

**ENGLISH**  
**TUTOR'S GUIDE**

**TTC Year 2**

**OPTION : SSE & SME**

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## FOREWORD

Dear tutor,

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

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning teaching and learning materials to the syllabus to facilitate their learning process.

Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of tutors' pedagogical approaches, the assessment strategies and the instructional materials available.

We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, learners will gain appropriate language skills and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

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

In addition, such active learning engages learners in doing things and thinking about 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.
- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.
- To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 main parts, it:

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

**Part 2:** Provides the sample lesson plans as reference for your lesson planning process;

**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 will be welcome to the improvement of this text book for the next versions.

**Dr. MBARUSHIMANA Nelson**

**Director General of REB**

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**Joan MURUNGI,**

**Head of Department CTLR**

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# **I. General Introduction**

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

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

## **1. Sample Lesson Plan**

This 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.

## **2. Unit Development**

In this part, the details about unit development are provided. Each unit has the following structure: unit title, key unit competence, prerequisites, crosscutting issues to be addressed, guidance on introductory activity, the 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.

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

In the classroom, students learn in different ways depending on their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to adapt his/her methodologies and approaches to meet the learning needs of each student in the classroom. Also, tutors should

understand that learners with special needs ought to be taught differently or require some accommodation to enhance the learning environment. This will be done based on the subject and the nature of the lesson. In order to create a well-rounded learning atmosphere, tutors need to:

Remember that learners learn in different ways. Tutors therefore have to.

- Offer a variety of learning activities(e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limit distraction. This will help learners with special needs to stay on track during the lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners are slower than others.
- Breakdown learning activities into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning(and demonstrate or show pictures)if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not overprotective and does not do everything.
- Use multi-sensory approaches. As all students 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:

The tutor should:

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle rather than just working abstractly with the pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that she/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.

TTC ..... Tutor's.....

#### 4. SAMPLE LESSON PLAN

Name of TTC: ..... Tutor's name.....

Term: .....	Date: .....	Subject: English	Class: Year two	Unit No: one	Lesson: No one	Duration 40min	Class size .....
Types of Special Education Needs to be catered for in this lesson and number of learners in each category:							
Unit title	Myself and my community						
Key unit competence	To use language learnt in the context of myself and my community						
Title of the lesson	Describing the community						
Instructional objectives	Using a passage about describing the community, learners in groups, will read and discuss what happens in their communities and the roles played by community leaders.						
Plan for this class (location: in /outside)	In the class						
Learning materials (for all learners)	Textbook with a passage, pictures showing what happens in the community.						
References							

Timing for each step	Description of teaching and learning activities.		Generic competences and cross cutting issues to be addressed +a short explanation.
	The tutor groups student teachers and provides them with student books and pictures that describe the community. They share opinions after reading aloud the text and engage in activities set by the tutor for the lesson.		
	Tutor's activities	Student teachers' activities.	
Introduction. 5min.	<ul style="list-style-type: none"> <li>- The tutor asks student teachers to reflect on what they learnt in the previous lesson.</li> <li>- The tutor asks learners to orally talk in pairs about their communities and what they do in their communities.</li> </ul>	<ul style="list-style-type: none"> <li>- Student teachers brainstorm reflecting on the previous lesson by answering questions orally.</li> <li>- Student teachers in pair think, write and share about their communities, what happens in their communities</li> </ul>	<p><b>Generic competence.</b></p> <p>Communication because learners in pairs talk and share what happens in their communities.</p> <p><b>Cross cutting issue</b></p> <ul style="list-style-type: none"> <li>- Gender because are boys and girls</li> </ul>
		and what they do in those communities.	given equal amounts of work and an opportunity to share with each other in pairs about their communities.

<p>Development of the lesson. 25min.</p> <p>a. Discovering activity. 10min.</p>	<ul style="list-style-type: none"> <li>- The tutor groups student teachers and sets tasks and activities for each group to read the passage, analyze it and interpret pictures showing people doing different activities in the community and discuss.</li> <li>- The tutor asks student teachers to define what they understand by the term community.</li> <li>- The tutor requests one or two student teachers from each group to talk about communities in relation to what they have read in the passage.</li> </ul>	<ul style="list-style-type: none"> <li>- Student teachers while in groups, read the passage as instructed by the tutor, they interpret the pictures and share opinions about what they have read and observed in the pictures and write down important points.</li> <li>- Students individually think and define the term community orally.</li> <li>- Student teachers present to the class about activities in their communities in relation to what they have read in the passage and discussed in the groups.</li> </ul>	<p><b>Generic competence</b></p> <ul style="list-style-type: none"> <li>- Intra and interpersonal skills. Learners through group work discussion, facilitate each other through sharing different opinions and respecting one another.</li> </ul> <p><b>Cross cutting.</b></p> <ul style="list-style-type: none"> <li>- Inclusive education. Student teachers participate in all discussions and respecting contributions from their group members despite their abilities, skills, and learning challenges.</li> </ul>
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<p>b. Exploitation 10min.</p>	<ul style="list-style-type: none"> <li>- The tutor requests student teachers to brainstorm on certain activities described in the passage and pictures.</li> <li>- The tutor re-reads the passage aloud as he or she explains some ideas in the passage that were not clear to student teachers.</li> <li>- The tutor explains to the student teachers, new words that were used in the passage but not clear to student teachers during their group discussions.</li> <li>- The tutor requests learners to ask questions about the lesson and to note down important points in their note books.</li> </ul>	<ul style="list-style-type: none"> <li>- Student teachers brainstorm on community activities described in the passage and in pictures.</li> <li>- Student teachers listen and follow as the tutor is re-reading the passage aloud and explain. And they note down important points.</li> <li>- Student teachers write down new words used in the passage and their meanings according to the tutor's explanations.</li> <li>- Student teachers ask the tutors where they did not understand and seek for more information on new words.</li> </ul>	<p><b>Generic competence</b></p> <ul style="list-style-type: none"> <li>- Critical thinking. Student teachers think about the definition of community and point out activities that are described in the passage.</li> </ul>
<p>c. Synthesis. 5min.</p>			<p><b>Cross-cutting issues.</b></p> <ul style="list-style-type: none"> <li>- Environment and sustainability. Student teachers through their discussions in their communities, they learn different activities that keep the environment clean and sustainable. Like communal work.</li> </ul> <p><b>Generic competence.</b></p> <ul style="list-style-type: none"> <li>- lifelong learning. Student teachers learn to listen as the teacher is re-reading, they take notes as the</li> </ul>

			<p>The tutor explains and asks questions on new words found in the passage.</p> <p><b>Cross cutting issues.</b></p> <ul style="list-style-type: none"> <li>- Standardization culture. Student teachers learn the culture of supporting and respecting community activities that unite people.</li> </ul>
<p>Conclusion. 10min.</p>	<ul style="list-style-type: none"> <li>- The tutor gives summarized notes to supplement on what student teachers made for themselves especially on vocabulary, and the theme of the passage.</li> <li>- The tutor gives end of Lesson assessment/ exit question to evaluate if the objectives have been achieved.</li> <li>- The tutor gives a short homework/ tasks for learners to do during their free time.</li> </ul>	<ul style="list-style-type: none"> <li>- Student teachers take summarized notes of vocabulary given to them by the tutor that are new to them and being used in the passage.</li> <li>- Student teachers Individually attempt to answer the exit question and collect the work for the tutor to mark.</li> <li>- Student teachers write down the task and</li> </ul>	<p><b>Generic competence.</b></p> <ul style="list-style-type: none"> <li>- creativity and innovation. Student teachers learn how to summarize notes given by the tutors .</li> </ul> <p><b>Cross cutting issues.</b></p> <ul style="list-style-type: none"> <li>- Standardization culture. Student teachers learn the importance of community work, and how to contribute</li> </ul>

		activities given to them by the tutor to carry out more research at home or during self-study.	in their communities.
Tutor's self-evaluation.	<p>Tutor's self-evaluation depends on the reality of the class. What the student teachers are able to do, serves as evidence of their learning.</p> <p>This can be done based on assessment during classroom activities either individually or in groups. Also by judging whether or not the objective of the lesson has been achieved and the decide about remedial activities.</p>		



# UNIT 1

## Myself and my community

### **Key unit competence:**

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

### **Prerequisite (Knowledge, skills, attitudes and values)**

Before undertaking this unit *Myself and my community*, learners should have prior information about social cohesion in society that was learnt in history and citizenship. Recall some topics they studied in primary school related to one's community (Social Studies). Then ask questions on these topics.

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

- Gender education

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

- Peace and values education

In this unit, peace and values education will be addressed in different situations which will require both the tutor and student teachers to actively listen to each other's concerns in different situations, respecting every one's idea and using the positive language which cannot harm anyone.

- Inclusive education

In this unit myself and my community, this cross-cutting issue will be addressed while talking about myself and my community. The tutor should help student teachers to understand that not every person can achieve a certain level in the community.

- Environment and sustainability

It must be addressed while the tutor is guiding student teachers in activities related to repairing infrastructure in community work that is introduced in some texts.

### **Guidance on the introductory activity:**

Tell students to form pairs and open their books. Make sure that every learner has a partner.

They observe 3 pictures and interpret them by answering the questions related to those pictures. Give some pairs time to share their answers to the rest of the class.

### **Possible answers to questions**

In the pictures of introductory activity:

- a)
  - People in the afternoon meeting, discuss how to prepare a balanced diet for their children.
  - People are carrying out community work which takes place every last Saturday of each month.
  - At the market, two women (a seller and a customer are talking about the price), another woman behind is selling flour.
- b) We need to combine our efforts to work for the good of the entire community, like cleaning an area, building some infrastructure, like feeder roads, constructing shelter for the elderly or maintaining the environment. Community work is a good opportunity for local leaders to bring all community members together. It mobilizes them to take part in the development of the country.
- c) We involve all people regardless of their gender so that they can achieve their full potential in life. It aims at creating conditions which enable full and active participation of every member of the society in all aspects of life, including civic, social, economic, and political activities, as well as participation in decision-making processes.

## List of lessons/sub-headings

#	Lesson title	Learning objective	Number of periods
1	Talking about myself and describing the community.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Identify words and phrases in relation to self and community</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Read texts about people's role in the community for information.</li> <li>- Write texts about individual and community interdependence.</li> <li>- Describe oneself and one's community</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>- Appreciate values in the community.</li> </ul>	4
2	Community activities	<p><b>Knowledge:</b> Identify words and phrases in relation to self and community.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Read texts about people's role in the community for information.</li> </ul>	
		<ul style="list-style-type: none"> <li>- Write texts about individual and community interdependence.</li> <li>- Describe oneself and one's community.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>- Appreciate human values in the community.</li> </ul>	4

3	Recounting past activities	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Recognize the structures used to talk about past events.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Read the dialogue about past activities.</li> <li>- Answer related questions about words and phrases related to past activities.</li> </ul> <p><b>Attitudes</b></p> <ul style="list-style-type: none"> <li>- Show self-respect and within one's community.</li> </ul>	4
4	Language structure	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Identify the use of present simple tense, possessive adjectives and reflexive pronouns.</li> </ul> <p><b>Skills:</b> Use present simple tense, possessive adjectives and reflexive pronouns to talk about oneself and the community.</p> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>- Show willingness to collaborate with community members.</li> </ul>	4

## 1.1. Talking about myself and describing the community

### a) Learning objectives

- **Knowledge**

- Identify words and phrases in relation to self and community skills.
- Read texts about people's role in the community for information.
- Write texts about individual and community interdependence.
- Describe oneself and one's community.

- **Attitudes and values**

- Appreciate human values in the community.

- **Skills**

- Communicate both orally and in writing when talking about myself and describing my community.

**b) Teaching resources: pictures related to the community synergy, manila papers etc.**

**c) Prerequisites/revision/introduction**

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

**d) Guidance to Learning activities**

***1.1.1. Learning activities: Reading and text analysis***

- During reading activities:

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

- After reading, ask comprehension questions that are provided in the student's book after the text to check their comprehension.

**e) Support for learners with special educational needs:**

It may occur that you have cases of learners with impaired vision. Provide them with clear materials and exercise patience while they read. Also, slow down the pace of the read aloud activity. For those with hearing difficulty, provide time to go and stand nearby. Ask more questions to check their comprehension.

**Possible answers to comprehension questions**

- a) Her vision is to be a woman of positive influence in the community. It means for her being able to bring changes to the community, she also has a vision to develop and upgrade herself regularly.

- b) Her dream is to have a peaceful community. A community that will be free from abuses and oppressions, a community where everyone is considered important and treated as such. A place where there is freedom of expression and every member has equal access to basic facilities, such as health care, education, food, security and shelter; things that make life comfortable.
- c) She wants to encourage people to take part in all community-based activities such as community work that takes place every last Saturday of the month to ensure sustainable development in their community.
- d) This is an open-ended question. Allow students to gather as many answers as possible. Ensure there is respect of opinions.

### **f) Guidance to application activities**

#### ***1.1.2. Application activities:***

The application activities are about vocabulary improvement and composition writing.

- Vocabulary and sentence writing: Tell learners to check the meaning of words individually and then share them with a partner. Remind the student teachers in their pairs to use the new words in sentences. Walk around the classroom to respond to every student's need.

### **Possible answers to vocabulary questions**

- a. Oppression: when people are governed in an unfair and cruel way and prevented from having opportunities and freedom. Example: Every human being has the right to freedom and protection against oppression.
- b. Enlightenment: the state of understanding something.
- c. Sphere of influence: play a big role to influence people: a good citizen should be a sphere of influence in the community.
- d. Shelter: protection from bad weather, danger or attack: every community member should have a shelter.
- e. Health care: the set of services provided to a person for treatment of illness: We should be aware that every community member needs healthcare services.

#### *Composition writing*

- Before writing: ask learners some questions that will give an idea on how they could develop their compositions.

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

## **1.2. Community activities**

### **a) Learning objectives**

- **Knowledge:**
  - Identify words and phrases in relation to self and community.
- **Skills:**
  - Read texts about people’s role in the community for information.
  - Write texts about individual and community interdependence
  - Describe oneself and one’s community.
- **Attitude and values:**
  - Appreciate human values in the community.

### **b)Teaching resources:**

Pictures related to community synergy, manila papers etc.

### **c)Prerequisites/revision/introduction**

Before undertaking this lesson, learners are expected to have knowledge and skills about one’s collective duties and responsibilities and how every member can contribute in the community; they learnt about social cohesion and the contribution towards caring for the environment. Guide them to recall the knowledge they have about social cohesion. The tutor may refer to the General Studies and Communication Skills books for advanced level and the Social Studies books for primary.

### **d) Guidance to the learning activities**

### ***1.2.1. Learning activities: Reading and text analysis***

- Pre-reading: Select a few key words from the text and have them written on the board. Ask student teachers to predict what the passage is all about.
- During reading:
  - Give student teachers time to read the text silently and ask few questions to check whether they have read it.
  - Guide them to read the text aloud and check for proper intonation, pronunciation speed and fluency. Make sure that students take turn as many as possible.
- After reading: ask comprehension questions that are provided after the text to test their comprehension.

#### **e) Support for learners with special educational needs:**

it may occur that you have cases of learners who are visually impaired. Provide them with bigger materials and read to them slowly. For those with hearing difficulty, spare some time to go and stand close to those special need students. Ask more questions to check their comprehension.

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

- a. To combine our efforts to do something for the good of the entire community, like cleaning an area, building some infrastructure or looking after the environment. Community work is a good opportunity for local leaders to bring all community members together. This mobilizes them to take part in the development of the country.
- b. Special community work was organized in May for the purpose of fighting disasters. Rainy season that year had been so dangerous that floods washed away crops, destroyed houses and some people lost their lives.
- c. They built trenches to divert rainwater and overcome soil erosion which had previously caused the flooding of the Nyabugogo river in the suburbs of Kigali city.
- d. Community work has been fruitful to the country's development because a lot of money is saved for other development projects to check if they can spell the words.



## Answers to vocabulary activity

Word	Meaning
Washed away	If water or rain washes something away, it removes it or carries it away:
Deemed	to consider or judge something in a particular way.
Gathered	to collect or obtain several things, often from different places or people.
Flooding	to cause to fill or become covered with water, especially in a way that causes problems.
Suburbs	areas on the edge of a large town or city where people who work in the town or city often live.

e. Guidance to the application activities

### ***1.2.2. Application activities:***

#### **I. Summary writing:**

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

#### **II. Composition writing**

Before writing: ask learners some questions that lead to ideas necessary to develop their compositions.

During writing: guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should be built around an idea.

Give them time to edit and revise.

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

### **1.3. Recounting past activities**

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

**Knowledge:** Recognize structures used to talk about past events

**Skills:**

- Reading the dialogue about past activities and answer related questions.
- Using words and phrases related to past activities .

**Attitudes and values:** Show self- respect and within one's community.

#### **b) Teaching resources:**

Pictures that portray two persons of different culture, projector, manila papers, etc.

#### **c) Prerequisites/revision/introduction**

Before undertaking this lesson, learners are expected to have knowledge about how to talk about what he/she did in the past. This means know how to use past simple and present perfect. A student teacher is also expected to possess the prerequisites about different verbs. All of these were covered in previous levels.

#### **d) Guidance to the learning activities**

##### ***1.3.1. Learning activities: Reading and text analysis***

- Pre-reading: before learners start to read, ask them some questions regarding the picture (a child with /her parents at the beach) ask them to use the picture to predict what the passage will be about.
- During reading:
- Give them time to read the text silently and ask few questions to check whether they have read it.
- After reading: ask comprehension questions that are provided after the text to check their understanding.

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

- a) The speaker and his family visited Rubavu because it is a nice place and she had not been to that place before. She was excited.
- b) They visited the beach, underground hot water (Amashyuza) and Bralir-wa breweries.

- c) They were happy because the place was beautiful. They did not only enjoy the stay but also visited and learned about its different beautiful places which are part of its touristic attraction.
- d) The speaker spent most of the time at the beach.
- e) Because it is the best time to see the sunset.
- f) Because she feared that too much wind would blow her into water.
- g) Yes. Due to the good and attractive places that the speaker visited, she got more inspired to re-visit the place once again.

### **e) Guidance to the application activities**

#### ***1.3.2. application activities:***

##### **I. Vocabulary:**

For this exercise, give individuals time to improve their vocabulary. Make sure that everyone is matching the words with their respective meaning. Walk round to help those facing difficulties.

##### **Possible answers for word meaning exercise.**

Sniffed= draw up air audibly through the nose to detect a smell.

Exploration= Travel through (an unfamiliar area) in order to learn about it.

Gorgeous= Beautiful and very attractive.

Parasailing= Glide through the air wearing an open parachute while being towed by a motorboat.

Surfing= The sport or pastime of riding a wave towards the shore while standing or lying on a surfboard.

##### **II. Letter writing:**

- Pre-writing: before students undertake this activity, ask them some questions that lead them to the ideas that they will be writing. The questions may include: who is your friend? Where does he/she live? Which place would you like to tell him/her about? etc. Help them to set criteria for a good letter.
- During writing: have them draft the letter. When they are drafting their letters, guide them to the proper use of punctuation, shift in tenses and capitalization. Etc. give them time to edit and revise their work. In this process, you can tell them to exchange their work so that they can edit one another's work.
- After writing: give them time to share their letters with the class. Provide enough feedback.

### III. Composition writing

Before writing: ask learners some questions that help them to have ideas for the development of their compositions.

During writing: guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have a topic sentence.

Give them time to edit, peer edit and revise their work.

Direct them to collect their notebooks and evaluate the best.

#### 1.4. Language structure

##### a) Learning objectives

**Knowledge:** Identify the use of present simple tense, possessive adjectives and reflexive pronouns.

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

**b) Teaching resources:** pictures that show activities from which you can make present tense sentences, possessive and reflexive pronouns.

##### c) Prerequisites/revision/introduction

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

#### Answers for exercises

Filling in with reflexive pronouns

1. Tommy told a lie. He was ashamed of himself.
2. Masako cut himself while he was chopping vegetables.
3. People surround themselves with friends and family during holidays.
4. Omar thinks Oscar is telling the truth. So does Ricardo. I, myself don't believe Oscar's story for a minute.
5. know that their children have grown, Mr. and Mrs. Grayson live by themselves.
6. A: should I marry Steve?

B: No one can make a decision for you, Ann. Only you, yourself can make such an important decision about your own life.

1. Emily and Ryan! Be careful! You are going to hurt yourselves.
2. A: I hate my job.

B: I envy Jacob. He is self-employed.

1. Yeah. I would like to work for myself too.
  - You should pay more attention to people who take good care of you.
  - For the possessive adjectives, make sure they are using them to describe their contribution to the community.

### **1.5. Unit summary:**

In this Unit, students have learnt about myself and my community. This is very important to student teachers to recognize their role in the community, how their contribution is very essential to the development of the country. The unit emphasized the duties and responsibilities of community members for the sake of a country's development. Lessons have helped you to acquire reading, writing, listening and speaking skills about oneself and one's community through the activities given. End unit assessment will help you to find out whether your learners still require improvement in lessons that have been covered. Make sure every learner is doing tasks assigned to them. This means that the tasks will be carried out individually.

It will also help you to reflect on the teaching and learning methods that can help you to improve learners' competences.

### **1.6. End unit assessment**

#### **Possible answers to the end unit assessment**

##### ***Grammar***

I. Ask student teachers to complete the sentences with each word or expression from the list and an appropriate reflexive adjective.

1. She taught herself.
2. Did she enjoy herself?
3. You should be proud of yourself.
4. Killed himself.
5. Introduced myself.
6. Feeling sorry for yourself.
7. Talking to yourself.

II. Fill in the blank space with the correct form of the verb (This exercise is to consolidate the ability of a student-teacher to talk about recent activities.)

Before I visited Australia, an Australian friend in London had told me I would learn “the Australian salute”. “What is that?” I asked. “You will find out when you get there.” He said. I arrived in Perth last week. Since then, I have been staying at a nice hotel near a beautiful beach. I had never visited Australia before, and I am enjoying my stay. I have been swimming every day from the time I arrived Yesterday. An Australian friend suggested that we should go for a tour in “the bush”. I disagreed at once, but later on I accompanied him. The first thing I noticed when we were in the bush was the flies. After a while, I remembered the conversation I had had in London before I came here. “What is the Australian salute?” I asked suddenly, as I waved my right arm to keep the flies away. “That’s it” My friend said as he waved back.

III. Student teachers will choose the possessive pronoun or possessive adjective that best completes the sentence.

1. Claudine finished **her** assignment early but had to wait for Nahla who hadn’t done hers.
2. His dad trimmed the branches off the trees as it looked so bare without all of **its** branches.
3. They bought a new car for **their** son who had just wrecked **theirs**.
4. The CD over there is **his** but this one right here is **mine**.
5. You can never convince anyone that **your** child isn’t **yours**.

IV. For the composition writing, give learners time to write themselves without any assistance. Make sure that everyone is doing the exercise. Remind them to follow the steps of writing that have been followed so far.

### **Additional activities**

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

Write ten sentences with the following adverbs of frequency: always, sometimes, every day, occasionally, seldom.

If you realize that some student- teachers are unable to write an essay, just start with simple sentences describing their duties of everyday. Ask them some simple questions to answer through writing.

## Remedial activities

1. Read each sentence and circle yes or no if the information is not true.
  - a. I read newspapers every day.
  - b. The sun revolves around the earth.
  - c. Community work takes place every last Saturday of each month of the year.
  - d. I don't have anything to do to help the community.
  - e. People should know their role in the development of their community.
  - f. I live in harmony with my neighbors.
2. Work in small groups and discuss topics that are given to you. Each member should contribute one sentence for each topic. Share some of the sentences with the class.
  - a. Tell your group one daily habit you have.
  - b. Describe your journey to school yesterday.
3. Use the simple present tense to generalize about some of the verbs given:
  - a. Contain
  - b. Consist
  - c. Drink
  - d. Produce
  - e. Save

# UNIT 2

## Leadership and famous people

### Key Unit Competence:

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

### Prerequisite (Knowledge, Skills, Attitudes and Values)

Before undertaking this unit **Leadership and famous people**, student-teachers should have prior information about the history of Rwanda's leadership especially the pre-colonial, during colonial and post colonial period. This history equipped them with the names of famous people from so many years ago until now. They may also have knowledge about leadership styles that they have learnt in English ( S.2 Leadership and Democracy Unit) . It is then the opportunity to recall that by asking different questions.

### Cross-cutting issues to be addressed:

#### ➤ Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. Example of activities; dialogues, group work, pair work, plenary discussions. Students should be aware that both women and men can be leaders. This will be reflected throughout passages that talk about both female and male leaders.

#### ➤ Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both the 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 positive language.

#### ➤ Inclusive education

This unit, is about leadership and famous people and this cross-cutting issue will be addressed while talking about different famous people in the modern Rwanda. Sometimes a famous person can be someone with disability. In this case, you should remind students that being impaired doesn't mean inability.



A handicapped person can be a leader. The teacher will give time to learners to give typical examples.

### **Guidance for the introductory activity**

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

### **Answers for picture observation and interpretation**

- The first picture shows HE Paul Kagame participating in the community work.
- The second picture shows a woman who is delivering a speech.
- The third picture shows a footballer who is in the pitch.

### **Answers to introductory activity questions**

1. What do you know these persons for?

- (His Excellency Paul Kagame is an influential leader who always strives for self reliance among Rwandans. He is a visionary leader who has spread unity among Rwandans after the tragic history that Rwanda went through during the 1994 genocide against the Tutsi.
- The second picture portrays the belief that a woman can lead people and she can be famous. To give an examples, Louise MUSHIKIWABO is a Rwandan woman who is well known. She was elected Secretary General of French speaking countries. (Francophonie)
- Jacque Tuyisenge. He is a Rwandan professional footballer. He plays for the Rwanda National team(Amavubi).

Why do you think their deeds made them famous?

- HE Paul Kagame's deeds made him famous after commanding the army that stopped Genocide in Rwanda and generally, his efforts to uplift the standard of living of Rwandans.
- Louise Mushikiwabo became famous after serving as a foreign affairs minister and later becoming the secretary general of Francophonie.
- Jacque tuyisenge became a famous person because he broke the record of being the most expensive player on his move to Angola Giants Petro Atletico. He also played many games for the national team.

1. The tutor should guide students to help them identify individuals who have contributed to the community development and consequently became famous.
2. Making a difference in my school and my community.  
Performing well at school, etc.

### List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Talking about famous leaders in modern Rwanda	<p><b>Learning objectives:</b></p> <p><b>Knowledge</b></p> <p>Identify the famous people in the modern Rwanda and their deeds.</p> <p><b>Skills</b></p> <p>Read texts about famous persons in modern Rwanda.</p> <p>Write texts about famous persons describing what they did.</p> <p><b>Attitudes and values</b></p> <p>Appreciate what famous people do.</p>	4
2	Talking about leadership styles Giving opinion about leaders.	<p><b>Knowledge</b></p> <p>Identify leadership styles .</p> <p><b>Skills</b></p> <p>Discuss the leadership styles.</p>	4
		<p><b>Attitudes and values</b></p> <p>Appreciate the role of a good leader in the development of society.</p>	

3	<p>Talking about famous persons in modern Rwanda</p> <p>Vocabulary</p> <p>Leadership styles: tolerant, authoritarian, violent, democratic, etc.</p> <p>Character: simple, unpretentious, good-natured, reserved, etc.</p>	<p><b>Knowledge</b></p> <p>Mention some famous persons in the modern Rwanda.</p> <p><b>Skills</b></p> <p>Write a text describing famous people in Rwanda and what they did.</p> <p><b>Attitudes and values</b></p> <p>Appreciate the role of a good leader in the development of society.</p>	4
4	<p>Language structure: past simple and wh-clauses</p>	<p><b>Knowledge:</b> Recall the uses of past tenses and clauses of time and, the use of wh-clauses</p> <p><b>Skills</b></p> <p>Use them to talk about famous people.</p> <p><b>Attitudes and values</b></p> <p>Appreciate the synergy with colleagues while doing different tasks.</p>	4

## 2.1. Talking about famous leaders in modern Rwanda

### a. Learning objective

#### Knowledge:

- Identify famous people in the modern Rwanda and their deeds.

#### Skills:

- Read texts about famous persons in modern Rwanda.
- Write texts about famous persons describing what they did.

#### Attitudes and values

- Appreciate the role of a good leader in the development of society.

### b. Teaching resources

Pictures of any other famous leaders in Rwanda who are not mentioned in the book, computer etc.

### c. Prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge and skills about leadership and famous people, in S.2, students learnt leadership styles. They also learnt the history of Rwanda. Ask some questions that can help them to recall that.

### d) Guidance to learning activities

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

- Pre-reading: before learners start to read, ask them some questions about the picture(HE Paul Kagame delivering a speech)ask them to predict what the passage will be talking about.
- During reading:
  - Give them time to read the text silently and ask few questions to check whether they have read it.
  - The tutor may provide modal reading for the whole class. Ensure that there is maximum attention while this activity takes place.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

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

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

1. HE Paul Kagame
2. He is being talked about for striving for the well-being of his people.
3. Dignity and self-reliance are the two ways suggested by the government to address socio-economic and political problems.
4. Dignity means receiving respect from people and an individual's belief in his ability to do what is good.

### **e) Guidance for application activity**

#### ***2.1.2. Application activity:***

##### **➤ Composition writing**

This activity requires learners to write a composition about an example of any other famous leader of their choice. This could be one from their respective communities or the country as a whole.

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

## 2.2. Talking about leadership styles

### a) Learning objective

**Knowledge:** Identify leadership styles.

**Skills:** Talk about famous persons in speech and writing;

**Attitudes and values:** Appreciate the role of a good leader in the development of a society.

### b) Teaching resources

- Pictures of any other democratic leaders and dictators in history, projector, computer technology.

### c) Prerequisites/revision/introduction

- Before undertaking this lesson, learners are expected to have knowledge and skills about leadership styles in many countries that they learnt in history. For example, French and American revolutions. Ask them some questions that may help them to recall them.

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

- Pre-reading: before learners start to read, ask them some questions about the picture (Chamber of deputies making laws) ask them to predict what the passage will be talking about.
- During reading:
  - Give them time to read the text silently and ask few questions to check whether they have read it.
  - Guide them to read the text aloud check their proper intonation. Make sure to give turn to as many students as possible. When reading the passage, stop them from time to time to infer the meaning of what they are reading. Remember to also make them predict what will happen next.
- After reading: ask comprehension questions that are provided after the text in the students book to check their comprehension.

Fluency: it might be possible that some words are somehow complicated to read. In this case remind them to use dictionaries and read them appropriately.

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

- a) Democracy is a system of government in which the people exercise power directly or through elected representatives who form a governing body such as a parliament. In a democratic government, power belongs to the people.
- b) Promoting peace and stability.
- c) Learners will discuss the best leadership style after reading the passage.

#### ***2.2.2. Learning activity:***

- Vocabulary and sentence writing: Tell learners to check the meaning of words individually and share them with a partner. Tell them to join partners and use them in sentences. Walk round in the classroom to meet every student's need.

### **Possible answers to meaning and sentence construction**

1. Parliament: the group of (usually) elected politicians or other people who make the laws for their country. Example: On Tuesday the country's parliament voted to establish its own army.
2. Enact: to put something into action, especially to change something into a law.

Example: A package of economic sanctions is to be enacted against the country.

3. Dictator: a leader who has a complete power in a country and usually who has not been elected by the people. Example: My boss is a bit of a dictator.

Monopolize: to obtain exclusive possession or control of a given service.

Example: She completely monopolizes the rule in the country.

#### ***2.2.3. application activity:***

This activity requires learners to write a composition about leadership in one's country.

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

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

## 2.3. Famous people

### a) Learning objective

- **Knowledge:** Mention some famous persons in modern Rwanda.
- **Skills:** Write a text describing famous people in Rwanda and what they did.
- **Attitude and values:**

Appreciate the role of a good leader in the development of society.

### b) Teaching resources

Pictures of famous persons in Rwanda who are not mentioned in the book, a projector and other relevant materials.

### c) Prerequisites/revision/introduction

Before students undertake this lesson, they learnt about the names of entertainers in Rwanda. This was done in primary six. This can be the prior knowledge to help guide the lesson. Ask some questions that may help students to recall all that.

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

- **Pre-reading:** before learners start to read, ask students to form groups of three. Write a few sentences from the text on the board. Ask them to predict what the passage will be talking about.
- **During reading:**

Give them time to read the text silently and ask few questions to check whether they have read it.

Randomly select two students to read the text aloud and remember to check for proper intonation. While they read the passage, stop from time to time to infer the meaning of what they are reading. Remember to make them predict what will happen next.

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



Fluency: it might be possible that some words are somehow complicated to read. In this case remind them to use dictionaries and read them appropriately.

**Possible answers to:**

➤ **Comprehension questions**

- a. She has been helpful to Rwanda because of her service such as serving as the minister of foreign affairs and cooperation of Rwanda, spokesperson, She had previously been Minister of information. With all of these services mentioned, she became a great role model to some Rwandan leaders.
- b. When he returned from exile, he joined the army, he achieved several trophies in athletics such as 3,000 metres in Bydgoszcz, 5000 meters in Solihull, England, Rostock and Chemnitz 10-kilometer races. In addition, he won the 10,000-meter race at the 2005 Francophone Games and came fourth at the 2007 All Africa Games half marathon.
- c. She began her international career in 1995 and the following year won eight out of her 13 international races. In 2000 and 2001, she won both the Boston and Chicago marathons and set a new world marathon record, In the 2004 Olympics she won a silver medal and in the World Championships she won gold in 2003 and silver two years later.
- d. Her fame rose when she participated in the 3,000 meters steeplechase at the Munich Olympics in 1972.
- e. This is an open-ended question. Allow students to solicit as many opinions as possible. Ensure that divergent views are respected.

➤ **Vocabulary and sentence writing:**

Tell learners to check the meaning of words individually and share them to their partner.

Tell them to join partners and use the words in sentences. Walk round the classroom to meet every student's needs.

**I. Vocabulary**

1. Spokesperson: someone who is chosen by a group or organization to speak officially to the public for them. Example: Louise Mushikiwabo used to be a government spokesperson.
2. Witnessing: seeing something happen, especially an accident or crime. Examples: Did anyone witness the attack?

3. Career: the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money. Example: she has been exemplary in her career.
4. Steeplechase: a long race in which horses or people have to jump over fences, bushes, etc., either across the countryside or, more usually, on a track. Her fame rose when she attended the 3000 meters steeplechase.
5. Boycott: take part in an activity as a way of expressing strong disapproval. Example: The union called on its members to boycott the meeting.
6. Devoted: to give all of something, especially your time, effort or love, or yourself, to something you believe in or to a person: He left government to devote more time to his family.

### ***2.3.2. Application activity***

This activity requires learners to write a composition about famous persons they know and the contribution of good leadership to the development of Rwanda. You can take them to the library or in the computer lab to search for more information.

- Before writing: ask learners some questions that help them to have ideas about composition writing.
- During writing: guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should develop an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing tips. Give them time to edit and revise their work.
- After writing: allow them to share their work to the class. Guide students to set criteria for their work's assessment.

## **2.4. Language structure**

### **a. Learning objectives**

**Knowledge:** identifying the use of relative pronouns and simple past tense recognizing their use in passages.

**Skills:**

- using relative pronouns especially when talking about leaders
- describing the use of past tense and using it to express him/herself orally and in writing.

**Attitudes and values:** appreciating what people did in the past and what they do now.

**b. Teaching resources:**

- Illustrations that describe someone's timeline in past, projector, pictures of people that help to finding out relative pronouns.

**c. Prerequisites/revision/introduction**

Before studying this lesson of relative pronouns, and the past simple use.

Learners are expected to have knowledge about past deeds of famous people, describing what they did with relative pronouns. They should also be able to identify what they did using the adverbs of time. Your job here is to ask some questions that help them to remember all of that.

**1. Relative pronouns**

For relative pronouns: Pick some sentences from the analyzed passages and write them on the board. Ask learners some questions that help them to discover the use of relative pronouns. Tell them to open their books and read the types of relative pronouns and how they are used. Give them time to practice using them.

**2. Simple past**

For past simple use: students have been talking about what famous people and famous leaders in Rwanda did in the past. Ask them some questions about past activities and write sentences on the board. Let student-teachers discover the use of past simple themselves.

Tell them to read the summary of their uses in their books.

**2.5. Unit summary:**

In this Unit, students got the opportunity to talk about leaders and famous people both orally and in writing. This was also a good opportunity to take inspirations and target to be leaders of tomorrow. They have also been able to identify Rwandan leaders.

The end unit assessment tasks are broadened (language structures exercises, and composition writing) so that you can find where they still need improvement, and also to reflect on the best methods to help learners who may need special attention.

## 2.6. Additional information for tutors

This unit is relevant to topics that are covered in History and Citizenship, General Studies and Communication Skills for Rwandan Schools. Before you introduce this, gather enough information from these books and try to research more on internet.

## 2.7. End unit assessment

Answers to the end unit assessment

### *Grammar*

I. Complete this sentences using the simple past or the past progressive of the verbs in parentheses.

1. I am sitting in class right now. I was sitting in class at this exact same time yesterday.
2. I called Roger at nine last night, but he was not at home. He was studying at the library.
3. I did not hear the thunder during the storm last night because was sleeping.
4. It was beautiful yesterday when we went for a walk in the park. The sun was shining, a cool breeze was blowing and the birds were singing.
5. My brother and sister were arguing about something when I walked into the room.
6. I got a package in the mail. When I opened it, I found a surprise.

II. Combine the two sentences. use second sentences as an adjective clause

1. I saw the man. He closed the door. I saw the man who closed the door.
2. The girl is happy. She won the race. The girl who won the race is happy.
3. The students are from china. They sit in the front row. The students who are from china sit in the front row.
4. We are studying sentences. They contain adjective clauses. We are studying sentences that contain adjective clauses.
5. I am using a sentence. It contains an adjective clause. I am using a sentence that contains an adjective clause.

### III. Composition writing

Because learners have been reading and writing about famous people, this time they will examine famous people from their community. Give them enough time to do so. Let them search in the library or internet about famous leaders of their choices and they write compositions talking about who they are and what made them famous.

### Remedial activities

While doing grammar exercises, you might have found learners who are still struggling to make past tense sentences. Give more exercises. You may also ask them to write short sentences about what famous leaders did in their community. You may provide them with some pictures of famous people they know and ask them to make sentences talking about what they did.

I. Make the past simple, positive, negative or question:

1. I \_\_\_\_\_ (not / drink) any beer last night.
2. She \_\_\_\_\_ (get on) the bus in the center of the city.
3. What time \_\_\_\_\_ (he / get up) yesterday?
4. Where \_\_\_\_\_ (you / get off) the train?
5. I \_\_\_\_\_ (not / change) trains at Victoria.
6. We \_\_\_\_\_ (wake up) very late.
7. What \_\_\_\_\_ (he / give) his mother for Christmas?
8. I \_\_\_\_\_ (receive) £300 when my uncle \_\_\_\_\_ (die).
9. We \_\_\_\_\_ (not / use) the computer last night.
10. \_\_\_\_\_ (she / make) good coffee?
11. They \_\_\_\_\_ (live) in Paris.
12. She \_\_\_\_\_ (read) the newspaper yesterday.
13. I \_\_\_\_\_ (not / watch) TV.
14. He \_\_\_\_\_ (not / study) for the exam.
15. \_\_\_\_\_ (he / call) you?
16. \_\_\_\_\_ (I / forget) something?

17. What time \_\_\_\_\_ (the film / start)?
18. He \_\_\_\_\_ (have) a shower.
19. Why \_\_\_\_\_ (you / come)?
20. \_\_\_\_\_ (he / go) to the party?

**Answers:**

1. I didn't drink any beer last night.
2. She got on the bus in the center of the city.
3. What time did he get up yesterday?
4. Where did you get off the train?
5. I didn't change trains at Victoria.
6. We woke up very late.
7. What did he give his mother for Christmas?
8. I received £300 when my uncle died.
9. We didn't use the computer last night.
10. Did she make good coffee?
11. They lived in Paris.
12. She read the newspaper yesterday.
13. I didn't watch TV.
14. He didn't study for the exam.
15. Did he call you?
16. Did I forget something?
17. What time did the film start?
18. He had a shower.
19. Why did you come?
20. Did he go to the party?

- For relative pronouns, you can give them an exercise of describing famous people using relative pronouns.

Example: Nelson Mandela was a South African president who fought for civil rights.

You can do this with famous people like (Luther King, Mahatma Gandhi, Barack Obama etc.)

# UNIT 3

## Living in a foreign country

**Key Unit Competence:** To use language learnt in the context of living in a foreign country.

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

This unit develops students' understanding of different countries' behavior, how to recount recent activities, how to compare cultures, how to talk about future ambitions and using properly present perfect and forming adjectives. They should have some understanding of how to talk about what they did recently, how to describe things using adjectives. In History and citizenship text books for senior three, student teachers learnt about the culture of Rwanda and compared it with the rest of other cultures. You will start the unit with some questions and tasks that help them to recall all the mentioned pre-requisites.

### **Cross-cutting issues to be addressed**

- Peace and Values Education

Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism, personal responsibility, empathy, critical thinking and action in order to build a more peaceful society. Student teachers will be given time to read about cultures from different countries. This is to make them bear the pluralism in cultures especially when they are abroad.

- Standardization Culture

Standardization Culture in Rwanda will be promoted through the culture of safety, cleanliness that is typical of Rwandans.

- Inclusive Education

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



➤ Gender Education

In this unit, you will find tasks that require student-teachers to work together. When carrying out this, make sure that boys and girls are harmoniously working together.

**Guidance on introductory activity**

Tell student teachers to form groups and open their books. Make sure that boys and girls are working closely. They observe 3 pictures and interpret them by answering the questions related to those pictures. Give some groups time to share their answers to the whole class.

**Possible answers to picture observation and interpretation questions**

1. They all express the dressing codes of different cultures
2. They are making us aware of diversity in cultures especially when we are outside the country.

**List of lessons/sub-headings**

Learning objectives	Lesson titles	Periods
Describing personal recent activities. Describing one's possibilities Describing one's plans	<b>Learning objectives:</b> <b>Knowledge</b> Recall on recent activities Recount past experiences and one's possibility. <b>Skills</b> Read texts about one's personal recent activities and plans. Write texts about one's personal recent activities and plans. <b>Attitudes and values</b> Appreciate what somebody accomplished and future plans.	4

Describing future activities	<p><b>Knowledge</b></p> <p>Identify one's future activities</p> <p><b>Skills</b></p> <p>Read a text talking about the future activities.</p> <p><b>Attitudes and values</b></p> <p>Appreciate the role of planning future activities</p>	4
<p>Comparing cultures</p> <p>Describing cultures</p>	<p><b>Knowledge</b></p> <p>Mention different cultural traits.</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Read and answer questions about texts in relation to the concept of culture diversity,</li> <li>- Matching words with their meanings while focusing on cultural diversity.</li> </ul> <p><b>Attitude and values</b></p> <p>Appreciate the contribution of all cultures to the creation of a common global society.</p>	4
<p><b>Language structure</b></p> <p>Present perfect Present perfect continuous Adjectives</p>	<p><b>Knowledge.</b></p> <ul style="list-style-type: none"> <li>- Recognize when to use the present perfect tense and the present perfect continuous tense.</li> <li>- Recognize the formation of adjectives about people's origin and languages.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use them in writing about living in foreign country.</li> <li>- Appreciate what other people's achievements.</li> </ul>	4

### **3.1. Describing personal recent activities**

#### **a. Learning objectives**

##### **Knowledge:**

- Recall on recent activities
- Recount past experiences

##### **Skills:**

- Read texts about one's personal recent activities
- Write texts about one's personal recent activities and plans.

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

- Appreciate what somebody accomplished and his/her future plans.

##### **Teaching and learning resources**

Timeline on Manila paper showing what someone did recently, projector, or any other drawing.

##### **Prerequisites/revision/introduction**

Before undertaking this lesson, learners have prior knowledge about the use of present perfect and present perfect simple. They have skills of describing the recent actions. Ask them some questions that facilitate them to recall.

#### **b. Guidance to Learning activities**

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

##### **Pre-reading:**

Before students read this diary, draw a timeline of activities about what somebody has done recently. Ask them some questions about it.

The tutor could also ask students to prepare a timeline of activities that they have done. This will help them predict what the text is all about.

##### **During reading:**

Give them time to read the text silently and ask few questions to test whether they have read it.

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

## Possible answers to Application activity questions

### 1. Changing sentences

They have decided to move it to a foreign country. It is so unfair. What are we going to do? (Present simple: they decide to move it to a foreign country. It is so unfair.

What are we going to do?

Present continuous: They are deciding to move it to a foreign country. It is so unfair. What are we going to do?

I have just finished my first day at work. It was fun and the people were really kind and helpful. But I am exhausted.

Ben is screaming, and Chuck is complaining that she has too much housework to do-and he hasn't even made dinner yet! (present simple: I finish my first day at work. It is so fun, and people are really kind and helpful. Present continuous: I am finishing my first day at school. It is so fun, and people are really kind and helpful.

Chuck and Ben have become so close. I think I am a little bit jealous of Chuck, but I am really enjoying my job (present simple): chuck and Ben become so close. (Present continuous): Chuck and Ben are becoming so close.

We have bought him a great train set, but I think Chuck is more excited to play with it than Ben! (present simple: we buy him a great train. Present continuous: we are buying a great train)

### 2. Ordering a diary

Chuck has lost his job at the car factory. They are going to close the factory because they have decided to move it to a foreign country. It is so unfair. What are we going to do?

What a sad Christmas! Chuck is really depressed. He's tried so hard to find another job, but he's had no luck.

Ben has just turned two. We celebrated his birthday with pizza and chocolate cake, but we couldn't afford any nice presents.

I've found a job! I start on Monday. I am going to work as a saleswoman in a department store.

I have just finished my first day at work. Ben is screaming, and Chuck is complaining that she has too much housework to do and he hasn't even made dinner yet.

Chuck is going to stay home and take care of Ben, but he is not too happy about it. He thinks he is going to be bored!

Chuck and Ben have become so close. I think I am a little bit jealous of Chuck, but I am really enjoying my job. And I really think Chuck likes being at home now.

I've just been promoted. This means more pay, but also longer hours!

I can't believe it! Ben is going to be three tomorrow. We have bought him a great train set, but I think Chuck is more excited to play with it than Ben!

### **3.2. Describing one's plans**

#### **a) learning objectives**

##### **Knowledge:**

Identify one's future activities.

##### **Skills:**

Read a text taking about future plans.

**Attitudes and values:** Appreciate the role planning future activities.

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

Pictures of people talking about their plans, projector. Etc

#### **c) Prerequisites/revision/introduction**

Before undertaking this lesson, the tutor should ensure student-teachers have knowledge about how to use future simple through question and answer activity.

They also have skills to discuss the Rwandan vision to the extent that they can discuss using the future tense. Ask them some questions to awaken this knowledge and skills.

### ***3.2.1. Learning activities: Reading text analysis and picture observation***

**Pre-reading:** before learners start to read, ask them some questions about the picture (a student who imagines becoming a doctor in future) ask them to predict what the poem will be talking about.

- During reading:
- Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read aloud, check for stress, mood and tone in the poem because those aspects facilitate further understanding of the poem.
  - Make sure that you have given opportunity to as many students as possible. After reading: ask comprehension questions that are provided after the poem to check their comprehension.

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

- a. Why is the poet repeating the phrase “let no-one”? (this is a call to people to avoid anyone who can block their dream to progress.)
- b. Which attention can this poem draw especially for the youth? (to keep truck to their dreams and engage to make their dreams come true)
- c. Relate this poem to your future ambitions. (students will discuss their future ambitions relating to the poem). This is open ended.

### ***3.2.2. Application activity: Vocabulary and sentence writing***

Application activities are about vocabulary improvement, sentence and letter writing.

- Vocabulary and sentence writing: Tell learners to check the meaning of words individually and share them to the partner. Tell them to join partners to use them in sentences. Walk around the classroom to reach every student's need.
- For sentence construction from the table. Give pairs time to make sentences by choosing words from the table. After making them, give them time to arrange them on the logical order.

➤ **Letter writing activity:**

- **Before writing:** ask students some questions that lead them to collect ideas before writing (whom the letter is meant for?/ what is today's date?/what will you put in the introduction? Etc. A good writer should ask him/herself such questions before starting to write. He/she must collect information and make an outline. Help students to set criteria to assess their letters.
  - **During writing:** let learners make a draft. Remind them to use proper punctuations, necessary shift in tenses, vocabulary choice, etc.) Give them time to proofread their work, edit and revise their work.
  - **After writing:** give them time to share their work to the class.
- **Composition writing:** Do the same as you did in letter writing to write a composition.

**Possible answers for vocabulary and sentence making**

- a. **Tear apart:** to pull something so violently that it breaks into two or more pieces. Example: a dog can tear up a rabbit in one minute.
- b. **Hold someone back:** to delay someone or block his/her progress. Let no one hold you back.
- c. **Set your sights and keep them fixed:** to have a vision and keep truck on it. Example: I have set my sights to pursuing my future and I keep them fixed.
- d. **Steal somebody's dream:** discouraging someone's ambitions while you know that they are right and copping with them. Example: Frightening him that the course is difficult was a way of stealing his dream.

**3.3. Describing future activities**

**a) Learning activities**

**Knowledge** -Identify one's future activities

**Skills**-Read a text talking about future activities

**Attitudes and values:** Appreciate the role of planning for future activities.

**b) Teaching resources:**

Pictures describing the vision of someone, projector etc.

### **c) Prerequisites/revision/introduction**

Students have knowledge and skills about using the future simple and future perfect to say what they will have accomplished before a given time. Give them some exercises to check whether they remember that.

### **d) Learning activities**

#### ***3.3.1. Learning activities: Reading and text analysis, and picture interpretation***

- Pre-reading: before learners start to read, ask them some questions about the picture (a picture of Martin Luther King) ask them to predict what the text will be talking about. They could also guess who the person in the image is.
- During reading:  
Give them time to read silently and ask few questions to check whether they have read. The tutor may select a few students to read for the class and together with the class, they evaluate the best readers.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

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

Choose the right answer for each of the following questions:

1. Dr. King stated that the dream he was sharing in his speech came from the...
  - a. American dream
2. Dr. King said that someday all of America's "rough places" will be made...
  - a. Smooth

II. Answer the following questions about the above text:

- a. What is King's dream for the children of Alabama? Little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.
- b. Which repeated phrase in King's speech has additional power? Why? I have a dream: he wanted to draw some emotion among people whom they share the problem(racism/slavery) that one day this tough life will end.



- c. This is an open-ended question.
- d. This is an open-ended question. The tutor should allow student to give numerous views about the dream for Rwanda. Select a student to write all the views on the board. Select the best.

### ***3.3.2. Application activity***

#### **I. Vocabulary**

For this exercise, give individuals time to improve their vocabulary. Make sure that everyone is matching the word with its meaning. Walk round the classroom to help those with difficulties.

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

Creed: a set of beliefs which express a particular opinion and influences the way you live.

Sweltering: Feeling very hot.

Racists: someone who believes that other races are not as good as their own and therefore treats them unfairly.

Symphony: a long piece of music for an orchestra.

Pilgrims: people who make a journey which is often long and difficult, to a special place for religious reasons.

#### **II. Summary writing**

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

### **3.4. Comparing Culture**

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

**Knowledge:** - Mention different cultural traits.

**Skills:**

- Read and answer questions about texts in relation to the concept of cultural diversity.
- Matching words with their meanings focusing on cultural diversity,

**Attitude and values:** Appreciate the contribution of all cultures to the creation of a common global society.

**b) Teaching resources:** pictures which portray different cultures.

**c) prerequisites/revision/introduction**

Student teachers have the knowledge about different cultures that they have learnt in history. Ask them some questions about different cultures before you teach this lesson.

**d) Learning activities**

**3.4.1. Learning activities: Reading and text analysis**

- **Pre-reading:** before learners start to read, ask them some questions about the picture (Two people having a conversation one is a white man and the other is a black man) ask them to predict what the conversation will be about.

- **During reading:**

Give them time to read the text silently and ask few questions to check whether they have read it.

Guide them to read aloud and remember to check for proper intonation.

- **After reading:** ask comprehension questions that are provided after the dialogue to check their comprehension. When they finish reading, give them time in groups to answer questions. This lesson also incorporates two texts. Carry out the pre-reading, during reading and after-reading stages to read them.

**Possible answers to the comprehension questions for text 1**

1. Greeting people or being friendly.
2. Respecting women
3. Open ended. Student teachers will choose from the dialogue and employ their own judgment.
4. Open ended question.

## **Possible answers to comprehension questions for text 2**

### **I. Main cultural practices that are in the passage**

- A harvest festival is one amongst the ancient festivals that are still celebrated at the national level.
- Community service has also been maintained and today it is performed on the last Saturday of each month, which is considered a national day.
- Music and dance are an integral part of Rwandan ceremonies, festivals, social gatherings, and storytelling.
- Traditional arts and crafts are produced throughout the country, although most of them originated as functional items rather than purely for decoration. Woven baskets and bowls are especially common.
- Oral tradition ranging from poetry to folktales.

### **II. How those cultural practices bring unity among Rwandans**

- Umuganura consolidates unity because it creates an opportunity for Rwandans to reflect on the positive values of Rwandan culture that is a cornerstone to strengthening unity and reconciliation of Rwandans.
- Coming together in common purpose to achieve an outcome to have same purpose for building the country. It is one of the precious tools of mutual help in the Rwandan culture.
- Music and dance are an integral part of Rwandan ceremonies, festivals, social gatherings.
- Most Traditional arts and crafts are produced when people are together.
- Woven baskets and bowls, cow dung art, pottery and wood carvings.

III. Open ended question. The tutor should allow student- teachers to exhaust this question.

## **Possible answers to comprehension questions for text 3:**

1. Begin to discriminate against others whose ways of being are different from their own. This may result in culture shock or conflict.
2. It enables us to learn about other cultures with the aim to understand each other and avoid negative stereotypes and personal biases about different groups. Cultural diversity can help us recognize and respect “ways of being” that are not necessarily our own. It makes our country a more peaceful and interesting place to live in as we build bridges to trust, respect, and understand each other.

3. This question is open ended. The tutor should be keen when judging the right answers.
4. a) Judging other cultures using your own and generalizing that yours is the best.  
b) Removing misunderstanding and bad image one assumes about other cultures.
5. This is an open-ended question that student teachers should be allowed to exhaust.

### ***3.4.2. Application activities:***

#### **➤ Answers for vocabulary text 1**

Tell learners to check the meaning of words individually and share them with a partner. Walk around the classroom to reach every student's need. Do the same for text (2) vocabulary.

- a. Festivals: a special day or period, usually in memory of a religious event, with its own social activities, food or ceremonies.
- b. Choreographed: a kind of dance.
- c. Dung: solid excrement from animals, especially cattle and horses.
- d. Fiction: something which is imaginary.
- e. Ballet: a type of dancing where carefully organized movements tell a story or express an idea.

#### **➤ Answers for vocabulary text 2**

Immersed (paragraph one): The word "immersed" means getting deeply involved in a Activity(culture).

Culture shock (paragraph one): The phrase "culture shock" refers to the feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.

To facilitate collaboration (paragraph two): The phrase "to facilitate collaboration" means to make it easy to collaborate with others.

Different perspectives (paragraph two): The phrase "Different perspectives" refers to various ways of considering things.

Prejudice (paragraph four): The word "prejudice" means a preconceived opinion that is not based on reason or actual experience.

III. Match the words or phrases in Column A with their corresponding meanings in Column B

A	B
Prejudice	The practice or tendency of judging or making conclusions without a fair reason.
Lens	The personal ways of viewing or understanding issues.
Stereotype	A fixed view shared by people about someone or the way something should be.
Proactive	The ability of controlling a situation rather than responding to it.
Dispel	Dismiss or oppose a belief or feeling emerging within a community.
Bias	A tendency to support or oppose a person or thing in an unfair way by allowing personal opinions to influence your judgment.
Cultural insensitivity	Lack of concern for other people's cultures.

➤ **Summary writing**

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

### 3.5. Language structure

Present perfect, present perfect progressive tense and adjectives

#### a. Learning objectives

##### Knowledge.

- Recognize when to use the present perfect tense and the present perfect progressive tense.
- Recognize the formation of adjectives about people's origin and languages.

**skills:** Use them in writing about living in a foreign country.

**Attitude and values:** Appreciate other people's achievements.

**b. Teaching and learning resources:** pictures, videos, audios etc.

### **Prerequisites/revision/introduction**

Before undertaking this lesson, learners are expected to have knowledge about simple present perfect use, present progressive tense and adjective formation. Ask them some questions to recall this.

**c. Learning activities:** pick some sentences from the read passages and highlight the targeted language structure.(present perfect, present perfect continuous and adjective formation). Ask some questions that guide learners to the discovery of how the above-mentioned language structures are used. After doing this exercise, ask them to read the summary of the present perfect, present perfect continuous and formation of adjectives and do the application exercises.

### **Possible answers for application activity.**

I. Complete the sentences with present perfect and present perfect continuous

1. Tom is studying chapter 2. He(has already finished) chapter 1.
2. Today Tom began studying at 8 o'clock. Now it is 10 o'clock. Tom has been studying for 2 hours.
3. I am in class right now. I arrived in class today and sat down at 8' o'clock. Right now, the time is 10:00 am. That means that I have been sitting in this seat for 2 hours.
4. Since classes began, I have not had much free time. My classes keep me really busy.
5. Mr and Mrs Jones are sitting outside on their porch right now. They have been sitting there since after dinner.
6. The test begins at 8:00. Right now, it's 11:00. Sara is at the library. She is reviewing her notes right now. She has been reviewing her notes all the morning.

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

- 1) Illegal
- 2) 17-year-old boy
- 3) Impossible
- 4) An eight-hour lesson
- 5) careful
- 6) Hesitant
- 7) Wonderful
- 8) Energetic
- 9) Reddish
- 10) Setting

### 3.6. Unit summary:

In this Unit, students got the opportunity to account for what they did recently, future plans and ambitions, cultural diversity and comparing cultures. This was done both orally and in writing. It was a great opportunity to be aware that cultures are different. This is also a great time to know that when it happens that they go to live abroad, they shouldn't ignore others' cultures. The end unit assessment tasks are broadened (language structure exercises and composition writing) so that the tutor may establish the area students require more facilitation, and also to reflect on the best methods to help learners with special needs. Make sure every learner is doing tasks assigned.

### 3.7. Additional information for tutors

This unit is relevant to topics that are covered in history and citizenship, General Studies and Communication Skills for Rwandan Schools. Before you introduce this, accumulate enough information from these books and try to research more on internet.

### 3.8. End unit assessment

Answers to the end unit assessment

- I. Writing an essay of about 350 words: Refer to steps about essay writing, you will judge learners' work by observing the format of the essay written, spelling, sentence construction and relevance.

Grammar

- II. Put verbs in the following sentences either in the present perfect or present perfect continuous tense.

1. Marc is in a store. He is standing at a checkout counter right now. He has been standing there for over 5 minutes. He wishes he could find a salesperson. He wants to buy a pair of jeans.
2. The little girl is dirty from head to foot because she has been playing in the mud.
3. The children are excited about the concert. They have practiced a lot in the last few weeks.
4. My back hurts. So, I have been sleeping on a pad on the floor lately. The bed is too soft.
5. Toshi is waiting for his friend. He has been waiting for her since 5 O' clock. She is late for the cinema.
6. Alexi has owned his motorcycle for 20 years.

### III. Debate this motion: "Life abroad is good".

#### **Guidelines for a debate**

- Normally, there is a team which proposes or argues in support of the topic while the second team is on the opposition side. Each team consists of two or more main speakers. Such a debate is always governed by several rules as explained below:
- Each team is expected to advance some arguments.
- The proposing team gives its argument first, followed by the rebuttals from the opposing team.
- There is always a winding up speech or summarized argument by a selected member of each team.
- The first speaker on each side is supposed to define the key words or terms of the motion as the basis of advancing his or her points.
- If the opposing side challenges the correctness of a definition advanced by the proposer, the opposing team provides its view on the matter.
- Each team of the class debate must advocate or argue in support of his or her view on the topic.
- In order to establish an assertion, a team must support its arguments with enough evidence and logic to convince the judges. Facts must be accurate. Visual materials are permissible to convince the judges.
- In case of a query, the question should be clear and relevant to the motion of the debate.
- As a matter of procedure, each speaker is expected to respond to questions as soon as he or she concludes his or her presentation speech.
- The speaker concerned may respond to the questions personally, although any other member of his or her team can come in to assist.
- If anyone, whether in the audience or among the main speakers, feels unconvinced by a speaker's argument, he or she is at liberty to interrupt the speaker by raising a point of information. However, the chairman of the debate is also at liberty to either permit or object to the point of interruption.
- The decision about the winning side will be entirely based on the arguments made and points awarded by a team of juries or judges.



*Adapted from George H.W. Wilson (1957) Competitive Debate: Rules and Techniques, New York: McCoy Musgrave <http://homepage.ntu.edu.tw/~karchung/debate1.htm> retrieved on March 20th, 2018*

### **Letter writing:**

The tutor may give student-teachers time to write independently and assess their letter following the criteria generated by the class.

### **Remedial exercises**

Present Perfect Simple or Present Perfect Continuous

1. \_\_\_\_\_ (you / buy) your train ticket yet?
2. The kitchen is a complete mess! What \_\_\_\_\_ (the children / do)?
3. Julie \_\_\_\_\_ (learn) to drive for six years!
4. Amanda \_\_\_\_\_ (already / have) lunch, so she'll meet us later.
5. How much coffee \_\_\_\_\_ (she / drink) this morning?
6. Simon \_\_\_\_\_ (write) three books.
7. I \_\_\_\_\_ (do) everything I needed to do today! Hurray!
8. It \_\_\_\_\_ (not / rain) all summer, so the garden is dead.
9. I \_\_\_\_\_ (read) your book. Here it is, thank you.
10. She \_\_\_\_\_ (forget) how to get to my house.
11. I \_\_\_\_\_ (work) in the garden all day and I need a rest.
12. She \_\_\_\_\_ (make) three cakes. They look delicious!
13. David feels great these days. He \_\_\_\_\_ (get) up early lately.
14. We \_\_\_\_\_ (always / hate) rush hour traffic.
15. Recently, I \_\_\_\_\_ (study) a lot. My exams are in a few weeks.
16. We \_\_\_\_\_ (write) this book for months and months.
17. I \_\_\_\_\_ (always / love) chocolate.
18. I \_\_\_\_\_ (want) to go back to university for a long time.

19. What's that delicious smell? \_\_\_\_\_ (you / cook)?
20. I \_\_\_\_\_ (watch) seven films this week!

### **Answers to remedial questions**

1. Have you bought your train ticket yet?
2. The kitchen is a complete mess! What have the children been doing?
3. Julie's been learning to drive for six years!
4. Amanda's already had lunch, so she'll meet us later.
5. How much coffee has she drunk this morning?
6. Simon's written three books.
7. I've done everything I needed to do today! Hurray!
8. It hasn't rained all summer, so the garden is dead.
9. I've read your book. Here it is, thank you.
10. She's forgotten how to get to my house.
11. I've been working in the garden all day and I need a rest.
12. She's made three cakes. They look delicious!
13. David feels great these days. He's been getting up early lately.
14. We've always hated rush hour traffic.
15. Recently, I've been studying a lot. My exams are in a few weeks.
16. We've been writing this book for months and months.
17. 17. I've always loved chocolate.
18. I've wanted to go back to university for a long time.
19. What's that delicious smell? Have you been cooking?
20. I've watched seven films this week!

# UNIT 4

## Business and Money

**Key Unit Competence:** To use language learnt in the context of business and money.

### **Prerequisites(knowledge, skills, attitudes and values)**

This unit helps students to acquire language used to talk about business and money, the role of money and describe marketing. They should have some knowledge about money and finance that they gained in entrepreneurship. Start the unit with some questions that awaken their prerequisites.

### **Cross-cutting issues to be addressed.**

#### ➤ Financial Education

The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life. The students - teachers are encouraged herein to express themselves confidently in finance related situations.

#### ➤ Peace and Values Education

Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society. Student teachers will be given time to read about business and money. When discussing about this, there should be an understanding and respect of other's ideas about how to make money.

#### ➤ Standardization Culture

Standardization Culture in Rwanda will be promoted through the topics about doing legal businesses and not using counterfeit currency. Hence students-teachers should be able to read documents talking about legal businesses and express themselves about them.

## Inclusive Education

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

### ➤ Gender Education

In this unit, you will find tasks that require student-teachers to work together. When carrying out this, make sure that boys and girls are working together.

### **Guidance to the Introductory activity**

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

### **Picture observation and interpretation**

Picture 1: A woman sitting in a hotel office with 3 craft objects in the background.

Picture 2: A woman depositing money into her bank account. (At a bank desk)

Picture 3: A woman selling vegetables (tomatoes, onions ...) in a market, holding money (notes) in her hands and talking to a buyer in front of her.

### **List of lessons**

#	Lesson title	Learning objectives	Number of periods
1	Describing business and money	<b>Knowledge</b> <ul style="list-style-type: none"><li>- Recalling words and expressions used in the context of business and money.</li><li>- Identifying words used to talk about technology in business and money.</li></ul>	4

		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading texts about business and money(technology in business and money)</li> <li>- Writing about business and money(technology in business and money).</li> </ul> <p><b>Attitudes and values</b></p> <p>Set priorities to reduce unnecessary expenses</p>	
2	Describing the role of money	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Recalling words and expressions used in the context of business and money.</li> <li>- Identifying words used to talk about role of money.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading texts about role of money business and money)</li> <li>- Writing about the role of money</li> </ul> <p><b>Attitudes and values</b></p> <p>Appreciate the role of entrepreneurs in the economic development of the country.</p>	4
3	Describing marketing	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Recalling words and expressions used business.</li> <li>- Identifying words used to talk about marketing a business.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading texts about entrepreneur</li> <li>- Writing about role of making a business</li> </ul>	4

		<p><b>Attitudes and values</b></p> <p>Appreciate the role of entrepreneurs in the economic development of the country.</p>	
4	<p><b>Language structure:</b></p> <p><b>Phrasal Verbs</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Identifying the meaning of some phrasal verbs used in to talk about business and money.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Using them in writing</li> </ul> <p><b>Attitudes and values</b></p> <p>appreciate the role of entrepreneurs in the economic development of the country.</p>	4

## 4.1. Describing business and money

### a) Learning objectives

#### Knowledge

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

#### Skills:

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

#### Attitudes and values:

Set priorities to reduce unnecessary expenditure.

**b) Teaching resources:** illustrations of people using technology in money withdrawing and paying bills. (visa cards)

### c) Prerequisites/revision/introduction

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

## **d) Learning activities**

### **4.1.1. Learning activities**

- Pre-reading: before learners start to read, the tutor should select few words from the passage to be read and write them on the board. Request students to read the words and guess what the passage is about.
- During reading:  
Give them time to read the text silently and ask few questions to check whether reading and comprehension have been achieved.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

### **Support for learners with special educational needs:**

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

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

- a. Technology will replace people and quick services because it will be made accessible.
- b. Because it seems impossible and to him, it was like a lie that is why he thought it was April 1st- Fools day. (the day that people tell lots of lies till mid-day)
- c. The answer is yes because the computer will be able to read handprints.
- d. It will lead to the waste of money. There will be uncontrollable withdraws that will lead to unnecessary spending due to accessibility of withdraw points. This will discourage saving.

## **e) Application activities**

### **1. Vocabulary and sentence writing**

Tell learners to check the meaning of words individually and have a partner look at them. Remind the pairs to use the words in sentences. Walk around the room, assisting those with difficulties.

## Answers

a. Filling in the meaning of words

Vocabulary	Meaning
Vanishing	To disappear or stop being present or existing, especially in a sudden, surprising way.
Cope with	to deal successfully with a difficult situation.
Decade	A period of ten years, especially a period such as 1860 to 1869, or 1990 to 1999.
Credit card	A small plastic card which can be used as a method of payment, the money being taken from you at a later time.
Handprint	It is a mark left by the hand, or is an imprint of the hand.
Fraud	It is a crime of obtaining money by deceiving people.
Waste	An unnecessary or wrong use of money, substances, time, energy, abilities, etc.
Spending power	The ability to spend money after paying taxes, etc.
Rattling	To make or cause a rapid succession of short, sharp knocking sounds.

2. Using the words in the above table, write meaningful sentences related to the use of money.

- Human resource in banks transactions will one day vanish because of technology.
- It is not easy in business to cope with technological change.
- Next decades, there will be no human resources needed in banks.
- I use my Credit card to pay bills.
- When you need to access your bank account, you will need to handprint.
- With technology in bank accounts, there will be no more fraud.
- Despite the quick services with technology, I am afraid that there will be some more waste of money.
- Spending power will be easy in businesses when you have a credit card.
- My coins were rattling in pocket as I was walking.



## 2. Composition writing

- Before writing: Ask learners some questions that lead to the ideas to develop their composition.
- During writing: Guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing tips. Give them time to edit and revise.
- After writing: Give them time to share their productions to the class. Guide students to set the criteria for assessing their work.

## 4.2. Describing the role of money

### a) Learning objectives

#### Knowledge

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

#### Skills:

- Reading texts about role of money business and money)
- Writing about role of money.

#### Attitudes and values

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

**b) Teaching resources:** the illustration of people selling goods and depositing money into their accounts.

### c) Prerequisites /revision/introduction

Before teaching this lesson, the tutor should make sure students have prior knowledge about trade and exchange that they learnt in entrepreneurship. Ask them some questions that suggest terms used in trade.

### e. Learning activities

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

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

##### **I. Comprehension questions**

##### **1. Medium of exchange**

- Measure of value
- Store of value or wealth
- Standard of deferred payments
- Distribution

2. Portability: One should also be able to carry good money from one place to another.

3. Divisibility: Good money should be easily divisible in small units. Because forged money will increase the circulation of money in the economy which leads to inflation and in turn, money loses value.

4. The features on the same denominations must be the same as on another denomination.

5. All business transactions and accounting are made possible by use of money. When computing business transactions, statistics of national income, to mention but a few, money is the most suitable medium.

### ***4.2. 2. Application activity: Vocabulary and summary***

#### **1. Vocabulary**

Tell learners to check the meaning of words individually and share them to the partner. Walk round in the room, assisting those with difficulties.

#### **Answers for vocabulary activity**

- a) Prime: Main or most important.
- b) Eased: Made or become less severe, difficult, unpleasant, painful, etc.
- c) Bulk: Something or someone that is very large.
- d) Over draft: It is drawn on a bank's funds and guaranteed by the bank that issues it. Like that is a cashier's cheque. A bank draft is safer than a personal cheque when accepting large payments.
- e) Scarce: Not easy to find or obtain.
- f) Forge: To make an illegal copy of something in order to deceive.
- g) Features : Typical qualities or important parts of something.

- h) Price mechanism: It refers to the system where the forces of demand and supply determine the prices of commodities and the changes therein. It is the buyers and sellers who actually determine the price of a commodity.
  - i) Arbitrage is the simultaneous purchase and sale of an asset to profit from an imbalance in the price.
- Before writing: Ask learners some questions that lead to the ideas to develop their composition.
  - During writing: Guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism. Give them time to proofread and revise.
  - After writing: Give them time to share their productions to class. Guide students to set the criteria for assessing their work.

### **4.3. Describing marketing**

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

##### **Knowledge:**

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

##### **Skills:**

- Reading texts about entrepreneurship.
- Writing about the role of making a business

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

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

**b) Teaching resources:** Illustration of people selling goods and depositing money in their accounts.

##### **c) Prerequisites /revision/introduction**

Before teaching this lesson, the tutor may establish if students have knowledge about trades and exchanges that they learnt in entrepreneurship by asking student teachers some questions that bring about terms used in trade.

## **d) Learning activities**

### **4.3.1 Learning activity: Reading and analysis of the text**

- Pre-reading: Before learners start to read, ask them some questions about the picture that illustrates role of money (a businessman at work). Ask them to predict what the passage will be talking about.
- During reading: Give them time to read silently and ask few questions to check whether they have read.

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

1. The job she got in the accounts' department of a tourist hotel for about four years helped her:
  - To master skills needed in business management.
  - To always want to upgrade their positions and seek how they can make much more income.
2. You can earn a lot of money.
3. You can employ many people.
4. It opens up the business mind of an individual to try out more business ventures.
5. Because she had business experience and was not afraid of taking risks.

### **4.3.2. Application activity: Sentence construction**

1. You can tell individual students to make some sentences that are related to money and finance.
  - a) Grant is always a sum of money given especially by the government/ industry/ organization to a person for a special purpose.
  - b) Small-scale industry refers to industries in which manufacturing, providing services, productions are done on a small scale or micro scale.
  - c) Earnings are all about the amount of money that someone is paid or gains for the work he/she does.
  - d) I want to run my own business next year.
  - e) I want to do my own business so that I can have a reasonable living.
2. Debate: Follow the guidelines of conducting a debate in the classroom that are provided in the previous unit (Unit 3 of SSE TG). Carry it out for this activity.

## 4.4. Language structure: phrasal verbs

### Learning objectives

#### Knowledge

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

**Skills:** Using them in writing.

#### Attitudes and values

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

**Teaching resources:** Pictures, sentences on manila paper, etc.

#### Prerequisites/revision /introduction

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

#### Exercises:

1. Pick some sentences from the read passages and highlight some phrasal verbs used.
2. Ask students questions that guide them to identify the phrasal verbs meaning.
3. Provide them with some examples of phrasal verbs used in the context of business and money.
4. Give them some more activities to get familiar with them.

#### Answers for exercises

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

9. We had to call off the meeting because of the bad weather.

10. It's not such a terrible thing! Don't worry! Cheer up.

### **Unit summary**

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

### **Additional information**

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

### **4.5. End unit Assessment**

- **Composition writing:** Give individual students to write essays about strategies to start a successful business and assess it with the class generated criteria.
- **Sentence construction using phrasal verbs.**
- Answers to the exercise of putting correct phrasal verb in accordance with the meaning shown in brackets.
  - a) Can you come up with a better idea?
  - b) I wish I hadn't taken on so much work in this industry.
  - c) She pointed out that all the shops would be closed.
  - d) I went out for a dinner with my business partners.
  - e) Where did you grow up?
  - f) I'd love to set up my own business.
  - g) I thought the conference was going to be boring as the operations manager was absent, but it turned out to be quite useful for each of us.
  - h) Would anybody like to take on this new client?
  - i) What's going on in the conference hall?
  - j) Can we set up another business meeting next week?

### Answers for the exercise of phonetic transcription

Word	Phonetic transcription
Handprint	/'handprɪnt/
Decade	/dek.eɪd/
Bulk	/bʌlk/
Mechanism	mek.ə.nɪ.zəm
Reasonable	ri:z ə n. ə bl
Portability	pɔ:.tə'bɪl.ɪ.ti

# UNIT 5

## Early childhood welfare

**Key unit competence:** Using the language learnt in the context of early childhood welfare.

### **Prerequisite (Knowledge, skills, attitudes and values)**

Before undertaking this unit Early childhood welfare, student-teachers should have prior information about child development (from birth to schooling ages) that they learnt in developmental psychology. Before you undertake this unit, you can ask some questions that may help students to recall that knowledge.

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

#### **Gender education**

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. In reading and writing tasks.

Students should be aware that both boys and girls should study together.

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

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

#### **Inclusive education**

This cross-cutting issue will be addressed while talking about early childhood in Rwanda.

Students should be aware that sometimes a class may contain students with disabilities. In this case, you should remind them that being impaired doesn't mean being inactive in the society. A handicapped child can learn.



### Guidance on the introductory activity

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

### Possible answers to questions

#### 1. Picture description

The picture illustrates little children in a pre-school class together with their teacher manipulating different materials.

#### 2. Quote by Nelson Mandela

“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

Interpretation “Let us reach out to children. Let us do whatever we can to support them. Try to treat children well”

To identify a modern and loving society, one has to consider the kindness in which it treats its children.

### List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Talking about early childhood in Rwanda	<b>Learning objectives:</b> <b>Knowledge:</b> <ul style="list-style-type: none"><li>- Identify words and phrases used in relation to early childhood welfare.</li><li>- Identifying the early childhood achievements in Rwanda and problems of early childhood in Rwanda.</li></ul>	4

		<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading texts that talk about early childhood in Rwanda.</li> <li>- Writing about early childhood in Rwanda.</li> </ul> <p><b>Attitudes and values:</b> Enthusiasm towards early childhood education.</p>	
2	Describe early childhood basic needs	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Identify some words used to talk about early childhood basic needs</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Read texts about early childhood basic needs.</li> <li>- Write an essay about early childhood basic needs.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>- Appreciate the importance of education for all.</li> </ul>	4
3	Duties and responsibilities of parents and caregivers	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Identify some words used to talk about duties and responsibilities of parents and caregivers.</li> <li>- Identify the responsibilities of parents and caregivers to maintain a good childhood education.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Talk about early childhood involvement both orally and written words.</li> </ul>	4

		<b>Attitude and values</b> <ul style="list-style-type: none"> <li>- Show care for every child.</li> <li>- Show enthusiasm towards early childhood education.</li> </ul>	
4	Language structure: modal verbs and adjective's degrees of comparison	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Recognize the use of modal verbs in text describing early childhood education.</li> <li>- Recognize the use of comparative adjectives focusing on degree of comparison.</li> </ul> <b>Skills:</b> Talk about early childhood involvement using modal verbs and adjective degrees of comparison. <b>Attitudes and values</b> <ul style="list-style-type: none"> <li>- Show care for every Child when making sentences.</li> </ul>	4

## 5.1. Talking about early childhood education in Rwanda

### a) Learning objectives:

#### Knowledge

- Identify words and phrases used in relation to early childhood welfare.
- Identifying the achievements of early childhood education and problems of early childhood in Rwanda.

#### Skills

- Reading texts that talk about early childhood in Rwanda.
- Writing about early childhood in Rwanda.

#### Attitudes and values

Enthusiasm towards early childhood education.

- b) Teaching resources: pictures that relate to early childhood education, projector, etc.

### c) Prerequisites/revision/introduction

Before undertaking this lesson, learners are expected to have knowledge and skills about developmental psychology from their foundation of education class. They may also have knowledge about early childhood development as a policy of the nation. Ask some questions that can help them recall.

#### **5.1.1. Learning activity: Reading and analysis of texts**

- Pre-reading:

Before learners start to read, ask them some questions about the pictures you have prepared regarding to early childhood education in Rwanda. Guide them to predict what the passage will be talking about.

- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Select three students and guide them to read aloud to the rest of the class.
- After reading:

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

To support students who have sight problems, you can make big materials and hand them to those learners. Students with hearing difficulty, be more accommodative by exercising patience and reducing the pace of your reading and writing.

#### **Possible answers to comprehension questions(text1)**

1. MDGS stands for Millennium Development Goals
2. Make pre-primary education compulsory, expansion of pre-primary classrooms in schools across Rwanda and the existence of the Early Childhood Development Policy and the associated strategic plan that aims at ensuring access to integrated health, nutritional and early stimulation.
3. It has achieved universal primary education goals, inclusive economic growth, expanded basic social services – particularly in health, poverty reduction and gender empowerment among others.
4. Ensuring access to integrated health, nutritional, early stimulation, and learning for all children in Rwanda).

5. This is an open-ended question. Allow student teachers to think deeply about this question before answering it.

### **Answers to Comprehension questions (text 2)**

1. School readiness means a stage at which a child is ready to go to school. when he/she goes to school he/she will be equipped with specific set of basic skills and abilities.
- An establishment where children below the age of compulsory education play and learn; a nursery school.
  - It is a place where parents pay to leave their children while they are at work; in the nursery little children's basic needs and care are provided during the day.
  - This is to optimize Rwandan education system. Early education is the foundation of education quality. Education should start early.
  - In Early Childhood Education policies, parents or guardians:
    - Must be indifferent towards a child's education and development.
    - Parents or guardians should look for someone to always cater for their children.
    - Are required to give optimal care and stimulation to children. (correct)
    - Should only resort to child-care centers.

#### ***5.1.2. Application activities: Vocabulary,***

Tell learners to check the meaning of words individually and share them to their partners.

Using a dictionary or thesaurus, ask students to spell them correctly.

### **Answers for vocabulary activity**

#### **1. Vocabulary**

- School readiness: It means children are ready for school,
- Prioritized: To decide which of the group of things is the most important so that you can deal with it first.
- Prerequisites: Something which must exist or happen before anything else can exist or happen, or the prior knowledge before you start to learn about something.

- d) Child-care centers: Care provided outside the child’s home, by at least one nonfamily member, and in which there are usually several children younger than six years of age.
- e) Optimal: Best, most likely to bring success or advantage.
- f) Early childhood Education: The study of the education of children from two to seven years of age.
- g) Inherent: Existing as a natural or basic part of something.
- h) Inadvertently: done unintentionally.
- i) Prevalent: Existing very commonly or happening frequently.

## 2. Composition writing

- This activity requires learners to write a composition about “Necessity of Early childhood emphasis in Rwanda”.
- Before writing: ask learners some questions that lead to the ideas to develop their composition.
- During writing: guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism. Give them time to edit and revise.
- After writing: give them time to share their productions to the class. Guide students to set the criteria for assessing their work.

## 5.2. Describe early childhood basic needs

### a. Learning objectives

**Knowledge:** Identify some words used to talk about early childhood basic needs.

**Skills:**

- Read texts about early childhood basic needs.
- Write an essay about early childhood basic needs.

**Attitudes and values:** Appreciate the importance of education for all.

**b. Teaching resources:** Pictures, projectors and any other relevant materials.

### **c. Prerequisites/revision/introduction**

You can start the new lesson with some questions to make students recall the basic needs of a child that they learnt in Social Studies and in Foundations of Education.

#### ***5.2.1. Learning activities: Reading and analysis of text***

- Pre-reading: before learners start to read, ask them some questions about the pictures you have prepared regarding to early childhood education in Rwanda. Ask them to predict what the passage will be about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read aloud and ensure proper intonation. Make sure that you have given opportunity to as many students as possible to read.
- After reading: Ask comprehension questions that are provided after the text to check their comprehension ability. Apply these steps to read the second text of this lesson. To support students who have sight problems, you can make big materials and hand them over to those learners. For students with hearing problems, make sure you provide time to go and stand next to them and give them chance to read and respond to questions.

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

1. So that they acquire new skills, behavior, attitudes and knowledge.
2. To achieve different results of early education and because it affects the development of their personality.
3. By giving them opportunities to move and play freely.
4. In terms of integral and harmonious development of their personality.
5. Five basic needs in Early childhood Education:
  - a) Food and shelter. Children cannot acquire their own food or sustain any reasonable shelter.
  - b) Physical safety. Children cannot protect themselves from aggressive adults (and other, stronger, children).
  - c) Emotional security. ...
    - Social skills. ...
    - Career abilities. ...
    - Internal skills.
6. To take care of early childhood education as it is a national aspiration and a foundation of a strong education system.

### 5.2.2. Application activities:

#### 1. Vocabulary

Tell learners to check the meaning of words individually and share them to the partner using a dictionary or a thesaurus. Ask them to spell them correctly.

#### Answers for vocabulary

- a) Stimulation: When something or someone causes someone or something to become more active or enthusiastic, or to develop or function
- b) Autonomous: Independent and having the power to make your own decisions,
- c) Behaviors: Someone's behavior is how they behave,
- d) Experiment: A test done in order to learn something or to discover whether something works or is true.

**2. Debate:** Follow the guidelines that were provided in the unit 3 of this book to carry out this task.

### 5.3. Duties and responsibilities of parents and caregivers

#### a) Learning objectives

##### Knowledge

- Identify some words used to talk about duties and responsibilities of parents and caregivers.
- Identify the responsibilities of parents and caregivers in maintaining a good childhood education.

**Skills:** Talk about early childhood involvement both orally and in written words.

##### Attitude and values:

- Show care for every child.
- Show enthusiasm towards early childhood education.

**b) Teaching resources:** Pictures, projector and any other resource.

#### c) Prerequisites/revision/introduction

You can start this lesson by asking some questions that are related to early childhood responsibilities that parents have according to the prior knowledge from Foundation of Education.

#### d) Learning activities



### ***5.3.1. Learning activities: Reading and text analysis***

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

##### **Why should caregivers plan an early childhood education?**

- To introduce social skills as manners, because it has a major influence on most aspects of a child's social development.

##### **How should caregivers help young children?**

- By supervising and implementing a structured learning environment that allows small children to explore their interests.

##### **Why should parents accept a child's learning interests?**

This is to allow the child to ultimately internalize this trust and then generalize their learning to new experiences.

##### **What should parents do in the socio-cultural point of view?**

- Parents should display cognitively responsive behaviors.

##### **What have you learnt from this text?**

- I have learnt how to educate a young child especially to develop their socio-cultural and cognitive level. (treat this as an open ended question)

##### **Application activities:**

**Vocabulary:** Tell learners to check the meaning of words individually and discuss them with a partner. Use a dictionary or a thesaurus. Ask the students to spell and pronounce the words correctly. Check the correctness of pronunciation and intonation.

##### **Answers to vocabulary questions**

- Toddlers: a little child, especially one who is learning or has recently learned to walk,
- Self-esteem: belief and confidence in your own ability and value,
- Prompt: to make something happen,
- Contingent: depending on something else in the future in order to happen,
- Ultimately: finally, after a series of things have happened:

**Debate:** Follow the guidelines that were provided for in unit 3 of this book to carry out this task.

## 5.4. Language structure:

### Modal verbs and adjective's degrees of comparison

#### Learning activities

##### Knowledge:

- Recognize the use of modal verbs in the text describing early childhood education.
- Recognize the use of comparative adjectives focusing on degrees of comparison.

**Skills:** Talk about early childhood involvement using modal verbs and adjective degrees of comparison.

##### Attitudes and values

- Give care to every Child when making sentences.

**b) Teaching resources:** Illustrations that describing someone's timeline in past, projector, pictures of people that help to finding out relative pronouns.

##### c) Prerequisites/revision/introduction

Before studying this lesson of Modal verbs and adjective degree of comparison, learners are expected to have knowledge about some modal verbs' meanings and uses from ordinary level and adjectives. Your job here is to ask some questions that help them to remember all of that.

##### d) Learning activities

For modal verbs, you can pick some sentences from read passages and introduce the lesson to the students. You may use some questions to come up with some modal verb uses. After analyzing sentences, students will read the summary of modals and adjectives degrees. Give them time to do some activities.

### Answers for application activity on the uses of should, needn't and dare

Complete sentences with should, needn't, dare

Why should rich people help the poor?

How dare you insult others?

She needn't have come here. It was not necessary.

NB. Students will need time to write a paragraph using need, should and dare, about teaching in Early childhood education. Walk around and help those who may be challenged by this task.

### Answers for exercises about adjective degree of comparison:

Both Kelly and Kenia are intelligent, but Kenia is more intelligent than Kelly. (intelligent).

My results in exams are better than I expected. (good)

Who is the richest man in the world? (rich)

Innocent is my elder brother. Of course, he is older than I. (old)

2. They will also need time to write about duties and responsibilities of educational stakeholders using modal verbs and adjective's degrees of comparison. Check their level of readiness in using modal verbs and adjectives degree of comparison in writing about early childhood.

## 5.5. Word pronunciation

Students will also practice pronouncing words with [eə or [ɛə] and [ei] sounds that are found in passages read and compositions written.

**Answers for pronunciation activities:** Adding five more words that contain the sounds [eə or [ɛə] verse [ei]

[eə or [ɛə]	[ei]
<u>care</u>	day
<u>dare</u>	rate
<u>tear</u>	play
<u>mayor</u>	may
<u>swear</u>	hey
<u>rare</u>	say
<u>pair</u>	ray

## **Summary of the unit**

Students have been exposed to the language used to talk about early childhood welfare, the achievement of Rwanda towards early childhood education, early childhood needs and parents' and care givers' duties to promote it. As a pre-service teacher, this was an opportunity to get aware of what could be done to promote it when they are in service and to help Rwanda to achieve the objective of promoting early childhood education. Remember to emphasize why they need these topics.

## **Additional information for teachers**

Remember to consult the tutor of foundation of education for some accuracy about terms used in this unit.

## **5.6. End unit assessment**

### **Answers for the end unit assessment**

1. What are the main roles of parents and caregivers in early childhood education? They are required to:
  - Give optimal care and stimulation to children.
  - Check general cleanliness around and surveying personal hygiene.
  - Give them opportunities to move and play.
  - Plan, supervise and implement a structured learning environment that allows young children to explore their interests.

2. Why is it important to learn about early childhood education?

It is important to learn about early childhood education especially as caregivers, parents and other teachers so as to know how to fulfill the above mentioned duties so that little children develop holistically.

3. What are young children's five basic needs?

- Food and shelter. Children cannot acquire their own food or sustain any reasonable shelter.
- Physical safety. Children cannot protect themselves from aggressive adults (and other, stronger, children).
- Emotional security
- Social skills
- Career abilities

4. Explain the following words and expressions:

- a. Early Childhood Education: The study of children's education from two to seven years of age.
- b. Inadvertently: done unintentionally
- c. Day care centers: It is a place where parents pay to leave their children while they go work.
- d. Stimulation: When something causes someone or something to become more active or enthusiastic, or to develop or function.

### GRAMMAR

5. Complete with dare, needn't, should

- a. We needn't go right now. The match will start a bit late.
- b. You did a mistake. You should have informed your parents.
- c. I didn't dare talk to him in public.

6. Use the correct comparison patterns

- a. I want to buy sugar. Please, show me the nearest (near) shop.
- b. Paul and Daniel are the most hardworking (hardworking) students of the class.
- c. This is the best (good) day care center I've ever seen.

7. Give examples of three words which have the sound[eə] (fair, chair, share). This will be classified as an open-ended question. Ensure that the sentences used are grammatically correct.

### ESSAY WRITING

Learners will take their time to write compositions and this will be the tutors role to track students' progress. You may have to assist those students who still struggle to write a good composition.

# UNIT 6

## Cultural diversity and African development

**Key unit competence:** To use language learnt in the context of cultural diversity and African development.

### **Prerequisite:**

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

### **Possible answers on the introductory activity**

Answers to this activity will be diversified. The tutor should appreciate all of them if they are related to tolerance and mutual respect for diverse cultures.

The picture presented in the introductory activity of unit 6 represents different cultures. As human beings people will move to different places and meet different people who obviously have diverse cultures. In fact, one feels lost once he finds himself among people practicing beliefs and customs he is not used to. Their dress code, dance, language, food, and other cultural practices may constitute what is commonly known as culture shock.

1. People who have experienced different cultures and those who have experienced only one culture behave differently. The one who has experienced many cultures finds it easy to adapt to new lifestyles or new cultures. For the other one, it takes quite a long time to adapt to new ways of living and he/she sometimes fails to do so and he suffers from culture shock for long.
2. We should respect other people’s culture because we are all equal and have the right to live regardless of our cultural background. Moreover, there are many good things we can learn from others.

3. Cultural diversity is important in someone's life because nobody can say that he does not need others. Even a nation can learn from another and copy some good practices from that nation by observing their culture which is displayed through its people's behaviour.
4. Reasons are many: There are economic, security, religious, political reasons to mention just a few.

### **Cross-cutting issues to be addressed**

- **Gender education**

Gender education will be addressed by giving both boys and girls equal chance of participation in the activities and the content being taught. The tutor and student teachers will use dialogues, group work, pair work, plenary discussions to address this cross-cutting issue. The tutor should keep this in mind while selecting characters used in case studies, plays and examples used in teaching and learning.

- **Peace and value education**

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern about challenges caused by cultural diversity and how to address them peacefully. Student teachers should listen actively to their classmates in different situations while talking about multiculturalism. They should respect every one's idea and use positive language which cannot harm anyone.

- **Inclusive education**

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

#### **Guidance on Introductory activity.**

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

## List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	Describing Being in foreign countries.  Comparing cultures	<p><b>Knowledge</b></p> <p>Explain words and expressions used in the context of Cultural diversity and African development.</p> <p><b>Skills</b></p> <p>Read the story about “Cultural diversity and African development” for information.</p> <p><b>Attitudes and values</b></p> <p>Appreciate cultural diversity.</p>	4
2	Cultural Diversity Describing customs	<p><b>Knowledge</b></p> <p>State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.</p> <p><b>Skills</b></p> <p>Write about Cultural diversity and African development.</p> <p><b>Attitudes and values</b></p> <p>Cooperation with other people.</p>	4
3	Describing Traditional Rwandan culture  Describing the causes of migration	<p><b>Knowledge</b></p> <p>State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.</p>	4



		<p><b>Skills</b></p> <p>Describe local and foreign elements of culture in both written and spoken forms.</p> <p>Read texts about the experiences of immigrants for information,</p> <p><b>Attitudes and values</b></p> <p>Respect other people's culture.</p>	
4	Language structure: Adverbs of time and place	<p><b>Knowledge</b></p> <p>Recognize the use of adverbs of time and places in relation to diversity and African development.</p> <p><b>Skills</b></p> <p>Describe local and foreign elements of culture in both written and spoken forms.</p> <p>Listen to/read texts about the experiences of migrants, comparing local and foreign cultures and customs, the causes of migration or cultural diversity.</p> <p><b>Attitudes and values</b></p> <p>Preserve diverse cultural facts and events.</p> <p>Cope with changes due to time and place.</p>	4

## **6.1. Describing being in foreign countries**

### **a) Learning objectives**

#### **Knowledge:**

Explain words and expressions used in the context of “Cultural diversity and African development”.

#### **Skills:**

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

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

Appreciate cultural diversity.

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

Photographs, Textbooks, internet, maps, etc.

### **c) Prerequisites/revision/introduction**

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

### **d) Learning activities**

#### **Guidance**

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

#### **Possible answers**

- Pre-reading activity

The pre-reading activity is an open-ended question. Appreciate any answer and give constructive feedback.

1. He (the immigrant) has to deal with cultural and administrative issues. Immigrants should adapt to unfamiliar customs/beliefs (They should try new things, new cultures, customs or beliefs.) They should not try to stick to what is familiar to them only. They should try to adapt to the new culture.
2. The question is open-ended. (It doesn't have specific answers. Learners may give a wide range of answers.)
3. This question is open-ended. However, below are the possible answers:

It will:

- help them cope with new culture/customs/beliefs.
- make it easy for them to live in a foreign community.
- alter culture shock experience that an immigrant may face.
- encourage cultural tolerance.
- make it possible to learn from each other (people from other cultures)

a) **Application activities**

1. Use a dictionary and thesaurus to look up the missing meanings of the words/phrases and pronunciation in the table below. Copy the table into your book and fill in the blank spaces.

Words	Pronunciation	Meaning
a. adjust	/ə'dʒʌst/	The word "adjust" means getting used to something by changing your behavior or your ideas.
b. unfamiliar ground	/ʌnfə'mɪlə graʊnd/	Unfamiliar ground (paragraph two): The phrase "unfamiliar ground" refers to a strange culture/belief.
c. ambivalence	/əm'bɪvələns/	The word "ambivalence" refers to a state of having mixed feelings or contradictory ideas about something or someone.

d. life altering	/laɪfɑ:l.tərɪŋ/	The phrase “life altering” means a situation which is can change a person’s life or circumstances in some considerable degree or extent.
e. transition	/træn'zɪʃ(ə)n/	The process or a period of changing from one state or condition to another.
f. expatriates	/ɪks'patriəts , ɛks'patriət /	A person who lives outside their native country.
g. Culture shock	/'kʌltʃə ʃɒk/	The feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.
h. compatriot	/kəm'patriət, kəm'peɪtriət/	A fellow citizen or national of a country. “Stich defeated his compatriot Boris Becker in the quarter-finals”

1. Construct different sentences using the following words and phrases with close reference to the passage.

**Answer:** This is an open-ended question. Learners will give different answers. Appreciate them and give constructive feedback accordingly.

2. Write a 150-word essay discussing the importance of adapting to new cultures.

**Answer:** This is an open-ended question. Learners will give different answers. Appreciate them and give constructive feedback accordingly. Check whether they use the language appropriately.

## **6.2. Comparing cultures**

### **a. Learning objectives**

#### **Knowledge:**

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

#### **Skills:**

Read the story about Cultural diversity and African development for information

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

Appreciate cultural diversity that other people live.

### **b. Teaching resources**

Photographs, Textbooks, internet, maps, etc.

### **c. Prerequisites/revision/introduction**

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

#### ***6.2.1. Learning activities***

#### **Guidance**

Ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.2.1. Learning activity)

#### **Answers**

1. What could the teacher of the writer always tell students about an American person?

The writer always told the students that an American is anyone who lives in the United States of America. Whether it is an immigrant or a natural born citizen, they are an American.

2. Why did the writer feel unusual joy when someone could talk about nationality?

- The writer felt unusual joy because she was recognized as an American. She found herself in the society she was living in because she was not discriminated.
3. Explain the challenges faced by the writer due to cultural diversity.
    - The challenges the writer faced was to belong to two cultures, that of her parents and the one she acquired by the fact of living in America.
  4. Give reasons discussed in the passage for which the family of the author left their homeland to America.
    - After a hard life in India, her father decided to move to America so that he could give his children a good education and not give them hardship.
  5. Compare Indian culture and American culture as discussed in the passage.
    - In Indian culture, they have many traditions that are not like the traditions of people in America. A common tradition is taking off our shoes when entering our homes. Americans don't have that tradition. Other traditions concern holidays.
  6. Which pieces of advice did the father give to his family about both cultures?

The father of the writer advised his family not to forget their Indian cultural identity. However, they should feel more attached to America, a country that has given them home and everything they could rely on for the future.
  7. Recommend some pieces of advice to the people who live in a new culture.
    - This question is an open-ended question. Student teachers will give various answers. Consider them and give constructive feedback.

### ***6.2.2. Application activities***

1. Find the meaning of the following words as used in the passage using dictionaries and internet.
  - a. Spotlight: a lamp projecting a narrow, intense beam of light directly on to a place or person, especially a performer on stage.
  - b. Customs: a practice so long established that it has the force of law.
  - c. Stuck: Be unable to progress with a task or find the answer or solution to something.
  - d. Immigrant: A person who comes to live permanently in a foreign country.
  - e. Homeland: A person's or a people's native land.

2. Construct meaningful sentences using the following words:

**Answer:** This is an open-ended question. Learners will give different answers. Appreciate them and give constructive feedback accordingly.

3. Write a paragraph comparing the culture from your community and other communities.

**Answer:** This is an open-ended question. Learners will give different answers. Appreciate them and give constructive feedback accordingly. Check whether they use the language appropriately.

### **6.3. Cultural diversity**

#### **a. Learning objectives**

##### **Knowledge:**

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

##### **Skills:**

Write about Cultural diversity and African development for information

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

Cooperate with neighbours.

#### **b. Teaching resources**

Photographs, Textbooks, internet, maps, etc.

#### **c. Prerequisites/revision/introduction**

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

##### ***6.3.1. Learning activities***

##### **Guidance**

Ask student teachers to read individually the text silently, ask some questions to check if they have read it and invite some students to model read or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them into groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.3.1. Learning activity)

## Answers

### Pre-reading activity

1. We should appreciate the fact that there are many cultures. And by living peacefully with others, we may learn different things from them, and we become friends. Learners can give other answers, appreciate them and give feedback.
2. Wherever we are, we should do what is good to others. We should belong to every community we find ourselves in. Learners can give other answers, appreciate them and give feedback.

### Comprehension questions and answers

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



### 6.3.2. Application activities

1. Find the meaning of the following words as used in the passage using dictionaries and internet.
  - a. **Yard stick:** a measure used as a standard for comparison when you are judging other people or things.
  - b. **Diversity:** Including many different types of people or things
  - c. **Family ties:** Relationships that bind together people of the same family.
  - d. **Proactive:** The ability of controlling a situation rather than responding to it.
  - e. **Bias:** A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence your judgment.
  - f. **Prejudice:** The practice or tendency of judging or making conclusions without a fair reason.
2. Construct different meaningful sentences using the following words and expressions from the passage.

This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.

3. Debate this motion “Cultural Diversity is a blessing, not a loss of one’s identity”.

This is an open-ended question. Student teachers will debate and give their opinions. The tutor will guide their discussion so that they don’t bring in irrelevant content.

4. Write an essay talking about the importance of cultural diversity.

This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used.

### 6.4: Describing customs

- a) Learning objectives

#### **Knowledge:**

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

**Skills:**

Write about Cultural diversity and African development for information

**Attitudes and values:**

Cooperate with neighbours

**b) Teaching resources**

Photographs, textbooks, internet, maps, etc.

**c) Prerequisites/revision/introduction**

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

***6.4.1. Learning activities*****Guidance**

Ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.4.1. Learning activity)

**Answers**

1. Compare England, France and Australia in terms of transport related activities.
  - In most parts of England, you buy your bus ticket on the bus. In France, you buy it at a metro station. In Australia, you can buy it from a newsagent.
2. Explain some customs for European countries and Arab countries as discussed in the passage.
  - It is quite common in European countries to sit with your legs crossed and the top foot outstretched. But people in Arab countries hardly ever sit in this way because they might show you the bottom of their shoe, which is a serious insult.
3. Based on the above text, identify different customs that people in the world have in common.

- There are many signs that are universal in the emotions that they communicate.
  - ✓ Smiling is the best known of them. Behaviorists have proven that all over the world, people show sadness in a similar way. The face ‘falls’: the mouth becomes downturned and the eyes begin to look glassy. The person will probably look down or away and seem distracted.
  - ✓ There are also common factors when people are bored. They will look at other things in a distracted way. For example. Their feet will begin to move restlessly indicating that they want to escape; they tap their fingers or scratch their heads.
  - ✓ Anger can also be read quite easily: the facial muscles tense up, often causing people to frown; the eyes stare, fixing themselves on the target of their anger; blood rushes to the face causing it to become red. If the anger is great, the body will also tense up as if preparing itself for a physical fight.
- 4. Justify why people need to have basic skills on different cultures’ customs.
  - This question is open-ended. However, student learners should base their answers on this:
    - ✓ It is important to know a little about eating customs, tipping and the rules concerning basic greetings whether you should bow or shake someone’s hand. But beneath the surface, we are not so different.
- 5. Explain the following statement as used in the passage, “focusing on the similarities of things that we all have in common is much more profitable than the differences.”
  - This question is open-ended. However, learners should point out the importance of what unites us rather than our difference because it is the only thing that encourages peace and harmony in the society regardless of our cultural background.

### 6.4.2. Application activities

1. Use a dictionary and thesaurus to look up the missing meanings of the words/phrases and pronunciation in the table below. Copy the table into your book and fill in the blank spaces.

Words	Phonetic transcription	Meaning
1. Frown	/fraʊn/	to lower your eyebrows, causing lines to appear on your forehead
2. Stare	/steə/	To look with steady wide-eyes.
3. Tap	/tæp/	To hit something gently, and often repeatedly, especially making short, sharp noises,
4. Offence	/ə'fens/	<u>Upset</u> and <u>hurt</u> or <u>annoyed feelings</u> , often because someone has been <u>rude</u> or <u>shown</u> no <u>respect</u>
5. look glassy	/ /lʊk'glɑ:si/	Showing no feeling, emotion, or awareness.
6. customs	/'kʌstəmz/	A practice so long established that it has the force of law.
7. scratch	/skratʃ/	to look intensely and for a long time at something
8. Proxemics	/prɒk'si:miks/	The study of human use of space and the effects that population density has on behaviour, communication and social interaction.

2. Write an essay comparing your custom and other people's customs. Pay attention to the use of comparison of adjectives.

This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where necessary.

## **6.5. Describing Traditional Rwandan culture**

### **a. Learning objectives**

#### **Knowledge:**

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

#### **Skills:**

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

Read texts about the experiences of migrants.

#### **Attitude and values:**

Respect other people's culture.

### **b. Teaching and learning resources**

Photographs, Textbooks, internet, maps, etc.

### **c. Prerequisites/revision/introduction**

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

#### ***6.5.1. Learning activities***

#### **Guidance**

Ask learners to observe and interpret the pictures. Ask the question about the pictures which is an open-ended one. Appreciate their varied answers and give constructive feedback. Then ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter, ask comprehension questions.

#### **Answers**

1. Explain five aspects of the Rwandan culture as discussed in the above passage.
  - In Rwandan Culture, it is considered extremely rude to eat in public.
  - Adults don't eat in front of their in-laws.

- When a married couple has children, their names essentially change to reflect the identity of their first-born child.
  - When a couple shares a bed, the man always sleeps on the side away from the wall so that he can protect his wife in the case of an intruder or a problem.
  - It is forbidden for a married person to pronounce the name of his or her mother-in-law or father-in-law.
2. Describe the wedding process in the Rwandan culture as portrayed in the above passage.
- Before the wedding day, the man and the woman separately hold numerous “planning meetings.” They meet with their friends and relatives to organize and finalize the details for the marriage. The family of the bride plants a few banana trees along the road leading to their house. This was done to show that the family was relatively wealthy as it was believed that they could supply their guests with enough banana beer.

### ***6.5.2. Application activities***

1. Give the meaning of the following words and expressions as used in the above passage
- a. Extremely rude: The phrase “extremely rude” means very impolite.
  - b. Invented by greedy men: The phrase “was invented by greedy men” refers to something that was created by selfish men.
  - c. Considered taboo: The phrase “considered taboo” refers to something that is not approved or not right to be done.
  - d. To pour: The word “pour” means to make a substance flow from a container, especially into another container, by raising just one side of the container that the substance is in.
  - e. Symbolizes: The verb to “symbolize” means to represent something.
  - f. To reflect: The verb to “to reflect” means to give back or show an image of something.
  - g. A bride: The word “bride” refers to a newly married woman or a woman about to be married.
  - h. Double standards: The phrase “double standards” refers to any code or set of principles containing different provisions for one group of people than for another

- i. Faint light: The phrase “faint light” means a kind of light lacking brightness, vividness.
  - j. A twitch: The word “twitch” refers to a short, sudden jerking or convulsive movement.
2. Use the above words and phrases to construct meaningful sentences as used in the passage.
    - This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
  3. Write an eighty-word paragraph about any other aspect of the Rwandan culture that you know.
    - This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used
  4. Imagine you have a friend from another community where they are not aware of your culture and he would like to come and work for a project in your community. Write a detailed letter to him describing both your traditional culture and modern culture.
    - This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Content, format and Language used. Ensure that the format of letter writing is adhered to.

## **6.6. Describing causes of migration**

### **a) Learning objectives**

#### **Knowledge:**

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

#### **Skills:**

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

Read texts about the experiences of migrants.

#### **Attitude and values:**

Respect other people’s culture.

## b) Teaching resources

Photographs, Text books, internet, maps, etc.

## c) Prerequisites/revision/introduction

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

### *6.6.1. Learning activities*

#### a. Guidance

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

#### Answers

1. State and explain the reasons why people migrate.
  - The reasons are based on environment, economic, cultural and socio-political aspects.
2. Assume there are migrants who come to your home area. Explain how you would treat them.
  - That is an open-ended question. The tutor will remind student teachers that their answers should be based on the text. Appreciate their answers and give constructive feedback.

### *6.6.2. Application activities*

1. Find the meaning of the following words as used in the passage above.
  - a. Migrate: Travel (often in large numbers) to a new place to live temporarily.
  - b. Push factor: Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risks something if they stay.
  - c. Political intolerance: unwillingness to accept political views, beliefs and behavior that differ from one's own.
  - d. Vein: A particular mood, style.
  - e. Peaceful and comfortable: Quiet and calm, without violence; providing physical ease and relaxation.



2. Construct meaningful sentences with each of the following words and phrases:
  - This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
3. Suppose you experienced a situation involving 'culture shock'. Write an essay of about 350 words showing the right way of behaving in such a situation.
  - This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used.

## **6.7. Language structure: Adverbs of time and place**

### **a) Learning objectives**

#### **Knowledge:**

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

#### **Skills:**

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

Read texts about the experiences of migrants.

#### **Attitude and values:**

Respect other people's culture

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

Photographs, textbooks, internet, maps, etc.

### **c) Prerequisites/revision/introduction**

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

### 6.7.1. Learning activities

#### Guidance

Pick some sentences from the read passages and highlight the targeted language structure (Adverbs of time and place). Ask learners some questions that guide them to the discovery of how the above-mentioned language structure is used. After doing this activity, ask them to read the summarized note on the use of the adverbs of time and place (6.7.)

#### Answers w

I. Choose the adverb of place between brackets that fits the sentence best.

1. Marc sat **down** on a bench for a while. (away / down)
2. The cinema is not **far** from my house. (far / near)
3. The cat is hiding **under** the couch. (off / under)
4. My house is **next to** the beach. (next to / outside)
5. I thought I left my keys **here**. (behind / here)
6. Can you leave your bag **elsewhere**, please? (elsewhere / anywhere)
7. We are going to sit **outside**, because it is too hot in here. (out / outside)
8. She ran **away** from home three years ago. (out / away)
9. The Netherlands is **below** sea level. (down / below)
10. I got **up** at twelve today. (on / up)

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

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

### 6.8. Summary of the unit

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

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

## 6.9. End unit assessment

### Answers

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

1. Jane's culture is better than mine. (good)
2. I think living in your country is happier than living in foreign countries. (happy)
3. He thinks this test was more difficult than the last one. (difficult)
4. They live in a really beautiful house. (beautiful)
5. She is the best tennis player of the world. (good)
6. Susan is a nice girl. She's much nicer than her sister. (nice / nice)
7. My aunt's customs are more adaptable than ours. (adaptable)
8. Hotels in London are more expensive than in Vienna. (expensive)
9. Bob is taller than Keith but Philip is the tallest. (tall / tall)
10. Doris reads more books than Peter but Frank reads the most. (many / many)
11. They live in a big house, but Fred lives in a bigger one. (big / big))
12. My sister is three years younger than me. (young)
13. 15. This was the worst cultural oriented film I have ever seen. (bad)
14. 17. I talked to Claire from Kenya and she is a really smart girl. (smart)

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

This is an open-ended question. Student teachers will answer it in different ways. You should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations and Language used.

# UNIT 7

## Human rights and Ethics

**Key Unit Competence:** To use language learnt in the context of “Human rights and Ethics”.

### **Prerequisite (Knowledge, skills, attitudes and values)**

Before undertaking this unit Human rights and Ethics, student-teachers should have prior information about human rights and children abuses) that they learnt in senior three. You may ask some questions that help them recall that content.

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

#### ➤ **Gender education**

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. In reading and writing tasks. About children’s rights, students should be aware that both boys and girls have rights to study together. They will also learn about gender bias that may exist in the community.

#### ➤ **Peace and value education**

In this unit, peace and value education will be addressed in different situations which will require the tutor to actively listen to student teachers’ concerns and student teachers to listen actively to their classmates in different situations, respecting everyone’s idea and using positive language which cannot harm anyone. It will also be addressed through giving opinions about rights of children.

#### ➤ **Inclusive education**

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

### Guidance on the introductory activity

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

### Possible answers for picture observation and interpretation

1. Fig1. Street children who were abandoned by parents or simply have no families. They have lost morals and have dropped out.
2. Fig.2: people are imprisoned
3. As far as the unit concerns human rights and ethics, the pictures are portraying the abuses of people's rights. It can make one think of human rights which are being violated)

### List of lessons/sub-heading

#	Lesson title	Learning objective	Number of periods
1	Describing human rights Describing children's rights	<b>Learning objectives:</b> <b>Knowledge</b> <ul style="list-style-type: none"><li>- Identifying human/children's rights.</li><li>- Recognizing the language used to talk about human/children's rights.</li></ul> <b>Skills</b> <ul style="list-style-type: none"><li>- Writing compositions talking about children's rights and human rights in general.</li></ul>	5
		<b>Attitudes and values</b> Appreciate that all people have rights and responsibilities	

2	Describing child abuse Talking about ethics	<p><b>Learning objectives</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Defining ethics and recognizing the language used to talk about ethics.</li> <li>- Identifying some child abuse cases.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading texts talking about ethics and child abuse stories.</li> <li>- Reporting some child abuse cases and composition writing.</li> </ul> <p><b>Attitudes and values</b></p> <p>Appreciate that all people have rights and responsibilities.</p>	6
3	Fighting abuses	<p><b>Knowledge:</b></p> <p>Recognizing some words talking about violence and abuses.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading a text that talks about abuses.</li> <li>- Writing compositions talking about abuses.</li> </ul> <p><b>Attitudes and values</b></p> <p>Defend their rights in case of abuse or injustice.</p>	2

4	Discussing gender equality Minority rights and <b>inclusiveness</b>	<p><b>Knowledge:</b></p> <p>Reciting the gender bias cases Recognizing some words used to talk about gender equality.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Reading texts that talk about gender bias cases and inclusiveness.</li> <li>- Writing about gender equality, minority rights and inclusiveness.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>- Defend their rights in case of abuse or injustice.</li> <li>- Advocate for the colleagues who have been victimized.</li> </ul>	5
5	Language structure (modals)	<p><b>Knowledge</b></p> <p>Identify some modals and their uses</p> <p><b>Skills</b></p> <p>Write sentences talking about children’s rights using modals.</p> <p><b>Attitudes and values</b></p> <p>Defend their rights in case of abuse or injustice.</p>	1
6	End unit assessment		1

## Guidance on lessons

### 7. 1. Describing human rights

#### a) Learning objectives

##### Knowledge:

- Identifying human rights
- Recognizing the language used to talk about human rights.

##### Skills:

- Writing compositions talking about children's rights and human rights in general

##### Attitudes and values:

Appreciate that all people have rights and responsibilities.

**b) Teaching and learning resources:** pictures that relate to human rights, projector, etc.

#### c) Prerequisites/revision/introduction

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

#### d) Guidance on Learning activities

##### *7.1.1. Learning activities: Reading and text analysis*

##### Pre-reading

Ask students to take about ten minutes on the pre-reading activity (talking about pictures about human rights or abuses, recalling the prior knowledge etc.) and have each group present one question while other members comment briefly.

- During reading:

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

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



- After reading:

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

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

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

1. State any specific examples of human rights violations according to the universal declaration of human rights.
  - The genocide against the Tutsi in Rwanda in 1994, the policy of apartheid 'in south Africa under which the blacks were ill- treated, human trafficking and child labour.
2. Based on the above text, what are some of the advantages of having human rights respected in society?
  - There are many advantages of human rights such as stopping discrimination, maintaining the minimum standard of living, stopping violence and related crimes like genocide. Human rights also bring peace and unity in society as well as promoting cultures of different people.
3. Discuss the following statement: "All human beings are born free and equal in dignity and rights". (this question requires student-teachers to discuss either in pairs or in some bigger groups. Give them some minutes to discuss it while closely referring to the passage read)

#### **7.1.2. Application activities:**

**Vocabulary** Matching words with their meaning: you can choose to conduct this task by giving individual learners time to find the meanings and share their finding.

Race: People who are believed to belong to the same genetic line.

Marginalised: Treating a certain group of people as low class

Gender: Socially constructed roles that differentiated males from female

Brotherhood: The feeling that people should treat one another like brothers.

Dignity: The quality of being respected or valued.

Constitution: The supreme law of a country.

National: Being ordinary citizens of the nation.

Civil: The status of belonging to a nation by birth or naturalization.

Conscience: The ability to distinguish between right and wrong with a sense of proper conduct.

➤ **Speech writing,**

**Before writing:** students will collect information, outline their speech points.

**During writing:** students will draft their speeches. Remind them to arrange their ideas and make necessary shift in tenses, and other writing mechanisms. Give them time to exchange their drafts and proofread their colleague's drafts. Tell them to take back their drafts and revise them.

**After writing:** students will share their speeches to the whole class and assess them following the class generated criteria.

**Summary writing activities:**

Students will follow steps of writing speech and write compositions about human rights as described in the passage and Violation of Human Right.

**Possible answers to Comprehension questions (text 2)**

a. Discuss the main points in UDHR, Article 25.1 according to the above passage

The main point in this passage is that Everyone has a right to a standard of living adequate for the health and wellbeing of himself/ herself and his/her family, including food, clothing, housing, and medical care, and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.

Article 25 becomes a foundational law and guiding principle within each country, which is far from the current reality in both the richest and poorest nations.

b. Outline the rights of everyone as mentioned in the text above.

Everyone has a right to:

- a standard of living adequate for the health and wellbeing of himself/ herself and his/her family, including:

- food,
  - clothing,
  - housing, and medical care,
  - necessary social services,
  - the right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control.
- c. Suggest a human right that the Article did not mention, and you wish it could be included in the Article 25.1 and why? (this will be answered according to student's point of views)

### ***7.1.2. Application activities:***

#### **1. Summary and report writing**

This is time to check the comprehension of the passage. You will guide them through the summary writing steps. (Pointing out the main ideas of the passage, paraphrasing them, etc.)

#### **2. Essay writing**

Apply the steps of essay writing (before, during and after writing) to assess students essay writing.

### **7.2. Describing children's Rights**

#### **a) Learning activities**

##### **Knowledge**

- Identifying human/children's rights
- Recognizing the language used to talk about human/children's rights

##### **Skills**

- writing compositions talking about children's rights and human rights in general.

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

- Appreciate that all people have rights and responsibilities.

#### **b) Teaching and learning resources:** pictures, projectors, handouts, real materials

### c) prerequisites/ revision/introduction

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

#### ***7.2.1. Learning activities: Reading and text analysis; and picture observation.***

##### **1. Picture observation and interpretation**

Ask students to take like ten minutes on the pre-reading activity (talking about three pictures which are in student textbooks about human rights or abuses, recalling the prior knowledge, etc.) and have each group present one question while other members comment briefly.

Answers to pictures observation and interpretation

- Talk about the rights of children violated in the above pictures.

Fig.1. the child is being flogged, subjected to too much pain. This is serious child abuse and the child's right of freedom from torture has been violated.

Fig.2. the children have been exposed to child labour. The rights to play and being children have been abused.

Fig.3. the children's right to shelter has been abused and as you can see, they are roaming on streets and have adopted poor morals.

- How would you protect the rights of children in your community?
  - Taking them to school
  - Reporting the violence committed against them.
  - Educating them to be aware of their rights. etc
- Writing a statement: check the prerequisites that students have that regard the child abuse by asking pairs to write a statement to the police. Walk around to see if they are doing it properly.
  - During reading:
    - Give them time to read the text silently and ask few questions to check whether they have read it.
    - Guide them to read aloud and check their proper intonation. Make sure that you have given turn to as many students as possible. When reading, remember to stop time to time to infer the meaning of what is being read.

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

Remember to help students with special needs.

**Possible answers to Comprehension questions :**

1. What do you understand by children’s rights?

The right that a child has to be treated in a fair, morally or legally acceptable, or to have the necessary to meet his/her basic needs.

2. Students will take time to describe children’s rights after reading the above passage.
3. Students will have time to talk about possible advice to people who violate children’s rights in your community.
4. This is an open-ended question. Allow students to critically think on why it is important to protect children.

***7.2. 2. Application activities: Essay and speech writing, and presentation***

**Guidance on learning activities**

1. Give time to students to write an essay of three paragraphs describing how children’s rights can be protected. Remind them to focus on the classroom generated criteria of essay writing.
2. Provide time for students to prepare the speech to be delivered during a workshop about the rights of children.

**7.3. Talking about ethics**

**a. Learning objectives**

**Knowledge:**

Defining ethics and recognizing the language used to talk about ethics.

**Skills:**

- Reading texts talking about ethics
- Writing texts talking about ethics

## **Attitudes and values**

Appreciate that all people have rights and responsibilities.

- a) Teaching and learning resources: pictures, manila, projectors, illustrations, etc.
- b) prerequisites/revision/introduction

Start the lesson asking some questions about ethics in society to check their prior knowledge.

### ***7.3.1. Learning activities: Reading and text analysis***

#### **Guidance to the learning activities**

##### **Pre-reading:**

Before learners start to read, ask them some questions about the picture (pictures that portray positive behaviors in the society) ask them to discuss the pictures and interpret them to predict what the passage will be talking about.

##### **During reading:**

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

Guide them to read loudly and check for proper intonation. Make sure that you have given turn to as many students as possible. when reading the passage, remember to stop from time to time to infer the meaning of the passage.

##### **After reading:**

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

When they are reading, walk round in the classroom to support learners with special needs.

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

1. Define ethics and relate it to the ethics required for a teacher as described in the above text. A system of accepted beliefs which control behaviour, especially such a system based on morals. Some ethics of the teacher include; self-discipline, dignified personality, etc.
2. Based on this text, how can you foster ethics among peers, students and members in your community?

By Helping them to recognize what is acceptable in the society.

### **7.3.2. Application activities: Summary and Debate**

#### **Guidance to the application activities**

**Summary writing:** This is time to check for comprehension of the passage about ethics. You will guide them through the summary writing steps. (Pointing out the main ideas of the passage, paraphrasing them. etc.)

#### **Debate**

Follow the guidelines for debate that are provided in unit three to conduct this activity.

**Composition writing:** Follow the composition writing steps to carry out this activity.

### **7.4. Describing child abuse**

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

##### **Knowledge:**

- Defining ethics and recognizing the language used to talk about child abuse
- Identifying some child abuse cases.

##### **Skills:**

- Reading texts talking about child abuse stories.
- Reporting some child abuse cases and composition writing.

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

Appreciate that all people have rights and responsibilities.

**b) Teaching resources:** Pictures in the book, manila, projectors, videos if any.

#### **c) Prerequisites/revision/introduction**

Ask learners about child abuse cases that they know can exist in the community to check their prior knowledge about child abuses that they studied in senior three.

#### **Guidance on learning activities**

- Pre-reading: before learners start to read, ask them some questions about the picture(a child with strikes on his back because he has been whipped)ask them to discuss the pictures and interpret them to predict what the passage will be talking about.

- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read loudly and check for proper intonation while they read. When reading the passage, you should remember to check their proper intonation and stopping from time to time to infer the meaning of the passage.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

When they are reading, walk around the classroom to support learners with special needs and those meeting difficulties.

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

1. List at least three children's rights not respected in the passage (children's rights not respected in the passage include freedom from torture, right to education, right to food, freedom of speech, etc.)
2. Which offences would children be beaten for?  
(Children would be beaten for crying, not crying when beaten, standing near elders when elders sat, seating when elders stood, eating with visitors, and refusing to eat with visitors.)
3. What caused the two boys in the story to fight?  
(The two boys were given a challenge where the one who crossed the line drawn would be considered as a man.)
4. What were the consequences of their fight?  
(The two boys were beaten by a stranger.)
5. What is your opinion of this community?  
(This community did not respect the rights of children. They seem to have been ignorant about rights and were following their culture without questioning.)
6. Using the picture above, suggest ways parents should punish young children and why you think your suggestions are suitable?  
(They should punish them after explaining to them why they are being punished.)



## Guidance to application activities

### **7.4.2. Application activity: Report writing and Oral activity**

- **Report writing:** students will follow the steps of report writing and write a report to the human rights commission explaining cases of child abuse in their community.
- **Oral activity:** As a teacher, one of the students in your class has misbehaved, how would you impose positive discipline on the student?
- **Composition writing:** they will also write an argumentative composition with the title 'fighting abuses.'
- **Newspaper writing:** they have also learnt about newspaper writing. Give them time to write article titled, 'abuses against children.' And use adjectives and adverbs to describe certain incidents of child abuse.

## 7.5. Fighting abuses

### **a) Learning objectives**

**Knowledge:** Recognizing some words talking about violence and abuses.

**Skills:** reading a text that talk about abuses

Writing compositions talking about abuses.

**Attitudes and values:** Defend their rights in case of abuse or injustice

**b) Teaching resources:** pictures, projector etc.

### **c) Prerequisites/ revision/introduction**

Ask learners about children abuse cases that they know in the community to check for their prior knowledge. Remind them to recall what they studied on children's abuses in senior three.

### **7.5.1. Learning activity:**

#### **Guidance on learning activities**

- **Pre-reading:** before learners start to read, ask them some questions about the picture (pictures that portray the child abuse)ask them to discuss the pictures and interpret them to predict what the passage will be talking about.
- **During reading:**
  - Give them time to read silently and ask few questions to check whether they have read.

- Guide them to read aloud and check their intonation. Make sure that you have given turn to as many students as possible. when reading the passage, stop from time to time to infer the meaning of the passage.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

When they are reading, walk around the classroom to support learners with special needs.

**Possible answers to Comprehension questions:**

1. Did Martin Luther King believe in non-violence to get one's rights? Give evidence
  - Yes, He declared that we have to exchange ideas and opinions in peaceful dialogues. We must set an atmosphere of understanding and tolerance, an atmosphere of goodwill and love.
2. Why is violence useless and harmful?
  - It develops hatred and ends in destruction for all.
3. What are the effects of using violent means to get one's rights?
  - It ends up with destructions of many things and killings of people
4. Give two examples from your community of how people used non peaceful ways to solve problems.
  - The tutor should treat this as an open-ended question.
5. What should we do to live in harmony with others?

We must exchange ideas and opinions in peaceful dialogues. We have to set an atmosphere of understanding and tolerance, an atmosphere of goodwill and love.

## Guidance on application activities

### 7.5.2. Application activities: Speech writing and Word pronunciation

#### ➤ Speech writing

Using information from the comprehension text. They can write a speech encouraging people in their community to use peaceful means of solving problems and discouraging violence because of the negative effects it has.

#### ➤ Word pronunciation:

In pairs, students will classify the following words according to the pronunciation of their final "s"

### Answers to the word pronunciation

/s/	/z/	/iz/
results, creates, makes, aspects, develops	Exposes, brings, customs, solves, destroys, shows, ensues, engenders, has, arms, others, Victories, requires	reaches

## 7.6. Discussing gender equality

### a. Learning objectives

- Reciting the gender bias cases.
- Recognizing some words used to talk about gender **equality**.

### Skills:

- Reading texts that talk about gender bias cases and inclusiveness.
- Writing about gender equality, minority rights and inclusiveness.

### Attitudes and values

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

**b) Teaching resources:** pictures, manila, projector or any other resources which portray gender bias or gender sensitiveness.

### c) Prerequisites/revision/introduction

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

#### Guidance to the learning activities

##### *7.6.1. Learning activities: Reading and text analysis.*

- Pre-reading: Before learners start to read, ask them some questions about the picture(pictures that portray the gender equity)ask them to discuss the pictures and interpret them to predict what the passage will be talking about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Make sure that you have given turn to as many students as possible. when reading the passage, you should remember to check their proper intonation and stop from time to time to infer the meaning of the passage.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

When they are reading, walk round in the classroom to support learners with special needs.

#### Possible answers to Comprehension questions:

1. In your opinion, do you think it was right to prohibit certain things from women? Give reasons for your answer.

This is an open-ended question. Allow the students to evaluate all those things women were prohibited from eating or doing. They should judge on their own but with the tutor's guidance.

2. Give four things women were prohibited from doing in Rwandan culture.

Girls are not allowed to eat certain foods while boys can eat any kind of food. Girls are discouraged from climbing trees, sitting on a pounding motor and grinding stone while boys have no such prohibitions. When a boy fights a girl, he is seriously punished as compared to fighting a fellow boy.

3. Which statement shows that the mother of the speaker has accepted her position created by society?

She considers certain foods dirty when the narrator says, “She believes these are “dirty” foods not meant to be eaten by women.”

4. Do you think the mother of the speaker knew her rights as a woman? Give reasons.

The speaker’s mother did not know her rights because she accepted everything from the culture without questioning.

### **Guidance on application activity**

#### ***7.6.2. Application activity: Composition writing***

Students will follow steps of composition writing and write on gender equality at the school they are in and include the following:

Emphasizing the availability of girls and boys in the classroom, Number of female and male teachers.

### **7.7. Minority rights and inclusiveness**

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

Reciting the minority rights and inclusiveness.

Recognizing some words used to talk about minority rights.

#### **Skills:**

- Reading texts that talk about gender bias cases and inclusiveness.
- Writing about gender equality, minority rights and inclusiveness.

#### **Attitudes and values**

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

#### **b) Teaching resources: pictures, manila, illustration about minority rights**

#### **c) Prerequisites/revision/introduction**

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

## D) Guidance on learning objectives

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

- Pre-reading: before learners start to read, ask them some questions about the picture (pictures that portray minority rights) ask them to discuss the pictures and interpret them to predict what the passage will be talking about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read loudly and check for their proper intonation. Make sure that you have given turn to as many students as possible. When reading the passage, you should remember to check their proper intonation and stopping time to time to infer the meaning of the passage.
- After reading:
  - Ask comprehension questions that are provided after the text to check their comprehension.
  - When they are reading, walk around the classroom to support learners with special needs.

### Possible answers to Comprehension questions.

1. In which way can minority rights be violated by the majority in society?

Minority rights can be violated when they are denied the right to pray, practice their culture, speak their language.

2. If you were the writer, how would you make sure the rights of minorities in the story are protected?

- I would make sure they have freedom to pray in their religions, speak their languages freely and practice their cultures, access services without discrimination as long as they don't violate the laws of Rwanda.

3. With clear examples from the passage, describe how the writer respected the minority rights.

He respected the minority rights by saying that today, it is not surprising to meet people from all walks of life. He says that in his village, Ugandans, Kenyans, Sudanese, Chinese, Americans are all represented.

4. This is an open-ended question, allow students to exhaust this question and guide them accordingly.

### **Guidance on application activities**

#### ***7.7.2. Application activities: Dialogue and report writing***

1. Imagine there are people who have run away from their countries because of war and your community members want to send them away, you are asked to speak on their behalf to the village leader. In pairs, prepare a dialogue.
2. Imagine that your village has called for a meeting to discuss problems faced by genocide survivors in Rwanda. You are asked to take minutes as the secretary. Write the minutes.

The tutor should guide the students and encourage them to research further on minute writing before they could present their complete work.

### **7.8. Language structures: model verbs**

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

**Knowledge:** Identify some modals and their uses

**Skills:** Write sentences talking about children's rights using modals.

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

Defend their rights in case of abuse or injustice.

#### **b) Teaching resources:** Manila, pictures etc

#### **c) Prerequisites/revision/introduction**

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

#### **Guidance on learning activity**

Pick some sentences from the analyzed passages and write them on the blackboard. Ask learners some questions that may help them to discover the meaning of modal verbs. Give them time to practice using them. Students will open their books and read the summary of modals meaning and uses.

## Answers for exercises

1. Write a model verb sentence for each of the following situations:
  - a. Persuade someone to eat a meal you have proposed.
    - Can we order for some fish, please?
  - b. Ask someone to return food he/she has taken.
    - Can you return the food you have taken?
  - c. Get a noisy neighbour's child to keep quiet while eating.
    - You should keep quiet while eating.
  - d. Explain to your teacher why you don't have your homework.
    - I don't have homework because I couldn't find time.
  - e. Convince your friend to go to the movie you have chosen.
    - We could go to watch that movie. It is so exciting.
  - f. Ask for directions to a table in a restaurant.
    - Could you give me the direction to that table?

## 7.9. Unit summary

In this unit we discussed the following points: Describing human rights, describing children's rights, describing child abuse, talking about ethics, fighting abuses.

Discussing gender equality, minority rights and inclusiveness and Language structure (modal verbs).

All the examples and activities given were in the context of national assets. The tutor should have made sure that the cross-cutting issues are addressed especially environment and sustainability. This is because students must be aware of the importance human rights and children's rights. This was their opportunity to recognize children's rights because they are future teachers.



## 7.10. End unit assessment

### Answers for end unit assessment

1. Word meaning
  - a. Indigenous people: people who naturally exist in a place or country and are not from another place.
  - b. Marginalized minorities: a small number of people who are treated as if they are not important.
  - c. Linguistic minorities: are communities that use a language different from the one spoken by the majority nationals. All of them are legally recognized, but the specific minority rights and their implementation differ significantly from one region to another.
2. Synonym and opposite of the words
  - i. Committed:engaged in
  - ii. Punishments: reprisals, penalties
  - iii. Misbehave: defiant, disrespectful
  - iv. Responsibilities: accountability
  - v. Offences:insult, crimes, faults
3. Oral activity: student discuss the Rwanda National policy about rights of children.
4. Oral activity: students will discuss the difference between Human Rights and Children’s rights. Guide them through these activities.
5. Composition writing: students will choose individually between two or three topics about the principles that guide the national policy of children that state:
  - a. Every child matters.
  - b. Children can and should participate in decision making.
  - c. Abuse, exploitation and violence against children are intolerable.

# UNIT 8

## National assets

**Key Unit Competence:** To use language learnt in the context of National assets.

**Introductory activity:**

### **Prerequisites(Knowledge, skills, attitudes and values**

Before students undertake this unit, they may have knowledge about the national assets that they learnt in social studies in P6. They have also learnt in geography the natural environment of Rwanda and national resources. This is a big package that will help them to learn the language used when talking about national assets. Introduce the unit with some questions that relate to the above-mentioned prerequisites.

### **Cross-cutting issues to be addressed**

#### ➤ **Environment and sustainability**

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

#### ➤ **Gender education**

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught should be gender sensitive. Students should be aware that both boys and girls should study together.

#### ➤ **Peace and value education**

In this unit, peace and value education will be addressed in different situations which will require both the tutor and student teachers to actively listen to each

other's concerns and student teachers to listen actively to their classmates during different situations, respecting every one's idea and using positive language which cannot harm anyone.

### ➤ **Financial Education**

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

### **Guidance on introductory activity**

Tell students to open their books. Guide them to the illustrations of the introductory activity. They observe 3 pictures and interpret them by answering the questions related to those pictures. Give them time to share to the whole class their answers.

### **Possible answers for the introductory activity.**

Picture 1. Tourists in volcanoes national park

Picture2. Kanombe international airport

Picture3. Kigali Arena

Examine their contribution to the country's development.

- National Parks are the center of Rwanda's tourism and attracts thousands of tourists each and every year. The tourists pay money and the revenues increase.
- kanombe international airport helps in the movement of goods and people. This also plays a big role in country development.
- Kigali arena is a magnificent sports and events facility which promotes talent, hence reduces unemployment.

## List of lessons

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

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

## 8.1. Talking about national assets

### a) learning objectives

#### Knowledge

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

#### Skills

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

#### Attitudes and values

- Preserve the national resources.

**Teaching resources:** Pictures, objects from the environment, projector etc.

#### Prerequisites/revision/introduction

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

#### ***8.1.1. Learning activities: Reading and text analysis; and pictures***

- Pre-reading: before learners start to read, ask them some questions about the picture(people in mining and the methane gas in lake kivu) ask them to discuss the pictures and interpret them to predict what the passage will be about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read loudly and check for proper intonation while they read. Make sure that you have given turn to as many students as possible. Remember to let them pause from time to time to infer the meaning of the passage.
- After reading: Ask comprehension questions that are provided after the text to check their comprehension.

When they are reading, walk around the classroom to support learners with special needs.

The steps to be followed while teaching (text1) should be repeated in (text 2)

### **Possible answers to the comprehension questions (text1)**

1. According to the passage, what are the main resources in Rwanda?
  - Ores, industrial minerals, fossil fuels, mining and metals.
2. How much did the quarrying and mining sectors contribute towards the GDP?
  - The country's quarrying and mining sector accounted for only 0.7% of the GDP.
3. Why do you think the demand for cement increased at a high rate?
  - The cement had to be exploited and the consumers had increased.
4. Where were gold exploration activities carried out, according to the passage?
  - In Gicumbi District.
5. What did Kivuwatt Limited plan in 2010?
  - To construct a gas-power station and extract natural gas from Lake Kivu.
6. Explain the consequences of polluting River Sebeya.
  - Pollution contaminates water used in homes and kills aquatic animals which affects the eco system.

### **Possible answers to passage 2**

- a) From the newspaper extract, point out the measures put in place by the government of Rwanda to prevent illegal exploitation of trees and to conserve forests. When such cases appear, the law is enforced no. 47/1988 of 5/12/1988 on the protection of forests.
- b) Apart from the legal actions taken against those who cause deforestation, suggest other measures that leaders in the above district should take to solve the problem.
  - Educating citizens not to cut trees, fencing off some parks, etc.

c) Do you think forest conservation and management is important in Rwanda?

- Rwanda acknowledges the valuable role of the forestry sector in the livelihoods of the population.
- Forest conservation reduces vulnerability to climate change impact. Etc.

d) Provide time to learners to present their findings to the classroom.

### ***8.1.2. Application activity: Vocabulary, sentence and summary writing***

- **Vocabulary:** Tell learners to use dictionaries and thesaurus to check the meaning of words individually, spell them correctly and share them to the partner.

#### **1. Answers to vocabulary questions**

- a) Natural resources: things such as minerals, forests, coal, etc. which exist in a place and can be used by people.
- b) Demand: A strong request.
- c) Investments: To put money, effort, time etc. into something to make a profit or get an advantage.
- d) Production: The process of making or growing goods to be sold.
- e) Species: A set of animals or plants in which the members have similar characteristics to each other and can breed with each other.
- f) Cosmetics: Substances that you put on your face or body which are intended to improve its appearance.
- g) Suspects: Persons believed to have committed a crime or done something wrong, or something believed to have caused something bad.
- h) Infringe: To break a rule, law, etc.
- i) Nab: To take something suddenly, or to catch or arrest a criminal.
- j) Woodland: Land on which many trees grow, or an area of this..

2. Sentence: Students will join their groups and try to make some sentences using the words above and share them to the class.

3. Summary writing: This is time to check the comprehension of the passage. You will guide them through the summary writing steps. (Pointing out the main ideas of the passage, paraphrasing them, etc.



## 8.2. Talking about the role of national assets

### a) Learning objectives

**Knowledge:** Identify the role of national assets

**Skills:**

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

**Attitudes and values:**

Appreciate the contribution of tourism to the local Economy.

### b) Teaching resources:

Pictures, different illustrations in books, projector etc.

### c) Prerequisites/revision/introduction

You will ask students to mention some public assets, and their role in the development of country. This will help them recall what they learnt in social studies, and geography.

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

- Pre-reading: before learners start to read, ask them some questions about the picture(museum and the Gisozi genocide memorial site lake) ask them to discuss the pictures and interpret them. This activity will help them predict what the passage will be talking about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read loudly and check their forintonation. Make sure that you have given turn to as many students as possible. when reading the passage, you should remember to check their proper intonation and stopping from time to time to infer the meaning of the passage.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

When they are reading, walk around the classroom to support learners with special needs.

### Possible answers to comprehension questions:

- (a) Which national assets are described in the above passage?
- museums, national parks, forests, industries, genocide memorial sites, schools, public gardens, hospitals and police stations
- (b) Explain reasons why we should conserve our environment.
- It is through the natural resources like vegetation that we feed. The environment provides fresh air to humans, animals and plants. From our environment, we get rainwater that flows into our rivers, lakes, wetlands and swamps. Buildings are constructed by funds obtained from the exploitation of various national resources. From the forests, we get firewood, charcoal and building materials. We also get natural gas from our environment.

#### **8.2.2. Application activity: Vocabulary, sentence construction and composition writing:**

##### ➤ **Vocabulary**

Learners will use a dictionary and thesaurus to look up the missing meanings of the words in the table below. Remind them to read the words correctly.

Vocabulary	Meaning
wetlands	a large area of land covered with swamp.
swamps	very wet soft land
disposal	Being disposed nearby

- **Sentence construction:** students will form groups and try to make sentences that are related to the context of the role of national assets.
- **composition writing:**

This activity requires learners to write a composition about what to be done to preserve public places and assets.

- Before writing: Ask learners some questions that lead to the ideas to develop their composition.

- During writing: Guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism. Give them time to edit and revise.
- After writing: Give them time to share their productions to the class. You will help them to assess their productions following the class generated criteria.(you should make sure that these class generated criteria areis hanged at the corner of the classroom).

### **8.3. Talking about problems related to the national assets**

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

##### **Knowledge:**

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

##### **Skills:**

Read the passage related problems related to the national assets

Write sentences talking about problems related to the national assets.

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

Show patriotism by valuing national assets.

#### **b) Teaching resources:**

Pictures, projectors, and any other relevant materials

#### **c) Prerequisites/revision/introduction**

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

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

- Pre-reading: Before learners start to read, ask them some questions about the picture that you have brought in the classroom (people cutting down trees or any other threat to the national assets) ask them to discuss the pictures and interpret them to predict what the passage will be talking about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read loudly and check their proper intonation. Make sure that you have given turn to as many students as possible. when reading the passage, you should remember to check proper intonation and stopping from time to time to infer the meaning of the passage.
- After reading: Ask comprehension questions that are provided after the text to check their comprehension. Walk around the classroom to support learners with special needs.

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

1. Where is Volcanoes National Park located?
  - It is located in the northwest region of Rwanda.
2. With the above text, give the reasons why Virunga national park is a national asset.

The park has provided revenue through tourism to the government which has helped with the successful running of national projects.

3. Mention some animals which are found in the Virunga national park.
  - Gorillas and their species.
4. Discuss some threats that Volcanoes national has park experience.

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

### ***8.3.2. Application activities: Vocabulary, sentence construction and essay writing***

#### **➤ Vocabulary**

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

#### **Answers for word meaning**

Endangered: To put someone or something at risk or in danger of being harmed, damaged or destroyed.

Species: A set of animals or plants in which the members have similar characteristics to each other and can breed with each other.

Endowed: Capable, provided

Threatened: Caused harm or damage.

Encroachment: To gradually take away someone else's rights, or to take control of someone's time, work, etc.

#### **Sentence construction:**

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

Essay writing: discussing some measures to be taken to protect Virunga national park.

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

- During writing: guide them through out their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other composition writing mechanism. Give them time to edit and revise.
- After writing: give them time to share their productions to class. You will help them to assess their productions following the classroom generated criteria. (you should make sure that the classrooms generated criteria areis handed in the classroom)

## 8.4. Describing a visit to a national park

### a) Learning objectives

**Knowledge:** Reciting a visit to a national park.

**Skills:** Reading and summarizing the story talking about a visit to a national park.

**Attitudes and values:** Appreciate the contribution of tourism to the local Economy.

b) Teaching resources: pictures of tourists in national park.

c) prerequisites/revision/introduction

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

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

- Pre-reading: before learners start to read, ask them some questions about the picture that you have brought in the classroom (tourists in the national park) ask them to discuss the pictures and interpret them to predict what the passage will be talking about.
- During reading:
  - Give them time to read silently and ask few questions to check whether they have read.
  - Guide them to read loudly and check for proper intonation. Make sure that you have given turn to as many students as possible. when reading the passage, you should remember to check their proper intonation and stopping from time to time to infer the meaning of the passage.
- After reading: ask comprehension questions that are provided after the text to check their comprehension. Walk around the classroom to support learners with special needs.

### Possible answers to Comprehension questions

1. What attracted David Louise when he arrived in Virunga national park?

He was attracted by wildlife in the Volcanoes national park, national football league match at Kigali Regional Stadium and meeting hundreds of Arsenal fans at the Kigali Convention Centre.

2. Discuss important events about David Louise's visit in Rwanda.

visiting the Kigali Genocide Memorial, where he paid respects to the victims of the 1994 genocide against the Tutsi, he went on to meet the president of Rwanda, H.E. Paul Kagame, David and his family trekked through the volcanoes to see Rwanda's mountain gorillas.

3. This is an open-ended question. Give students time to exhaust it.
4. He liked the hospitality of Rwandans, enjoyed Gorilla Trekking and meeting Arsenal fans in Rwanda.
5. This is open ended. Encourage students to think critically to be able to give the best advice.

#### ***8.4.2. Application activity: Vocabulary, sentence and summary writing***

- **Vocabulary:** In pairs learners will Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table. They also learn to spell them correctly. Give them time to share their answers to the whole class.

Vocabulary	Meaning
A wreath	An arrangement of flowers and leaves in a circular shape, which is used as a decoration or as a sign of respect and remembrance for a person who has died
Indigenous	Naturally existing in a place or country rather than arriving from another place.
Stunning	Shocking or surprising someone very much.
To trek	To walk a long distance, usually over land such as hills, mountains or forests.
Groundbreaking	If something is ground-breaking, it is very new and is a big change.

Witness	To see something happen, especially an accident or crime.
breath-taking scenery	Extremely exciting, beautiful or surprising.

➤ **Sentence writing:**

Learners will have time to make meaningful sentences that are in line with the visit to national parks. They will also present their sentences to the whole class.

- **Summary writing:** this is time to check for comprehension of the passage. You will guide them through the summary writing steps. (Pointing out the main ideas of the passage, paraphrasing them, etc.)

## 8.5. Language structure

Adverbs of frequency, determiners, a few and very few, definite and indefinite articles.

- a) Learning objectives

**Knowledge:** Identify the uses of adverbs of frequency and determiners.

**Skills:** Using adverbs of frequency and determiners to talk about natural assets.

**Attitudes:** Show patriotism by valuing national assets.

- b) Teaching resources: manila papers, pictures, real objects etc.

- c) Prerequisites/revision/introduction

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

- d) **Guidance on learning activity**

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



## Answers for exercises

Exercise1: Make the correct form with a verb and adverb of frequency provided in brackets.

1. Our teacher, Mrs Jones, is never late for lessons.
2. I often clean my bedroom at the weekend.
3. My brother hardly ever helps me with my homework.
4. I am sometime bored in the maths lessons.
5. We rarely watch football on TV.
6. You and Tony never play computer games with me.

Exercises2:

I. Complete the dialogues with a, an and the. Capitalize as necessary

1. A: I have an idea. let's go on a picnic on Saturday.  
B: ok!
2. A: Did you have fun at the picnic yesterday?  
B: Sure I did. And you?
1. A: You'd better have a good reason for being late.  
B: I do
2. A: Did you think the reason Mike gave for being late was believable?  
B: Not really
3. A: Where is my blue shirt?  
B: It is in the washing machine.

II. Complete the sentences with a great deal of and a few

1. I have visited a few cities in the United State.so,I still need to visit more places.
2. There isn't a great deal of money in my bank account.
3. I haven't gotten a great deal of mails lately, and I can't manage yours very easily.
4. I can't go with you because I have got a great deal of tasks to do.

## 8.6. Summary of the unit

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

## 8.7. Additional information for tutors

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

## 8.8. End unit assessment

The end unit assessment will help you to know the mastery of the whole unit lessons. You will give students individual tasks such as reading case studies, writing compositions and debating. The end unit assessment also provides grammar activities to consolidate their skills when using adverbs of frequency and determiners.

## 8.9. End unit assessment

### Possible answers to end unit assessment

- Grammar exercises

I. Write the following sentences by inserting the adverbs of frequency that are in brackets.

1. They sometimes go swimming in the lake.
2. The weather is always bad in November.
3. Peggy and Frank are usually late.
4. I have never met him before.
5. John seldom watches TV.
6. I was often in contact with my sister.
7. She will always love him.

II. Complete the sentences with (very) few, a few,

1. Few students paid for the trip, so it was cancelled. (few/a few)
2. I heard the cheers a few minutes before midnight. (few/a few)

3. Many people were invited, but few came, so the meeting did not take place (few/a few).

### III. Case study

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

Flora and fauna common in flat areas. Bushes and thickets in Akagera National Park, savanna grasslands.

- (b) Identify the forested areas that are mentioned in the story.

The Eastern Province

The northern region

The Nyungwe Forest

- (c) Name the forest resources that are available for exploitation.

- the endangered mountain gorillas
- The Nyungwe Forest has tall trees that almost reach the heavens. The wonderful canopy walk was a great experience.

- (d) Explain the factors that influence the exploitation of forests that have been mentioned by Mr. Richards.

- Raw material
- For fuel

- (e) Evaluate the importance of forest resources to the country of Rwanda.

- They increase the tourism earnings.
- They provide wood for furniture.

- (f) Students will Present their findings in a class discussion.

IV. Debate: Follow the debate guidelines provided in unit 3 and carry it out in the classroom. Make sure that every student is involved.

### 8.10. Remedial activities

Rewrite the complete sentence using the adverb of frequency in brackets in its correct position.

1. They go to the national parks. (*often*)

2. She listens to classical music. (*rarely*)
3. He reads the local newspaper. (*sometimes*)
4. Sara smiles. (*never*)
5. She complains about her husband. (*always*)
6. I drink coffee. (*sometimes*)
7. Frank is ill. (*often*)
8. He feels terrible (*usually*)
9. I go jogging in the morning. (*always*)
10. She helps her daughter with her homework. (*never*)
11. We watch television in the evening. (*always*)
12. I smoke. (*never*)
13. I eat meat. (*seldom*)
14. I eat vegetables and fruits. (*always*)

#### **Answers for the exercise on using adverbs of frequency**

1. They often go to the national parks.
2. She rarely listens to classical music.
3. He sometimes reads the local newspaper.
4. Sara never smiles.
5. She always complains about her husband.
6. I sometimes drink coffee.
7. Frank is often ill.
8. He usually feels terrible
9. I always go jogging in the morning.
10. She never helps her daughter with her homework.
11. We always watch television in the evening.
12. I never smoke.
13. I seldom eat meat.
14. I always eat vegetables and fruits.

Choose the appropriate quantifier.

1. Can I have a few / some / many butter please?
2. He has a lot of / many / some money. He owns two large apartments.
3. Do you want sugar in your tea? "Just how much / a little / a few 'please."
4. I have a lot of / much / a little DVDs.
5. I'll be ready in some / a few / little minutes.
6. How many / how much time do you need to finish your homework?
7. How many / how much books have you read in the last two months?
8. Do you want much / any / few cosmetics from Avon?
9. We have little / a little / few bread. It is not enough for dinner.
10. We have much / many / few chairs but we need more.

### **Possible answers to quantifier exercises**

**Choose appropriate quantifier.**

1. Can I have some butter please?
2. He has a lot of money. He owns two large apartments.
3. Do you want sugar in your tea? "Just how much 'please."
4. I have a lot of DVDs.
5. I'll be ready in a few minutes.
6. How much time do you need to finish your homework?
7. How many books have you read in the last two months?
8. Do you want any cosmetics from Avon?
9. We have little bread. It is not enough for dinner.
10. We have many chairs, but we need more.

# UNIT 9

## Media and Reporting

### **Key unit competence:**

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

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

This unit, media and reporting, develops students' understanding of the media industry. They should have some understanding of how to report a past event using past perfect continuous and the reported speech. Learners are expected to elicit what they know already about newspapers or magazines and reporting. The teacher can ask learners if they like reading newspapers, what types of newspaper they enjoy reading, which news article they have read from newspapers. The tutor may encourage learners to talk about the importance of good reading habits to student teachers.

### **Cross-cutting issues to be addressed**

#### ➤ **Gender education**

Gender education will be addressed by giving both boys and girls equal opportunity of participation in the activities and the content being taught. The tutor and student teachers will use dialogues, group work, pair work, plenary discussions to address this cross-cutting issue. The tutor should keep this in mind while selecting characters used in case studies, plays and examples used in teaching and learning.

#### ➤ **Peace and value education**

In this unit, peace and value education will be addressed in different situations which will require both the tutor and student teachers to actively listen to student teachers' opinions about media and how to use language in media and reporting with the aim of building the nation. Student teachers should listen actively to their classmates during different situations while talking about media and reporting. They should respect every one's idea and use positive and constructive language which does not harm anyone.

### ➤ **Inclusive education**

In this unit media and reporting, this cross-cutting issue will be addressed while talking about media and reports. Also, the tutor should help student teachers to understand that media should serve the interest of all and help other people know that all human beings are equal regardless of their social status.

### **Guidance on Introductory activity**

The tutor will put learners into groups of 4, gifted learners are mixed with slow ones in order to promote peer to peer learning and cooperation. Ask them to discuss about the introductory activity and suggest them to choose a group representative to present their work. Let learners discuss the activity using their knowledge and giving their own point of view. Learners are not expected to come up with correct answers right away. They will be able to answer correctly after having completed this unit.

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

1. For this question, student teachers will say different things. However, the following may be pointed out:

Fig 1: It shows a woman journalist/TV news presenter.

Fig 2: It shows people reading different newspapers.

Fig 3: It shows an authority talking to the press outside the senate building.

Fig 4: It shows woman leader in a press conference.

2. This question is open-ended. However, student teachers may say that media helps citizens of a given country to know and understand different measures that are taken by the government that aim at developing the country. Different reports, projects are discussed through radio or television shows, newspaper articles. These help citizens understand and implement development strategies.
3. This question is open-ended. However, student teachers may say that planning and structuring the news is very important before one can start writing.

### List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	<ul style="list-style-type: none"> <li>✓ Describing words and expressions used in media.</li> <li>✓ Describing a scene</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the words and expressions used in the context of media and reporting.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Listen to and process information on the radio/television.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate different sources of information.</li> </ul>	4
2	<ul style="list-style-type: none"> <li>✓ Describing a report</li> <li>✓ Describing the stages in reporting an event.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the stages and structure used in the writing a report.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Read texts from newspapers or magazines for reporting.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show interest in reading newspapers and magazines to remain updated about current events.</li> </ul>	4



3	✓ Expressing probability on a past event	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain the words and expressions used in the context of past probability.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Participate in the clubs related to media and reporting.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Showing interest in media and reporting.</li> </ul>	4
4	✓ Language structure	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recognize the use of past tenses, passive voice, reported speech and connectors.</li> <li>• Use past tenses, reported speech and passive voice.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Use of past tenses, passive voice and reported speech while participating in clubs about media.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show interest in past tenses, passive voice and reported speech when talking about media.</li> </ul>	4

## **9.1. Describing words and expressions used in media**

### **a) Learning objectives**

#### **Knowledge**

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

#### **Skills**

Listen to and process information on the radio/ television.

#### **Attitudes and values**

Appreciate different sources of information.

### **b) Teaching resources**

- ✓ Newspapers, magazines, radio, television, projector, internet, textbooks, etc.

### **c) Prerequisites/revision/introduction**

- Ask student teachers some questions related to the lesson learnt in the previous lesson or anything they know about media that may help them understand this sub-unit. Then guide them to link to the new lesson.
- Ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet.

#### **9.1.1. Learning activity**

- Answers with cross reference to textbook
1. Analyze the steps to start a newspaper as shown in paragraph two.
    - First, you must consider the purpose of your newspaper. Second, you must form an editorial committee to produce the newspaper. Third, you must decide on the types of articles you want to include in the newspaper. Finally, you must decide on the size, shape and make up of your newspaper.

2. Examine the duty of the editorial committee.
  - The duty of the editorial committee is to agree on the main purpose of the newspaper and therefore, the contents.
3. Contrast the role of the chief editor with that of the secretary in the production of a newspaper.
  - The duty of the chief editor is to make sure that the committee works well as a team, to check the whole newspaper for quality and content, to write the editorial column in the newspaper, to chair most of the editorial meetings and report. The editor reviews the articles from the reporters to give any comment on articles presented. The chief editor and the committee proofread the articles; they work with the designer(s) on the arrangement of the articles. The Chief Editor also chairs editorial committee meetings. On the other hand, the secretary has the duty of handling all correspondences. He takes notes at the editorial meetings, receives articles from reporters and passes them on to the editors.
4. Assess the contribution of a designer to the writing of an effective newspaper.
  - The Designer organizes articles and advertisements by deciding on the space between them, etc. He or she organizes the illustrations and photographs; works with the editors to make sure that the articles have the right structure and the articles are ready on time. He or she should also ensure that the printing goes smoothly.
5. Determine the importance of a treasurer for the planning of a newspaper.
  - The treasurer plays a crucial role in the planning of a newspaper. His duty is to look after money and find ways of getting funds to pay for the printings. The treasurer contacts advertisers and informs the designer about all the advertisements on various issues. He/she organizes the sales and distribution of the newspapers and pays for printing expenditures. He or she also receives money from sales and advertisements.

**9.1.2. Application activities: vocabulary, summary and composition writing**

- a) Use a dictionary or a thesaurus to find the meanings of the following words.
  - i. Reporters: A person who reports, especially one employed to report news or conduct interviews for the press or broadcasting media.
  - ii. Proofread: to find and correct mistakes in text before it is printed or put online

- iii. Chairs: Act as chairperson of or preside over an organization, meeting, or public event.
- iv. Editorial meeting: In most editorial meetings, staff share ideas for future releases, updated practices or procedures, fill in on current assignments, as well as remind each other on existing production schedules.
- v. Treasurer: A person appointed to administer or manage the financial assets and liabilities of a society, company, local authority, or other body.
- vi. Expenditures: The spending of money on something, or the money that is spent on something.

b) In not more than 60 words, summarize the above passage

This question is open ended. Student teachers will come up with different ideas. As much as they base their summary on the text, you should read their ideas and provide constructive feedback. The summary should be shorter than the original text, usually one paragraph. The length (60 words) should be strictly respected.

c) Write a 300- word composition on “The role of media to the development of Rwanda.”

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.

## **9.2. Describing a scene**

a) **Learning objectives**

### **Knowledge**

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

### **Skills**

Listen to and process information on the radio/ television.

### **Attitudes and values**

Appreciate different sources of information.

b) **Teaching resources**

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

- c) Prerequisites/revision/introduction
- d) Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.
- e) Learning activities

### **Guidance**

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

#### ***9.2.1. Learning activity***

#### **Possible answers with cross reference to the textbook**

1. Describe the effects of the accident as shown in the first paragraph.
  - It left one friend injured and one dead.
2. How did the speaker's parents react when they heard about the accident?
  - His parents, perhaps like other parents, presumed their child might have been in the car. So they worried that their son might have been affected by the accident.
3. Explain the reason why the speaker escaped the accident.
  - It was a free night with no school the next day, a holiday from everything. He had spent his evening with his girlfriend, so he missed the pre-party and then the ride to the real party. And so he missed the accident, too.
4. Discuss the cause of the accident as described in paragraph three.
  - The cause of the accident is that Jax lost control of his car, hit a telephone pole, and skidded a hundred feet into a tree.
5. Label the damage caused by the accident.
  - One person died in the accident and many injured. It also destroyed some public assets.
6. This is an open-ended question. Encourage students to read widely and think critically on how they could avoid accidents.

### 9.2.2. Application activity

1. Match the words in the table below with their respective meaning.

Word	Meaning
Shattered	Extremely upset
Thanksgiving	The expression of gratitude, especially to God.
Surreal	Strange; not seeming real; like a dream.
Simultaneities	Existing, occurring, or operating at the same time; concurrent
Presumed	Suppose that something is the case based on probability.
Skidded	(For a vehicle) Slide, typically sideways or obliquely, on slippery ground or as a result of stopping or turning too quickly.
Siren	A device that makes a loud prolonged signal or warning sound.
Haze	A state of mental confusion.

2. Write one grammatically correct sentence with each of the terms in the above table.

- This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.

3. In not less than 60 words, summarize the cause and effect of the above text.

- This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations and Language.

### **9.3. Describing a report**

a) Learning objectives

#### **Knowledge:**

Explain the stages and structure used in the writing a report.

#### **Skills:**

Read texts from newspapers or magazines for reporting.

#### **Attitudes and values**

Show interest in reading newspapers and magazines to remain updated about current events.

b) **Teaching resources**

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

c) **Prerequisites/revision/introduction**

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

#### ***9.3.1. Learning activities***

##### **Guidance**

Ask student teachers to individually read the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations an intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter, ask comprehension questions. (9.3.1. Learning activity).

##### **Answers**

- 1) Explain the reason why some students were awarded as shown in paragraph one and two.
  - Some (50) students had worked hard and achieved high in different subjects. They were awarded for their achievements in academic subjects, sports and arts.
- 2) Prove that Valley high school has always stood for hard work and high achievement.

- Decade after decade, graduates of Valley high school had gone on to do important work in the region and other parts of the nation as doctors, engineers, businesspeople, teachers and workers of many different kinds.
- 3) Analyse the reason why Valley high school has achieved high as it is shown in the third paragraph.
- There was no magic formula for their success. They used a simple recipe: students and teachers turned up for their lessons on time, looked smart, respected each other and worked hard.
- 4) What did the commissioner promise to the staff and students?
- The commissioner promised that money would be available to increase the number of classrooms in order to meet the growing demand for places at the school.
- 5) After reading this passage, what would you do if you wished to improve your academic performance?
- This is an open-ended question, but its answer should be based on the text. Student teachers will probably say that hard work and discipline are very important for good academic performance.

### **9.3.2. Application activity**

- a) Use the dictionary and thesaurus to find the synonyms for the words in the table below;

<b>Word</b>	<b>Synonym</b>
Lively	Vibrant
Adviser	Counselor
Prizes	Awards
Commissioner	Administrator
Decade	Decennium
Awarded	Rewarded
Achievement	Success
Formula	Procedure
Recipe	Method
Increase	Raise



b) Construct one meaningful sentence with each of the terms in the above table.

- This is an open-ended question. The tutor should allow the student teachers to give various answers and give them constructive feedback.

c) Debate on the motion “Discipline and hard work are the pillars of success.”

- This is an open-ended question. Student teachers will debate and give their opinion. The tutor will guide their discussion so that they don't bring in irrelevant things.

#### **9.4. Describing the stages in reporting an event.**

a) **Learning objectives**

##### **Knowledge**

Explain the stages and structure used in the writing a report.

##### **Skills**

Read texts from newspapers or magazines for reporting.

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

Show interest in reading newspapers and magazines to remain updated about current events.

b) **Teaching resources**

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

c) **Prerequisites/revision/introduction**

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

##### **9.4.1. Learning activities**

##### **Guidance**

Ask student teachers to individually read the text, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different learners to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions. (9.4.1. Learning activity).

## Answers

1. Distinguish a newspaper from a magazine.

- A Newspaper is a printed publication usually issued daily, weekly or monthly. It consists of folded unstapled sheets and contains news, articles, opinion, advertisements and correspondence. It gives information and opinions about current events and news. On the other hand, a Magazine is a periodical publication containing articles and illustrations, often on a subject or aimed at a particular readership or audience.

2. Contrast a news article with a feature article.

- News articles cover the basics of current events while feature articles are longer and more in depth than regular news articles. Feature articles are often research-based.

3. Analyze the structure for writing a good newspaper article.

- The best way to structure a newspaper article is to first write an outline. Review your research and notes. Then jot down the ideas in a continuous flow. There are six structural aspects which can lead us to constructing a good article. They include headline, sub-heading, topic sentence, paragraphing, main body, and conclusion.

4. Determine the importance of headlines in a newspaper.

- A headline gives you a short description of what the article is about. We choose articles we are most interested in by reading the headlines.

### **9.4.2. Application activities**

1. Using a dictionary or a thesaurus, find the meanings of the terms in the table below

<b>Word</b>	<b>Meaning</b>
Unstapled	Not attached or secured with a staple or staples.
Readership	The readers of a newspaper, magazine, or book regarded collectively.
Jot down	To write something quickly on a piece of paper so that you remember it.

Headline	A heading at the top of an article or page in a newspaper or magazine.
Contextualize	To consider or study something in its context.
Tabloid	A newspaper having pages half the size of those of the average broadsheet, typically popular in style and dominated by sensational stories.
Broadsheet	A newspaper with a large format, regarded as more serious and less sensationalist than tabloids.
Brochure	A small book or magazine containing pictures and information about a product or service.
Bulletin	A short official statement or broadcast summary of news.
Gazette	a newspaper published by an official organization.

2. Write one grammatically correct sentence with each of the words in the above table.

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

3. In not less than 70 words, summarize the above passage.

- This is an open-ended question. Student teachers will answer it in different ways. The tutor should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations and Language.

## 9.5. Expressing probability on a past event

a) Learning objectives

Knowledge

Explain the words and expressions used in the context of past probability.

### Skills

Participate in the clubs related to media and reporting.

### Attitudes and values

Showing interest in media and reporting.

## b) **Teaching resources**

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

## c) **Prerequisites/revision/introduction**

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

### ***9.5.1. Learning activities***

#### **Guidance**

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

#### **Answers**

1. Based on the above passage, appraise the influence of regret on a human's emotions as shown in paragraph one and two.
  - Regret is a negative experience concerning the cause and a desire to reverse the current situation. It is an emotion oriented towards the past, signaling an unfavorable evaluation of a past choice. It pushes one to think about his/her previous action or inaction and how things would have been different, had one behaved differently.
2. Analyze the negative effect of regret on people's behaviour.

Regrets can have a variety of consequences, such as self-blame, change of expectations, rumination about lost opportunities. All this leads to adjustments and behaviour changes. When people regret something, they are likely to consider the opportunities that they did not take and the choices with better outcomes that they could have made.

3. Discuss the veracity of the saying "regrets don't always need to be negative."

Regrets don't always need to be negative because they have some improvement benefits that are rooted in the counterfactual thoughts associated with the experience one has at least when people perceive some level of personal responsibility for their actions or inactions. Regret involves an inconsistency between subjectively relevant goals regarding a situation or life in general and

one's action or inaction. Through this inconsistency, regret helps people to learn from the past.

4. Examine the positive influence of regret on people's future behaviour.
  - Regret signals that something has gone wrong and that something needs to change. It can trigger a behavioral response to improve circumstances and one's life. Indeed, regret can lead to instrumental corrective actions and promote psychological adjustment and changes in life.
5. To which extent can regret lead to a search for meaning in life as shown in the last paragraph?
  - Regret plays a role in shaping the learning processes from past experiences to the present and the future.

### ***9.5.2. Application activities***

1. Use a dictionary or a thesaurus to find the meanings of the words and phrases listed below.
  - a) Reverse: Move backwards.
  - b) Counterfactual: Expressing what has not happened but could, would, or might under differing conditions.
  - c) Vulnerable: exposed to the possibility of being attacked or harmed, either physically or emotionally.
  - d) Self-blame: A cognitive process in which an individual attributes the occurrence of a stressful event to oneself.
  - e) Rumination: A deep or considered thought about something.
  - f) Adjustments: The process of adapting or becoming used to a new situation.
  - g) Trigger: An event or situation, etc. that causes something to start.
  - h) Inferences: A conclusion reached on the basis of based on evidence and reasoning.
  - i) Inconsistency: A situation in which two things do not match and are opposed
2. Construct grammatically correct sentences with each of the above terms.
  - This is an open-ended question. Student teachers will come up with various answers. The tutor should consider them and give constructive feedback.

3. Write a 250-word composition on “the impact of regret on future humans’ behaviour.”

- This is an open-ended question. Student teachers will come up with various answers. The tutor should consider them and give constructive feedback

## **9.6. Language structure: Past perfect continuous, passive voice and reported speech**

### **a) Learning objectives**

#### **Knowledge:**

Recognize the use of past tenses, passive voice, reported speech and connectors.

Use past tenses, reported speech and passive voice.

#### **Skills:**

Use of past perfect continuous, passive voice and reported speech while participating in clubs about media.

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

Show interest in past perfect continuous tenses, passive voice and reported speech when talking about media.

### **b) Teaching resources**

Newspapers, magazines, radio, television, projector, internet, textbooks, etc.

### **c) Prerequisites/revision/introduction**

Before undertaking this lesson, learners are expected to have knowledge about the use of the past perfect continuous. They also should remember the basic knowledge about the use of passive voice and reported speech that they learned in previous grades.

#### ***9.6.1. Learning activities***

#### **Guidance**

Pick some sentences from the read passages and highlight the targeted language structure (the past perfect continuous sentences, passive voice sentences and reported speech sentences). Ask learners some questions that guide them to the discovery of how the above-mentioned language structures are used. After doing this exercise, ask them to read the summarized note on the use of the past perfect continuous. Do the same with passive voice and reported speech.

## Answers

### I. Exercises on the past perfect continuous

1. We(sleep) had been sleeping for 12 hours when he woke us up.
2. They (wait) had been waiting at the station for 90 minutes when the train finally arrived.
3. We (look for) had been looking for her ring for two hours and then we found it in the bathroom.
4. I (not / walk) had not been walking for a long time, when it suddenly began to rain.
5. How long (learn / she) had she been learning English before she went to London?
6. Frank caught the flu because he (sing) had been singing in the rain too long.
7. He (drive) had been driving less than an hour when he ran out of petrol.
8. They were very tired in the evening because they (help) had been helping on the farm all day.
9. I (not / work) had not been working all day. So, I wasn't tired and went to the disco at night.
10. They (cycle) had been cycling all day so their legs were sore in the evening.

### II. Exercise on passive voice

1. The secretary received the article in the morning.
  - The article had been received by the secretary in the morning.
2. The chief editor structured all the reports himself.
  - All the reports had been structured by the chief editor himself.
3. Jimmy had carefully planned the writing of the report.
  - The writing of the report had been carefully planned by Jimmy.
4. The editor understood the purpose of the report.
  - The purpose of the report was understood by the editor.
5. The reporters gathered and selected the information wisely.
  - The information was gathered and selected wisely by the reporters.

6. This made the writing much easier.
  - The writing was made much easier.
7. The manager had taken the money from the company.
  - The money from the company had been taken by the manager.
8. A burglar broke into the house.
  - The house was broken into by a burglar.
9. Many journalists and reporters use cameras.
  - Cameras are used by many journalists and reporters
10. A police officer rescued a seven year old boy.
  - A seven year old boy was rescued by a police officer.

### III. Exercise on reported speech

- a) The newspaper reported, "The manager intended to take a big amount of money."
  - The newspaper reported that the manager had intended to take a big amount of money.
- b) The policeman said, "The robbers broke into the house and stole money."
  - The policeman said that the robbers had broken into the house and stolen money.
- c) "Police officers rescued a seven-year-old boy," the witnesses told ImvahoNshya.
  - The witnesses told Imvaho Nshya that police officers had rescued a seven year old boy.
- d) The driver reported, "There were many passengers at the scene."
  - The driver reported that there were many passengers at the scene.
- e) Brown said, "We didn't hear gunshots and the boy was out here fighting with somebody."
  - Brown said that they had not heard gunshots and the boy had been out there fighting with somebody."



- f) ‘The magazines were featuring various articles about women rights,’ the project manager told us.
- The project manager told us that the magazines had been featuring various articles about women rights.
- g) “The plane crashed en-route to Dubai,” The BBC reported.
- The BBC reported that the plane had crashed en-route to Dubai.
- h) “Seventy per cent of the farmers used fertilizers last year,” minister of agriculture told The New Times.
- The minister of agriculture told The Newtimes that seventy per cent of the farmers had used fertilizers the previous year.
- i) “Her article inspired young entrepreneurs in this region,” said the Chief Editor.
- The Chief Editor said that her article had inspired young entrepreneurs in that region.
- j) “James was writing a report about the scene,” the police announced.
- The police announced that James had been writing a report about the scene.

## 9.7. End unit Assessment

### Possible answers for end unit assessment

- 1) Construct meaningful sentences with words provided in unit 9(End unit assessment on SSE and SME SB)
  - That is an open-ended question. Deal with it accordingly.
- 2) Conduct a research on the role of the Rwandan media for the development of the country. Then present your findings to your class.
  - That is an open-ended question. Appreciate learners work and give constructive feedback.
- 3) Fill in the gaps with the correct form of the verb in brackets using the past perfect continuous.
  - a. I had been working (work) all day, so I didn’t want to go out.

- b. She had been sleeping (sleep) for ten hours when I woke her.
  - c. They had been living (live) in Beijing for three years when he lost his job.
  - d. When we met, you had been working (work) at that company for six months.
  - e. We had been eating (eat) all day, so we felt a bit ill.
  - f. He was red in the face because he had been running. (run)
  - g. It had been raining (rain), and the road was covered in water.
  - h. I was really tired because I had been studying.(study)
  - i. We had been going (go) out for three years when we got married.
  - j. It had been snowing (snow) for three days.
- 4) Change these active sentences to passive ones. Choose if you need the agent or not.
- a) The Government is planning a new road near my house.
    - A new road is being planned by the government near my house.
  - b) My grandfather built this house in 1943.
    - This house was built by my grandfather in 1943.
  - c) Picasso was painting Guernica at that time.
    - Guernica was being painted by Picasso at that time.
  - d) The cleaner has cleaned the office.
    - The office had been cleaned.
  - e) He had written three reports in 2017.
    - Three reports had been written in 2017.
  - f) John will tell you later.
    - You will be told by John later.
  - g) The traffic might have delayed Jimmy.
    - Jimmy might have been delayed by the traffic.
  - h) They are building a new stadium near the station.
    - A new stadium is being built near the station.

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