



**ENGLISH LANGUAGE
FOR
ACCOUNTING OPTION**

TEACHER'S GUIDE BOOK 6

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FOREWORD

Dear student, Rwanda Basic Education Board is honoured to present English Language Teacher's Book 6 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.

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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 and Guidance on assessment.

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 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. More over, 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. The teacher should let students know that money should only be got in morally accepted ways.</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>

<p>Financial Education:</p> <p>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.</p>	<p>Through different texts, composition and essay writing, English teachers can lead students to discuss how to make appropriate financial decisions.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>Through a given lesson, a teacher should:</p> <ul style="list-style-type: none"> 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:

At the end of each unit, the teacher is advised to provide additional activities to help students achieve the key unit competence. These assessment activities are for remedial, consolidation and extension designed to cater for the needs of all categories of students; slow, average and gifted students respectively. Therefore, the teacher is expected to do assessment that fits individual students.

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**
 - a) Oral questioning: a process which requires a student to respond verbally to questions
 - b) Class activities/ exercise: tasks that are given during the learning/ teaching process
 - c) Short and informal questions usually asked during a lesson
 - d) 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:

1) 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.

2) 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.

3) 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.

Sample lesson plan

School Name: Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	.../.../20...	English	S6	2	2 of 5	80mins	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Visual impairment (1 short-sighted and 1 long-sightedness) =2							
Unit title							
People and business							
Key Unit Competence:							
To use language learnt in the context of people and business							
Title of the lesson							
Talking about different business opportunities in Rwanda							
Instructional Objective							
Using a passage, pictures and flashcards on which some words and their phonetic transcription are written, a senior six students will be able to read fluently the passage, accurately answer comprehension questions and faultlessly do application activities.							
Both short-sighted and long-sightedness students will be encouraged to wear their prescribed glasses to reduce visual fatigue and will be allowed to be visually focused for shorter periods of time.							
Plan for this Class (location: in / outside)							
This lesson will take place inside the classroom.							
Learning Materials (for all students)							
Pictures, flash cards, dictionaries, etc.							
References							
Senior five Student's Book and Senior Five Teacher's Guide.							
Timing for each step		Description of teaching and learning activity			Generic competences and cross cutting issues to be addressed + a short explanation		
Guided by the teacher, students will fluently read the passage, answer comprehension questions, retain its moral lesson and do application activities.							
Teacher's activities		Students' activities					
-Ask students to form groups of 3,4, ...		-Students form groups of 3,4, ...					
-Ask students to brainstorm business ideas in Rwanda.		- Students brainstorm business ideas in Rwanda.					
-Ask students to tell whether Rwanda is a good place to invest in.		-Students tell whether Rwanda is a good place to invest in.					
1. Introduction (5 minutes)					Communication This competence will be developed through working in groups.		

2. Development of the lesson : 50 minutes

<p>a) Discovery activity (30 minutes)</p>	<ul style="list-style-type: none"> - Ask students to read the passage individually and silently. -Walk around the room to ensure that all are focused on reading the passage -Distribute the paragraphs equally after they are through with the silent reading, and have a brief reading aloud session. 	<ul style="list-style-type: none"> - Students read the dialogue individually and silently. -Students focus on reading the passage -Read aloud alternatively according to how paragraphs are distributed. 	<p>Gender education</p> <p>This cross-cutting issue will be addressed through giving equal opportunities to both boys and girls.</p>
<p>b) Presentation and exploitation of learner's productions (30 minutes)</p>	<ul style="list-style-type: none"> - Ask students to identify new words and their meanings - Ask students to answer comprehension questions - Ask students to do application activity on sentence construction -Ask students to identify moral lessons from the passage. - Ask students to present their answers to class. 	<ul style="list-style-type: none"> - Identify new words and their meanings -Answer comprehension questions - Do application activity on sentence construction - Identify moral lessons from the passage - Students to present their answers to class. 	<p>Cooperation, interpersonal management and life skills</p> <p>This competence will be developed through working as a team, sharing experiences and respecting every one's views.</p>

<p>c) Summary/ conclusion (10 minutes)</p>	<p>-Ask students to write a summary explaining moral lessons from the passage</p>	<p>- Students write a summary explaining moral lessons from the passage</p>	<p>Research and problem solving Through this activity, students will be resourceful in finding answers to questions and solutions to problems.</p>
<p>3. Assessment (5 minutes)</p>	<p>-Check their answers, then congratulate and consolidate them -Tell learners to take home the application activity on composition as a homework</p>	<p>-Follow and be proud of the work well done - Take home the application activity on composition as a homework</p>	<p>Lifelong learning Students will take initiative to update knowledge and skills with minimum external support.</p>
<p>Teacher self-evaluation The teacher self-evaluation will depend on what students will have been able to do.</p>			

UNIT 1

Communication, International Relations and Cooperation

1.1 Key unit competence

To use language learnt in the context of communication, international relations and cooperation.

1.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, students are expected to have knowledge about Rwanda's membership with different regional and global organisations and treaties (COMESA, Great Lakes Region, EAC, etc.), expressing the role of Rwanda's integration within those organizations and treaties through both orally and in writing. The teacher can start this unit by asking some related questions to help students recall about it.

1.3 Guidance on the introductory activity

The teacher should give time to students to discuss the figures that relate to Communication, International relations and Cooperation.

Fig1: The figure shows diplomats at the end of their diplomatic mission to Rwanda. They are giving farewell to the Rwanda minister of Foreign Affairs.

Fig 2: The figure shows people forming a circle, holding one another's hand as a sign of unity, good relationship and cooperation. The inscription "UNITED WE STAND" in the middle of the circle explains it better.

Possible answers to questions from the introductory activity

- 1) This is an open-ended question. The teacher will check the answers from learners following the figure description above. Then he will appreciate learners' answers and give constructive feedback accordingly.
- 2) This is an open-ended question. The teacher will appreciate learners' answers and give constructive feedback accordingly.
- 3) This is an open-ended question. The teacher will appreciate learners' answers and give constructive feedback accordingly.

1.4 List of sub-headings/lessons

N.B: A lesson can be made of one or more periods. There can be single, double or triple period lessons.

#	Sub-headings	Learning objectives	Periods
1	1.1. Talking about types of communication.	Recognize concepts and expressions used in the context of communication. Talk about the rationale of communication. Appreciate the contribution of communication to Rwanda's international integration.	3
2	1.2. Describing elements, functions of communication and communication process	Recognize communication process and components of communication. Talk about the communication process and components of communication	3
3	1.3. Describing international relations and cooperation	Recognize Concepts and expressions used in the context of international relations and cooperation. Write about the importance and relevance of Rwanda's regional and international relations and cooperation. Appreciate the contribution of communication to Rwanda's international integration.	3
4	1.4. Treaties and agreements	Talk about the role of treaties in international relations and cooperation. Read texts about treaties.	2
5	1.5. Language structure: Uses of gerunds and ing -clauses and verbs used with either infinitive or ing -forms	Identify different uses of gerunds and infinitive. Use gerund to construct grammatically correct sentences.	2
	End unit assessment		1

Guidance on difference lessons

This unit contains some reading and writing activities to be conducted in the classroom. When teaching reading texts, the students read silently. The teacher asks them some questions to check whether they have read. The teacher should ask some comprehension questions provided in the student's book to check their reading comprehension. This can be done either individually, in pairs or in groups.

The unit also contains some writing activities (language structure (second and third conditionals) summary, composition writing, conducting research, etc.). Therefore, the teacher should help learners to take the following writing activities..

Lesson 1: Talking about types of communication

a) Learning objectives

The teacher may refer to the table above.

b) Teaching and learning resources

Photographs, textbooks, dictionaries

1.1.1 Learning activities: Reading and text analysis

Guidance on reading comprehension

The teacher may ask student to form groups of four students, and tell them to read the text. He/she should walk around the room to ensure that all are focused on reading the text. The teacher may distribute the paragraphs equally after they are through, and have a brief reading aloud session.

Activity 1: Reading comprehension

Possible answers to questions and activities

1. Operating on communication autopilot means to communicate without thinking.
2. No, the author does not think that operating on communication autopilot is a good idea for he says that we should actually think about how we communicate.
3. The four main types of communication are: verbal, nonverbal, written and visual communication
4. The type of communication used there was non-verbal communication.
5. The type of communication used there is visual communication.
6. This question is open-ended. The teacher should accept all right answers.
7. This question is open-ended. The teacher should accept all correct answers.

Activity 2: Vocabulary

Words/phrases	Meaning
On autopilot	doing something without thinking about it or without making an effort:
Chatting	Talking to someone in a friendly informal way.
Calibre	The degree of quality or excellence of someone or something.
Overarching	Most important, because including or affecting all other areas.
Sighing	Breathing out slowly and noisily, expressing tiredness, sadness, pleasure, boredom, etc.
Convey	To express a thought, feeling or idea so that it is understood by other people.
Memo	A message or other information in writing sent by one person or department to another in the same business organization.
Disseminate	To spread or give out something, especially news, information, ideas, etc., to a lot of people.
Embarrassment	The state of feeling anxious or uncomfortable.
Jeopardy	To be in jeopardy means to be in danger of being damaged or destroyed.
In perpetuity	For ever
ee	Used to express a range of emotions including surprise, anger, disappointment or joy, when reacting to a remark

1.1.2 Application activities: Sentence construction, summary writing, composition writing, research and presentation

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

This is an open-ended question. For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Activity 3: Composition writing

This is an open-ended activity. The teacher may remind the students how a composition is written. In the time of giving feedback to students, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations and context. Thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Activity 4: Research and presentation

This is an open-ended question. The teacher should appreciate the student answers and guide them on how to conduct this research. Then he/ she should appreciate their presentation and provide constructive feedback accordingly.

Lesson 2: Describing elements, functions of communication and communication process

a) Learning objectives

The teacher may refer to the table above.

b) Teaching and learning resources

Photographs, textbooks, dictionaries

1.2.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

The teacher may ask student to read the text in groups. He/she may encourage them to go through it quickly in the first reading. He/she should remind them to read in a slower pace for purposes of comprehension during the second reading. The teacher takes a walk through to make sure reading is taking place. This will also help the teacher to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

Activity 1: Comprehension

Possible answers for comprehension questions

1. In a public speaking situation, the source is the person giving the speech. He or she conveys the message by sharing new information with the audience. The speaker also conveys a message through his or her tone of voice, body language, and choice of clothing. The speaker begins by first determining the message-what to say and how to say it. The second step involves encoding the message by choosing just the right order or the perfect words to convey the intended meaning. The third step is to present or send the information to the receiver or audience. Finally, by watching for the audience's reaction, the source perceives how well they received the message and responds with clarification or supporting information.
2. The second component of communication is the message. The message is the stimulus or meaning produced by the source for the receiver or audience. When you plan to give a speech or write a report, your message may seem to be only the words you choose that will convey your meaning. But that is just the beginning. The words are brought together with grammar and organization. You may choose to save your most important point for last. The message also consists of the way you say it-in a speech, with your tone of voice, your body language, and your appearance-and in a report, with your writing style, punctuation, and the headings and formatting you choose. In addition, part of the message may be the environment or context you present it in and the noise that might make your message hard to hear or see.
3. As a component of communication, the channel is the way in which a message or messages travel between source and receiver." When you speak or write, you are using a channel to convey your message. Spoken channels include face-to-face conversations, speeches, telephone conversations and voice mail messages, radio, public address systems, and voice over Internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, and so forth.
4. This is an open-ended question. The teacher should appreciate the learners' answers and provide constructive feedback accordingly. However, learners should show that, upon receiving the message, the receiver can analyse and interpret it in two ways. He can understand the real message that the source wished to convey. On the other hand, the receiver can fail to get the exact message from the source and interpret the message wrongly.

5. When we respond to the source, intentionally or unintentionally, we are actually giving feedback. Feedback is composed of messages the receiver sends back to the source. Verbal or nonverbal, all these feedback signals allow the source to see how well, how accurately or how poorly and inaccurately the message was received.
6. The three last components of communication: environment, context and interference.
 - The environment is the atmosphere, physical and psychological, where you send and receive messages. The environment can include the tables, chairs, lighting, and sound equipment that are in the room. The room itself is an example of the environment. The environment can also include factors like formal dress, which may indicate whether a discussion is open and caring or more professional and formal. As a speaker, your environment will impact and play a role in your speech. It's always a good idea to go check out where you'll be speaking before the day of the actual presentation.
 - The context of the communication interaction involves the setting, scene, and expectations of the individuals involved." A professional communication context may involve business suits (environmental cues) that directly or indirectly influence expectations of language and behaviour among the participants.
 - Interference, also called noise, can come from any source. Interference is anything that blocks or changes the source's intended meaning of the message. Psychological noise is what happens when your thoughts occupy your attention while you are hearing, or reading, a message. Interference can come from other sources, too. Perhaps you are hungry, and your attention to your current situation interferes with your ability to listen. Maybe the office is hot and stuffy.

If you were a member of an audience listening to an executive speech, how could this impact your ability to listen and participate? Noise interferes with normal encoding and decoding of the message carried by the channel between source and receiver. Not all noise is bad, but noise interferes with the communication process. For example, your cell phone ringtone may be a welcome noise to you, but it may interrupt the communication process in class and bother your classmates.

Activity 2: Vocabulary

Use a dictionary and thesaurus to look up the missing meanings of the words in the table below. Copy the table into your exercise notebook and fill in the blank spaces.

Word	Meaning
Integral	Necessary and important as a part of a whole, or contained within it.
Stimulus	Something that causes growth, activity, or reaction.
Memorandum	An official report about a particular subject that is written for a company, organization, or government to consider. It can also be defined as a short written report prepared specially for a person or group of people that contains information about a particular matter.
Unintended	Not intentional; happening unexpectedly or by accident.
Unintentionally	In a way that is not intentional (not on purpose).
Inaccurately	In a way that is not correct or exact.
Cue	A signal for someone to do or say something.
Stuffy	Lacking fresh air or ventilation.
Encoding	Changing something into a system for sending messages secretly, or representing complicated information in a simple or short way.
Decoding	Discovering the meaning of information given in a secret or complicated way.

1.2.2 Application activities: Sentence construction, Composition, Summary writing and debate.

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Activity 3: Composition writing

This is an open-ended activity. The teacher may remind the students how a composition is written. In the time of giving feedback to students, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations and context, and thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Activity 4: Debate

This is an open-ended question. The teacher will help learners by reminding rules that they have to follow during the debate. Then he will appreciate their work and provide constructive feedback.

Lesson 3: Describing international relations and cooperation

a) Learning objectives

The teacher may refer to the table at the beginning of the unit.

b) Teaching and learning resources

Photographs, textbooks, dictionaries, newspapers and videos of international meetings

1.3.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

The teacher should allow active learning participation as students read the text; he/she should motivate them and encourage gender participation:

- Let students work in groups.
- The teacher can also do model reading or randomly pick a student to read aloud. After, he/she may ask students to present their answers to the class

Activity 1: Comprehension questions

Possible answers to comprehension questions

1. Economic diplomacy, narrowly defined, is concerned with international economic policy questions. Commercial diplomacy, on the other hand, consists mainly of assistance to the promotion of exports and foreign direct investment (FDI), and access to raw materials.
2. Yes, commerce can influence diplomacy. The teacher should check the explanations of students.
3. It means that they were supported by their sovereigns at home.

4. In a few exceptional cases, major trading companies, with the blessing of their sovereigns at home, themselves established full-blown embassies, not only financing them but also appointing and sharing in the instruction of ambassadors.
5. Commercial diplomacy was given a strong fillip in the late nineteenth century because international rivalry had intensified for markets.
6. Diplomatic protection is the procedure employed by the State of nationality of the injured person to secure protection of that person, and to obtain reparation of the internationally wrongful act inflicted

Activity 2: Vocabulary

Words/phrases	Meaning
Embassies	An embassy is a group of people who represent their country in a foreign country or the building that these people work in.
Consulates	The office where a consul works.
Sovereigns	Kings or queens, or people with the highest power in a country.
Consular posts	Where consuls work from.
Rivalry	Competition for the same objective or for superiority in the same field.
Shafts	A shaft is a long passage, either vertical or sloping, through a building or through the ground.
Fillip	Something which causes a sudden improvement:
Breach of contract	Breach of contract is a legal cause of action and a type of civil wrong, in which a binding agreement or bargained-for exchange is not honoured by one or more of the parties to the contract by non-performance or interference with the other party's performance

1.3.2 Application activities: Sentence construction, summary, paragraph writing, research and presentation

Activity 1: Sentence construction

This is an open-ended question. The teacher should check the grammaticality of sentences.

Activity 2: Summary writing

This is an open-ended activity. The teacher may remind the students how a composition is written. In the time of giving feedback to students, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations and context, and thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Activity 3: Paragraph writing

This is an open-ended question. The teacher should check the grammaticality of sentences.

Activity 4: Research and presentation

This is an open-ended question. The teacher should appreciate the students' answers and guide them on how to conduct this research. Then he/ she should appreciate their presentation and provide constructive feedback accordingly.

Lesson 4: Treaties and agreements

a) Learning objectives

The teacher may refer to the table at the beginning of the unit.

b) Teaching and learning resources

Photographs, textbooks, dictionaries, newspapers and history books.

1.4.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

To facilitate students, the teacher may ask students to form groups and read the passage quietly. He/she should walk around the classroom, ensuring all are focused on reading the passage. He/she may distribute the paragraphs after they are through and have a brief read aloud session.

Activity 1: Reading comprehension

Possible answers to questions and activities

1. This is an open-ended question. Answer may include: helping countries to increase their level interaction with regard to economic, security, political, or social and cultural issues.

2. The term “joint infrastructure projects” means the project of building infrastructure that belongs to or is shared between two or more countries.
3. The role of EAC played in telecommunication is realising one area network, where there are no roaming charges.
4. Rolling out the Standard Gauge Railway will further ease movement of goods
5. The United Arab Emirates is one of Rwanda’s main sources of investors.

Activity 2: Vocabulary

- a) Integration: The action or process of mixing with and join society or a group of people, often changing to suit their way of life, habits and customs.
- b) Anchor: Someone or something that gives support when needed.
- c) Roaming charges: Roaming charges are legitimate fees that consumers are contractually obligated to pay. Roaming charges may apply when you travel and leave your ‘home’ network area and ‘roam’ onto the network or coverage area of another provider.
- d) Rolled out: To make a new product, service, or system available for the first time/ To flatten or spread with a roller, or to leave, or to move on wheels.
- e) Bilateral agreements: Agreements between two parties.
- f) Pacts: Formal agreements between two people or groups of people.
- g) Reciprocation: behaviour in which two people or groups of people give each other help and advantages.
- h) Hospitality: The food, drink, etc. that an organization provides in order to keep its guests happy.
- i) Prospects: The possibility that something good might happen in the future.

1.4.2 Application activities: Sentence construction and composition writing

Activity 1: Sentence writing

This is an open-ended question. The teacher should check the grammaticality of sentences.

Activity 2: Composition writing

This is an open-ended question. The teacher should appreciate the students' answers and provide feedback.

Lesson 5: Language structure- Uses of gerunds

Guidance on grammar

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. 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. Thereafter, he/she may give some activities related to the language structure studied to check if that structure was well mastered by student. 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 the use of gerund in sentences in the extracts given. Listen to their answers and harmonize them to match the target language structure to be taught.

The use of gerunds, **ing-clauses** and verbs used with either “**infinitive or ing-forms**”

Possible answers to the language structure questions

Choosing the correct verb from the brackets to complete the sentences

- 1) I'd forgotten going to Canada when I was small, but then my parents showed me the photos.
- 2) I always forget to set my alarm for Monday morning.
- 3) She tried to read the whole book but it was very long and complicated
- 4) You'll be OK. I remember being really nervous on my first day too!
- 5) Try watching the video with subtitles. This might help you understand better.
- 6) She had to stop halfway through the race to repair the wheel on her bike.
- 7) Remember to pack your swimming costume in case we go to the pool.
- 8) He's stopped taking French classes and changed to Spanish.
- 9) Kamali is good at dancing.
- 10) Rutebuka couldn't give up smoking.

Spelling and pronunciation

Possible answers to question on Spelling and pronunciation

A. Spelling and dictation

As a teacher, read the paragraph below to learners and ask them to listen carefully

without writing. Then, read for them different sentences giving them reasonable time to copy down what you read. Finally, read again to allow learners to check and correct their mistakes. Then write the paragraph on the chalkboard, mark learners' copies and give constructive feedback. You can also ask the learners to exchange their copies and mark one another.

Paragraph for dictation

It was said a few years ago that if the human race is wiped out in the next 50 years it will not be because of disease or an asteroid hitting the earth, but because of foreign policy and international relations. In a world where thousands of nuclear weapons exist and more countries are trying to acquire them, where suicide terrorist strikes come without warning and thousands die each day from poverty caused by the way the international system operates, we need to know about and understand international relations.

B. Phonetic transcription

Answers to phonetic transcription

Word	Phonetic transcription
Calibre	/ˈkælibə/
Overarching	/ˌəʊvəˈrɑːtʃɪŋ/
Jeopardy	/ˈdʒepədi/
Perpetuity	/ˌpɜːpəˈtʃuːəti/
Stimulus	/ˈstɪmjələs/
Cue	/kju/
Consulates	/ˈkɒnsjələt/
Sovereigns	/ˈsɒvərɪnz/
Rivalry	/ˈraɪvəlri/

1.6 End Unit Assessment

Activity 1: Filling in blank space with the correct word from the brackets.

- Historically, diplomacy meant the conduct of official, usually bilateral, relations between sovereign states.
- A diplomat an official whose job is to represent one country in another, and who usually works in an embassy.
- The office where a consul works is called a consulate.
- Braille is a system of printing for blind people, in which each letter is represented as a raised pattern which can be read by touching with the fingers.
- Sign language is a system of hand and body movements representing words, which is used by and to people who cannot hear or talk.

Activity 2: Choosing the correct form of the verbs (infinitive or gerund)

1. Kamali stopped to see whether he had not forgotten his driving license.
2. I always forget to take my pills.
3. I tried to talk to him but he couldn't listen.
4. I am keen on working in the computer industry.
5. Kalisa decided to see a doctor.
6. Leila enjoys reading love stories.
7. Do you intend to learn Italian or English?
8. Do you mind helping me wash the dishes?
9. Alan asked to talk to the boss
10. I can't help laughing when I watch Mr Been.
11. If Sara keeps coming to work late, she'll have problems with the boss.
12. Liza hates studying Maths.
13. Are you interested in living in Africa?

Activity 3

This is an open-ended question. The teacher may consider guidance provided in second sub-unit.

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. The teacher may, for example, write sentences of the verbs used with either infinitive or -ing forms

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 not only to keep them busy when the teacher is with the slow and average learners but also help them exploit their capabilities.

UNIT 2 People and Businesses

2.1 Key Unit Competence

To use the language learnt in the context of people and businesses

2.2 Prerequisite (knowledge, skills, attitudes and values)

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

Students may have information on business proposals as studied in Entrepreneurship senior five. Students are also expected to know about some challenges faced by business people as they study economics and entrepreneurship. Teachers should take that as a great opportunity and help them to build on that prior experience for the effective implementation of different activities intended in this unit.

2.3 Guidance on the introductory activity

Ask students to observe the pictures (in student's book on page 26) and ask them to work in pairs when answering questions on unit 2 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 to the introductory activity.

1. The correlative connectors used in the sentence are **“either...or”**.
2. This is an open-ended activity. The teacher should ensure the grammaticality of sentences and see if sentences make sense.
3. This is an open-ended activity but students may explain that the Dubai is home to a wide range of cultural and economic variations, has a stable and enabling political system, capital flows are based on strong revenue streams, the tax environment is friendly and trade laws are highly favourable.
4. This is an open-ended activity but students may mention challenges like lack of funds, lack of time, trouble finding good employees, difficulties balancing growth and quality, etc.

2.4 List of lessons/subheadings

No	Lesson title	Learning objectives	Periods
1	2.1 Talking about business investment in the world	<p>-State words and expressions used in business investment in the world.</p> <p>-Write and read about business investment taking care of the correct use of correlative connectors.</p> <p>-Socialize in our changing world.</p>	3
2	2.2 Talking about different business opportunities in Rwanda	<p>-Recognise words and expressions that are used to describe different business opportunities in Rwanda.</p> <p>-Write and read about different business opportunities in Rwanda taking care of the correct use of correlative connectors.</p>	2
3	2.3 Talking about business proposal/project proposal	<p>-Recognise words and expressions that are used in business proposal</p> <p>-Show the difference between a business plan and a business proposal.</p>	3
4	2.4 Describing challenges faced by business people.	<p>-Recognise words and expressions that are used to describe challenges faced by business people in both speech and writing.</p> <p>- Describing challenges faced by business people in both speech and writing.</p>	3
5	2.5 Language Structure: Correlative connectors	-Correctly use correlative connectors while talking and writing about business investment.	2
6	2.6 End of unit assessment		1

Guidance on different lessons

Lesson 1: Talking about business investment in the world

a) Lesson objectives

- State words and expressions used in business investment in the world.
- Write and read about business investment taking care of the correct use of correlative connectors.
- Socialize in our changing world.

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 show student different business places.

2.1.1 Learning activities

Guidance on learning activities: Reading and text analysis

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.

Activity 1: Reading comprehension

Globalization and International Investment

1. Potential risks and profit opportunities are within easier reach thanks to improved communications technology.
2. Positive relations between countries help in improving their economies by enabling those countries to increasingly unify their economies through increased investment and trade. This opens new markets and new opportunities in those countries. (the teacher should accept any reasonable answers)
3. The role of brokerage firms in global markets investment is to provide their clients with the opportunity to purchase shares in companies around the world since those firms are able to access international stock markets.
4. Since globalization gives to investors the opportunity to purchase shares in companies around the world most businesses try to stay competitive with their counterparts in other parts of the world in order to stay internationally competitive.
5. Connected economies are compelled to continue to invest in each other in order to protect their economic health and acquire new profits.

Activity 2: Vocabulary

Words/phrases	Meaning
a) Globalization	Globalization is the process by which businesses or other organizations develop international influence or start operating on an international scale.
b) Opportunities	An opportunity is occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something
c) Stock purchasing	Stock purchasing is the action of buying ownership of the shares of a company by investors. Stocks are shares in the ownership of a company, or investments on which a fixed amount of interest will be paid.
d) Stocks	Stocks are shares in the ownership of a company, or investments on which a fixed amount of interest will be paid.
e) Brokerage firm	Firms/companies that arrange transactions between buyers and sellers for a commission when the deal is executed.
f) Labour	Work, especially physical work.
g) Arbitrage	The simultaneous buying and selling of securities, currency, or commodities in different markets or in derivative forms in order to take advantage of differing prices for the same asset.
h) Supply	Supply is a fundamental economic concept that describes the total amount of a specific good or service that is available to consumers.
i) Knit	Unite or cause to unite.

Activity 3: Reading comprehension

Rise of Dubai: How Dubai became a global business Hub

1. Before the discovery of oil almost 50 years ago, Dubai's economy was built on the trade of pearl-fishing oil.
2. Dubai is so special in terms of economy compared to its neighboring nations in the United Arab Emirates since it does not only depend on oil and gas. It has also built its economy on business and tourism.
3. Dubai does have restrictive laws and policies prohibiting foreign ownership and employment. It has established special zones with regulations that allow foreign investment and support specialized businesses to boost its economy.

4. Dubai's location plays a big role in making it a global business Hub for the country is strategically located near a global crude oil transit point. It is incredibly well-connected to emerging markets, making it a well-positioned trade center within easy reach of major international financial capitals. Its major ports act as major shipping hubs.

2.1.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Lesson 2: Talking about different business opportunities in Rwanda

a) Lesson objectives

- Recognise words and expressions that are used to describe different business opportunities in Rwanda.
- Write and read about different business opportunities in Rwanda. Taking care of the correct use of correlative connectors.

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 show student different businesses that can be invested in in Rwanda.

2.2.1 Learning activities

Guidance on learning activities: Reading and text analysis

- The teacher should allow active learning participation as students read the text.
- He/she should motivate them and encourage gender participation.
- He/she should let students work in groups.

- The teacher can also do model reading or randomly pick a student to read aloud. After, he/she may ask students to present their answers to the class.

Activity 1: Reading comprehension

Business Ideas in Rwanda in 2021

1. Many African indigenes are leaving their continent there are too many problems in Africa, such as lack of jobs and opportunities.
2. To stop indigenes from leaving their continent, Rwanda is finding new and even more exciting business trends that bring in a lot of income.
3. The three business ideas in Rwanda mentioned in the passage are exporting local foods, off-grid solar energy and digital financial services.
4. The negative side of exporting unprocessed food is that the exported raw material is transformed into premium gourmet coffee and chocolate by factories located in Europe and North America. These products are then imported and sold in Africa at high prices.
5. Solar energy has become the most attractive business opportunity in Africa because the demand for off-grid solar solutions is massive in the continent.
6. Fintech is sector to invest in Africa because in Africa, there are many unbanked individuals. Many people own mobile devices, but only a handful have access to formal financial services. Such statistics propose a vast market for fintech indeed.

Activity 2: Vocabulary

- a) **Deadly:** Causing or able to cause death.
- b) **Lucrative:** Producing a great deal of profit.
- c) **Off-grid:** Not using or depending on public utilities, especially the supply of electricity.
- d) **Edible:** Fit to be eaten
- e) **Unprocessed:** Not having had any sort of chemical or industrial treatment in order to preserve it, or improve its taste or appearance.
- f) **Business opportunity:** A business opportunity is the chance to take advantage of an occurrence in the market for business gain. It is what makes some businesses succeed while others fail.
- g) **Attractive:** Pleasing or appealing to the senses.
- h) **Business footprint:** The Company's geographic market/ the range of operation of a business.
- i) **Fintech:** products and companies that employ newly developed digital and online technologies in the banking and financial services industries.

2.2.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Project work

This is an open-ended activity. The teacher may remind the students how a composition is written. In the time of giving feedback to students, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations and context, and thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Lesson 3: Talking about business proposal/project proposal

a) Lesson objectives

- Recognise words and expressions that are used in business proposal.
- Show the difference between a business plan and a business proposal.

b) Teaching and learning resources

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

2.3.1 Learning activities

Guidance on learning activities 2.3.1: Reading and text analysis

To facilitate students, the teacher may ask students to form groups and read the passage quietly. He/she should walk around the classroom, ensuring all are focused on reading the passage. He/she may distribute the paragraphs after they are through and have a brief read aloud session.

Activity 1: Reading comprehension

The difference between a business plan and a business proposal

1. FALSE
2. FALSE
3. TRUE
4. TRUE
5. TRUE
6. FALSE
7. FALSE

Activity 2: Vocabulary

- a) **Interchangeably**: in a way that can be exchanged without making any difference or without being noticed:
- b) **Proposal**: a suggestion, sometimes a written one.
- c) **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:
- d) **Illustrate**: to show the meaning or truth of something more clearly, especially by giving examples
- e) **Ideally**: used when describing the perfect situation:
- f) **Entail**: to make something necessary, or to involve something:
- g) **Scope**: the opportunity for doing something

2.3.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to make a summary.

Lesson 4: Describing challenges faced by business people

a) Lesson objectives

- Recognise words and expressions that are used to describe challenges faced by business people in both speech and writing.
- Describing challenges faced by business people in both speech and writing.

b) Teaching and learning resources

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

2.4.1 Learning activities

Guidance on learning activities 2.4.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Activity 1: Reading comprehension

Business Challenges Every Small Business Struggles with and how to fix them

1. The three major challenges mentioned in the passage are finding customers, keeping up with the market and welcoming changes.
2. Yes, big companies also face the challenge of finding customers since have people working hard every single day to find new customers.
3. Keeping up with the market is one of the biggest challenges in business because market research isn't something you do as a one-off when you launch your business. You have to keep updating and upgrading your business according to new needs.
4. No, your success in the past doesn't ensure the success in future for things keep changing. Regularly revisiting and updating your business plan can help remind you of the changing market conditions and the need to respond to them.

Activity 2: Vocabulary

- a) **Also-ran:** a loser in a race or other contest, especially by a large margin.
- b) **Pitfalls:** a pitfall is a hidden or unsuspected danger or difficulty.
- c) **Household name:** a person or thing that is well known by the public.
- d) **Buyer personas:** A buyer persona is a semi-fictional representation of a company's ideal customer. It is based on research and data about existing and potential customers and paints a vivid picture of who the customer is, what they do, what their motivations are, and what their goals are.
- e) **One-off:** done, made, or happening only once.
- f) **Complacency:** a feeling of smug or uncritical satisfaction with oneself or one's achievements.

2.4.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Project work

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love writing.

Lesson 5: Language Structure: Correlative connectors

a) Lesson objectives

- Correctly use correlative connectors while talking and writing about business investment.

b) Teaching and learning resources

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

2.5.1 Learning activities

Guidance on learning activities 2.5.1: Reading and text analysis

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. 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. For example, the teacher can ask students to identify correlative connectors in this sentence from the passage. Competitive companies have increasingly turned to global markets as a source not only of new customers but also of production locations and partners for new ventures. Thereafter, he/she may give some activities related to the language structure studied to check if that structure was well mastered by student teachers. 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.

Possible answers to language structure exercise

Completing each sentence using the correlative connector pair from the parenthesis

1. I plan to take my vacation either in June or in July.
2. Whether I'm feeling happy or sad, I try to keep a positive attitude.
3. No sooner had I taken my shoes off than I found out we had to leave again.
4. Not only is dark chocolate delicious, but also it can be healthy.
5. I will be your friend whether you stay here or move away.
6. Both flowers and trees grow during warm weather.
7. Not only do we enjoy summer vacation, but we also enjoy winter break.
8. I knew it was going to be a bad day because I not only over slept but also missed the bus.
9. It's either going to rain or snow tonight.
10. Savoury flavours are neither sweet nor sour.

2.5 End unit assessment

Activity 1: Completing sentences using the correlative connector

1. I plan to take my vacation either in June or in July.
2. Whether I'm feeling happy or sad, I try to keep a positive attitude.
3. No sooner had I taken my shoes off than I found out we had to leave again.
4. Not only is dark chocolate delicious, but it also can be healthy.
5. I will be your friend whether you stay here or move away.
6. Both flowers and trees grow during warm weather.
7. Not only do we enjoy summer vacation, but we also enjoy winter break.
8. I knew it was going to be a bad day because I not only over slept but also missed the bus.
9. It's either going to rain or snow tonight.
10. Savoury flavours are neither sweet nor sour.

Activity 2: Re-write the following sentences as instructed.

1. He neither ate the cake nor let me throw it. /Neither did he eat the cake nor did he let me throw it.
2. My cow gives as five liters of milk every day as yours.
3. My house is not only big in the neighbourhood but also in the city./
Not only is my house big in the neighbourhood but also in the city.
4. Not only is the goat sick but it also has a broken leg.
5. He neither greeted the visitors nor smiled at them. /Neither did he greet the visitors nor did he smile at them.

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. The teacher may, for example, write sentences and tell them to underline correlative connectors.

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 the deep development of competences. The teacher can use the activities below:

1. Which of the following two sentences accurately uses correlative conjunctions to avoid a double negative?

A. The base is so high, I can't hear neither the vocals nor the drum.

B. The base is so high, I can hear neither the vocals nor the drum.

The answer is A because in order to avoid a double negative when using the correlative conjunctions neither and nor, a positive verb must be used. The verb can is positive, allowing the proper use of neither and nor.

2. Does the following sentence show an accurate use of correlative conjunctions?
- Both the pool and the sprinkler did their part to cool everyone off during the hot summer day.

No, the sentence doesn't show an accurate use of correlative conjunctions because **pronoun agreement** must be ensured when using **correlative conjunctions**. *Pool and sprinkler* are both singular nouns, but the pronoun *their* is plural. The pronoun *its* should be used instead of *their*.

3. Which of the following two sentences accurately uses correlative conjunctions to avoid a double negative?
- A. I would rather go to school than stay home.
- B. I would rather go to school than home.

The answer is A because in order to ensure parallel structure, the correlative conjunctions must connect parts of a sentence with equal value. Sentence 'b' connects a verb phrase with a noun, while sentence 'a' connects a verb phrase with another verb phrase.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is not only to keep them busy when the teacher is with the slow and average learners but also help them exploit their capabilities.

UNIT 3 National Service and Self-Reliance

3.1 Key Unit Competence

To use language learnt in the context of national services and self-reliance

3.2 Prerequisite (knowledge, skills, attitudes and values)

This unit, “*National services and self-reliance*” may seem strange to students, but the teacher should play a pivotal role by simply reminding them that they have already participated in national service programmes. The teacher may for example explain to them that *Itorerero*; the one they participate in every week, is one of the most important national service programmes. The teacher may ask them other questions to measure their knowledge on the national service programmes and self-reliance, and then build on the answers they give to successfully introduce the unit.

3.3 Guidance on the introductory activity:

Before answering questions on the introductory activity, the teacher should guide the students through the observation process by telling them to take note of objects, shapes, colours and the position of people in each picture. During the interpretation stage, the students should support their claims by referring to the observations they made earlier.

Possible answers to the introductory activity

1. In Fig.1, Young people are being trained in itorerero.
2. In Fig.2, someone is being given a cow in “One cow per family programme (Gira inka) .”
3. This is an open-ended question. The teacher should accept all correct answers.
4. This is an open-ended question too. However, the teacher should orient learners’ answers so that they underscore the contribution of performance contract in helping the government to hold leaders accountable.

3.4 List of lessons/subheadings

N°	Lesson title	Learning objectives	Periods
1	Talking about national service and self-reliance rationale.	-Identify words and expressions related to national service and self-reliance for Rwanda. -Write about national service and self-reliance programs for Rwanda -Talk about local national service programs.	3
2	National services programs in Rwanda: -Non-military national services	-Identify words and expressions related to national services programs in Rwanda -Talk about national services programs in Rwanda in both speech and writing.	2
3	National services programs in Rwanda -Military national service	-Identify words and expressions related to national services programs in Rwanda -Talk about national services programs in Rwanda in both speech and writing.	2
4	Language structure: Coordinate connectors	-Correctly use coordinate connectors while talking and writing about service and self-reliance.	3
5	End of unit assessment		2

Guidance on different lessons

Lesson 1: Talking about national service and self-reliance rationale

a) Lesson objectives

- Identify words and expressions related to national service and self-reliance for Rwanda.
- Write about national service and self-reliance programs for Rwanda
- Talk about local national service programs.

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 show student different images related to national service and self-reliance rationale.

3.1.1 Learning activities

Guidance on learning activities 3.1.1: Reading and text analysis

- The teacher should allow active learning participation as students read the text.
- He/she should motivate them and encourage gender participation.
- He/she should let students work in groups.
- The teacher can also do model reading or randomly pick a student to read aloud. After, he/she may ask students to present their answers to the class.

Activity 1: Reading comprehension

Rwanda's self-reliance

1. This question is open-ended. The teacher should accept all correct answers.
2. Yes, Rwanda can accept external help but it doesn't want to be dictated. The evidence from the passage is where H.E Paul Kagame is reported to have said: "We're not saying we can do without external assistance, but we don't want to be imposed upon and dictated to in return for help."
3. The ideas of self-reliance and dignity were, according to Golooba-Mutebi, shaped by the refugee experience of some of Rwanda's ruling elites.
4. The word "legacy" in the sixth paragraph refers to the experience of living on their own.
5. This question is open-ended. The teacher should accept all correct answers.
6. One gets to the position of doing things for themselves, by having a strong economy, and a healthy and educated population.

Activity 2: Vocabulary

Words/phrases	Meaning
Self-reliance	The quality of not needing help or support from other people
Partnership	<ul style="list-style-type: none">•The state of being a partner or partners.•An association of two or more people as partners.
Proponent	A person who advocates a theory, proposal, or course of action.
Dignity	The state or quality of being worthy of honour or respect.
Elites	A select group that is superior in terms of ability or qualities to the rest of a group or society.

Words/phrases	Meaning
Plight	An unpleasant condition, especially a serious, sad, or difficult one.
Legacy	Something left or handed down by a predecessor.
Autonomy	The right of an organization, country, or region to be independent and govern itself.

Activity 3: Reading comprehension

1. The journalist used the term “one youth umbrella group” to mean Rwanda Youth Volunteers in Community Policing Organisation (RYVCPO).
2. Jean Bosco Mutangana’s words prove that Rwanda Government cares about youth. Jean Bosco Mutangana says “ Our country has invested in us through education, taught us good values of patriotism...”
3. Human security and community development activities conducted by the youth volunteers since 2013 are of a paramount importance for they are valued at over Rwf630 million.
4. RYVCPO want to increase the membership because they want to drive change among the young generation should be the voice and power of transformation.
5. The article was published on January 24, 2018.

Activity 4: Vocabulary

Words/phrases	Meaning
Drive	To provide the power to keep a machine working, or to make something happen.
Patriotism	The feeling of loving your country more than any others and being proud of it.
Pioneers	a pioneer is a person who is one of the first people to do something
Afforestation	The process of planting trees, or sowing seeds, in a barren land devoid of any trees to create a forest.
Drug abuse	The habitual taking of illegal drugs. The use of certain chemicals for the purpose of creating pleasurable effects on the brain.
Heifer	A young cow, especially one that has not yet given birth to a calf (= baby cow).
Rehabilitate	To return something to a good condition.

3.1.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Lesson 2: National services programs in Rwanda (-Non-military national services)

a) Lesson objectives

- Identify words and expressions related to national services programs in Rwanda
- Talk about national services programs in Rwanda in both speech and writing.

b) Teaching and learning resources

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

3.2.1 Learning activities

Guidance on learning activities 3.2.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Activity 1: Reading comprehension

Agaciro Development Fund (AGDF)

1. Agaciro Development Fund is the Rwanda's sovereign wealth fund whose aim is to achieve self-reliance. It was initiated by Rwandans on 15-16 December 2011 at the 9th National Dialogue Council chaired by His Excellency the President of the Republic of Rwanda Paul Kagame.
2. The Fund was set up to; build up public savings to achieve self-reliance, maintain stability in times of shocks to the national economy and accelerate Rwanda's socio-economic development goals.

3. The Fund is unique of its kind as it was created basing on voluntary contributions from Rwandans at home and abroad as well as friends of Rwanda while other sovereign wealth funds around the world have traditionally relied on budget surpluses, oil and mineral revenues for their constant growth.
4. The management of Agaciro Development Fund is ideal since it is managed by the Board of Trustees that was appointed by the Cabinet on 28 March 2014. And those Trustees are experienced persons with a variety of expertise in different areas of economy who are appointed from public and private sector.
5. The Board of Trustees is responsible for the oversight and management of the Fund's operations on behalf of Rwandans.
6. AGDF invests the collected funds to produce sizeable returns.
7. This is an open-ended question. The teacher should accept all correct answers.

Activity 2: Vocabulary

- a) **Embraced:** To embrace is to accept something enthusiastically.
- b) **Surpluses:** A surplus is the amount of money you have left when you sell more than you buy, or spend less than you own.
- c) **Trustees:** a trustee is a person, often one of a group, who controls property and/or money for another person or an organization: (the museum's board of trustees)
- d) **Oversight:** Management of an operation or process.
- e) **Accountable:** Someone who is accountable is completely responsible for what they do and must be able to give a satisfactory reason for it.
- f) **Complies with:** To comply with means to act according to an order, set of rules, or request.
- g) **Singled out:** To single something/somebody out means to choose one person or thing from a group for special attention, especially criticism or praise
- h) **Fiscal:** Relating to government revenue, especially taxes.
- i) **Resilience:** Ability to quickly return to a previous good condition:
- j) **Adverse:** Ability to quickly return to a previous good condition:
- k) **Whist:** quiet, silent
- l) **Momentum:** The force that keeps an object moving or keeps an event developing after it has started.

Activity 3: Reading comprehension

Performance Contract National Program

1. The set of home grown solutions is closely related to Rwandan cultural practices since it was drawn on aspects of Rwandan culture and traditional practices such as monthly community work and support to poor people.
2. The projects completed through Monthly community work include, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, and water canals.
3. This is an open-ended question. The teacher should accept all correct answers.
4. This is an open-ended question. The teacher should accept all correct definitions.

Activity 4: Vocabulary

Words/Phrases	Meaning
Decentralization	The act or process of decentralizing an organization or government (= moving control from a single place to several smaller ones). The transfer of authority from central to local government.
Accountability	The fact of being responsible for what you do and able to give a satisfactory reason for it, or the degree to which this happens.
Public service	A service provided by the government, such as hospitals, schools, or the police.
Highlighted	To highlight is to attract attention to or emphasize something important.
Policy	A policy is a set of ideas or plans that is used as a basis for making decisions.
Committing	Promising or giving your loyalty, time, or money to a particular principle, person, or plan of action.
Limitations	Disadvantage: the quality of having an inferior or less favourable position. A limitation is something that holds you back, like a broken leg that keeps you off the dance floor during prom season. If someone or something has limitations, that person or thing is not as good as he, she, or it could be.
Shortcomings	A shortcoming is a fault or a failure to reach a particular standard.

3.2.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Composition writing

This is an open-ended activity. The teacher may remind the students how a composition is written. In the time of giving feedback to students, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations and context, and thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Lesson 3: National services programs in Rwanda (Military national service)

a) Lesson objectives

- Identify words and expressions related to national services programs in Rwanda
- Talk about national services programs in Rwanda in both speech and writing.

b) Teaching and learning resources

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

3.3.1 Learning activities

Guidance on learning activities 3.3.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Activity 1: Reading comprehension

2017 Army Week in Perspective

1. The Rwanda Defence Force (RDF) mission as provided in article 173 of the constitution of the Republic of Rwanda is to defend the territorial integrity and national sovereignty of the Republic, to collaborate with other security organs in safe-guarding public order and enforcement of law, to participate in humanitarian activities in case of disasters, to contribute to the development of the country and to participate in international peace-keeping missions.

2. Rwanda Defence Force has time to focus on other responsibilities other than its primary responsibility because its primary responsibility of defending the territorial integrity and ensuring national sovereignty is increasingly becoming assured.
3. The activities carried out in Army Week are in line with the RDF's secondly responsibility since they are about contributing to national development which is the secondly role of RDF.
4. The 2017 Army Week has mainly focussed on construction activities, agriculture and healthcare.
5. In monetary value, 2017 Army Week activities contributed a total of 16,034,021,296 Rwandan francs.

Activity 2: Vocabulary

- a) **Public order:** Public Order means the situation that exists when people obey the laws, rules or authority of the State.
- b) **Disasters:** (an event which results in) great harm, damage or death, or serious difficulty:
- c) **Sovereignty:** The power of a country to control its own government
- d) **Bedrock:** the hard area of rock in the ground which holds up the loose earth above
- e) **In line with:** in alignment or accordance with.
- f) **Countrywide:** existing in or involving all parts of a country.
- g) **Quantitative:** relating to numbers or amounts.

3.3.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Composition writing

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love to write.

Activity 3: Summary writing

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to summarise a passage.

Lesson 4: Language structure: Coordinate connectors

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. 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.

3.4.1 Application activity: Choosing the best answer from brackets to complete each sentence

1. Would you rather have cheese or honey on your sandwich?
2. His favourite sports are football and tennis.
3. I wanted to go to the beach, but Mary refused.
4. I am allergic to cats, yet I have three of them.
5. I am a vegetarian, so I don't eat any meat.
6. Thomas will be late to work, for he has a dental appointment.
7. Jennifer doesn't like to swim, nor does she enjoy cycling.
8. Jackson wanted to eat another piece of cake, yet he was on diet.

Answers to spelling and pronunciation activities 3.4

A. Spelling

Agaciro Development Fund is managed by the Board of Trustees that was appointed by the Cabinet on 28 March 2014. The Trustees are experienced persons with a variety of expertise in different areas of economy who are appointed from public and private sector. The Board is responsible for the oversight and management of the Fund's operations on behalf of Rwandans. The Board is accountable to the Government of Rwanda, through the Ministry of Finance and Economic Planning, in ensuring that the Fund complies with the law and the highest standards of corporate governance. On daily basis, the operations of the Fund are run by the management headed by the Chief Executive Officer who is also accountable to the Board.

B. Pronunciation

The teacher should allow students to use dictionaries or internet to check the phonetic transcription and make sure the words are correctly pronounced.

Words	Phonetic transcription	Words	Phonetic transcription
Expatriates	/ ɛks 'pætri:ets /	Accountability	/ ə ,kauntə 'bɪlɪti /
Resilience	/ rɪ 'zɪli:əns /	Dignity	/ 'dɪgnɪti /
Reliance	/ rɪ 'laɪəns /	Patriotism	/ 'pætriətɪzəm /
Trustees	/ trʌs 'ti:z /	Partnership	/ 'pɑ:tneʃɪp /

3.5 End unit assessment

Activity 1: Completing sentences using appropriate coordinating connectors

1. National services solved a lot of problems but we still have some problems.
2. He was given a cow in Gira Inka programme, but his children still suffer from malnutrition.
3. They were poor, and often suffered great hardship.
4. He overslept himself and thus missed the train.
5. That coat cannot be mine, for it is too big for me.
6. As a boy he had never been to school, and therefore he had no opportunity of learning to read and write.
7. This must not happen again, or you will be dismissed.
8. He is rich, but he is not happy.
9. Hurry up, or you will be late.
10. He must have done his duty, for he is a conscientious man.
11. He tried hard, but he did not succeed.
12. The parents were horrified for they saw blood stains on the floor and no sign of their child.

This is an open-ended question. The teacher may refer to the previous units/sub-units for guidance.

This is an open-ended question. The teacher should guide student teachers on how to conduct a survey.

UNIT 4 Genocide and Peace Building

4.1 Key Unit competence

To use the language learnt in the context of genocide and peace building

4.2 Prerequisite (knowledge, skills, attitudes and values):

Before undertaking this unit, students are expected to have knowledge about different genocides and their consequences as they have studied them in History subject so far. They probably have heard about genocide ideology and how to prevent genocide. The teacher will check this through both oral and in written exercises. The teacher can start this unit by asking some questions related to genocide in general and the 1994 genocide against the Tutsi in particular. This will help learners recall what they have previously learnt about genocide and it will make the learning of this unit easy.

4.3 Guidance on the Introductory Activity

The teacher should give time to students to discuss the figures that relate genocide and peace -building.

Fig1: A crowd of returnees after peace has been restored in Rwanda. Fig2: A walk of remembrance of the victims of 1994 genocide in Rwanda. Fig3: Students cuddling up together and the light of hope beside to portray unity and hope for the future.

Possible answers to introductory activity

- 1) This is an open-ended question. The teacher should appreciate the student' answers and provide feedback accordingly.
- 2) This is an open-ended question. The teacher should appreciate the student' answers and provide feedback accordingly
- 3) This is an open-ended question. The teacher should appreciate the student' answers and provide feedback accordingly

4.4 List of sub-headings/lessons

(N.B: A lesson can be made of one or more periods. There can be single, double or triple period lessons)

#	Subheading	Learning objective	Periods
1	Describing words and expressions used in the context of genocide and peace building	Identify words and expressions used in the context of genocide and peace building. Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities.	3
2	Genocide in the world and Talking about genocide ideology	Analyse texts about different genocides in the world. Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities. Identify words and expressions used in the context of genocide and peace building	3
3	Prevention of Genocide	Identify words and expressions used in the context of genocide and peace building Identifying measures that should be used to prevent genocide. Talk about effects of genocide and recognise, disassociate from, and speak out against evil and violent actions.	3
4	Ways of addressing the consequences of Genocide and Peace building skills	Identify words and expressions used in the context of genocide and peace building Reading texts about Identifying ways of addressing the consequences of Genocide. Discussing the ways of addressing genocide and peace building skills. Participate in different peace building events and dialogues.	3
	End unit assessment		2

Guidance on difference lessons

This unit contains some reading and writing activities to be conducted in the classroom. When teaching reading texts, the students read silently and ask them some questions to check whether they have read. The teacher should ask some comprehension questions provided in the student's book to check their reading

comprehension. This can be done either individually, in pairs or in groups.

The unit also contains some writing activities (summary, composition writing, etc.). Therefore, the teacher should help learners to take the following writing activities with ease.

Lesson 1: Describing words and expressions used in the context of genocide and peace building

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons: see above)

b) Teaching resources:

Pictures that portray genocide in the world (if possible the teacher can use a projector to display them).

4.1.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

The teacher can refer to the guidance provided in the previous units to guide students on how to read and answer comprehension questions.

Activity 1: Comprehension questions

1. Social categorisation is the first practice that perpetrators think about in the planning process of genocide. People are classified into “us and them” by ethnicity, race, religion, or nationality.
2. Discrimination is a practice that leads to genocide. The social categorisation which gives the basis for defining groups may be followed by the exclusion of some groups, intensified by the injustice in the allocation of resources as well as the injustice on how the participation in decision making process is distributed. Since these practices of discrimination against some targeted groups are either done by state leaders or supported by them, they grow and lead to other phases that finally lead to genocide.
3. As far as dehumanisation is concerned, the perpetrators ideologically claim to purify the society as a justification. So, the ideology grows deeper to convincing one group that another deserves nothing but death and this is a legitimization to kill. The availability of the dehumanising ideology is important in the process leading to genocide but may not be enough to cause genocide if it is not followed by other actions. This genocidal ideology “dehumanises” members of the victim group and justifies violence against them. Victims are not considered as belonging to the same human race as the oppressors. The targeted group is often likened to a disease, microbes, cockroaches, infections or a cancer in the body. That is what explains why during the genocide, bodies of victims are often mutilated to express this denial of humanity.

4. For the dehumanisation to have its effect, it needs propaganda to spread out the hate ideology done either by leaders themselves or the authorised groups who are supported by them. Using propaganda, the elite members of the eliminating group disseminate the dehumanising ideology and to bring other members of that group to believe in that hatred. It becomes a motivating factor to take part actively in the killings.
5. The preparation phase is when some acts liable of making genocide are performed. They include writing lists of victims, creation and training of militia, purchase and distribution of arms to be used. This is directly followed by the massacre of the targeted group members. In many cases, genocide is always preceded by killings targeting a given group or individuals belonging to that group in different places. Genocide may also be preceded by killings of moderate people because, of not supporting the extermination of the targeted group.
6. During genocide, the intent to destroy the targeted group is seen from what happens on the ground. When killings are sponsored by the state, the armed forces often work with militias to kill.
7. The final phase in this process is denial and impunity. Impunity is freedom from punishment for something that has been done that is wrong or illegal. During and after genocide, the perpetrators always find a way of denying their crime. They try to justify the killings, and very often blame the victims, claiming that their own behaviours brought about the killings. The denial of genocide is not only the destruction of the truth about the genocide by negating or minimising it, it is also a potential cause of its repetition.

Activity 2: Vocabulary

Word	Meaning
Perpetrators	Someone who has committed a crime or a violent or harmful act.
Antagonism	Hate, extreme unfriendliness, or active opposition to someone.
Discrimination	Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.
Oppressors	Someone who treats people in an unfair and cruel way and prevents them from having opportunities and freedom.

Word	Meaning
Opressors	Someone who treats people in an unfair and cruel way and prevents them from having opportunities and freedom.
Propaganda	Information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people's opinions.
Disseminate	To spread or give out something, especially news, information, ideas, etc., to a lot of people.
Prominent	Very noticeable, important, well known and famous.
Militia	A military force that operates only some of the time and whose members are not soldiers in a permanent army.
Moderate	A person whose opinions, especially their political ones, are not extreme and are therefore acceptable to a large number of people.
Extermination	To kill all the animals or people in a particular place or of a particular type.

4.1.2 Application activities: Sentence construction, summary and composition writing.

Activity 1: Sentence construction

The teacher should check the grammaticality of the sentences written by student.

Activity 2: Summary writing

The teacher should refer to previous units to help students get clear feedback.

Activity 3: Composition writing

This is an open-ended question. The teacher should appreciate the student answers and provide feedback accordingly.

Lesson 2: Genocide in the world

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures that portray different genocides in the world and their consequences (if possible the teacher can use projector to display them)

4.2.1 Learning activity 4.2.1: Reading and text analysis

Guidance on reading comprehension

To facilitate students, the teacher may ask students to form groups and read the passage quietly. He/she should walk around the classroom, ensuring all are focused on reading the passage. He/she may distribute the paragraphs after they are through and have a brief read aloud session.

Activity 1: Comprehension

1. The Nama (Namaqua) violently resisted occupation of their land and establishment of the German rule. The German commander who led the conquest, vowed to meet any resistance from the natives with 'uncompromisingbrutality'. He vowed to wipe out the natives completely in 15 years' time. The Germans took the Herero native land forcefully and planned to build a railway across their territory. Led by their leader, Samuel Maharero in January 1904, the Herero attacked white-owned farms and murdered 123 German settlers and traders sparing only women, children and missionaries. This is what led to the Herero genocide.
2. In the Herero Genocide, the commander of German Forces, General Lothar von Trotha organised his ground army and they surrounded the living areas and the livestock pastures of the Herero. They only left a small opening through which the Herero could escape to the Omaheke desert. The Germans attacked and killed 5,000 people and wounded 20,000 others. They captured water sources and forced the survivors to flee to the desert. They followed the survivors to the desert and massacred them. They also poisoned water sources in the desert. On 2nd October of the same year, General Trotha released an extermination order forcing the Herero people to leave the land. The Herero escaped to the desert where the Germans had already poisoned the water wells. When the Nama saw what had happened to the Herero, they also fled. Those who remained behind were collected into camps where they were tortured and forced to provide labour. Most of them died of diseases such as small pox and typhoid in the camps. About 80% of the Herero and 50% of the Nama people were wiped out.

3. The Holocaust is a genocide that targeted Jews of whom approximately 6,000,000 were killed by Adolf Hitler and his Nazi regime. Apart from the Jews, non-Jews were also killed including millions of Polish Gentiles, Russians, Ukrainians and prisoners of other nationalities. This has been one of the largest genocides in history. About two-thirds of the Jews who lived in Europe were killed in the Holocaust. Laws were passed in Germany that excluded Jews from the civil society, more specifically the Nuremberg Laws of 1935. Concentration camps were established where Jews were murdered in large numbers. Jews were collected from various parts of Germany occupied territories in 1939 and were transported in cargo trains to the famous concentration or extermination camps. Most of them, however, died along the way. Those who survived the journey by train were killed in gas chambers.
4. The 1994 Genocide against the Tutsi in Rwanda is another human tragedy. Events leading to the planning and execution of this genocide date back to 1959. Its cause was the history of a long process of violence, hatred, injustice and ethnic divisions in the first and second republics of Rwanda. Massacre against the Tutsi had happened in 1959 as a result of similar reasons to those ones that caused the 1994 Genocide-manipulated ethnic rivalries between the Hutu and the Tutsi. There was an ethnic and political violence which was characterised by a period of violence from 1959 to 1961 targeting the Tutsi.
5. It was until the early 1990s when the Tutsi refugees regrouped again into a strong force and formed the Rwandan Patriotic Front (RPF), a movement which they used to force the Rwanda government into a political negotiation. However, the negotiations failed as Hutu extremists were not willing to share the power. Using the death of President Juvenal Habyarimana in an airplane crash on April 6th, 1994 as a pretext, they executed their long term plan of killing the Tutsi in the 1994 Genocide at the end of which more than one million Tutsi were massacred.

Activity 2: Vocabulary

a) Matching words with their synonyms

Word	Synonym
Extermination	Assassination
Riots	Commotion
Prosecution	Discharge
Murdered	Killed
Rivalries	Opposition

b) Word meaning

1. **Occurrence:** The existence or presence of something; the fact that something happens.
2. **Uncompromising:** Fixed and not easily changed (If people or their beliefs are uncompromising, they are fixed and do not change, especially when faced with opposition).
3. **Holocaust:** A very large amount of destruction, especially by fire or heat, or the killing of very large numbers of people. In the text, the Holocaust is the killing of millions of Jews and others by the Nazis before and during the Second World War.
4. **Elite:** The richest, most powerful, best-educated, or best-trained group in a society.
5. **Arson:** The crime of intentionally starting a fire in order to damage or destroy something, especially a building.

4.2.2 Application activities: Sentence construction and composition writing

Activity 1: Sentence construction

The teacher should check the grammaticality of the sentences written by student.

Activity 2: Composition writing

This is an open-ended question. The teacher should appreciate the student answers and provide feedback accordingly.

Lesson 3: Talking about genocide ideology

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures that portray genocide and its consequences (if possible the teacher can use projector to display them)

4.3.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

The teacher should allow active learning participation as students read the text; He/ she should motivate them and encourage gender participation:

- Let students work in groups.

- The teacher can also do model reading or randomly pick a student to read aloud.
- After, he/she may ask students to present their answers to the class.

Activity 1: Comprehension

1. Ideology refers to a set of ideas proposed by the dominant class to all members of a society.
2. According to the first paragraph of the passage, the main purpose behind an ideology is to introduce change in society through a normative thought process.
3. The Students will discuss the 1994 genocide against Tutsi denial focusing on the minimization of genocide in any behavior exhibited publicly and internationally in order to reduce the weight or consequences of the genocide against Tutsi, minimizing how the genocide was committed, Altering the truth about the genocide against the Tutsi in order to hide the truth from the people, etc.
4. Testimonies given and confessions made by the prisoners, the respect of international conventions, adoption of the good governance and anti- corruption principles, establishment of related institutions, and the punishment of the crime of genocide ideology.

Activity 2: Vocabulary

Word	Opposite
Denial	Confession
Minimize	Maximize
Against	In a favour of
Hide the truth	Reveal the truth
Confessions	Denial
Adoption	Rejection/abandonment

4.3.2 Application activities: Sentence construction and conducting research

Activity 1: Sentence construction

The teacher should check the grammaticality of the sentences written by student.

Activity 2: Conducting research

This is an open-ended question. The teacher should appreciate the student's answers and guide them on how to conduct this research. Then he/she should provide constructive feedback accordingly.

Lesson 4: Prevention of Genocide

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures that portray different genocides in the world and their consequences (if possible the teacher can use projector to display them)

4.4.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

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.

Activity 1: Comprehension

1. Understanding the way genocide occurs, and learning to recognise signs that could lead to genocide are important since it helps taking practical measures to ensure that such horrors do not happen again.
2. The prevention at the primary level consists of measures aiming at creating an environment that reduces the risk of its escalation. At this phase the aim is to put in place measures that may pre-empt the start of the harm. This means preventive measures that may avoid the occurrence of the harm by tackling its root causes. Prevention will therefore include the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.
3. Prevention at the primary level includes the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.
4. To prevent genocide at the international level, the focus is on upstream prevention is determining which countries are at the risk. This is mainly done using risk assessments which are quite accurate predictors. Numerous models have been developed, each looking at different

such as differences in identity, difficult conditions due to economic problems, sharing of available resources, democracy and respect of human rights. Among other things to consider when assessing and addressing the risk of genocide is looking at structural and institutional frameworks in the country including domestic legislation, an independent judiciary and an effective police force to protect people.

5. Prevention of genocide at this secondary level is necessary in two situations. Firstly, in case a state has not adopted measures at the primary level and secondly, in case the measures adopted before did not prevent the risks of genocide from developing.
6. The secondary prevention takes place when genocide is already taking place. At this level, many genocide actions are observed, such as hatred, intolerance, racism, ethnic cleansing, torture, sexual violence, disappearances, dehumanising and public discourse.
7. The main focus is to end the genocide before it progresses further and claims more lives. Measures tailored to the situation are taken in order to prevent the risk from materialising or the situation from becoming worse.
8. When the measures at the secondary level fail or have never been taken and the mass killings start, measures at the tertiary level are needed in order to respond to this final phase of the genocide.
9. The objective of genocide prevention at the tertiary level is to avoid genocide in future by rebuilding, restoring the community and dealing with all the consequences to repair the damage caused. Important measures are needed to put an end to the harm.
10. According to the international humanitarian law, the international community has the obligation to intervene once all signs are clear enough to prove that genocide is happening.
11. In 1994, with the presence of UN peace keepers, it was possible to stop the genocide against the Tutsi, but because of various politico-diplomatic reasons, these peace keepers were obliged to go back to their countries and let Tutsi die in the hands of the perpetrators.
12. During and after the genocide has ended, the focus is on preventing genocide in the future, thus re-building and restoring the community. At this time, prevention deals with all consequences of genocide in order not only to repair the damage but also to avoid the reoccurrence of the harm.
13. The United Nations must take appropriate measures to stop the situation from evolving into genocide. When the primary preventive measures are unsuccessful, then the need to take other measures may arise.

Activity 2: Vocabulary

Matching words with their corresponding meaning:

Word	Meaning
Horrors	Things those are very shocking or frightening.
Tackle	To try to deal with something or someone.
Escalation	Becoming greater or more serious.
Pre-empt	To do something so that you make words or actions unnecessary or ineffective.
Upstream	Towards its origin
Judiciary	Country's authority which is responsible for its legal system and which consists of the judges
Genocide	Relating to or involving the deliberate killing of a large group of people of a particular nation or ethnic group.
Cleansing	To make something completely clean
Tertiary	Relating to a third level or stage.
Humanitarian	Involved in or connected with improving people's lives and reducing suffering.
Reoccurrence	The act of happening the second time.
In a nutshell	Using as few words as much as possible

4.4.2 Application activities: Sentence construction, summary writing and conducting research

Activity 1: Sentence construction

The teacher should check the grammaticality of the sentences written by student.

Activity 2: Summary writing

This is an open-ended question. The teacher should appreciate the student' answers and provide feedback accordingly.

Activity 2: Conducting research

This is an open-ended question. The teacher should appreciate the student' answers and guide them on how to conduct this research. Then he/ she should provide constructive feedback accordingly.

Lesson 5: Ways of addressing the consequences of genocide and peace building skills

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures that portray different genocides in the world and their consequences (if possible the teacher can use projector to display them)

4.5.1 Learning activity: Reading and text analysis

Guidance on reading comprehension

To facilitate students, the teacher may ask students to form groups and read the passage quietly. He/she should walk around the classroom, ensuring all are focused on reading the passage. He/she may distribute the paragraphs after they are through and have a brief read aloud session.

Activity 1: Comprehension

1. This is an open-ended question. The teacher should appreciate the student' answers and provide feedback accordingly.
2. It was established as one of the efforts to rebuild the social fabric which was destroyed during the terrible events of 1994
3. Students will explain its decentralization focusing on establishment of forums for reconciliation” in all of Rwanda’s 30 districts
4. It has been described as a helpful mechanism to coordinate reconciliation related activities in the community.

Activity 2: Vocabulary

1. **Fabric:** the fabric of something the structure or parts especially of a socialunit
2. **Top-down:** denoting a system of government or management in which actions and policies are initiated at the highest level; hierarchical.
3. **Duplication:** the act of duplicating something (duplication of reconciliationmeans copying measures of reconciliation which do not fit the situation andare not going to be sustainable).
4. **Forum:** a situation or meeting in which people can talk about a problem ormatter especially of public interest.

4.4.2 Application activities: Sentence construction and conducting a survey

Activity 1: Sentence construction

Using the above words to complete sentences

- 1) ... Duplication
- 2) ...fabric...
- 3) ... Forum
- 4) ... top-down.....

Activity 2: Conducting a survey

This is an open-ended question. The teacher should appreciate the students' answers and guide them on how to conduct this survey. Then he/ she should provide constructive feedback accordingly

Lesson 6: Language structure (Simple past, phrasal preposition and subordinating conjunctions)

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures that portray different genocides in the world and their consequences (if possible the teacher can use projector to display them)

Guidance on grammar

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. 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. Students are expected to have prior knowledge about the simple past tense, subordinating conjunctions and phrasal prepositions that they learnt in previous classes. They also should be able to write compositions and read texts that contain those grammatical items. The teacher should start with examples picked from the passages read and ask learners questions to check information and skills that they already have about the simple past tense, subordinating conjunctions and phrasal prepositions.

Possible answers to the language structure questions

The use of the Simple past

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

- 1)took.....
- 2)didn't.....
- 3)didn't disturb.....
- 4)left.....
- 5)didn't sleep.....
- 6)flew.....
- 7)didn't cost....
- 8) ...didn't have
- 9)were.....

Subordinating conjunctions

Combining each pair of ideas with the words in parentheses

- 1) My cell phone doesn't work because the battery is dead.
- 2) It is important to wear a hat on cold days since we lose sixty percent of our body heat through our head.
- 3) Bill's car wouldn't start. Therefore, he couldn't pick us up after the concert
- 4) We'll leave as soon as the other passengers get on the bus
- 5) I left the room after turning off the lights.
- 6) I turned off the lights before I left the room.
- 7) Whenever suki feels nervous, she bites her nails.
- 8) The frying pan caught on fire while I was making dinner. (while)

Phrasal preposition

Choosing the right phrasal preposition to fill the following sentences

- 1) ...in spite of
- 2) according to
- 3) ... on behalf of
- 4) ... because of.....
- 5) ... instead of
- 6) ... by means of
- 7) ... for the sake of
- 8) ... instead of

9)in addition to

10) in front of.....

Possible answers to spelling and pronunciation

I. Writing sentences with homophones (writing a sentence using each word from pairs);

1. Stationary and stationery

Examples:

- The traffic got slower and slower until it was stationary.
- You'll be able to get stationery at the stationer's down the road

2. Plain and plane:

Examples:

- She wore a plain black dress.
- We'll be boarding the plane in about 20 minutes.

3. Miner and minor:

Examples:

- A person who works in a mine is called a miner
- It requires a few minor adjustments.

4. Site and cite:

Examples:

- The council hasn't yet chosen the site for the new hospital.
- She cited three reasons why people get into debt.

5. Past and passed:

Examples:

- I've been walking 3 miles a day for the past 30 years.
- I passed him on the stairs this morning.

6. Break and brake:

Examples:

- Charles is always breaking things.
- She had no brakes on her bicycle.

7. Principle and principal:

Examples:

- He was a man of principle.
- A design consultancy whose principal is based in San Francisco

8. Been and bean:

Examples:

- They have been to Russia.
- In Rwanda, people eat beans every day

II. Pronunciation

The teacher should allow students to use dictionaries or internet to check the phonetic transcription and make sure the words are correctly pronounced.

Word	Phonetic transcription
Reconciliation	/rekənˌsɪliˈeɪʃən/
Humanitarian	/hjuːˌmæniˈteəriən/
Genocide	/'dʒenəsaid/
Ethnic	/'eθnik/
Republic	/riˈpʌblɪk/
Exile	/'egzaɪl/ or /'eksaɪl/
Refugees	/'refjuːdʒiːz/
Rivalries	/'raɪvəlri /
Discrimination	/dɪˌskrɪmɪˈneɪʃən/
Ideology	/'aɪdiˈɒlədʒi/

4.5 End unit assessment

Activity 1: Completing the sentences with the suitable conjunction.

1.as long as.....
2.while
3.because
4.since.....
5.because.....
6.until...
7.after.....
8.in order to.....
9.unless....

Activity 2: Changing the verbs in the brackets to the simple past.

1.went...
2.imagined
3.booked.....
4.collected....
5.frightened
6.ate....
7.felt....
8.grew...
9.lost.....
10.stole.....

Activity 3:

This is an open-ended question. The teacher should appreciate the student's answers and he/she can remind them on how to write an essay. Then he/she should provide constructive feedback accordingly.

Activity 4:

This is an open-ended question. The teacher should appreciate the student's answers and guide them on how to conduct this research. Then he/she should provide constructive feedback accordingly.

Activity 5:

This is an open-ended question. The teacher should appreciate the student's answers and he/she can remind them on how to write a letter. Then he/she should provide constructive feedback accordingly.

Activity 6:

This is an open-ended question. The teacher should appreciate the student's answers and he/she can remind them on how to write a poem. Then he/she should provide constructive feedback accordingly.

Additional activities for students

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. The teacher may, for example, write sentences of the verbs in simple present.

Carefully study the sentences below and choose the right answer.

1. What kinds of weather.....you have in your country (do, does)
2.sits too close to the TV (you, she, we)
3. Why.....they repair the bad roads? (don't, doesn't)
4.the sauce taste sweet or sour? (do, does)
5. Our holiday.....on the 26th March(start, starts)
6. A manto the doctor and says. "Doctor, wherever I touch, it hurts"
7. If the weather.....improve, we'll have the party in doors(don't, doesn't)
8. What kinds of books.....Lisa write(do, does)
9. Mr. Jacob.....us science(teach, teaches)
10. My younger brother.....school at 4 o'clock.(leave, leaves)

Possible answers

1. Do
2. She
3. Don't
4. Does
5. Starts
6. Go
7. Doesn't
8. Does
9. Teaches
10. leaves

Consolidation activities

If you notice, you have gifted learners who did not have difficulties mastering the use of present simple, Phrasal prepositions like due to, in the event of, thanks to, etc. This activity is more challenging than the previous one since it mixes. Moreover, learners will have to use other tenses than required in the previous exercises. Thus, it can help gifted learners.

Carefully study the sentences below and choose the right answer.

1. Select the correct past participle of the verb awake
 - a) Awoke
 - b) Awoken
 - c) Awoke
 - d) Awoked
2. Inewspaper every day.
 - a) Read
 - b) Reads
 - c) Am reading
 - d) Was reading
3. Maria has been living in the USA.....five years
 - a) By
 - b) In
 - c) For
 - d) Since
4.it very windy and sunny when you went to the supermarket?
 - a) Is
 - b) Are
 - c) Was
 - d) Were

5. Mike.....Harry's eye glasses.
- a) Has broken
 - b) Has been breaking
 - c) Is breaking
 - d) Breaks

Possible answers

- 1. Awoken
- 2. Read simple present tense is used for the repeated actions or events. 'Everyday' indicates the repeated actions
- 3. For
- 4. Was
- 5. Has broken. We use the present perfect tense for an action that finished recently (in the recent past) has broken. We use the present perfect tense for an action that finished recently (in the recent past)

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is not only to keep them busy when the teacher is with the slow and average learners but also help them exploit their capabilities.

UNIT 5 Writing and Examinations

5.1 Key unit competence

To use language learnt in the context of writing and examinations

5.2 Prerequisite (knowledge, skills, attitudes and values)

Students are expected to have prior knowledge on reading techniques but scanning and skimming may sound new to them. They should also have some knowledge and skills on essay writing. The students of senior six have sat for different exams; thus, they have knowledge and skills on examination instructions. Teachers should take that as a great opportunity and help them to build on that prior experience for the effective implementation of different activities intended in this unit.

5.3 Guidance on the introductory activity:

Before answering questions on the introductory activity, the teacher should guide the students through the observation process by telling them to take note of objects, shapes, colours and the position of people in each picture. During the interpretation stage, the students should support their claims by referring to the observations they made earlier.

Possible answers to the introductory activity.

1. Answers will differ but students may explain that skimming is reading rapidly in order to get a general overview of the material. So, before answering comprehension questions, you should first skim for the gist and then look for answers in the passage. After skimming the text, you scan it to locate where the correct answer is.
2. Clear instructions help students to fully comprehend what they need to do to achieve in classroom. They ease students' nerves, assuage their insecurities, and help them confirm the examiner's expectations.
3. Verbs commonly used in examination questions include define, describe, discuss, explain, state, illustrate, analyse, assess etc.

Learners are not expected to find the right answers right now. They can be able to correctly answer this introductory activity after having completed this unit.

5.4 List of lessons/subheadings

No	Lesson title	Learning objectives	Periods
1	Talking about finding information in books through the table of contents and index	-Recognize techniques of finding information in books. -Locate information in a book through the table of contents and index.	2
2	Talking about finding information in books through skimming and scanning	-Recognize techniques of finding information in books. -Locate information in a book/ passage through skimming and scanning	2
3	Talking about essay writing	- Recognize steps of essay writing -Appreciate that essay writing is an important section of an English exam.	3
4	Exploring types of essays.	- Recognize steps of essay writing -Identify different types of essays -Write different types of essays	3
5	Talking about examination instructions	- Recognize words and expressions used to give instructions in examinations. -Read and respond to instructions given in examinations	3
6	End of unit assessment		1

Guidance on different lessons

Lesson 1: Talking about finding information in books through the table of contents and index

a) Lesson objectives

- Recognize techniques of finding information in books.
- Locate information in a book through the table of contents and index.

b) Teaching and learning resources

In this lesson, the teacher may use:

- Different types of books with tables of contents
- Different types of books with index at the back

- Extracts of indexes
- English Language S6 Student's Book and Teacher's Guide

5.1.1 Learning activities

Guidance on learning activities 5.1.1 and 5.1.2

The teacher should tell students to read notes on finding information in books through the table of contents and finding information in books through index. And then tell them to do application activities.

Activity 1: Table of contents

Looking at the table of contents and answering questions.

1. The topic about if clauses can be found on page 7.
2. Defining and non-defining relative clauses are found in unit 1 on page 18.
3. This is an open-ended activity. The teacher should ensure the correctness of the answers.

Activity 2: Index

1. Look at the index above and answer the following questions
 - a) The information on food chain is found on page 6 & 8.
 - b) Yes, the book talks about predators on page 22 & 23.
 - c) The book focuses more on animals than on people because it talks about animals on more than ten pages while people appear on two pages (14 & 23) only
2. This is an open-ended question. The answer will depend on what the learner will choose to put in index.

Lesson 2: Talking about finding information in books through skimming and scanning

a) Lesson objectives

- Recognize techniques of finding information in books.
- Locate information in a book/passage through skimming and scanning.

b) Teaching and learning resources

In this lesson, the teacher may use:

- Different types of books with tables of contents
- Different types of books with index at the back
- Extracts of indexes
- English Language S6 Student's Book and Teacher's Guide

5.1.2 Learning activities

Guidance on learning activities 5.1.1 and 5.1.2

The teacher should tell students to read notes on finding information in books through skimming and scanning, and then tell them to do application activities.

Activity 1: Scanning and skimming a text

1. The question is open-ended but students may include Germany, France, Norway, Denmark, Belgium, Netherlands etc.
2. After scanning the passage, I found that:
 - a) On May 10, German forces swept through Belgium and the Netherlands in what became known as “blitzkrieg,” or lightning war.
 - b) The names of two dictators mentioned in the text are: Hitler and Benito Mussolini.
 - c) The acronym “RAF” stands for The Royal Air Force.
 - d) The name of German Air Force was Luftwaffe.
3. The right answer is “C”.
4. Explaining the following words and phrases as used in the said passage
 - a) *Simultaneously*: at exactly the same time
 - b) *Fortifications*: strong walls, towers, etc. that are built to protect a place:
 - c) *Evacuated*: to evacuate is to move people from a dangerous place to somewhere safe.
 - d) *On the verge of*: Close to, on the brink of
 - e) *Armistice*: an agreement between two countries or groups at war to stop fighting for a particular time, especially to talk about possible peace.
 - f) *Defensive advantage*: a condition giving them a greater chance of success.
 - g) *Extensively*: in a great amount and covering a large area.
 - h) *Casualties*: people injured or killed in a serious accident or war.
 - i) *Code-named*: gave a codename. A codename is a name assigned to conceal the real identity of a person, as a spy, or to conceal or purpose of a plan, military operation, etc.
 - j) *Obsolete*: of a discarded or outmoded type; out of date
 - k) *Stalled*: to come to a standstill; be brought to a stop.
 - l) *Counter-offensive*: an attack by an army against an attacking enemy force.

5. This is an open-ended activity. The teacher may remind the students how a composition is written. In the time of giving feedback to students, he/she may present example of written composition and comment on it together paying attention to the coherence of ideas, language used, punctuations and context, and thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Lesson 3: Talking about essay writing

a) Lesson objectives

- Recognize techniques of finding information in books.
- Locate information in a book/passage through skimming and scanning.

b) Teaching and learning resources

In this lesson, the teacher may use:

- Different types of books with tables of contents
- Different types of books with index at the back
- Extracts of indexes
- English Language S6 Student's Book and Teacher's Guide

5.1.3 Learning activities

Guidance on learning activities 5.1.1 and 5.1.2

The teacher should tell students to read notes on essay writing, and then tell them to do application activity.

Activity:

This is an open-ended activity. Consider the following while marking:

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

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

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

Lesson 4: Exploring types of essays

a) Lesson objectives

- Recognize steps of essay writing
- Identify different types of essays
- Write different types of essays

b) Teaching and learning resources

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

5.1.4 Learning activities

The teacher should tell students to read notes on types of essays, and then tell them to do application activity.

Activities 1-4: 1 Essay Writing

For the activities 1, 2, 3 and 4, the teacher can refer to the guidance given in the previous subtitle or on the guidance on composition writing in previous units.

Lesson 5: Talking about examination instructions

a) Lesson objectives

- Recognize words and expressions used to give instructions in examinations.
- Read and respond to instructions given in examinations

b) Teaching and learning resources

English Language S6 Student's Book and Teacher's Guide, past papers, dictionaries, etc.

5.1.5 Learning activities

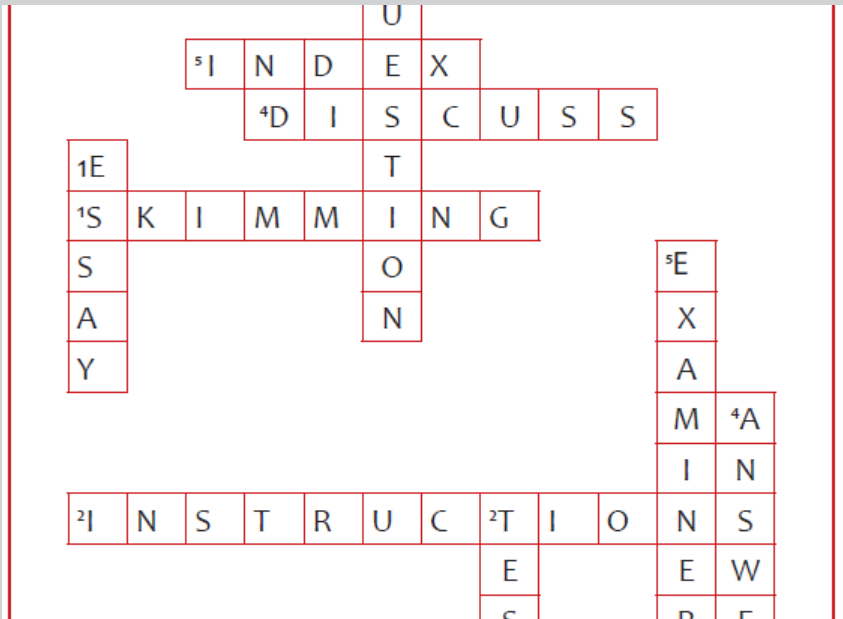
- The teacher can ask students to role play the conversation. He/she may help them to understand the content and context for effective work.
- The teacher should give students time to do this according to the length of the conversation.
- The conversation should be rehearsed in pairs and ask students to use dictionaries to avoid complicated words that can block the understanding of the conversation.
- The teacher can allow boys to play the role of Isimbi or girls to play the role of Kalisa.

Activity 1: Comprehension

1. Isimbi failed to understand the examination instructions.
2. No, Isimbi does not appreciate the way teachers construct questions. She thinks that teacher should use straightforward language instead of using what she referred to as “fancy terms”.
3. Yes, it is worth using those terms because those terms are economical and help to avoid ambiguity.

4. Isimbi eventually understood the importance of those examination instruction terms she was referring to as “fancy terms” since Kalisa explained to her that teachers don’t use these terms to make students’ life a hell but to make their tasks clearer. She realised that using straightforward as she wished was not economical.

Activity 1: Examination instructions



A. Spellings

Rewriting the paragraph by correcting misspelled words

All examinations are anonymous. Therefore, do not write your name on the answer booklet. You should write only your matriculation/ registration number, correctly and legibly, in the space provided on the cover of each answer booklet. Providing incorrect/illegible matriculation number could risk your answer book being considered void.

B. Pronunciation

The teacher should allow students to use dictionaries or internet to check the phonetic transcription and make sure the words are correctly pronounced. The words are read as follows:

1. Index / 'ɪndɛks/
2. Essay / 'ɛseɪ/
3. Contents / 'kɒntɛnts/

4. Instructions / ɪn'strʌkʃənz /
5. Evidence / 'eɪvɪdəns/
6. Question / 'kwɛstʃən/

5.5 End Unit Assessment

Activity 1:

The essay is persuasive since the author is trying to influence the reader to assume his/her point of view. The author is expressing his/her personal opinions with evidence so that the readers agree with him or her.

Activity 2: Essay writing

This is an open-ended activity. The teacher may remind the students how an essay is written. In the time of giving feedback to students, he/she may present example of written essay and comment on it together paying attention to the coherence of ideas, language used, punctuations and context, and thereafter, students can easily see the areas of improvement as far as the purpose of feedback is concerned.

Activity 3:

The teacher should tell students to answer this question in the form of a summary.

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. The teacher may, for example, write sentences in active and passive and tell them to tell which ones are active and which ones are passive.

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 the deep development of competences. You can use the activities below:

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is not only to keep them busy when the teacher is with the slow and average learners but also help them exploit their capabilities.

UNIT 6 Incomes and Taxes

6.1 Key Unit competence

To use language learnt in the context of incomes and taxes

6.2 Prerequisite knowledge and skills

Students should master the use of modal verbs and conditional sentences type one before studying this unit.

6.3 Guidance on the introductory activity

- Ask learners to carefully study the picture and discuss about the incomes and tax
- Many people get money in different ways or they are often involved in income generating activities. However, very few are those who use the money they get profitably. Others don't understand well the importance of taxes, saving or budgeting. Ask learners to orally answer the introductory questions.
- Put the students into different groups. Make sure girls and boys are mixed in order to promote cross-gender interaction. If you have learners with disabilities, let them be mixed with others to promote inclusive education.

Possible answers to introductory activities

1. In fig.1 there is an electronic billing machine while in fig. there is a logo of Rwanda Revenue Authority
2. Electronic Billing Machines (EBMs) enable revenue authorities to monitor formal business transactions and thus offer the potential to improve VAT compliance. EBMs also reduce the chances of error.
3. This is an open-ended activity but students may say:
 - If there were no taxes there would be no money for the Governments to spend, the country would collapse.
 - If there had been no taxes, the government would not have built good roads.

6.4 List of sub-headings/lessons

N.B: A lesson can be made of one or more periods. There can be single, double or triple period lessons.

#	Subheading	Learning objective	Periods
1.	6.1. Describing types of income	<p>Read texts and answer questions about types of income</p> <p>Match the words or phrases related to types of income with their corresponding meanings</p> <p>Practise the pronunciation and spelling of the words related to income</p>	3
2.	6.2. Describing budgeting and saving	<p>Read texts and answer questions about budgeting and saving,</p> <p>Correctly construct sentences in the context of budgeting and saving,</p> <p>Find antonyms of different words related to budgeting and saving,</p> <p>Through class presentation, talk about the importance of budget and saving,</p> <p>Write compositions focusing on budgeting and saving</p>	4
3.	6.3. Describing tax	<p>Match different words related to tax with their corresponding meanings</p> <p>Summarize passages on through class presentation, talk about the impact of tax in development of country</p>	3
4.	6.4. Language structure: Second and third conditionals	<p>-Identify different uses of conditionals (second and third)</p> <p>-Correctly use conditional sentences while talking about incomes and taxes.</p>	3
5	End unit assessment		1

Guidance on difference lessons

Lesson 1: Describing types of income

a) Lesson objectives

- Read texts and answer questions about types of income
- Match the words or phrases related to types of income with their corresponding meanings
- Practise the pronunciation and spelling of the words related to income

b) Teaching and learning resources

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

6.1.1 Learning activities

Guidance on learning activities: Reading and text analysis

- The teacher should allow active learning participation as students read the text; He/she should motivate them and encourage gender participation:
- Let students work in groups.
- The teacher can also do model reading or randomly pick a student to read aloud.
- After, he/she may ask students to present their answers to the class.

Possible answers to questions and activities

Activity 1: Reading comprehension

Three Types of Income

1. Open ended. The teacher should accept logical answers.
2. The three types of incomes according to the passage are:
 - Earned income, this is the primary source of income. For most people in the world, this would include salaries or the profits earned from their business
 - Investment income, this is the income that is generated by selling investments that were made earlier. In simpler words, this represents an increase in the value of the investment or capital gain as it is known in common terms.
 - Passive income is another important source of income. It shares the characteristics of earned income and investment income
3. If a person wants to increase their salary income; they will often have to work more hours.
4. The taxes on passive income are less as compared to the earned income since some passive incomes like dividends are totally tax-free in the hands of the investor. For other incomes like rent, there are tools such as depreciation, which can be used to lower the income and, therefore, the tax payable.

Activity 2: Vocabulary

1. *Salary*: A fixed amount of money paid to a worker, usually calculated on a monthly or annual basis, not hourly, as wages. Implies a degree of professionalism and/or autonomy.
2. *Inflation*: (**economics**) an increase in the quantity of money, leading to a devaluation of existing money.

3. *Threshold*: The wages or salary at which income tax becomes due
4. *Share*: (finance) a financial instrument that shows that one owns a part of a company that provides the benefit of limited liability.
5. *Profit*: (accounting, economics) total income or cash flow minus expenditures. The money or other benefit a non-governmental organization or individual receives in exchange for products and services sold at an advertised price.
6. *Investor*: A person who invests money in order to make a profit.
7. *Source*: The person, place, or thing from which something (information, goods, etc.) comes or is acquired.
8. *Depreciation*: (accounting) the measurement of the decline in value of assets.

6.1.2 Application activities: Sentence construction, summary writing and composition writing

Activity 1: Sentence construction

This is an open ended. The teacher should appreciate the student answers and guide them on how to conduct this research.

Activity 2: Summary writing

An open ended. The teacher should appreciate the student answers and guide them on how writing a good summary accordingly.

Activity 3: Composition writing

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love to write.

Lesson 2: Talking about budgeting

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures, internet, textbooks, dictionaries, newspapers and history books.

6.2.1 Learning activities

Guidance on learning activities 6.2.1: Reading and text analysis

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

Activity 1: Reading comprehension

How to Start an Effective Personal Budget in 7 Steps

1. Having a budget is vital for individuals and families who share income and expenses. Here are some reasons it's important to maintain a personal or family budget: to avoid excessive credit spending, to identify areas where you can reduce costs, to save for your retirement, to build up capital for a home or investment purchase, to save for vacations and other trips
2. Seven steps to start a personal budget that can help you reach your financial goals: Calculate your income, make lists of your expenses, set realistic goals, choose a budgeting strategy, adjust your habits, automate your savings and bills and track your progress. (explain it each one according to the passage)
3. This strategy can be effective for beginners because it budgets for one month at a time, and can also be good for people who receive payment in cash but the zero-based budget is a popular option that justifies money you spend. All your money goes to expenses, savings and debt payments.
4. (An open ended) When you budget your money, you can achieve your financial goals and change your life. If you don't budget your money, you may spend more than you earn and find yourself in debt.
5. (An open ended answers) but as a teacher you can help them to guiding them ways for interested in their own budget. The easiest way to get a teen interested in budgeting is to talk with them about their money goals. For example, if your teen wants a new gaming console, there's your chance to talk to them about how to budget and save up for it.

Activity 2: Vocabulary

- a) *Saving*: Something that is saved, particularly money that has been set aside for the future.
- b) *Spending*: An amount that has been, or is planned to be spent.

- c) *Freelance*: Someone who sells their services to employers without a long-term contract.
- d) *Dividend*: Payment of money by company to its shareholders usually made periodically.
- e) *Quarterly*: A periodical publication that appears four times per year.
- f) *Credit*: The time given for payment for something sold on trust
- g) *Debt*: Money that one person or entity owes or is required to pay to another, generally as a result of loan or other financial transaction
- h) *Groceries*: The commodities sold by a grocer or in a grocery store
- i) *Expenditures*: Act of expending or paying out
- j) *Payroll*: A list of employees who receive salary or wages, together with the amount due to cash

6.2.2 Application activities: Sentences construction and summary writing

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

The teacher can refer to the guidance provided in the previous sub-titles/units to guide students on how to summarise a passage.

Lesson 3: Talking about saving

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures, internet, (if possible the teacher can use projector to display them)

6.3.1 Learning activities

Guidance on learning activities 6.3.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Activity 1: Reading comprehension

5 ways to teach your children about saving

1. The two means are budgeting and saving.
2. Reasonable budget helps us to know what we spend every month; it can also help us to spot areas where we spend more than we realize.
3. Debt is important when we wish to buy something very necessary-like a house and we don't have the money to buy it outright. Debt can even be a good thing when it is used wisely
4.
 - i) In order to save money, you need to spend less than you earn.
 - ii) Open a savings account into which you should automatically transfer a set amount of money each month.
 - iii) You don't need to save much money-start with whatever your budget can afford.

Activity 2: Vocabulary

Word		Antonyms
Tight	:	Loose /relaxed
Indulgence	:	Moderation
Scoff at	:	Value
Spot	:	Ignore
Impulsive	:	Cautious/premeditated

6.3.2 Application activities: Composition and summary writing

Activity 1: Composition writing

Open-ended (Accept any sentence constructed in the context of saving)

Activity 2: Summary writing

Open-ended

Lesson 4: Describing tax

a) Learning objectives

(refer to the table showing the list of sub-headings/ lessons)

b) Teaching resources

Pictures, internet, (if possible the teacher can use projector to display them)

6.4.1 Learning activities

Guidance on learning activities 6.4.1: Reading and text analysis

The teacher should allow active learning participation as students read the text; He/she should motivate them and encourage gender participation:

- Let's students work in groups.
- The teacher can also do model reading or randomly pick a student to read aloud.

Possible answers to questions and activities

Activity 1: Reading comprehension

Importance of taxes in the country

1. Governments use taxes to find mind in order to finance several services that the people need such as medication, sanitation, etc.
2. Taxes are used by the government to:
 - a) Build hospitals and provide different health services to the public
 - b) Establish linkages of communication and transport to the different places throughout the country.
 - c) Provide security to the people by equipping the armed forces with the armaments as well as establishing national defense program.
 - d) Ensure the production of enough food for the people.
 - e) Establish proper sanitation for a clean environment.
3. Open-ended (Accept any answer that encourages paying taxes)
4. Open-ended (students must show that it is very important to pay taxes)
5. Open-ended (Fraud is a crime because it negatively affects the economy and development of the country)

Activity 2: Vocabulary

Words	Antonyms
a) Cater for	1. Provide
b) Sustenance	2. Maintenance
c) Sustainable	3. Permanent
d) Linkage	4. Connection
e) Purchase	5. Buy

Words	Antonyms
f) Establishment	6. Start
g) Huge	7. Very big
h) Soldiers	8. Combatant
i) Armaments	9. Military equipment
j) Sanitation	10. Hygiene/Cleanliness

6.4.2 Application activities: Summary writing and debate

Activity 1: Summary Writing

Possible answers: Open-ended. The teacher should appreciate the student answers and guide them on how writing a good summary accordingly.

Activity 2: Debate

This is the open-ended question

Lesson 5: Language structure (second and third conditionals)

a) Lesson objectives

- Identify different uses of conditionals (second and third)
- Correctly use conditional sentences while talking about incomes and taxes.

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 show student different business places.

6.5.1 Learning activities

Guidance on grammar

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. 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. 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.

Possible answers to questions and activities

Application activities on language structure

Activity 1: Completing the conditional sentences using the verbs in brackets.

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

Activity 2: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Guidance on sounds and spelling

Help students pronounce the given words with the right intonation. Focus on the right place of the stress.

Words	Sounds
1. Sanitation	/,sæ'nɪ'teɪʃən /
2. Linkage	/'lɪŋkɪdʒ /
3. Sustainable	/'sʌstɪnəns /
4. Sustenance	/'sʌstɪnəns /
5. Cater for	/'keɪtə fɔː /
6. Purchase	/'pɜːtʃəs /
7. Establishment	/ɪs'tæblɪʃmənt /
8. Soldiers	/'səʊldʒəz /
9. Huge	/hjuːdʒ /
10. Armaments	/'ɑːməmənts /

Additional Information for the teacher

A. Other expressions of Conditional sentences

1. Unless Conditional clauses can begin with unless.

Unless means something similar to 'if not' or 'except if'. The verb forms in the examples are similar to sentences with if: we use the present simple in the unless-clause and shall, should, will, would, can, could, might or may in the main clause.

Examples:

Unless I phone you, you can assume the train is on time. (If I do not phone you /except if I phone you, you can assume the train is on time.)

We will have to cancel the show unless we sell more tickets at the last minute. (We'll have to cancel the show if we do not sell more tickets/except if we sell more tickets at the last minute.)

Warning: We don't use unless for impossible conditions:

If the government had not raised food prices, there would not have been so many protests.

Not: Unless the government had raised food prices ...

Warning: We don't use unless and if together:

We will go to the coast tomorrow unless it rains.

Not: We will go to the coast tomorrow unless if it rains.

2. Should you (Should with inversion?)

In formal situations, we can use **should + subject (s) + verb (v)** instead of **if**:

Examples:

Should you wish to cancel your order, please contact our customer service department on 114. (or If you should wish to cancel your order ...)

Should your child become anxious or nervous about any activity, it is a good idea to inform the team-leader. (or If your child should become ...)

3. Had you (Had with inversion)

In formal situations, we can use **had + subject + verb** instead of **if in third conditional sentences**.

Examples:

Had I known you were waiting outside, I would have invited you to come in. (If I had known you were waiting outside)

Had Margaret realized she would be travelling alone, she would never have agreed to go.

4. If + were to

In formal situations, we can use **if + were to** when we talk about things that might happen but which we think is unlikely.

Examples: If the Prime Minister were to resign, there would have to be a general election within 30 days.

Note: In even more formal styles, we use **were + subject-verb inversion + to-infinitive**

Examples:

Were we to give up the fight now, it would mean the end of democracy in our country. (If we gave up the fight now ...)

Were the economy to slow down too quickly, there would be major problems. (If the economy slowed down too quickly ...)

5. As long as, so long as, providing (that), provided (that), only if, on condition that.

Sometimes we need to impose specific conditions or set limits on a situation. In these cases, conditional clauses can begin with phrases such as long as, so long as, providing (that), only if, on condition that, provided (that).

- As long as is more common in speaking; so long as and on condition that are more formal and more common in writing:

Examples:

You can play in the living room as long as you don't make a mess. [to a group of children] So long as a tiger stands still, it is invisible in the jungle.

The bank lent the company 100,000,000 francs on condition that they repaid the money within ten years.

- Providing (that) is more common in speaking; provided (that) is more formal and more common in written language:

Example:

They may do whatever they like provided that it is within the law.

6. Or and otherwise

We often use **or** and **otherwise** with conditional meanings.

Examples:

- 1) You've got to start studying, or you'll fail all those exams. (If you don't start studying, you will fail the exams.)
- 2) We'd better send it express, otherwise it'll take days. (If we do not send it express, it

7. Supposing may be used with a conditional meaning.

It can be used in first, second or third conditional sentences. The speaker invites the listener to imagine a situation.

Examples:

- 1) Supposing I don't arrive till after midnight, will the guest-house still be open? (Imagine if I don't arrive till after midnight ...)
- 2) Supposing you lost your passport, you'd have to go to the embassy, wouldn't you? Supposing he hadn't recognized us, he might never have spoken to us.

B. Zero Conditional

In zero conditional sentences, the tense in both parts of the sentence is the simple present.

If clause (condition)	Main clause (result)
If + simple present	simple present
If this thing happens	that thing happens

As in all conditional sentences, the order of the clause is not fixed. You may have to rearrange the pronouns and adjust punctuation when you change the order of the clauses, but the meaning is identical. In zero conditional sentences, you can replace **“if”** by **“when”** because both express general truths. The meaning will be unchanged.

Examples:

- 1) If you heat ice, it melts.
- 2) When you heat ice, it melts.
- 3) The grass gets wet if it rains.

Function The zero conditional is used to make statements about the real world, and often refers to general truths, such as scientific facts. In these sentences, the time is now or always and the situation is real and possible.

Examples:

- 1) If you freeze water, it becomes a solid.
- 2) Plants die if they don't get enough water will take days.)
- 3) If my husband has a cold, I usually catch it.
- 4) If public transport is efficient, people stop using their cars.
- 5) If you mix red and blue, you get purple.

The zero conditional is also often used to give instructions, using the imperative in the main clause.

Examples:

- 1) If Muhire phones, tell him to meet me at the cinema.
- 2) Ask Munyana if you're not sure what to do.
- 3) If you want to come, call me before 5:00 A.M.
- 4) Meet me here if we get separated.

6.5 End unit assessment

Activity 1: Choosing the correct form of the verbs in brackets in accordance with the appropriate type of conditional sentence that applies in order to complete the sentences.

1. She *wouldn't have owed* so much if she had been more careful with her money.
2. If Munyana *knew* the importance of taxes, she would pay them on time.
3. My uncle should have saved money for his retirement if he *had had* an income generating activities.
4. Families *could solve/would solve* many of their financial problems if they applied strategies about budgeting and saving.
5. If they had paid their debts on time, they *wouldn't have been declared* bankrupt.
6. Rugema *shouldn't fail* in his business if he avoided fraud.
7. If Musoni had listened to his wife, he *wouldn't have had* all these problems with his creditors.
8. I would collaborate closely with Rwanda Revenue Authority if I *were* a taxpayer.
9. If Nyarwaya had spent less, he *could have saved/would have saved* more money for emergencies.
10. My father *wouldn't be* in debt if he didn't borrow so much.

Activity 2: Reading the words and phrase loudly and correctly, putting the stress at the right place where necessary.

1. Frugal / 'fru:gəl /
2. Overboard / 'əʊvəbɔ:d /
3. Unforeseen / ʌnfə'si:n /
4. Appliance / ə'plaiəns /
5. Reap / ri:p /

Activity 3: Summary

This is an open-ended question. The teacher should appreciate the students' answers and guide them on how to write summary. Then he/ she should provide constructive feedback accordingly

Activity 4: Essay writing

This is an open-ended question. The teacher should appreciate the students' answers and guide them on how to write essay. Then he/ she should provide constructive feedback accordingly.

I. Answers to conditional sentences Type I

- 1) If you go out with your friends tonight, I will watch the football match on TV.
- 2) I will earn a lot of money if I get that job.
- 3) If she does not hurry, we will miss the bus.

II. Answer to conditional sentences Type II

- 1) If he tried harder, he would reach his goals.
- 2) I would buy these shoes if they fitted.
- 3) It would not surprise me if he did not know the answer.

III. Answer to conditional sentences Type III

- 1) If we had listened to the radio, we would have heard the news.
- 2) If you had switched on the lights, you would not have fallen over the chair.
- 3) She would have come to our party if she had not been on holiday.

Extended activities

If you notice, you have gifted learners who did not have difficulties mastering the use of conditional sentences, help them with the activity below. This activity is more challenging than the previous one since it mixes type two and three of conditional sentences. Moreover, learners will have to use other tenses (active/passive voice) than required in the previous exercises. Thus, it can help gifted learners.

Carefully study the sentences below and choose the right type of conditional sentences to complete them. Note that you might have to use other tenses (active/passive voice).

- 1) If I had more time, I (come) to your party yesterday.
- 2) Give the book to Jane if you (read) it.
- 3) If you hadn't lost our flight tickets, we (be) on our way to the Caribbean now.
- 4) If you (have) dinner right now, I'll come back later.
- 5) If we (set) off earlier, we wouldn't be in this traffic jam now.
- 6) What would you do if you (accuse) of murder?
- 7) If I hadn't eaten that much, I (feel / not) so sick now.
- 8) We would take another route if they (close / not) the road.
- 9) She only (sing) if she's in a good mood.
- 10) If she were sensible, she (ask) that question, by which she offended him so much.

Answers to active and passive voice

- 1) If I had more time, I would have come to your party yesterday.
- 2) Give the book to Jane if you have read it.
- 3) If you hadn't lost our flight tickets, we would be on our way back to Kigali now.
- 4) If you are having dinner right now, I'll come back later.
- 5) If we had set off earlier, we wouldn't be in this traffic jam now.
- 6) What would you do if you were accused of murder?
- 7) If I hadn't eaten that much, I would not feel so sick now.
- 8) We would take another route if they had not closed the road.
- 9) She only sings if she's in a good mood.
- 10) If she were sensible, she would not have asked that question, by which she offended him so much.

UNIT 7 Entrepreneurship and Personal Development

7.1 Key Unit competence

To use the language learnt in the context of entrepreneurship and personal development

7.2 Prerequisite (knowledge, skills, attitudes and values):

Before undertaking this unit, students are expected to have knowledge about entrepreneurship and personal development. The teacher will check this through both oral and in written exercises. The teacher can start this unit by asking some questions related to the entrepreneurship and personal development.

7.3 Guidance on the introductory activities

Possible answers to introductory activities

1. This is an open ended. The teacher will check the answers from learners following the figure description above.
2. This is an open ended. Teacher will appreciate learners' answers and give constructive feedback accordingly.
3. This is an open ended. The teacher will appreciate learners' answers and give constructive feedback accordingly.
4. This is an open ended. The teacher will appreciate learners' answers and give constructive feedback accordingly.

7.4 List of sub-headings/lessons

(N.B: A lesson can be made of one or more periods. There can be single, double or triple period lessons)

#	Subheading	Learning objective	Periods
1	Describing entrepreneurship	Identify words and expressions used in the context of entrepreneurship. Recognize concepts and expressions used in the context of entrepreneurship	3
2	7.2. Talking about business plan	Identify words and expressions used in the context of business plan	3

		Talk about the business plan process and the element of business plan	
3	7.3. Describing production and marketing	Identify words used in context of production and describing marketing Recognize Concepts and expressions used in the context of marketing	2
4	7.4. Language structure	Identify different uses of conditionals like if...not, unless Use model verbs to construct grammatically correct sentences	2
5	7.5. End unit assessment		2

Guidance to all lessons

This unit contains some reading and writing activities to be conducted in the classroom. When teaching reading texts, the students read silently and ask them some questions to check whether they have read. The teacher should ask some comprehension questions provided in the student's book to check their reading comprehension. The unit also contains some writing activities (language structure, composition writing, etc.).

Lesson 1: Describing entrepreneurship

a) Lesson objectives

- Identify words and expressions used in the context of entrepreneurship.
- Recognize concepts and expressions used in the context of entrepreneurship

b) Teaching and learning resources

Pictures, internet, textbooks, dictionaries (if possible the teacher can use projector to display them)

7.1.1 Learning activities

Guidance on learning activities 7.1.1: Reading and text analysis

The teacher may ask students to read the text in groups. He/she may encourage them to go through it quickly in the first reading. He/she should remind them to read in a slower pace for purposes of comprehension during the second reading. The teacher takes a walk through to make sure reading is taking place. This will also help the teacher to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

Activity 1: Reading comprehension

Entrepreneurship

1. An entrepreneur's main goal is not to make money, but rather to create value by improving people's lives and changing the way they do business.

2. Entrepreneurs must have confidence, intelligence, a positive attitude, and the ability to receive and implement feedback. Other crucial skills for entrepreneurship include basic finance skills, managerial skills, and the ability to network and build strong relationships.
3. Because they're self-employed, entrepreneurs can work flexibly, be creative, and exert total control over their business and decisions, all while following their passion and unlocking potentially unlimited earnings.
4. The main characteristics of the entrepreneurial mindset are: curiosity, independence, resiliency, persuasiveness, and a focus on helping others.
5. "The importance of entrepreneurship, Entrepreneurship." Consider other relevant titles.

Activity 2: Vocabulary

Word	Meaning
Entrepreneurial	used to describe someone who makes money by starting their own business, especially when this involves seeing a new opportunity and taking risks
Curiosity	Inquisitiveness; the tendency to ask and learn about things by asking questions, investigating or exploring
Independence	The state or quality of being independent; exemption from reliance on.
Persuasiveness	The capability of a person or argument to convince or persuade someone to accept a desired way of thinking
Resiliency	the ability to recover from setbacks, adapt well to change, and keep going in the face of adversity
Visionary	a person with original ideas about what the future will or could be like

7.1.2 Application activities: Sentences construction, summary writing and composition

Activity 1: Sentences construction

- | | | | | |
|------|------|------|------|------|
| 1. C | 2. E | 3. F | 4. D | 5. B |
| 6. G | 7. A | | | |

Activity 2: Summary writing

This is an open ended question. The teacher will appreciate learners' answers and give constructive feedback accordingly.

Activity 2: Composition writing

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love to write.

Lesson 2: Talking about making a business plan

a) Lesson objectives

- Identify words and expressions used in the context of business plan
- Talk about the business plan process and the element of business plan

b) Teaching and learning resources

- Pictures, internet, textbooks, dictionaries (if possible the teacher can use projector to display them)

7.2.1 Learning activities

Guidance on learning activities 7.2.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Activity 1: Reading comprehension

How to write a perfect business plan

1. A business plan is a document describing a business, its products or services, how it earns (or will earn) money, its leadership and staffing, its financing, its operations model, and many other details essential to its success.
2. A traditional business plan should have the following components:
 - a) Executive summary
 - b) Company description
 - c) Market analysis
 - d) Management and organization
 - e) Products and services
 - f) Customer segmentation
 - g) Marketing plan
 - h) Logistics and operations
 - i) Financial plan

3. A good business plan starts with a strong executive summary. It also adequately outlines idea feasibility, target market insights, and the competitive landscape, which we go over in this blog post.
4. Business concept; Business goals and vision; product description and differentiation; target market; marketing strategy; current financial state; projected financial state; ask, team and strong.
5. Income statement, balance sheet, (asset, liabilities=equity) and cash flow.
6. The types of business plans include startup, refocusing, internal, annual, strategic, feasibility, operations, growth, and scenario-based. Each type of business plan has a different purpose.

Activity 2: Vocabulary

Word	Meaning
Logistics	The process of planning and executing the efficient transportation and storage of goods from the point of origin to the point of consumption.
Spread sheet	An electronic document in which information is arranged in rows and columns, and can be used to do financial calculations and plan
Investment	Is an asset acquired or invested in to build wealth and save money from the hard earned income or appreciation
Balance sheet	Is the financial statement of a company which includes assets, liabilities, equity capital, total debt, etc. at a point in time
Cash flow	Refers to the net balance of cash moving into and out of a business at a specific point in time.
Business plan	Is a document created by a company that describes the company's goals, operations, industry standing, marketing objectives, and financial projections

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Lesson 3: Describing production

a) Lesson objectives

- Identify words used in context of production and describing marketing
- Recognize Concepts and expressions used in the context of marketing

b) Teaching and learning resources

- Pictures, internet, textbooks, dictionaries (if possible the teacher can use projector to display them)

7.3.1 Learning activities

Guidance on learning activities 7.3.1: Reading and text analysis

The teacher may ask students to read the text in groups. He/she may encourage them to go through it quickly in the first reading. He/she should remind them to read in a slower pace for purposes of comprehension during the second reading. The teacher takes a walk through to make sure reading is taking place. This will also help the teacher to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

Activity 1: Reading comprehension

Production

1. Production is a fundamental requirement for all economies and societies. It is the process of making goods and/or services that satisfy consumers' wants. (other answers accepted)
2. Production is very complex and involves the interaction of many factors such as technology, entrepreneurship, risk, markets, and resources. It is also very dynamic since it is constantly changing as both companies and consumers are continuously seeking to satisfy their wants. (other answers accepted)
3. An example of production is the manufacturing of cars. Cars are made by assembling parts together. For example, rubber tires are added to metal bodies to make seats installed before the car is driven off the production line. (other example accepted)
4. Production is usually measured by combining data on employment, capital investment, inventories, exports, and imports in the national economy. Also used are measures of inflation with respect to production.
5. Finance is related to the production process because it allows people and organizations such as businesses to get access to capital. The use of this data also enables them to produce more goods and services.

Activity 2: Vocabulary

Words	Antonyms
Consumer	Buyer, customer, shopper, purchaser
Row material	Natural resource
Immaterial	Irrelevant, unimportant
Intangible	ethereal, vague
Goods	Wares, properties, merchandise , things

7.3.2 Application activities: Sentence construction and composition writing

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Composition writing

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love writing.

Lesson 4: Describing marketing

a) Lesson objectives

- Identify different uses of conditionals like if...not, unless
- Use model verbs to construct grammatically correct sentences

b) Teaching and learning resources

- Pictures, internet, textbooks, dictionaries (if possible the teacher can use projector to display them)

7.4.1 Learning activities

Guidance on learning activities 7.4.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Possible answers to questions and activities

Activity 1: Reading comprehension

Marketing in Business

- 1) Marketing is a division of a company, product line, individual, or entity that promotes its service. Marketing attempts to encourage market participants to buy their product and commit loyalty to a specific company.
- 2) Marketing is important for a few reasons. First, marketing campaigns may be the first time a customer interacts or is exposed to a company's product. A company has the opportunity to educate, promote, and encourage potential buyers. Marketing also helps shape the brand

image a company wants to convey. For example, an outdoor camping gear company that wants to be known for its rugged, tough goods can embark on specific campaigns that embody these traits and make these emotions memorable to prospective customers.

- 3) An important goal of marketing is propelling a company's growth. This can be seen through attracting and retaining new customers.
- 4) Companies may apply a number of different marketing strategies to achieve these goals. For instance, matching products with customers' needs could involve personalization, prediction, and essentially knowing the right problem to solve. Another strategy is creating value through the customer experience. This is demonstrated through efforts to elevate customer satisfaction and remove any difficulties with the product or service.
- 5) The Four Ps consists of product, price, place, and promotion.
- 6) There are dozens of types of marketing, and the types have proliferated with the introduction and rise of social media, mobile platforms, and technological advancements. Before technology, marketing might have been geared towards mail campaigns, word-of-mouth campaigns, billboards, delivery of sample products, TV commercials, or telemarketing. Now, marketing encompasses social media, targeted ads, e-mail marketing, inbound marketing to attract web traffic, and more.

Activity 2: Vocabulary

Words	Synonyms	Sentences
Company	Corporation, syndicate, enterprise	Open ended
Advertising	Publicity	Open ended
Endorsements	Authorization, commendation	Open ended
Complain	Protest, criticize	Open ended
Competitors	Contestant, challengers	Open ended
Store front	Forward facing	Open ended
Sponsorship	Protection, patronage	Open ended
Ads	Advertisements, posters	Open ended

7.4.2 Application activities: Sentence construction, summary writing and composition writing

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

This is an open ended question. For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Activity 3: Composition writing

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love writing.

Write 200 words composition on the benefit of advertisement in marketing.

Lesson 5: Language structure (Conditionals and modal verbs)

Guidance on grammar

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. 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. 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.

Possible answer to the learning activity 7.5.1

1) Won't	6) Doesn't
2) Want	7) Unless
3) If	8) If
4) Unless	9) If
5) If	10) unless

Possible answer to the learning activity 7.5.2

1. There are plenty of tomatoes in the fridge. You needn't buy any.
2. This is a hospital. You *mustn't* smoke here.

3. He had been working for more than 11 hours. He *must* be tired after such hard work. He *may* prefer to get some rest.
4. I *could* speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I *can* just say a few things in the language.
5. The teacher said we *can* read this book for our own pleasure as it is optional. But we *needn't* read it if we don't want to.

Possible answers to sound and spelling

Teacher, help students pronounce the given words with the right intonation. Focus on the right place of the stress.

- 1) Entrepreneurship / ,ɒntɹəprə'ne:ʃɪp/
- 2) Communicate / kə'mju:nɪkeɪt/
- 3) Control / kən'trəʊl /
- 4) Innovator/ 'ɪnəveɪtə/
- 5) Utility /ju:'tɪlɪti, jʊ'tɪlɪti/
- 6) Overheads /'oʊvə'hed/
- 7) Production /prə'dʌkʃn/
- 8) Schedule /'ʃɛdju:l,'skɛdju:l/
- 9) Supply /sə'plʌɪ/
- 10) Advertise /'advɪtɪz/

7.5 Additional information to the teacher

Modal verbs are a kind of auxiliary verb. They facilitate the main verb for suggesting potential, expectation, permission, ability, and obligation.

When used with the main verb, modal verbs do not end with-s for the third-person singular. Modal auxiliary verbs never change form, but they have a different form past tense.

The modal auxiliaries include:

Present tense	Past tense
Will	Would (used to)
Can	Could
Must (have to)	(Had to)
May	Might
Should(ought to)(had better)	Should(ought to)

NB: The words in parentheses () are semi- modals. They have the same meaning, but they are different grammatically.

Will- would

Will indicate a “**willingness**” to do something in the future; the negative form of will – will not (won’t) indicates an ‘unwillingness’ (refusal, reluctance) to do something.

Example:

- I will give you another opportunity
- I will play tomorrow
- They will arrive at 10 AM
- She won’t come today

Would indicates general or repeated willingness in the past. It also indicates preference in the present

Examples:

- If you did not leave, I would still be taking care of you.
- Whenever I had to go there, they would throw a party.
- We thought that people would buy this book.
- If I were you, I would not do it.
- I would like to make a toast

Used to sometimes replaces would but sometimes it would be grammatically incorrect if we used to in place of would.

Example:

- When I was in school, I used to make sketches
- He often used to cry at night without reason
- I used to take a break at this time of the year

Can- Could- May- Might

The modals express possibility and ability.

Can indicates abilities but **could** indicates abilities with an option.

Example:

- I can do it. (the subject ‘I’ is sure about his/her ability)
- I could do it. (the subject ‘I’ is not sure about his/her ability)
- They cannot do it. (present)
- They could not do it. (past)

Can and could also indicate possibility.

Example:

- The temperature can rise this month.
- They can’t go too far by now.
- It could rain later

May and might both indicate possibility but might can suggest that there is less possibility than may.

Example:

- It may rain.
- It might rain later
- They may come back.
- They might come back

Must indicates necessity.

Example:

- I must leave now.
- He must study hard
- Alex must go home by 6.00pm.

Have to has the similar meaning to must but implies less urgency.

Example:

- I have to leave now.
- He has to study hard.
- Alex has to go by 6.00pm.
- I had to leave then. (past)
- He had to study hard to pass the exam. (past)

Should indicate obligation and probability

Example:

- You should come home early.
- You should not smoke at all.
- I should visit my parents more often
- There should be an extra key for the lock in the drawer. (probability)
- I should have done that. (obligation in the past)

Ought to and had better sometimes replaces should

Examples:

- You ought to come home early.
- We ought to have taken a taxi. (past)
- We had better leave. (had better is generally used in spoken English)

7.6 End unit assessment

Activity 1: Completing the following sentences with the suitable modal verbs:

- | | | | | |
|-----------|------------|------------|------------|-----------|
| a) had to | b) have to | c) must be | d) mustn't | e) have |
| f) will | g) rained | h) get | i) third | j) second |

Activity 2:

By using dictionary or internet, teacher should help students to pronounce the given words with the right intonation. Focus on the right place of the stress.

Activity 3: Summary writing

For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Additional activities for students**Remedial Activities**

If you notice, you have slow learners who did not master the use of modal verbs, help them with the activity. This activity is simpler than the previous ones since answers have been provided. Thus, it can easily help slow learners.

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 not only to keep them busy when the teacher is with the slow and average learners but also help them exploit their capabilities.

UNIT 8 Interpersonal Communication

8.1 Key unit competence

To use language learnt in the context of interpersonal communication

8.2 Prerequisite (knowledge, skills, attitudes and values)

Before this unit “*Interpersonal communication*” is undertaken, students should be well versed with facts on importance of interpersonal communication because they have always communicated with others and do most of activities in groups. They may also have attended some meetings. The teacher may tell students to recall how the meetings were conducted. This puts the teacher in a position of easily relating the unit to students’ experience.

8.3 Guidance on the introductory activity

The teacher may ask students to observe the pictures (in student’s book on page.....) and ask them to work in pairs when answering questions on unit 8 introductory activity. He/she should give them time to critically think about the questions and move around to help some of the students with special needs. He/she may randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together.

Possible answers to the introductory activity.

1. Some of the types of interpersonal communication that are commonly used within a business organization include staff meetings, formal project discussions, employee performance reviews, and informal chats.
2. This is an open-ended question but students may explain that business meetings are crucial aspects of an organization since they help you keep a tab on the organization’s processes and activities to reach its goals and objectives. This is done by allowing members/workers to stay updated, discuss ideas, solve problems, make collective decisions, and also help in team building. No matter how small/big your organization’s size is, business meetings would always be essential to evaluate and reach your targeted goals.

8.4 List of lessons/subheadings

No	Lesson title	Learning objectives	Periods
1	Talking about interpersonal communication and business meetings	-State words and expressions used in interpersonal communication and business meetings. -Write and read about interpersonal communication and business meetings taking care of the correct use of present and past tenses in active and passive voice.	3
2	Describing broad categories of business meetings	-Recognise words and expressions that are used to talk about different categories of business meetings. -Write and read about different categories of business meetings taking care of the correct use of present and past tenses in active and passive voice.	3
3	Characteristics of effective business meetings	-Recognise words and expressions that are used to talk about characteristics of effective business meetings -Write and read about characteristics of effective business meetings taking care of the correct use of present and past tenses in active and passive voice.	3
4	Language structure: Present and past tenses in active and passive voice.	-Correctly use present and past tenses in active and passive voice while talking and writing about interpersonal communication and business meetings.	3
5	End of unit assessment		2

Guidance on different lessons

Lesson: Talking about interpersonal communication and business meetings

a) Lesson objectives

- State words and expressions used in business investment in the world.
- Write and read about business investment taking care of the correct use of correlative connectors.
- Socialize in our changing world.

b) Teaching and learning resources

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

8.1.1 Learning activities

Guidance on learning activities 8.1.1: Reading and text analysis

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.

Possible answers to questions and activities

Activity 1: Reading comprehension

Interpersonal communication

1. The 4 types of interpersonal communication that are commonly used within a business mentioned in the passage are staff meetings, formal project discussions, employee performance reviews, and informal chats.
2. Based on the information from the passage, enumerate the forms of interpersonal communication that involve people from outside of the firm include client meetings, employment interviews, or sales visits.
3. Unclear, inaccurate, or inconsiderate business communication can waste valuable time, alienate employees or customers, and destroy goodwill toward management or the overall business.
4. This is an open-ended question. Learners will compare and contrast one-way and two-way communication based on the information from the passage.
5. This is an open-ended question. The teacher should ensure the correctness of the answers.

Activity 2: Vocabulary

Words/phrases	Meaning
a) Encompass	To include, especially a variety of things.
b) Nonverbal	Not using spoken language.
c) Business organization	Business organization, an entity formed for the purpose of carrying on commercial enterprise. Such an organization is predicated on systems of law governing contract and exchange, property rights, and incorporation.

Words/phrases	Meaning
d) Interpret	To decide what the intended meaning of something is.
e) Feedback	In the communication process, feedback refers to a response from the receiver which gives the communicator an idea of how the message is being received and whether it needs to be modified or not.
f) Inaccurate	Not completely correct or exact, or not able to do something correctly or exactly.
g) Time-consuming	Describes a task that takes a lot of time to do.

8.1.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Summary writing

For the summary of the passage, ensure that students are using their own words or synonyms of some of the words that are appearing in the text but not reproducing. Focus on sentence formation and the content should be maintained and not changed when students summarize the passage. A summary contains only the ideas of the original text, so, they should not insert any of their own opinions, interpretations, deductions or comments. They should also summarise the passage in the form of a single paragraph.

Lesson 2: Describing broad categories of business meetings

a) Lesson objectives

- Recognise words and expressions that are used to talk about different categories of business meetings.
- Write and read about different categories of business meetings taking care of the correct use of present and past tenses in active and passive voice.

b) Teaching and learning resources

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

8.2.1 Learning activities

Guidance on learning activities 8.2.1: Reading and text analysis

- The teacher should allow active learning participation as students read the text.
- He/she should motivate them and encourage gender participation.
- He/she should let students work in groups.
- The teacher can also do model reading or randomly pick a student to read aloud. After, he/she may ask students to present their answers to the class.

Possible answers to questions and activities

Activity 1: Reading comprehension

Six Most Common Types of Business Meetings

1. The six most common types of business meetings mentioned in the passage are: Status Update Meetings, Decision-Making Meeting, Problem-Solving Meeting, Team-Building Meeting, Idea-Sharing Meetings and Innovation Meetings.
2. Business meetings are generally conducted in person in an office, however with the rise of video conferencing technologies, participants can join a business meeting from anywhere.
3. Status Update Meetings are initially intended to share updates on the latest projects and make sure everyone in the team is on the same page about the process of the project.
4. Although managers generally have the final say, the discussions around important business decisions often occur in larger groups where they seek advice from team members.
5. The reason behind spreading out the process of making a decision over several different meetings is to allow all parties to have a chance to gather information, come up with solutions and vote on how best to move forward.

Activity 2: Vocabulary

Words/phrases	Meaning
Efficiency	The ability to achieve an end goal with little to no waste, effort, or energy.
Manpower	The number of people working or available for work or service.
Hiccups	A minor difficulty, interruption, setback.
Engaging	Charming and attractive.
Come up with	Produce something, especially when pressured or challenged.

Activity 2: Vocabulary

Words/phrases	Meaning
Banter	The playful and friendly exchange of teasing remarks
Counterpart	A person or thing that corresponds to or has the same function as another person or thing in a different place or situation.
Filter	Process or assess (items) in order to reject those that are unwanted.

8.2.2 Application activities

Activity 1: Sentence construction

1. This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.
2. This is also an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Lesson 3: Characteristics of effective business meetings

a) Lesson objectives

- Recognise words and expressions that are used to talk about different categories of business meetings.
- Write and read about different categories of business meetings taking care of the correct use of present and past tenses in active and passive voice.

b) Teaching and learning resources

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

8.3.1 Learning activities

Guidance on learning activities 8.3.1: Reading and text analysis

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to read and answer comprehension questions.

Activity 1: Reading comprehension

The six qualities meetings need to have to be effective

1. TRUE
2. FALSE
3. FALSE
4. FALSE
5. TRUE
6. TRUE

Activity 2: Vocabulary

Words/phrases	Meaning
Productive	Producing or able to produce large amounts of goods, crops, or other commodities
Arguably	Used when stating an opinion or belief that you think can be shown to be true/ As may be argued or shown by argument
Enforce	To make people obey a law, or to make a particular situation happen or be accepted.
Winging it	Doing or trying to do something without much practice or preparation. (I hadn't practiced the part, so I got up there and winged it).
Framework	A system of rules, ideas, or beliefs that is used to plan or decide something:
Attendees	People who attend a conference or other gathering.
Designate	Appoint (someone) to a specified office or post.

8.3.2 Application activities

Activity 1: Sentence construction

This is an open-ended activity. The teacher should accept any grammatically and semantically correct sentences.

Activity 2: Composition writing

In this open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love writing.

Lesson 4: Language structure: Present and past tenses in active and passive voice

a) Lesson objectives

- Correctly use present and past tenses in active and passive voice while talking and writing about interpersonal communication and business meetings.

b) Teaching and learning resources

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

8.4.1 Learning activities

Guidance on learning activities 8.4.1: Language structure

The teacher can refer to the guidance provided in the previous sub-titles to guide students on how to deal with the language structure.

Possible answers to questions and activities

Activity 1: Reading comprehension

Changing the sentences from active voice to passive voice.

- a) The agenda was not sent by the person who called us for a meeting.
- b) The boy was bitten by the dog.
- c) A cake was made by Mother yesterday.
- d) The boy was bitten by the dog.
- e) The meeting was chaired by Kamanzi.
- f) Hockey was played by Ram.
- g) English is taught to us by Miss Mary.
- h) The ball was caught by Kamali.
- i) Sweets are liked by children.
- j) By whom were you taught this poem?

Activity 2: Choose the right passive sentence from the given options

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

8.5 End unit assessment

Activity 1:

Look at the subject and verb to determine if it is an active or passive sentence. Then add the appropriate verb. Use the Past Simple tense for this exercise.

1. The business meeting **was scheduled** in the afternoon.
2. Our last business meeting **enabled** our company to win a customer's trust.
3. Many people **were invited** in the meeting.
4. Interpersonal communication in business **helped** us to solve our internal problems.
5. Many people **bought** tickets for last night's concert. All the tickets **were sold**.
6. The child **was helped** by his father. His toys **were picked up** and put into a drawer.
7. Scientists **discovered** a new species of frog.
8. The students **did not raise/didn't raise** their hands.
9. Last night's dinner **was prepared** by my wife.
10. The safety rules **were not followed/weren't followed** so an accident **happened**.
11. Because the printer **was damaged** we couldn't print.
12. The house **had** a swimming pool when I lived there.
13. I **was not allowed/wasn't allowed** to drink alcohol when I was young.

Activity 2: Change active sentences to passive

1. By 3:00 p.m., the window had been broken by someone.
2. We were being watched by a strange man.
3. The Olympic Games were hosted in Tokyo in 2020.
4. The report is being worked on right now (by us).
5. He was told by the manager to arrive earlier.
6. The mistake could not have been made by them.
7. I hope I am going to be hired by them soon.

Activity 3:

Complete the text using the phrases from the box. The first one has been done for you!

A plane carrying 15 members of the government to a conference in Brussels

is known to have experienced a small scale fire earlier this morning. The plane ***is thought to have been*** about 20 minutes into its journey when the fire occurred in the luggage department. It ***is not known*** how the plane caught fire, but early eyewitness reports confirm that a trail of smoke ***was seen*** coming from the undercarriage. The fire ***was brought*** rapidly under control, but the pilot ***was obliged to*** make an emergency landing. Five people ***are believed to have been*** treated for shock. The plane ***was packed*** with businesspeople flying to Belgium. All 209 passengers ***were made to*** stay behind for questioning after landing at a military airport in northern France. Police ***are thought to be*** treating the incident as suspicious.

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. The teacher may, for example, write sentences in active and passive and tell them to tell which ones are active and which ones are passive.

In the below-mentioned sentences, identify whether the sentence is in Active Voice or Passive Voice and justify your answer.

1. Grill was painted by the painter.
2. My siblings gave me a surprise.
3. The snake has been taken to the hospital.
4. Someone has stolen my little purse.
5. Some kids are giggling.
6. This is 100% pure coconut oil.
7. The assignment will be completed by the afternoon.
8. She is buying a new phone.
9. The scooty has been analyzed and scanned.
10. The eclipse was seen for a long period.

Possible answers to consolidation activities

1. Passive Voice, since here object is emphasized, and a preposition - 'by' - has to be added.
2. Active Voice, since it is direct and clear.
3. Passive Voice, since here object is emphasized.
4. Active Voice, since it is direct and straightforward.
5. Active Voice, since it is direct and clear.
6. Active Voice, since it is direct and straightforward.
7. Passive Voice, since here object is emphasized, and a preposition - 'by' - has to be added.
8. Active Voice, since it is direct and clear.

9. Passive Voice, since here object is emphasized.
10. Passive Voice, since here object is emphasized.

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 the deep development of competencies. You can use the activities below:

Change the below-mentioned sentences from Active Voice to Passive Voice

1. The puppy licked the bowl.
2. The insect bit the little girl.
3. The Boss played cricket.
4. Mr. Shyam teaches French.
5. Seema draws the sketch.
6. They revamped the hotel.
7. The student is studying the course.
8. Father baked the cookies on the weekend.
9. Have you completed your assignment?
10. She has mastered the subject of design.
11. Kitty ate the mouse yesterday.
12. She opened the door.
13. Shalu is washing the utensils.
14. Divya is buying a new phone.
15. Dia is planning the party.
16. Everyone likes sweets.
17. Veena threw the jacket.
18. Ram had taken the books.
19. I did not scold her.
20. The cops caught the thief.

Possible answers to consolidation activities

1. The bowl was licked by the puppy.
2. The little girl was bitten by the insect.
3. Cricket was played by the boss.
4. French is taught by Mr. Shyam.
5. The sketch is drawn by Seema.
6. The hotel was revamped by them.
7. The course is being studied by students.
8. The cookies were baked on the weekend by Father.
9. Has the assignment been completed by you?
10. The subject of design has been mastered by her.

11. The mouse was eaten by the kitty yesterday.
12. The door was opened by her.
13. The utensils are being washed by Shalu.
14. A new phone is being bought by Divya.
15. Party is being planned by Dia.
16. Sweets are being liked by everyone.
17. The jacket was thrown by Veena.
18. The books had been taken by Ram.
19. She was not scolded by me.
20. The thief was caught by the cops.

Extended activities

For most gifted/talented students who have mastered quickly the lesson, the teacher should give them more challenging activities. The aim is not only to keep them busy when the teacher is with the slow and average learners but also help them exploit their capabilities.

