

**ENGLISH LANGUAGE FOR TTC**  
**TUTOR`S GUIDE**



**ECLPE OPTION**

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## FOREWORD

Dear tutor,

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

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

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

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

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.
- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.

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

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

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

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

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

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

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

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

**Dr. MBARUSHIMANA Nelson**

Director General, REB

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**Joan MURUNGI,**  
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# TABLE OF CONTENT

<b>FOREWORD</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
1. General Introduction .....	1
2. Sample Lesson Plan .....	1
3. Unit Development .....	1
4. Attention to special educational needs and inclusive education .....	1
5. Sample Lesson plan.....	3
<b>LEARNING AREA: ORAL AND WRITEN COMMUNICATION</b> .....	<b>8</b>
<b>UNIT 1: PEOPLE AND PLACE</b> .....	<b>9</b>
1.1 Introducing oneself and others .....	14
1.2. Describing people and places .....	17
1.3. Talking about people at home.....	19
1.4. Narrating about different places .....	21
1.5 Comparing people according to their gender and occupation .....	23
1.6 Language structure .....	24
1.7: Vocabulary .....	26
1.8. End unit assessment .....	27
<b>UNIT 2: CAREER AND CHOICES</b> .....	<b>31</b>
2.1 Describing different types of careers and specific jobs .....	34
2.2 Describing ways of finding jobs.....	37
2.3 Recounting a career .....	39
2.4 Talking about Qualifications and skills .....	41
2.5 Language structure: The Present Perfect, Present Perfect Continuous and past perfect .....	43
2.6. End unit assessment .....	44
<b>UNIT 3: SOCIAL COHESION</b> .....	<b>46</b>
3.1 Talking about personal values .....	48
3.2. Describing words and expressions used in social cohesion .....	49
3. 3. Elaborating on peace and unity.....	51
3.4. Language structure: (Some forms of the verb): .....	52

3.5. Language structure: Modal verbs: must, should.....	53
3.6 End unit assessment .....	55
<b>UNIT 4: PERSONAL FINANCE AND DEVELOPMENT.....</b>	<b>57</b>
<b>4.1 Describing financial tools .....</b>	<b>60</b>
4.2 Talking about Financial terms .....	62
4.3 Describing Financial Institutions .....	64
4.4. Language structure: Use of quantifiers .....	67
4.5. End unit assessment .....	69
<b>UNIT 5: HEALTH AND SANITATION.....</b>	<b>71</b>
5.1 Describing illnesses, diseases, and pandemics.....	73
5.2 Talking about sanitation and related tools.....	76
5.3 Language structure: Conditionals .....	78
5.4. End unit assessment .....	79
<b>UNIT 6: CULTURAL HERITAGE .....</b>	<b>82</b>
6.1 Talking about the role of a language in a culture.....	86
6.2. Talking about the importance of cultural preservation and national cultural heritage.....	88
6.3 Cultural Rwandan school .....	91
6.4 Language Structure: The past simple tense .....	93
6.5. End unit assessment .....	94
<b>UNIT 7: ENVIRONMENT CONSERVATION AND SUSTAINABILITY .....</b>	<b>96</b>
7.1 Talking about physical elements of environment .....	99
7.2 Describing environmental features and their roles.....	101
7.3: Describing different ways of protecting environment.....	103
7.4 Language structure: expressions of purpose .....	105
7.5. End unit assessment .....	107
<b>UNIT 8: EDUCATION AND PERSONAL DEVELOPMENT.....</b>	<b>109</b>
8.1 Describing the ability at school .....	112
8.2 Describing educational ambitions.....	114
8.3 Talking about education and society.....	116
8.4 Sexual behaviour.....	118

8.5 Life Skills.....	119
8.6 Language structure: First and Second conditional .....	121
8.7. End of unit assessment .....	123
9.1. Pre-requisite.....	124
9.2. Guidance to introductory activities .....	124
<b>UNIT 9: SCIENCES AND TECHNOLOGY .....</b>	<b>124</b>
9.1. Talking about words and expressions used in the context of science and technology .....	126
9.2. Describing the role of ICT devices and their side effects .....	130
9.3. Language structure: Word formation .....	132
End unit assessment .....	134
<b>ANNEXES.....</b>	<b>135</b>
<b>REFERENCES .....</b>	<b>139</b>



## **1. General Introduction**

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

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

## **2. Sample Lesson Plan**

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

## **3. Unit Development**

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

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

## **4. Attention to special educational needs and inclusive education**

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

learning atmosphere, tutors need to:

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

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

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

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

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

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

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

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

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

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

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

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

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

## 5. Sample Lesson plan

Name of the TTC: .....

Tutor's name: .....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
III	26/08/2019	ENGLISH	Year1	8	5 of 6	40	48
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
				Visual impairment(short-sightedness and long-sightedness)=2 Physical disability:1			
Unit title		Education and personal development					
Key Unit Competence		To use language learnt in the context of Education and development					
Title of the lesson		A text: "Life skills"					
Instructional Objective		Using a short story, pictures and some flashcards on which some words and meanings are written, year one student teachers should be able to read fluently the text and answer comprehension questions effectively.					
Plan for this Class (location: in / outside)		This lesson will take place inside the classroom					
Learning Materials (for all learners)		Pictures, Flash cards, dictionaries					
References		English for secondary school, p..., REB Syllabus for English(2019), Internet websites					

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

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





## UNIT 1:

# PEOPLE AND PLACE

**Key Unit Competence:** To use language learnt in the context of people and places

### 1.1. Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit people and places, student teachers should have prior information on people and places. They could also remember related topics on people and places learnt in social studies, History and English.

Student teachers may have information on different places heard and different people both within and out of Rwanda and more importantly learnt how to behave with familiar people and strangers in any place. They might equally have learnt from primary and ordinary level some interesting places different people likely to visit and even some of them might have visited them or live near those places. Student teachers also have information on different people from families, communities and country wide. Tutors should take that as a great opportunity and help him/her to start on that prior experience of the student teachers which will lead to the effective implementation of different activities intended in this unit.

### Possible answers to the introductory activity questions

1. They present different people and different places.
2. Many people like to visit parks because there are some animals heard but also may wish to see them face to face. And also different people like to visit museums so as to see different things read from history books or things that they always watch on TV show but really curious to see them. Example: Cultural materials, Traditional practices, etc.
3. The following paragraph shows what make people who they are
  - We are born different and we are raised up differently by different parents with different values, norms and principles and maybe even in different cultures. As we grow up being raised by our parents, we get influenced not only by our parents' beliefs, values and norms but also by our environment, society and the culture we live in.

### Examples:

Urban people behave differently from rural people and also Americans behave differently from Kenyans, Rwandans, Japanese, etc,

4. Description of people at home using present simple tense:

Listen different views from student teachers and help them to draw a conclusion on description of people at home using present simple tense.

5. The difference between the **nuclear family** and the **extended family** is that a **nuclear family** refers to a single basic **family** unit of parents and their children, whereas the **extended family** refers to their relatives, as well – such as grandparents, in-laws, aunts and uncles, etc

E.g. -Peter and Suzan have two children

My grandson and daughter in law will come to visit us next week.

6. For this question, you may listen to different ideas of student teachers and help them to harmonize different answers given by different student teachers. Example, your kids will not learn about life just by seating inside a classroom. They need to visit places they have never been. They need to use their 5 senses to effectively learn new things. Once they are outside, they will experience the world for themselves.

### 1.2 Cross-cutting issues to be addressed:

- **Gender education**

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

- **Peace and value education**

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language which can not harm anyone.

- **Inclusive education**

In this unit talking about people and places, this cross-cutting issue will be addressed while talking about different people of different abilities. Also talking about places, the tutor should help student teachers that not every person can easily reach at a place which is not inclusive (visiting a place that only have stairs will be difficult to physical disabled person, etc.)

- **Environment and sustainability**

It will be addressed when the tutor will be guiding student teachers in activities related to places and how people should be sensitized to throwing leaving bottles, papers, bottle tops after using them during vacations or trip. Example, it is prohibited to throw a bottle or any other waste through the window of the car because it can damage the environment hence loss of different illnesses. If a person visits a place, s/he should leave it safe and not lay down unused material.

### **1.3 Guidance on introductory activity**

Ask student teachers to observe the picture (on page.....) and ask them to work in pairs when answering questions on unit 1 introductory activity. Give them time to critically think about the questions and move around to help some of the student teachers with special needs. Randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together.

### **1.4. List of lessons/sub-heading**

#	Lesson title	Learning objectives	Number of periods
1	Introducing oneself and others	<b>Knowledge and understanding</b> Recognize words used for self-introduction <b>Skills</b> Introducing her/ himself and others <b>Attitudes and values</b> Show interest when introducing him/herself and others	5

2	<b>Describing people and places</b>	<p><b>Knowledge and understanding</b></p> <p>Name people in different places</p> <p>Explain words used to talk about people and places</p> <p><b>Skills</b></p> <p>Use different words to talk about people and places</p> <p><b>Attitudes and values</b></p> <p>Use respectful language with different people</p>	
3	Talking about people at home	<p><b>Knowledge and understanding</b></p> <p>Explain words used to talk about people and places</p> <p><b>Skills</b></p> <p>Use different words to talk about people and places</p> <p><b>Attitudes and values</b></p> <p>Use respectful language with different people</p>	5

4	Narrating about different places	<p><b>Knowledge and understanding</b></p> <p>Name people in different places</p> <p>Explain words used to talk about people and places</p> <p><b>Skills</b></p> <p>Use different words to talk about people and places</p> <p><b>Attitudes and values</b></p> <p>Use respectful language with different people</p>	
5	Comparing people according to their gender and	<p><b>Knowledge and understanding</b></p> <p>Explain words used to talk about people and places</p> <p><b>Skills</b></p> <p>Compare people according to their gender and occupations.</p> <p><b>Attitudes and values</b></p> <p>Appreciate work done by different people</p> <p>Use respectful language with different people</p>	5

6	Language structure	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and use present simple tense in different situations</li> <li>• Recognize the use of different articles and conjunctions (when, where, whereas)</li> </ul> <p><b>Skills</b></p> <p>Use present simple tense while describing people and places</p> <p><b>Attitudes and values</b></p> <p>Appreciate the use of present simple tense, past simple tense and articles plus conjunctions (where, when, whereas) to talk about people and places.</p>	
7	Assessment unit assessment		

## 1.1 Introducing oneself and others

### Lesson 1:

#### a) Learning objectives

##### Knowledge and understanding

Recognize words used for self-introduction

##### Skills

- Listen to text describing self and others' introduction
- Read/write texts about people's introduction
- Introducing her/ himself and others

##### Attitudes and values

- Appreciate the language used with people's introduction

- Show interest in other people's introduction

### **b) Teaching resources**

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

### **c) Prerequisites/ Revision/ Introduction**

Ask one student teacher to introduce him/herself and guide him/her to also introduce others. The tutor can also use a video where possible and show people who are introducing themselves and others. Thereafter, ask them some questions to the part of video clip watched.

#### **1.1.1. Learning activities**

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

Ask them to open their books, observe the pictures and answer questions that follow. Move around to help as many as possible. Invite some student teachers from different groups to share findings with the rest and thereafter ask them to link the pictures observed with the dialogue.

#### **Possible answer: for (1.1.1. Learning activity)**

1. Open ended. the tutor listen to different student teachers 'ideas and guide them to harmonize given answers.

**Example:** In **fig 1**: there is a person who is introducing the person whom they work together to her friend.

Whereas in **Fig. 2**, there is a person who is presenting a new nursery teacher to his colleagues.

2. A new workplace, new tasks, and new colleagues: The first day on the new job brings a lot of changes with it. This makes it all the more important during this phase of on boarding for head teacher to make sure that new colleagues are integrated into the team and to convey to them a sense of belonging. The reason is that a warm reception sets the stage for the rest of the on boarding process. It signals to newcomers that, in your school, people treat each other with respect, show interest in one another, and are valued. This helps to increase employee motivation right from the beginning.

- Open ended. the tutor listen to student teachers' views and guide them to the right answer.

Example: No, it is not necessary to talk about personal life or another person's life because life of person is private. So, it should not be share during introduction unless it's a person him/herself who shares it willingly.

- Open ended. the tutor may guide student teachers accordingly

Example: It is very important to introduce your friends when meeting new people to him/her to help him/her participate in the conversation if you have one.

- Text 1. Audio script between two teachers of Nursery school

Ask student teachers to read silently the dialogue individually, ask some questions to check if they have read , invite two student teachers to model read the dialogue. Put student teachers in small groups and ask them to find the meaning of new words using their dictionaries. Lastly, ask student teachers questions for comprehension.

### Possible answers to comprehension questions

- They are two people speaking, Yes Lucille has a brother
- He is younger than her because he is five years younger.
- Laura
- They look alike
  - They love the same kinds of food
  - They like the same kinds of movies
- Yes, the friends discussed a lot about Lucille's marriage up to her offspring.

### 1.1.3 Application activity

#### Possible answers: Application activities 1.1.3

Situation 1	
Formal	Informal
Allow me to introduce myself Pleased to meet you My name's Lisa Rodgers.' 'Pleased to meet you too 'What do you do?' And yourself	



### Situation 2

<b>Nice to meet you</b>	Hi
<b>My name's Paul.'</b> (Handshake)	Hello
<b>nice to meet you too</b>	<b>I don't think we've been introduced.</b>
<b>Do you work in the sales department?</b>	How is everything?'

#### 6. Essay writing

This is open to every student teacher, so you should read their ideas and provide constructive feedback using the following criterion:

- Coherence
- Content
- Punctuations
- Language used

## 1.2. Describing people and places

### Lesson 2

#### a) Lesson objectives

##### Knowledge:

- Explain words used to talk about people and places.

##### Skills:

- Read or listen to stories about different places.
- Use descriptive language to describe different places.

##### Attitudes and values

- Appreciate community services offered at different places.

#### b) Teaching and learning resources

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

#### c) Prerequisite/introduction/revision

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

### 1.2.1. Learning activity

Ask student teachers to read the text silently, ask some questions to check if they have read. Invite some students to model read or the tutor may fluently read for them. Invite different learners to read a loud for the whole class and put them in groups to identify words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions. (1.2.1. Learning activity).

#### Possible answers to comprehension questions (1.2.1. Learning activity)

1. Lucy is the name described in the passage
2. She is low on growth, brown-eyed and black browed. She has on her pale face barely visible **freckles**. Big brown eyes are framed with long **fluffy** eyelashes. She always grins with her amazing smile. When she laughs, her little nose wrinkles so funnily. She is very tidy and smart.
3. She is a sincere friend, there are never secrets between us. When Lucie is sick, her friend comes to her and talks about school and her adventures.  
-The author loves her friend for her sensitivity, kindness and spiritual purity.
4. The author loves this place because it is where she grew up and is a part of her childhood.
  - Appalachia is a part of the country the author loved.
  - The Appalachia Mountains are beautiful to her.
  - The author admired the trees, flowers, rocks on that hill.
5. At that place, People live in apartment or condominium buildings because of its little space available. I grew up in one of the many buildings in Pikeville admiring from my bedroom window the beauty of the mountains, always exploring with my eyes the forest or the meadows, looking for a clean and quiet place. And, I found one on a hill in the back of the town. It is about 100 feet square, it has seven old trees, wild flowers and a lot of bugs and ants during summer time.
6. Let's not deceive each other and love others as they are because we are not all the same. And finally not forget to beautify our places to attract other people.

#### Possible answers (1.2.2. Application activity)

##### 1. Meaning of the words used in the text

Meaning	Words
1. Deceive	Lie
2. Beautify	Make something or somebody beautiful

3. Huge	Big
4. Cheerful person	Someone who is talkative and interesting
5. Childhood	Early period of human growth and development
6. Freckles	A small pale brown spot on the skin usually on the face.
7. Adventures	Unusual and exciting experience
8. Tidy	If someone has a tidy mind, the way s/he thinks is very clear and organised
9. Brown eyes	Eye colour
10. apartment	A set of rooms of one floor of a large building where someone lives

3. On this open ended question of writing a paragraph, ask student teachers to write a paragraph on a given topic and provide constructive feedback to them using clear guidelines:

Example:

- Coherence of the sentences
- Context
- Language used (transitional expressions/grammar)
- Punctuation
- etc.

### 1.3. Talking about people at home

#### Lesson 3

##### a) Lesson objectives

**Knowledge:**

- Tell what people do in different places.
- Explain the importance of gender equality in occupations.

**Skills:**

- Read or listen to stories about different people.
- Use descriptive language to compare people.

### **Attitudes and values**

- Appreciate work done by different people.
- Be gender conscious when talking about occupations.

### **b) Teaching and learning resources**

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

### **c) Introduction/prerequisite to the lesson**

Student teachers should be guided to recall what they have learned in lesson 2. Tutor may request student teachers to share their experience about people at home and their occupations.

#### **1.3.1. Learning activities**

Ask student teachers to observe the picture in their books (page...). Ask each student teacher to link the picture observed with what they think the text will be about. thereafter ask them to pair with their friends then finally ask two desks to share the findings.

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

#### **Possible answers (1.3.1. Learning activity)**

1. The family has six people, she has one sister and two brothers
2. His father's work is to communicate with Vietnamese people.
3. She went to US where the language was no longer Vietnamese. All words were in English and did not speak it well.
4. They are proud of his young brother because he is doing well at university
5. Trees had no leaves because in winter time the weather is cold, and snow makes all the leaves fall off.

#### **Possible answers for (1.3.2. Application activity)**

1. Open ended. the tutor should ask student teachers to refer to unit five where they can get the guidelines for writing a paragraph.

The tutor may read different ideas written by student teachers and help them with constructive feedback by checking the coherence of sentences in a paragraph, context, punctuations and the language used.

2. Guide student teachers where they can refer to so as to produce a summary of a text read. Find the guidelines in unit five of this book.

## **1.4. Narrating about different places**

### **Lesson 4**

#### **a) Lesson objectives**

##### **Knowledge and understanding**

Name people in different places

Explain words used to talk about people and places

##### **Skills**

Use different words to talk about people and places

##### **Attitudes and values**

Use respectful language with different people

#### **b) Teaching and learning resources**

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

#### **c) Introduction/prerequisite to the lesson**

Before this lesson, students should recall what they have learned in lesson 3. The student teachers may have information about people at home because they have experienced from their families and societies they come from.

#### **1.4.1. Learning activity**

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

#### **Possible answers to comprehension questions (1.4.1. Learning activity)**

1. The exhibition of birds take place Last Sunday
2. At Salt Lake Stadium.
3. Our Chief Minister
4. They were very happy to see so many colourful birds together. It was very nice to see the talking parrot. A bird trainer was making the parrot talk. There were many food stalls. Different types of snacks were also sold at the fair. Children were mostly buying ice-creams and popcorns.

5. There were many species of birds. Birds like sparrows, parrots, kakatua, pigeon and many more were kept there for display.
6. Safari of Nandankanan from Puri
7. They have heard that dolphins are human's friends so they also wanted to make friends with them.

### Possible answers for (1.4.2. Application activity )

#### 1. Meaning of words

Words	Meaning
1. Exhibition	Show
2. Habitat	The natural home of a plant or animal
3. Stalls	A stand, booth, or compartment for the sale of goods in a market or a large covered area
4. Crowded	A gathering of many people in one small area
5. Barricade	An improvised area erected across a street to prevent free movement
6. Ribbon	A long narrow strip of fabric, used for typing or decoration
7. Species	A group of living organism consisting of similar individuals
8. Snacks	Simple complete packed food
9. Popcorns	Dry fried type of maize or any other corn that busts when heated and is usually eaten warm
10. Bargaining	Negotiating for prices of goods to be bought

#### 2. Writing

Open ended. student teachers should be requested to refer to the guidelines of writing activity in unit five. When providing constructive feedback, The tutor may read their written activities using some writing criterion such as coherence, language used punctuations content, etc.

## 1.5 Comparing people according to their gender and occupation

### Lesson 5

#### a) Lesson objectives

##### Knowledge and understanding

Explain words used to talk about people and places

##### Skills

Compare people according to their gender and occupations

##### Attitudes and values

Appreciate work done by different people

Use respectful language

with different

people

#### b) Teaching and learning resources

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

#### c) Introduction/prerequisite to the lesson

The student teachers may have information about places because they have experienced from their school trips and some subjects like geography and English in ordinary level. The tutor may help them to recall those information and ask them to link it with the new lesson under his/her guidance.

### 1.5.1. Learning activity

The teacher can ask student teachers to read the text silently for some time. Ask them questions on what they have read. Guide student teachers to do model reading and students teachers to read in turns. Put them in small groups and distribute some flash cards containing some words from the text read and their meaning on different flash cards. Ask student teachers who have the meanings of words to read and one with word related may show him/herself. Thereafter students should be asked comprehension and guided to draw a moral lesson from the text.

#### Possible answers for (1.5.1. Learning activity)

1. A man in the kitchen is an unusual sight in most places, be it urban or rural
2. Roles of men and women in the society (gender roles are clearly divided into how men are supposed to act and how women have to behave)
3. In most rural areas in Rwanda all this has started to change and men have miraculously accepted to step foot into the kitchen to cook and serve their children and wives.

4. Personal freedom is one of the hallmarks of democracy,” Hile stated.
5. The presence of women in administration and general politics indicates our rejection of the women’s traditional and **marginalized** status.
6. Open minded. The tutoe may listen to student teachers views and help them to harmonize their ideas. Example: Preparing different dialogues and activities which will involve a change in attitude and perception. Through engaging both men and women in the same activities where different people will see how important collaboration of both sexes can give effective results.
7. Open minded. The tutor may guide students accordingly.

Example: Question related to gender awareness

- a. At what extent do you think gender awareness has reached,
 

The majority of the people in Rwanda now are aware of the importance gender though some small number of people still resist.
- b. The area of improvement can be found among adults people than young ones because they were used to different understanding.
- c. My role as a teacher, I will make sure that children both boys and girls get equal right in everything and hopefully they will grow with positive mind sets about roles and occupations of men and women in our society.

#### **Possible answers for (1.5.2. application activity)**

1. Open ended.

The tutor may ask student teachers to refer to unit five of this book to get clear guidelines for debate process. And when giving construction feedback, help them to use the correct language, take notes when others from opposing side are speaking, organization and coherence of ideas can also matter. The tutor may also use the video record before providing feedback to student teachers so as to learn where much emphasis must be put.

## **1.6 Language structure**

### **Lesson 6**

#### **a) Lesson objectives**

**Knowledge:** Identify and use present simple tense in different situation.

- Recognize the use of nouns and articles while describing people, places and comparing occupations.

**Skills:**

- Write and speak using the present simple and past simple tense.
- Appropriately write using articles and nouns.



### **Attitudes and values**

- Appreciate language (present simple and past simple) used in introducing people, in describing places and in comparing people of different occupations.

### **b) Teaching and learning resources**

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

### **c) Introduction/prerequisite to the lesson**

This sub-unit is not new to students. Therefore, the tutor should ask students to recall related content about tenses, nouns and articles learnt in their lower secondary and primary level. Remind student teachers that it is an addition to what they already studied.

Areas to be revised include the grammatical rules that apply to each part of speech and more practices to have students master the content extensively.

#### **1.6.1. Learning activity**

The tutor may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. A tutor may also pick an extract from the text or article related to the context and make sure it has the language structure and ask student teachers to identify the language structure used. Through the analysis, student teachers will discover the rule to be followed in that language structure. Example: present simple tense, past simple tense, articles, conjunctions, etc. Thereafter, give some activities related to the language structure studied to check if that structure was well mastered by student teachers. Lastly, tutor may ask student teachers to write a paragraph related to the context (unit being studied) and more attention should be put on the use of that language structure.

1. Question 1. Ask student teachers to identify tenses and articles used in the extracts given. Listen to their answers and harmonize them to match the target language structure to be taught.

#### **Possible answers to application activity questions related to present simple tense.**

##### **1.6.2)**

1. The tutor may read the sentences and check if they are grammatically well structured in present simple tense.
2. Listen to students' experiences encountered at college and check if the language structure (present simple tense) is used and harmonize different activities done.

#### **Possible answers for (1.6.6. application activity related to present simple tense)**

i.

1. While
2. Whereas

3. Whereas
4. When
5. Whereas
6. When
7. Where
8. Comes

**ii. Possible answers**

1. an/the
2. a
3. a/the
4. a/the
5. a/the
6. a/the

### 1.7: Vocabulary

#### Possible answers for the matching activity

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

#### Possible answers ( 1.7.1. application activity)

Read the sentences written by student teachers and check whether student teachers' sentences are well structured. When giving feedback again, the tutor may pay attention to the context. After writing the sentences, allow student teachers to exchange their work and lead plenary correction.

#### Unit summary

In this Unit, you have learnt about people and making about places. Describing people and different places is very important because it helps the student teachers to understand that people are different due to diverse background and helps one that people live differently depend on places and culture. This can also help them

to learn different ways of expressing themselves by addressing people according to their status. As TTC/Year one student teachers, they may work with people from diverse background successfully. Therefore, knowledge about people and places will help you to make an informed and wise decision and contribute to language and behaviour that your students will have within different places in the future. In addition, the unit lessons have helped you to acquire reading, writing, listening and speaking skills about people and places through the activities given.

## 1.8. End unit assessment

### Possible answers to the end unit assessment questions

#### a) Complete the sentences with the correct form of the verbs in brackets.

1. Kamali and Kalisa often went to parties yesterday. (go)
2. Jenny sometimes meets Monica. (meet)
3. In summer, children usually play in the garden. (play)
4. Kalisa cleans the board every day. (clean)
5. My sister has blue eyes. (have)
6. Bill opens the window at night for it is always hot here. (open)
7. They all wear dark blue pullovers when it is cold. (wear)
8. He always does the housework himself. (do)
9. My mum goes shopping every Friday. (go)
10. I never watch TV in the morning. (watch)
11. Fred played football last week. (play)
12. Hannah and Betty often eat pizza (eat)
13. Frank likes watching TV. (like)

#### b) Decide whether to use a, an, or the for each of the following sentences.

1. The flowers he gave me are beautiful.
2. Her dad sings her a song each night before she goes to bed.
3. Have you ever eaten a raw egg before?
4. Excuse me, do you have the time?
5. He had an exciting day today.
6. Bob forgot to bring the cake he baked.
7. Can you please return the records you borrowed?
8. Fred met a wonderful group of people last night.
9. The people Scott met were also nice. Tell me a story!

## Additional activities

### A) Join pairs of sentences using (while and when)

1. I was making dinner. My sister was watching television.
2. We were watching the movie called "King Kong". A friend came over.
3. The movie ended. We turned off the TV.

### Possible answers

1. While I was making dinner, (comma)
2. when a friend came over. (short interruption; "at the moment")
3. When the movie ended, (short duration; "at the moment")

### B) Role play on self introduction and introducing others

**Possible answers:** Open minded. Tutor should guide students on how to prepare a role play and ask them to choose different scenarios. E, g: introducing your friend, introducing new employee as a leader, introducing the visitors in a ceremony, etc. Ask student teachers who are listening to the presentation to identify the language structure mostly used in the role play.

### C) Prepare a speech to tell people during your birth day.

The tutor may guide student teachers on different guidelines used when preparing a speech and finally help them to harmonize the work.

### d) Fill in the gaps with appropriate pronouns

1. Is this cake for me? Yes, it is for.....
2. Peter is hungry. Give..... some bread
3. Is your mother at home? Yes,.....sitting in the sitting room.
4. Are those boys French? Yes..... are.
5. It is Anthony's birthday so am buying..... a present.
6. Why is she here? Because ..... wants to see you.
7. We are going to the market and Christine is coming with.....

Expected answers are to additional activities.

1. You
2. Him
3. She
4. They
5. Him
6. She
7. Us

**e) Possible answers for the conversation arrangement**

1. Robert, this is my friend Mrs. Smith,
2. Hi, nice to meet you.
3. Nice to meet you too
4. Mrs. Smith, what do you do for living?
5. I am an engineer
6. Oh, where do you work?
7. I work for pentax international. What do you do?
8. I am a teacher.
9. What do you teach?
10. I teach English.

**f) Open minded.** The tutor may remind the student teachers to refer to the guidelines of writing a composition in unit five. In the time of giving feedback to student teachers, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations, context and thereafter, student teachers can easily see the areas of improvement as far as the purpose of feedback is concerned.

**Consolidated activities.**

Tutor may consider giving students the activity below on conjunctions as discussed in the sub-unit related to language structure.

1. I visit the Grand Canyon \_\_\_\_\_ I go to Arizona. (once, whenever, wherever)
2. This is the place \_\_\_\_\_ we stayed last time we visited. (where, when, how)
3. \_\_\_\_\_ you win first place, you will receive a prize. (wherever, if, unless)
4. You won't pass the test \_\_\_\_\_ you study. (when, if, unless)
5. I could not get a seat, \_\_\_\_\_ I came early. (as, though, when)
6. We are leaving Wednesday \_\_\_\_\_ or not it rains. (if, whether, though)
7. Pay attention to your work \_\_\_\_\_ you will not make mistakes. (so that, unless, or)
8. The musicians delivered a rousing performance \_\_\_\_\_ they had rehearsed often. (though, as, once)
9. She's honest \_\_\_\_\_ everyone trusts her. (if, so, when)
10. Write this down \_\_\_\_\_ you forget. (or, when, lest)

### Possible answers to consolidated activity above

- |             |            |
|-------------|------------|
| 1. whenever | 6. Whether |
| 2. where    | 7. So that |
| 3. if       | 8. as      |
| 4. unless   | 9. So      |
| 5. though   | 10. Lest   |

### **Additional activities**

#### **Extended activities.**

The extended activity is to challenge student teachers further with what has already been discussed in the unit.

- Talking about different places, shall be used. This activity is not compulsory but is likely to have students understand the concept further in a much more complex yet interesting way.

Activity: using internet, choose a place that you may wish to visit, write 250-word and describe it and put pictures of that place. The tutor may allow student teachers to work on this activity in groups and facilitate them to present it on the project in smart classroom. Remind them to effectively use some conjunctions learnt like where, when, whereas, etc. Help student teachers to harmonize the work.

#### **Additional notes:**

We use the conjunction *whereas* to indicate a contrast between two facts or ideas:

*He loves foreign holidays, **whereas** his wife prefers to stay at home.*

***Whereas** most new PCs have several USB slots, older ones often only had one.*

**Warning:** *Whereas* means the same as *while* in sentences expressing contrasts. It does not mean the same as *while* when *while* refers to time:

*The south has a hot, dry climate, **whereas/while** the north has a milder, wetter climate.*

*The secretary took care of my appointments **while** I was away from the office.*

Instead of: ... whereas I was away from the office.



## UNIT 2:

# CAREER AND CHOICES

**Key Unit Competence:** To use language in the context of Career and Choices

### 2.1 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit about career and choices, student teachers should have prior information on different careers. They could also remember related topics on career and choices learnt in entrepreneurship and English.

Student teachers may have information on different careers and what it may require to a right choice and most importantly learnt how to choose a career. They might equally have learnt in ordinary level different strategies and requirements for a person to choose and successfully fit into that career. Student teachers also have information on different people who chose careers and today they are successful or not even successful due to different reasons. In different articles and texts read in o' level English also, they learnt that to choose a career, you need also to relate it with what you are able to and not because someone else is doing it and indeed is successful but rather follow your goal and what you are capable of doing. Therefore, the tutor should start on these prior knowledge and skills to translate intended activities into classroom realities.

### 2.2 Cross-cutting issues to be addressed:

- **Gender education**

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

- **Peace and value education**

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using a language that can not harm anyone.

- **Inclusive education**

In this unit talking about career and choices, this cross-cutting issue will be addressed

while talking about how people's right in terms of employability regardless the disability that a person has. It will also be addressed through supports that both tutor and student teachers may provide to people with special needs. E. g: adapting the classroom instructions to every person, remedial activities by the teacher, providing explanation in extra time by classmates, etc.

- **Environment and sustainability**

It will be addressed when the tutor will be guiding student teachers in discussions related to what people call development and job creation but which can destroy our environment. Example, putting in place different industries and don't think about the safety environment. The tutor should help the student teachers to understand that job creation does not mean polluting environment but rather encourage them to create jobs which may not harm other things.

### **2.3 Guidance on introductory activity**

Ask student teachers to study carefully the pictures (on page.....) and through working in small groups, guide them to answer questions (**unit 1 introductory activity**). The tutor may move around to help some of the student teachers with special needs. Randomly select a representative from each pair to present findings to the rest of the class and before harmonizing the findings, ask them to relate their findings with how lessons will look like.

#### **Possible answers to the introductory activity questions**

1. In Fig one, there is a troop of female soldiers, in **fig. 2**, there is a person who is very surprised about the work of career advisor, in **fig. three** there is a nurse while in fig,4 there is a farmer
2. To bring together different results of the different work done for development
  - To come up with a better summary of the work
3. I would look for a career guidance advisor to advise me on the career chosen
4. Yes, they are necessary for the efficiency of the work done

Allow possible answers from student teachers.

5. To choose a career, one should have basic certificate
  - Young people should also be advised by a career advisor for the proper career to be chosen.



## 2.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Describing different types of careers and specific jobs	<p><b>Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>• Identify words and expressions in relation to careers and choices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Write about careers and choices to share information.</li> <li>• Describe different types of careers and specific jobs</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show willingness and hard work to achieve a future career of one's choice.</li> </ul>	4
2	Describing ways of finding jobs.	<p><b>Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>• Identify words and expressions in relation to careers and choices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Read/Write about careers and choices to share information.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show willingness and hard work to achieve a future career of one's choice.</li> </ul>	4
3	Recounting a career	<p><b>Knowledge &amp; understanding</b></p> <ul style="list-style-type: none"> <li>• Explain words and expressions used in text on careers and choices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Write about careers and choices to share information.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Recognize other people's contribution in society.</li> </ul>	3

4	Qualifications and Skills	<p><b>Knowledge &amp; understanding</b></p> <p>Explain words and expressions used in text on careers and choices.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Read texts about careers and choices for information.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Respect and love for work well done.</li> </ul>	4
5	Language structure  The Perfect Tenses (present perfect, present perfect continuous, past perfect tense ...)	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Identify and use present perfect tense and present perfect continuous in different situations</li> <li>• Recognize the use of Past perfect</li> </ul> <p><b>Skills</b></p> <p><b>Attitudes and values</b></p> <p>Appreciate the use of present perfect tense, present perfect continuous tense and past perfect to talk career and choices.</p>	5
	Assessment		

## 2.1 Describing different types of careers and specific jobs

### Lesson 1:

#### a) Learning objectives

##### Knowledge & understanding

- Identify words and expressions in relation to careers and choices.

##### Skills

- Write about careers and choices to share information.

##### Attitudes and values

- Show willingness and hard work to achieve a future career of one's choice.

#### b) Teaching resources

In this lesson, you may use pictures, job application formats, Flash cards, markers, video, computer and a projector. The tutors may use internet to get information on types of careers/professions that student teachers did not get chance to get informed about them or see them in their community.

### **c) Prerequisites/ Revision/ Introduction**

Introduce this lesson with the pre-reading activity as a way of diagnosing what students already know about different types of careers and specific jobs.

#### **2.1.1. Learning activities**

Ask student teachers to work discuss on pre-reading activity in their student teachers' books to be done in pairs or groups that will stimulate their thinking. Guide them to link the picture above the text with what will be discussed in the text. Ask a few student teachers to present and give some comments. Ask student teachers to read the text that follow silently as you move around. Give students time they should take reading and ask some questions to check their reading progress.

Invite some students to give model reading or the tutor her/him self can model read and encourage readers to be loud, clear and mind about pronunciation. Ask student teachers to find difficult words, explain them and use them in different sentences using dictionaries. Finally, ask some questions of comprehension and assign them a task to be searched from internet about jobs that many people enjoy to do.

#### **Possible answer: Question for (2.1.1. 2.1.1. Pre-reading activity)**

##### **Open ended question**

On this kind of question, allow possible ideas answering the activity above.

##### **Possible answers to comprehension questions**

1. The profession of teaching, the profession of a doctor, the profession of a soldier, the profession of a farmer,
2. Because teaching has lost the high status they used to enjoy in society.
3. He considers service to mankind his mission, he changes moderate fee and works whole heartedly to mitigate the sufferings of the oiling humanity.
  - Allow other possible answers from student teachers
4. This is because politicians are mostly corrupt
5. Open ended question,

The tutor should effectively channel student teachers' answers and help to draw a conclusion

## Exercises

### Possible answers

#### 1. Matching application / application activity

A	B
Fire fighter	A person whose job is to stop fire burning
Surgeon	A doctor who cuts into the body to remove diseased part
Pilot	Somebody who flies an airplane
Office manager	Somebody whose job is to manage part of a company
Actor	A man or a boy who acts in plays or films
Artist	A person who is good at painting
Post man	a person who brings office letters
Teacher	A person who teaches
Archeologist	A person who studies ancient societies
Pianist	A person who plays the piano
Chef	A person whose job is to cook in a restaurant
Miner	A person who gets coal from under ground
Vet	A person whose job is to treat sick animals
A librarian	A person who checks in and out books and gives advice on what to read

Open ended question: Read through student teachers writings and comment accordingly.

- Guide student teachers on how to write essays or compositions, refer them to unit 5 in their textbook.
- The tutor should review the procedures on composition writing seen before in other units.

## 2.2 Describing ways of finding jobs

### Lesson 2

#### a) Lesson objectives

##### Knowledge:

- Identify words and expressions in relation to careers and choices.
- Explain the ways and importance of finding a job.

##### Skills:

- Listen to various speakers talking about careers and choices for information.
- Use descriptive language to talk about ways of finding a job.

##### Attitudes and values

- Show willingness and hard work to achieve a future career of one's choice.
- Show Satisfaction with personal remuneration.

#### b) Teaching and learning resources

Photographs, textbooks, audio materials, maps, Dictionaries.

#### c) Introduction/prerequisite of the lesson

The tutor should have a review of the previous lesson such that the connection is not cut. It is significant that the lesson revolves around how to find jobs. Remember, student teachers will be out of college sooner than we may think. This lesson will be a guide to simplifying job search. Endeavour to make it interactive.

##### 2.2.1. Learning activities

- The tutor should ask student teachers to observe the pictures in the conversation about interview.
- The tutor can ask student teachers to role play the conversation. He/she may guide them to understand the content and context for effective work.
- The tutor should give student teachers time to do this according to the length of the conversation.
- The conversation should be rehearsed in pairs and ask student teachers to use dictionaries to avoid complicated words that can block the understanding of the conversation.

### **Possible answers (Text 1: Reading comprehension: An Interviewer and an Interviewee)**

1. The interviewer is tom and the interviewee is David.
2. In the engineering department. The position of an entry level engineering position.
3. On the website of the manager of the engineering company. Having hands on programming experience is an added advantage, knowledge of data base systems or skills on developing applications. The applicant is supposed to be having a bachelors degree in computer engineering.
4. The interviewee worked as a lab tutor in school for 2 years. He guided students through their projects in several programming languages.
5. He taught this job would help him grow his career.
6. Open ended. The tutor should guide student teachers accordingly
7. The tutor may allow student teachers time to rehearse the conversation.

#### **2.2.2 Application activity**

The tutor can ask student teachers to open their books and tell each student teacher to read the text silently and guide them with some questions to see if they have really read. Invite some volunteers to read aloud as model reading. Ask student teachers as they seat to find some new words and explain them using dictionaries. Ask student teachers to discuss also on comprehension questions and provide time to share what they did with the rest of student teachers. Comment on the activities done as you harmonize different presentations.

#### **Possible answers to the comprehension questions**

1. Open ended. Doing internships and volunteering can help get experience then get a job in a long run. Allow possible answers from students in addition to the ideas given.
2. Professional internship is when a newly qualified person is allowed to do practice in his/her career while career opportunity is a great way people get experience in a different field.
3. - Yes, because volunteerism can help a person gets an experience in his/her area of interest and meets people in the field. Volunteering gives you skills practiced through this process.  
- Allow possible answers from student teachers.
4. Applications are done online, and when their applications are accepted, they are called for written exams and interviews. To apply in this way on job channels you must send open account with either job in Rwanda or Rwanda civil service recruitment portal and umurimo.com where you send all your credentials and curriculum vitae.

**Application activity (2.2.2. Vocabulary:** Find the meaning of the following words used in the passage using dictionaries and thesauruses)

Words	Meaning
1. Internship	the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.
2. Job market	The job market is the market in which employers search for employees and employees search for jobs. The job market is not a physical place as much as a concept demonstrating the competition and interplay between different labor forces. It is also known as the labor market.
3. plan B	an alternative strategy.
4. Volunteering	<b>Volunteering</b> is generally considered an altruistic activity where an individual or group provides services for no financial or social gain «to benefit another person, group or organization». Volunteering is also renowned for skill development and is often intended to promote goodness or to improve human quality of life. Volunteering may have positive benefits for the volunteer as well as for the person or community served. It is also intended to make contacts for possible employment. Many volunteers are specifically trained in the areas they work, such as medicine, education, or emergency rescue.
5. Professional	relating to a person's work, especially work that requires special training.

## 2.3 Recounting a career

### Lesson 3

#### a) Lesson objectives

##### Knowledge:

- Identify words and expressions in relation to careers and choices.

##### Skills:

- Read texts about careers and choices for information.
- write about careers and choices to share information.

### **Attitudes and values**

- Respect and love for work well done.
- Show willingness and hard work to achieve a future career.

### **b) Teaching and learning resources**

Photographs, textbooks, audio materials, maps, Dictionaries.

### **c) Introduction/prerequisite of the lesson**

The pre-reading activities and all the comprehension texts in this lesson will greatly improve the reading, pronunciation of word and subsequently new words are likely to be adapted. The tutor should give balanced time for all activities in order to realize the objectives of this sub-unit.

#### **2.3.1. Learning activities**

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

#### **Possible answers (Comprehension questions)**

1. Her first jobs is to work at a call center of a cellular phone company
2. After only three months, she decided to shift to becoming a pre-school teacher
3. For the next three years, she took Early Childhood and Education programs.
4. Being a teacher requires sacrifices, love, and dedication. Janice's long-term goals are about her career as a teacher and the benefits she can get from it. She is working hard to save money and to buy her own house. She also plans to finish her Master's degree in two years. What are the weakest time to Janice and did she say that her life is centered?
5. Her life is centered on being a good person and being the most "engaging and loving teacher" for her classes. For her, she is a teacher in and out.

#### **Possible answers (2.3.2. Application activity)**

Guide student teachers with some guidelines of a role play. The tutor may listen to student teachers carefully when acting out the role play related to career so that he/she can identify how student teachers use the language structure, also to check whether the play is related to the context. In the debriefing, ask some of the bebenefits of the career recounted.



## 2.4 Talking about Qualifications and skills

### Lesson 4

#### a) Lesson objectives

##### Knowledge:

- Identify words and expressions in relation to careers and choices.
- Explain the ways and importance of finding a job.

##### Skills:

- Listen to various speakers talking about careers and choices for information.
- Use descriptive language to talk about ways of finding a job.

##### Attitudes and values

- Show willingness and hard work to achieve a future career of one's choice.
- Show Satisfaction with personal remuneration.

#### b) Teaching and learning resources

Photographs, textbooks, audio materials, maps, Dictionaries.

#### c) Introduction/prerequisite of the lesson

The tutor should have a review of the previous lesson such that the connection is not cut. It is significant that the lesson revolves around how to find jobs. Remember, student teachers will be out of college sooner than we may think. This lesson will be a guide to simplifying job search. Endeavor to make it interactive.

#### 2.4.1. Learning activities

The tutor may guide the student teachers on the question related to pre-reading. Ask each and every student teacher to think and write something on the question, then ask two persons to pair to come up with one agreed answer and thereafter, join different pairs to share together their findings. Move around when student teachers are discussing and help those with special needs.

After sharing, ask student teachers to observe the pictures and answer questions related using the same groups. The tutor should then randomly select both boys and girls as representatives of their groups to share the findings and harmonize those activities.

The tutor can refer to the previous unit / sub-units as far as text analysis is concerned.

#### Possible answers (2.4.1. Pre-reading questions)

This an open ended question, tutor may listen to and read through ideas presented by student teachers and harmonize answers given to match them with the context.

Give opportunity to student teachers to speak out their ideas and read through those which are written. Check the language used, spelling words and guide them accordingly.

### **Possible answers(pictures)**

1. Different people who are graduating (nursery school children and university students)
2. Qualification means: a pass of an examination or an official completion of a course, especially one conferring status as a recognized practitioner of a profession or activity.
3. Professional qualifications are a way of establishing yourself as a professional in your field who has extensive knowledge.
4. Open ended. The tutor should allow student teacher's views and guide the discussion as effective as possible

### **Possible answers( Comprehension questions- text 1)**

1. I wanted to have superpowers. I thought that strength or ability to flow and be invisible would give me a chance to fight crime. That was my way of making the difference in the world.
2. First of all, I love kids. Being around them, coming up with ways to make school program interesting for them and investing in their personalities, not only their intelligence, are all among my biggest passions in life.
3. Extraordinary children or special children
4. I will found my own Special Education Establishment where kids would come not only to gain valuable knowledge but also find friends, rediscover their passions, and fulfill their bravest dreams.

### **Possible answers(Job advertisement-2.4.2. Application activity)**

1. A job vacancy is defined as a paid post that is newly created, unoccupied, or about to become vacant: for which the employer is taking active steps and is prepared to take further steps to find a suitable candidate from outside the enterprise concerned;
2. Inyange Nursery School
3. Professional teaching certificate of secondary in Early childhood and lower primary Education.
4. Computer literate in Microsoft word, Excel and PowerPoint
5. Open ended. The tutor should allow different ideas and guide to conclusion.
6. Using e-mail address of the school/online
7. Interested candidates with all requirements should send their documents (application letters, curriculum vitae and academic transcripts) to Inyange.

[nursery12@gmail.com](mailto:nursery12@gmail.com)

### **Possible answers(Text 2: Comprehension questions )**

1. To gaining educational qualifications with enough trainings
2. No, because one can have a high degree but without skills.
3. Open ended question. Allow student teachers discussion it about beyond the text read to maximize their learning.

This passage from the text can also help you to guide them with answers they should give. In terms of work, many people study hard to become well-qualified but then fail to reach the heights of success that they expected. This is because in today's world there is a high level of competition for many jobs and a high number of graduates or qualified people. Not only this, there are other skills needed aside from qualifications.

'People skills' are also very important and so regardless of the level of qualifications, those who cannot get along well with others may be less likely to achieve the success they desire.

4. Open ended. The tutor can guidestudent teacher's discussion to get intended answer.

## **2.5 Language structure: The Present Perfect, Present Perfect Continuous and past perfect**

### **Lesson 5**

#### **a) Lesson objectives**

##### **Knowledge:**

- Recognize and explain the use of present perfect and present perfect continuous.

##### **Skills:**

- Speak about people 's careers and choices while paying attention to present perfect tens,
- Listen to various speakers talking about careers and choices for information.

##### **Attitudes and values**

- Appreciate the use of present perfect and present perfect continuous when talking about career and choices.

#### **b) Teaching and learning resources**

Photographs, textbooks, audio materials, maps, Dictionaries.

### c) Introduction/prerequisite of the lesson

Student teachers are expected to have knowledge about present perfect, present perfect continuous and past. The tutor should use written exercises to check their knowledge.

#### Application to the language structure 2.5.1.

Student teachers can be given different activities to apply the language structure taught. The tutor should give a relevant activity and provide constructive feedback.

#### Unit summary

In this Unit, you have learnt about careers and making informed career choices. The choice of career one makes is very important because it determines what you will do for the rest of your life. If you make a bad choice, you will regret it, but when you make a good choice, it is the beginning of a happy life. As TTC/Year one student teachers, your career is teaching but still being a teacher cannot limit you to follow something else in future. Therefore, knowledge of career choice will help you to make an informed and wise decision and contribute to choices that your students will make in future. In addition, the unit lessons have helped you to acquire reading, writing, listening and speaking skills about career choices through the activities given.

### 2.6. End unit assessment

#### Possible answers

1. Open ended. the tutor should refer to unit 5(student book) to help students in writing activities. When providing feedback check how language structure was used, coherence of paragraphs, context, punctuations, etc.
1. **Choose the correct answer.**
  1. We love this writer's books. We (**have been reading** / had been reading) them for years.
  2. Her clothes were dirty because she (has been working / **had been working**) in the garage.
  3. Where have you been? We (had been waiting / **have been waiting**) for you for ages.
  4. He hasn't decided on a career yet, but he (**has been thinking** / had been thinking) about it lately.
  5. After she (has been playing / **had been playing**) the violin for ten years, she joined an orchestra.
2. **Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous or the Past Perfect Continuous.**
  1. How long had your father been working for the company when he retired?
  2. Mike has never had an accident and he **has been driving** for years.

3. She had no idea it was so late because she **had not been watching** the time.
  4. "Have **you been taking** your medicine regularly, Mrs Smith?" "Yes, doctor."
  5. They eventually found the dog after they **had been looking** for it all night.
3. **Complete the sentences with a suitable word or expression from the following: for, by tomorrow, so far, the week before, since**
1. Our TV hasn't been working **since** last week.
  2. The Browns invited us to dinner although we had only met **the week before**.
  3. They will have finished painting the house **by tomorrow**.
  4. We had been writing **for** nearly an hour when the bell rang.
  5. They have interviewed three suspects **so far**.
4. **Put each of the following words in its correct place in the text below**

**Successful, engineer, lives, teens, profession, choose, interests, decisions, character, job, answer, career**

It is very important for everybody to make the right choice of **career**. And it is no wonder because there are a lot of honourable professions to choose from, for example, the profession of a teacher, a doctor, a computer-operator, an **engineer**, a journalist, an agronomist, a miner, a fitter, etc. It is difficult for the young people of seventeen to give a definite **answer**. There are lots of people who take **decisions** about their professions and their career very easily.

It is a matter of fact that only few of them become successful in their careers and their **lives**. Such people don't gain much success in their professions and their careers. The next point is that there is a big difference between **job** and career. Job is just a place to work in and to earn your living while **career** involves planning out the journey, picking up the necessary skills along the way to be successful, and purposely deciding what your **interests**, skills and work values are. Choosing a career is a hot question for school-leavers.

I know that leaving school is the beginning of my independent life, the beginning of a far more serious examination of my abilities and **character**. My parents and school teachers helped me to **choose** my future profession. I would like to become a teacher as my parents are. This profession is to my liking though I understand that it is a difficult job, but I like people and my long-term dream is to bring up and teach children. Some people never pick a career. They continue drifting from job to job, without considering where the drifting will lead. **Teens** may change their career interests or goals over time, but a well-chosen career usually leads to more advanced and challenging opportunities. And let's face it – you're likely to be working most of your life, so why not enjoy what you're doing. Finally, I'd like to advise you to choose your career carefully and then you will be happy and **Successful** in your future life.

**Key unit competences:** To use language learnt in the context of Social cohesion.

### 3.1. Prerequisites:

**This unity is already learnt in: history, citizenship, and religion.** The interconnections between these subjects will equip students with prior knowledge to the new unit. In citizenship, students learnt how to live with others. In history students learnt how people lived together in the past while in Religious studies students learnt how to live in harmony in society

### 3.2. Crosscutting issues to be addressed:

**Gender education:** This issue will be addressed in that student Teachers of both gender should actively participate fully in the lesson, and acquire skills and values with respect by living together in different communities in peace hence valuing each other.

**Peace and value education** will also be addressed from the skills and attitudes of living together in harmony.

**Inclusive education** will also be addressed where all students of both gender should actively be involved in lessons.

### 3.3 Guidance on introductory activities:

The tutor should ask student teachers questions about the previous sub unit. Ask student teachers through brain storming on picture interpretation in their book.

### Possible answers to the introductory activities:

1. In picture 1, people are working together for a common goal or they are giving hands to the needy.
  - The tutor should allow possible answers from student teachers.
2. People can only work together if they have a common understanding.
3. Social cohesion.
  - Allow possible answers from student teachers and guide them.

### 3. 4 List of lesson/ sub heading

#	Lesson title	Learning objectives	No. f periods
1	Talking about personal values	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify words and expressions used in the context of social</li> </ul> <p><b>Skills:</b></p> <p>.use of words and expressions related to personal values,</p> <p><b>Attitudes and values:</b></p> <p>Appreciate the importance of a cohesive society.</p> <ul style="list-style-type: none"> <li>Show respect for all people.</li> </ul>	7
2	Describing words and expressions used in social cohesion,	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain words and expressions related to personal values.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Express oneself using social cohesion words and expressions.</li> </ul> <p><b>Attitude and values:</b></p> <ul style="list-style-type: none"> <li>Appreciate that all relationships are mutual benefits when people respect each other's values.</li> </ul>	7
3.	Elaborating on peace and unity.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain words and expressions related to personal values.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use modal verbs while talking about peace and unity in Rwanda.</li> </ul> <p><b>Attitudes and values:</b></p> <p>Contribute to social cohesion in one's community.</p>	7

4.	Language structure.	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• <b>Analyze the use of modal verbs..</b> Recognize the use of passive voice.</li> </ul> <b>Skills:</b> Apply the use of passive voice and modal verbs. : <b>Attitudes and values: .</b> Appreciate mutual respect to peace and value in ones community.	6
	End unit assessment		1

### 3.1 Talking about personal values

#### Lesson 1:

##### a) Lesson objectives:

###### Knowledge:

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

###### Skills :

- use of words and expressions related to personal values

###### Attitudes and values:

- Appreciate the importance of a cohesive society.
- Show respect for all people.

##### b) Teaching and Learning resources:

- The Tutor may use different pictures related to peace education and unity.. People working together in harmony.
- Flip charts, testimonies, stories on peace education and those on unity and reconciliation on charts from AIGIS International.

##### c) Introduction/Revision/Prerequisites of the lesson: -

The Tutor should remind student Teachers about the previous Lesson, through question and answer in relation with the context or brain storming. The tutor should begin anew lesson on what student teachers know from their experiences.



### 3.1.1 Learning activities: Reading and texts analysis.

**Guidance to the teacher:** Allow active learning participation as student teachers read the text motivate them and encourage gender participation..

- Let student teachers work in groups.
- The tutor should do model reading or randomly pick student teachers to read aloud. After , ask student teachers to present their answers as a group .

#### **Possible answers to activity 3.1.1**

1. Open ended. (allow students ideas and guide them accordingly.)
2. David lacked Personal Values and respect for others.
3. Resilience and critical thinking
4. The two families would have sat together, discuss matters and unite David and Doreen.
5. Open ended. Allow possible answers from students.
6. Respect for each other. The tutor should allow possible answers.

### 3.1.2. Application activity on speech writing:

**Possible answers:**

- Open ended,
- The tutor can ask student teachers to refer to the notes given in their text book on speech writing.

## 3.2. Describing words and expressions used in social cohesion

### Lesson 2

**a) Lesson objectives:**

**Knowledge and understanding:** Explain words and expressions related to personal values.

**Skills:**

- Express oneself using social cohesion words and expressions.

**Attitudes and values:**

Contribute to social cohesion in one's community.

**b) Teaching resources:**

- The tutor can use flash cards (a grab bag with flash cards). Student teachers pick words randomly from the grab bag and they use those words in sentence construction.
- Chalkboard, etc

### c) Prerequisites:

Student teachers will have read related text, the tutor should ask student teachers, how they relate with others in communities they live in.

#### 3.2.1. Learning activity: Reading and text analysis.

- **Guidance for the tutor:** The tutor should encourage student teachers to read the text in groups.
- He/she can do model reading or pick student randomly, to read aloud as others listen.

#### Possible answers for the learning activity:

1. Social cohesion ,can be referred as the glue that binds us together, or the forging of a common sense of identity and belonging.
2. Inclusivity and tolerance.
  - Accept student teachers' responses, and guide them critically.
3. Open. Move around as students discusses, and let them carry out presentations.

#### 3.2.2. Application activities: Vocabulary and essay writing:

##### Possible answers for vocabulary activities:

Word:	meaning:
a. Conflict management.	a. This may refer to ways of finding solutions to disagreements between individuals or parties.
b. Inclusivity.	• Giving all people equal value, regardless of their physical make up and race.
c. Solidarity.	• The willingness of working and living together in peace.
d. Tolerance.	• This is a value of accepting each other's behavior in any given society to enhance social cohesion
e. Bonds	• The degree to which an individual is integrated into the society. Also <b>a link</b> .
f. glue	• The essence that holds a society.
g. compassion	• A feeling of apathy for one another

#### 2.Open end.

- Allow students' possible answers and check for their coherence. Refer student teachers on essay writing notes in their text book.

### 3. Open ended.

- Guide student teachers on speech writing.

### 3.3. Elaborating on peace and unity

#### Lesson 3:

#### a) Learning objectives::

##### Knowledge and understanding:

Explain words and expressions related to personal values.

##### Skills:

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

##### Attitudes and values:

- Contribute to social cohesion in one's community.

#### b) Teaching and learning resources:

The tutor should improvise charts showing the continuum of benevolence.

The tutor can best draw it out of students' book. Pictures related to peace and value education.

#### c) Prerequisites:

The teacher may lead student teachers the revision before anew lesson. The teacher can do this through brain storming to test students' prior knowledge on the new topic. From the integration of subjects, student teachers have learnt from history and citizen ship, how people lived together in the past. This prior knowledge will facilitate learning from known to unknown.

### 3.3. 1. Learning activity and text analysis:

#### ▪ Guidance for the teacher:

Lead student teachers to the critical study of the graph on the continuum of Benevolence before answering. This should be done as a discussion in groups.

#### 3.3.1. Possible answers to the learning activity (3.3.1)

1. Love, peace, acceptance, Connection, Empathy.
2. Indifference. This refers to having no interest, concern and sympathy for others. This also includes fear mistrust and anger. There was no sense of caring. This is the service we give to others. No humanity and concern for others .There was no love.

This describes a deep feeling of compassion, trust e.tc. .Rwandans had no values of empathy ,as the ability to understand and share the feelings of another.

- Allow more responses from student teachers and guide them.
- All the above values that Rwandan society lacked lead to Genocide against the Tutsi in 1994

#### **Possible answers to the conversation questions:**

1. Rugamba spent his holidays in Burera.
2. Rugamba loves Burera because people in Burera are friendly.
3. The training purpose and expectations were mainly built on one statement that was stated as **“Roles and responsibilities of youths to build and sustain a cohesive society.”**
4. They organized to train mainly those students in peace Education clubs.
5. They joined others in the dining room.

#### **3.3.2. Application activities: Role playing a dialogue and writing a report**

##### **Possible answers to the Dialogue and role play:**

1. Open ended. (Ask student Teachers to role play the dialogue and discuss reasons for unity and peace clubs in Rwandan schools.
2. Open ended (guide Student teachers to take minutes by summarizing the ideas)

##### **Possible responses on Vocabulary activities:**

1. Cohesion. 2. Relationship 3. Values 4. Belonging. 5. Values.6. Responsibility 7. Social cohesion or peace and unity. 8. Love.

#### **3.4. Language structure: (Some forms of the verb):**

##### **Lesson 3.**

##### **a) Learning objectives:**

###### **Knowledge:**

- Explain words and expressions related to personal values.

###### **Skills:**

Apply action words used in social cohesion using active& passive form.

**Attitudes and values:** Contribute to social cohesion in one’s community.

#### **b) Teaching and learning resources:**

- The tutor can use a grab bag (flash cards). May use flip charts, chalk board, Dictionaries, internet, etc.

#### **c) Prerequisites for the lesson:**

The tutor should remind student teachers some forms of verbs and tenses shortly before the lesson get started. Student teachers should be able to answer questions on passive voice, they should be having knowledge on **verb, subject, object** in sentence, modal verbs.

#### **3.4.1. Possible answers to the passive and active voice questions**

1. When the active voice is in **the present simple tense, the main verb** in the passive voice changes **to its past perfect tense**.
  - Using their text books, ask student Teachers to make notes In their exercise books, **summarizing the rules** on passive and active voice, from student Teachers” text books.
  - Move around identifying those who are not working and helping those with problems. Give time to Student Teachers, to make notes.
2. We use such forms, because sentences in the active voice are in **imperative form**. (order form.) While others are in Requests (polite forms)

### **Lesson 4.**

#### **3.5. Language structure: Modal verbs: must, should.**

##### **a) Lesson objectives:**

##### **Knowledge and understanding:**

Explain the use of modal verbs (must, should)

##### **Skills:**

Use modal verbs (must, should) in the context of social cohesion.

##### **Attitudes and values:**

Contribute to social cohesion in their communities.

##### **b) Teaching and Learning resources:**

The tutor may use flash cards and other resources as in **Lge. Use structure 1.**, may use **audio** and audio **visual** resources. pay attention to the students with disabilities. eg. hearing impairment, visually impaired etc

**c) Prerequisites for the lesson:** A good knowledge on modal verbs and other forms of verbs and their tenses, is the best prerequisite for this Lesson.

### 3.5.1 Possible answers to modal verbs questions:

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

### Unit Summary:

This unit discusses social cohesion. The content includes: talking about personal values that enhance social cohesion, Words and expressions for social cohesion,elaborating on peace and unity,Modal verbs: should, must, can, may, Active& Passive voice, vocabulary and sentence formation activities. You could have seen that social cohesion exists in your community. This lesson intends to help you understand the role of social cohesion in the people's well-being and equip you with the language and skills.

### Additional information for the teacher:

Rules for changing **Active Voice** into **Passive Voice**.

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb. ...
- Change the verb into past participle of the verb.
- Add the preposition "by"
- Change the subject into object.

### Modal verbs:

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

### 3.6 End unit assessment

#### 3.6. 1. Expected answers to the assessment

##### 1. Open ended.

- Check for the coherence of student, Teacher's ideas in relation to the context.
- Read their possible answers critically and guide them accordingly.

##### 2.

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

### 3.

Words	Phonetics symbols.
a. Tolerance	1./'tɒl(ə)r(ə)ns/ 2./'kɒnflɪkt/
b. Conflict	3./kə(ʊ)'hi:z(ə)n/
c. cohesion	4/.pi:s/
d. Peace	5.../'vælju:
e. Value	6.].kə'neɪkj(ə)n/
f. Connection	7./dɪvɜ:sɪti,
g. Diversity	

#### ▪ Additional activities:

#### Active and passive voice:

1. Ask student Teachers to construct sentences of their own changing from active to passive voice( 5 sentences).
  - Check on the changing of tense from active to passive voice. Also **the inversion** of subject object referring to the above short notes.

#### Remedial activities:

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

**A)May b) must c) Can d) should e) will**

**Possible answers:** Open ended. Read and listen to student Teachers answers and guide them.



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

#### **4.1 Prerequisite**

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

#### **4.2 Cross- cutting issues**

##### **Financial Education**

This cross-cutting issue will be addressed through different activities of this unit because they are all about personal finance and development. It can also be addressed through situations which can be arisen from classroom activities while teaching and learning is taking place.

##### **Gender education**

It will be addressed through content, techniques and tutor and student teachers' ways of addressing both boys and girls in classroom. Examples, you may find a text which only talk about men's abilities to run business and minimize the role of women, tutor can use pair works, group works and make sure that boys and girls are given equal chance.

##### **Inclusive education**

Through helping all student teachers based on abilities of everyone, questions that student may ask such as how people with visual impairment can use ATM cards, how do they know the amount of money especially with modern theft.

##### **Peace and value education**

Through different activities in groups, dialogues, pair works, etc, there is a need of having an environment where student teachers respect each other's point of view, active listening among student teachers and the tutor, conflict resolution and problem-solving when such situations happen.

### 4.3 Guidance to introductory activity.

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

Ask students to look deeply at the picture for a good long time. Have them observe shapes, colours, textures, the position of people and/or objects, etc. Have students write down what they see without making any interpretation about what the picture is trying to say. The tutor may find out from students if they have any questions about the picture. These questions should be answered before the interpretation starts. The tutor may ask as many questions as possible and may correct students. Have students discuss the questions after the picture in pairs and present after.

#### Possible answers to introductory activity

1. Buying and selling activities in shops/super markets. There is on fig. 1 a person who is using writing on receipt and customers around. Then, in the second fig.2, there is a person who is choosing goods to buy.
2. The seller is preparing a receipt for a client because receipts allow for accurate tracking of sales and revenue. Also, when a business faces an Internal Revenue Service audit on its tax returns, receipts serve as valuable documentation of sales transactions. A receipt also notes any discounts on sales or allowances, which are used for accounting and financial reporting.
3. This is an open ended question, the tutor may give opportunity to student teachers to share their views and then, help them to harmonize their ideas. Example, Yes, because personal finance covers managing your money, saving and investing. It encompasses budgeting, banking, insurance, mortgages, investments, retirement planning, and tax and estate planning. So, the pictures observed have presented some of the activities related to personal finance.

### 4.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	Describing financial tools and their use	<b>Knowledge:</b> <ul style="list-style-type: none"><li>• Identify words for financial tools.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Talk about financial tools to share views.</li></ul> <b>Attitudes and values:</b> <ul style="list-style-type: none"><li>• Be confident about key financial terms.</li><li>• Take financial responsibilities and planning for self and the family.</li></ul>	3

2.	Talking about financial terms	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain key financial Words and expressions</li> <li>• Identify the key terms about different financial institutions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Present a narrative text about how people can achieve financial progress.</li> </ul> <p><b>Attitudes and values:</b></p> <p>Take financial responsibilities and planning for self and the family.</p> <ul style="list-style-type: none"> <li>• Be confident about key financial terms.</li> </ul>	5
3.	Describing financial institutions	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify words for financial tools</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a text about how to make personal finance.</li> <li>• Write a text showing the classification of various financial institutions according to their services.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Take financial responsibilities and planning for self and the family.</li> </ul>	5
4.	Language structure (Some, much, (a) little or a lot, all, etc.)	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize the uses of quantifiers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Present a narrative text about how people can achieve financial progress.</li> <li>• Write a text about how to make personal finance.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Be confident about the use of financial terms.</li> <li>• Appreciate the use of quantifiers in finance.</li> </ul>	6
5.	End of unit assessment.		1

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

#### **4.1 Describing financial tools**

##### **Lesson 1**

###### **a) Lesson objectives**

###### **Knowledge:**

- Talk about financial tools to share views.

###### **Skills:**

- Talk about financial tools to share views.

###### **Attitudes and values**

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

###### **b) Teaching and learning resources**

Brochures of financial institutions, testimonies, stories, guest speakers, videos, textbooks, flash cards, rice sack, internet.

###### **c) Prerequisites/ Revision/ Introduction**

Introduce this lesson with the pre-reading activity as a way of diagnosing what students already know about **financial tools**.

###### **4.1.1. Learning activity and text analysis**

Introduce this lesson by asking students to recount their experiences with buying things. The experiences might be funny, embarrassing or educative. Ask them some tools they use to buy goods and what can happen if they are asked the proof of things bought.

Ask student teachers to work in groups of four to discuss on those questions and teaching/learning materials possess such as ATM, Cheque book, Receipt, Tap and go card, calculator, etc. Distribute them in groups formed and ask them to discuss how to use them.

The tutor can move those aids from one group to another. When student teachers finish, ask two groups to present and others add only ideas not mentioned. Then after, harmonize different ideas given by different group speakers and student teachers generally.

Guide them to link the picture above the text with what will be discussed in the text. Ask a few student teachers to present and give some comments. Ask student teachers to tell you the lesson of the day and why they say that. Ask student teachers to read the text that follow silently as you move around. Give students time they should take reading and. Ask some questions to check their reading progress.

Invite some students to give model reading or the tutor her/him self can model read and Encourage readers to be loud, clear and mind about pronunciation. Ask student teachers to find difficult words, explain them and use them in different sentences using dictionaries. Finally, ask some questions of comprehension and assign them a task to be searched from internet about jobs that many people enjoy to do.

#### **Possible answers (4.1.1. Learning activity)**

1. Chequebook, ATM, Receipts, Calculators,
2. Usually, in order to get a **credit card**, you would need to open a **cheque** account first. Like **credit cards**, **cheque** accounts also usually provide a **credit** or overdraft facility. And the banks like to provide a whole host **of** add-ons to **cheque** accounts, such as travel insurance and garage **cards**.
3. Using electronic tools is very quick and helps people to get bank services wherever they are than using analogue system of making lines at bank.
4. For this question, allow student teachers ideas because the question gives room for more than one exact answer.
5. This is an open ended question which requires student teachers to give their views openly.
6. Example: Yes, actually using financial tools, some financial tools are electronic and when there is no electricity, people cannot easily get services.

Secondly, those electronic financial tools may provoke theft because if a person cheats your pin number, you lose all the money worked for many years.

#### **Possible answers (Comprehension questions)**

1. What is complicated in the profession of finance and accounting according to the writer?
2. Which tools did the child mention in the passage that her mother could use in family activities?
3. What questions people failed to answer in the absence of financial tools?
4. Explain how to use the following financial tools as described by the writer.
  - a. A chequebook
  - b. A business credit card
  - c. Billing tool

5. Provide two examples of financial electronic tools.

### Possible answers (4.1.2. Application activity: Word meaning)

#### 1. Find the meaning the following words using dictionaries and thesauruses

Words	Meanings
a. amortization Mortgage	An <b>amortization</b> schedule is a table detailing each periodic payment on an amortizing <b>loan</b> (typically a <b>mortgage</b> ), as generated by an <b>amortization</b> calculator. <b>Amortization</b> refers to the process of paying off a debt (often from a <b>loan</b> or <b>mortgage</b> ) over time through regular payments.
b. Bank statements	a printed record of the balance in a bank account and the amounts that have been paid into it and withdrawn from it, issued periodically to the holder of the account.
c. Receipts	something such as a piece of paper or message proving that money, goods, or information have been received
d. Invoicing	an itemized bill for goods sold or services provided, containing individual prices, the total charge, and the terms.
e. expense tracking	<b>Tracking</b> your <b>expenses</b> is one of the key factors in making your <b>budget</b> work for you. There are several options available to you <b>track</b> your <b>expenses</b> . One of the simplest is a written ledger or <b>tracking</b> system. It may be even easier to choose budgeting software that works with an app to <b>track expenses</b> on your phone.
f. vendor	a person or company offering something for sale, especially a trader in the street.

2. This question related to sentence construction, guide student teachers to make correct sentences. When giving constructive feedback, make sure you check the spelling of some words, language structure, punctuation also is necessary.

## 4.2 Talking about Financial terms

### Lesson 2

#### a) Lesson objectives

##### Knowledge:

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

**Skills:**

- Present a narrative text about how people can achieve financial progress.

**Attitudes and values**

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

**b) Teaching and learning resources**

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

**c) Prerequisites/ Revision/ Introduction**

Introduce this lesson with the pre-reading activity as a way of diagnosing what students already know about financial terms.

**4.2.1. Learning activity**

Introduce this lesson by asking students to discuss the terms used in finance.

The experiences might be funny, embarrassing or educative because they might think finance is all about indeed they do not have money. Ask students to work in pairs

or groups of four to do the pre-reading activity. When students finish, ask two groups to present and others add only ideas not mentioned.

Ask student teachers to read the text silently (give a few minutes), then ask some questions to check understanding. Choose a few student teachers to read aloud and answer questions from student teachers' book about the text. Tell student teachers to answer the tasks about the text. And finally you can correct some exercises in class while others may require you to personally correct them.

**Possible answers (4.2.1. Pre-reading activity)**

Pre-reading question is open ended. Such questions give student teachers more room to openly come up with different information. The tutor may guide group discussions and allow some student teachers to present on behalf of others as far as time management is concerned. As the discussion continuous, it is good to groups and speakers.

**Possible answers (Comprehension questions-text 1.)**

The difference is that a debit card has a Visa® or MasterCard® logo on its face. ... When you use a debit card, the money is deducted from your checking account. With a credit card, you're borrowing money to be repaid later.

- a. Overdraft
- b. With this question of drawing the conclusion, the tutor may

#### **Possible answers (Comprehension questions-text 2.)**

- a. Grammar Bank
- b. A checking account
- c. He/she wanted to apply for a credit card
- d. \$10,000
- e. deposit a minimum of \$250

#### **Possible answers (4.2.2. Application activity: Debate)**

1. The tutor should tell student teachers to refer to unit five for this open question about debate. Listen to their ideas, language structure, context, spelling of the words.
2. Open ended,

The tutor may guide student teachers to construct grammatical correct sentences taking into consideration the context being discussed.

### **4.3 Describing Financial Institutions**

#### **Lesson 3**

##### **a) Lesson objectives**

###### **Knowledge:**

- Identify the key terms about different financial institutions.

###### **Skills:**

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

###### **Attitudes and values**

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

##### **b) Teaching and learning resources**

- Brochures of financial institutions, testimonies, stories etc.

##### **c) Prerequisites/ Revision/ Introduction**

Introduce this lesson with the pre-reading activity as a way of diagnosing what students already know about financial institutions.



### 4.3.1. Learning activities

The tutor should refer to the previous sub-unit to do effective reading activity.

#### Possible answers (4.3.1. Learning activity: Pre-reading activity and text exploitation)

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

**Note:** You may exhaust the discussion by asking “how” questions. This will assist student teachers in critical thinking about the points they are raising.

#### Possible answers (4.4.1. Learning activity: picture interpretation)

1. Do you think services given in **Fig. 1-4** are the same? If yes or no, justify your answer.

No, they are different because some of the banks presented in the figures are commercial banks whereas other are savings and credit cooperative and investment bank related banks.

This question is open, Guide student teachers in discussion and help them to conclude on the question being discussed on.

2. Investment banks, Commercial banks, etc.
3. We keep money at a bank for the security of money and to save them for future use. The tutor should give time for student teachers to openly discuss on this question and guide with their discussion to make fruitful.
4. Chequebooks, ATM, Accounting Software, debit & credit cards, etc. The tutor may give time to student teachers to list different tools of financial institutions as it has also pre-requisite in the previous lessons.

#### Possible answers (Comprehension questions)

1. Investment not only plays an important role in job creation but also has a role to play in provision of both infrastructure and social services.
2. Types of financial institutions like **commercial banks, investment banks and Microfinance Company.**
3. One is that they perform a critical role in facilitating payments, the other is that they have long played an important, although arguably less exclusive, role in channeling credit (loan) to households and **businesses.**

4. Open ended,  
The tutor may guide student teachers in the discussion
5. Microfinance Company offers smaller loans to individuals or businesses whereas an investment bank that buys shares from businesses mainly in agriculture and tourism.
6. This is an open ended question that can require the tutor to guide student teachers to suggest some pieces of advice to people who do not use financial institutions and harmonize different ideas given after the discussion.

**Possible answers (4.3. 2. Application activity: Sentence formation)**

1. Use the following words to make your own sentences with the help of dictionaries.

Words	Meaning
<b>Deposit</b>	A <b>deposit</b> is a sum of money which is in a bank account or savings account, especially a sum which will be left there for some time.
<b>Credits</b>	the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.
<b>Services</b>	the action of helping or doing work for someone.
<b>Microfinance</b>	<b>Microfinance</b> is the provision of savings accounts, loans, insurance, money transfers and other banking services to customers that lack access to traditional financial services, usually because of poverty.
<b>A bank</b>	An establishment authorized by a government to accept deposits, pay interest, clear checks, make loans, act as an intermediary in financial transactions, and provide other financial services to its customers.
<b>Investment</b>	the action or process of investing money for profit.
<b>Economy</b>	the state of a country or region in terms of the production and consumption of goods and services and the supply of money.
<b>Funds</b>	a sum of money saved or made available for a particular purpose.
<b>Loans</b>	a thing that is borrowed, especially a sum of money that is expected to be paid back with interest.

<b>Banking</b>	Banking can be defined as the business activity of accepting and safeguarding money owned by other individuals and entities, and then lending out this money in order to earn a profit.
<b>Financial institution</b>	A <b>financial institution</b> (FI) is a company engaged in the business of dealing with <b>financial</b> and monetary transactions such as deposits, loans, investments, and currency exchange. ... Virtually everyone living in a developed economy has an ongoing or at least periodic need for the services of <b>financial institutions</b> .

- For this question, student teachers will write two paragraphs talking about the role of financial institutions in creating small businesses for youth. Refer to Unit 5 of ECLPE student teachers' text book for guidance on paragraph development. It is key that there is a topic, controlling sentence in the paragraph and that the sentences are grammatically correct.

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

#### 4.4. Language structure: Use of quantifiers

##### Lesson 4

##### a) Lesson objectives

###### Knowledge:

- Recognize the uses of quantifiers.

###### Skills:

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

###### Attitudes and values

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

##### b) Teaching and learning resources

- Brochures of financial institutions, textbooks, internet,

##### c) Prerequisites for the lesson

The tutor may may guide the students to recall the knowledge learned in the previous sub-units/ language structure

Student teachers are expected to have knowledge about use of quantifiers learnt in their previous classes. The tutor may use exercises to check the knowledge they already have.

#### 4.4.1. Learning activities

Guidance on how to conduct activities related to language structure

The tutor may make groups of six student teachers and give clear instructions about the work.

The teacher may write the exercise on the flipchart or rice sack and ask student teachers to share on them and guide them. Ask student teachers to explain the use language structure emphasised in the exercise.

A tutor may also pick an extract from the text exploited and make sure it has the language structure being studied and ask student teachers to identify the language structure used. Through the analysis, student teachers will discover the rule to be followed in that language structure. Example: Quantifiers. Thereafter, give some activities related to the language structure studied to check if that structure was well mastered by student teachers.

Lastly, tutor may ask student teachers to write a paragraph related to the context (unit being studied) and more attention should be put on the use of the language structure taught.

#### Possible answers to the learning activity 4.4.1

Filling in gaps with **some** or **any** and **a little** or **little**)

#### Possible answers (4.4.1. Learning activity)

1. There isn't **any** time to finish your lunch. We need to leave now!
2. We have bought **some** ham sandwiches in the fridge if you're hungry.
3. Shall we bake **some** cupcakes for the party?
4. Do you have **any** family in Italy?
5. I won't need to do **any** more revision after my exams.
6. There aren't **any** shopping centres near my house.

#### 2. Fill in the gaps with either **little** or **a little**

1. There is **a little** money on my bank account. So, I will at least buy some drinks for you.
2. David has put little sugar in my tea. I am not happy with the taste.

### Possible answer (4.4.2. application activity)

The tutor may use gallery work as a technique and guide the student teachers within formed groups, provide some materials like papers, manila papers, flipcharts or rice sack and insure that finished groups hang their activities for others' comments. It has to be done clock wise. Ask each group to leave a person at each stand to explain the paragraphs written and how the quantifies (many, some. Any, a little, little)) were effectively used.

## 4.5. End unit assessment

### A. Choose the correct word to complete the sentences below:

1. How **many** of the guests ordered lunch?
2. She has too **many ideas** and can't focus on one thing at a time!
3. We don't have **much** sunshine at this time of year.
4. How **many** people live in your block of flats?
5. How **many** the assignment have you completed so far?
6. How **much** money will I need for 2 days in London?
7. There has been **much** debate about the new regulations.
8. Too **many** people are driving in London and the traffic is a nightmare.
9. There isn't **much** time before our flight so let's go straight to the gate.
10. My son doesn't have **many** friends at school.

### B. Fill in the gaps with either few, little, a few or a little:

1. There's **little** money in my pocket. Do not expect anything from me.
  2. We have **a few** options for our next holiday and they all look good.
  3. You have **a little** time before the next class if you want to get a drink.
  4. Let's spend **a few** days reviewing the proposal as I don't want to rush it.
  5. There's **a few** point in repeating yourself because she never listens!
  6. I have very **few** colleagues that I would trust in a crisis.
  7. **A little** is known about the singer's early life.
  8. Your dessert was delicious! Can I have **a few** more, please?
  9. The staff training course takes **few** days to complete.
- B. In this open ended question, student teachers should write on the given topic and the tutor may plan a sample written composition to help him/her guide student teachers when feedback is being given. Insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love to write.

### Additional activities

Fill in the blanks with “little”, “a little”, “few” or “a few”

- a. I have...**little**...water left. There’s enough to share.
- b. I have...**a few**...good friends. I’m not lonely.
- c. He has ...**little**...education. He can’t read or write, and he can hardly count
- d. There are...**few**...people she really trusts. It’s a bit sad
- e. We’ve got...**some**...time at the weekend. Would you like to meet?

#### 1. Writing Practice

This activity is intended to

Either Write an essay with a title “My Future Business Plan ”or Write a formal letter requesting registration of your business in Rwanda Development Board(RDB)

2. Fill in an appropriate determiner of quantity in each blank space.
  - a. There are **\_\_few\_\_** banks left in the area because so many infrastructures have been destructed.
  - b. The fishermen caught **\_a lot of\_** fish, so the resource is being reduced.
  - c. **\_A lot of** soil is eroded every year.
  - d. **\_Many\_** people suffer ill health because they eat too little protein.
  - e. **\_Many\_** financial institutions give loans at low interest rate in my community.
3. Fill in the blanks with “little”, “a little”, “few” or “a few”
  - a. Julie gave us...**few**...apples from her garden. Shall we share them?
  - b. She has...**little**...self-confidence. She has a lot of trouble talking to new people.
  - c. There are ...**few**...women politicians in the UK. Many people think there should be more.
  - d. It’s a great pity, but the hospital has...**little**...medicine. They can’t help many people.
  - e. I’ve got ...**a few**...cakes to give away. Would you like one?
  - f. There’s...**little**...milk left in the fridge. It should be enough for our coffee.
  - g. ...**A few**... children from this school go on to university, unfortunately.

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

### 5.1. Prerequisite

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

### 5.2. Guidance to introductory activity.

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

### Possible answers to questions from the introductory activity

1. The most common illnesses in Rwanda include;
  - Malaria
  - tuberculosis
  - HIV/AIDS
2. The three communicable diseases are;
  - Typhoid
  - Amoebic dysentery could
  - Tuberculosis
3. The insect in Fig.2 causes malaria
4. Fig.3 is a water treatment plant where water goes through processes to get purified before it is released to the communities for use.
5. One of the examples of coronary disease is cancer.
6. Yes, it is a health-related problem because he is over weight(obese) which makes him immobile and therefore potentially risking his life through conditions like hypertension, heart related complications that are dangerous because they cause sudden deaths.

### 5.3 List of lessons/sub-heading

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



**Guidance of the lesson:** Tutor can set a friendly atmosphere that will ensure that all opinions about education, experiences to do with sex education are treated with respect throughout the lessons. Teaching resources should be readily available as the lesson will heavily rely on experiences and resources for its success.

## **5.1 Describing illnesses, diseases, and pandemics**

### **Lesson 1**

#### **a) Lesson objectives**

##### **Knowledge:**

- Recall different types of diseases.

##### **Skills:**

- Listen to texts about health and sanitation for information.
- Read/write texts about health and sanitation.

##### **Attitudes and values**

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

#### **b) Teaching and learning resources**

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

#### **c) Prerequisites of the lesson**

The tutor may introduce the lesson by asking student teachers about types of diseases

##### **5.1.1. Learning activity**

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

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

## Possible answers to comprehension questions for the learning activity 5.1.1

Text: Types of diseases in Rwanda.

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

### ▪ Vocabulary activities:

1.

Vocabulary	Meaning
disease	a condition of the living animal or plant body or of one of its parts that impairs normal functioning and is typically manifested by distinguishing signs and symptoms.
waterborne	Supported, carried, or transmitted by water.
airborne	Diseases that are spread/transmitted in the air.
bacteria	<i>Bacteria</i> are single-cell organisms that are neither plants nor animals. They usually measure a few micrometers in length and exist together in communities of millions.

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

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

### 5.1.2. Application activities:

- Paragraph writing.

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

Consider the following as key in paragraph development;

- topic sentence/main idea/main point in a paragraph.
- explanatory sentences that give details or explanations.
- have grammatically correct sentences in every paragraph.
- sentences must flow coherently and must be complete.
- punctuation and spellings should be correct for the tutor to consider that paragraph well written.

## 2. Debate motion:

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

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

## 5.2 Talking about sanitation and related tools

### Lesson 2

#### a) Lesson objectives

##### Knowledge:

- Name tools used in sanitation.

##### Skills:

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

##### Attitudes and values

- Maintenance of hygienic tools.

#### b) Teaching and learning resources

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

#### c) Prerequisites of the lesson

Student teachers should be helped to review previous knowledge and link it with the new lesson.

### 5.2.1. Learning activity

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

Tell them to move on and answer the comprehension questions

### Possible answers to comprehension questions 5.2.1

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

### 5.2.2 Application activities: Word and sentence formation

#### Vocabulary activities

1.

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

2.

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

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

## 5.3 Language structure: Conditionals

### a) Lesson objectives

#### Knowledge:

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

#### Skills:

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

#### Attitudes and values

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

### b) Teaching and learning resources

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

### c) Prerequisites/Revision/Introduction

The tutor should check the knowledge that student teachers have on conditionals through questions because they are expected to have been studied them in previous classes.

#### Possible answers to the application activity 5.3.1 (the numbering should be corrected in students LE 1text. It is not reflected there)

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

1. If I had time, I...**would go**...shopping with you. (go)
2. If you...**speak**...English, you will get along with them perfectly. (speak)
3. If they had gone for a walk, they...**would have turned**...the lights off. (turn)
4. If she...**comes**...to see us, we will go to the zoo. (come)
5. I would have told you, if I...**saw**...him. (see)
6. Would you mind if I...**open**...the window? (open)
7. If they...**had invited**...me, I wouldn't have said no. (invite)
8. My friend...**will meet**...me at the station if he gets the afternoon off. (meet)
9. If I...**did**...it, nobody would do it. (do)
10. If my father...**picks**...me up, I'll take the bus home. (pick)

### 5.3.2 Spelling and pronunciation

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

Vocabulary	Pronunciation(phonologic transcription)
disease	/dɪ'zi:z/
waterborne	/'wɔ:təbɔ:n/
airborne	/( 'ɛə ,bɔ:n) /
bacteria	/bæk'tɪə.ri. ə/
virus	/'vʌɪrəs/
malaria	/mə'le:riə/
cancer	/'kænsə/
infected	/ɪn'fektɪd/
symptoms	/'sɪmptəms/
fever	/'fi:və/
headache	/'hedeɪk/
unprotected	/,ʌn.pɹə'tek.tɪd/
needle	/'ni:dl/
condom	/'kɒndəm/
stagnant	/'stægnənt/

### 5.4. End unit assessment

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

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

i.

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

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

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

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

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

Consider the following when assessing this activity:

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



- The conclusion part may involve a call to action on how to prevent the spread of communicable diseases since prevention is better than cure.

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

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

**Key Unit Competence:** To use the language learnt in the context of Cultural heritage

### 6.1 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit people and places, student teachers should have prior information on Cultural heritage. They could also remember related topics on Cultural heritage learnt in social studies, History and English.

Student teachers may have information on different things related to culture within and out of Rwanda as they learnt them in social studies and history. Student teachers may also have chance to visit some sites, museums and got information about cultural practices like they Rwandans could celebrate **Umuganura**(harvest celebration), a school that was for the whole nation called Itorero, beliefs, customs, values, etc. During extra-curricular activities in different schools, they practice different activities related to culture like Itorero as government policy which could have helped the student teachers as well to get informed about culture and heritage. Tutors should take that as a great opportunity and help him/her to start on that prior experience of the student teachers which will lead to the effective implementation of different activities intended in this unit.

### 6.2 Cross-cutting issues to be addressed:

- **Genocide study**

Genocide study will be addressed when talking about memorial sites and how Rwandan's unity was destroyed after the arrival of colonialists. It will also be addressed through discussing the culture characterized Rwandans such as weeding ceremonies where families could happily accept a boy or a girl regardless what is so-called the race.

- **Peace and value education**

In this unit, peace and value education will be addressed through discussing some values characterised Rwandans and how Itorero restored them after genocide against Tutsi in Rwanda.

Again, it will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language which can not harm anyone.

#### ▪ **Gender education**

Gender education will be addressed through talking about how the culture isolated woman participation different activities. Student teachers will also be helped to understand the advantages and disadvantages of women's participation regardless what we used to call a culture. When both boys and girls get treated equally during all activities and the content to be taught, therefore gender education also is addressed. Example of activities, role plays, classroom responsibilities, group work, pair work, plenary discussions and characters used in case studies, plays and examples used in teaching and learning by both the tutor and student teachers.

#### ▪ **Inclusive education**

In this unit talking about cultural heritage, when talking about how people with special needs were treated in traditional time and the role of the cultural. Then ,within the supports that student teachers with special needs will be given by both the tutor and classmates, inclusive education may be addressed from there.

#### ▪ **Environment and sustainability**

This will be addressed while talking about how different sites, museums should be protected.

### **6.3 Guidance on introductory activity**

Ask student teachers to observe the picture (on page.....) and ask them to work in pairs when answering questions on unit 1 introductory activity. Give them time to critically think about the questions and move around to help some of the student teachers with special needs. Randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together.

#### **Possible answers to the introductory activity questions**

Form groups that mix different student teachers of varied levels of understanding, ask them to observe the pictures and answer questions as instructed.

Move around and guide where possible. Make a random selection from each group and pick a student teacher who can present the findings on behalf of their group mates.

1. Pictures presented in the introductory activity in unit 1.
  - Represent different types of food eaten especially in traditional time though even now today some people can eat them.
  - Art and craft
  - Dressing
  - Cattle keeping

- Huts that people lived that can be seen actually in museum
2. Cultural preservation is important because, it keeps culture in existence.(it is not lost or eroded)
    - Allow some other possible answers from student teachers because the question is open and student teachers can see in different perspectives.
  3. In the past, Rwandans build small grass thatched huts, while today Rwandans use iron sheets and build big fashionable houses using bricks, stones, yet in the past they used reeds, trees, grass, fibres, etc.
  4. Allow some other possible answers from student teachers because the question is open and student teachers can see in different perspectives.
  5. Listen to student teachers possible answers because the question is open and student teachers can see it from different perspectives.
  6. Guide student teachers to identify cultural practices and Listen to their possible answers because the question is open and student teachers can have various ideas.
  7. Cultural heritage can be preserved by emphasizing our cultural practices. If cultural practices are not practiced, then the culture can be forgotten.
  8. We can also preserve our culture through gathering all necessary information and materials and keep them using technologies and create youth and old people forums where they meet and discuss about the cultural practices. E. g: write books on culture and store them electronically.

### 6.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Talking about the role of a language in a culture	<p><b>Knowledge understanding</b></p> <ul style="list-style-type: none"> <li>- Identify words and expressions to explain the contribution of a language in the context of cultural heritage</li> </ul> <p><b>Skills</b></p> <p>Talk about the role of a language in a culture</p> <p><b>Attitudes and values</b></p> <p>Appreciate the role of a language in a culture</p>	5

2	<p><b>Talking about the importance of cultural preservation and national heritage</b></p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Explain the terminologies about cultural heritage of Rwanda.</li> </ul> <p><b>Skills</b></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><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciation of positive cultural heritage.</li> <li>• Preserve the cultural heritage of Rwanda</li> <li>• Interest in visiting different cultural sites.</li> </ul>	
3	<p>Cultural Rwandan school</p>	<p><b>Knowledge and understanding</b></p> <p>Knowledge and understanding</p> <p>Explain words with culture heritage</p> <p><b>Skills</b></p> <p>Write texts about the importance cultural Rwandan school(Itorero)</p> <p><b>Attitudes and values</b></p> <p>Participation in different clubs related to the culture(national school)</p>	5

4	Language structure	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>Recognize the use of used to in different situations</li> </ul> <p><b>Skills</b></p> <p>Write texts paying attention to the use of used to</p> <p>Use of used to in different situations</p> <p><b>Attitudes and values</b></p> <p>Appreciate the use of used to talk about cultural practices.</p>	5
	End unit Assessment		

## 6.1 Talking about the role of a language in a culture

### Lesson 1:

#### a) Learning objectives

##### Knowledge understanding

- Identify words and expressions to explain the contribution of a language in the context of cultural heritage

##### Skills

Talk about the role of a language in a culture

Write texts talking about the role of a culture

##### Attitudes and values

Appreciate the role of a language in a culture

#### b) Teaching resources

In this lesson, you may use pictures, Flash cards, markers, video, computer and a projector. The tutors may use internet to get pictures and information that student teachers do not know, download a movie that can show cultural practices that you cannot find in your place.

### c) Prerequisites/ Revision/ Introduction

Engage student teachers in short dialogue related to the relationship between the language and culture, ask each person to think about it and after ask two student teachers to pair and later ask some pairs to with the rest of the class. Guide them to link the dialogue with the text which is going to be exploited.

#### 6.1.1. Learning activities: Reading and texts analysis

The tutor can ask student teachers to open their books (on page...) and tell each student teacher to read the text silently and guide them with some questions to see if they have really read. Invite some volunteers to read aloud as model reading. Ask student teachers as they seat to find some blocking words and explain them using dictionaries. Ask student teachers to discuss also on comprehension questions. The tutor should welcome different views when it comes to the questions which require thinking critically.

#### Possible answer: Question for (6.1.1. Learning activity: Reading and text analysis

9. Language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization
10. Consider language as a part of culture. *Culture* is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society.
11. Edward Burnett Tylor. As thus defined and envisaged, culture covers a very wide area of human life and behavior, and language is manifestly a part, probably the most important part, of it.
12. Language is “acquired by man as a member of society,” along with and at the same time as other aspects of that society’s culture in which people are brought up
13. Verbal and non verbal communication also affects the way in which culture is shaped. It can express the differences in culture quite clearly, as different groups interpret non verbal communication differently. This is a fact expressed in many different ways by media outlets, and is celebrated rather than ridiculed. Verbal and non verbal communication can help define the way in which intercultural communication can interact, and is of significance as it allows for individuals to learn the difference existing in various cultures as per their gestures and body language.
14. Every language can represent the role of culture through its own reflection

of reality it presents. The versions differ as every nation has had to face a different set of problems to arise at their current state. There are different set of values and beliefs attached to each, and they are all equally important, and as far as language is concerned, is supposed to be just as important as it is a reflection of the nations identity.

### **Possible answers (6.1.2. application activity)**

For open ended questions, the tutor may critical read the student teachers' possible ideas and guide them in relation to the context. Remind student teachers to find the guidelines for writing paragraphs in unit five. When providing feedback, use some criterion such as the coherence of sentences in the paragraphs, context, language used, punctuations, etc.

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

### **a) Lesson objectives**

#### **Knowledge and understanding:**

Explaining the importance of cultural heritage

#### **Skills:**

- writing paragraphs and compositions on how to preserve cultural and national heritages.

#### **Attitudes and values:**

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

**b) Teaching resources;** Articles, documentaries about national cultural heritages of Rwanda, Newspaper articles, photos of cultural heritage sites, etc.

### **c) Introduction/prerequisite**

In the previous sub-unit student teachers have already been introduced to cultural heritage. They should build on the knowledge they got and learn about the importance of cultural preservation and national cultural heritage.

### **6.2.1. Learning activity)**

Actively engage student teachers in a short brainstorming activity where the focus will on the importance of cultural preservation and national heritage. Then after, ask student teachers to read silently and ask some questions to check whether they have read. Invite some student teachers to model read and group them as



they seat to identify new words and find their meaning in dictionaries. Ask them to work in their respective groups on comprehension questions and lastly help student teachers to harmonize the findings.

### **Possible answers (comprehension questions)**

1. -Language
  - Constructions
  - Dressing
  - Farming and cultural crops (cash crops, food crops e.g. Tea, sorghum)
  - Cultural dance(Intore, Amaraba)
2. People can feel lost and alone among so many other cultures and backgrounds. New York City, for example, is a huge melting pot of people from all over the world.
3. Some may think traditions **are archaic and** no longer relevant, and that they are unnecessary during these modern times. Perhaps for some, they are not; but for others, exploring cultural heritage offers a robust variety of benefits.
4. Through cultural heritage we can know easily the people of other community by identifying the culture and similar mindsets which makes it different from others, hence uniqueness comes in.
5. This is an open ended question, therefore, allow student teachers to respond in different perspective because the question itself has given the room for different views.

Example: Culture Heritage is important in our day to day life. It is being made up of practices and traditions that are passed on from our parents to children or passed from the family, community and place where people have been raised. As a small country, preserving unique culture and tradition provides strong equipment for independence. In teaching and learning, cultural preservation and national heritage will be used as teaching and learning tool for generation to generation.

#### ▪ **Possible answers to the poem: Text 2**

1. Our forefathers had a vision that one day; their descendants will bear the title of their own to represent their ancient glory and value it at heart.
2. People lived communally, joint with the same totem and the same spirit the same beliefs
3. To embrace our future
4. Totems and beliefs
5. -We should also have a vision
  - We should be united by norms of the heart.
  - We should be courageous and undefeatable

## Possible answers (6.2.2. application activity)

### 1. Vocabulary

Words	Pronunciation	Meaning
Unique	/ju: 'ni:k/	Being the only one of its kind; unlike anything else.
Cultural	/'kʌltʃ(ə)r(ə)l/	Belating to the ideas, customs, and social behaviour of a society.
Heritage	/'hɛrɪtɪdʒ/	Property that is or may be inherited; an inheritance.
Identity	/aɪ 'dɛntɪti/	The fact of being who or what a person or thing is.
Aspiration	/aspə 'reɪʃ(ə)n/	A hope or ambition of achieving something.
Generation	/dʒɛnə 'reɪʃ(ə)n/	All of the people born and living at about the same time, regarded collectively.
Artifacts	/'ɑ:tɪfakt/	An object made by a human being, typically one of cultural or historical interest.
Archaic	/ɑ: 'keɪɪk/	Very old or old-fashioned
Customs	/'kʌstəmz/	A way of behaving or a belief that has been established for a long time:
Mindsets	/'mʌɪn(d)set/	The established set of attitudes held by someone.

2. When writing the sentences, guide the student teachers when providing constructive feedback and make sure you that sentences written matches the context, check punctuation marks, etc. Appreciate different work after reading through the sentences written.
3. The tutor may remind student teachers to refer to the guidelines given in unit five of this book.

## 6.3 Cultural Rwandan school

### Lesson 1.

#### a) Lesson objectives

##### Knowledge and understanding:

- Explain in detail the reason for the itorerero.
- Discuss the cultural, political, social, economic and educational impact of itorerero in Rwanda.

##### Skills:

- Talk about positive impact of itorerero in both speaking and writing.
- Differentiating today's Itorero from traditional Itorero in both speaking and writing.

##### Attitudes and values:

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

#### b) Teaching resources

Pictures, internet(websites for itorerero), student-teacher books.

#### c) Prerequisite/introduction

Before undertaking this lesson, student teachers are supposed to have some knowledge about itorerero. Itorero was established in schools and villages where they come from.

#### 6.3.1. Learning activity

Allow student teachers to observe the pictures in their textbooks about Itorero. Guide Student teachers in group discussion on pictures and then after the discussions, ask them to present their findings. Harmonize the whole work after presentation and invite them to link the pictures observed with what is going to be discussed in the passage below.

##### Possible answers (6.3.1. Learning activity)

1. -People are clapping hands in Itorero
2. -To remind the youths about their culture

- To help them understand their history
  - To appreciate Rwandan values
3. For this open-ended question which will give room to student teachers to use their quick critical thinking. The tutor should remind them to refer to unit five from student book and get clear guidelines of doing a debate. During performance, the tutor may listen carefully to student teachers sentences and identify their strengths in terms language use, context, clarity, coherence, etc. and areas of improvement as far as teaching/learning purpose is concerned.

### Possible answers (6.3.2. Application activity)

#### 1. Explaining the meaning or words

Words	Meaning
a. Dignity	The state or quality of being worthy of honor or respected.
b. Mindset	The established set of attitudes held by someone(a way of thinking)
c. Ideology	A system of ideas and ideals especially one which forms the basis of economic or political theory and policy.
d. Civic education	A type of education that includes all the processes that affects people's beliefs, commitments, capabilities and actions.
e. Patriotism	Love for one's country
f. Grass roots	The most basic level of an activity
g. Racing	The action of competing in a race
h. Endurance	To suffer
i. Taboos	These are the things a society believe to true
j. Eloquence	An individual's character of talking too much

#### 2. Open ended

The tutor should read through the students' sentences and check for the structure (how the sentence is formed), language used, context and punctuation. During Feedback, help student teachers to remember what to write about when writing anything.

Ask them to exchange notebooks and give feedback among them.

3. Student teachers should be reminded to refer themselves to unit five from student teachers' book about how to effectively write a paragraph in order to produce a good paragraph. When providing constructive feedback, check the language used, context, coherence and punctuations. Appreciate the work done by different student teachers and harmonize the whole activity.

## 6.4 Language Structure: The past simple tense

### a) Learning objectives

#### Knowledge:

- Recognize the use of past simple and “used to”
- Explain simple past tense and “used to”

#### Skills:

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

#### Attitude and values:

- Appreciate the use of language (past simple and “used to”)

### b) Teaching resources:

Pictures, internet student-teacher’s books, grammar books.

### c) Prerequisites

Learners know already the use of past simple tense as they saw it in unit 1. Build on what they know and guide them on how to use interrogative and negative form of past simple.

#### Possible answers (6.4.1. activity)

##### 1. Classification of verbs

Verb	Classification	Tense
1. was	Irregular verb	Past tense
2. can	Modal verb	Past tense
3. said	Irregular verb	Past tense
4. Dancing	Regular	Gerund form
5. Played	Regular	Past tense

The tutor should allow student teachers answers and supplements to what is available as you facilitate the lesson.

2. Guide student teachers to write a paragraph talking about cultural heritage and check the use of past simple tense when providing feedback.

## Unit summary

In this unit, we learnt about cultural heritage where we got introduced to elements of culture seen in the pictures observed, words related to culture heritage has been taught and meanings explained even their pronunciation has been done. In this unit, we also learn through texts, poems, language and culture. We exploited the importance of language in a culture, described through different activities importance of cultural preservation and national heritage and the language structure (use of used) helps a lot when talking about what people used to do but which are no longer happening.

## 6.5. End unit assessment

1.

One of the problems ..... **emigrants** .....face is cultural ..... **diversity** ....which is a condition of confusion and anxiety affecting a person suddenly exposed to a new culture.

Some people think that a country with cultural ..... **diversity** .....may face cultural ..... **shock** ....., think that such a country may benefit from the variety and richness of its culture.

A ..... **stereotype** .....is a false, distorted assumption associated with a group of people.

For some cultures, it is not culturally ..... **acceptable** ..... to burp in front of people.

Racial ... **conflicts** ..... is the result of cultural ..... **misconceptions** .....

The world has become a ..... **global** .....village thanks to ..... **technology**.

2.

James Dean –**died** in a terrible car accident in 1955. He -**was** only twenty-four when he -**died** but he was already a big Hollywood star. Dean **loved** sports cars and he used to drive very fast – he didn't like slow cars!

On 30 September 1955, Dean **left** Los Angeles in his Porsche sports car. He **stopped** at Salinas and then continued towards Palm Springs. He was driving west on US Highway 466 when another car **crashed** into him at a junction. He wasn't wearing a seat belt and when the crash happened, he **died** immediately.

3. Traditionally in Rwanda, Itorero **was** an education centre where Rwandans were mentored on **civic education** and good relationships with other people. Itorero had no discrimination or segregation; and this was the means by which Rwandans **expanded** and **developed** their country. Colonization gradually **suppressed** Itorero. The Itorero that **remained**, as well as those **created** later, differed from the traditional Itorero as they **changed** their mission and only **focused** on dancing.

This situation **impacted** on relationships among Rwandans and the way the country was governed; discrimination and genocide ideology spread.

4. Guide student teachers to write a composition on the role of a teacher in cultural preservation and national heritage. When providing a feedback, pay attention to the language structure, context, coherence, punctuations.

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

### 7.1. Prerequisite

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

### 7.2. Cross-cutting issues to be addressed:

- *Environment and sustainability* (Describing different ways of protecting environment, protecting natural vegetation and other elements of physical environment)
- *Peace and value education* (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- *Gender education* (ensure that girls and boys are mixed in order to promote cross-gender interaction, encourage both genders to take on role of leadership, )
- *Inclusive education* (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak, provide learners with visual impairment with braille texts)

### 7.3. Guidance to introductory activities

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



introductory activity of Unit 7.

### Possible answers to questions from the introductory activity

1. Fig1 represent dwellings around a lake. Both lakes and dwellings are physical elements of the environment.

The image in Fig2 is a volcano. A volcano is also one of physical elements of the environment.

The images in Fig2 are mountain gorillas. Mountain gorillas are endangered physical elements of the environment; they therefore need to be protected.

2. The main elements of our physical environment include: water, mountains, climate, mineral resources, vegetation and Soil.
3. It is very important to protect our environment because our survival depends on it. For example, our forests remove carbon dioxide and other pollutants from the air we breathe and also cool our air temperatures, reducing the formation of ground-level ozone, a pollutant that can cause heart and lung problems to worsen; our wetlands store storm water, filter and make harmless storm water pollutants, and recharge our aquifers (where most of us get our drinking water) with these filtered waters; and the dune systems on our beaches form natural barriers to storm waves and provide important habitat and travel ways for both humans and animals.
4. Methods that can be used to conserve our environmental resources include: planting trees, using reusable bags, recycling, composting, using rechargeable batteries, quitting smoking and maintaining our vehicles

#### 7.4. List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	7.1. Talking about physical elements of environment.	<b>Knowledge and understanding:</b> <ul style="list-style-type: none"><li>• Identify words and expressions used in the context of environment.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Read/listen to the story about environment.</li></ul> <b>Attitudes and values:</b> <ul style="list-style-type: none"><li>• Respect land laws.</li><li>• Love of natural environment.</li></ul>	5

2	7.2. Describing environmental features and their roles.	<p><b>Knowledge and understanding:</b> Identify words and expressions used in the context of environment.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read/listen to the story about environment.</li> <li>• Use descriptive language to describe environmental features.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Love of the natural environment.</li> <li>• Solidarity and rescuing victims of natural disasters.</li> </ul>	5
3	7.3. Describing different ways of protecting environment.	<p><b>Knowledge and understanding:</b> Indicate different ways of protecting environment.</p> <p><b>Skills:</b></p> <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> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Spirit of environment care and protection</li> <li>• Love of the natural environment</li> </ul>	5
4	7.4. Language structure: expressions of purpose	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Recognize words used to express the purpose.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write / read texts using words related to the environment challenges Speak to people about sustainable ways of protecting environment</li> <li>• Write and speak using expressions of purpose</li> </ul> <p><b>Attitudes and values:</b> Appreciate language of expression when describing or talking about the environment.</p>	4
	End of unit Assessment		1

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

## **7.1 Talking about physical elements of environment**

### **Lesson 1:**

#### **a) Learning objectives**

##### **Knowledge and understanding:**

- Identify words and expressions used in the context of environment.

##### **Skills:**

- Read passages about environment.
- Write passages about environment.

##### **Attitudes and values:**

- Respect land laws.
- Love of natural environment.

#### **b) Teaching and learning resources**

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

#### **c) Prerequisites**

Before taking on this sub-unit, talking about physical elements of environment, the tutor should ensure that the student teachers have a clue on Environment.

### **7.1.1. Learning activity**

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

### Possible answers to comprehension questions

1. According to the author, the physical environment is natural surroundings including whether it is clean or dirty and the things within it and how they interact to create a 'space.'
2. Man can use land for transportation and agriculture. Agricultural activities are major forms of land use, including row crops, rangelands, animal farms, aquaculture, and other agribusiness activities.
3. It's because all activities are carried out within the environment.
4. Yes, physical environment can influence the food that we eat because some element of our physical environment such as water, sun and soil are the one that determine what to plant/grow and when to plant it.
5. A healthy environment also provides recreational opportunities, allowing people to take part in activities they value.

### Application activity 7.1.2

#### 1. Making sentences using the following given words

This is an open-ended activity. You should ensure the grammaticality of sentences.

#### 2. Explain the following words using dictionaries and internet

Vocabulary	Meaning
a. Aquaculture	The rearing of aquatic animals or the cultivation of aquatic plants for food
b. Irrigation	The supply of water to land or crops to help growth, typically by means of channels.
c. Recharge	Restore electrical energy in (a battery or a battery-operated device) by connecting it to a power supply.
d. Watersheds	A watershed is an area or ridge of land that separates waters flowing to different rivers, basins, or seas or it can also be defined as an area or region drained by a river, river system, or other body of water.
e. Landscape	All the visible features of an area of land, often considered in terms of their aesthetic appeal.

#### 3. Writing a paragraph describing one's physical environment

This is an open-ended activity. You should tell learners to have a look at techniques of writing a good paragraph in unit 5. You should also ensure the grammaticality of sentences.

## 7.2 Describing environmental features and their roles

### Lesson2

#### a) Learning objectives

##### Knowledge and understanding:

- Identify words and expressions used in the context of environment.

##### Skills:

- Read passages about environment features.
- Write passages about environment features.

##### Attitudes and values:

- Respect land laws.
- Love of natural environment.

#### b) Teaching and learning resources:

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

#### c) Prerequisites

Before taking on this sub-unit, describing environmental features and their roles, the tutor should ensure that the student teachers have knowledge about physical elements of environment as learnt in the previous sub-unit.

#### 7.2.1. Learning activity: (Reading and text analysis)

You should ask student teachers to open their students' textbooks and read the text titled 'The role of environmental features'. You should tell them to read silently in pairs and randomly distribute paragraphs to readers to read aloud to the class. You could also pay attention to the pronunciation, audibility and clear articulation of words and interrupt in case a student struggles with a specific word.

After the read aloud, instruct the student teachers to work in pairs while finding answers to the comprehension questions on learning activity 7.2.1, then share with the rest of the class. The discussion should be exhaustive. The reading and speaking skills must be strengthened.

#### Possible answers to comprehension questions on learning activity 7.2.1

1. There are two rainy seasons in the year. The first runs from February to June and the second from September to December. These are separated by two dry seasons: the major one from June to September, during which there is often no rain at all, and a shorter and less severe one from December to February.

2. No trees, no forests! No forests, no rainfall! No rainfall, no water! No water, no power! No power, no industry! No industry, no jobs! No jobs, no money! No money, no food! No food, no life!
3. Countries which are served by hydro power generation from River Nile are: Uganda, Kenya and Rwanda.
4. Rwandan lakes are: Kivu, Burera, Ruhondo, Muhazi, Rweru, and Ihema. These lakes provide us with water and sea food. Some of the lakes also serve as source of energy such as electricity and methane gas.
5. Kigali has a typical daily temperature range between 12 °C (54 °F) and 27 °C (81 °F).

### Application activity 7.2.2

1. Explain the following words as they are used in the passage.

Vocabulary	Meaning
a. Temperatures	The degree or intensity of heat present in a substance or object, especially as expressed according to a comparative scale and shown by a thermometer or perceived by touch.
b. crippling	Causing a severe and almost insuperable problem.
c. droughts	A prolonged period of abnormally low rainfall, leading to a shortage of water.
d. precipitation	Rain, snow, sleet, or hail that falls to or condenses on the ground.
e. rainfall	The quantity of rain falling within a given area in a given time.
f. constituency	One of the official areas of a country that elects someone to represent it in a parliament.
g. floor	The bottom of the sea, a cave, or an area of land.
h. catchment	The action of collecting water, especially the collection of rainfall over a natural drainage area.
i. filter	A porous device for removing impurities or solid particles from a liquid or gas passed through it.
j. carbon dioxide	A colourless, odourless gas produced by burning carbon and organic compounds and by respiration. It is naturally present in air (about 0.03 per cent) and is absorbed by plants in photosynthesis

2. **Composition writing**

This is an open-ended activity. The tutor could guide the students on composition writing. Consider the following in your guidance:

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

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

Conclusion- Here students should conclude by emphasizing the role of animals in the equilibrium of ecological habitats.

### **7.3: Describing different ways of protecting environment**

#### **Lesson 3**

##### **a) Lesson objectives**

###### **Knowledge and understanding:**

- Indicate different ways of protecting environment.

###### **Skills:**

- Write and talk about environment conservation and protection
- Read passages about environment.
- Write passages about environment.

###### **Attitudes and values:**

- Spirit of environment care and protection.
- Respect land laws that protect environment.
- Love of natural environment.

##### **b) Teaching and learning resources**

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

##### **c) Prerequisites**

Before taking on this unit Environment conservation and sustainability, the tutor should ensure that the student teachers have a clue on Environment.

#### **7.3.1. Leaning activity: Reading and texts analysis**

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

This activity should not take a long time. They may not be able to answer correctly now but after the reading activity they will have got enough knowledge to appropriately do this activity.

For the reading activity, the tutor may carry out model reading for the class. The tutor should instruct the students to answer comprehension questions on learning activity 7.3.1 individually. Allow for peer evaluation after students are through with the questions. Tutor should guide the whole process.

### **Possible answers to comprehension questions**

1. Problems that the writer says they can be dealt with government are global warming, the loss of forests and other habitats and waste disposal.
2. The strategies identified by the writer about environmental protection are:
  - To reduce emissions from coal and oil burning power stations and to develop safer sources of power
  - Recycling
  - Share unused portions with neighbors or charities
  - Donate books to the library
  - Give old clothing to charity
  - Buying only the amount you need
  - Persuading manufacturers to reduce the amount of packaging they use
  - Mowing your lawn with a mulching mower and leaving the clippings on the grass
3. We should care for the environment because it's our real home, we live in it and we don't want a nasty living of trash everywhere with stench.
4. We need to recycle all the plastic that we use.
5. High mountainous soil can be protected through making terraces and planting trees.

### **Application activity 7.3.2: Reading comprehension**

1. In order to protect the environment, the poet mentioned the following strategies:
  - Clean the Air
  - Plant more trees
  - Loving plants and Animals
  - Conserve water
  - Harvest sunlight
  - Recycle everything
2. The poet advised us not to be fool vis-à-vis plastics because plastics look cool but are dangerous to our environment.
3. If one doesn't want tension they should go for environment protection.



4. The message given by the poet to schools is to recycle everything for plastics are dangerous.

### Vocabulary activity

Explain the following words as they are used in the passage. Use dictionaries

Vocabulary	Meaning
a. Global warming	A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.
b. Pollution	The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
c. Stenches	A stench is strong and very unpleasant smell.
d. Backyard	A small enclosed space at the back of a house, usually with a hard surface.
e. Portions	A part or share of something larger.
f. Charity	A system of giving money, food or help free to those who are in need because they are ill, poor or homeless, or any organization which is established to provide money or help in this way.
g. Recycling	The action or process of converting waste into reusable material.

### Debate

You should tell learners to read notes on debating techniques in unit 5 of Student's book.

### Paragraph writing

This is an open-ended activity. You should tell learners to look at the techniques of paragraph writing in unit 5. Ensure the grammaticality of sentences.

## 7.4 Language structure: expressions of purpose

### Lesson 4:

#### a) Learning objectives

#### Knowledge and understanding:

- Recognize words used to express the purpose.

**Skills:**

- Write and speak using expressions of purpose.
- Write and talk about environment conservation and protection.
- Appreciate language of expression when describing or talking about the environment
- Read passages about environment.
- Write passages about environment.

**Attitudes and values:**

- Spirit of environment care and protection.
- Respect land laws that protect environment.
- Love of natural environment.

**b) Teaching and learning resources**

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

**c) Prerequisites**

Before taking on this unit Environment conservation and sustainability, the tutor should ensure that the student teachers have a clue on Environment.

**Possible answers to the language structure (Application activity 7.4.1)****A) Choose the correct expression of purpose**

1. Concentrate on your exercise **so as not to** make any mistakes.
2. You have to wake up **to** be on time.
3. You have to register **in order to** participate in the forum.
4. She left work early **to** be at home when he arrives.
5. Ships carry life boats **so that** the crew can escape when the ship sinks.
6. These men risk their lives **so that** we may live more safely.

**B) Paragraph writing.**

This is an open-ended activity. You should tell learners to look at the techniques of paragraph writing in unit 5. Ensure the grammaticality of sentences.

**Unit Summary**

In this unit, student teachers have learnt about physical elements of environment, environmental features and their roles, different ways of protecting environment and expressions of purpose. The knowledge student teachers got from this unit will

help them to make an informed and wise decision towards preserving environment. In addition, the unit lessons have helped them to acquire reading, writing, listening and speaking skills about environment conservation and sustainability.

## 7.5. End unit assessment

**A)** Use a dictionary and thesaurus to look up the missing pronunciation of the words/phrases in the table below. Copy the table into your book and fill in the blank spaces and practice reading them.

Words	Pronunciation
Erosion	/ɪˈrəʊʒ(ə)n/
Trees	/tri:z/
Temperature	/ˈtɛmp(ə)rətʃə/
Pollution	/pəˈlu:ʃ(ə)n/
Environment	/ɪnˈvʌɪrənm(ə)nt/ or /,ɛnˈvʌɪrənm(ə)nt/
Conservation	/kɒnsəˈveɪʃ(ə)n/
Sustainability	/səsteɪnəˈbɪlɪti/
Recycling	/ri:ˈsaɪklɪŋ/
Precipitation	/prɪˈsɪpɪˈteɪʃ(ə)n/
Climate	/ˈklaɪmət/
Irrigation	/ɪrɪˈɡeɪʃ(ə)n/
Landscape	/ˈlɑnd(ə)skeɪp/

### **B) Essay writing.**

This is an open-ended activity.

Consider the following while marking:

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

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

**Conclusion-** Here students should conclude by emphasizing the role of animals in the equilibrium of ecological habitats.

### **C) Rewrite the sentences below using to, in order not to, so that...**

1. I sent her a bunch of flowers **in order to** make it up with her.

(I sent her a bunch of flowers **so that** I may make it up with her.)

2. I entered Mr Green's office **in order to** talk to him about environment.  
(I entered Mr Green's office **so that** I could talk to him about environment.)
3. I came back **in order to** take care of my parents.  
(I came back so that I could take care of my parents)
4. She winked at me **in order to** let me know that she was joking.  
(She winked at me so that she could let me know that she was joking.)
5. I have come **in order to** give you a piece of advice on environmental protection.  
(I have come so that I may give you a piece of advice on environmental protection.)

**D) Matching the beginnings of the sentences to the correct endings.**

1	F
2	D
3	G
4	C
5	H
6	B
7	A
8	E

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

### 8. 1. Prerequisite

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

### 8.2. Cross-cutting issues to be addressed:

- Comprehensive sexuality education ( The fourth sub-unit; Sexual behaviour provide learners with the knowledge and skills that allow them to make informed decisions about their sexuality and life style)
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote cross-gender interaction, encourage both genders to take on role of leadership, )
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak, provide learners with visual impairment with braille texts)

### 8.3. Guidance to introductory activity

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

### Possible answers to questions from the introductory activity

1. The figures above represent educational ambitions.
2. Yes, it is very important for them to celebrate the graduation day for it makes them very ambitious and eager to achieve academically.
3. Education and personal development are much related since one can be a reason for another to occur. Educated people are likely to realize their dream for whatever they do, they do it strategically and systematically.
4. A disabled child like the one in Fig. 2 can benefit the same education as those without disabilities through inclusive education.

### 8.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	8.1. Describing the ability at school.	<b>Knowledge and understanding:</b> Recognize words and phrases used to talk about one's ability. <b>Skills:</b> Talk about his/her ability in both writing and speaking. <b>Attitudes and values:</b> Appreciate the importance of education in our lives.	5
2	8.2. Describing educational ambitions.	<b>Knowledge:</b> <ul style="list-style-type: none"><li>• Recognize words and phrases used in situations of work and jobs.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Describe educational ambition.</li><li>• Read texts about education and society.</li><li>• Talk about education and society in both writing and speaking.</li></ul> <b>Attitudes and values:</b> Appreciate the importance of education in our lives. <ul style="list-style-type: none"><li>• Arousal of ambitions.</li></ul>	5

3	8.3. Talking about education and society.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize words and phrases used in education field.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about education and society in both writing and speaking</li> <li>• Read texts about education and society.</li> </ul> <p><b>Attitudes and values:</b> appreciate the importance of education in our lives.</p>	3
4	8.4. Sexual behaviour.	<p><b>Knowledge:</b> -Recognize words, phrases used in the context of sexual behaviour in both writing and speaking.</p> <p><b>Skills:</b> - Talk about sexual behaviour in both writing and speaking.</p> <ul style="list-style-type: none"> <li>• Listen to texts about life skills and sex education.</li> </ul> <p><b>Attitudes and values:</b> self-awareness.</p> <ul style="list-style-type: none"> <li>• Behavioural change</li> </ul>	3
5	8.5 Life skills	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of life skills.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listen to texts about life skills and sex education.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Self-awareness.</li> <li>• Behavioral change.</li> </ul>	
4	8.6. Language structure: First and Second conditional.	<p><b>Knowledge:</b> -Write about performance at school.</p> <p><b>Skills:</b> -Use first and Second conditional sentences in both writing and speaking</p> <p><b>Attitudes and values:</b> -appreciate the use of conditionals when describing educational ambitions and sexual behaviour.</p>	3
5	End unit Assessment.		1

**Guidance on the lessons:** Tutor can set a friendly atmosphere that will ensure that all opinions about education, experiences to do with sex education are treated with respect throughout the lessons. Teaching resources should be readily available as the lesson will heavily rely on experiences and resources for its success.

## **8.1 Describing the ability at school**

### **Lesson 1**

#### **a) Learning objectives**

##### **Knowledge and understanding:**

Recognize words and phrases used to talk about one's ability.

##### **Skills:**

Talk about his/her ability in both writing and speaking.

##### **Attitudes and values:**

Appreciate the importance of education in our lives.

#### **b) Teaching and learning resources**

Photographs, job advertisements, student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

#### **c) Prerequisites**

Before taking on this sub-unit describing the ability at school, the tutor should ensure that the student teachers have a clue on using present simple tense.

### **8.1.1. Learning activity: Picture interpretation and reading**

You should tell learners to look at the pictures and answer questions after them. After answering questions about pictures, you should ask student teachers to read the dialogue in pairs. Encourage them to go through it quickly in the first reading. Remind them to read in a slower pace for purposes of comprehension during the second reading.

Take walk through to make sure reading is taking place. This will also help the tutor to identify students who may need extra help in the activity. Call on members of each pair to role-play the dialogue before the class

#### **Possible answers to the learning activity questions (8.1.1. Picture interpretation)**

- What is taking place in Fig. 1-2 is teaching and learning.
- If parents are involved in education process they help their children revise their lessons.



- Teachers and parents complement one another. (Accept any reasonable explanation)

### Possible answers to Comprehension questions

1. The purpose of the conversation was to follow up the child's education in order to know his ability at school.
2. The parent worried just because he cares.
3. Parents should collaborate with school leaders and teachers in order to know the progress of their children. If they know where the child has weakness they may help them to revise.
4. I would advise the parent to be following up the child and help him revise at home.

### Application activity 8.1.2: Reading a dialogue.

#### 1. Read the following conversation and answer questions that follow

- Malhotra is Ravi's father.
- Malhotra went to the college because his son was admitted there.
- Ravi was a student at the Army Public School, Delhi and had cleared class X with an **aggregate** of 89%.
- Ravi would like to take up the Science stream with Computer Science as an elective.
- It's not clear in the dialogue but the conversation they had is promising.

#### 2. Match the following words with their meaning

Word	Meaning
1. Academic	Related to school, college
2. Aggregate	Something formed by adding together several amounts or things; a total.
3. Dramatics	Relating to plays and acting.
4. Co-curricular	Co-curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.
5. Recommendation	Praising a person's qualities and conduct for the purpose of employment, admission etc.
6. Admission	The people allowed into a college, hospital, or other place, or the process of allowing people in

### **3. Paragraph writing.**

This is an open-ended activity. You should ensure the grammaticality of sentences. Tell learners to re-read notes on techniques of paragraph writing.

## **8.2 Describing educational ambitions**

### **Lesson 2:**

#### **a) Learning objectives**

##### **Knowledge and understanding:**

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

##### **Skills:**

- Describe educational ambition.
- Read texts about education and society.
- Talk about education and society in both writing and speaking.

##### **Attitudes and values:**

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

#### **b) Teaching and learning resources**

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

#### **c) Prerequisites**

Before taking on this sub-unit, student teachers should be well versed with facts on education and personal development because they have been through some levels of education.

### **8.2.1. Learning activity: Reading and text analysis**

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

#### **Possible answers to Comprehension questions**

1. The ambition of the writer is to become a teacher.
2. The father of the writer is a professor in a science college.

3. The mother of the writer is the one who inspired him/her.
4. The writer chose to become a teacher because he/she feels really blissful when he/she teaches people around him/her. He suggests that by teaching people around us, we can uplift the society.
5. According to the writer, a bad teacher is a **strict** teacher who is always **flogging** or **screaming** at students while a good teacher is the one who is **compassionate** and nurtures the students with knowledge.
6. Having ambitions helps one to prepare for their future.

### Application activity 8.2.2

1. Find the meaning of the following words using dictionaries and thesauruses.

Vocabulary	Meaning
a. Ambitions	An ambition strong desire for success, achievement, power or wealth.
b. Uplift	To raise something to a higher position.
c. Reputation	The opinion that people in general have about someone or something, or how much respect or admiration someone or something receives, based on past behaviour or character.
d. Pertaining	To be connected with a particular subject, event or situation.
e. Kindergarten	Nursery school.
f. Mannerism	Polite ways of treating other people and behaving in public.
g. Sacred	Considered to be holy and deserving respect, especially because of a connection with a god.
h. Strict	Greatly limiting someone's freedom to behave as they wish, and likely to severely punish them if they disobey.
i. Flogging or screaming	To flog is to beat someone very hard with a whip or a stick, as a punishment.  To scream is to cry or say something loudly and usually on a high note, especially because of strong emotions such as fear or excitement or anger.
Compassionate	Sympathetic.
Scale	A set of numbers, amounts etc., used to measure or compare the level of something.

### 2. Composition writing

This is an open-ended activity. The tutor could guide the students on composition writing. Consider the following in your guidance:

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

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

Conclusion- Here students should conclude by emphasizing the role of animals in the equilibrium of ecological habitats.

## **8.3 Talking about education and society**

### **Lesson 3:**

#### **a) Learning objectives**

##### **Knowledge and understanding:**

- Recognize words and phrases used in education sector.

##### **Skills:**

- Talk about education and society in both writing and speaking.
- Describe the importance of education in society.
- Read texts about education and society.

##### **Attitudes and values:**

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

#### **b) Teaching and learning resources**

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

#### **c) Prerequisites**

Before taking on this sub-unit, student teachers should be well versed with facts on education and society because they have been through some levels of education and they live in society.

### **8.3.1 Learning activity: Reading and text analysis**

Before asking student teachers to read through, the tutor may randomly select individuals to give their opinions on the role of education in society. This brief activity should not take so much of class time. After the activity, you may allow them to read the text in pairs and try out the comprehension questions in learning activity 8.3.1. Review the student's work to ensure that they are using problem-solving techniques independently.

### Possible answers to comprehension question

1. If citizens of a society are educated, they can provide significant contributions in the fields of arts, literature, science, technology, and others, and help establish a well-rounded and stimulating community.
2. If education is preparing the people without taking into consideration the societal needs:
  - a. It may result into chaos since society will have nothing to obtain from education. For example, people using old farming methods and continue to starve and there will not be medicine and vaccination for new diseases.
  - b. If I were an education planner or a police maker I would design a curriculum that takes into account societal needs.
3. If people living in a given society were not educated the situation would be scandalous. There will be no teachers, no doctors, no bankers, no pharmacists, no skilled farmers, no engineers etc.
4. In order to find a job that can give you a comfortable lifestyle, you have to have the qualifications that will make companies and employers hire you.
5. The lesson from this passage is that everyone should struggle to improve the quality of education. (Accept any other reasonable answer).

### Application activity 8.3.2

1. Explain the following words as they are used in the passage using dictionaries and internet.

Vocabulary	Meaning
a. well-rounded	Involving or having experience in a wide range of ideas or activities
b. ergonomic chair	A good job position.
c. earn six figures a year	A six-figure salary means a salary of between 100,000 and 999,999 pounds, dollars, Rwandan francs etc. a year.
d. perseverance	Continued effort and determination:
e. dedication,	When you give a lot of time and energy to something because it is important:

### 2. Debate

You should tell learners to re-read notes on debating techniques in unit 5.

### 3. Sentence writing

This is an open-ended activity. You should ensure the grammaticality of sentences.

#### 4. Comprehension questions

- The poet uses metaphor to compare with path to divine success and smooth drive to our greatness.
- The motto of education according to the poet is *shaping our true character*.
- Education is a fundamental foundation for any country state or nation.
- Education is a key to life because without education people would die of starvation (no skilled farmers), diseases (no doctors) and poverty (no banks).

### 8.4 Sexual behaviour

#### Lesson 4:

##### a) Learning objectives

###### Knowledge:

- Recognize words, phrases used in the context of sexual behaviour in both writing and speaking.

###### Skills:

- Talk about sexual behaviour in both writing and speaking.
- Listen to texts about life skills and sex education.

###### Attitudes and values:

- Self-awareness
- Behavioural change

##### b) Teaching and learning resources

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

##### c) Prerequisites

Before taking on this sub-unit, student teachers are expected to have some knowledge about risky sexual behaviour. They may have seen or heard of a person who got sexual transmitted diseases through sexual intercourse or a school girl who got unwanted pregnancy.

#### 8.4.1. Learning activity: Picture interpretation and reading comprehension.

The tutor should set a friendly atmosphere that will ensure that all opinions about sex education and experiences are treated with respect throughout the lessons. This is a reading activity that focuses on comprehension, reading speed and pronunciation. The tutor may pair up students (boy and girl) and allow them read through the text silently and then Select two students to read aloud for the class.

### **Possible answers to picture interpretation activity.**

1. They are dating each other.
2. Sexual behaviour.
3. Open-ended. Consider the explanations they give.

### **Possible answers to comprehension questions on activity 8.4.1**

1. According to the writer, sexuality refers to the capacity for sexual *feelings* and attraction.
2. Sexuality can be experienced and expressed in a variety of ways, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles, and relationships.
3. As long as sexual behavior is concerned, sexual education will come in so as to help all young people who need to get positive information and opportunities to think about, question, and discuss issues related to relationships, gender, sexual identities, sexual orientation, sexual behavior, sexual and reproductive health, and societal messages.

### **Application activity 8.4.2: Composition writing**

This is an open-ended activity. The tutor can follow guidance on how to mark a composition as provided in previous activities.

## **8.5 Life Skills**

### **Lesson 5**

#### **a) Lesson objectives**

##### **Knowledge:**

- Explain the importance of life skills.

##### **Skills:**

- Listen to texts about life skills and sex education.

##### **Attitudes and values**

- Self-awareness.
- Behavioural change.

#### **b) Teaching and learning resources**

- Photographs, pictures, job advertisements.

#### **c) Prerequisite/introduction of the lesson**

Life skills are positive behavior that enable each student to deal with unforeseen challenges of life. It is important that the tutor creates an environment and situations

that require problem solving and critical thinking. The tutor should trigger student teachers to think about those times of their lives like when they had a bad report card and what they did to change the situation.

### 8.5.1. Pre-reading activity

**“Teamwork skills are employability skills. Said by Dr. Kagan”**

Possible answers to pre-reading activity

- The statement could mean that employers like team players because they help bring new ideas and are good during problem solving at work.
- May also mean that teamwork skills create a supportive environment that encourages life skills to manifest.

(this is an open activity which may have more ideas regarding the quote may come up)

### A text 1: Life skills

Possible answers to Comprehension questions

1. Life skills according to the author are the building blocks or framework that allow students to apply the knowledge they acquire in school to real world problems and situations.
2. Life skills are abilities for adaptive and positive behavior while other skills like soft skills are simply noticeable skills such as communication and interpersonal that makes an individual stand out much easily.
  - All skills are geared toward making individuals better and successful.
3. Examples of life skills include;  
Self-reflection, Critical thinking, Problem solving and Interpersonal skills.
4. Yes, it is important to develop life skills from early childhood education because lay the framework with examples that they can understand and apply on their own after the children are grown and may have no parents or teachers to help them.

### 8.5.2. Application activity

- a. A chore is a task you do everyday especially when you are home.
- b. Witness bullying is seeing someone being mistreated because they are new or innocent.
- c. laundry are dirty clothes, bed sheets that need to be washed.
- d. impress means when you make someone to respect and admire you.
- e. Soft skills are character traits and *interpersonal skills* that characterize a person's relationships with other people.



## 8.6 Language structure: First and Second conditional

### Lesson 6

#### a) Learning objectives

##### Knowledge and understanding:

- Write about performance at school.

##### Skills:

- Use first and Second conditional sentences in both writing and speaking

##### Attitudes and values:

- Appreciate the use of conditionals when describing educational ambitions and sexual behaviour.

#### b) Teaching and learning resources

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

#### c) Prerequisites

Before taking on this lesson, student teachers are expected to have enough knowledge on use of conditionals since they saw them in unit5.

#### LPossible answers to the learning activity 8.6.1

Read the following sentences and complete the gap accordingly

1. If people are well educated, the society will develop in all sectors.
2. I would take my daughter to IPRC, If I were in your position.
3. If we were policy-makers, we would establish career development centers.
4. If they all do their best, the party will be great.
5. If I have a child, I would develop his/her life skills as much as possible.

Application activity on the first conditional 8.6.2.a

#### Complete the Conditional Sentences Type I.

1. Caroline and Sue prepare the salad, Phil **will decorate** the house.
2. If Sue cuts the onions for the salad, Caroline **will peel** the mushrooms.
3. Jane will Hoover the sitting room if Aaron and Tim **move** the furniture.
4. If Bob tidies up the kitchen, Anita **will clean** the toilet.
5. Elaine will buy the drinks if somebody **helps** her carry the bottles.

6. If Alan and Rebecca organise the food, Mary and Conor **will make** the sandwiches.
7. If Bob looks after the barbecue, Sue **will let** the guests in.
8. Frank will play the DJ if the others **bring** along their CDs.
9. Alan will mix the drinks if Jane **gives** him some of her cocktail recipes.
10. If they all do their best, the party **will be** great.

**Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.**

1. If you send this letter now, she will receive it tomorrow.
2. If I do this test, I will improve my English.
3. If I find your ring, I will give it back to you.
4. Peggy will go shopping if she has time in the afternoon.
5. Simon will go to London next week if he gets a cheap flight.
6. If her boyfriend doesn't phone today, she will leave him.
7. If they don't study harder, they won't pass the exam.
8. If it rains tomorrow, I won't have to water the plants.
9. You won't be able to sleep if you watch this scary film.
10. Susan can't move into the new house if it is not ready on time.

**Possible answers (application activity)**

1. If I **studied** well ICT, I would become an engineer.
2. If my friend borrowed my car and got a speeding ticket, I **wouldn't be** angry.
3. If I had studied last night, I **would have done** better on the test.
4. I **would have brought** my umbrella today if I had known it would rain.
5. I would run away screaming if I **saw** an alien
6. I would travel to New Zealand if I **had** the chance.
7. If I get a raise this year, I **will spend** Christmas in Hawaii.
8. I would have cooked pasta if I **had known** you don't eat meat.

**Summary of the unit**

In this unit, student teachers have learnt about describing the ability at school, describing educational ambitions, talking about education and society, sexual behaviour and the use of first and second conditional. The knowledge student teachers got from this unit will help them to make an informed and wise decision

towards the prevention of HIV/AIDS. In addition, the unit lessons have helped them to acquire reading, writing, listening and speaking skills about education, society and sexual behaviour.

### 8.7. End of unit assessment

1. Complete the Conditional Sentences (Type I&II) by putting the verbs into the correct form
  - a. If you come with me, I **will do** the shopping with you.
  - b. Walter **will help** his mother in the garden if she reads him a story this evening.
  - c. If it **rains** I will stay at home.
  - d. Our teacher will be happy if we **learn** the poem by heart.
  - e. If they had enough money, they **would buy** a new car.
  - f. We **would pass** the exam if we studied harder.
  - g. If Pat repaired his bike, he **would go** on a bicycle tour with us.
  - h. She would get 100 pounds if she **sold** this old shelf.
  - i. If I was/were you, I **would invite** Jack to the party.
  - j. If the weather **is** fine, the children can walk to school.

2. Write a composition describing the relationship between Education and society.

This is an open-ended activity. The tutor could guide the students on composition writing. Consider the following in your guidance:

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

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

Conclusion- Here students should conclude by emphasizing relationship between Education and society.

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

### 9.1. Pre-requisite

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

### 9.2. Guidance to introductory activities

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

#### Possible answers to introductory activity

1. Uses of fig. 1(Flash drive)
  - For sharing and transporting files from one device to another.
  - Runs different operating systems like linux
  - Used as Random-access memory. (RAM)
  - Runs potable applications
  - keeps our files safe.
2. No, it is not a good practice for people for people to be addicted to internet because it has separated most family members.
3. Uses of a tablet (Fig. 3)
  - Used to develop ICT skills
  - promotes education of students using ICT
  - Flexible in times of space and time. You can use it anytime and anywhere.
  - It is a motivation tool for student

#### Uses of microscope(Fig.4)

- Used for magnifying blood samples
- Scientists use them to study micro organisms
- Important diagnostic tool used when examining tissue samples.

### 9.3 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	9.1. Talking about words and expressions used in the context of science and technology	<p><b>Knowledge:</b> -Define words and expressions used in the context of science and technology.</p> <p><b>Skills:</b> - Correctly write and spell words and expressions used in the context of science and technology.</p> <ul style="list-style-type: none"> <li>• Narrate stories about ICT evolution.</li> </ul> <p><b>Attitudes and values:</b>-being up to date with terms of science and technology evolution and its use in education.</p>	7
2.	9.2. Describing the role of ICT devices and their side effects	<p><b>Knowledge:</b> -Define words and expressions used in the context of science and technology.</p> <p><b>Skills:</b> -Read and write about science and technology.</p> <ul style="list-style-type: none"> <li>- Narrate stories about ICT evolution.</li> </ul> <p><b>Attitudes and values:</b>-Care for ICT devices.</p> <ul style="list-style-type: none"> <li>- Share information with others</li> </ul>	7
3.	9.3. Language structure: Word formation	<p><b>Knowledge:</b>-Recognize word formations.</p> <ul style="list-style-type: none"> <li>• Define words and expressions used in the context of science and technology</li> </ul> <p><b>Skills:</b> -Read and write about science and technology.</p> <p><b>Attitudes and values:</b>-Spirit of curiosity and discovery of how words are used differently.</p> <ul style="list-style-type: none"> <li>• (Eagerness to learn-Being proud of using English language.</li> </ul>	7
	End of unit Assessment		

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

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

### Lesson 1

#### a) Lesson objectives

##### Knowledge:

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

##### Skills:

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

##### Attitudes and values

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

#### b) Teaching and learning resources

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

#### c) Prerequisites/Revision/ Introduction

Student teachers are expected to have prior knowledge about words and expressions used in the context of science and technology learnt in science subjects, ICT, History and Geography. The tutor can use think, pair and share to check their knowledge.

### 9.1.1. Learning activity

#### Possible answers to comprehension questions 9.1.1

Text1: Technology is changing the World of Medicine

1. They include; congestive heart failure, diabetes, medication noncompliance and stressful isolation.
2. The three areas include;
  - Heart failure
  - Mobile applications that can readily track sleep patterns
  - The remote monitoring technology.
3. The three types of sensors include, wristband, necklace and watch and are used for testing. The three give both patients and doctors information on how a mal functioning heart is progressing.

4. 3D technology helps surgeons to copy exactly the affected area that requires surgery and are able to correct it.
5. It is great because it guides patients to keep track of their medical that may help premature deaths and related complications.
6. Remote monitoring technology helps limits frequent visits to doctors which consume valuable time.

### Vocabulary activity

Vocabulary	Meaning
Technology	the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.
Congestive heart failure (CHF)	a chronic progressive condition that affects the pumping power of heart muscles. It is often referred to simply as “heart failure”
Noncompliance	Failure or refusal to comply. In medicine, the term noncompliance is commonly used in regard to a patient who does not take a prescribed medication or follow a prescribed course of treatment.
Wristband	This is an encircling strip worn on the <i>wrist</i> or lower forearm.
Diagnosis	the art or act of identifying a disease from its signs and symptoms.
Patient	a person who is receiving medical care, or who is cared for by a particular doctor or dentist.
3D printing	the action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.
Simulate	to do or make something that looks real but is not real.
Replicas	an exact copy or model of something,

sleep patterns	It is basically the stages of sleep that we go into from the moment that we nod off at night to waking up at first light.
Calories	A <i>calorie</i> is a unit of energy. In nutrition, <i>calories</i> refer to the energy people get from the food and drink they consume, and the energy they use.
heart rate	Heart rate, also known as pulse, is the number of times a person's heart beats per minute.
Device	an object or machine that has been invented for a particular purpose:

## Text2: Body systems

### Possible answers to comprehension questions.

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

### Vocabulary activity.

No.	word	meaning
a.	hormones	Regulatory substances induced in an organism and transported in tissue fluid such as blood to stimulate specific cells or tissues into action.



<b>b.</b>	metabolism	Chemical process that occurs with in a living organism in order to maintain life.
<b>c.</b>	bacteria	A microscopic single cells organism that thrive in diverse environments.
<b>d.</b>	viruses	the causative agent of an infectious disease
<b>e.</b>	Pathogens	a specific causative agent (such as a bacterium or virus) of disease.
<b>f.</b>	leukocytes	any of the colorless blood cells of the immune system including the neutrophils, lymphocytes, monocytes, eosinophils, basophils, and their derivatives.
<b>g.</b>	tissue	an aggregate of cells usually of a particular kind together with their intercellular substance that form one of the structural materials of a plant or an animal.
<b>h.</b>	Spinal cord	the cord of nervous tissue that extends from the brain lengthwise along the back in the spinal canal, gives off the pairs of spinal nerves, carries impulses to and from the brain, and serves as a center for initiating and coordinating many reflex acts
<b>i</b>	cardiac	relating to, situated near, or acting on the heart
<b>j.</b>	conception	The process of becoming pregnant involving implantation or fertilization or both.
<b>k.</b>	perspiration	the action or process of perspiring-sweating

### 9.1.2. Application activities: Composition writing

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

The tutor could focus on the following,

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

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

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

### **Lesson2**

#### **a) Lesson objectives**

##### **Knowledge:**

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

##### **Skills:**

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

##### **Attitudes and values**

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

#### **b) Teaching and learning resources**

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

#### **c) Prerequisites of the lesson**

Student teachers are expected to have prior knowledge about the role of ICT devices and their side effects learnt in previous classes or heard from different sources (Radio, TV). The tutor should ask questions to check the skills/knowledge

### **9.2.1. Learning activity: reading and textanalysis Text1: The positive and negative impacts of ICT**

#### **Possible answers to learning activity 9.2.1**

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

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

### Vocabulary activity.

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

### 9.2.2. Application activities: Sentence writing, Composition and Debate

Consider the following guidelines for application activity 9.2.2

1. Sentence writing
  - Tutor should ensure the sentences the students formulate are well structured and not similar.
  - Could consider punctuation.
  - Use capitalization where need be.

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

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

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

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

### **9.3. Language structure: Word formation**

#### **Lesson3**

##### **a) Lesson objectives**

###### **Knowledge:**

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

###### **Skills:**

- Read and write about science and technology.
- Being proud of using English language

###### **Attitudes and values**

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

##### **b) Teaching and learning resources**

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

##### **c) Prerequisites/Revision/Introduction**

Student teachers are expected to have prior knowledge about word formation learnt in previous classes. The tutor may pick some examples from passage read and ask them questions to check skills already have on word formation

### Possible answers to the language structure questions (Student book)

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

Refer to LE students' book on Unit 9.

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

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

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

dis-	-in	mis-	re-	un-	under-
------	-----	------	-----	-----	--------

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

#### 3. Put the words in brackets in the appropriate form (use prefixes or suffixes):

- a. He was acting in a very...**childish**...way. (child)
- b. She looked...unhappy..., She started to cry. (happy)
- c. He passed his exam. He was...**successful**...for the second time. (succeed)
- d. The team that he supported was able to win the...**championship**...

(champion)

- e. I couldn't find any...**weakness**...in his theory. (weak)
- f. He wants to be a...**mathematician**...when he grows up. (mathematics)
- g. There were only a...**handful**...of people at the match. (hand)
- h. The road was too narrow, so they had to...**widen**...it. (wide)
- i. I think that you should.....**reconsider**...your decision. It may not be the best thing to do. (consider)
- j. You need a...**combination**...of motivation, organization and hard work to realize your dreams.(combine)

### End unit assessment

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

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

- a. I can't answer this question. It's...**impossible**...(possible).
- b. Don't stand near the water. It's too...**dangerous**... (danger).
- c. I don't like this fish. It's not very well...**cooked**...(cook).
- d. Kate started crying because she was so...**unhappy**... (happy)
- e. If you have a haircut it will change your...**appearance**...(appear)
- f. Paul never waits in queues. He is too...**impatient**...(patient)
- g. Thank you for your advice. You have been very...**helpful**...(help).
- h. Stealing other people's money is...**dishonest**...(honest)
- i. Our science...**teacher**...is very young. (teach)
- j. Harry didn't think the book was very...**interesting**...(interest).
- k. A million pounds was given to the hospital by an...**unknown**...person (known)
- l. When you...**rewrite**...this paragraph, make it a bit shorter (write)
- m. That was a great film. It was really...**enjoyable**...(enjoy)
- n. Mary was wearing a/an...**unusual**...hat (usual)
- o. I like this town. The people are very...**friendly**...(friend)
- p. I don't think you're right. I...**disagree**...with you completely. (agree)

## ANNEXES

### A) RUBRICS

#### RUBRICS:

#### Rubric for speaking/Story Telling

Requirements	5 points	3 points	1 point
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a few more rehearsals.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and pronounces correctly	Speaks clearly and distinctively some of the time, and mispronounces a few words	Often speak unclearly or cannot be understood and pronounces wrongly many words.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the reading.	There are many times that volume is too quiet to be heard by all audience members.	Volume is too soft to be heard by all audience members throughout the whole reading.
<b>Recitation</b>	Reading is recited with feeling and emotion, setting the perfect mood. Specific words are stressed when necessary. Good eye contact is made with the audience.	Passage is recited with some feeling and emotion. Some eye contact is made.	Passage lacks feeling and emotion- very monotone. No eye contact is made with the audience.

#### Reading rubric

Requirements	5 points	3 points	1 point
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but might have needed a few more rehearsals.	Student does not seem at all prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all the time, and pronounces correctly	Speaks clearly and distinctively some of the time, and mispronounces a few words	Often speak unclearly or cannot be understood and pronounces wrongly many words.
<b>Volume</b>	Volume is loud enough to be heard by all audience	There are many times that volume is too quiet to be heard by all	Volume is too soft to be heard by all audience members

	members throughout the reading.	audience members.	throughout the whole reading.
<b>Recitation</b>	Reading is recited with feeling and emotion, setting the perfect mood. Specific words are stressed when necessary. Good eye contact is made with the audience.	Passage is recited with some feeling and emotion. Some eye contact is made.	Passage lacks feeling and emotion- very monotone. No eye contact is made with the audience.

#### Debate rubric

	Very good - 4	Good - 3	Poor - 2	Unsatisfactory - 1
<b>Information</b>	Used a lot of facts to support all arguments.	Used some facts to support all arguments.	Used few facts to support arguments.	Did not present facts to support arguments.
<b>Understanding of topic</b>	Showed very clear understanding of information.	Showed clear understanding of important information but lacked some evidence	Showed minimal understanding of information with some errors.	Demonstrated misunderstanding of the information



<b>Delivery</b>	Communicated clearly and confidently; maintained eye contact; excellent voice and speed	Communicated clearly; frequent eye contact; good voice and speed.	quite clear and less confident; poor eye contact; poor voice and speed.	Totally unclear; no eye contact; poor voice and very slow speed.
<b>Persuasiveness</b>	All arguments were logical and convincing with many examples, statistics and evidence	Most arguments were logical and convincing with fewer examples and statistics.	Some arguments were logical and convincing but lacked examples and correct statistics.	Few arguments were logical and convincing, without any examples or statistics.
<b>Rebuttal</b>	Addressed all opponent arguments with counter-evidence.	Addressed most of opponent's arguments with counter-evidence.	Addressed some of opponent's arguments with counter-evidence.	Did not address opponent's arguments.

## B) English phonemic charter

### English Phonemic Character Keyboard

i:	ɪ	ʊ	u:	ɪə	eɪ	/	
she <u>e</u>	sh <u>i</u> p	bo <u>o</u> k	sh <u>oo</u> t	h <u>e</u> re	wa <u>i</u> t		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
l <u>e</u> ft	teach <u>e</u> r	h <u>e</u> r	do <u>o</u> r	tour <u>i</u> st	co <u>i</u> n	sh <u>o</u> w	
æ	ʌ	ɑ:	ɒ	eə	aɪ	ɑʊ	
h <u>a</u> t	u <u>p</u>	far	o <u>n</u>	h <u>a</u> ir	l <u>i</u> ke	mo <u>u</u> th	
p	b	t	d	tʃ	dʒ	k	g
pe <u>a</u>	bo <u>a</u> t	tr <u>e</u> e	do <u>g</u>	ch <u>e</u> es <u>e</u>	jo <u>k</u> e	co <u>i</u> n	g <u>o</u>
f	v	θ	ð	s	z	ʃ	ʒ
fr <u>e</u> e	vi <u>d</u> eo	th <u>i</u> ng	th <u>i</u> s	S <u>e</u> e	z <u>o</u> o	sh <u>e</u> e	telev <u>i</u>

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