

**ENGLISH LANGUAGE FOR TTCs**

OPTION: SME & SSE

YEAR 1,2 & 3

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## **FOREWORD**

Rwanda Education Board is honored to avail the English Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to competence-based teaching and learning of English in TTCs. The document ensures consistency and coherence in the delivery of quality education in TTCs, Pre-primary and Primary education.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the labour market, has necessitated the shift from knowledge to competence based curriculum in TTCs. The TTC curriculum was revised to align it to the Competence-Based Curriculum for basic education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale for the changes in the curriculum is to ensure that TTC leavers are qualified for job opportunities and further studies in Higher Education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this syllabus, particularly, Consultants, REB staff, UR-CE Lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various revision activities.

Special appreciation goes to the Development Partners such as UNICEF, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

**Dr. NDAYAMBAJE Irenée**  
**Director General REB.**

## **ACKNOWLEDGEMENT**

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I wish also to thank Rwanda Education Board (REB) leadership who took over and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC Principals, TTC Directors of Studies, Deputy Principals, Tutors and Teachers from secondary general Education whose efforts during the revision process were much valuable.

Special thanks go to UNICEF who funded the development, designing finalization and printing of this syllabus.

I owe gratitude to different education partners more especially USAID-Soma Umenye, Save the Children, Right To Play, Help a Child, Aegis Trust, Humanity and Inclusion, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Voluntary Service Overseas (VSO), Teach Rwanda and IEE for their technical support

**Joan Murungi,**  
**Head of Curriculum Teaching and Learning Resources Department (CTLRD)**

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## GENERAL INTRODUCTION

### 1. 1. Rwanda Education Sector Objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2025 of 29<sup>th</sup> June, 2025 determining the organization of education revised the objectives of the sector. They are to:

- 1.1. Provide Rwandans with adequate skills at all levels of general education, as well as technical and vocational education;
- 2.2. Offer quality courses and education at all levels;
- 3.3. Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
- 4.4.P the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favouritism;
- 5.5. Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development
- 6.6. Instil into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence
- 7.7. Train the Rwandan to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
- 8.8. Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.
9. These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

### 1.2. Level Competences for the teacher of Pre-primary and Primary Education in the Republic of Rwanda

As stated earlier, Pre-primary and Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are



the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- be a qualified teacher who can compete not only locally but regionally and internationally;
- have professional ethics and develop an inquiring mind for innovative education;
- be prepared adequately for efficiency in education, administration, management, evaluation and measurement;
- be competent, reliable, honest and responsible;
- be equipped with potentials that enable him/her to explore the learners' abilities and interests;
- be able to develop the child's ability in critical thinking, free expression and ideas

### **1.3. Background to Curriculum Review**

The English syllabus is developed for TTC student-teachers in the option of SME and SSE (Sciences and Mathematics Education and Social Studies Education). The motive of reviewing the syllabus was to ensure that the syllabus is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The English syllabus guides the interaction between the tutor and student -teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student- teachers will have the opportunity to apply English in different contexts, and see its importance in daily life. Tutors should help the student- teachers appreciate the relevance and benefits for studying English language.

The learning of the student teacher is influenced by many factors such as curriculum relevance, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the English syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre and primary education. This implies equipping student teachers with relevant knowledge, skills, attitude and values necessary to make them competitive on local, regional and global job market. This revised syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and then it will enable student teachers to go for further studies.

## **1.4. Rationale of Teaching and Learning English language**

English language is spoken all over the world and it is used for multiple purposes including international businesses, education, political alliances and cooperation, etc. Rwanda in its efforts to rebuild the country after genocide which was perpetrated against Tutsis in 1994, has embarked into cooperation with many countries which use mostly English as a means of communication. Rwanda first became a member of Easter Africa and latter that of the Commonwealth.

It is in this regards that it is imperative to teach and learn English in Rwanda for its population to liaise with different people in the world and compete in the job market as well as businesses.

Besides, in Rwanda, English has become the medium of instruction and schools therefore must put emphasis on teaching English to allow students cope with the learning of other subjects.

### **1.4.1. English and society**

English is key to the Rwandan education ambition of developing a knowledge-based and technology-led economy since it provides to student teachers all required knowledge and skills to be used in different learning areas. Therefore, it is an important subject as it supports other subjects. This TTC English syllabus is intended to address gaps in the current syllabus which lacks adequate and appropriate knowledge, skills, attitude and values.

### **1.4.2. English and student teachers**

Student teacher needs enough English language competences to be effective members of Rwandan society including the ability to communicate both orally and in writing, carry out research through reading various books for information. -

Through the learning and teaching of English subject, student teachers are equipped with knowledge, skills and attitudes necessary to enable them to succeed in an era of rapid technological growth and socio-economic development. The mastery of English helps them to acquire and develop ideas and confidence in problem solving. Effective teaching and learning of English enable the student teachers to be systematic, creative and self-confident as they use English language in various situations that require to reason; think critically; develop imagination, initiative and flexibility of mind. As English is widely used in new technologies, students who learn English have opportunity to gain experience in using ICT equipment and their applications.

## **1.5. Professional standards and Competences**

### **1.5.1. Competence**

Competence is defined as the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the student teachers opportunity to develop different basic competences as well as the generic competences.

Broad subject competences are highlighted and broken into key competences for each year, these are further broken into key unit competences which are finally split into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student- teachers will be equipped with professional standards and generic competences.

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The tutors will ensure that student -teachers are exposed to tasks that help them acquire these competences.

### **1.5.2. Teaching Profession Standards**

These refer to the characteristics that all teachers globally should have. All teachers in Rwanda should have the six characteristics listed below:

- The teacher has knowledge of CBC and how to implement it.

The teacher has understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- The teacher as an educator

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the learners. S/he therefore has a thorough understanding of the learner's background, interests, motivations and problems. As well, the teacher also can adjust the student teachers' actions and the learning environment for different educational purposes. A competent educator is a role model, showing desired behaviour and values. S/he guides and coaches his/her learners to become social, self-confident, independent,

responsible, innovative, open minded in order to become role model to their future apprentices. In order to aspire their profession, the student teacher must be supported in developing cooperation, inter personal and life skills.

- The teacher as English subject expert

The professional English teacher stimulates the student teacher's critical thinking, problem solving and creativity. S/he uses teaching/learning English methods and techniques that are appropriate to English in pre- primary and primary education; she/he applies English content, plan lessons integrating play-based strategies in teaching/learning. The teacher in primary education has a thorough English knowledge that enables him/her to develop the teaching/learning materials, lesson planning, to deliver the lesson and connect with his/her daily life activities in primary education using correctly the language of instruction.

The teacher as English expert knows and uses appropriate English methods/techniques to assess student teachers and give constructive feedback to the whole class. The teacher as English expert is able to link the content of English with other subjects and connect it with real life situations. This enables student teachers to master the language skills that will enable them to pursue tertiary education.

- The teacher as a communicator

The professional teacher displays a good example in expressing him/herself, stimulates and enhances positive and clear communication between him/herself and the students, between the students, college community and the wider society. A good communicator is open-minded and respects diversity within and around the college. This requires students to communicate in the official languages.

- The teacher as a guide and an organizer

The professional teacher facilitates the holistic development of all students, taking into account the differences between them. S/he ensures that the learning environment (class or playground) is well maintained and conducive for expected learning outcomes. This requires the teacher to be equipped with management skills

- The teacher as an innovator, researcher and reflective practitioner

The professional teacher/teacher looks for ways to improve his/her teaching, and the wellbeing and results of his/her student teachers. S/he is a reflective practitioner and knows how to perform small-scale reflective action. The acquisition of such skills will require student-teacher to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development, thus becoming a lifelong learners.

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### **1.5.3. Broad English Competences**

The curriculum competences listed below describe the educational purposes. It outlines the educational contexts in which the student teacher will apply the acquired language competences. All these competences are of equal importance and relevance and can be applied in all situations and contexts including local and international ones.

The student teachers should be able to:

- Use English language as medium of instruction effectively when teaching.
- Adapt language teaching to the level of primary school Students.
- Express themselves clearly and coherently in different situations.
- Write logically and legibly in correct English in teaching and other contexts.
- Work effectively with people from diverse backgrounds: social, cultural, political, linguistic, religious etc.
- Demonstrate listening and reading skills with fluency for both information and pleasure,

- Demonstrate an adequate command of vocabulary and language patterns in written and oral complex texts to enable them to learn and communicate in English in different situations,
- Demonstrate ability to analyse, appreciate and comment on both literary and literally works in addition to English proficiency which will allow them to further their studies.

#### **1.5.4. English language and developing competences**

Basic competences alongside the generic competences are stated in such a way that will develop higher order thinking skills and this will help in the learning of English and application of what has been learnt in real life situation and teaching /learning process. Through experimentation, observations and presentation of information during the learning process, the learner develops not only deductive and inductive skills but also communication, critical thinking and problem-solving skills in trying to make inferences and conclusions and transfer of knowledge.

## **2. PEDAGOGICAL APPROACH**

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

### **2.1. Roles of the student teacher**

In the competence-based curriculum, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the curriculum suggests under each unit, some activities of the student teacher and they all reflect active participation of the student teacher in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student- teachers construct the knowledge either individually or in groups in an active way. From the learning theory, student teachers move in their understanding from concrete through pictorial to abstract. Therefore, the opportunities should be given to student teachers to manipulate concrete objects and to use models.

- Student teachers are encouraged to use hand-held Dictionary. This stimulates English as it is really used, on job and in study. Frequent use of dictionary can enhance student -teachers' understanding and mastering of English language.
- Student teachers work on one competence at a time in form of concrete units with specific learning objectives (knowledge, skills and attitude).
- Student teachers will be encouraged to do research, inquiry... and present their findings through group work activities.
- Student teachers are cooperative: Student teachers work in heterogeneous groups to increase tolerance and understanding.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

## 2.2. Role of the Tutor

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, and conflict solver,

The specific duties of the tutor in a competence-based approach are the following. He/she is:

- a facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- an organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- an advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- a conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- asked for help only when the whole group agrees to ask a question
- ethical and preaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance, by providing remedial activities or reinforcement activities.



### **2.3. Special Education Needs and Inclusive Approach in English**

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have student teachers who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged.

These student teachers equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream colleges. Therefore, the college's role is to enroll them and also set strategies to provide relevant education to them. The tutor therefore is requested to consider each student teacher's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these student teachers. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student -teacher's needs.

### **2.4. Skills Laboratory Pedagogy (Skills Lab)**

Student teachers should have time to research, experiment and practice what has been taught in small groups in order to enhance the acquisition of competences. This is called "Skills Laboratory" or "Skills Lab. No special facilities or equipment is required for Skills Lab. In order for the students to learn programs focused on developing transferable 21<sup>st</sup> century skills, the pedagogical structure of skills lab is provided in the learning activities.

Skills lab is when student teachers are required to complete learning activities working in small groups. The skills labs is an easy method to change teacher's pedagogy from theory-based to competence-based instruction. Skills lab ensures teachers are accountable to completing all the learning activities and projects as outlined in the syllabus.

The basic characteristics of Skills Lab are:

- Students work in small groups (manageable teams)
- Assessment takes place through portfolio activities
- Students talk more than teachers (10% tutor talk time and the rest is for the students)
- Students receive constructive feedback on their work (Tutor gives quality feedback on student presentations).
- Skills lab consists of three components: build, practice and present.

Skills lab is the time when lesson combines the competencies acquired during the unit and previous units to make learning more practical. Thus, at the end of every unit, this syllabus provides /suggest skills lab pedagogy lesson to ensure practical application of the competencies acquired.

### **3. ASSESSMENT APPROACH**

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning and to make a judgment about a student teacher's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

#### **3.1. Types of Assessment**

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- Knowledge and understanding: Does the student teacher demonstrate an understanding of the English concepts? Has the student teacher mastered the English concepts? Indicators: correctness of answers, coherence of ideas, critical thinking, use English language correctly
- Language application skills: How does the student teacher perform on aptitude and practical tests? Indicators: accuracy, using appropriate teaching methods, quality language, speed and efficiency and coherence.
- Attitude and values: How does the student teacher respond to a task or a situation? What is the student-teacher's behaviour? How the student-teacher persists on solving a given problem?

##### **3.1.1. Formative Assessment**

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process.

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he /she should establish criteria for performance and behaviour changes at the beginning of a lesson. Then, at the end of every unit, the teacher should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The teacher will assess how well each student teacher masters both the subject and the generic

competences described in the curriculum as well as the professional practices. From this, the teacher will gain a picture of the all-round progress of the student teacher. The teacher will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

### **3.1.2. Summative Assessment**

When assessment is used to record a judgment of a competence development or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student teacher must be able to show mastery of all competences. It can be internal college based assessment or external assessment in the form of national examinations. College based summative assessment should take place once at the end of each term and once at the end of the year. College summative assessment average scores for each subject will be weighted and included in the final national examinations grade. The national examinations will be done at the end of year 3 for certificate award. College based assessment average grade will contribute 10% of the final grade but will be progressively increased.

### **3.2. Record keeping**

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important for parents/guardians to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

### **3.3. Item writing in summative assessment**

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of the revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence-based assessment by doing the following:

- Identify topic areas to be tested on from the subject curriculum.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.

Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the curriculum.

## **4. RESOURCES**

### **4.1. Materials needed for curriculum implementation**

The following list shows the main materials/equipment needed in the learning and teaching process:

- Materials to encourage group work activities and presentations: Computers (Desktops & laptops), online materials, and projectors; flashcards, stickers, Manila papers and markers, textbooks that include dictionaries, and Novels, plays and poetry, newspapers and magazines.
- Materials for enhancing research skills: Textbooks and internet (Video, DVDs and CDs).

The thesaurus, flash cards, ... will be used to practice their vocabulary; that is, the list of words to learn, to practice. Their pronunciation, synonyms, stress and spellings, etc can be obtained by looking up in hard and soft dictionaries.

NOTE: The technology used in teaching and learning of English has to be regarded as tool to enhance the teaching and learning process

and not to replace teachers.

#### **4.2. Human resources**

The human resources are categorized into three groups that include;

Administration: Principal, Deputy principal, bursar, Librarian, discipline master

Teaching staff: Teachers, game masters/mistresses

Support staff: Watchmen, cooks, cleaners, etc

### **5. English Syllabus Units Year One To Year Three (SME And SSE)**

#### **5.1 English Syllabus units for Year one**

##### **5.1.1. Key Competences for end of year one:**

1. Grasp and simulate the main points of authentic spoken texts or conversations involving one or more speakers.
2. Convey relevant information confidently in different set ups including classroom activities.
3. Give a presentation on a chosen theme organizing ideas and responding spontaneously to questions related to financial concepts.
4. Respond to specific questions and make comments that contribute to the discussion and link to the remarks of others.
5. Read and scan a range of texts involving more complex language, analyzing meaning and summarizing in speech or writing.
6. Use prior knowledge to interpret new concepts accordingly.
7. Comment on complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres and use text books profitably

8. Recognize and pronounce sounds in words, use rhythm and spell words correctly

**5.1.1. Syllabus Units Year One**

Subject: English		Year: 1		Option: Language Education	
Topic area: Oral and written communication					
<b>Unit 1: People and places</b>			<b>No of periods: 20</b>		
<b>Key Unit Competence:</b> To use language learnt in the context of people and places					
<b>Learning objectives</b>			<b>Content</b>	<b>Learning activities</b>	
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitude &amp; values</b>			
-Recognize words used for self-introduction  -Identify and use present simple tense in different situations	-Introducing her/himself and others  -Use present simple tense while describing people and places	-Appreciate work done by different people  -Appreciate community services offered at different locations	<b>Self-introduction and others</b>  -I am Joy  -I study in TTC/G.S/ at University of Rwanda, College of Education  -My friend is an engineer  <b>Describing people and places.</b>  -My mother is a teac	<b>Dialogue</b> about self and others' introduction.  Read a story and write a summary of that story.  Listen to an audio/audio visual material about people and places and share information through questions and answers.	

<p>-Name people in different places</p> <p>-Explain words used to talk about people and places</p> <p>-Tell what people do in different places</p> <p>-Recall the use of articles</p>		<p>-To be open to friendship and other relationships</p> <p>-Use respectful language with different people</p>	<p>-At stadium</p> <p>-At school</p> <p>-At the market</p> <p>-At the beach</p> <p>-At the bank</p> <p>- At shopping mall</p> <p>-etc.</p> <p><b>Comparing people according to their gender and occupations</b></p> <p>-My sister is a police woman while my brother is a cook/ chef in a hotel.</p> <p>-Esther Mbabazi, was the first lady to become a professional pilot in Rwanda.</p> <p>-Ellen Johnson Sirleaf, as the world elected first black female president, has inspired many people in Africa.</p>	<p>Write a composition about people's daily activities at home.</p> <p>Discuss in groups about people's role at home.</p> <p>Use library/internet to research on the use of present and past simple.</p>
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			<p>-Mugisha Samuel won the tour du Rwanda in 2018.</p> <p>-Areruya Joseph became the champion of tour du Gabon “La tropicaleAmissa Bongo” in 2018 race.</p> <p><b>Language structure</b></p> <p>-Present simple and past simple</p> <p>-Nouns and pronouns</p> <p>-Articles</p> <p>-Conjunctions: while, when, whereas, etc.</p> <p><b>Spelling and pronunciation</b></p> <p>- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</p>	
<b>Assessment criteria:</b> <i>can use language in the context of people and places.</i>				
<b>Link to other subjects:</b> <i>Social studies, Geography, History, etc.</i>				
<b>Resources:</b> <i>photographs, text books, audio materials, maps, Dictionaries, etc.</i>				



Subject: English		Year: 1		Option: SME & SSE	
Topic area: Oral and written communication					
Unit 2: Career and Choices			No of periods: 20		
<b>Key Unit Competence:</b> To use language learnt in the context of careers and choices					
<b>Learning objectives</b>			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<ul style="list-style-type: none"> <li>- Identify words and expressions in relation to careers and choices.</li> <li>- Explain words and expressions used in text on careers and choices.</li> <li>- Recognize the use of present perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>- Read texts about careers and choices for information.</li> <li>- Write about careers and choices to share information.</li> <li>- Speak about people 's careers and choices paying attention to present perfect tense.,</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate and tolerate what others do.</li> <li>- Recognize other people's contribution in society.</li> <li>- Respect and love for work well done.</li> <li>- Show willingness and hard work to achieve a future career of one's choice.</li> </ul>	<p><b>Describing different types of careers and specific jobs</b></p> <ul style="list-style-type: none"> <li>- A teacher is a person <b>who</b> facilitates learning for the Student-teachers to develop knowledge, skills and attitudes.</li> <li>- A barber shaves our hair</li> </ul> <p><b>Talking about</b></p> <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>- My mother has been a driver since 2010.</li> <li>- I have been working as a tutor for 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>- Write sentences defining jobs paying attention to relative clauses and tenses.</li> <li>- Listen to/read a text about people's</li> </ul> <p>Daily routines and jobs.</p> <ul style="list-style-type: none"> <li>- In groups, discuss the qualifications and skills required for Particular jobs.</li> </ul>	

	<p>-Listen to various speakers talking about careers and choices for information.</p>	<p>-Show Satisfaction with personal remuneration.</p>	<p><b>Describing ways of finding jobs.</b></p> <ul style="list-style-type: none"> <li>- Job announcement</li> <li>-Getting connected to people</li> <li>-Volunteering</li> <li>-Professional internship</li> </ul> <p>Recounting a career</p> <p>I went to primary school. I studied IT at a college of technology. I got a job as a journalist. I've been working as a journalist for 5 years.</p> <p><b>Job Vocabularies</b></p> <ul style="list-style-type: none"> <li>- Lawyer, secretary, plumber, journalist,</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, simulate a job interview about different occupations.</li> <li>-Write about people's recent career experience, paying attention to the present perfect and present perfect continuous tense.</li> <li>-Analyse a job advertisement, focusing on the vocabulary of Skills.</li> <li>- In groups, write a job advertisement and do presentations.</li> <li>- In pairs, make own daily routines, diaries in tables and in paragraphs.</li> </ul>
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			<p>farmer, work, vacancy, salary, employer, employee, vocation, job description, employment, opportunities etc.</p> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>- Certificate, degree, examination, study, competence, knowledge etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- IT, skill, experience ability, capacity, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- The perfect Tenses (present perfect, present perfect continuous, past perfect tense ... )</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</li> </ul>	<p>-Debate factors that influence people's attitudes towards their work.</p> <p>-Listen to career opportunities broadcast.</p> <p>Role-play job interviews scenarios.</p> <p>In pairs, discuss about rights and obligations of an employees and employers</p> <p>- Write job application letters and relevant attachments</p>
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**Assessment criteria:** *able to express oneself in the context of career and choices.*

**Link to other subjects:** *Kiswahili, French, Kinyarwanda, Entrepreneurship, etc.*

**Resources:** *Photographs, Text books, audio materials, maps, Dictionaries, etc.*

Subject: English		Year: 1	Option: SME & SSE	
Topic area: Oral and written communication				
Unit 3: Social cohesion			No of periods: 20	
<b>Key Unit Competence:</b> To use language learnt in the context of Social cohesion				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitude & values		
<ul style="list-style-type: none"> <li>-Identify words and expressions used in the context of social cohesion.</li> <li>-Explain words and expressions related to personal values.</li> <li>-Analyse the use of modal verbs.</li> <li>-Recognize the uses of active and passive voice.</li> </ul>	<ul style="list-style-type: none"> <li>-use of words and expressions related to personal values.</li> <li>- Express oneself using social cohesion words and expressions.</li> <li>- use modal verbs while talking about peace and</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciate the importance of a cohesive society.</li> <li>- Show respect for all people.</li> <li>- Appreciate that all relationships are mutual benefits when people respect each other's values.</li> <li>Contribute to social cohesion in one's community.</li> </ul>	<p><b>Talking about personal values that enhance social cohesion.</b></p> <ul style="list-style-type: none"> <li>-People must live in harmony.</li> <li>- Peace is key to social cohesion.</li> <li>-Society can develop when its citizens work together for mutual benefits.</li> </ul>	<ul style="list-style-type: none"> <li>-Read a story/a text about social cohesion.</li> <li>-Listen to a testimony about peace building.</li> <li>-Work in groups to use a range of sources to explore social cohesion and make a presentation to the class followed with questions and answers (Q&amp;A).</li> <li>- Analysis of testimonies and stories on social problems.</li> <li>- In groups and individually, research on the uses of modal verbs, And use them in a composition.</li> </ul>

	<p>unity in Rwanda.</p> <p>- Apply action words used in social cohesion active&amp; passive form</p>		<p>-Government ensures peace and unity for the country's prosperity.</p> <p>- Good governance helps in social cohesion.</p> <p><b>Words and expressions</b></p> <p><b>For social cohesion:</b></p> <p>Attitudes, human values, human rights, religious values, ask for, forgiveness national, reconciliation, unity, love, mutual acceptance and tolerance, empathy, caring, etc.</p> <p><b>Elaborating on peace and unity:</b></p> <p>-Where there is war, there cannot be peace.</p> <p>-People should preserve peace at all cost.</p>	<p>-Watch film that highlight social cohesion and summarize what happens</p> <p>-Write a composition about peace and unity in Rwanda.</p>
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			<p>-Rwandans maintain peace and unity through good governance.</p> <p>-Peace was fought for by Rwanda defence force.</p> <p><b>Language structure</b></p> <p>-Modal verbs: should, must, can, may etc.</p> <p>-Active&amp; Passive voice</p> <p>Peace is needed by all people at home and in society.</p> <p><b>Spelling and pronunciation.</b></p>	
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**Assessment criteria:** *Ability to express oneself in the context of Social cohesion*

**Link to other subjects:** *history , citizenship, religion*

**Resources:** *Testimonies and stories, documentary films, Textbooks, etc.*

<b>Subject: English</b>		<b>Year: 1</b>		<b>Option: SME &amp; SSE</b>	
Topic area: Oral and written communication					
<b>Unit 4: Personal finance and development</b>			<b>No of periods: 20</b>		
<b>Key Unit Competence:</b> To use language in the context of Personal finance and development					
<b>Learning objectives</b>			<b>Content</b>	<b>Learning activities</b>	
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitude&amp; values</b>			
-Identify words for financial tools.  -Recognize the uses of quantifiers  -Explain key financial  Words and expressions  -Identify the key terms about different financial institutions	-Talk about financial tools to share views.  - Read a text about finance and development for information.  -Present a narrative text about how people can achieve financial	-Be confident about key financial terms.  - Respond wisely to dynamic personal and economic circumstances.  -Take financial responsibilities and planning for self and the family.	<b>Describing financial tools and</b>  -Receipt  -Billing machine  -etc.  -I use the billing machine to make payments.  <b>Talking about financial terms.</b>  -Basic earnings  -Capital asset  -Capital expenditure	-Listen to a story/ advertisement/ about finance and development and present.  - Write a composition about the role of finance in people's development.  -In groups, explain how to make a personal finance in everyday life.  -In pair, analyse testimonies about people who improved their situation through saving.	

	<p>progress.</p> <p>-Write a text about how to make personal finance.</p> <p>-Write a text showing the classification of various financial institutions according to their services.</p> <p>-Write a text on budgeting using quantifiers and financial terms</p>	<p>-Show interest in assisting people with financial crisis.</p> <p>-Exhibit the saving culture(habit ).</p>	<p>-Funds</p> <p>-Tax</p> <p>-Income</p> <p>-Loan</p> <p>-profit</p> <p>-interest</p> <p>-I earn ten thousand Rwandan francs.</p> <p>- I need a loan to pursue my studies.</p> <p><b>-idioms related to finance:</b>  <b>cash cow:</b> a service which is regular source of income.</p> <p><b>Cost an arm and a leg:</b> very expensive</p> <p><b>Describing financial institutions</b></p> <p>-Insurance companies, banks, business companies, credit unions, cooperatives, etc.</p>	<p>- Work in groups to compare different financial institutions services using brochures.</p> <p>-Discuss the use of quantifiers from the read text.</p>
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			<b>Language structure.</b> Some,           much,       (a) little or a lot, all, etc. <b>Spelling and pronunciation</b>	
<b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing in the context of personal finance and development.</i>				
<b>Link to other subjects:</b> <i>entrepreneurship, Mathematics, etc.</i>				
<b>Resources:</b> <i>Brochures of financial institutions, testimonies, stories, guest speakers, videos, text books, internet, etc.</i>				

Subject: English		Year: 1	Option: SME & SSE	
Topic area: Oral and written communication				
Unit 5: Health and Sanitation		No of periods: 20		
<b>Key Unit Competence:</b> To use language learnt in the context of health and sanitation.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitude & values		
<ul style="list-style-type: none"> <li>-Recall different diseases</li> <li>-Explain words and expressions related to health and sanitation.</li> <li>-Name tools used in sanitation</li> <li>-Recognize the use of conditionals in texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to oral texts about health and sanitation for information.</li> <li>-Write texts about health and hygiene for sharing information.</li> <li>-Read texts about health and personal hygiene for information about related tools.</li> </ul>	<ul style="list-style-type: none"> <li>-Maintenance of hygienic tools.</li> <li>-Assistance to people in difficulty.</li> <li>-Participation to activities related to disease prevention.</li> <li>-Control of hands' cleanness before meals</li> <li>-Protection of one's life through respect for rules of hygiene.</li> </ul>	<p><b>Describing illnesses and diseases and pandemics:</b></p> <p>Malaria, HIV/AIDS, Ebola, cholera, hépatites, etc</p> <p>-Hepatitis kills many people in sub-Saharan countries.</p> <p>-Keza is suffering from malaria because she does not sleep under a mosquito net.</p> <p><b>Talking about sanitation and related tools.</b></p> <p>Water, air, body, food, at home, in different public places</p>	<ul style="list-style-type: none"> <li>-In groups, brainstorm about different diseases and related prevention measures.</li> <li>- In groups, analyse a text about diseases and sanitation and write a report.</li> <li>-Role play health habits to show the link between poor hygiene and diseases.</li> <li>-In pairs, through internet or library, research on different ways of preventing diseases. Use conditional clauses in their presentations.</li> </ul>

	<p>-Use modal verbs in spoken and written texts</p>		<p><b>Language structure</b></p> <p><b>Conditionals:</b></p> <p>-If you don't wash your hands properly you will fall sick</p> <p>-If the fruits were clean Monica would not have suffered from diarrhoea.</p> <p>-If they had taken Kalisa to the hospital on time he would not have died</p>	
<p><i>Assessment criteria: Ability to express oneself orally and in writing in the context of health and sanitation</i></p>				
<p><i>Link to other subjects: Biology, Science elementary and Technology, etc.</i></p>				
<p><i>Resources: Charts displaying people suffering from different diseases, books, internet, hygienic tools etc</i></p>				

Subject: English		Year: 1		Option: SME & SSE	
Topic area: Oral and written communication					
<b>Unit 6: Cultural heritage</b>			<b>No of periods: 20</b>		
<b>Key Unit Competence:</b> To use a language learnt in the context of cultural heritage					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<p>-Explain the terminologies about cultural heritage of Rwanda.</p> <p>-Identify words and expressions to Explain the contribution of a language in the context of cultural heritage.</p> <p>-Recognise the use of “past simple tense”, “used to” and “would” in a text.</p>	<p>-write texts about the cultural heritage of Rwanda.</p> <p>-Talk about positive cultural expressions versus negative ones in a given society.</p> <p>Use the past “simple and used to” to</p>	<p>-Appreciation of positive cultural heritage.</p> <p>-Preserve the cultural heritage of Rwanda.</p> <p>-Interest in visiting different cultural sites.</p> <p>-Participation in cultural clubs.</p>	<p>Talking about cultural heritage.</p> <p>Cultural sites</p> <p>-museums</p> <p>-Ruganzu’s foot</p> <p>-cow dung paintings</p> <p>-Ndaba and Kamegeri’s rock</p> <p>Traditional troops</p> <p>King’s palace</p> <p>Riddles</p> <p>aboos</p> <p>Traditional wedding</p> <p>Pastoral poetry</p>	<p>-In groups, read and discuss a text about cultural heritage.</p> <p>-Debate on advantages and disadvantages of cultural preservation.</p> <p>-Individually, use timelines to analyse different cultures focusing on lifestyles and habits</p> <p>-Discuss: “Boys/girls may believe that to be</p>	

	<p>talk about traditional culture of Rwanda.</p>		<p>etc.</p> <p>The National museum of Rwanda is located in Huye district.</p> <p>The Kings' palace and mausoleum is in Nyanza district.</p> <p>Rwandans are used to telling the riddles around the fire.</p> <p><b>Talking about the importance of cultural preservation and national cultural heritage:</b></p> <p>-Naming of children, dowry, death, preservation,</p> <p>safeguarding traditions,</p> <p>observing good practices, and traditional ways</p> <p>of life, prevent culture from being eroded.</p> <p><b>Traditional school of culture</b></p> <p>This school was for boys only; girls were trained in traditional weaving school.</p>	<p>masculine/feminine they should behave in certain ways.”</p> <p>-Write individually an essay using past simple tense and used to.</p> <p>-Listen to a story about cultural preservation, write a report and make a presentation.</p>
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			<p><b>Talking about the role of a language in a culture:</b></p> <ul style="list-style-type: none"> <li>-Dos and Don'ts</li> <li>-Speech holding at wedding ceremonies</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>-past simple</li> <li>-used to</li> </ul> <p><b>Spelling and pronunciation.</b></p>	
<p><b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing in the context of National heritage and cultural diversity.</i></p>				
<p><b>Link to other subjects:</b> <i>history, Literature, Social studies, Kinyarwanda, French, etc.</i></p>				
<p><b>Resources:</b> <i>Books, videos, newspapers, media, Audio recorded ceremonies, internet, etc.</i></p>				

Subject: English		Year: 1		Option: SME & SSE	
Topic area: Oral and written communication					
Unit 7: Environment Conservation and Sustainability			No of periods: 20		
Key Unit Competence: To use language learnt in the context of Environment Conservation and Sustainability					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<ul style="list-style-type: none"> <li>-Identify words and expressions used in the context of environment</li> <li>-Explain words and expressions used in the context of environment Identify problems faced by environment</li> <li>-Indicate different ways of protecting environment</li> <li>-Recognize words used to express the purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Read/listen to the story about environment</li> <li>-Write and talk about environment conservation and protection</li> <li>-Write / read texts using words related to the environment challenges</li> <li>Speak to people about sustainable ways of</li> </ul>	<ul style="list-style-type: none"> <li>-Respect land use laws</li> <li>-Spirit of environment care and protection</li> <li>-Love of the natural environment</li> <li>-Solidarity and rescuing victims of natural disasters</li> <li>-Attending community works to plant trees</li> </ul>	<p><b>Talking about physical elements of environment</b></p> <p>Trees, people, wild life, waters, hills and air</p> <p><b>Describing environmental features and their roles</b></p> <ul style="list-style-type: none"> <li>- People, animals and plants need water to survive</li> <li>-Plants are source of food, money, wood etc</li> <li>-Some animals attract tourists as a source of income</li> </ul> <p>Talking about problems faced by environment today</p>	<p><b>Learning activities</b></p> <ul style="list-style-type: none"> <li>-Role play problems faced by environment and ways of protecting environment</li> <li>-Brain storm elements of environment</li> <li>-In groups, discuss the environment features and their uses.</li> <li>-Brain storm problems faced by environment today</li> <li>-Write a composition, newspaper article, poems, stories and posters about environment protection with attention to words used to express t</li> </ul>	

	<p>protecting environment</p> <p>-Write and speak using expressions of purpose</p> <p>-Read/listen to the story about environment</p> <p>-Write and talk about environment conservation and protection</p> <p>-Write / read texts using words related to the environment challenges</p> <p>-Speak to people about sustainable ways of protecting environment</p>		<p>Floods, soil erosion, landslide, drought, smokes etc</p> <p><b>Describing different ways of protecting environment</b></p> <p>-Peter plants trees to fight soil erosion</p> <p>-Rwandans plant trees around the road to avoid its destruction</p> <p>- We make terraces to avoid land slide</p> <p><b>Expressions of purpose</b></p> <p>-so as to, in order to, in order that ,for ,to, that, so that,..</p> <p>-world citizens should avoid smokes to protect ozone layer.</p> <p>-Ntwali planted many trees at home so that he may have fresh air.</p> <p>-We dig terraces so as to avoid landslides.</p>	
<p><b>Assessment criteria:</b> <i>Able to express oneself orally and in writing in the context of Environment Conservation and Sustainability.</i></p>				
<p><b>Link to other subjects:</b> <i>Social studies, Integrated sciences, Elementary science and Technology,</i></p>				
<p><b>Resources:</b> <i>Photographs, text books, videos,</i></p>				



Subject: English		Year: 1		Option: SME & SSE	
Topic area: Oral and written communication					
Unit 8: Education and personal development			No of periods: 20		
Key Unit Competence: To use a language learnt in the context of education and personal development.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<p>-Identify the uses of the first conditional, second conditional and could.</p> <p>-Recognise words and phrases used in in situations of work and jobs.</p> <p>-Recognize words, phrases used in the context of social behaviour.</p>	<p>-Describe educational ambitions</p> <p>-Write about performance at school</p> <p>-Read texts about education and society for information</p> <p>-Listen to texts about life skills and sex education</p>	<p>-Appreciate the importance of education in our lives.</p> <p>-Lifelong learning in support of personal development.</p> <p>-Self-awareness.</p> <p>-Arousal of ambitions.</p> <p>-Behavioural change</p>	<p><b>Language use.</b></p> <p><b>Describing the ability at school</b></p> <p>I'm not good at Maths. My grades in Maths are good. I must improve my grades in Maths. What subjects are you good at? Are you good at history?</p> <p><b>Describing educational ambitions</b></p> <p>I'm interested in being a doctor. I'd like to work as a journalist. If I was to go to university I would study biology. I would like to get experience in banking. What job are you interested in? What would you like to do professionally? If you were to go to university, what would you study?</p>	<p>-Listen to a dialogue read to you about educational ambitions and career opportunities, focusing on I'd like, I'm interested in, if-sentences with you have to</p> <p>-In groups, discuss your performance in specific subjects.</p> <p>- In groups discuss and speculate about jobs, paying attention to the second conditional and could, with support, e.g. sentence starters.</p> <p>-Read a story/text about how people with disabilities can develop themselves through education.</p>	

			<p><b>Talking about education and society</b></p> <p>Sexual behaviour</p> <p>Sexual behaviour is the most significant factor in the spread or prevention of the HIV and Aids in most parts of the world.</p> <p>Romantic relationships</p> <p>Families</p> <p>Friendships</p> <p>Life skills</p> <p>It is important for young people to develop life skills for a smooth transition from adolescence to adulthood.</p> <p>Such skills are:</p> <p>Effective Communication</p> <p>Decision making</p> <p>Negotiation</p> <p>Role model</p> <p>Etc.</p>	<p>-Write about one's educational and job aspirations, paying attention to the second conditional and could.</p> <p>-Write about the role of women in the education of children and make a presentation to the class.</p>
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			<p><b>Vocabulary</b></p> <p><b>Work:</b> experience, study, skills, earn, profession, skilled, etc</p> <p><b>Ambition:</b> a strong will to achieve something.</p> <p><b>Language structure</b></p> <p>First conditional: if you want to get a job you have to study</p> <p>Second conditional: If you studied hard, you would/could get a job.</p> <p><b>Sounds and spellings</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
<b>Assessment criteria:</b> <i>Assessment criteria: Can write and speak about one's own educational and job aspirations.</i>				
<b>Link to other subjects:</b> <i>Entrepreneurship,</i>				
<b>Resources:</b> <i>photographs, pictures, job advertisements ...</i>				

Subject: English		Year: 1	Option:SME & SSE	
Topic area: Oral and written communication				
<b>Unit 9: Sciences and Technology</b>			<b>No of periods: 20</b>	
<b>Key Unit Competence:</b> To use language learnt in the context of Sciences and Technology				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitude&amp; values</b>		
<p>Define words and expressions used in the context of science and technology</p> <p>Recognize names of people who contributed in science and technology</p> <p>Recognize word formations</p>	<p>Correctly write and spell words and expressions used in the context of science and technology</p> <p>Read and write about science and technology</p> <p>Narrate stories about ICT evolution</p> <p>Use suitable derivatives in both spoken and written language</p>	<p>Being up-to-date in terms of science and technology evolution and its use in education</p> <p>Creativity and innovation</p> <p>Care for ICT devices</p> <p>Share information with others</p> <p>Being proud of using English language</p> <p>Spirit of curiosity and discovery of how words are used differently</p>	<p><b>Talking about words and expressions used in the context of science and technology</b></p> <p>Technology, computer, tablet, camera, memory, internet, extranet, intranet web-site, e-services, telephone, radios, TV, typing, calling, key board, Face book, WhatsApp, Google, search, cyber café, etc</p> <p><b>Describing the role of ICT devices and their side effects</b></p> <p>Teachers use computers to prepare lessons</p> <p>-In banks, they use computers to serve many clients in a relatively short time.</p>	<p>One by one, brain storm terms and names of tools associated with science and technology</p> <p>Debate advantages and disadvantages of science and technology.</p> <p>Summarize texts about science and technology through both writing and speaking.</p> <p>In pairs, extract compound and derivative words from the text and create own words from similar methods.</p>

		(Eagerness to learn)	<p>-ICT has made our life easier.</p> <p>Bill Gates is the one who created MSWord</p> <p>-Nikola Tesla is known on his Alternating Current Power invention.</p> <p>-Light from computer screens deteriorate our eye sights.</p> <p>-Cyber-crimes have rendered communication vulnerable worldwide.</p> <p>Language structure: word formation</p> <p>Communicate-communicator-communication</p> <p>Operate, cooperate, cooperation, cooperative</p> <p>Type-typist</p> <p>website, webpage, webcam</p> <p>Network, notebook,</p>	
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			e-learning, e-mail, e-cash, etc Keyboard, download, upload, etc	
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**Assessment criteria:** *Ability to express oneself orally and in writing in the context of Sciences and Technology.*

**Link to other subjects:** *Integrated sciences(biology, chemistry, physics, mathematics), ICT,*

**Resources:** *Books, internet, audio material, films, etc.*

## **5.2. English Curriculum Units for Year two**

### **5.2.1. Key Competences for end of year two:**

1. Analyse the main points of authentic texts and conversations in a range of different contexts.
2. Recognize attitudes, emotions and new information in a spoken passage.
3. Give presentations on a range of themes and persuasively argue a particular point of view to defend opinions.
4. Read, skim and analyse a wide variety of factual and imaginative texts expressing different points of view issues and concerns including some formal and official materials.
5. Summarize the main points.
6. Write coherent texts on a wide range of topics in different styles to interest, persuade and /or entertain
7. Read pictures and provide feedback in coherent texts
8. Analyse the use of parts of speech in a range of texts.
9. Recognize and pronounce sounds in words, use rhythm and spell words correctly
10. Group words containing common sounds

### 5.2.1. Syllabus Units For Year Two

Subject: English		Year: 2		<b>Option: SME &amp; SSE</b>	
Topic area: Oral and written communication					
Unit1: Myself and my community			No of periods: 16		
<b>Key Unit Competence:</b> To use language learnt in the context of Myself and my community					
Learning objectives			Content	<b>Learning activities</b>	
Knowledge and understanding	Skills	Attitude & values			
<ul style="list-style-type: none"> <li>- Identify words and phrases in relation to self and community.</li> <li>- Recognize the use of reflexive pronouns , possessive adjectives present simple.</li> </ul>	<ul style="list-style-type: none"> <li>- Read texts about people's role in the community for information.</li> <li>- Listen to public speeches about activities undertaken by the community</li> <li>- Write texts about individual and community interdependence.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate values in the community.</li> <li>- Show self-respect and within one's community.</li> <li>- Show willingness to collaborate with the community.</li> </ul>	<p><b>Describing the community</b></p> <p>Amity, happiness, communal work, Cordiality, networking, communication, public service</p> <p>Friendship, family ties, responsibility, Familiarity, charity, inclusiveness,</p> <p>Affection</p> <p>Harmony</p> <p>Benevolent</p> <p>Living happily in the community requires friendship and benevolence,</p> <p>An effective community should have harmony.</p>	<ul style="list-style-type: none"> <li>- Listen to story about the community routines and summarize it.</li> <li>- Write a text about Singing/ reciting poems about the community.</li> <li>- Role-play the importance of community in your area.</li> <li>- Read a text about the community events.</li> <li>- In groups, discuss the community activities recognizing the use present simple as well as possessive adjectives.</li> </ul>	



			<p><b>Talking about myself.</b> I get involved in every community work. I attend several public meetings organized by local leaders.</p> <p><b>Recounting past activities</b> - On the weekend I played football. What did you do yesterday?</p> <p><b>Talking about community daily activities.</b> -People in my community go to church to pray. - On the last Saturday of every month, every community member participates in the community work.</p> <p><b>Language structure</b> - Present simple tense. - Possessive adjectives. -Reflexive pronouns</p> <p><b>Sounds and spelling</b> Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	-Debate on the positive impact of living in the community.
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**Assessment criteria:** *Can describe present activities, read a story, follow a story, read aloud and retell the story, describe individual and community, where they live, etc.)*

**Link to other subjects:** *Social Studies,*

**Resources:** *Photographs, text books, audio-visual, internet, etc.*

Subject: English		Year: 2		Option: SME & SSE	
Topic area: Oral and written communication					
Unit 2: Leadership and famous people			No of periods: 16		
Key Unit Competence: To use language learnt in the context of leadership and famous people					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<p>Recall the uses of past tenses and clauses of time and cause</p> <p>State words and phrases related to leadership styles and personalities</p>	<p>Talk about famous persons in speech and writing;</p> <p><b>listen to texts about leadership and famous people for information</b></p> <p>Talk about leadership styles and with examples in speech and writing</p> <p>Talk about famous persons in speech and writing</p>	<p>Appreciate the role of a good leader in the development of society</p> <p>Apply effective leadership in own society</p> <p>Demonstrate the sense of patriotism</p> <p>Take initiative in leadership and sensitization</p>	<p><b>Talking about a famous Rwandan leader</b></p> <p>-Rwabugiri ruled from 2053 to 2095.</p> <p>-He was Rwanda's most powerful king.</p> <p>-He established an army.</p> <p>-He expanded the kingdom.</p> <p>-Rwabugiri built royal residences.</p> <p>-He set up provinces with an administrative structure.</p>	<p>-Individually, read texts about a famous leader.</p> <p>-Discuss in groups about a famous leader</p> <p>-Individually write a composition about the famous leader.</p> <p>-Listen to dialogues about leadership styles.</p> <p>-Discuss in groups about leadership styles and give examples of leaders and what they did which exemplify their style.</p> <p>Enact leadership styles.</p>	

	<p>Read texts about famous leaders for opinion.</p>	<p>Participate in political programs.</p> <p>Demonstrate the sense of democracy</p>	<p>-What did he do? Why is he famous?</p> <p><b>Talking about leadership styles</b></p> <p>-Some leaders are authoritarian.</p> <p>-They exert control.</p> <p>-They don't like opposition.</p> <p>-Some leaders are democratic.</p> <p>-They involve people, share ideas.</p> <p><b>Giving opinion about leaders</b></p> <p>-Leaders should be courageous.</p> <p>-For example, they should fight terrorism. They should be fair.</p> <p>-For example, Leaders should be role models by setting good examples.</p> <p><b>Talking about famous persons in modern Rwanda</b></p> <p>King James is a famous singer. He was born in Gisenyi in 1985.</p>	<p>-Write your opinion about leadership styles of different leaders and give examples of what they did which exemplifies their styles.</p> <p>-Read about a famous person in Rwanda, focusing on when- and because-clauses.</p> <p>-Make notes about their life story and compare your notes with other Student-teachers.</p> <p>-In groups, discuss about another famous person in Rwanda, describing their life story, paying attention to when- and because-clauses.</p> <p>-Write a plan of texts about a famous person, dividing the text into paragraphs.</p> <p>-Write and evaluate the texts paying attention to the past simple tense and to when and because clauses</p> <p>-Write a composition comparing Rwandan leadership before 1994 and aftermath of genocide perpetrated against the Tutsis.</p>
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			<p>He lives in Kigali.</p> <p>He plays with a</p> <p>He first became famous band. He went to university. In 1998, when he released his first album.</p> <p>He is well-known because he appears on TV a lot.</p> <p>When was he born?</p> <p>Where does he live?</p> <p>Why is he famous?</p> <p><b>Vocabulary</b></p> <p><b>Leadership styles:</b> tolerant, authoritarian, violent, democratic, etc</p> <p><b>Character:</b> simple, unpretentious, good-natured, reserved, etc</p> <p><b>Language structure</b></p> <p>Past simple tense</p> <p>Wh-clauses,</p>	
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			<p>Example:</p> <ul style="list-style-type: none"> <li>-Rwabugiri led Rwanda in 2053</li> <li>-Mandela was the first black president to lead South Africa.</li> </ul> <p><b>Sounds and spelling</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
<p><b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing in the context of leadership and famous people.</i></p>				
<p><b>Link to other subjects:</b> <i>Social studies, History, Sciences, etc.</i></p>				
<p><b>Resources:</b> <i>Photographs, videos, internet, Drawings, text books, Etc.</i></p>				

Subject: English		Year: 2		Option: Language Education	
Topic area: Oral and written communication					
Unit 3: Living in a foreign country			No of periods: 16		
<b>Key Unit Competence:</b> To use language learnt in the context of living in a foreign country.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude& values			
<p>-State the words and expressions of multinational companies and trade as well as multinational organizations.</p> <p>-Recognize when to use the present perfect tense and the present perfect continuous tense.</p> <p>-Recognize the formation of adjectives about people's origin and languages.</p>	<p>-Write texts about family visits in a foreign country.</p> <p>-Write about Rwanda's international trade and sources of income.</p> <p>-Read texts about Rwanda's international trade and</p>	<p>Appreciate the contribution of all cultures to the creation of a common global society</p> <p>-Appreciate the role of international trade in terms of Rwanda's income.</p> <p>-Acknowledge the privilege of having a native country.</p>	<p>Language use</p> <p><b>Describing personal recent activities</b></p> <p>I've been living in New York for a month now.</p> <p>I've been staying with our cousin. He's been exploring the city. Since last week I've been working on my assignment.</p> <p>I'm studying at Makerere University.</p> <p><b>Describing one's possibilities</b></p>	<p>-In pairs, play the dialogue about future plans focusing on the use of "be going to"</p> <p>-Write a letter to someone staying in a foreign country or in Rwanda including recent activities, current activities, possibilities, plans and future activities.</p> <p>-In pairs, read a text/ a story about Rwandan customs and customs in another country.</p> <p>-In groups, discuss and compare Rwandan customs with customs in another country.</p> <p>-In groups, write a composition comparing Rwandan customs and customs in another country.</p>	

	<p>also about a multinational company in Rwanda.</p> <p>Listen to speeches about Rwanda's international trade and income.</p>		<p>I might stay in London. I could study in York. I may rent a room at the university.</p> <p><b>Describing one's plans</b></p> <p>Next week I'm going to visit a friend in China.</p> <p><b>Describing future activities</b></p> <p>We will be exploring the touristic sites in France. She'll be having a drink with her friends.</p> <p><b>Comparing cultures</b></p> <p>The British always say 'sorry' for anything wrong they have done. They queue up for buses.</p> <p><b>Describing cultures</b></p> <p>In Rwanda we always shake hands when we meet. Rwandans are rather tactful and restrained.</p>	<p>-Listen to someone talking about their feelings when living in a new place and summarize into one paragraph.</p> <p>-Debate on pros and cons of living abroad.</p> <p>-Read and evaluate a letter from someone staying in a foreign country, paying attention to the present perfect and the present perfect continuous tense.</p>
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			<p><b>Talking about emotions</b></p> <p>I miss you all. I sometimes feel lonely</p> <p><b>Vocabulary</b></p> <p><b>Immigrant:</b> a person who comes to a country from another country in order to permanently settle there.</p> <p><b>Currency:</b> type of money that a country uses to facilitate transactions.</p> <p><b>Homesick/nostalgic:</b> missing one's home and family very much when away.</p> <p><b>Fare:</b> money paid for transport (in a plane, bus, train)</p> <p><b>Booking:</b> a reservation for a service, such as accommodation in a hotel, ticket, etc.</p>	
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			<b>Language structure</b> Present perfect Present perfect continuous Adjectives	
<b>Assessment criteria:</b> <i>Can describe recent activities, current activities, possibilities, plans and future activities, compare cultures and describe emotions, write a letter describing the experience of living in a new country.</i>				
<b>Link to other subjects:</b> <i>Geography, social studies, etc.</i>				
<b>Resources:</b> <i>Photographs, internet, audio-visual materials, graphs, text books, etc.</i>				

Subject: English Language		Year: 2	Option: SME & SSE	
Topic area: Oral and written communication				
<b>Unit 4: Business and money</b>			<b>No of periods: 16</b>	
<b>Key Unit Competence:</b> To use language learnt in the context of business and money				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitude & values		
Recall words and expressions used in the context of business and money	Write texts about business and money for sharing	Appreciate the role of entrepreneurs in the economic development of the country.	<b>Describing business and money</b> -Ms. Aline has recently <b>run</b> a business Project. -James is a <b>shop keeper</b> .  -The businessman got a <b>capital</b> from his father. -Student teachers should also create their own jobs.  <b>Describing the role of money</b> -Source of security, medium of exchange, store of value as unity of account.	Work in groups, read texts about running a business and identify business and money related terms. Explain each of them.
Recall words and expressions used in the context of business and money		Set priorities to reduce unnecessary expenses		Write a short summary of a read text.
Recognize phrasal verbs specially used in the context of business and money		Adopt the culture of saving and job creation.		Discuss aspects and challenges of starting and managing small scale business in Rwanda.
		Show care and courtesy in business management		Brainstorm in class about ways of managing money.
		Show trust, honesty and integrity in money exchange		In groups, discuss how you can manage risks and emotions associated with money.
				Debate on the importance of cashless economy over cash economy.

<p>Explain words and phrases used in financial context</p> <p>Apply words and phrases to make meaningful sentences.</p>	<p>information</p> <p>Read texts about business and money for information.</p> <p>Listen to speeches or conferences of professional business persons for information</p> <p>Respond to questions asked about business and money.</p>	<p>Respect taxation laws</p>	<p>Cashless economy (e-banking, Automated teller Machine (ATM), Mobile money, tigo cash, tap &amp; go</p> <p>Money management</p> <p><b>Describing marketing</b></p> <p>Marketing includes branding and advertising. Branding means appearing in the media, sponsoring local events. Advertising includes print advertising and online advertising.</p> <p><b>Describing a business</b></p> <p>Rwanda fashion is a fashion business in Kigali. It was founded by .... It creates fashionable clothing for Rwanda. They employ 22 people.</p> <p><b>Entrepreneurship Vocabulary:</b></p> <p>risk, communicate, control, salaries, innovator, saving,</p> <p>banking, loan, credit, overdraft, forex bureau, supermarket, tender, shopping, goods, services, etc</p>	
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			<p><b>Costs:</b> utilities, rent, VAT (Value added Tax) overheads, sale, etc</p> <p><b>Production:</b> schedule, supply, chain, production, etc</p> <p><b>Marketing:</b> brand, advertise, sponsor, promotion, sale, buy, auction,</p> <p><b>Documents used in Business</b></p> <p><b>Documents used in Business and money</b></p> <p>Bills, receipts, cheques, invoice, delivery note, debit cards, ATM card, bonds, credit cards</p> <p>(visa cards), EBM (Electronic Billing Machine) etc.</p> <p><b>Language Structure</b></p> <p><b>Phrasal verbs used in business and money</b></p> <p>- count on.</p> <p>Paying back, lending money</p> <p>to be called in, Cash in, cash out,</p>	
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			<p>carry out, sell off, pay off ,pay back, call in, step in, count on, run by, set up etc</p> <p>My boss</p>	
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**Assessment criteria:** *Ability to express oneself orally and in writing in the context of business and money.*

**Link to other subjects:** *Entrepreneurship, Mathematics, etc.*

**Resources:** *Photographs, internet, text books, etc.*

Subject: English Language		Year: 2		Option :SME & SSE	
Topic area: Oral and written communication					
Unit 5: Early childhood welfare			No of periods: 16		
Key Unit Competence: To use language learnt in the context of early childhood welfare					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude& values			
<ul style="list-style-type: none"> <li>-Identify words and phrases used in relation to early childhood welfare.</li> <li>-Recognize the use of modal verbs in text describing early childhood education.</li> <li>- Recognize the use of comparative adjectives focusing on degrees of comparison.</li> </ul>	<ul style="list-style-type: none"> <li>-Read texts about early childhood education for information.</li> <li>-Write texts about early childhood basic needs.</li> <li>-Talk about early childhood involvement using modal verbs and adjective degrees of comparison.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the importance of education for all</li> <li>-Show enthusiasm towards early childhood education.</li> <li>-Show care for every child.</li> </ul>	<p><b>Talking about early childhood education in Rwanda</b></p> <p>Pre-school, Kindergarten/ Nursery</p> <p>Day-School, Day care-centre, education for all, gender balance, etc.</p> <p>In recent years, early childhood education has become a prevalent public policy issue.</p> <p><b>Describing early childhood basic needs</b></p> <p>Young children need care, food, games, hygiene, stimulation, safety, and guidance, love, etc.</p>	<ul style="list-style-type: none"> <li>-In groups, read a text bout early childhood education in Rwanda</li> <li>-In pairs, Write an essay about early childhood basic needs</li> <li>-In groups, discuss the parental responsibilities in early childhood education</li> <li>-Debate challenges related to early childhood education.</li> <li>Working in groups, use modal verbs and adjective degrees of comparison writing about duties and responsibilities of educational stakeholders.</li> <li>Discuss the role of community in running pre-schools in villages.</li> </ul>	

			<p><b>Talking about duties and responsibilities of parents and caregivers in early childhood education.</b></p> <p>-According to the modern early childhood education, parents should take care of children's hygiene, safety and food, they should show love to children, etc</p> <p><b>.Language structure</b></p> <p><b>Modal verbs: should, need, dare</b></p> <p>- Some years back parents <b>daren't</b> take their kids to school.</p> <p>-Teachers <b>should</b> get acquainted with competences about early childhood education.</p> <p><b>Adjective degrees of comparison:</b></p> <p>-Early Childhood Education should be <b>as useful as</b> any other education.</p>	
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			<p>- Young children/kids are <b>more interested in games than</b> mature ones.</p> <p><b>Sounds and spelling</b></p> <p>- Young children/kids are <b>more interested in games than</b> mature ones.</p> <p><b>Sounds and spelling</b></p>	
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**Assessment criteria:** *Can express oneself orally and in writing in the context of early childhood education.*

**Link to other subjects:** *Foundations of education, Teaching/learning methodology*

**Resources:** *Photographs, internet, audio-visual, text books, class register, etc*



Subject: English		Year: 2		Option: SME & SSE	
Topic area: Oral and written communication					
Unit 6: Cultural diversity and African development			No of periods: 16		
Key Unit Competence: To use language learnt in the context of Cultural diversity and African development					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<p>Explain words and expressions used in the context of Cultural diversity and African development</p> <p>State the vocabulary of immigration, cultures and customs, migration stories, causes of migration, cultural diversity.</p> <p>Recognize the use of comparatives and superlatives in the context of cultural</p>	<p>Read the story about Cultural diversity and African development for information</p> <p>Write about Cultural diversity and African development for information</p> <p>Describe local and foreign elements of culture in both written and spoken forms</p> <p>Read texts about the experiences of migrants,</p> <p>Listen to / read texts about the experiences</p>	<p>Appreciate cultural diversity that other people live.</p> <p>Cooperate with neighbouring countries</p> <p>Respect other people's culture</p> <p>Preserve diverse cultural facts and events</p> <p>Cope up with changes due to time and place</p>	<p><b>Language use</b></p> <p><b>Describing being in foreign countries</b></p> <p>-I have been in the USA since the 1980s.</p> <p>-I came from Mexico. We came across the border illegally.</p> <p><b>Comparing cultures in France,</b> people kiss each other when they meet. In the UK, people like gardening. Rwandans appreciate a sense of humour.</p> <p><b>Describing customs</b></p> <p>People sometimes have special food. People sometimes have different languages. They sometimes tell special legends. People sometimes behave towards each other in special ways.</p>	<p>In groups, discuss about people who have migrated.</p> <p>Read a text about the experiences of a migrant.</p> <p>Read / listen to dialogues comparing local and foreign cultures and customs.</p> <p>In groups, discuss about local and foreign customs.</p> <p>Read texts about immigration.</p> <p>In groups, discuss the</p>	

<p>diversity and African development.</p> <p>Recognize the use of adverbs of time and places in relation to diversity and African development</p>	<p>of migrants, comparing local and foreign cultures and customs, the causes of migration or cultural diversity.</p>		<p>They sometimes have special rules about marriage. Does your family have special music? Does your family tell special stories?</p> <p><b>Describing traditional Rwandan culture</b></p> <p>In Rwanda we often eat sorghum. We drink sorghum beer.</p>	<p>causes of migration and relate them to migrants you know.</p> <p>Compare different elements of culture from the read passage paying attention to comparative and superlative forms of adjectives.</p> <p>Write a composition, article, poems, stories and posters about cultural diversity</p> <p>Debate traditional and</p>
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	<p>Plan, write and evaluate a short essay on the need for tolerance, paying attention to the comparative and superlative aspects of adjectives</p>		<p><b>Discussing cultural diversity</b> Community groups can have different traditions. Community groups can share the same beliefs. They can fight over cultural differences. They should celebrate diverse traditions. We should encourage tolerance.</p> <p><b>Describing culture general challenges</b> Enculturation, acculturation, assimilation, culture modernisation</p> <p><b>Key Rwandan values:</b></p>	<p>modern culture paying attention to adverbs of time and place.</p> <p>In groups, discuss and present different programs /facts/events movements/ that reflect Africanism</p> <p>Read the texts related to Rwandan values and discuss how they are interrelated to one another in shaping right people.</p>
<p><b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing in the context of Cultural diversity and African development</i></p>				
<p><b>Link to other subjects:</b> <i>Social studies, literature, geography, History,</i></p>				
<p><b>Resources:</b> <i>Photographs, Text books, internet, maps, etc.</i></p>				

Subject: English		Year: 2		Option: SME & SSE	
Topic area: Oral and written communication					
Unit 7: Human rights and Ethics			No of periods: 20		
Key Unit Competence: To use language learnt in the context of Human rights and Ethics					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<p>-Identify words and expressions used in the context of human rights, abuses, gender equality, and inclusiveness.</p> <p>-State the words and expressions used in the context of ethics.</p> <p>- Recognise the use of could, should, may, can, should be able to, and the passive and active voice.</p>	<p>Talk about the principles of gender equality in texts.</p> <p>- Listen to stories about human rights, child</p> <p>-right and child abuses</p> <p>- Read texts about human rights including child rights and abuse, women's</p>	<p>- Appreciate that all people have rights and responsibilities.</p> <p>-Show respect towards others and their properties.</p> <p>-Participate in human right related club.</p>	<p><b>Describing rights</b></p> <p>- In Rwanda children have the right to education. People can get treatment in hospitals. Children should be able to read and write. Every child can have primary education. Every adult over 20 can vote.</p> <p><b>Describing rights</b></p> <p>- In Rwanda children have the right to education. People can get treatment in hospitals. Children should be able to read and write. Every child can have primary education. Every adult over 20 can vote.</p>	<p>- In pairs, listen to each other talking about human rights in Rwanda with emphasis on can, should, may, etc.</p> <p>- In groups, discuss teenager's human rights, paying attention to should, should be able to, and should have the right to.</p> <p>-Discuss the impact of human trafficking to the society.</p> <p>-Debate on gender equality in society.</p> <p>-UN charter on the rights of the child and discuss about them.</p> <p>- Read a text about child</p>	

<p>Use the present simple, distributive pronouns and modal verbs.</p>	<p>rights, etc. -Write texts about Rwandan values and taboos.</p>	<p>-Defend their rights in case of abuse or injustice. - Advocate for the colleagues who have been victimized.</p>	<p><b>Describing children's Rights</b> - Children have the right to play. They may play any game they want. They have the right to freedom from abuse. <b>Talking about ethics</b> Moral rules, principles, behaviour, differentiate right and wrong, bad and good, make the right choices. <b>Fighting abuses</b> - We need to fight racism. It is important to prevent children from abuse. <b>Describing child abuse</b> - Some children are beaten. Some children have to beg, some children are sexually abused, other forced to undertake heavy chores or labour. <b>Talking about ethics</b> <b>Values</b> (dignity and integrity, self-</p>	<p>abuse, paying attention to the passive and have to. - Read texts on women's rights in traditional Rwandan society, focusing on could, couldn't. - Write paragraphs comparing women's rights in traditional and modern society, paying attention to could, couldn't, can. -Discuss home grown solutions of mediators, traditional court and their role in ensuring justice in Rwanda.</p>
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			<p>reliance, Justice, , peace and tolerance , citizenship and identity, patriotism, solidarity and democracy)<b>Taboos</b> (Betraying your country, killing, paedophilia, homosexuality, etc. )</p> <p><b>Discussing gender equality</b></p> <p>- Traditionally, women could not own property. Only men could plant trees. Today women can run businesses and inherit property.</p> <p><b>Minority rights and inclusiveness:</b></p> <p>- Practice, culture, discrimination, equal rights, prejudice, etc. religion, beliefs, etc.</p> <p><b>vocabulary</b></p> <p><b>Taboo:</b> not accepted as socially correct.</p> <p><b>Values:</b> something desirable (esteem)</p> <p><b>Ethics:</b> principles relating to right and wrong conduct.</p> <p><b>Right:</b></p>	
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			<p><b>Language structures</b></p> <ul style="list-style-type: none"> <li>- Modal verbs: should, could, can, should, may, be able to, etc.</li> <li>- Passive voice (present tense).</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<p><b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing in the context of human rights and Ethics.</i></p>				
<p><b>Link to other subjects:</b> <i>History, religion, Etc.</i></p>				
<p><b>Materials:</b> <i>Pictures, photograph, internet, text books, etc.</i></p>				

Subject: English		Year: 2		Option: Language Education	
Topic area: Oral and written communication					
<b>Unit8: National assets</b>			<b>No of periods: 16</b>		
<b>Key Unit Competence:</b> To use language learnt in the context of National assets					
<b>Learning objectives</b>			<b>Content</b>	<b>Learning activities</b>	
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitude&amp; values</b>			
-Identify the uses of adverbs of frequency and determiners  - Recognise words and phrases to use in order to classify national assets	- Read texts about national assets  -Talk about the national assets using relevant words and expressions.  -Listen to texts describing national assets and their utility.  -Write about national assets suggesting different ways and devices for their protection and sustainability	-Preserve the national resources.  - Appreciate the contribution of tourism to the local Economy.  -Appreciate the products made in Rwandan industries.  -Show patriotism by valuing national assets	- <b>Talking about the role of national assets</b>  - Rwandan Industries make products that meet the inhabitants 'needs.  - Nyungwe forest national park is a valuable touristic site.  - Governments employ income from national assets to create new infrastructures.	Individually, read and extract new words in the text describing the national assets.  -In groups, analyze the text talking about national assets.  - Listen to a story describing the importance of national assets in Rwanda and share the findings.  - In groups discuss why tourists come to Rwanda, where they go and what they see using determiners and adverbs of frequency.  - Debate about where government gets resources to draw the national budget.	



			<p><b>Talking about problems related to the national assets</b></p> <ul style="list-style-type: none"> <li>-Some people destroy national assets like animal killings (poaching), cutting off trees, burning bushes.</li> <li>- Non-tax-payers do not contribute to the country's development.</li> </ul> <p><b>Describing a visit to a national park</b></p> <ul style="list-style-type: none"> <li>- We <b>often</b> visit Akagera National Park.</li> <li>-We see <b>some</b> rare species of birds.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Tourism:</b></p> <ul style="list-style-type: none"> <li>-Hotel, campsite, luxury, destination, etc.</li> </ul>	<p>- In pairs discuss the threats and solutions related to the national assets management.</p>
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			<p><b>National parks:</b></p> <ul style="list-style-type: none"> <li>- Bird watching, hippopotamus, famous, view, etc.</li> </ul> <p><b>Threats to parks:</b></p> <ul style="list-style-type: none"> <li>- Poachers, charcoal burning, farming, deforestation, Encroachment etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Adverbs of frequency: <b>often, sometimes, usually, every year</b></li> <li>-Determiners: some, few, a great deal of, the, a, an.etc</li> <li>Sounds and spelling</li> </ul>	
<b>Assessment criteria:</b> <i>Can express oneself orally and in writing in the context of National assets.</i>				
<b>Link to other subjects:</b> <i>Social studies, entrepreneurship, etc.</i>				
<b>Resources:</b> <i>Photographs, text books, internet, audio material, computers, etc.</i>				

Subject: English		Year: 2		Option: Language Education	
Topic area: Oral and written communication					
Unit 9: Media and reporting			No of periods: 16		
Key Unit Competence: To use language learnt in the context of media and reporting					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<ul style="list-style-type: none"> <li>-Identify the words and expressions used in the context of media and reporting.</li> <li>-Explain the words and expressions used in the context of past probability.</li> <li>-Recognise the use of past tenses, passive voice, reported speech and connectors.</li> <li>Use past tenses, reported speech and passive voice.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the radio/ television news for information processing.</li> <li>-Read texts from newspapers or magazines for reporting.</li> <li>- Write reports describing different events.</li> </ul>	<ul style="list-style-type: none"> <li>-Appreciate different sources of information.</li> <li>-Read newspapers and magazines to remain updated about current events.</li> <li>-Participate in the clubs related to media and reporting.</li> <li>-Show interest during news broadcasting.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing words and expressions used in media.</b></p> <ul style="list-style-type: none"> <li>-journalist</li> <li>-scoop</li> <li>-mass media</li> <li>-advertisement</li> <li>-broadcasting</li> <li>-copyright</li> <li>-documentary</li> <li>-media languages</li> <li>-mass communication</li> <li>-news</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the words and expressions used in the context of media and reporting.</li> <li>-Explain the words and expressions used in the context of past probability.</li> <li>-Recognise the use of past tenses, passive voice, reported speech and connectors.</li> <li>-Use past tenses, reported speech and passive voice.</li> </ul>	

			<p>-social networking site, skim and scan</p> <p>-etc.</p> <p><b>Describing a scene</b></p> <p>The manager had been taking money from the company.</p> <p>A burglar had been trying to break into the house.</p> <p>The lion had been eating an antelope.</p> <p>The car had been emerging into the main road when the accident took place.</p> <p>The policeman said that the man had broken a window and had been searching house for valuables.</p> <p>The ranger said that the lion had been disturbed</p>	
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			<p>and had run off.</p> <p>The witness said that the driver had been talking on his mobile phone and had not seen the truck approaching.</p> <p><b>Describing a report</b></p> <p>All the reports need to be clear, concise and well structured.</p> <p>The key to writing an effective report is to allocate time for planning and preparation.</p> <p>With careful planning, the writing of a report will be made much easier.</p> <p><b>Describing the stages in reporting an event.</b></p> <p>Understanding the purpose of the report</p> <p>Gathering and selecting information</p>	
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			<p>Organizing information gathered</p> <p>Analyzing information gathered</p> <p>Writing the report</p> <p>Reviewing and redrafting</p> <p>Presentation</p> <p><b>Expressing probability on a past event</b></p> <p>The manager must have thought no one knew what he was doing.</p> <p>He might have taken much more money if he had not been caught.</p> <p>The burglar must have thought no one was at home.</p> <p>He could have murdered someone if he had found them.</p> <p>The lion must have been frightened off.</p>	
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			<p>It might have seen people approaching.</p> <p>The driver must have been distracted.</p> <p>He could have survived if he had been looking at the traffic.</p> <p><b>Vocabulary</b></p> <p>Newspapers and magazines: article, headline, skim, scan, etc</p> <p><b>Language structure</b></p> <p>Past perfect continuous tense</p> <p>Passive voice and reported speech</p> <p><b>Sounds and spelling</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
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**Assessment criteria:** *Can express oneself orally and in writing in the context of media and reporting.*

**Link to other subjects:** *French, Kinyarwanda and Kiswahili*

**Materials:** *newspapers, magazines, radio, television, projector, internet, text books, etc.*

### **5.3. English Syllabus units for year three (SME and SSE)**

#### **5.3.1. Key Competences for end of year two:**

1. Analyse, judge and criticize the spoken words in oral sessions.
2. Sequence ideas logically when summarizing, draw conclusions from speeches, videos, radio programs, dialogues, and conversations.
3. Exchanging ideas relating to a variety of situations and topics, taking the initiative where appropriate.
4. Compose and present stories based on the inspirational texts, reactions and messages from various passages/text/stories
5. Draw conclusions from the given data (graphs, figures, tables, diagrams and symbols) and present their findings.
6. Invent extended texts on a range of topics using a wide range of language, vocabulary and a variety of styles and registers appropriately.
7. Simulate situations in which newly acquired vocabulary, expressions and language structures are used.
8. Recognize and pronounce sounds in words, use rhythm and spell words correctly.
9. Group words containing common sounds and distinguish exceptions in sounds



### 5.3.2. Syllabus Units For Year Three

Subject: English		Year: 3	Option: SME & SSE	
Topic area: Oral and written communication				
Unit 1: Communication, international relations and cooperation.		No of periods: 21		
<b>Key Unit Competence:</b> To use language in the context of Communication, international relations and cooperation.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitude & values		
<p>Recognize Concepts and expressions used in the context of Communication, international relations and cooperation.</p> <p>Identify different uses of gerunds and infinitives</p>	<p>Talk about the rationale of Communication, international relation and cooperation.</p> <p>Speak to people from different countries, regions and worldwide.</p> <p>Write and present research papers, speeches, Findings, projects for sharing information</p> <p>Write about the importance and relevance of</p>	<p>Appreciate the contribution of communication in Rwanda's international integration.</p> <p>Exchange confidently own opinions with people from different cultures, regions.</p> <p>Establish dialogue with peers and various people from different countries and cultures.</p> <p>Active participation in international forums, conferences, study visits,</p>	<p><b>Language use</b></p> <p><b>Talking about types of communication:</b></p> <p>Oral, written, e-communication, intrapersonal, interpersonal, mass, alternative communication (sign and Braille), verbal, non-verbal</p> <p><b>Describing elements, functions of communication and communication process</b></p>	<p>Recognize Concepts and expressions used in the context of Communication, international relations and cooperation.</p> <p>Construct sentences using different gerunds and infinitives</p>

	<p>Rwanda's regional and international communication, relations and cooperation</p> <p>Write application letters, resume in search for international posts.</p> <p>Read texts about Rwanda's policy on communication, international relations and cooperation.</p>	<p>Competitions.</p> <p>Attend awareness campaigns about women empowerment.</p> <p>Sensitize peers and other people about the issues of family planning, environment protection,</p>	<p>Sender, message, context, recipient-feedback, encoding, decoding,</p> <p><b>Describing international relations and cooperation</b></p> <p><b>Diplomacy:</b> ambassadors, consulate,</p> <p>Consul, High Commission, bilateral, multilateral, diplomatic etc.</p> <p><b>Treaties and agreements:</b></p> <p>CPGL, EAC, AU, Common Wealth, ADB, UN (UNICEF, UNESCO, UNHCR), WTO, NETO, IMF etc.</p> <p>The International Criminal Tribunal for Rwanda was an international court</p>	
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			<p>It was established in November 1994 by the United Nations Security Council in Resolution 955.</p> <p>The aim for this court was to judge people responsible for 1994 genocide against Tutsi.</p> <p><b>Language structure:</b></p> <p>Uses of gerunds and ing-clauses:</p> <ul style="list-style-type: none"> <li>-Smoking is prohibited in public places</li> <li>-There is no use smoking in public.</li> <li>- Speaking loud, the student teacher</li> </ul> <p>relivered well the lesson.</p> <p><b>Verb used with either infinitive or ing-forms:</b></p>	
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			<ul style="list-style-type: none"> <li>- Muhire stopped to greet the Ambassador.</li> <li>- Janet stopped reading her morning newsletters.</li> </ul> <p><b>Sounds and spelling</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation</p>	
<b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing about communication, international relations and cooperation</i>				
<b>Link to other subjects:</b> <i>Social studies, French, Kiswahili, Kinyarwanda, entrepreneurship, etc.</i>				
<b>Resources:</b> <i>Text books, newspapers, magazines, internet, Radio and TV programs, etc.</i>				

Subject: English		Year: 3		Option:SME & SSE	
Topic area: Oral and written communication					
Unit 2: People and Technology			No of periods: 21		
Key Unit Competence: To use language learnt in the context of People and Technology					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude& values			
<p>Outline major inventions in technology. of this millennium</p> <p>List four technology trends which may contribute to Education in Rwanda.</p> <p>List common words and expressions used in science and technology</p> <p>Identify the uses of correlative conjunctions in Sentences.</p>	<p>Read on internet about possible impact of technology trends to mankind.</p> <p>Read texts for information about technology trends in EAC</p> <p>Talk about the use of advanced technology in medicine.</p>	<p>Awareness of the changes and their impacts on people's lives.</p> <p>Embrace the new tech advancement to fit for life.</p> <p>Enjoy the benefit of technology trends.</p> <p>Socialize in our changing world.</p> <p>Appreciate technology trends for Self-actualization.</p> <p>Cope up with changes due to time and place</p>	<p><b>Language use:</b></p> <p><b>Describing concepts related to both humankind and technological trends.</b></p> <p>-digitalization, data collection, IoT (Internet of Things), GMOs, (Genetically Modified Organisms), AI (Artificial Intelligence), apps, automation, euthanasia, WIFI, block chains, standardization, platforms, iBT (Internet Based Test), Microsoft, cloning, robot workforce, OLPC,3D Printing, insemination, etc</p> <p><b>Advantages of new tech trends</b></p>	<p>Recount rationale for technology trends</p> <p>Analyse digital (soft) contents over printed materials and point out their importance</p> <p>Recount the impacts of technology development to human race, identify the lacking areas and individually, write an essay about what you would do better.</p> <p>In groups, discuss how technology is improving our lives.</p> <p>Individually, search for technology trends information and make a summary relevant to it.</p> <p>Debate technology changes to humankind psychology.</p>	

			<p>eg. -Social well-beings: education, health, communication,</p> <p>-Economical: banking, trading, agriculture, Industries, Job, satellites,</p> <p>opportunities, make work fast and easy make lives easier.</p> <p>-World Policing: international networking, global integration, defence and security, ...</p> <p><b>Challenges caused by new technology.</b></p> <p>e-Waste management, Tech related Diseases, Cybercrimes, Stress,</p>	<p>Individually, write essays discussing about digitalization and its effects to society focusing on the use of correlative connectors.</p> <p>Compose and send an e-mail to a pen-friend telling her/him about your smart classroom.</p>
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			<p>Euthanasia versus human rights,</p> <p>Malware, Unemployment,</p> <p>High Cost, Irresponsibility, arm race, etc.</p> <p><b>Language Structure:</b></p> <ul style="list-style-type: none"> <li>- <b>Correlative connectors</b></li> <li>- Both the planning of technology projects and its uses are costly.</li> <li>- Either Russia or USA produces drones.</li> <li>-Computers are not only useful but also, stressful.</li> <li>-Not only is management of waste technological tools expensive but</li> </ul>	
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			<p>also harmful to the environment.</p> <p><b>Sounds and spelling</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation</p>	
<b>Assessment criteria:</b> <i>Can express oneself orally and in writing in the context of people and technology.</i>				
<b>Link to other subjects:</b> <i>ICT, History, Geography, social studies, etc.</i>				
<b>Resource:</b> <i>Computers, text books, magazine, internet, etc.</i>				



Subject: English		Year: 3		Option: ME & SSE	
Topic area: Oral and written communication					
Unit 3: National services and self-reliance			No of periods: 21		
<b>Key Unit Competence:</b> To use language learnt in the context of national services and self-reliance					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
Mention words and expressions related to national services and self-reliance.  Define national services and self-reliance  Identify the uses of coordinating conjunctions in Sentences.	Talk about local national services implications for information sharing.  Writing about national services and self-reliance programs in Rwanda  Listen to songs, speeches, testimonies, stories, plays on National Services and Self-reliance for information.	Love of work to build good citizenship  Pioneering youth for future development and sustainability  Uphold national policies and initiatives  Key player in the community development and self-reliance.  -Respect values and uniqueness of the nation  Develop critical thinking for self-reliance for sustainable development	<b>National services and self-reliance rationale.</b>  - support activities so far achieved.  - involve youth - as the majority of population - in the development of the country  -volunteerism: youth should volunteer as a way of career choice.  <b>-encourages unity, peace and reconciliation</b>  <b>National services programs in Rwanda</b>	Brainstorm different areas whereby National services are carried out.  In pairs, distinguish between National Services and ordinary jobs.  Discuss the reasons why national services and self-reliance should be a must for every school-leaver.  Carry out research upon achievements of youth in National Services and self-reliance.  In your panels, recount any community service you have ever participated in.	

	<p>Create own symbolic tools of culture through writing, drawing, weaving and crafting</p> <p>Read newspapers, pamphlets about National Services and Self-reliance</p> <p>Listen to speeches related to national service</p>	<p>Cooperate with others to express gender parity, peace, unity, reconciliation, fight against genocide ideology.</p> <p>Deal with global youth issues: juvenile delinquency, drug abuse, unwanted pregnancies, school dropout, unemployment, robbery, ... through after work meetings.</p> <p>Willingness adhere in decision making forums: youth council, youth cooperatives, sports, festivals, platforms, political parties, ...</p>	<p>a. Non-military national services</p> <ul style="list-style-type: none"> <li>-National service training program</li> <li>- National Volunteering Program</li> <li>- Assistance Volunteering Service</li> <li>-Agaciro Development Fund, ...</li> <li>-Mandatory Community Service</li> <li>-Poverty Reduction Service</li> <li>-Réhabilitation centres, etc.</li> </ul> <p>b. Military national service</p> <ul style="list-style-type: none"> <li>- Army week</li> <li>Police week</li> <li>- Correctional services,</li> <li>- Local Defence, etc.</li> </ul>	<p>In pairs, write a speech inciting youth to take part in community work paying attention to the use of coordinate conjunctions</p> <p>Write meeting minutes about any community work you have attended.</p> <p>Debate the pros and cons of mandatory military service in Africa.</p>
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			<p><b>Scope of national services worldwide</b></p> <ul style="list-style-type: none"> <li>- In the USA</li> <li>- In the EAC</li> <li>- in China</li> <li>- Why England abolished national service program?</li> </ul> <p><b>Language use:</b></p> <p>Explain words and expressions related to national services and self-reliance.</p> <p>services, community, volunteer, volunteering, local defense, community mandatory work, National Training Service, Local Volunteer Court, correctional service, Green service, Army week, Community brigade etc.</p> <p>Meeting Minutes</p>	
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			<p>Report Writing(Internship Report)</p> <p>Language Structure:</p> <p>Coordinate connectors</p> <ul style="list-style-type: none"> <li>- We have two or three volunteers in our village.</li> <li>- Songs and dances are part of culture.</li> </ul> <p>-The student teacher will teach</p> <p style="padding-left: 40px;">coordinates tomorrow, yet he has not prepared the lesson.</p> <p><b>Sounds and spelling</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation</p>	
<b>Assessment criteria:</b> <i>Ability to express oneself orally and in writing in the context of national services and self-reliance</i>				
<b>Link to other subjects:</b> <i>Social studies, entrepreneurship, etc.</i>				
<b>Resources:</b> <i>Text books, photographs, Radio and TV programs, internet,</i>				

Subject: English		Year: 3		Option: Language Education	
Topic area: Oral and written communication					
Unit4: Genocide and Peace building			No of periods: 21		
Key Unit Competence: To use the language in the context of genocide and peace building					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude& values			
<ul style="list-style-type: none"> <li>-Identify words and expressions used in the context of genocide and peace building.</li> <li>-Recognize the uses of past simple, quantifiers and phrasal prepositions</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities.</li> <li>-Talk about effects of genocide.</li> <li>-Read texts about peace building.</li> <li>-Write texts about genocide and peace building.</li> </ul>	<ul style="list-style-type: none"> <li>-Exhibit adequate behaviour conducive to a cohesive society.</li> <li>-Show empathy towards other peoples' misfortune.</li> <li>-Recognise, disassociate from, and speak out against evil and violent actions.</li> <li>-Participate in different peace building events and dialogues.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing words and expressions used in the context of genocide and peace building.</b></p> <ul style="list-style-type: none"> <li>-Genocide survivors</li> <li>-Mass killing</li> <li>-commemoration</li> <li>-Pay tribute</li> <li>-Memorial sites</li> <li>-Liberation</li> <li>-Rescue</li> </ul> <p><b>Genocide in the world:</b></p>	<ul style="list-style-type: none"> <li>-Individual research, including on the internet, about the words and expressions of Genocide.</li> <li>-In groups, discuss the causes and consequences of genocide in Rwanda paying attention to the past tense, phrasal preposition and connectors.</li> <li>-In pairs, listen to a testimony about peace building in Rwanda emphasizing on quantifiers.</li> <li>-Read written testimonies, and stories from survivors, rescuers and perpetrators;</li> <li>relevant reports and publications paying attention to past simple</li> </ul>	

		<p>Genocide of the</p> <ul style="list-style-type: none"> <li>-Armenians</li> <li>-Holocaust/Shoah,</li> <li>-Genocide against the Tutsi.</li> <li>- Cambodia</li> <li>-Bosnia</li> </ul> <p><b>Talking about genocide ideology</b></p> <p><b>Genocide</b> ideology is defined as an aggregate of thoughts” that can be inferred from speech or action.</p> <ul style="list-style-type: none"> <li>-dehumanizing, marginalizing, defaming, mocking, boasting, despising, degrading” on the basis of “ethnic group, origin, nationality, region, colour, physical appearance, sex, language, religion or political opinion.</li> </ul>	<p>and quantifiers.</p> <ul style="list-style-type: none"> <li>-In groups, suggest solutions necessary to fight against genocide ideology paying attention to phrasal prepositions and connectors.</li> <li>-Analysis of video clips about scenarios where people are manipulated and incited to evil and violent actions.</li> <li>-Student-teachers’ role play showing how they would react to the above-mentioned scenarios focusing on the use of connectors and phrasal prepositions.</li> <li>-Debate peace building process paying attention to the use of phrasal prepositions and connectors.</li> </ul> <p>Discuss how genocide memorials can be preserved.</p>
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			<p>In Rwanda we are building peaceful communities and society.</p> <p><b>Quote:</b></p> <p>“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”(Martin Luther King)</p> <p><b>Peace building skills</b></p> <ul style="list-style-type: none"> <li>- Good governance</li> <li>-Negotiation</li> <li>-Community dialogue etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>-Past simple</li> <li>-Quantifiers: due to, in the event of, thanks to, instead of, for the sake of in reference with, in terms of, in addition to, etc.</li> <li>-connectors(Subordinating conjunctions)</li> <li>-phrasal prepositions</li> </ul>	
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			<p><b>Vocabulary</b></p> <p><b>-Victims:</b> a person harmed, injured, or killed as a result of his/his religion, race, colour, etc.</p> <p><b>-Perpetrator:</b> a person who commits an offence or crime.</p> <p><b>-Reconciliation:</b> reestablishment of friendly relations, conciliation or rapprochement.</p> <p>Sounds and spellings</p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
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**Assessment criteria:** *ability to express oneself orally and in writing in the context of Genocide and peace building.*

**Link to other subjects:** *History and Citizenship, Religion, etc.*

**Resources:** *Internet, audio-visual interactive online platforms (e.g. Genocide Archive of Rwanda Interactive Map and IWitness), testimonies, stories, reports and publications, video clips, speeches and Genocide memorial sites.*



Subject: English		Year: 3		Option: Language Education	
Topic area: Oral and written communication					
Unit 5: Study skills and writing			No of periods: 21		
Key Unit Competence: To use language learnt in the context of study skills and writing					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitude & values			
<p>-Recognize words and phrases for working groups, planning and evaluating writings, making notes and summary writing.</p> <p>Use connectors in sentences and texts</p> <p>-Recognize the uses of adverbs and comparatives.</p>	<p>-Read an extract from a simplified work of literature.</p> <p>-Write texts and evaluate them from the viewpoint of grammar, punctuation and spelling.</p> <p>-Listen to stories/texts exemplifying common school language functions.</p> <p>-Read texts exemplifying a common school language function.</p> <p>-Write short texts demonstrating the use</p>	<p>-Appreciate how planning and organization can help in study.</p> <p>-Self-organization in study.</p> <p>-Strive for success and bright future.</p> <p>-Integrate the school language functions in daily life.</p>	<p><b>Language use</b></p> <p><b>Instructions for working in class</b></p> <p>Work in groups. Answer the questions. Choose a group leader. You have 5 minutes. Get ready to report in English. Tell the class what you said.</p> <p><b>Reading extracts from literature</b></p> <p>A man with a great iron on his leg seized me by the chin. "O! Don't cut my throat, sir," I pleaded in terror. "Don't do it, sir."</p> <p><b>Describing different study skills</b></p>	<p>-Listen to the individual student sharing her/his testimony about the importance of study skills in her/his achievements to the whole class.</p> <p>-Class discussion on key features of a common school language functions paying attention to adverbs and comparison.</p> <p>-In groups, read an extract from a simplified work of literature and summarize it.</p> <p>-In pairs, write headings, number them and write notes under them taking into account the use of some transitional expressions.</p> <p>-Individually plan, write notes,</p>	

	<p>of a common school language function.</p>		<p><b>Writing compositions</b></p> <p>Plan your writing. Write notes. Write your text. Check your work. Evaluate the grammar.</p> <p><b>Making notes</b></p> <p>Read the text. Select the main points. Write headings and numbers for the main points. Write simple notes under the headings.</p> <p><b>Writing a summary</b></p> <p>Read the text. Select the main points.</p> <p>Write headings and numbers for the main points. Write simple notes under the headings. Write a short text using the notes.</p> <p><b>Recounting</b></p> <p>World War II ended in 1945</p>	<p>evaluate own and others' writing from the viewpoint of punctuations, and grammar, etc</p> <p>Practice writing short texts demonstrating a few common language functions.</p> <p>-In pairs, supposing you are in Charge of Humanity 'and Inclusion. Prepare a speech on the International day of the Disabled people.</p> <p>-Individually, write your curriculum vitae and motivation letter for applying for a job in a career of your future career.</p>
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			<p>subsoil. Thirdly, there is the parent soil.</p> <p><b>Academic and Professional writing</b></p> <ul style="list-style-type: none"> <li>-Curriculum vitae</li> <li>- Formal letters (business letter, application for a job, formal letters of invitation, resignation, letter of apology, memorandum, etc.)</li> <li>-Speech writing</li> </ul> <p><b>Vocabulary</b></p> <p><b>Working in class:</b> group, pair, report, chairperson etc</p> <p>Making notes and writing summaries: select, points, headings, numbering, notes, etc</p> <p><b>Language structure</b></p> <p>Features of key school language functions</p>	
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			<p>Connectors of example, contrast, explaining, listing etc</p> <p>Punctuations</p> <p>Comparison</p> <p><b>Sounds and spelling</b></p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation</p>	
<b>Assessment criteria:</b> <i>Can express oneself orally and in writing in the context of study skills and writing.</i>				
<b>Link to other subjects:</b> <i>Kiswahili, Kinyarwanda, French, Foundations of education, etc.</i>				
<b>Materials:</b> <i>pictures, photographs, books, internet,</i>				

## 6. References

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## 7. Annexes

### 7.1 Subjects and weekly timetable allocation from year 1 to year 3

No	Subjects & Activities	ECLPE		SME		SSE		LE	
		Year 1	Year 2 & 3	Year 1	Year 2 & 3	Year 1	Year 2 & 3	Year 1	Year 2 & 3
1	Foundations of Education*	6	6	6	5	6	5	6	5
2	English*	5	5	5	4	5	4	7	7
3	Kinyarwanda*	5	5	2	2	2	2	5	6
4	French	4	4	2	2	2	2	7	7
5	Kiswahili	1	1	1	1	1	1	5	5
4	Mathematics*	3	3	6	6	3	3	2	2
6	General Sciences and Maths	-	-	-	-	-	-	-	-
5	Integrated sciences*	4	4	11	-	1	1	1	1
7	Chemistry			-	5	-	-	-	-
8	Biology			-	5	-	-	-	-
9	Physics			-	5	-	-	-	-
10	Social Studies*	4	4	2	2	11	-	2	2
11	History			-	-	-	5	-	-
12	Geography			-	-	-	5	-	-
13	Economics						5		
14	Religious Education	1	1	1	1	4	3	1	1
15	Creative Performance and PE*	4	4	2	2	4	4	4	4
16	Entrepreneurship	2	2	2	2	2	2	2	2
17	ICT	2	2	2	2	2	2	2	2

18	TMP*	7	7	6	4	4	4	4	4
19	SN&IE	2	2	2	2	2	2	2	2
20	Physical education	1	1	1	1	2	1	1	1
21	Co-curricular activities:	1	1	1	1	1	1	1	1
22	Individual study	8	8	8	8	8	8	8	8
	T o t a l	60	60	60	60	60	60	60	60

## 7.2. TTC English Overview Year 1, Year 2, Year3 SME and SSE

Topic area	Sub Topic areas	COMPETENCES		
		Y1	Y2	Y3
Oral and written communication	Listening and speaking	<p>Convey information respectfully in different contexts.</p> <p>Grasp and simulate the main points of authentic spoken texts or conversations involving one or more speakers.</p> <p>Convey relevant information confidently in different set ups including classroom activities.</p> <p>Initiate and sustain conversation at ease when using language relevant to the context.</p> <p>Give a presentation on a chosen theme organizing ideas and responding spontaneously to questions related to financial concepts.</p>	<p>Analyse the main points of authentic texts and conversations in a range of different contexts.</p> <p>Recognize attitudes, emotions and new information in a spoken passage.</p> <p>Give presentations on a range of themes and persuasively argue a particular point of view to defend opinions.</p> <p>Narrate a story using language relevant to the topic confidently.</p> <p>Present information coherently from personal and other peoples' points of view</p>	<p>Initiate conversations and infer meaning from a range of authentic texts and conversations spoken at or near to, native speaker speed.</p> <p>Analyse, judge and criticize the spoken words in oral sessions.</p> <p>Sequence ideas logically when summarizing, draw conclusions from speeches, videos, radio programs, dialogues, and conversations.</p> <p>Exchanging ideas relating to a variety</p>



		Respond to specific questions and make comments that contribute to the discussion and link to the remarks of others	Interpret specific questions and make comments that contribute to the discussion and link to the remarks of others for enrichment	of situations and topics, taking the initiative where appropriate.  Compose and present stories based on the inspirational texts, reactions and messages from various passages/text/stories  Draw conclusions from the given data (graphs, figures, tables, diagrams and symbols) and present their findings.
	Reading & writing	Read and scan a range of texts involving more complex language, analyzing meaning and summarizing in speech or writing.	Read, skim and analyse a wide variety of factual and imaginative texts expressing different points of view issues and concerns including some formal and official materials.  Summarize the main points	Evaluate a range of authentic texts of some degree of complexity.  Paraphrase to feedback essential points.

Topic area	Sub Topic areas	COMPETENCES		
		Y1	Y2	Y3
	Reading and Writing	<p>Communicate ideas on a range of topics and in an appropriate style of writing for the task.</p> <p>Argue and justify a point of view in an appropriate way.</p>	<p>Write coherent texts on a wide range of topics in different styles to interest, persuade and /or entertain</p> <p>Read pictures and provide feedback in coherent texts</p>	<p>Invent extended texts on a range of topics using a wide range of language, vocabulary and a variety of styles and registers appropriately.</p>
Knowledge of language	Vocabulary	<p>Use prior knowledge to interpret new concepts accordingly.</p> <p>Recognize and explore new vocabulary, expressions and language structures.</p>	<p>Use prior knowledge to simulate new concepts accordingly</p> <p>Analyse new vocabulary, expressions and language structures used in a range of situations</p>	<p>Use new words to write extensive texts in accordance with the given context</p> <p>Simulate situations in which newly acquired vocabulary, expressions and language structures are used.</p>
	Grammar	<p>Use parts of speech in various texts properly</p> <p>Comment on complex and descriptive texts using varied</p>	<p>Analyse the use of parts of speech in a range of texts.</p> <p>Summarize complex and descriptive texts using varied vocabulary</p>	<p>Create complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres and use text books profitably.</p>

		vocabulary, language structures and knowledge of different writing genres and use text books profitably	, language structures and knowledge of different writing genres and use text books profitably	
Sound and spelling	Recognize and pronounce sounds in words, use rhythm and spell words correctly.	Recognize and pronounce sounds in words, use rhythm and spell words correctly  Group words containing common sounds	Recognize and pronounce sounds in words, use rhythm and spell words correctly  Group words containing common sounds	Recognize and pronounce sounds in words, use rhythm and spell words correctly.  Group words containing common sounds and distinguish exceptions in sounds

### 7.3. English SME and SSE Curriculum (Y1-Y3) phonemic input

Year	Learning Objectives (skills)	Content	Learning Activities
S1	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter <b>a</b> /eɪ/ is pronounced:</p> <ul style="list-style-type: none"> <li>-/æ/: map, cat, latter, tap, lack</li> <li>-/eɪ /: name, make, say, take, shake</li> <li>-/ɑ:/ before <b>r</b> or <b>st/ss</b>: far, part, barn, past, pass, scar</li> <li>-/eə/: before <b>re</b>: tare, care, fare, mare</li> <li>-/e/: ate, says, said</li> <li>-/ə/: a, an, about, again, ago, alive, apply</li> <li>-/ɪ/: village, passage, cabbage</li> <li>-/ɒ /: what, want, watch, wash</li> <li>- /ɔ:/: saw, law, flaw, water</li> </ul>
S2	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter <b>e</b> /i:/ is pronounced:</p> <ul style="list-style-type: none"> <li>-/e/: let, get, pet, ten, when</li> <li>-/i:/: scene, complete, delete, compete</li> <li>-/ɜ:/ before <b>r</b>: perceive, serve, perfect</li> <li>-/ ɪə/ before <b>re</b>: here, mere,</li> <li>- /eə/ before <b>re</b> there</li> </ul> <p>NB: <b>ee</b> is pronounced /i:/: beef, teeth, geese, feet, meet, seed</p>

S3	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter <b>i</b> /aɪ / is pronounced:</p> <ul style="list-style-type: none"> <li>- /ɪ /: it, visit, pick, tin, pill, fill</li> <li>- /aɪ /: fine, tie, mine, my, sigh</li> <li>- /ɜ:/: first, shirt, girl, bird, skirt</li> <li>- /aɪə /: higher, fire, tired, tire</li> </ul>
Y1	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter <b>o</b> /əʊ/ is pronounced:</p> <ul style="list-style-type: none"> <li>- /ɒ /: got, dog, on, wob</li> <li>- /əʊ /: so, alone, tone, gone</li> <li>- /ɔ:/ before <b>r</b> and <b>re</b>: port, short, worn, more, store</li> <li>- /w/: one, once</li> </ul> <p>NB: <b>oo</b> is pronounced:</p> <ul style="list-style-type: none"> <li>- /ʊ /: cook, look, shook, took, book, good, wood, foot, wool, shoot</li> <li>- /ʌ /: blood, flood</li> <li>- /u:/: room, food, noon, moon</li> </ul>

Y2	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter <b>u</b> /<b>ju:</b>/ is pronounced:</p> <ul style="list-style-type: none"> <li>- /ʌ/: sun, dug, fun, luck</li> <li>- /ju:/: tune, acute, tube, mule</li> <li>- /u:/: blue, lunatic, June, lukewarm</li> <li>- /ʊ/: put, bush, full, bull</li> <li>- /ɜ:/: church, hurt, burn, turn</li> <li>- /juə/: cure, pure</li> </ul>
Y3	Pronounce different letter sounds and letter blends and put stress where appropriate	<p>Correspondence between letters and sounds; spelling and pronunciation of words containing semivowels and consonants; minimal pairs; syllable and stress pattern;</p> <p>English phonemic chart</p>	<p>The letter <b>y</b> /<b>waɪ:</b>/ is pronounced:</p> <ul style="list-style-type: none"> <li>- /j/: yell, young, yellow, yesterday</li> </ul> <p>NB: <b>ew</b>, <b>eu</b> are pronounced /ju:/: ewe, Europe, eunuch</p> <p>- The letter <b>w</b> /<b>dʌblju:</b>/ is pronounced:</p> <ul style="list-style-type: none"> <li>- /w/: wide, win, wet, dwarf</li> </ul> <p>- “<b>ea</b>” is pronounced:</p> <ul style="list-style-type: none"> <li>/i:/: eat, seal, heal, seat, meat</li> <li>/e/: heaven, bread, weapon, peasant</li> <li>/eɪ/: great, break</li> <li>/ɪə/: ear, near, fear, dear</li> <li>/eə/: bear, wear, tear</li> <li>//ɑ:/: heart</li> </ul>

ɜ:/: learn, pearl

-“ei” is pronounced:

/i:/: receive;

/aɪ/: height;

/e/: heinous, deity;

/eə/: heir;

/e/: heifer

#### -English Consonant Sounds

u	ue	
g	guy	
p	pie	
t	tie	
k	kite	
w	why	
j('y)	—	
l	lie	
r	rye	
m	my	ram
n	nigh	ran
ŋ		rang
f	fie	
θ	thigh	
s	sigh	
ʃ	shy	mission
h	high	
v	vie	
ð	thy	
z	Zion	mizzen
ʒ		vision
tʃ	chime	
dʒ	jive	

		<p>-Pronunciation of consonant clusters: pr, pl, br, bl, tr, dr, kr, kl, ks, sp, st, str, sw, tw</p> <p>-Different words have different stress patterns (patterns of stressed and unstressed syllables):</p> <p><b>Oo:</b> April, <b>thirty</b>, <b>morning</b>, <b>Sunday</b>, <b>coffee</b></p> <p><b>oO:</b> July, <b>midday</b>, <b>thirteen</b>, <b>today</b>, <b>defy</b>, <b>degree</b>, <b>agree</b>, <b>event</b></p> <p><b>Ooo:</b> <b>Saturday</b>, <b>thirtieth</b>, <b>yesterday</b>, <b>holiday</b>, <b>seventy</b></p> <p><b>oOo:</b> <b>September</b>, <b>tomorrow</b>, <b>eleventh</b>, <b>committee</b>,</p> <p><b>ooO:</b> <b>afternoon</b>, <b>seventeen</b>, <b>twenty-one</b></p> <p>-minimal pairs</p> <p><b>/i:/ and /ɪ /</b></p> <p>-eat it</p> <p><b>/ɜ:/ and /ɑ:/</b></p> <p>- first fast</p> <p><b>/ei/ and /e/</b></p> <p>- paper pepper</p> <p><b>/ εə/ and /iə/</b></p> <p>- air ear</p> <p><b>/æ/ and /ɑ:/</b></p>
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			- hat heart <i>/e/ and /æ/</i> -blessed blast <i>/e/ and /ʌ/</i> - beg bug <i>/ɔ:/ and /ɜ:/</i> - awl earl
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**Sounds and letters** Vowel sounds are not the same as vowel letters. The word European begins with the vowel letter 'E' but the first sound is actually a consonant sound /j/. So, when speaking the word European will be preceded by the article 'a' and not 'an'.

### **Sounds and spelling**

It's important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly, the pronunciation of a word is not always helpful when working out how that word should be spelt. There are 26 letters in the English alphabet but there are many more sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters. For example, the word 'CAT' has three letters and three sounds, but the word 'CATCH' has five letters but still only three sounds.

If we write these words using sound symbols, we can see exactly how many sounds they have.

CAT is written CATCH is written

In 'CATCH' the three letters TCH are one sound represented by one symbol

### **Stress and syllable**

Stress could be roughly described as the relative strength of a syllable. We can study stress from the point of view of production and of perception. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables.

A syllable is a very important unit. We can divide a word into one or more syllables. For example, mum has one syllable, mother has two syllables and grandmother has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: eye or I / aɪ /, owe /əʊ/, ear /ɪə/. A syllable can have consonant sounds (C) before the V: go, my, know, weigh, after the V: if, egg, ice, eight or before and after the V: ten, nose, mouth, knife