students to attempt the end of unit assessment by using a prefix or a suffix to make a new word out of the word in brackets. .

PREFIXES	SUFFIXES
dis- un- im- re-	-ing -ed -ance -ful -able -ly -ous -er

- a. I can't answer this question. It's...**impossible**...(possible).
- b. Don't stand near the water. It's too...**dangerous**... (danger).
- c. I don't like this fish. It's not very well...**cooked**...(cook).
- d. Kate started crying because she was so...**unhappy**... (happy)
- e. If you have a haircut it will change your...**appearance**...(appear)
- f. Paul never waits in queues. He is too...**impatient**...(patient)
- g. Thank you for your advice. You have been very...**helpful**...(help).
- h. Stealing other people's money is...**dishonest**...(honest)
- i. Our science...**teacher**...is very young. (teach)
- j. Harry didn't think the book was very...**interesting**...(interest).

- k. A million pounds was given to the hospital by an...**unknown**... person (known)
- l. When you...**rewrite**...this paragraph, make it a bit shorter (write)
- m. That was a great film. It was really...**enjoyable**...(enjoy)
- n. Mary was wearing a/an...**unusual**...hat (usual)
- o. I like this town. The people are very...**friendly**...(friend)
- p. I don't think you're right. I...**disagree**...with you completely. (agree)

• UNIT 10:

LITERATURE IN ENGLISH

Key unit Competence: To analyze literary texts based on their genres and period.

10.1. Prerequisite

Student-teachers can importantly make this Unit, Literature in English a success by simply coordinating their lives. The story of students' life is already a literature piece. The tutor may utilize the environment and society to make this unit a great success. Employ role play, simulation to draw maximum attention from the class. Student teachers may also use their previous knowledge about literature from their lower classes to assist them in the mastery of the content that this unit will avail. The learning in this unit may be interactive.

10.2. Guidance to introductory activities

As a tutor, one of the most important things you may do is provide relevance for students. It gives them a context within which they can develop into engaged, motivated and self-regulated learners. Emphasize on the relevance of literature while teaching because;

Literature helps student teachers to realise truth through imaginations or real stories written by the author of the text, novel, and short stories.

Literature helps students to relate situations in the text, fictions, drama, narratives, authors portray and compare it to what is happening in their daily lives. The lessons learnt can be used to correct them or improve in their personal life such as; behaviour, morals, attitude, and character.

Student teachers may associate with events happening in the story, drama, novels, and may develop positive attitudes towards a happening situation related to their societies they come from. Hence become good citizens, good parents in future, critical thinkers, and developing into responsible people with moral virtues.

The tutor may use the style called 'lightening rounds' to have this activity run faster and effectively. The tutor should have all the discussion questions prepared ahead of time so that the questioning time is faster. The answers in this activity are supposed to be short. Student teachers can either answer or say 'pass' if they cannot. Ask the questions rapidly but before, you may ask if students are ready for the next question. "Ask

the question before calling on a student so that all students must be ready to answer. The lightning round should not take more than 10 minutes.

Summarize the main points on the board.

Possible answers to introductory activity questions.

1. It is important to study literature and the reasons are here below;
 - It connects us with the real society. The themes and character traits of people usually have a similarity to what happens in society.
 - Literature entertains its readers. All kinds of literature are entertaining in their own form. Comedy brings in lots of humor and contributes to lowering stress levels.
 - Helps readers to improve their vocabulary as they continue familiarizing with words.
 - Literature also teaches morals. In most literary works, evil losses and good wins.
 - For employment as literature teachers, poets, comedians, which makes them earn a living.

Literature teaches. It points out follies of certain characters through attacking indirectly or directly by use of satire, mocking, ridicule, to correct vice into virtue. For- example in animal farm.

Literature also enlightens that certain actions in society are not good to the people for example, corruption, prostitution, embezzlement, discrimination. And student teachers learn to be accountable and responsible. For-example in the novel 'The Pearl,' 'Mine boy,'

2. Literature has a more technical and specific meaning. Below are some of the definitions of literature that the tutor may adopt.
 - It is the kind of art, which uses language in a special way to comment on society.

Others simply define it as, anything that has been written in some form or another with the aim of talking about life and society.

- Literature is a linguistic form of art that, although it can be “based upon” the real world as well as the imagination, it is always, at the least, an imagination of reality.
- Literature refers to writing considered to be an art form, or any single writing deemed to have artistic or intellectual value, often because it uses language in ways that differ from common usage.

- Literature is defined as books and other written works, especially those considered to have creative or artistic merit or lasting value.
- Literature is also defined as all the writings dealing with a subject.
- The body of written works of a language, period, or culture.
- Imaginative or creative writing, especially of recognized artistic value.

Literature is a gateway to understanding of all sorts. Primarily, it can be a gateway into different cultural, historical, and contemporary ideologies.

- Literature allows us to experience things we would never be able to experience otherwise. We grow and learn through these experiences.
- One is certainly pleasure.
- Second is to learn how to read properly.
- literature teaches critical thinking skills. We learn to weigh different points of view, defend our own point of view, and discuss with others.
- Most importantly, literature may help us to understand the meaning of our own lives.
- Literature expands your thoughts and allows us to think broadly about what we read.
- It also helps to improve our writing skills.
- Literature is important at its own place like any other field. It strengthens our minds and helps us to think outside the box.

NB: In literature the author uses choice of words [diction], different stylistic devices, setting and time, symbols, experiences that can either be fiction or real. The aim could be to educate, to advocate for change, to show discomfort, and expose bad vs good. These expositions of real life experiences by the authors in the texts, teach the student teachers morals, to think critically, to change in their behavior, to create.

The tutor needs to remind student teachers about how the authors send messages to the readers through the above and then integrate to their real life situations for personal developments.

10.3 List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	10.1. Defining literature.	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify different figures of speech in a given text. <p>Skills:</p> <ul style="list-style-type: none"> • Listen to literary texts and draw meaning. • Apply literary terms specific to the three genres of literature. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • appreciate the role of literature in peoples' lives. • Develop the culture of reading for both information and pleasure. 	7
2	10.2. Talking about the three literary genres.	<p>Knowledge:</p> <ul style="list-style-type: none"> • Identify the three main genres of literature • Show the difference between fiction and non-fiction texts. <p>Skills:</p> <ul style="list-style-type: none"> • Read fiction and nonfiction. texts to draw their meanings and differences. • Write texts based on aspects of the three genres of literature. <p>Attitudes and values:</p> <ul style="list-style-type: none"> • Appreciate the roles of fiction and non-fiction in literature. • Familiarize with various literary genres. 	7
	End of unit Assessment		

Guidance on the lesson: The tutor could inquire from students about any literary work they are familiar with. In this unit, remind students that literature is not all about reading set books but is greater in shaping individuals and societies at large. Literature involves more interaction with words which sets students who read a lot ahead of the rest as it develops their communication because of a more improved word bank. This lesson should be more persuasive in its nature because of a dying reading and analytical culture among most students.

10.1. Defining literature

Lesson 1

Lesson objectives

Knowledge:

- Identify different figures of speech in a given text.
- Apply literary terms specific to the three genres of literature.

Skills:

- Listen to literary texts and draw meaning.
- Apply literary terms specific to the three genres of literature.

Attitudes and values

- Appreciate the role of literature in people's lives.
- Develop the culture of reading for both information and pleasure.

Teaching and learning resources

Books, class readers, newspaper articles, extracts of stories, teachers guide, dictionaries, computers with internet.

10.1.1 Learning activity: Reading and text analysis

For this activity, the tutor may choose to pair up students through a mingle game. Begin with making the groups of three in the mingle game and then end it with making pairs. Thereafter, direct the students to read the text on learning activity 10.1.1. and present it to the rest of the class. It is important that they are familiar with defending their work In front of many because it builds confidence.

Text1: Importance of studying literature

Consider the following as possible answers to the comprehension questions.

1. Literature is the central part of our lives.
2. Literature is important because of the following;
 - Helps us express our opinions in a clear way because of the growth in language obtained from reading and from analysis of literary work.
 - Literature gives us a chance to read and write. It could be writing fiction or non-fiction work.
 - It helps people understand what is written broadly.
 - It adds knowledge to the reader especially when it comes to writing different subjects.
 - Enlightens people about different subjects and topics about life therefore reducing ignorance.
 - It exposes different cultures and traditions of the people and society hence a diversity of knowledge to readers to different aspects of life.
3. The phrase means that,
 - One has to read for a purpose and read material that is valuable.
 - When it comes to writing, one has to write literature that will impact on the readers and should be rich with good language to make the whole piece of writing more meaning and appropriate for specific audiences.
4. An English major must work hard to interpret all forms of literature.
 - An English major is also supposed to be able to express opinions in different way because teachers and audiences believe that they have had a better interaction with the word.
5.
 - i) Strive- Struggle, try
 - ii. Enlighten- inform, educate, tell, instruct
 - iii. Broaden- widen, increase, expand, enlarge.

Text 2: The origin of English Literature

The tutor could continue with the pairs formed during the mingle game in text 1. Ensure that the answers to comprehension questions are complete sentences. This will significantly help them with sentence formation.

Below are the possible answers to text 2

1. The written phase of English literature started in the 11th Century.
2. The writer that started English literature was, **Beowulf**, who belonged to the Germanic Tradition of the Anglo-Saxons.
3. For this question, consider precise language and ensure that the text is not reproduced by student teachers. Encourage them to use their own language/words.
4. The poems introduced between the 8th and 14th century include;
 - Epics
 - Hymns
 - Ballads

Application activity 10.1.2

For the summary of text 1, ensure again that student teachers are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and that the content should be maintained and not changed when students summarize the text. The grading of this application activity 10.1.2 should be done through peer assessment.

1. Oral literature; It refers to any form of verbal art which is transmitted orally or delivered by word of mouth. The examples of oral literature include, folk songs, proverbs, riddles, tongue twisters, oral poetry.
2. Written literature; This is literature that is written down. This term is used to distinguish it from oral literature. Written literature is usually more crafted and includes poetry (often more complicated than the oral literature), drama, fiction etc as well as essays and medical literature and religious writing.

10.2. Talking about the three literary genres.

Lesson 2

Lesson objectives

Knowledge:

- Identify the three main genres of literature
- Show the difference between fiction and non-fiction texts
- Identify different figures of speech in a given text.

Skills:

- Read fiction and nonfiction. texts to draw their meanings and differences.
- Write texts based on aspects of the three genres of literature.
- Listen to literary texts and draw meaning.
- Apply literary terms specific to the three genres of literature.

Attitudes and values

- Appreciate the roles of fiction and non-fiction in literature.
- Familiarize with various literary genres.
- Appreciate the role of literature in people's lives.
- Develop the culture of reading for both information and pleasure.

Teaching and learning resources

Books, class readers, newspaper articles, extracts of stories, teachers guide, dictionaries, computers with internet access.

10.2.1. Learning activity: Reading and text analysis

The tutor may allow student teachers to read the text thoroughly and distribute paragraphs through random selection for the read aloud activity. You could evaluate the best reader such that the class adopts the best practices for reading aloud such as, proper pronunciation, moderate speed, proper articulation (clarity), audibility and book- audience eye contact.

This learning activity has a captivating prose text for student teachers. Therefore, it will make it more interesting and will facilitate further understanding if students do role play. Select the following characters Kagure, Tracy, Lumazi and Kagure's mother. Guide them in preparing the acting part.

Possible answers to learning activity questions

The extract is about a young girl named Kagure. She is working so hard to be successful and not be diverted by strangers. She accepts her plight of being born in poverty but that does not stop her from being ambitious. (this is an open question and is likely to have different views. However, when marking, ensure that the content is related to what is being said in the text).

1. The setting at the beginning of the story is at home and at the end of the extract, it is at school. This is place setting.
2. The diction is informal because it is less complicated
3. The themes in the extract include:
 - Poverty seen at the beginning of the extract. Kagure's family is not able to afford a meal
 - Value for education- regardless of the lack of scholastic material for school, Kagure is determined to complete her education.
1. Kagure has the following character traits;
 - She is determined
 - Caring
 - Intelligent
 - Hard working
 - Assertive
 - Principled.

10.2.2. Application activities: Summary writing

Application activity 10.2.2, involves listening, reading, writing.

1. For this activity, the tutor may give students guidelines such that they are aware of what the tutor expects from them and should assess it basing on; the plot, the setting, characters involved, their character traits and the themes developed.

2. The stories to be summarized could be about any genre in literature that the students have read. Give students a reasonable period of time to prepare the summary of their book. You could call that activity, book review. The tutor may organize individual presentations of this activity.

- While assessing, you could pay attention on the tenses used by the students and in this case, it is the present simple tense. See notes about the uses of present simple tense in Unit 2 of LE students' book.
- Ensure that all the elements of prose required from the students are included in their summary.
- Time the presentation of every student. Select a timekeeper from among the students.

It could be 5-8 minutes for every student depending on how much time is available for the lessons.

- The tutor may also inspire students to evaluate their colleagues and select the best presentation from their point of view.

3. This activity will be narrative composition writing. The tutor should encourage student teachers to write from their experiences. Remember that when students write from experience, their plot is likely to flow chronologically.

4. The tutor should discourage students from beginning their narratives with "once upon a time..." but should start by describing how that day was in terms of weather before digging deeper into the events of the day. Consider;

"It was a beautiful bright morning and while still in bed, I heard a knock at the door. It was my mother..."

Assessment: when assessing this activity, the tutor should focus on tenses, punctuation, spellings etc. Always emphasize on the above while training writers.

10.3 End unit assessment

Possible answers to end of unit assessment.

1. **Literature** refers to anything written in form of an art or any single writing considered to have imaginative or intellectual values.
2. **Prose** is a form of literature that is narrative in nature. It exhibits a natural flow of speech and grammatical structures that entail punctuation, direct and indirect speeches etc. [that is to say; prose refers to all forms of written and spoken expression that are not inverse.]
3. Prose is important because of the following:
 - Improves our reading skills.
 - Promotes critical thinking and creativity
 - Prose is read for leisure.
 - For employment, especially critics and biographers earn a living from writing.
 - Prose helps improve the language level of both the writers and the readers.
 - Prose reflects what happens in society.
4. The two types of setting are:
 - Place; this involves the place where the story takes place.
 - Time; this is when the story took place.
5. The following are considerations when analyzing plot:
 - Exposition: the event that puts the story in gear and happens at the beginning of the story.
 - Rising action: the time the story is most complicated.
 - Climax: the highest point of interest, action or tension., it is a turning point in the protagonist's behaviour or thoughts.
 - Falling action: the series of events that occur after the climax
 - Denouement (the ending of the play) these could be resolutions or reconciliation. It contributes in binding the book.

PLOT DIAGRAM

Plot Diagram

A plot diagram is a map showing a story's events.

STORY MIDDLE

Rising Action Rising action starts with a conflict. Then a series of events builds up until the climax happens.

Climax The climax is the turning point or moment of highest excitement in the story. The struggle of the characters is over. The climax happens near the end of the story.

Atta Ur Rahman Jadoon



Exposition

Conflict



Rising Action



Falling Action

Climax

STORY END

Falling Action During the falling action the story comes to an end and events lead to the ending. Characters resolve their problems.

Resolution The resolution is the end. The conflicts are solved and problems exist no longer. Sometimes a moral is given or a lesson is learned.



Resolution

STORY BEGINNING

Exposition Exposition is the beginning or introduction to the story where the setting (place and time), background, and characters are introduced.

Literary Criticism

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1. Some of the examples of **nonfiction** prose include;
 - Autobiographies. Is a writer's account on his or her own life, it is told from the first person point of view.
 - Essays. They are brief prose based on fact. Essay can have different purpose as follows;
 - a. Persuasive essay: To convince, to think, and act in a certain way.
 - b. Information essay. Convey and explain facts.
 - c. Narrative essay. Tells a true story.

NB: Nonfiction is writing that tells about real people, places, and events. Unlike fiction, nonfiction is mainly written to convey factual information.

- Speeches. Are a type of a literary nonfiction Meant to be delivered to an audience.

A speech is a talk or public address. The purpose of a speech may be to entertain, to explain, to persuade, to inspire, or any combination of these aims.

- Journals. They are a type of nonfiction which looks at a specific subject area or topic and are published regularly or weekly or monthly.

NB: A journal is a regular account of events and the writer's thoughts and feelings about them.

1. **Flat character** is one who is not highly developed. He or she is one sided character and usually has one outstanding character trait, characteristic, or role. They exist to advance the plot and they display only traits needed for their limited roles.

While; Round character is one who is complex and highly developed, having a variety of traits and different sides to his or her personality. Round character tend to display strength, weakness and a full range of emotions.

2. A character trait is the behaviour exhibited by a character in a story.

In the part of describing best friend at college, the tutor should remind students that the words to be used could be of adjectives, such as caring, loving, disrespectful, intelligent, proud, rude etc.

3. The question is open ended. However, the tutor may award marks based on impression. While grading, ensure that all the aspects to be considered such as round and flat characters, including the theme, setting and moral lessons.

(give students quality time to prepare for this activity)

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