

**ENGLISH LANGUAGE
FOR
ACCOUNTING OPTION**

TEACHER'S GUIDE BOOK S 5

© 2023 Rwanda Basic Education Board

All rights reserved.

This document is the property of Rwanda Basic Education Board,

FOREWORD

Dear student, Rwanda Basic Education Board is honoured to present English Language Student's Book 5 for Accounting Option. It serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of English language content. Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and competences you acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, whose role is central to the success of the learning process, you will gain appropriate English language skills and be able to apply what you have learnt in real life situations, especially in your accounting career. Hence, enabling you to develop certain values and attitudes allowing you to make a difference not only to your own life but also to the nation.

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

In addition, such active learning engages you in doing things and thinking about the things you are doing and you are encouraged to bring your own real experiences and knowledge into the learning processes. In view of this, for the efficiency use of this textbook, your role is to:

- Develop knowledge and skills by working on given activities which lead to the content;
- Communicate and share relevant information with other students through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, on internet or outside;
- Participate and take responsibility for your own learning;
- Carry out research/investigation by consulting printed/online documents and resourceful people, and present findings;
- Ensure effective contribution during group work by expressing yourself in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking;
- Draw conclusions based on the findings from the learning activities.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome for the improvement of this text book in the subsequent versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the development of this English language Student's Book 5 for Accounting Option. It would not have been successful without the active participation of different education stakeholders.

I owe gratitude to different universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to lecturers, teachers and all other individuals whose efforts in one way or the other contributed to the success in the writing of this textbook.

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

Joan MURUNGI,

Head of Department CTLR

TABLE OF CONTENT

FOREWORD	iii
ACKNOWLEDGEMENTS.....	v
PART 1: General Introduction	xiii
1.1 The structure of the guide.....	xiii
1.2 Methodological guidance.....	xiii
1.2.1 Developing competences	xiii
1.2.2 Addressing cross cutting issues	xv
1.2.3 Guidance on how to help students with special education needs in classroom.....	xvii
1.2.4 Guidance on assessment	xix
1.2.5 Teaching methods and techniques that promote active learning	xxi
1.2.6. Sample lesson plan	xxv
UNIT 1: Myself and my community	1
1.1 Key Unit Competence	1
1.2 Prerequisite (knowledge, skills, attitudes and values)	1
1.3 Guidance on the introductory activity	1
1.4 List of lessons and lesson development.....	2
1.1.1 Learning activities: Reading and text analysis	3
1.1.2 Application activities.....	5
1.2.1 Learning activities: Reading and text analysis	5
1.2.2 Application activities.....	7
1.3.1 Learning activities: Reading and text analysis	8
1.3.2 Application activities	9
1.4.1 Learning activities: Reading and text analysis	10

1.4.2 Application activities	12
1.5.1 Learning activities.....	12
1.5.2 Application activities	13
1.6.1 Learning activities.....	14
1.6.2 Application activities	16
1.5 End unit assessment	16
UNIT 2: The role of an accountant in the development of the country.....	21
2.1 Key Unit Competence	21
2.2 Prerequisite (knowledge, skills, attitudes and values)	21
2.3 Guidance on the introductory activity	21
2.4 List of lessons and lesson development.....	22
2.1.1 Learning activities.....	24
2.1.2 Application activities	25
2.2.1 Learning activities	27
2.3.1 Learning activities	28
2.3.2 Application activities: Vocabulary and sentence construction ..	28
2.4.1 Learning activities	29
2.4.2 Application activities: Vocabulary and role-play	30
2. 5.1 Learning activities	31
2.5 End unit assessment	33
UNIT 3: International trade.....	36
3.1 Key Unit Competence.....	36
3.2 Prerequisite (knowledge, skills, attitudes and values)	36
3.3 Guidance on the introductory activity	36
3.4 List of lessons and lesson development.....	37
3.1.1 Learning activities: Reading and text analysis	38

3.1.2 Application activities	39
3.2.1 Learning activities: Reading and text analysis	40
3.2.2 Application activities	42
3.3.1 Learning activities: Reading and text analysis	43
3.3.2 Application activities	44
3.5 Language structure: Present perfect tense – Present perfect continuous tense – Adjectives	45
3.6 End unit assessment	46
UNIT 4: Business and money	50
4.1 Key unit competence	50
4.2 Prerequisite (knowledge, skills, attitudes and values)	50
4.3 Guidance on the introductory activity	50
4.4 List of lessons and lesson development.....	51
4.1.1 Learning activities.....	53
4.1.2 Application activities: Vocabulary and sentence writing	53
4.2.1 Learning activities	55
4.2.2 Application activity.....	55
4.3.1 Learning activities	56
4.3.2 Application activity.....	56
4.4.1 Learning activities	57
4.4.2 Application activity.....	57
4.5.1 Learning activities	58
4.6 End unit assessment	59
UNIT 5: Cultural exchange and African development.....	61
5.1 Key unit competence	61

5.2 Prerequisite (knowledge, skills, attitudes and values)	61
5.3 Guidance on the introductory activity	61
5.4 List of lessons and lesson development.....	62
5.1.1 Learning activities: Reading and text analysis	63
5.6.1 Learning activities: Reading and text analysis	65
5.6.2 Application activity.....	65
5.5 End unit assessment	67
UNIT 6: Human rights and ethics	69
6.1 Key Unit Competence.....	69
6.2 Prerequisite (knowledge, skills, attitudes and values)	69
6.3 Guidance on the introductory activity	69
6.4 List of lessons and lesson development.....	70
6.1.1 Learning activities: Reading and text analysis	71
6.1.2 Application activities.....	73
6.2.1 Learning activities: Reading and text analysis	74
6.2.2 Application activities	75
6.3.1 Learning activities: Reading and text analysis	77
6.3.2 Application activity.....	77
6.4.1 Learning activities: Reading and text analysis	79
6.5 End unit assessment	80
UNIT 7: National assets.....	82
7.1 Key Unit Competence.....	82
7.2 Prerequisite (knowledge, skills, attitudes and values)	82
7.3 Guidance on the introductory activity	82
7.4 List of lessons and lesson development.....	83
7.1.1 Learning activities: Reading and text analysis	84
7.1.2 Application activities.....	86

7.2.1 Learning activities: Reading and text analysis	87
7.2.2 Application activities	88
7.2.1 Learning activities: Reading and text analysis	89
7.3.2 Application activities	90
7.2.1 Learning activities: Reading and text analysis	91
7.5 End unit assessment	92
UNIT 8: Media and business	95
8.1 Key Unit competence	95
8.2 Prerequisite (knowledge, skills, attitudes and values)	95
8.3 Guidance on the introductory activity	95
8.4 List of lessons and lesson development.....	96
8.1.1 Learning activities.....	97
8.1.2 Application activities.....	98
8.2.1 Learning activities.....	99
8.2.2 Application activities: Vocabulary and debate.....	99
8.3.1 Learning activities.....	100
8.5 End unit assessment	101
References	103

PART 1: General Introduction

1.1 The structure of the guide

The teacher's guide of English is composed of three parts:

The Part I concerns general introduction that discusses methodological guidance on how best to teach and learn English, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning, guidance on assessment as well.

Part II presents a sample lesson plan. This lesson plan serves to guide the teacher on how to prepare a lesson in English.

The Part III is all about the structure of a unit and the structure of a lesson. This includes information related to the different components of the unit and these components are the same for all units. This part provides information and guidelines on how to facilitate students while working on learning activities. Additionally, all application activities from the textbook have answers in this part.

1.2 Methodological guidance

1.2.1 Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competence-based curriculum for pre-primary, primary, secondary education and recently the curriculum for profession options such as TTC, Associate Nurse and Accounting programs. This called for changing the way of learning by shifting from teacher centred to a learner centred approach. Teachers are not only responsible for knowledge transfer but also for fostering students' learning achievement and creating safe and supportive learning environment. It implies also that students have to demonstrate what they are able to transfer the acquired knowledge, skills, values and attitude to new situations.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what learner can do rather than what learner knows. Students develop competences through subject unit with specific learning objectives broken down into knowledge, skills and attitudes/ values through learning activities.

In addition to the competences related to English, students also develop generic competences which should promote the development of the higher order thinking

skills and professional skills in English teaching. Generic competences are developed throughout all units of English as follows:

Generic competences	Ways of developing generic competences
Critical thinking	All activities that require students to write compositions, analyse texts, compare and contrast, among others, have a common factor of developing critical thinking into students.
Creativity and innovation	All activities that require students to write compositions, compose business plans, read passages in different contexts such as personal development, science and technology and career choices, help students to develop creativity and innovation.
Research and problem solving	All activities that require students to make a research and apply their knowledge to solve problems from the real-life situation have a character of developing research and problem solving into students.
Communication	During English class, all activities that require students to discuss either in groups or in the whole class, present findings, debate ...have a common character of developing communication skills into students.
Co-operation, interpersonal relations and life skills	All activities that require students to work in pairs or in groups have character of developing cooperation and life skills among students.
Lifelong learning	All activities that are connected with research have a common character of developing into students a curiosity of applying the knowledge learnt in a range of situations. The purpose of such kind of activities is for enabling students to become life-long students who can adapt to the fast-changing world and the uncertain future by taking initiative to update knowledge and skills with minimum external support.
Professional skills	Specific instructional activities and procedures that a teacher may use in the class room to facilitate, directly or indirectly, students to be engaged in learning activities. These include a range of teaching skills: the skill of questioning, reinforcement, probing, explaining, stimulus variation, introducing a lesson; illustrating with examples, using blackboard, silence and non-verbal cues, using audio – visual aids, recognizing attending behaviour and the skill of achieving closure.

The generic competences help students deepen their understanding of English and apply their knowledge in a range of situations. As students develop generic competences they also acquire the set of skills that employers look for in their employees, and so the generic competences prepare students for the world of work.

1.2.2 Addressing cross cutting issues

Among the changes brought by the competence-based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: *Comprehensive Sexuality Education, Environment and Sustainability, Financial Education, Genocide studies, Gender, Inclusive Education, Peace and Values Education, and Standardization Culture.*

Some cross-cutting issues may seem specific to particular learning areas/subjects but the teacher need to address all of them whenever an opportunity arises. In addition, students should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

Below are examples of how crosscutting issues can be addressed:

Cross-Cutting Issue	Ways of addressing cross-cutting issues
<p>Comprehensive Sexuality Education: The primary goal of introducing Comprehensive Sexuality Education program in schools is to equip children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behaviour.</p>	<p>Through reading and analysing passages, students will discuss different situations, such as “Alcohol abuse and unwanted pregnancies” and will be advised on how they can fight against them.</p> <p>More specifically, the third sub-unit of unit 7; “<i>Talking about education and sexual education</i>” provides students with the knowledge and skills that allow them to make informed decisions about their sexuality and life style.</p>
<p>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. Students need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.</p>	<p>Using Real life models, informative texts or students’ experience, English teachers should lead students to illustrate the situation of “population growth” and discuss its effects on the environment and sustainability.</p>

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.

Through different texts, composition and essay writing, English teachers can lead students to discuss how to make appropriate financial decisions.

Gender: At school, gender will be understood as family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, etc.

English teachers should address gender as cross-cutting issue through assigning leading roles in the management of groups to both girls and boys and providing equal opportunity in the lesson participation and avoid any gender stereotype in the whole teaching and learning process.

Inclusive Education: Inclusion is based on the right of all students to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity.

Firstly, English teachers need to identify/ recognize students with special needs. Then by using adapted teaching and learning resources while conducting a lesson and setting tasks appropriate to the level of students, they can cater for students with special education needs. They must create opportunity where students can discuss how to cater for students with special educational needs.

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.

Through a given lesson, a teacher should:
 Set a learning objective which is addressing positive attitudes and values,
 Encourage students to develop the culture of tolerance during discussion and to be able to instil it in colleagues and cohabitants;
 Encourage students to respect ideas from others.

Standardization Culture: Standardization Culture in Rwanda will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing.

With different texts and illustrations students can be motivated to be aware of health improvement, economic growth, industrialization, trade and general welfare of the people.

1.2.3 Guidance on how to help students with special education needs in classroom

In the classroom, students learn in different way depending to their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to know how to adapt his/her methodologies and approaches in order to meet the learning need of each student in the classroom. Also teachers need to understand that student with special needs, need to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the subject and the nature of the lesson.

In order to create a well-rounded learning atmosphere, teachers need to:

Remember that students learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities);

Maintain an organized classroom and limits distraction. This will help students with special needs to stay on track during lesson and follow instruction easily;

Vary the pace of teaching to meet the needs of each student. Some students process information and learn more slowly than others;

Break down instructions into smaller, manageable tasks. Students 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 student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the one with disability. Both students will benefit from this strategy;

Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students 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 student is unique with different needs and that should be handled differently.

Strategy to help students with developmental impairment:

Use simple words and sentences when giving instructions;

Use real objects that students can feel and handle. Rather than just working abstractly with pen and paper;

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

Gradually give the student less help;

Let the student with disability work in the same group with those without disability.

Strategy to help students with visual impairment:

Help students to use their other senses (hearing, touch, smell and taste) and carry out activities that will promote their learning and development;

Use simple, clear and consistent language;

Use tactile objects to help explain a concept;

If the student has some sight, ask him/her what he/she can see;

Make sure the student has a group of friends who are helpful and who allow him/her to be as independent as possible;

Plan activities so that students work in pairs or groups whenever possible;

Strategy to help students with hearing disabilities or communication difficulties

Always get the student's attention before you begin to speak;

Encourage the student to look at your face;

Use gestures, body language and facial expressions;

Use pictures and objects as much as possible.

Keep background noise to a minimum.

Strategies to help students with physical disabilities or mobility difficulties:

Adapt activities so those students who use wheelchairs or other mobility aids, can participate.

Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under;

Encourage peer support when needed;

Get advice from parents or a health professional about assistive devices if the student has one.

Adaptation of assessment strategies:

Remedial activities	After evaluation, slow students are provided with lower order thinking activities related to the concepts learnt to facilitate them in their learning. These activities can also be given to assist deepening knowledge acquired through the learning activities for slow students.
Consolidation activities	After introduction of any concept, a range number of activities can be provided to all students to enhance/reinforce learning.

Extended activities	After evaluation, gifted and talented students can be provided with high order thinking activities related to the concepts learnt to make them think deeply and critically. These activities can be assigned to gifted and talented students to keep them working while other students are getting up to required level of knowledge through the learning activity.
---------------------	---

1.2.4 Guidance on assessment

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement of learning outcomes. Assessment for learning/ Continuous/ formative assessment intends to improve students' learning and teacher's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

Continuous/ formative assessment

It is an on-going process that arises during the teaching and learning process. It includes lesson evaluation and end of sub unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, pair and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.

Formative assessment is used to:

Determine the extent to which learning objectives are being achieved and competences are being acquired and to identify which students need remedial interventions, reinforcement as well as extended activities. The application activities are developed in the student book and they are designed to be given as remedial, reinforcement, end lesson assessment, homework or assignment

Motivate students to learn and succeed by encouraging students to read, or learn more, revise, etc.

Check effectiveness of teaching methods in terms of variety, appropriateness, relevance, or need for new approaches and strategies. English teachers need to consider various aspects of the instructional process including appropriate language levels, meaningful examples, suitable methods and teaching aids/ materials, etc.

Help students to take control of their own learning.

In teaching English, formative or continuous assessment should compare performance against instructional objectives. Formative assessment should measure the student's ability with respect to a criterion or standard. For this reason, it is used to determine what students can do, rather than how much they know.

Summative assessment

The assessment can serve as summative and informative depending to its purpose. The end of unit assessment will be considered summative when it is done at end of unit and want to start a new one.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done.

The assessment done at the end of the term, end of year, is considered as summative assessment so that the teacher, school and parents are informed of the achievement of educational objective and think of improvement strategies. There is also end of level/ cycle assessment in form of national examinations.

When carrying out assessment?

Assessment should be clearly visible in lesson, unit, term and yearly plans.

Before learning (diagnostic): At the beginning of a new unit or a section of work; assessment can be organized to find out what students already know / can do, and to check whether the students are at the same level.

During learning (formative/continuous): When students appear to be having difficulty with some of the work, by using on-going assessment (continuous). The assessment aims at giving students support and feedback.

After learning (summative): At the end of a section of work or a learning unit, the English teacher has to assess after the learning. This is also known as Assessment of Learning to establish and record overall progress of students towards full achievement. Summative assessment in Rwandan schools mainly takes the form of written tests at the end of a learning unit or end of the month, and examinations at the end of a term, school year or cycle.

Instruments used in assessment.

Observation: This is where the English teacher gathers information by watching students interacting, conversing, working, playing, etc. A teacher can use observations to collect data on behaviours that are difficult to assess by other methods such as attitudes, values, and generic competences and intellectual skills. It is very important because it is used before the lesson begins and throughout the lesson since the teacher has to continue observing each and every activity.

Questioning

Oral questioning: a process which requires a student to respond verbally to questions

Class activities/ exercise: tasks that are given during the learning/ teaching process

Short and informal questions usually asked during a lesson

Homework and assignments: tasks assigned to students by their teachers to be completed outside of class.

Homework assignments, portfolio, project work, interview, debate, science fair,

writing projects and competitions are also the different forms/instruments of assessment.

1.2.5 Teaching methods and techniques that promote active learning

The different learning styles for students can be catered for, if the teacher uses active learning whereby students are really engaged in the learning process.

The main teaching methods used in English are the following:

Dogmatic method (the teacher tells the students what to do, what to observe, how to attempt, how to conclude)

Inductive-deductive method: Inductive method is to move from specific examples to generalization and deductive method is to move from generalization to specific examples.

Analytic-synthetic method: Analytic method proceeds from unknown to known, 'Analysis' means 'breaking up' of the problem in hand so that it ultimately gets connected with something obvious or already known. Synthetic method is the opposite of the analytic method. Here one proceeds from known to unknown.

Skills lab method: Skills lab method is based on the maxim "learning by doing." It is a procedure for stimulating the activities of the students and to encourage them to make discoveries through practical activities.

Problem solving method, Project method and Seminar Method.

The following are some active techniques to be used in English:

Group work

Research

Probing questions

Practical activities (drawing, plotting, interpreting graphs)

Modelling

Brainstorming

Quiz Technique

Discussion Technique

Scenario building Technique

What is Active learning?

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. Students play the key role in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. Thus, in active learning, students are encouraged to bring their own experience and knowledge into the learning process.

The role of the teacher in active learning	The role of students in active learning
<p>The teacher engages students through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.</p> <p>He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.</p> <p>He provides supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.</p> <p>Teacher supports and facilitates the learning process by valuing students' contributions in the class activities.</p>	<p>A learner engaged in active learning:</p> <p>Communicates and shares relevant information with fellow students through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation);</p> <p>Actively participates and takes responsibility for his/her own learning;</p> <p>Develops knowledge and skills in active ways;</p> <p>Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings;</p> <p>Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking</p> <p>Draws conclusions based on the findings from the learning activities.</p>

Main steps for a lesson in active learning approach

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that students are involved in the learning process. Below are those main part and their small steps:

Introduction

Introduction is a part where the teacher makes connection between the current and previous lesson through appropriate technique. The teacher opens short discussions to encourage students to think about the previous learning experience and connect it with the current instructional objective. The teacher reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings.

Development of the new lesson

The development of a lesson that introduces a new concept will go through the following small steps: discovery activities, presentation of students' findings, exploitation, synthesis/summary and exercises/application activities.

Discovery activity

Step 1:

The teacher discusses convincingly with students to take responsibility of their learning

He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to prompt / instigate collaborative learning, to discover knowledge to be learned)

Step 2:

The teacher let students work collaboratively on the task;

During this period the teacher refrains to intervene directly on the knowledge;

He/she then monitors how the students are progressing towards the knowledge to be learned and boosts those who are still behind (but without communicating to them the knowledge).

Presentation of students' findings/productions

In this part, the teacher invites representatives of groups to present their productions/ findings.

After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of students' productions.

Exploitation of students' findings/ productions

The teacher asks students to evaluate the productions: which ones are correct, incomplete or false

Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.

Institutionalization or harmonization (summary/conclusion/ and examples)

The teacher summarizes the learned knowledge and gives examples which illustrate the learned content.

Application activities

Exercises of applying processes and products/objects related to learned unit/sub-unit

Exercises in real life contexts

Teacher guides students to make the connection of what they learnt to real life situations.

At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

Assessment

In this step the teacher asks some questions to assess achievement of instructional objective. During assessment activity, students work individually on the task/activity. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end with a homework/ assignment. Doing this will allow students to relay their understanding on the concepts covered that day. Teacher leads them not to wait until the last minute for doing the homework as this often results in an incomplete homework set and/or an incomplete understanding of the concept.

1.2.6. Sample lesson plan

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	.../.../20...	English	S5	1	3 of 6	40mins	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Visual impairment (1 short-sighted and 1 long-sightedness) =2					
Key Unit Competence:		Myself and my community					
Title of the lesson		To use language learnt in the context of Myself and my community					
Instructional Objective		Talking about myself					
Plan for this Class (location: in / outside)		Using a passage, "What makes you unique" learners will be able to use words related to oneself authentically.					
Learning Materials (for all students)		In classroom					
References		Pictures, student books, chalkboard, text					
Timing for each step		REB (2019) English language student's book S5: Accounting Option, Dictionary oxford and English Grammar in Use by Raymond Murphy					
1. Introduction (10minutes)		Teacher's activities		Students' activities		Generic competence	
		-The teacher writes the word "Unique" on the chalkboard and asks students to go in pairs and brainstorm about it in relation to the previous lesson "describing the community.		-Students in pairs brainstorm about "the word Unique"		Generic competences and cross cutting issues to be addressed + a short explanation	

	<ul style="list-style-type: none"> - The teacher asks each student to individually use one minute to write down about how he or she is unique in his/her community -The teacher asks them to share in pairs (in one minute) - The teacher shows them the picture introducing the text “What makes you unique” and asks them to predict what the text is all about (do it individually and share in pairs -Asks some pairs to present 	<ul style="list-style-type: none"> - Each student uses one minute to write down about how he or she is unique in his/her community -Students go in pairs and share how they are unique - Students observe the picture and predict what the text is all about - Some pairs present what they think the text is about 	<ul style="list-style-type: none"> -Critical thinking through brainstorming about the word “Unique”, writing down traits of their uniqueness Communication skills Through sharing their traits and presentations Cross-cutting issue -Peace and value education through discussing trait that make people unique being unique should be source living in harmony and peace as it may help people complete one another
--	--	---	--

<p>A) Presentation and exploitation of learner's productions (20 minutes)</p>	<p>-The teacher gives them the text books and asks them to read "What makes you unique" silently and write down new words</p> <p>-Teacher asks simple questions to students (question reflecting who, where, when what...) to ensure that they have read</p> <p>- Teacher asks some students to read loudly for the whole class. Here the teacher asks others to write down any words that are mispronounced and bad intonation</p> <p>- The teacher groups students</p>		<p>-Students read the text silently and write down new words</p> <p>-Students answer the teacher's question orally</p> <p>-Some students read loudly for the class and the rest write down mispronounced words and bad intonations</p> <p>-Students in groups of four discuss the mispronounced words and bad intonations they have heard</p>	<p>Cross-cutting issue</p> <p>-Standardization Culture through pronouncing words properly and respecting punctuation marks for proper intonations</p>
<p>2. Development of the lesson (25 minutes)</p>	<p>to discuss mispronounced words and bad intonations they have heard, they read correctly the text in their groups</p> <p>The teacher model reads for the class</p>		<p>Students follow the teacher model reading</p> <p>- Students in the same groups of four find meanings of new words they have written.</p> <p>- The whole class works with the teacher to find meanings of new words student failed to get their meanings</p>	

	<p>- The teacher asks students to stay in their groups and try to find meanings of the new words they have written</p> <p>The teacher works with students to find meanings of the words student failed to get their meanings</p> <p>The teacher asks students to use the new words in their sentences</p> <p>The teacher asks some groups to present their sentences and he or she comments on them</p>	<p>- Students use new words to construct their own sentence</p> <p>-Some students present their sentences</p>	<p>-Generic competence Communication skills through presentation of their sentence</p>
<p>B) Summary/ conclusion (5 minutes)</p>	<p>The teacher summarizes the lesson</p> <p>- The teacher asks students to say what they have liked in the lesson</p> <p>- The teacher gives comprehension questions to the students</p>	<p>- Students follow the summary and ask questions if they have any.</p> <p>-Students say what they have liked in the lesson</p> <p>-The students try to answer comprehension questions</p>	<p>Research and problem solving</p> <p>Through this activity, students will be resourceful in finding answers to questions and solutions to problems.</p>
<p>3. Assessment (5minutes)</p>	<p>-Check their answers, then congratulate and consolidate them</p>	<p>-Follow and be proud of the work well done</p>	<p>Lifelong learning</p> <p>Students will take initiative to update knowledge and skills with minimum external support.</p>
<p>Teacher self-evaluation</p>		<p>The teacher self-evaluation will depend on what students will have been able to do.</p>	

1 UNIT

Myself and my community

1.1 Key Unit Competence

To use language learnt in the context of Myself and my community

1.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, myself and my community, students should have prior knowledge on social cohesion learnt in History and citizenship at O' Level. They could also remember related topics on community learnt in social studies and Geography. Students might equally have some information on different people's behaviours. The teacher should build on their knowledge to have a successful coverage of the unit.

1.3 Guidance on the introductory activity

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

Possible answers on the introductory activity

1. The activity which is taking place in the above picture is the people who are in community work.
2. It is important to work together in the community because working in community, in a group can touch better outcomes and increase their efficiency as individuals can combine their knowledge and resources to tackle a problem more effectively.
3. Yes, community work is good thing because it promotes the engagement of the Rwandan community in actions and provides them with the opportunity to become active members of their community and has a lasting, positive impact on society at large. It also helps people learn skills that they can apply later in their professional life.
4. Open-ended question.

1.4 List of lessons and lesson development

No	Lesson title	Learning objectives	Periods
1.1	Describing the community	Knowledge and understanding -Recognize words and expressions used to describe the community.	3
1.2	Living happily in the community	Skills -Introducing her/himself and others in community. Attitudes & values -Appreciate work done by different people in community.	
1.3	Talking about myself	Knowledge and understanding Identify words and phrases in relation to self and community	3
1.4	Recounting past activities	Skills -Read texts about people's role in the community. -Describe oneself and one's community. Attitudes & values Appreciate values in the community	
1.5	Talking about the community's daily activities.	Knowledge and understanding Recognize the community's daily activities Skills Listen to public speeches about activities undertaken by the community. Attitudes & values Show willingness to collaborate with the community	3
1.6	Language structure –Present simple tense. –Past simple tense –Possessive adjectives.	Knowledge and understanding Present simple tense, past simple tense, possessive adjectives, and reflexive pronouns. Skills -Use present simple while describing people and businesses	

1.6	-Reflexive pronouns	-Write and speak using the present simple and past simple tense. -Appropriately write using possessive adjectives and reflexive pronouns Attitudes & values -Appreciate the importance of language in community.	3
1.6	End unit assessment		2

Lesson 1.1 Describing the community

a) Lesson objectives

Knowledge and understanding

- Recognize words and expressions used to describe the community.

Skills

- Introducing her/himself and others in community.

Attitudes & values

- Appreciate work done by different people in community.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector. The teacher may also use internet to download a movie that shows people talking to one another in community service.

1.1.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow:

Possible answers to the learning activities

1. According to the passage I understand the term community as people residing in a definite area develop likeness, co-operation and

fellow-feeling among themselves. As a result, they share common interests, customs, traditions, culture and develop common social ideas among themselves.

2. According to a narrower and broader sense community differs in this way, in a narrow sense community refers to Hindu or Muslim community while in a broader sense community may refer to a nation or world community. It also refers to a village, a town or a tribal community.
3. If the people in community do not respect one another, they will degenerate (become worse) in different ways.

B. Vocabulary

Activity 2: Match the following words from the story with their meanings:

Words	meanings
Sociology	the study of social life, social change, and the social causes and consequences of human behaviour
Community	the group of people living in one particular area who are considered as a unit because of their common interests, social group, or nationality
Likeness	the fact or quality of being alike; resemblance
Customs	the way of behaving or a belief that has been established for a long time
Traditions	the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.
Culture	The way of life, especially general customs and beliefs of a particular group of people at a particular time
'Com' and 'Munis'	means 'together' and 'servicing'
Interests	The feeling of wanting to give your attention to something or to be involved with and discover more about something
Consciousness	the state of being aware of and responsive to one's surroundings
distinguishes	recognize or treat someone or something as different.

1.1.2 Application activities

A. Vocabulary

Activity 1: Using given words construct complete and meaningful sentences.

Possible answers to the application activities

Answers will be different as students write complete and meaningful sentences according to their classification and structure. Ask them to exchange their books and guide them to correct one another's sentences.

B. Writing skills

Activity 1: Composition writing

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc...

Lesson 1.2 Living happily in the community

a) Learning objective

Knowledge and understanding

- Identify the way of living happily in the community

Skills

- Read texts about people's role in the community.
- Describe oneself and one's community.

Attitudes & values

- Appreciate beloved community services offered in societies.

b) Teaching and learning resources

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

1.2.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabularies.

A. Reading comprehension

Activity 1: Read the following passage, then answer the questions that follow.

Possible answers to the learning activities

Choose the correct option

1. C
2. D
3. A
4. Once people have ruined someone's good mood what can happen is that things can change the environment, and the mood of those around you. It can totally change the vibe of the community. Your bad mood changes and tends to reflect what others are feeling, even if nothing in particular happened to actually put you in that bad mood.
5. The importance of living in beloved community it is because we are dependent on others for the fulfilment of our needs. Community living teaches us to care for others and share facilities like water, electricity road, markets etc... When you live in beloved community, you will be happier and more satisfied, rather than if you lived in a bitter, disconnected community that will change the environment, and the mood of those around you.

B. Vocabulary

Activity 2: Using a dictionary, find the meaning of the words and phrases below.

Words	Meaning
Fulfilment	is the act of doing or achieving what was hoped for or expected.
Neighbourhood	is a nearby district or an area of a town; the people who live there
disconnected community	not related, or not having any clear purpose or pattern, no connection all at in community
environment	is the air, water, and land in or on which people, animals, and plants live
good mood	you feel very cheerful, satisfactory, enjoyable, pleasant
compliment reflect	a remark that expresses approval, admiration, or respect to show, express, or be a sign of something
bitter community	Bitter community is angry and unhappy community because of something bad happened in the past

1.2.2 Application activities

A. Vocabulary

Activity 1: Read the sentences and fill in the missing gaps with the words below.

Possible answers to application activities

1. Those living in rural areas are likely to meet barriers to the **fulfilment** of their aspirations.
2. Leonard spent hours walking and cycling around the **neighbourhood** looking for it.
3. **Disconnected community** can change the environment, and the mood of those around it.
4. The government insists that the dam will not harm **the environment**.
5. All the guests paid her extravagant **compliments**
6. The culture of a nation is always **reflected** in its language.
7. **Bitter community** can totally change the vibe of the community.

B. Writing skills

Activity 2: Composition writing.

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 1.3 Talking about myself

a) Learning objective

Knowledge and understanding

- Identify words and phrases in relation to self and community

Skills

- Read texts about people's role in the community.
- Describe oneself and one's community.

Attitudes & values

- Appreciate values in the community

b) Teaching and learning resources

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

1.3.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabularies.

A. Reading comprehension

Activity 1: Read the following passage, then answer the questions that follow

Possible answers to the learning activities

1. Citizens must pay tax because this is the revenue that the government must fund things like medical services, education and recreation facilities.
2. If the people do not pay tax, a country won't/will not be able to finance social services like education, medical care, roads construction and recreational facilities and development projects.
3. When people do not obey the laws of the country, community will degenerate (becomes worse).
4. In order to improve the country, people can do and participate in generative activities like:
 - Engaging in community work
 - Participating in democratic process by voting for enviable leaders
 - Listening to the people in your daily life and show them empathy
 - Mentoring young person in your community to build their character
 - Attending any meeting and event organized by leaders
 - Respecting all Rwandan government programmes
5. Parents must take care of their children because by providing them with food, medical care, education and good moral guidance will make them be good citizens in community.

B. Vocabulary

Activity 2: Match the following words in column A with their meanings in column B.

Possible answers

Words	Synonyms
1. Responsibilities	• tasks, duties, obligations, accountabilities
2. Harmony	• agreement, accord, coordination, coherence
3. Community	• public, society, association, communal
4. Development	• growth, improvement, expansion, enlargement
5. Finance	• funds, money, resources, assets
6. Taxation	• tax collection, assessment, laying taxes, levying.
7. Opportunity	• Chance, occasion
8. Aspire	• wish for, thirst for, aim, strive, seek, long for, desire, dream
9. Voluntary	• Unpaid, volunteer, willing, deliberate, charitable, intentional
10. Commitment	• Promise, engagement, responsibility

1.3.2 Application activities

A. Vocabulary

Activity 1: Read the following paragraph and fill in the gaps with the given words.

Possible answers to the application activities

1. Responsibilities
2. Society
3. Actions
4. Country
5. Collaborative
6. Effects
7. Citizens
8. Care

B. Writing skills

Activity 1: Summary writing

Answers will be different. Students should follow the order of writing good paragraph topic sentence, supporting sentences and concluding sentence. In introductory sentence they should say what they are going to talk about, in the supporting sentences they explain what they are talking about and in concluding sentence summarizes what they have said by giving recommendation or piece of advice. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc.... Remember that a well returned paragraph must have unity and coherence.

Activity 2: Composition writing

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc.

Lesson 1.4 Recounting past activities

a) Learning objective

Knowledge and understanding

- Recognize structures used to talk about past events

Skills

Read the passage about past activities and answer related questions words and phrases related to past activities

Attitudes & values

Show self- respect and within one's community.

b) Teaching and learning resources

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

1.4.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find

their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabularies.

A. Reading comprehension

Activity 1: Read the following passage carefully and answer the questions that follow.

Possible answers to the comprehension questions

For open ended questions, give students think time for them to answer these questions critically, then after harmonize their answers.

Answers

1. The speaker and his family visited Rubavu because they wanted to see the beauty of Lake Kivu and its beaches and the beautiful sceneries or places of Rubavu.
2. Attractive places they visited are: hot spring, BRALIRWA, the largest brewer and soft beverage company in Rwanda and international market.
3. Open ended question: The teacher will mark according to the students' logical argument of discussion or explanation.
4. The place where the speaker spent most of his time during his stay in Rubavu was at the Kivu beach.
5. The evening is the best time to visit Kivu beach because of the sunset.
6. The speaker was afraid of parasailing because he/she feared that the wind would blow him/her into the water.
7. Open-ended question: the teacher marks the explanations, ideas given by the students and the reasons supporting the answers.

B. Vocabulary

Activity 2: Match the words in the table below with their respective meanings.

Possible answers

1. c
2. e
3. d
4. b
5. a

1.4.2 Application activities

Writing skills

Activity 1: Letter writing.

Possible answers

1. Open ended question. The teacher looks at the format of the letter, coherence of ideas, language use, and content.
2. Answers will be different. Students should follow the format of composition: title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 1.5 Talking about the community's daily activities

a) Learning objective

Knowledge and understanding

- Recognize the community's daily activities

Skills

- Listen to public speeches about activities undertaken by the community.

Attitudes & values

- Show willingness to collaborate with the community

b) Teaching and learning resources

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

1.5.1 Learning activities

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabularies.

A. Reading comprehension

Activity 1: Read the following passage carefully and answer the questions that follow

Possible answers

1. False
2. False
3. True
4. True
5. True

Answer the following questions

1. The speaker gets out of the bed at 7.30 minutes.
2. To get at work takes the speaker about 45 minutes because it is far away from her home.
3. Daily activities that the speaker does before leaving home for school are:
 - making a cup of tea
 - ironing clothes
 - having a shower and getting dressed
 - wearing jeans, a blouse, a jumper or cardigan and boots in the winter, or a skirt and blouse in the summer
 - brushing her hair, putting on make-up.
 - packing bag with all her teaching materials
4. The speaker's favorite food is rice and sauce.
5. Open-ended question

Answers may differ according to the students' school teachers neighbouring community do.

1.5.2 Application activities

A. Writing skills

Activity 1: Summary writing.

Possible answers to the application activities

Answers will be different. Students should follow the order of topic sentence, supporting sentences and concluding sentence. In introductory sentence they should say what they are going to talk about, in the supporting sentences they explain what they are talking about and in concluding sentence summarizes what they have said by giving recommendation or piece of advice. And student should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc.... Remember that a well returned paragraph must have Unity and Coherence.

Lesson 1.6 Language structure: Present simple tense, past simple tense, possessive adjectives, and reflexive pronouns

a) Learning objective

Knowledge and understanding

- Present simple tense, past simple tense, possessive adjectives, and reflexive pronouns.

Skills

- Use present simple while describing people and businesses
- Write and speak using the present simple and past simple tense.
- Appropriately write using possessive adjectives and reflexive pronouns

Attitudes & values

- Appreciate the importance of language in community.

b) Teaching and learning resources

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

1.6.1 Learning activities

Guidance on learning activities

The teacher may pick some sentences from the texts to bring the context in language structure and try to put some language structure to be taught. He/she may also pick an extract from the text and make sure it has the language structure and ask students to identify the language structure used. Through the analysis, students will discover the rule to be followed in that language structure. Example: present simple tense, past simple tense, possessive adjectives and reflexive pronouns, etc. Thereafter, he/she may give some activities related to the language structure studied to check if that structure was well mastered by students. Lastly, the teacher may ask students to write a paragraph related to the context (unit being studied) and more attention should be put on the use of that language structure.

You can for example ask students to identify tenses and adjectives used in the extracts given. Listen to their answers and harmonize them to match the target language structure to be taught.

1. The simple present and simple past tense

Activity 1: Put the verbs in brackets in simple present or simple past.

Possible Answers

1. Wanted
2. Saw
3. did not break up

4. started
5. travel
6. happened
7. goes
8. died
9. opened
10. chat

Possessive adjectives, and reflexive pronouns

Activity 1: Replace the personal pronouns in brackets with appropriate possessive adjectives:

Possible answers

1. My
2. Our
3. Her
4. Their
5. Your
6. His
7. My
8. Its
9. Her
10. its

Activity 2: Fill in the gaps with the following reflexive pronouns

Possible answers

1. himself
2. herself
3. ourselves
4. himself
5. Themselves
6. Myself
7. Herself
8. yourself
9. yourselves
10. ourselves

1.6.2 Application activities

A. Writing skills

Activity 1: Composition writing

Possible answers to the application activities

Answers will be different. Students should follow the format of composition: title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammatical rules, well-structured sentences, use of punctuations, spellings etc....

1.5 End unit assessment

Activity 1: Use appropriate possessive adjectives and fill in the blanks below to complete the sentences

Possible answers to the end unit assessment

1. Where is **our** classroom? We can't find it.
2. Susan, is that **your** pen on the table?
3. A: What is **your** name? B: My name is Thomas.
4. I think this is **her** book. She dropped it on the floor.
5. **Their** names are Kevin and Stewart. They are my friends.
6. He forgot to write **his** name on the test!
7. A: What is **your** phone number? B: my phone number is +256 0036.
8. Did the cat eat all of **its** food?
9. The children are crying because they can't find **their** toys.
10. Miriam and Jennifer like **their** new teacher.

Activity 2: Complete each of the sentences below using appropriate reflexive pronouns.

Possible answers

1. My brother likes to practice his English by talking to **himself**.
2. James wasn't careful and he cut **himself** with a knife.
3. My sister and I looked at **ourselves** in the mirror.
4. The repair shop was closed, so I fixed the car **myself**.
5. Did you enjoy **yourself** at the party last night?
6. Cats can get clean by licking **themselves**.
7. (A)Did the cleaners cleaned the house? (B) No, I did it **myself!**

8. Mr. Smith burned **himself** while he was cooking.
9. He dried out **himself** after he took a shower and went downstairs.
10. Can you teach **yourself** to play the piano?

Activity 3: Write down the correct form of the verb given in the bracket to make a sentence into the simple past tense

Possible answers

1. You **broke** my window's glass.
2. I **saw** something near that place.
3. He **came** from London some time ago.
4. She **bought** an iPhone.
5. He **did not choose** anyone yet for the mission.
6. **Did** they **speak** with the committee?
7. He **stood** on the table all day
8. His head **struck** the door.
9. I **heard** about this earlier.
10. Our soldiers **won** the battle.
11. A farmer **committed** suicide after hearing this news
12. An apple **fell** from the tree.

Activity 4: Put the verbs found in brackets in appropriate tense

Possible answers

1. They **went** to Italy last summer.
2. I always **have** ketchup with my spaghetti.
3. She **visited** her uncle yesterday.
4. Ben often **talks** to Tim.
5. They **sit** in front of the computer every evening.
6. She **has** tea at 5 o'clock on Saturdays.
7. They **liked** their holidays two weeks ago.
8. Toby never **cleans** his room.
9. Sidney **met** a famous YouTuber in 2020.
10. I sometimes **walk** to the office.

Activity 5: Writing skills

Possible answers

This is open ended question. The teacher may guide the students as follow

Before writing: ask students 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.

Additional activities

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

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

If you realize that some students are not able to write an essay, just start with simple sentences describing their daily duties

Remedial activities

For slow learners who may not have mastered the use of present simple tense, the teacher may give them the following activity.

1. I _____ at a bank.
a) work b) works c) working
2. She _____ with her parents.
a) live b) lives c) living
3. Cows _____ on grass.
a) feed b) feeds c) feeding
4. He _____ a handsome salary.
a) earn b) earns c) earning
5. Janet _____ to be a singer.
a) want b) wants c) wanting
6. Emily _____ delicious cookies.
a) make b) makes c) making
7. Arti and her husband _____ in Singapore.
a) live b) lives c) living

8. Rohan and Sania _____ to play card games.
a) like b) likes c) liking
9. Sophia _____ English very well.
a) speak
b) speaks
c) speaking
10. Martin _____ for a walk in the morning.
a) go b) goes c) going

Possible answers to the remedial activity above

1. I work at a bank.
2. She lives with her parents.
3. Cows feed on grass.
4. He earns a handsome salary.
5. Janet wants to be a singer.
6. Emily makes delicious cookies.
7. Arti and her husband live in Singapore.
8. Rohan and Sania like to play card games.
9. Sophia speaks English very well.
10. Martin goes for a walk in the morning.

Consolidation activities

Identify the verbs and change them into the simple present tense

Go through the given passage and change the tense of the verbs into the simple present tense.

Sam's mother got up at 6 o'clock in the morning. After that, she got fresh and took a shower. Then she prepared breakfast for all of them. She worked very hard to sustain the family. Every day, she went down to the market and sold fruits and vegetables. This way, she earned money for the family and sent her children to school.

Possible answers to the consolidation activity above

Sam's mother gets up at 6 o'clock in the morning. After that, she gets fresh and takes a shower. Then she prepares breakfast for all of them. She works very hard to sustain the family. Every day, she goes down to the market and sells fruits and vegetables. This way, she earns money for the family and sends her children to school.

Extended activities

The extended activity is to challenge students further with what has already been discussed in the unit. The teacher may consider giving students the activity below on conjunctions as discussed in the sub-unit related to language structure.

Complete the sentences using the following verbs

Cause (s) close (s) connect (s) go (es) live(s) speak (s) take(s)

1. Tanya _____ German very well.
2. Ben and Jack _____ to the same school.
3. Bad driving _____ many accidents.
4. The museum _____ at 4 o'clock on Sundays.
5. My parents _____ in a very small flat.
6. The Olympic Games _____ place every four years.
7. The Panama Canal _____ the Atlantic and Pacific oceans.

Possible answers to the extended activity above

Speaks 2. Go 3. Causes 4. closes 5. live 6. take 7. connects

Put the verb into the correct form.

1. Julia _____ (not / drink) tea very often.
2. What time _____ (the banks / close) here?
3. I have a car, but I _____ (not / use) it much.
4. Where _____ (Maria / come) from? Is she Spanish?
5. 'What _____ (you / do)?' 'I'm an electrician.'
6. Look at this sentence. What _____ (this word / mean)?
7. David isn't very fit. He _____ (not / do) any sport.
8. It _____ (take) me an hour to get to work in the morning. How long _____ (it / take) you?

Possible answers to the extended activity above

doesn't drink 2 do the banks close 3 don't use 4 does Maria come 5 do
you do 6 does this word mean 7 doesn't do 8 takes ... does it take

2 UNIT

The role of an accountant in the development of the country

2.1 Key Unit Competence

To use language learnt in the context of the role of an accountant in the development of the country.

2.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, the role of an accountant in the development of the country, students should have prior information on the role of an accountant in the development of the country. They could also remember related topics on the role of an accountant in the development of the country learnt in General studies and communication skills, Entrepreneurship, and other possible subjects.

Students may have information on the role of an accountant in the development of a country heard from different people both within and out of Rwanda and more importantly learnt how to behave when they become accountants in any place. They might equally have learnt from primary and ordinary level about good accountants and their contribution to the development of the country. Teachers should take this as a great opportunity and help them to start on that prior experience of the students which will lead to the effective implementation of different activities intended in this unit.

2.3 Guidance on the introductory activity

Ask students to observe the pictures on the introductory activity in this unit and answer questions under it. Give them time to critically think about the questions and move around to help some of the students with special needs. Randomly select a representative from each pair/group to present findings to the rest of the class and harmonize the activity together.

Possible answers on the introductory activity.

1. The role of an accountant in the community is:
 - To ensure that all the financial records of the business are in order.
 - Tax Planning
 - To have strong links with major sectors in the business community.
 - To use the working knowledge and understanding of various accounting and financial software applications and business solution, which are most suitable to your business.....

2. No, all people do not need millions of money to start a business. One's capital depends on the amount of money you can get. There are small and medium businesses a person can start with a small capital.
3. The answers will vary because both are needed. To be an entrepreneur is good but the government and those entrepreneurs will need will need people to employ for the better work.

2.4 List of lessons and lesson development

No	Lesson title	Learning objectives	Periods
2.1	Talking about qualities of a good accountant	<p>Knowledge and understanding</p> <p>Explain roles and responsibilities of an accountant.</p> <p>Skills</p> <p>Talk about roles and responsibilities of an accountant in both speech and writing.</p> <p>Attitudes & values</p> <p>Appreciate the role of a good Accountant in the development of the society.</p>	3
2.2	Describing the roles and responsibilities of an accountant	<p>Knowledge and understanding</p> <p>State words and phrases related to roles of an accountant in the development of the country.</p> <p>Skills</p> <p>Talk about roles and responsibilities of an accountant in both speech and writing.</p> <p>Attitudes & values</p> <p>Appreciate managerial skills in daily life.</p>	3
2.3	Describing the impact of accountancy in an institution	<p>Knowledge and understanding</p> <p>Explain financial and entrepreneurial skills required to be an accountant.</p> <p>Skills</p> <p>Read texts, speeches and news about roles and responsibilities of an accountant.</p>	3

		Attitudes and values Show the sense of patriotism.	
2.4	Talking about effective communication between business stakeholders	Knowledge and understanding Explain effective communication between business stakeholders. Skills Write texts about effective communication between business stakeholders. Attitudes and understanding Appreciate the contribution of effective communication between business stakeholders.	3
2.5	Language structure	Knowledge and understanding Identify the use of simple tense Recall the use of Wh -clauses. Skills Use simple past tense and Wh -clauses when describing the role of an accountant in the development of a country. Attitudes and values. Appreciate community services Offered by accountants.	3
2.6	End unit assessment		2

Lesson 1.2 Talking about qualities of a good accountant.

a) Lesson objectives

Knowledge and understanding

- Explain roles and responsibilities of an accountant.
- Talk about roles and responsibilities of an accountant in both speech and written.

Attitudes & values

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

b) Teaching and learning resources

In this lesson, the teacher may use pictures, flash cards, markers, video, computer and a projector. The teacher may also use internet to download a video that shows accountants at their working place.

2.1.1 Learning activities

Guidance on learning activities 2.1.1: Reading and text analysis

Guidance on the text 2.1.1

For this learning activity 2.1.1, the teacher may pair or group up students and give them a few minutes to read a text about a good accountant and make sure that it is clear to all students.

A. Reading comprehension

Activity 1: Read the following passage and answer the question that follow

Possible answers

Text I

1. The topic of the passage is “Qualities of a good accountant.”
2. Accounting is called the language of financial decisions because decision makers normally base their decision on accounting reports. The documents that report on an individual’s or organization’s business in monetary amounts are known as financial statements. The better we understand the language, the better we can manage the financial aspects of living.
3. Potential investors use the financial statement to evaluate what return they can reasonably expect on their investment.
4. To potential inventors, accounting means the system that measures business activities process information into reports, and communicates these findings to decision makers.
5. Accounting can: develop sound business plans, set goals for their organizations, evaluate their progress towards these goals, and take corrective action if necessary.

Activity 2: Read the following passage and answer the question that follow

Possible answers

Text II

1. It is good to find out what makes or breaks an accounting reputation because it is unclear whether the mistakes and problems that many companies face emanate from the errors and unethical behaviors of accountants.

Activity 2: Read the following passage and answer the question that follow

Possible answers

Text II

1. It is good to find out what makes or breaks an accounting reputation because it is unclear whether the mistakes and problems that many companies face emanate from the errors and unethical behaviors of accountants.
2. Big and small companies are losing out in terms of business performance and profit making. This is due to the lack of professional accountants especially book keepers.
3. Characteristics of a good accountant are:
 - Have a strong sense of ethics
 - Constantly learning
 - Emphasizing
 - Organizational skills
 - Sense of accountability
 - Ability to work in team
 - Knowledge of field
 - Trustworthiness and reliability
 - Creativity

2.1.2 Application activities

Activity1: Vocabulary

Possible answers

Use the following words and expressions to make your own sentences.

Answers will vary. The teacher need to guide the students and make all the sentences constructed are correct.

Activity 2: Write the meaning of the following words and expressions

Possible answers

- a) **Financial status:** It is the ratio of assets over the present value of the liabilities which can be summarized by the fund ratio.
- b) **Bookkeeping:** Bookkeeping is the recording of financial transactions, and is part of the process of accounting in business and other organizations. It involves preparing source documents for all transactions, operations, and other events of a business.

- c) **Professional:** Engaged in a specified activity as one's main paid occupation rather than as a pastime.
- d) **Trust:** Assured reliance on the character, ability, strength, or truth of someone or something
- e) **Emanate:** To come out from a source
- f) **Ethical:** relating to moral principles, pertaining to right and wrong in conduct. being in accordance with the rules or standards ...
- g) **Unethical:** Not conforming to a high moral standard: morally wrong
- h) **Business:** The efforts and activities of a person who is producing goods or offering services with the intent to sell them for profit/ Business refers to an enterprising entity or organization that carries out professional activities. They can be commercial, industrial, or others.
- i) **Auditor:** An auditor is a person or a firm appointed by a company to execute an audit. An auditor should be certified by the regulatory authority of accounting and auditing or possess certain specified qualifications.

Lesson 2.2 Describing the roles and responsibilities of an accountant

a) Lesson objectives

Knowledge and understanding

State words and phrases related to roles of an accountant in the development of the country.

Skills

Talk about roles and responsibilities of an accountant in both speech and writing.

Attitudes & values

Appreciate managerial skills in daily life.

b) Teaching and learning resources

In this lesson, the teacher may use ledgers, accounting books, photographs, videos, internet, text books, graphs, etc. The teacher may also use internet to download a movie that shows people introducing one another.

2.2.1 Learning activities

Activity 1: Reading comprehension

Possible answers to comprehension questions.

1. Ethical behavior is doing the right thing when no one else is watching.
2. A man's ethical behavior should be based effectually on sympathy, education, social ties and needs
3. If you don't have integrity, you have nothing.
4. The most fundamental responsibility of the government is maintaining the highest standard of ethical behavior for those who conduct the public business.
5. We should defend our country by using ethical behavior.

Activity 2: Vocabulary

Match words and expressions in column A with their meaning in column B

1. **Morality:** principles concerning the distinction between right and wrong or good and bad behavior.
2. **Sympathy:** feelings of pity and sorrow for someone else's misfortune.
3. **Behavior:** the way in which one acts or conducts oneself, especially towards others.
4. **Integrity:** integrity is regarded as the honesty and truthfulness or accuracy of one's actions
5. **Harmony:** agreement of ideas, feelings, or actions, or a pleasing combination of different parts
6. **Moral values:** guidelines that assist a person in deciding between right and wrong.

Activity 2 Discussion question:

Guide the discussion to make sure if the students are doing it well.

Lesson 2.3 Describing the impact of accountancy in an institution

a) Lesson objectives

Knowledge and understanding

- Explain financial and entrepreneurial skills required to be an accountant.

Skills

- Read texts, speeches and news about roles and responsibilities of an accountant.

Attitudes & values

- Show the sense of patriotism.

b) Teaching and learning resources

In this lesson, the teacher may use ledgers, accounting books, photographs, videos, internet, text books, graphs, etc. The teacher may also use internet to download a movie that shows people introducing one another.

2.3.1 Learning activities

Activity 1: Reading comprehension

Possible answers to comprehension questions.

1. Job seeking or job hunting is the act of looking for employment, due to the number of unemployment or discontent with a current position.
2. The immediate goal of job seeking is to obtain a job interview with an employer which may lead to getting hired.
3. Different companies have different criteria. Some of them are salary, job environment, dress code, employees, location, and job description.
4. Some criteria of brainstorming are: expected salary, job description, job environment, location...

2.3.2 Application activities: Vocabulary and sentence construction

Activity 2: vocabulary

Possible answers

- a) **job vacancy:** Is a paid post that is newly created, unoccupied, or about to become vacant: for which the employer is taking active steps and is prepared to take further steps to find a suitable candidate from outside the enterprise concerned.
- b) **planning:** is the process of thinking regarding the activities required to achieve a desired goal.
- c) **brainstorming:** Brainstorming is a group problem-solving method that involves the spontaneous contribution of creative ideas and solutions
- d) **research:** the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

- e) **preferences:** a greater liking for one alternative over another or others.
- f) **website:** a set of related web pages located under a single domain name, typically produced by a single person or organization.
- g) **brochure:** a small book or magazine containing pictures and information about a product or service.

Activity 3: Make one sentence by using each of the words above.

The teacher should make sure that the students have constructed correct sentences.

Lesson 2.4 Talking about effective communication between business stakeholders

a) Lesson objectives

Knowledge and understanding

- Explain effective communication between business stakeholders.

Skills

- Write texts about effective communication between business

Attitudes & values

- Appreciate the contribution of effective communication between business stakeholders.

b) Teaching and learning resources

In this lesson, the teacher may use ledgers, accounting books, photographs, videos, internet, text books, graphs, etc. The teacher may also use internet to download a movie that shows people introducing one another.

2.4.1 Learning activities

A. Reading comprehension

Activity 1: Read the following questions and answer the questions that follow

Possible answers to comprehension questions.

1. The foot size of a customer is eight
2. No, the price of shoes does not change depending on the size of shoes.
3. The majority of the shoes on sale were sold out to customers within a day of the opening of the sale.

Activity 2: Read the following questions and answer the questions that follow

Possible answers to comprehension questions

1. The customer bought six items
2. Yes, the customer bargained on eggs and the deduction was 100 FRW.
3. After collecting all the items, the customer paid 11000 FRW.

2.4.2 Application activities: Vocabulary and role-play

A. Vocabulary

Activity 1: Use the following words and expressions to make your own sentences paying attention the context in which they are used in the passage.

Possible answers

Let them make different sentences in oral and written form and check/hear if they correct. Correct their sentences where necessary and congratulate them for the good sentences.

Activity 2: Role play

Supervise the role-play.

Lesson 2.5 Language structure

a) Lesson objectives

Knowledge and understanding

- Identify the use of simple tense.
- Recall the use of Wh-clauses.

Skills

- Use simple past tense and wh-clauses when describing the role of an accountant in the development of a country.

Attitudes & values

- Appreciate community services offered by accountants.

b) Teaching and learning resources

In this lesson, the teacher may use ledgers, accounting books, photographs, videos, internet, text books, graphs, etc. The teacher may also use internet to download a movie that shows people introducing one another.

2. 5.1 Learning activities

Guidance on learning activities

The teacher may pick some sentences from the texts to bring the context in language structure and try to put some language structure to be taught. He/she may also pick an extract from the text and make sure it has the language structure and ask students to identify the language structure used. Through the analysis, students will discover the rule to be followed in that language structure. Example: present simple tense, past simple tense, possessive adjectives and reflexive pronouns, etc. Thereafter, he/she may give some activities related to the language structure studied to check if that structure was well mastered by students. Lastly, the teacher may ask students to write a paragraph related to the context (unit being studied) and more attention should be put on the use of that language structure.

You can for example ask students to identify tenses and adjectives used in the extracts given. Listen to their answers and harmonize them to match the target language structure to be taught.

Activity 1: Making the past simple, positive, negative or question

Possible answers

Didn't drink

Got on

Did he get up

Did you get off

Didn't change

Wake up

Did he give

Received

Didn't use

Did she make

Lived

Read

Didn't watch

Didn't study

Did he call

Did I forget

Did the film start

Had

Did you come

Did he go

Activity 1: Using the base form (1st form) of the regular verbs from brackets and Complete the following sentences.

Possible answers

Attempt

Cheat

Attend

Collect

Ask

Cross

Act

Check

Maintain

Jump

Activity 1: Fill in each gap with which, who, whose, when, where, or why. Add commas if necessary

Which, who

Which

Which

Which

Who

Why, where

Where, who

Activity 2: Give an example of sentences in column C

The teacher should check if the example sentences are correct.

2.5 End unit assessment

Activity 1: Putting the verbs into the correct form (simple past).

Possible answers to the end unit assessment

1. spent
2. is
3. travelled
4. went
5. learnt
6. Is not raining
7. saw
8. saw
9. did you spend

Activity 2: Fill in the blank spaces with a correct wh-clause

Possible answers

1. when
2. what
3. where
4. which
5. where
6. why
7. why
8. where
9. whom
10. when
11. how
12. which
13. where
14. when
15. why
16. what

Activity 3: Writing skills

The teacher should guide the learners to write a composition about the role of an accountant in the development of the country.

Additional activities

Remedial activities

For slow learners who may not have mastered the use past simple tense, the teacher may give them the following activity.

Write down the past simple tense of the verb given in the bracket to make a sentence into the

1. You _____ my window's glass. (break)
2. I _____ something near that place. (see)
3. He _____ from London sometimes ago. (come)
4. She _____ an iPhone. (buy)
5. He _____ anyone yet for the mission. (not/choose)
6. _____ they _____ with the committee? (speak)
7. He _____ on the table all day. (stand)
8. His head _____ to the door. (strike)
9. I _____ about this earlier. (hear)
10. The birds _____ away in the sky. (flying)
11. _____ you _____ with her yesterday? (sleep)
12. Our soldiers _____ the battle. (win)
13. A Farmer _____ suicide after hearing this news. (commit)
14. He _____ a letter to the principal. (write)
15. An apple _____ from the tree. (fall)

Possible answers to the remedial activity above

1. You **broke** my window's glass.
2. I **saw** something near that place.
3. He **came** from London some time ago.
4. She **bought** an iPhone.
5. He **did not choose** anyone yet for the mission.
6. **Did they speak** with the committee?
7. He **stood** on the table all day.
8. His head **struck** the door.
9. I **heard** about this earlier.
10. The birds **flew** away in the sky.
11. **Did you sleep** with her yesterday?

12. Our soldiers **won** the battle.
13. A farmer **committed** suicide after hearing this news.
14. He **wrote** a letter to the principal.
15. An apple **fell** from the tree.

Consolidation activities

Complete the sentences using the following verbs in the correct form:

buy catch cost fall hurt spend teach throw write
sell

1. Mozart _____ more than 600 pieces of music.
2. 'How did you learn to drive?' 'My father _____ me.'
3. We couldn't afford to keep our car, so we _____ it.
4. Dave _____ down the stairs this morning and _____ his leg.
5. Joe _____ he ball to Sue, who _____ it.
6. Kate _____ a lot of money yesterday. She _____ a dress which £100.

Possible answers to the consolidation activity above

1. Wrote 2. taught 3. sold 4. fell ... hurt 5. threw ... caught
6. spent ... bought ... cost

Extended activities

The extended activity is to challenge students further with what has already been discussed in the unit. The teacher may consider giving students the activity below on past simple as discussed in the sub-unit related to language structure.

Complete the sentences. Put the verb into the correct form, positive or negative.

1. It was warm, so I _____ off my coat. (take)
2. The film wasn't very good. I _____ it much. (enjoy)
3. I knew Sarah was busy, so I _____ her. (disturb)
4. We were very tired, so we _____ the party early. (leave)
5. It was hard carrying the bags. They _____ really heavy. (be)
6. The bed was very uncomfortable. I _____ well. (sleep)
7. This watch wasn't expensive. It _____ much. (cost)
8. The window was open and a bird _____ into the room. (fly)
9. I was in a hurry, so I _____ time to call you. (have)
10. I didn't like the hotel. The room _____ very clean. (be)

Possible answers to the extended activity above

1. Took 2. Didn't enjoy 3. didn't disturb 4. left 5. were 6. didn't sleep
7. didn't cost 8. flew 9. didn't have 10. wasn't

3 UNIT

International trade

3.1 Key Unit Competence

To use language learnt in the context of international trade

3.2 Prerequisite (knowledge, skills, attitudes and values)

This unit develops students' language to be used to talk about international trade, students should have prior knowledge on international trade. They could also remember related topics to business learnt in entrepreneurship. Students might equally have some information on different people's behaviours. The teacher should build on their knowledge to have a successful coverage of the unit.

3.3 Guidance on the introductory activity

Ask students to observe the picture of people and ask them to work in pairs when answering questions on introductory activity of unit 3. Give them time to critically think about the questions and move around to help some of the students with special needs. Randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together.

Possible answers on the introductory activity.

International trade is defined as buying and selling goods and services by companies in different countries. Consumer goods, raw materials, food, and machinery all these are bought and sold in the international marketplace.

The problem that Rwanda faces in carrying out international trade is that Rwanda is landlocked, so transportation costs for imports and exports are among the highest in the world. The country lacks a link to regional railway networks, which means all trade is conducted by road or air.

The main modes of transportation in international trade are: Road transport, sea transport, rail transport and air transport these are four ways of import and export.

Since Rwanda has signed and ratified agreements on the movement of goods and services within the Africa Continental Free Trade Area, International trade has been considered as an important tool to increase an economic growth of Rwanda and achieve its aspirations.

International trade can reduce poverty in the developing countries by selling their output in overseas markets where they can get a better return. Trade can also benefit the least developed countries because it allows producers of domestic

goods to respond to adverse shocks to domestic supply chains by shifting sourcing abroad. Trade can also help particular groups.

3.4 List of lessons and lesson development

No	Lesson titles	Objectives	Periods
3.1	Describing personal recent business activities	<p>Knowledge and understanding</p> <p>-Recognize words and expressions used to describe the business.</p> <p>Skills</p> <p>-Introducing her/himself and others in business.</p> <p>Attitudes & values</p> <p>-Appreciate work done by different people in business.</p>	3
3.2	Describing one's business opportunities and business plans	<p>Knowledge and understanding</p> <p>-Recognize words and expressions used to describe business opportunities and business plans.</p>	3
3.3	Describing future business activities	<p>Skills</p> <p>Talk about international trade. Read texts about Rwanda's international trade and also about a multinational company in Rwanda.</p> <p>Attitudes & values</p> <p>Appreciate the contribution of international trade in the development of the country.</p>	3
3.4	Language structure: Present perfect tense – Present perfect continuous tense – Adjectives	<p>Knowledge and understanding</p> <p>Identify the use of simple present perfect tense and present perfect continuous, adjectives as well.</p> <p>Skills</p> <p>Use of simple present perfect tense and present perfect continuous when describing international trade.</p> <p>Attitudes and values</p> <p>Appreciate community services Offered by accountants.</p>	3
3.5	End unit assessment		2

Lesson 3.1. Describing personal recent business activities

a) Lesson objectives

Knowledge and understanding

- Recognize words and expressions used to describe the business.

Skills

- Introducing her/himself and others in business.

Attitudes & values

- Appreciate work done by different people in business.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector. The teacher may also use internet to download a movie that shows people talking to one another in community service.

3.1.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers

1. Three difficulties that Ms. Mukamana faced when opening her own business area: a very little capital, no connections in the fashion world and people who thought her idea was impracticable.
2. In order to start business, Mukamana tried to design her own collection of twenty clothing items.
3. Special character traits that helped Ms. Mukamana succeed in her own new profession are: being creative, hardworking, and persistent/ determined to succeed.
4. Ms. Mukamana started sewing her first collection in her sitting room.

5. Ms. Mukamana decided to call her collection “Made in Rwanda” because when the government of Rwanda stated increasing the price of second hand clothes in 2016, a strategy to promote the consumption of locally made products took place. The rationale is to increase exports and reduce import surplus. The more the country sells a lot of locally-produced products to other countries, the more balance of trade is likely to be achieved. This the reason why Ms. Mukamana decided to start Made in Rwanda company.
6. After Ms mukamana got that her clothes were in high demand, She expanded her business and hired more tailors.
7. The fact proves that “Made in Randa” is a successful company is that other people have copied her business and her clothes are on high demand across the country.

B. Vocabulary

Activity 2: Match the following words and phrases in column A with their meaning in column B

Possible answers

1. f
2. h
3. c
4. d
5. g
6. b
7. e
8. a

3.1.2 Application activities

Activity 1: Using given words construct complete and meaningful sentences.

Possible answers

Answers will be different as students write complete and meaningful sentences according to their classification and structure. Ask them to exchange their books and guide them to correct one another’s sentences.

Writing skills

Activity 2: In not more than 300 word discuss the ways that Rwanda has used to satisfy its high population despite its small size.

Possible answer

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And student should respects all grammar rules, well-structured sentences, use of punctuations, spellings etc....Besides, teacher should make sure if the student also tried to refer to the importance of Rwanda to integrate in International trade.

Lesson 3.2 Describing one's business opportunities and business plans

a) Lesson objectives

Knowledge and understanding

- Recognize words and expressions used to describe business opportunities and business plans.

Skills

- Talk about international trade. Read texts about Rwanda's international trade and also about a multinational company in Rwanda.

Attitudes & values

- Appreciate the contribution of international trade in the development of the country.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector. The teacher may also use internet to download a movie that shows people talking to one another in community service.

3.2.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the following dialogue. Read it twice. Exchange roles for the second reading.

Possible answers

1. When Kayitesi has finished school, she intends to become a businesswoman.
2. Kayitesei has realized that men and women need to work hard in order to build the economy of the country.
3. The reason why Kayitare is hesitant about women travelling overseas, he thinks that travelling abroad is usually done by men.
4. Kayitare fears that being too independent, men may refuse to marry women who are too independent.
5. No, a person does not have to go overseas to buy products for a business because nowadays products can be bought locally, although there might perhaps be a smaller variety.

Activity 2: Reading comprehension and vocabulary

Possible answers

1. Kagabo and Karenzi were firstly excited because they thought the parents were going to buy the suits for them.
2. The lessons they learn from the experience are different lessons, include: to save, to negotiate, to avoid loans on expenditure etc. Therefore don't expect the same answers.
3. According to the story the importance of budgeting is to help to save, to know how to get money, the exact amount one will pay etc.
4. Answers will differ because students spend differently

A. Vocabulary

Activity 2: Match the following words from the story with their meanings:

Possible answers

1. D
2. C
3. A
4. B
5. F
6. E

3.2.2 Application activities

A. Writing skills

Activity 1: Summary writing

Possible answer

Answers will be different. Students should follow the order of writing a good paragraph topic sentence, supporting sentences and concluding sentence. In introductory sentence they should say what they are going to talk about, in the supporting sentences they explain what they are talking about and in concluding sentence summarizes what they have said by giving recommendation or piece of advice. And student should respects all grammar rules, well-structured sentences, use of punctuations, spellings etc.... Remember that a well returned paragraph must have Unity and Coherence.

Composition writing

Possible answer

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And student should respects all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 3.3 Describing future business activities

a) Lesson objectives

Knowledge and understanding

- Recognize words and expressions used to describe future business activities.

Skills

- Talk about international trade. Read texts about Rwanda's international trade and also about a multinational company in Rwanda.

Attitudes & values

- Appreciate the contribution of international trade in the development of the country.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector. The teacher may also use internet to download a movie that shows people talking to one another in community service.

3.3.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions related to it.

Possible answers

1. Kind of business Karamage is talking about is buying and selling goods.
2. The advantage that the speaker has that will help him become successful in his business is the following:
 - a) He already has a small shop. ii. He has a brother working the business in kigali.
 - b) He has ready customers (students).
 - c) He has advisors like his teacher and brother.
 - d) He is studying Accounting option related to his business.
3. The challenges he is likely to meet include:
4. Failing to pay a loan he wants to get.
5. Fear of taking risks can make him stop in case he makes losses.
6. The business being too big and failing to manage it, etc.
7. Yes, I would advise Karamage to get a loan for this business because of the following reasons:
 - If he gets a loan and invests it wisely, he will be able to get enough stock to satisfy customers.
 - The loan can help him open other branches and expand.
 - It is hard for him to get all the capital at once with a small business, so a loan will boost him.

To those who say no can say:

- Getting a loan should be the last option since he is still new in business.
- He should be patient and grow slowly with no debts to pay.
- If money from a loan is stolen, his business will collapse.

8. Karamage is studying what is related to his business because accounting option plays a vital role in running a business because it helps you track income and expenditures, ensure statutory compliance, and provide investors, management, and government with quantitative financial information which can be used in making business decisions.

B. Vocabulary

Activity 2: Choose the correct alternative for the statements given and write the answer in your exercise book.

Possible answers

1. C
2. C
3. A
4. C
5. B
6. A
7. B
8. A
9. C
10. A

3.3.2 Application activities

A. Writing skills

Activity 1: Letter writing

Write a formal letter applying for a loan from the Bank for your business.

Possible answer

Open ended question. The teacher looks at the format of the letter, coherence of ideas, punctuations, grammar, and content to help give constructive feedback.

- Answer will depend on each student's business plan.
- Steps for the business should be clear.

Points to consider:

- What does the customer do? (Is he/she an employee or business person?)
- Why does the writer need a loan (what is he/she going to use it for)?
- How will she or he pay it back (how much per-month and for how long)?
- Who are his/her guarantors in case she/he fails to pay?

3.5 Language structure: Present perfect tense – Present perfect continuous tense – Adjectives

Present perfect tense

Activity 1: Complete the sentences using the present perfect.

Possible answers

1. She hasn't gone
2. Have you seen it
3. I've forgotten / I have forgotten
4. he hasn't replied
5. has it finished
6. The weather has changed
7. You haven't signed
8. have they gone
9. He hasn't decided yet
10. I've just seen her / I have just seen her

Present perfect continuous tense

Activity 2: Exercise Present Perfect Continuous Tense

Possible answers

1. I **have been beginning** my journey on Thursday.
2. She **has been coming** from Tokyo.
3. We **have not been going** to play without our coach.
4. He **has been leading** his whole teammates in the tournament.
5. The farmer **hasn't been spreading** the fertilizers due to a lack of money.
6. He **has been bleeding** from his toes since 2 o'clock.
7. You **must have been cutting** your hair from that salon.
8. We **have been hearing** this nonsense since 2017.
9. An athlete **has been quitting** the race because of the wound.
10. **Have you been forgiving** your son for his mistake?
11. **Has** the Director **been casting** the same actor in his 2nd movie?
12. The gold digger machine **has been digging** in this region for so long.
13. She **has been holding** his father's hands tightly.
14. Amol **has not been sowing** the seeds on his farm due to the rain.
15. What **have you been thinking** about the attendance in your college?

Adjectives

Activity 1: Read the given sentences below and circle the adjectives.

Possible answers

1. Sly
2. Selfish
3. Foolish
4. Enough
5. Brave
6. Fantastic
7. Heavy
8. Several
9. Several
10. Glorious
11. Eventful
12. Wis

3.6 End unit assessment

Activity 1: Put the verb into the present perfect simple or present perfect continuous.

Possible answers

1. Have you been playing
2. Somebody has broken
3. Have you been working
4. Have you ever worked
5. has she gone
6. I have had
7. I have been watching
8. He has appeared
9. I haven't been waiting
10. you have been crying
11. it has stopped
12. They have been playing
13. I have lost _____ Have you seen
14. I have been reading _____ I haven't finished
15. I have read

Activity 2: Put in the correct word.

Possible answers

1. carefully
2. selfishly
3. suddenly
4. sudden
5. badly
6. awful
7. terribly
8. comfortable
9. clearly
10. safe
11. safe
12. safely

Activity 3: Circle the answer that represents the adjective in each sentence.

Possible answers

1. C
2. A
3. C
4. B
5. A
6. C
7. C
8. A
9. B
10. C

Activity 4: Formal letter writing

Possible answers

Open ended question. The teacher looks at the format of the format letter (Sender's address, receiver's address, date, salutation, and reference), coherence of ideas, language use, content, ending, name and signature.

Points to emphasize are: reducing the interest rate, risk of his asset to be taken, to save regularly for loan servicing etc.

Additional activities

Remedial activities

For slow learners who may not have mastered the use present perfect and present perfect continuous tense, the teacher may give them the following activity.

Complete the sentences using the present perfect.

1. Sally is still here. _____ (she / not / go) out.
2. I can't find my bag. _____ (you / see / it) anywhere?
3. I can't log on to the website. _____ (I / forget) my password.
4. I sent Joe an email this morning, but _____ (he / not / reply).
5. Is the meeting still going on, or _____ (it / finish)?
6. _____ (the weather / change). It's colder now.
7. _____ (you / not / sign) the form. Could you sign it now, please?
8. Are your friends still here, or _____ (they / go) home?
9. Paul doesn't know what he's going to do. _____ (he / not / decide / yet).
10. 'Do you know where Julia is?' 'Yes, _____ (I / just / see / her).'

Possible answers to the above remedial activities

1. She hasn't gone
2. Have you seen it
3. I've forgotten / I have forgotten
4. he hasn't replied
5. has it finished
6. The weather has changed
7. You haven't signed
8. have they gone
9. He hasn't decided yet
10. I've just seen her / I have just seen her

Consolidation activities

Put the verb into the present perfect simple or continuous.

1. Where have you been? _____ (you / play) tennis?
2. Look! _____ (somebody / break) that window.
3. You look tired. _____ (you / work) hard?
4. '_____ (you / ever / work) in a factory?' 'No, never.'
5. Where's Lisa? Where _____ (she / go)?
6. This is a very old book. _____ (I / have) it since I was a child.
7. 'Have you been busy?' 'No, _____ (I / watch) TV.'
8. My brother is an actor. _____ (he / appear) in several films.

9. 9 'Sorry I'm late.' 'That's all right. _____ (I / not / wait) long.'
10. 10 Are you okK? You look as if _____ (you / cry).

Possible answers to the above consolidation activities

1. Have you been playing
2. 2. Somebody's broken / Somebody has broken
3. Have you been working
4. Have you ever worked
5. Has she gone?
6. I've had / I have had
7. I've been watching / I have been watching
8. He's appeared / He has appeared
9. I haven't been waiting
10. you've been crying / you have been crying

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is to keep them busy when the teacher is with the slow and average learners.

4 UNIT

Business and money

4.1 Key unit competence

To use language learnt in the context of business and money

4.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, Business and money, students should have prior information on Business and money. They could also remember related topics on Business and money learnt in General studies and communication skills, Entrepreneurship, and other possible subjects.

Students may have information on Business and money heard from different people both within and out of Rwanda and more importantly learnt how to behave when they get money and own Businesses. They might equally have learnt from primary and ordinary level about Business and money and how business people can contribute for the development of the country. Teachers should take this as a great opportunity and help the learners to start on that prior experience of the learners which will lead to the effective implementation of different activities intended in this unit.

4.3 Guidance on the introductory activity

Ask students to observe the pictures on the introductory activity in this unit and answer questions under it. Give them time to critically think about the questions and move around to help some of the students with special needs. Randomly select a representative from each pair/group to present findings to the rest of the class and harmonize the activity together.

Possible answers on the introductory activity.

1. The qualities of a good business man are:
 - Work in a team
 - Disciplined
 - Willingness to learn
 - Creativity
 - Resilient
2. The environmental factors for business are:
 - technological factors
 - economic factors

- social factors
 - political factors
 - cultural factors
3. The type and size of business depends on someone's capital. People of different levels of finance can do business. That's why there the small, medium and big businesses.

4.4 List of lessons and lesson development

No	Lesson title	Learning objectives	Periods
4.1	Describing business and money	<p>Knowledge and understanding</p> <p>Recall words and expressions used in the context of business and money</p> <p>Skills</p> <p>Write texts about business and money for sharing information</p> <p>Attitudes & values</p> <p>Listen to speeches or conferences of professional business persons for information</p>	3
4.2	Describing the role of money	<p>Knowledge and understanding</p> <p>Recognize phrasal verbs specially used in the context of business and money</p> <p>Skills</p> <p>Read texts about business and money for information.</p> <p>Attitudes and values</p> <p>Set priorities to reduce unnecessary expenses</p>	2
4.3	Describing marketing	<p>Knowledge and understanding</p> <p>Explain words and phrases used in financial context</p> <p>Skills</p> <p>Read texts about business and money for information.</p> <p>Attitudes and values</p> <p>Adopt the culture of saving and job creation.</p>	2

4.4	Describing a business	<p>Knowledge and understanding</p> <p>Explain words and phrases used in financial context.</p> <p>Skills</p> <p>Listen to speeches or conferences of Professional business persons for information.</p> <p>Attitudes and values</p> <p>Show trust, honesty and integrity in money Exchange.</p>	2
4.5	Language structure	<p>Knowledge and understanding</p> <p>Apply words and phrases to make meaningful sentences.</p> <p>Skills</p> <p>Use the Phrasal verbs used in business and money correctly</p> <p>Attitudes and values</p> <p>Respect taxation laws</p>	2
4.6	End unit assessment		1

Lesson 4.1 Describing business and money

a) Lesson objectives

Knowledge and understanding

- Recall words and expressions used in the context of business and money

Skills

- Write texts about business and money for sharing information

Attitudes & values

- Listen to speeches or conferences of professional business persons for information

b) Teaching and learning resources

This lesson, In the teacher may use Photographs, internet, text books, etc. The teacher may also use internet to download a movie that shows accountants at their working place.

4.1.1 Learning activities

Guidance on learning activities 4.1.1: Reading and text analysis

Guidance on the text 4.1.1

For this learning activity 4.1.1, the teacher may pair or group up the students and give them a few minutes to read Text1: Profit making in business and Text2: Functions of Money and make sure that it is clear to all students.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions on it.

Possible answers

1. No, businesses should not be done in any way that can make profit.
2. These customers or clients will shift to competitors and not return to the original company or business.
3. They take this risk to because they want products to be sold and inventory to be cleared while satisfying customers and retaining them for the long haul.
4. These services makes older customers happier while also drawing newer ones in the bargain.

4.1.2 Application activities: Vocabulary and sentence writing

A. Vocabulary

Activity 1: Use a dictionary and thesaurus to look up the meanings of the words or phrases below.

Possible answer

Ethics: moral principles that govern a person's behavior or the conducting of an activity. **Morality:** principles concerning the distinction between right and wrong or good and bad behavior.

Negotiable: open to discussion or modification.

Non-negotiable: not open to discussion or modification.

Outset: the start or beginning of something.

Distributors: an agent who supplies goods to retailers.

Aggrieved: feeling resentment at having been unfairly treated.

To haul: to transport something, usually by road:

Bargain: an agreement between two or more people or groups as to what each will do for the other.

B. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow.

Possible answers

1. The system that was used previously in the old ages before money as the medium of exchange is barter trade
2. Portability and divisibility of money is the system of exchange that replaced barter trade. It eased the system of exchange.
3. It is important to make it difficult to forge money because forged money will increase money in the economic system which leads to inflation and in turn money will lose value.
4. Good money should be scarce because if it is common, it would lose value due to increase in demand.
5. To prevent people from forging money, money must be made of features and quality that cannot be easily forged.

Sentence construction and summary

Activity 1: Sentence construction

The teacher should check the sentences constructed by the students. Encourage them for well-constructed sentences and correct the wrong sentences where necessary.

Activity 2: Summary

Do revision on summary writing and then tell them to write summaries putting emphasis on the role of money.

Lesson 4.2 Describing the role of money

a) Lesson objectives

Knowledge and understanding

- Recognize phrasal verbs specially used in the context of business and money

Skills

- Read texts about business and money for information.

Attitudes & values

- Set priorities to reduce unnecessary expenses

b) Teaching and learning resources

In this lesson, the teacher may use Photographs, internet, text books, etc. The teacher may also use internet to download a movie that describes the role of money.

4.2.1 Learning activities

Possible answers to comprehension questions.

1. The system that was used previously in the old ages before money as the medium of exchange is barter trade
2. Portability and divisibility of money is the system of exchange that replaced barter trade. It eased the system of exchange.
3. It is important to make it difficult to forge money because forged money will increase money in the economic system which leads to inflation and in turn money will lose value.
4. Good money should be scarce because if it is common, it would lose value due to increase in demand.
5. To prevent people from forging money, money must be made of features and quality that cannot be easily forged.

4.2.2 Application activity

1. The teacher should check the sentences constructed by the students. Encourage them for well-constructed sentences and correct the wrong sentences where necessary.
2. Do revision on summary writing and then tell them to write summaries putting emphasis on the role of money.

Lesson 4.3 Describing marketing

a) Lesson objectives

Knowledge and understanding

- Explain words and phrases used in financial context

Skills

- Listen to speeches or conferences of professional business persons for information.

Attitudes & values

- Adopt the culture of saving and job creation.

b) Teaching and learning resources

In this lesson, the teacher may use photographs, internet, text books, etc. The teacher may also use internet to download a movie that describes marketing.

4.3.1 Learning activities

A. Reading comprehension

Activity 1: Read the text below and answer the question related to it.

Possible answers

1. The previous work experience of Hope helped her to get and do her current job because she first worked in that hotel and proved that the selection of crafts in that hotel was poor for sale to guests. When his cousin Jimmy came to the hotel one day, he suggested asking the hotel if we could take over the tourist shop and by using the previous experience she did the work well.
2. Advice for young people about how to succeed as an employee or in your own business is: love and respect your work, ask for advice from experienced people, do not fear to ask for a loan when your business is well planned, you can start with a small business-medium-big.
3. Advantages of running your own business is that you can have your employment, employ other people and make a reasonable living for you and your family.
4. Hope has become a successful entrepreneur because she is creative, she loves her work and asks for advice from more experienced people.

4.3.2 Application activity

A. Sentence construction and debate

Activity 1: Sentence construction

Tell and help the students to construct good sentences by using these words and phrases:

- a) grant
- b) small-scale industry
- c) earnings
- d) running a business
- e) reasonable living

Activity 2: Debate

Debate on the importance of cashless economy over cash economy

Lesson 4.4 Describing a business

a) Lesson objectives

Knowledge and understanding

- Explain words and phrases used in financial context.

Skills

- Listen to speeches or conferences of professional business persons for information.

Attitudes & values

- Show trust, honesty and integrity in money exchange.

b) Teaching and learning resources

In this lesson, the teacher may use photographs, internet, text books, etc. The teacher may also use internet to download a movie that describes business.

4.4.1 Learning activities

Possible answers to comprehension questions.

1. It is company A. explain for the students how.
2. Explain to the students all the disadvantages of making profits out of bounds of the law and legal provisions.
3. The examples of the basic needs of a business man are: the ability to keep serving customers, keep monetary inflows coming in and keep retaining and maintaining employees and employment levels overall

4.4.2 Application activity

Vocabulary and composition writing

Activity 1: Vocabulary

The teacher should help the learners to make correct different sentences using the following words:

- Skyrocketing
- Goodwill gesture
- Depletion
- Stakeholders
- Stakeholder

Activity 2: Composition writing

The teacher should guide the students to write a composition on how to maximize profit in the business while following business ethics.

Lesson 4.5 Language structure

a) Lesson objectives

Knowledge and understanding

- Apply words and phrases to make meaningful sentences.

Skills

- Use the Phrasal verbs used in business and money correctly

Attitudes & values

- Apply words and phrases to make meaningful sentences.
- Respect taxation laws

b) Teaching and learning resources

In this lesson, the teacher may use photographs, internet, text books, etc. The teacher may also use internet and other books for more practice about Phrasal verbs used in business and money.

4.5.1 Learning activities

Possible answers

- | | |
|-----------------|-----------------|
| 1. come up with | 11. find out |
| 2. point out | 12. turned out |
| 3. taken on | 13. come back |
| 4. went out | 14. came out |
| 5. came into | 15. is going on |
| 6. grow | 16. got out |
| 7. set up | 17. went out |
| 8. get out | 18. set up |
| 9. came | 19. take on |
| 10. picked up | 20. came back |

4.6 End unit assessment

Activity 1: Read the text and fill in the gaps with one of these words.

Possible answers

heir consultant investing shares deal franchise
location deposit expenses loss fired sale
chain profit ceo

Activity 2: Now find the matching phrasal verb in the text:

Possible answers

set up cut back run out of come into take off
back out take over go under give up call off
work out work out

Activity 3: Complete the following sentences by choosing the most appropriate phrasal verb from the list given. Make sure you conjugate them as well.

Possible answers

dawned on take off called off turn down turn off
take off Go through Call in fill in brought up
sold out broke down take up hold on give away

Writing skills

Activity 4: Write an essay on the following topic do not exceed 300 words
Imagine you are a shopkeeper. What would you do to attract more customers?

Possible answer

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc.....

Additional activities

Remedial activities

For slow learners who may not have mastered the language structure of the unit, the teacher may give them activities that are easier to help them catch up.

Consolidation activities

For the average students who may have understood the lesson but still need to attain the high level of performance, give them more activities for deep development of competences.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is to keep them busy when the teacher is with the slow and average learners.

5 UNIT

Cultural exchange and African development

5.1 Key unit competence

To use language learnt in the context of cultural exchange and African development.

5.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, Cultural exchange and African development, students should have prior information on cultural exchange. They could also remember related topics on cultural exchange learnt in General studies and communication skills, Entrepreneurship, and other possible subjects.

Students may have information on cultural exchange heard from different people both within and out of Rwanda and more importantly learnt how to behave when they go to live in a place of a different culture. They might equally have learnt from primary and ordinary level about cultural exchange and how culture can contribute for the development of the country. Teachers should take this as a great opportunity and help the learners to start on that prior experience of the learners which will lead to the effective implementation of different activities intended in this unit.

5.3 Guidance on the introductory activity

Ask students to observe the pictures on the introductory activity in this unit and answer questions under it. Give them time to critically think about the questions and move around to help some of the students with special needs. Randomly select a representative from each pair/group to present findings to the rest of the class and harmonize the activity together.

Possible answers on the introductory activity

1. Cultural exchange in general is defined as when people of two or more different backgrounds, trade ideas, feelings, stories and customs.
2. Cultural exchange adds value to lives by inspiring new forms of artistic expression. Visitors create new networks and learn how to talk and interact with people from other cultures. In addition, cultural exchange helps individuals to adjust and learn about new environments.

Africans can get new networks, e.g business and how to run it including where to get markets.

3. 3. Entrepreneurs make them, sell to other people who can do that business in the country or even outside our country.

5.4 List of lessons and lesson development

No	Lesson title	Learning objectives	Periods
5.1	Talking about cultural exchange towards African development	<p>Knowledge and understanding</p> <p>Identify words and expressions used in the context of cultural exchange and African development.</p> <p>Skills</p> <p>Read the story about cultural exchange and African development for information.</p> <p>Attitudes & values</p> <p>Appreciate the role of cultural exchange in the development of African countries.</p>	3
5.2	Describing cultural exchanges	<p>Knowledge and understanding</p> <p>Explain words and expressions used in the context of cultural exchange and African development.</p> <p>Skills</p> <p>Write on cultural exchange and African development for information.</p> <p>Attitudes and values</p> <p>Show interest in cultural practices of neighboring countries.</p>	3
5.3	Language Structure:	<p>Knowledge and understanding</p> <p>Recognize the use of comparatives and superlatives in the context of cultural exchange and African development.</p> <p>Skills</p> <p>Listen to a dialogue about cultural exchange in the context of business.</p> <p>Attitudes and values</p> <p>Respect other people's culture.</p>	3
5.4	End unit assessment		3

Lesson 5.1 Talking about cultural exchange towards African development

a) Lesson objectives

Knowledge and understanding

- Identify words and expressions used in the context of cultural exchange and African development.

Skills

- Read the story about cultural exchange and African development for information.

Attitudes & values

- Appreciate the role of cultural exchange in the development of African countries.

b) Teaching and learning resources

In this lesson, the teacher may use Photographs, internet, text books, maps etc. The teacher may also use internet to download a movie that shows different people with their culture.

Guidance on the text

For this learning activity 5.1.1, the teacher may pair or group up the students and give them time to read the Text: Cultural exchange and make sure that it is clear to all students.

5.1.1 Learning activities: Reading and text analysis

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers to comprehension questions.

1. Mass migrations, long-distance trade and imperial expansion campaigns. Explain these three points.
2. All cultures are transitory and dynamic as the society itself. Discuss this basing on this point
3. Perception is the manner in which an individual selects, evaluates and organizes stimuli into a meaningful experience.
4. In stereotypes there is no perception of individual behavior, instead, what is perceived is the behavioral norm of members a particular group.
 - Stereotype is most destructive if it is held subconsciously.
 - led the African to perceive any Whiteman not as an individual but as a member of an oppressive and exploitative class.

5.1.2 Application activities: Vocabulary and sentence writing

A. Vocabulary

Activity 1: Give the meaning of the following words and expressions as used in the above passage

Possible answers

1. Transitory: periods of medieval greatness
2. Dynamic: characterized by constant change, activity, or progress.
3. Hybrid: characterized by constant change, activity, or progress.
4. Symbol: a mark or character used as a conventional representation of an object, function, or process.
5. Societal boundaries: objectified forms of social differences manifested in un- equal access to and unequal distribution of resources (material and nonmaterial) and social opportunities.
6. Stereotype: a widely held but fixed and oversimplified image or idea of a particular type of a person or thing.
7. Suspicion: a feeling or thought that something is possible, likely, or true.
8. Entities: things with distinct and independent existence.
9. Settlers: people who moves with a group of others to live in a new country or area.

B. Writing skills

Activity 2: Write a 300 words composition on societal boundaries. The teacher should guide the students to write a good composition.

Lesson 5.6 Describing cultural exchanges

a) Lesson objectives

Knowledge and understanding

- Explain words and expressions used in the context of cultural exchange and African development.

Skills

- Write on cultural exchange and African development for information.

Attitudes & values

- Show interest in cultural practices of neighboring countries.

b) Teaching and learning resources

In this lesson, the teacher may use Photographs, text books, internet, maps, etc. The teacher may also use internet to download a movie that describes cultural exchange.

5.6.1 Learning activities: Reading and text analysis

A. Reading comprehension

Activity1: Read the passage bellow and answer the questions that follow.

Possible answers to comprehension questions.

1. Cultural exchange is simply sharing any aspects of your culture with someone else from a different background to you, and vice versa.
2. The best ways to learn about another culture is to speak to someone from that culture. Get to know them, learn from them, and talk about the differences and similarities in your beliefs and lifestyle and you'll see how powerful exchanging cultures can be.
3. Being able to share something you love with someone from another culture, and learn about how they do it, is a perfect example of cultural exchange. You can also choose specific destinations which are renowned for their style of whatever you like doing. Here are some examples of cultural exchanges that could relate to your interests. Example: Learning Languages, Cooking together, Music and Dancing.

5.6.2 Application activity

A. Vocabulary

Activity 1: Vocabulary and sentence construction

- a) Sexual orientation: Sexual orientation is an enduring pattern of romantic or sexual attraction to persons of the opposite sex or gender, the same sex or gender, or to both sexes or more than one gender.
- b) Superficial: Disapproving a group of people because they do not think deeply, and have little understanding of anything serious or important.
- c) Cultural exchange: it is when people of more different backgrounds trade ideas, feelings, stories and customs.
- d) Nuance: a subtle difference in or shade of meaning, expressions, or sound

B. Sentence construction

The teacher should guide the students to construct good sentences by using the following words and phrases: sexual orientation, superficial, cultural exchange, and nuance.

Lesson 5.7 Language structure

a) Lesson objectives

Knowledge and understanding

- Recognize the use of comparatives and superlatives in the context of cultural exchange and African development.

Skills

- Listen to a dialogue about cultural exchange in the context of business.

Attitudes & values

- Respect other people's culture.

b) Teaching and learning resources

In this lesson, the teacher may use photographs, internet, text books, etc. The teacher may also use internet and other books for more practice about comparison of adjectives.

Comparison of adjectives

Activity 1: Decide whether you have to use much or many.

1. Many
2. many
3. much
4. many
5. much
6. many
7. much
8. much

Activity 2: Decide whether you have to use a little or a few.

1. a few
2. a little
3. a little
4. a little
5. a few
6. a little
7. a few
8. a few

Activity 3: Decide whether you have to use some or any.

1. any
2. some
3. any
4. any
5. some
6. any
7. any
8. Some

Activity 4: Decide whether you have to use a little or a lot.

1. a lot
2. a little
3. a lot
4. a little
5. a little
6. a lot
7. a lot
8. a little

Activity 5: Decide whether you have to use fewer or less

1. Fewer
2. less
3. less
4. fewer
5. less
6. fewer
7. less
8. Fewer

5.5 End unit assessment

Activity 1: Fill in the comparatives and superlatives of the irregular adverbs and adjectives in the table below

Possible answers

Adjectives/adverbs	Comparative	Superlative
good/ well		
bad/badly		
much/ many/ a lot of		
little		
far	Better	
	Worse	
	More	
	Less	
farther	Best	
	Worst	
	Most	
	least	
farthest/furthest		

Activity 2: Fill in each blank with the correct form – adjective/ adverb, comparative or superlative.

Possible answers

1. More useful
2. More beautiful
3. Worse and worse
4. The older, the wiser
5. So quickly
6. More important
7. More comfortable
8. The less, the more
9. The most challenging
10. Much kinder

Activity 3: Put the adjectives between brackets in the correct form

Possible answers

tidier
Bigger
Better
Less
the most difficult
worse
as intelligent
the best
The hottest
the most talkative

Writing skills

Activity 4

Possible answer

Open ended question. The teacher looks at the format of the format letter (Sender's address, receiver's address, date, salutation, and reference), coherence of ideas, language use, content, ending, name and signature.

Additional activities

Remedial activities

For slow learners who may not have mastered the language structure of the unit, the teacher may give them activities that are easier to help them catch up.

Consolidation activities

For the average students who may have understood the lesson but still need to attain the high level of performance, give them more activities for deep development of competences.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is to keep them busy when the teacher is with the slow and average learners.

6 UNIT

Human rights and ethics

6.1 Key Unit Competence

To use language learnt in the context of human rights and ethics

6.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit Human rights and Ethics, students should have prior information about human rights and children abuses) that they learnt in senior three. Before carrying out different activities of this unit, the teacher should ask some questions that can help students to recall related knowledge

6.3 Guidance on the introductory activity

Tell students to join pairs and ask them to open their books. They observe 4 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 on the introductory activity

Human rights are the basic fundamental rights that we, as humans, are entitled to. Human rights mark everyone as free and equal, irrespective of age, gender, caste, creed, religion and nationality or any of them.

10th December reminds me of celebration of Human Rights Day that takes place on December 10th annually to honor the adoption of the Universal Declaration of Human Rights (UDHR).

The difference between Equality and Equity is that Equality means each individual or group of people is given the same resources or opportunities. Equity recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome. Example: if I give a rich woman and a poor woman each \$100 that will be an example of equality since I give both the same amount of money. But if I give a rich woman \$100 and a poor woman \$200, then it could be said I am trying to achieve equity by “fairly” giving the poor woman more help based on her financial situation.

Ethics is defined as a system of accepted beliefs that control behaviour, especially such a system based on morals.

For this question, students will have different answers.

Possible answers

- Everyone has the right to speak
- We all have the right to live
- No one should violate your rights
- We all have freedom to associate
- People in my community vote for their leaders.

6.4 List of lessons and lesson development

No	Lesson titles	Objectives	Periods
6.1	Describing rights of accountants	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify words and expressions used in the context of human rights, children rights, abuses , and ethics <p>Skills</p> <ul style="list-style-type: none"> - writing compositions talking about children’s rights ,human rights in general and ethics - talking about human rights, children’s rights and ethics. <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate that all people have rights and Responsibilities 	3
6.2	Describing ethics in accounting practices	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify words and expressions used in the context of human rights, children rights,abuses , and ethics <p>Skills</p> <ul style="list-style-type: none"> - writing compositions talking about children’s rights,human rights in general and ethics - talking about human rights, children’s rights and ethics. <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate that all people have rights and Responsibilities 	3
6.3	Fighting abuses	<p>Knowledge:</p> <ul style="list-style-type: none"> - Identifying some child abuse cases - Recognizing the ways of fighting child abuse 	

		skills: - Reading texts talking about child abuse stories - Writing compositions about fighting child abuses Attitudes and values - Defend their rights in case of abuse or injustice. - Advocate for the colleagues who have been victimized.	3
6.4	Language structure: Modal verbs and passive voice.	Knowledge - Recognize the use of could, should, may, can, should be able to, and the passive and active voice skills - Write sentences talking about children’s rights using modals and passive voice Attitudes and values - Defend their rights in case of abuse or injustice	3
6.5	End unit assessment		2

Lesson 6.1. Describing rights of accountants

a) Lesson objectives

Knowledge and understanding

- Identify words and expressions used in the context of human rights in general, and those of accountants

Skills

- Writing compositions talking about human rights

Attitudes & values

- Appreciate that all people have rights and responsibilities

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector....

6.1.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled

reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

Activity 1: Observe the picture bellow and answer the questions related to it.

Possible answers

1. One can define an Accountant as the process of systematic recording, measuring, and communication information about financial transactions. It's a system that provides quantitative information about a business or a person's financial position.
2. Duties of an Accountant are:
 - Assist auditors during the audit progress
 - Analyse company's business transactions and present in a detailed manner.
 - Keep track of the expenses
 - They meticulously supervise the inputting of financial into the ERP systems.
3. One can become an Accountant just after completing coursework in accounting, finance and pursue internship opportunities that allow you to gain experience of what you learnt.

A. Reading comprehension

Activity 2: Read the passage below and answer the questions that follow

Possible answers

1. An accountant is a professional who is responsible for keeping and interpreting financial records. Most accountants are responsible for a wide range of finance-related tasks, either for individual clients or for larger businesses and organizations employing them.
2. Conferring to the passage three types of accountant are: public accountants, management accountants, and government accountants.
3. The difference between accountant and bookkeeper is that bookkeeper will have earned at least an associate degree and focus on recording financial transactions while an accountant, on the other hand, will have typically earned at least a bachelor's degree in accounting, and is tasked with interpreting financial information rather than simply gathering it. In short, accountant can be bookkeeper but not all bookkeepers are accountants.

4. The duties and responsibilities of an account are:
 - Ensuring the accuracy of financial documents
 - Preparing and maintaining important financial reports
 - Evaluating financial operations to recommend best practices, identify issues and strategize solutions, and help organizations run efficiently
 - Offering guidance on cost reduction, revenue enhancement, and profit maximization
 - Conducting forecasting and risk analysis assessments

B. Vocabulary

Activity 2: Using dictionary find out the meaning of the following words and phrases as they bolded in the passage

Words and phrases	Meaning
1. Profession	Any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education
2. Budget	A plan to show how much money a person or organization will earn and how much they will need or be able to spend.
3. Responsibilities	Something that it is your job or duty to deal with
4. Financial records	the formal documents, which represents the transactions of a business, an individual or any other organization
5. Bookkeeper	Someone whose job is keeping an exact record of the money that has been spent or received by a business or other organization
6. Transactions	A completed agreement between a buyer and a seller to exchange goods, services, or financial assets in return for money.
7. Requirements	Something that you must do, or something you need
8. Management	The control and organization of something

6.1.2 Application activities

Activity 1: Read the passage bellow and complete the gaps with the following words

Possible answers

Professionals public individuals non-profits duties reports
 operations background duties professionals degrees requirements

Writing skills

Activity 2

In not more than 300 words discuss the advantages and disadvantages of being an accountant.

Possible answers

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 6.2 Describing ethics in accounting practices

a) Lesson objectives

Knowledge and understanding

- Identify words and expressions used in the context of ethics in accounting practices

Skills

- Writing compositions talking about accounting practices

Attitudes & values

- Appreciate that all people have rights and responsibilities

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector.

6.2.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the following passage, then answer the questions that follow

Possible answers

1. According to the passage, Accounting Ethics is the basic requirement which is to be followed by the accountant while doing accounts of an entity.
2. Accounting Ethics began from the year 1494.
3. The importance of Accounting Ethics as mentioned in the passage is to create a better Professional Environment as everyone has the proper mindset of maintaining a high level of ethical standards. Also, respect is given to that person who follows the ethics accurately in the workplace.
4. The reason why accounting ethics are mandatorily to be followed by each and every accountant it is because If the person does not follow it, then the person will be liable for the punishment decided by the governing bodies, so It creates fear in the person's mind and leads to follow-up appropriately.

B. Vocabulary

Activity 2: Match the following terms with their meaning

1. C
2. H
3. D
4. E
5. J
6. I
7. F
8. G
9. B
10. A

6.2.2 Application activities

Activity 1: Read the following sentences and complete the gaps with the following terms.

Possible answers

1. Assets
2. Liabilities

3. Debit
4. Credits
5. Net
6. Profit
7. Capital
8. financial statements
9. bookkeeper
10. auditors

Writing skills

Activity 2:

In not more than 300 word discuss the advantages of accounting ethics.

Possible answer

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 6.3 Fighting abuses

a) Lesson objectives

Knowledge and understanding

- Identify words and expressions used in the context of fighting abuses

Skills

- Writing compositions talking about fighting abuses

Attitudes & values

- Appreciate that all people have rights and responsibilities

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector..

6.3.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the following passage, then answer the questions that follow

Possible answers

1. The children's rights not respected in the passage include freedom from torture, right to education, right to eat, freedom of speech etc.....
2. Offences children would be beaten for are: 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. The cause that pushed the two boys to fight is being given a challenge where the one who crossed the line drawn would be considered 'a man'.
4. The consequences of their fighting is being beaten by an old man.
5. This community did not respect the rights of children. They seem to have been ignorant about rights and were following their culture without questioning.

6.3.2 Application activity

Activity 1: Give a synonym and opposite of the words below

Possible answers

Possible answers

Activity 2: Synonyms and opposites

Words	synonym	opposite
1. committed	Faithful/faithful	uncommitted
2. punishments	Penalties/fine	forgive
3. offences	Crimes	right acts
4. misbehave	Act up/disobey/ carry on	obey/act/conduct
5. responsibilities	Obligation/duty	irresponsibility

Writing skills

Activity 3:

Write a speech you would give during community works in your society, sensitizing people about children's rights violations.

Possible answer

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 6.4 Language structure: Modal verbs and passive voice

a) Lesson objectives

Knowledge and understanding

- Recognize the use of could, should, may, can, should be able to, and the passive and active voice

Skills

- Write sentences talking about children's rights using modals and passive voice

Attitudes & values

- Defend their rights in case of abuse or injustice.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector.

6.4.1 Learning activities: Reading and text analysis

Guidance on learning activities

Pick some sentences from the read passages and write them on the blackboard. Ask learners some questions that help them to discover the meaning of modals and active and passive voice. Give them time to practice using them. Students will open their books and read the summary of modals meaning and active and passive of the present tense uses

Activity 1: Fill in the blanks with appropriate modal auxiliary verbs.

Possible answers

- | | | | | |
|------------|--------------|-----------|-------------|-----------|
| 1. Can | 2. May | 3. Might | 4. May | 5. Might |
| 6. Must | 7. Must | 8. Will | 9. Ought to | 10. Shall |
| 11. Should | 11. Ought to | 12. Could | 13. Must | |
| 14. Will | | | | |

Passive voice

Activity 1: Change the sentences to passive voice.

Possible answers

Change the sentences to passive voice.

1. The large house has been built by the Browns.
 2. She was stung by a jellyfish while she was swimming.
 3. She was given a nice present.
 4. The new song is being sung by Jane.
 5. The house was destroyed by the storm.
 6. A lot of money was spent on the first shopping Saturday.
 7. How is that word written?
-
8. The flowers were watered every day.
 9. His parents were called to the office by the headmaster.
 10. The show will be directed by Ben.

6.5 End unit assessment

Activity 1: Look at the following sentences and choose the correct answer. Sometimes, there's more than one correct answer.

Possible answers

- 1.
2. B
3. B
4. B
5. A
6. C
7. A
8. C
9. A
10. B
11. A

Activity 2: Fill in the blanks with an appropriate modal auxiliary verb.

Possible answers

1. **Would** you mind posting this letter for me?
2. **Will** you lend me your bicycle?
3. You **shall** not come to my door again.
4. You **shall** regret this.
5. What **shall** we do now?
6. Parents **should** teach their children to be honest.
7. He **can** take rest if he is tired.
8. You **should** have told me before borrowing my car.
9. The students asked if they **could** go home early.
10. I **could** run faster when I was younger.

Activity 3: Complete the sentences below with either passive or active voice where applicable.

Possible answers

1. Are being abused
2. Has violated
3. Has been investigated
4. Are using
5. Is done
6. Are told
7. Being robbed
8. Is stolen
9. Are asked
10. Are denied
11. Are told
12. Are not reported
13. Are not informed
14. Are given
15. Are starting/ have

Writing skills

Activities: In not more 300 discuss the rules and responsibilities of an account.

Possible answer

Answers will be different. Students should follow the order of title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Additional activities

Remedial activities

For slow learners who may not have mastered the language structure of the unit, the teacher may give them activities that are easier to help them catch up.

Consolidation activities

For the average students who may have understood the lesson but still need to attain the high level of performance, give them more activities for deep development of competences.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is to keep them busy when the teacher is with the slow and average learners.

7 UNIT

National assets

7.1 Key Unit Competence

To use language learnt in the context of national assets

7.2 Prerequisite (knowledge, skills, attitudes and values)

Before students undertake this unit, they have knowledge about the national assets that they learnt in social studies (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 talking about national assets. Introduce the unit with some questions that relate to the above mentioned prerequisites.

7.3 Guidance on the introductory activity

Tell students to open their books. Guide them to the illustrations of introductory activity. They observe 4 pictures and interpret them by answering the questions related to those pictures. Give them time to share their answers to the whole class.

Possible answers on the introductory activity.

1. National assets are defined as useful or valuable quality things which belong to the country and serve to the country development. Example: Forests, schools, roads, lakes, markets, etc.
2. National assets should be taken care of because they serve the citizens in different ways and contribute to the economic development of a country.
3. In order to protect and conserve national assets, citizens should be taught how to take care of them, Shop wisely (buy less plastic and bring a reusable shopping bag), plant a tree (trees provide food and oxygen. They help to save energy, clean the air, and help combat climate change), replace and maintain them, etc.
4. Open-ended. The teacher looks at grammar, spellings, construction of sentences, coherence of ideas and content.

7.4 List of lessons and lesson development

No	Lesson titles	Objectives	Periods
7.1	Talking about national assets	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognizing the language used to talk about the national assets - Identifying some national assets (either artificial or natural) <p>Skills</p> <ul style="list-style-type: none"> - Reading texts about national assets - Writing about national assets in Rwanda - Talk about the national assets using relevant words and expressions <p>Attitudes and values</p> <ul style="list-style-type: none"> - Preserve the national resources 	3
7.2	Talking about the role of national assets	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognise words and phrases to use in talking about the role of national assets <p>Skills</p> <ul style="list-style-type: none"> - Read a text that talks about the role of national assets - Talk about national assets orally and in written words. <p>Attitudes and values</p> <ul style="list-style-type: none"> - Appreciate the contribution of tourism to the local Economy 	3
7.3	Talking about problems related to national assets	<ul style="list-style-type: none"> - Recognize some words used to describe the problems related to the national assets <p>Skills</p> <ul style="list-style-type: none"> - Read the passage related to problems related to the national assets - Write sentences talking about problems related to the national assets <p>Attitudes and values</p> <ul style="list-style-type: none"> - Show patriotism by - valuing national assets 	3

7.4	Language structure – Adverbs of frequency and determiners of quantity	<p>Knowledge</p> <ul style="list-style-type: none"> - Identify the uses of adverbs of frequency and - determiners <p>Skills</p> <ul style="list-style-type: none"> - Using adverbs of frequency and determiners to talk about natural assets <p>Attitudes and values</p> <ul style="list-style-type: none"> - show patriotism by valuing national assets 	3
7.5	End unit assessment		2

Lesson 7.1 Talking about national assets

a) Lesson objectives

Knowledge and understanding

- 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 & values.

- Preserve the national resources.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector..

7.1.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers to comprehension questions

1. Economic activities can be destructive to the environment when it comes to diversion of water courses, the extraction of minerals, emission of heat and gases into the atmosphere due to industrial processes, deforestation as a result of people using trees as raw materials to make commercial products and genetic manipulation of natural plants to have more produce at lower costs.
2. Other economic activities that can have negative effects on the environment include, mining, grazing, farming, and industries among others.
3. Environment degradation can be costly to the country in such way that the cost of land reclamation is high: these may involve restoration of green cover, cleaning up of landfills and protection of endangered species.
4. The negative impact of economic growth on the tourism industry is observed when the natural resources that serve as tourists' attraction sites are polluted and diminished, this impacts negatively on the tourism sector. When there are fewer tourists visiting a country, the revenue also goes down and as a result the socio-economic development of that country is affected.
5. Environment protection is related to socio-economic development in such way that a protect environment doesn't get polluted. Therefore, while pollution can cause diseases on the population, the population remains healthy. Thus, in addition to saving money they could use in medical procedures the healthy population is then more productive.

A. Vocabulary

Activity 2: Use a dictionary or a thesaurus to find out the meaning of the words in the table below.

Possible answers

Words	Meaning
1. Fertilizers	A natural or chemical substance which is spread on the land or given to plants, to make plants grow well
2. Pesticides	A chemical substance used to kill harmful insects, small animals, wild plants and other unwanted organisms
3. Produce	To make something or bring something into existence; or production
4. Adverse	Having a negative or harmful effect on something

Words	Meaning
5. Manipulation	To control something or someone
6. Restoration	The act or process of returning something to its earlier good condition or position
7. Landfills	Getting rid of large amounts of rubbish by burying it, or a place where rubbish is buried
8. Diminished	To reduce or be reduced in size or importance
9. Incurring	To experience something, usually something unpleasant, as a result of actions you have taken
10. Incapacitating	To make someone unable to work or do things normally, or unable to do what they intended to do
11. Depletion	Reduction

7.1.2 Application activities

Activity 1: Construct grammatically correct sentences with each of the above terms.

Possible answers

Answers will be different as students write complete and meaningful sentences according to their classification and structure. Ask them to exchange their books and guide them to correct one another's sentences.

Writing skills

Activity 2: Summary writing

Answers will be different. Students should follow the order of topic sentence, supporting sentences and concluding sentence. In introductory sentence they should say what they are going to talk about, in the supporting sentences they explain what they are talking about and in concluding sentence summarizes what they have said by giving recommendation or piece of advice. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc.... Remember that a well returned paragraph must have Unity and Coherence.

Activity 2: Composition writing

Answers will be different. Students should follow the format of composition: title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 7.2 Talking about the role of national assets

a) Lesson objectives

Knowledge and understanding

- Recognise words and phrases to use in talking about 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 & values

- Appreciate the contribution of tourism to the local Economy.

b) Teaching and learning resources

In this lesson, the teacher may use pictures, flash cards, markers, video, computer and a projector..

7.2.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers to the comprehension questions

1. In the above passage national assets that are described include: museums, national parks, forests, industries, genocide memorial sites, schools, public gardens, hospitals and police stations
2. We should conserve our environment because 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 rain water 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.

B. Vocabulary

Activity 2: Use a dictionary and thesaurus to look for the meanings of the words in the table below.

Possible answers

Words	Meaning
1. Wetlands	A large area of land covered with swamp
2. Swamps	Very wet soft land
3. Disposal	Being disposed nearby
4. Assets	A useful or valuable quality, skill or person
5. Recreation	A way of enjoying yourself when you are not working
6. Significant	Important or noticeable
7. Rainwater	Water that has fallen as rain, rather than water that has come from tap.
8. Exploitation	The use of something in order to get an advantage from it

7.2.2 Application activities

A. Writing skills

Activity 1: In not more than 300 words write about the ways of preserving public places and assets

Possible answer

Answers will be different. Students should follow the format of composition: title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And student should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 7.3. Talking about problems related to national assets

a) Lesson objectives

Knowledge and understanding

- 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 & values.

- Show patriotism by valuing national assets

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector.

7.2.1 Learning activities: Reading and text analysis

Guidance on learning activities

The teacher should ask students to read the text silently, and ask some questions to check if they have read. The teacher should invite some students to do modelled reading or may fluently read for them. He/she may invite different students to read aloud for the whole class and put them in groups to identify words and find their meaning using their dictionaries or internet. Thereafter students can answer comprehension questions and vocabulary.

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers to the comprehension questions

1. Volcanoes National Park is situated in the northwest region of Rwanda.
2. Animals that are found in the Virunga national park some of them are: Mountain Gorillas and their species.
3. The Volcanoes national 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.
4. The reason why Virunga National Park is regarded as a national asset it is because has provided revenue through tourism. This helps the government to run national projects.

A. Vocabulary

Activity 2: Use a dictionary and thesaurus to find out the meanings of the words.

Possible answers to vocabulary

Words	Meaning
1. Endangered	To put someone or something at risk or in danger of being harmed, damaged or destroyed
2. Species	A set of animals or plants in which the members have similar characteristics to each other and can breed with each other
3. Endowed	Capable, provided
4. Threatened	Caused harm or damage
5. Encroachment	To gradually take away someone else's rights, or to take control of someone's time, work, etc.

7.3.2 Application activities

Activity 1: Fill in the gaps in the passage with appropriate words in the box below.

Possible answers

1. visit 2. parks 3. all 4. in 5. Which 6. on
7. makes 8. Highest 9. a number 10. located 11. covered
12. inhabited 13. place 14. when 15. through 16. helps
17. loved 18. thing 19. the source 20. Favourable

Writing skills

Activity 2: Discuss the importance of Volcanoes National Park to the development of the country, don't exceed 300 words

Possible answer

Answers will be different. Students should follow the format of composition: title, introduction body and conclusion. In introduction they should say what they are going to talk about (thesis), in the body explain what they are talking about (rights and how they should be respected) and in conclusion summarize what they have said in the body. And students should respect all grammar rules, well-structured sentences, use of punctuations, spellings etc....

Lesson 7.4 Language structure – Adverbs of frequency and determiners of quantity

a) Lesson objectives

Knowledge and understanding

- Identify the uses of adverbs of frequency and determiners

Skills

- Using adverbs of frequency and determiners to talk about natural assets

Attitudes & values

- Show patriotism by valuing national assets

b) Teaching and learning resources

In this lesson, the teacher may use pictures, Flash cards, markers, video, computer and a projector.

7.2.1 Learning activities: Reading and text analysis

Guidance on learning activities

Pick some sentences from the read exploited passages and write them on the blackboard. Ask learners some questions that 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.

Adverbs of frequency

Activity 1: Choose and fill in the appropriate adverb of frequency.

Possible answers

- seldom/rarely/hardly ever/never
- always/usually/generally
- always
- seldom/rarely/hardly ever/never
- regularly
- always/usually/frequently
- regularly
- seldom/rarely/hardly ever/never
- usually/often
- sometimes/frequently/occasionally

Determiners of quantity

Activity 1: Choose the correct alternative to complete the sentences below:

Possible answers

1. Some
2. Any
3. Any
4. Some
5. Much
6. No
7. Many
8. A lot of
9. A little
10. None of

7.5 End unit assessment

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers

1. The importance of the forests is that forests absorb carbon dioxide and release oxygen, which helps to combat air pollution. Their roots hold moisture in the soil and prevent erosion. They are a habitat for many of our animal species.
2. It is important to prevent the pollution of our water. Polluted water causes diseases in people and animals and affects the quality of plants that grow near water. Pollution kills fish and other creatures in the water, depriving us of food.
3. The pollution of water by sewage in the cities can be prevented by building latrines far away from water sources.
4. Trees are the 'lungs' of the earth because they absorb carbon dioxide and release oxygen.
5. People cut down trees because they need wood for: building, making fires to cook, keep warm, and make charcoal.
6. Deforestation can be prevented by replacing the trees we chop down and by giving the young trees time to grow.

B. Vocabulary

Activity 2: Use dictionary and find out the meaning of the following words

Possible answers

Words	Meaning
1. Conservation	The protection of plants and animals, natural areas, interesting and important structures, buildings, especially from the damaging effects of human activity.
2. Ideology	A set of beliefs or principles.
3. Exploitation	The use of something in order to get an advantage from it.
4. Pollution	Damage caused to water, air, etc. by harmful substances or waste.
5. Sustainable	Able to continue over a period of time.
6. sewage	Waste matter such as water or human urine or solid waste

Activity 3: Choose the correct option to complete the sentences below.

Possible answers

Completing sentences with appropriate quantifiers

1. Much
2. Lot of
3. Little
4. Many
5. A lot of
6. Very little
7. Few
8. A little
9. Few
10. Little

Activity 4: Make grammatically correct sentences using the following terms and phrases.

Possible answer

Open-ended. The teacher looks at grammar, spellings, construction of sentences if it is simple, compound or compound-complex sentence, coherence of ideas and content.

Additional activities

Remedial activities

For slow learners who may not have mastered the language structure of the unit, the teacher may give them activities that are easier to help them catch up.

Consolidation activities

For the average students who may have understood the lesson but still need to attain the high level of performance, give them more activities for deep development of competences.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is to keep them busy when the teacher is with the slow and average learners.

8 UNIT

Media and business

8.1 Key Unit competence

To use language learnt in the context of media and reporting.

8.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, media and reporting, students should have prior information on it. They could also remember related topics on media and reporting learnt in General Studies and Communication Skills, Entrepreneurship, and other possible subjects.

Students may have information on media and reporting heard from different places like home, school. More importantly learnt how to behave when they are to report or work with media. They might equally have learnt from primary and ordinary level about media and reporting and how media and reporting can contribute for the development of an individual and the country. Teachers should take this as a great opportunity and help the learners to start on that prior experience of the learners which will lead to the effective implementation of different activities intended in this unit.

8.3 Guidance on the introductory activity

Ask students to observe the pictures on the introductory activity in this unit and answer questions under it. Give them time to critically think about the questions and move around to help some of the students with special needs. Randomly select a representative from each pair/group to present findings to the rest of the class and harmonize the activity together.

Possible answers on the introductory activity.

1. The role of media in business advertisement are:
 - Marketing role
 - Communication role
 - Economic role
 - Societal role
2. Advantages of social media advertising
 - Increased brand awareness. By promoting your business, products or services across social media, you are increasing brand awareness from the get-go.

- Improved brand loyalty.
- Higher conversion rates.
- Low cost advertising.
- User-friendly interface.
- In-depth analytics.

8.4 List of lessons and lesson development

No	Lesson title	Learning objectives	Periods
8.1	Describing words and expressions used in media.	<p>Knowledge and understanding</p> <p>Identify the words and expressions used in the context of media and business.</p> <p>Skills</p> <p>Listen to the radio and watch television news for processing information.</p> <p>Attitudes and values</p> <p>Appreciate different sources of information.</p>	3
8.2	Talk about advertisement in media	<p>Knowledge and understanding</p> <p>Explain words and expressions used in the context of media and business.</p> <p>Skills</p> <p>Talk about the importance of media in the business.</p> <p>Attitudes and values</p> <p>Read newspapers and magazines to remain updated about current events.</p>	3
8.3	Reported speech	<p>Knowledge and understanding</p> <p>Recognize the use of past tenses, passive voice, reported speech and connectors</p>	

		Skills Use reported speech in everyday life Attitudes and values Think critically about information given by using past tenses, passive voice, reported speech and connectors, ...	3
8.4	End unit assessment		3

Lesson 8.1 Describing words and expressions used in media.

a) Lesson objectives

Knowledge and understanding

- Identify the words and expressions used in the context of media and business.

Skills

- Listen to the radio and watch television news for processing information.

Attitudes & values

- Appreciate different sources of information.

b) Teaching and learning resources

In this lesson, the teacher may use newspapers, magazines, radio, television, projector, internet, textbooks, etc. The teacher may also use internet to download a movie that describes words and expressions used in media.

8.1.1 Learning activities

A. Reading comprehension

Activity 1: Read the passage below and answer the questions that follow

Possible answers to comprehension questions

1. Negative effects can be seen through the power of web, social media backlashes, misuse of metrics, and when viral content goes wrong which can cause risks for a business.
2. The positive effects can be seen through the growth of companies profits by enhancing customer relationships
3. The roles include providing information to consumers, connecting with stakeholders, heightening communication flow, creating hype about products, growing a larger audience base, expanding out beyond competitors, and thus generating sales.

4. The four factors that should be taken into consideration when deciding to integrate social media into the business include: determining what social media platform would best work with their business, determining the potential benefits from the use of social media, how the use of social media will differentiate them from competitors, and determining the impact of their marketing efforts.

8.1.2 Application activities

Vocabulary, sentence construction and composition writing

Activity 1: Vocabulary

Give the meaning of the following words and expressions as used in the above passage

Possible answers

1. The pros and cons: of something are its advantages and disadvantages, which you consider carefully so that you can make a sensible decision.
2. Platform: a means or opportunity to communicate ideas or information to a group of people.
3. Competitors: they are people, businesses, teams, or organizations that competes against you or your company. If somebody is trying to beat you in a race, that person is your competitor.
4. Blogs: are regularly updated websites or web pages, typically one run by an individual or small groups, that are written in an informal or conversational style.
5. Forum: a meeting or medium where ideas and views on a particular issue can be exchanged.
6. Firm: is a for-profit business, usually formed as a partnership that provides professional services, such as legal or accounting services.

Activity 2: Sentence construction

The teacher should guide the students to construct grammatically meaningful sentences by using the six words in (activity 1 above).

Activity 3: Writing composition

The teacher should guide the students to write a good composition on the positive effects of media and reporting on Business.

Lesson 8.2 Talk about advertisement in media

a) Lesson objectives

Knowledge and understanding

- Explain words and expressions used in the context of media and business.

Skills

- Talk about the importance of media in the business.

Attitudes & values

- Read newspapers and magazines to remain updated about current events.

b) Teaching and learning resources

In this lesson, the teacher may use newspapers, magazines, radio, television, projector, internet, textbooks, etc. The teacher may also use internet to download a movie that describes words and expressions used when advertising in media.

8.2.1 Learning activities

A. Reading comprehension

Activity 1: Read the following passage and answer the questions related to it.

Possible answers to comprehension questions

1. The reality of organic traffic on social media is tricky to earn, and going viral is next to impossible to predict.
2. Benefit of advertising on social media are: It boosts brand awareness, increases traffic, and offers insight into your current and potential customers.
3. Posting new content regularly keeps your audience engaged and improves your organic reach.
4. Because clients/audience can see that you are active and serious in your business
5. A business hashtag help you in quick social media advertising.

8.2.2 Application activities: Vocabulary and debate

Activity 2:

Vocabulary

1-m 2-l 3-k 4-j 5-l 6-h 7-g 8-f 9-e 10-d
d 11-c 12-b 13-a

Activity 3:

Debate

The teacher should guide the students to debate on a given motion.

Lesson 8.3 Language structure

a) Lesson objectives

Knowledge and understanding

- Recognize the use of past tenses, passive voice, reported speech and connectors.

Skills

- Use reported speech in everyday life

Attitudes & values

- Think critically about information given by using past tenses, passive voice, reported speech and connectors ...

b) Teaching and learning resources

In this lesson, the teacher may use photographs, internet, text books, etc. The teacher may also use internet and other books for more practice about reported speech.

8.3.1 Learning activities

Possible answers

Activity 1: Converting passive voice sentences into the active voice:

1. The garage door crushed Alana's toes.
2. You've likely heard of the passive voice.
3. Because there's a descriptive phrase, there are a few options when revising this sentence:
 - Someone had taken Rebeca's favorite spot in the lecture hall by the time she got to class.
 - By the time Rebeca got to class, someone had taken her favorite spot in the lecture hall.
4. When you overuse the passive voice, you often end up with flat writing.

Activity 2: Completing the sentences using appropriate active or passive verbs.

1. Was explained
2. Were built
3. Was caused
4. Were shown
5. Lent
6. Is frightened
7. Was painted
8. Was shocked
9. Being painted
10. Had been chosen.

Activity 3:

1. He was elected chairman.
2. The beggar was laughed at by the children.
3. The thief was caught by the guard.
4. The enemy barracks was attacked by the soldiers.
5. All the milk was drunk by the cat.
6. Snuff is taken by the old man.
7. The dog was hit with a stick.
8. The carriage will be ordered.
9. With a little effort anything can be accomplished.
10. Milk is often turned sour by a thunderstorm.

8.5 End unit assessment

Activity 1: Go through the sentences given below and identify the voice used.

Active voice

Active voice

Passive voice

Passive voice

Active voice

Active voice

Active voice

Passive voice

Passive voice

Active voice

Active voice

Passive voice

Active voice

Active voice

Active voice

Activity 2: Fill in the gaps with the correct form of passive voice

Possible answers

1. were said
2. was mourned
3. was carried
4. were flown
5. Were offered
6. was seen
7. were scared
8. was left
9. were tightly closed
10. were heard
11. was heard
12. was treated
13. was harmed
14. was excited
15. was taken
16. were filled
17. was seen

Additional activities

Remedial activities

For slow learners who may not have mastered the language structure of the unit, the teacher may give them activities that are easier to help them catch up.

Consolidation activities

For the average students who may have understood the lesson but still need to attain the high level of performance, give them more activities for deep development of competences.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is to keep them busy when the teacher is with the slow and average learners.

References

Book

1. Raymond Murphy. (2019). English Grammar In Use. Cambridge University Press

Electronic sources

1. Amo84. (2012, December 11). Tips on writing a good composition. Retrieved April 09, 2022, from Kenyaplex: <https://www.kenyaplex.com/resources/5955-tips-on-writing-a-good-composition.aspx#:~:text=A%20good%20composition%20has%20an,well%20using%20conjunctions%20where%20appropriate.>
2. Charles, L. (2013). MK Precise English Grammar for Secondary Level. Kampala: MK Publishers.
3. English Grammar Here. (2020). If Clause Type 2, Conditional Type 2. Retrieved April 09, 2022, from English Grammar Here: <https://englishgrammarhere.com/conditionals/if-clause-type-2-conditional-type-2/#:~:text=If%20Clause%20Type%20is,use%20to%20express%20the%20truth.>
4. Kioko, A., & Jepkirui, M. (2011). Spot on Grammar for Secondary Schools. Nairobi: Oxford University Press.
5. English Club. (1997). English Club. Retrieved January 25, 2023, from What are Phrasal Verbs: <https://www.englishclub.com/grammar/phrasal-verbs.htm>