

ENGLISH LANGUAGE SENIOR 6

Teacher's Guide

First Edition

Kigali, January, 2019

Not for sale

Copyright

© 2019 Rwanda Education Board

All rights reserved.

This document is the property of Rwanda Education Board. Credit should be given to REB when the source of this book is quoted

FOREWORD

Dear teacher,

Rwanda Education Board is honoured to present English language Senior 6 teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the English language subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

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

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

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

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

activities.

- Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

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

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

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

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

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

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

Dr. NDAYAMBAJE Irénée

Director General of REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in the development of this English language textbook for senior five. It would not have been successful without active participation of different education stakeholders.

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

Special acknowledgement goes to the University of Rwanda which provided content providers, quality assurers, validators as well as experts in design and layout services, illustrations and image anti-plagiarism.

Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from the department of curriculum, Teaching and Learning Resources Department (CLR) who were involved in the whole process of in-house textbook writing.

Joan MURUNGI,

Head of Department CLR

Contents

FOREWORD	iii
ACKNOWLEDGEMENT	v
1. General Introduction	ix
2. Sample Lesson Plan	ix
3. Unit Development	ix
5. Template of a Competence – Based Lesson Plan	xi
UNIT 1 : RWANDA AND THE REGION: GEOLOGY	1
1.1 Describing maps	3
1.2 Describing geological features	7
1.3 Describing lakes and rivers	15
1.4 Describing a geological event	19
1.5 Unit Assessment	24
UNIT 2 : NEWSPAPERS AND REPORTING	29
2.1 Aspect of newspapers and magazines	31
2.2 Describing a scene	40
2.3 Direct and Reported Speech	43
2.4. Reporting a past event	46
2.5 Expressing the probability on a past event	52
2.6 Restrictive and non-restrictive clauses	55
2.7 Unit Assessment	59
UNIT 3: CULTURAL DIVERSITY	63
3.1 Describing being in a new country	65
3.2 Comparing cultures	70
3.3 Describing customs and culture	74
3.4 Describing traditional Rwandan culture	76
3.5 Describing the causes of migration	79

3.6 Unit Assessment	85
UNIT 4: MYSELF AND MY AMBITIONAL	89
4.1 Describing hobbies and leisure time	91
4.2 Recounting activities	94
4.3 Describing Internet	97
4.4 Professional life and achievements English langage S6 Student's Book Page 95	100
4.5 Job adverts, CV Writing and qualities of a good employee	102
4.6 Unit Assessment	106
UNIT 5: SPACE TRAVEL	113
5.1 Describing the history of space travel	116
5.2 Describing the solar system	121
5.3 Describing the development of the international space station	127
5.4 Predicting the future of space travel	134
UNIT 6: MONEY	149
6.1 Describing types of income	152
6.2 Describing tax and income	155
6.3 Talking about avoiding debt	158
6.4 Talking about budgeting and savings	161
6.6 Unit Assessment	170
UNIT 7: DEVELOPMENT TRENDS IN RWANDA	177
7.1. Describing Economic Development	179
7.2. Describing Economic Goals	183
7.3. Describing Economic Achievements	187
UNIT 8 : WRITING AND EXAMINATIONS	199
8.1. Key unit competence:	199

8.2. Prerequisite knowledge and skills:	199
8.3. Cross-cutting issues to be addressed:	199
8.4. Generic competences to be addressed:	199
8.5. Attention to special educational needs	199
8.6. Guidance on the introductory activity: <i>(English Language S6 Student's Book, page ...)</i>	200
8.7. List of lessons	200
8.8. Finding information in books using table of content and index	201
8.9: Finding information in texts	204
8.10: Reading extracts from literature	206
8.11. Writing essays	209
8.12. Understanding and responding to instructions in examinations	215
8.13. Summary of the unit	219
8.14. Additional Information for the teacher	219
References	223

1. General Introduction

English Language S6 English Teacher’s Guide has been developed with the aim of helping the teachers of English language to deliver lessons while following the new Competence Based Curriculum principles and goals. These principles and goals were set to meet the national goals of Education in Rwanda. It encompasses four main parts that are : the general introduction, sample lesson plan, the development of units and references.

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

2. Sample Lesson Plan

The second part is made of sample lesson plans which will be developed in line with different approaches or techniques and teaching resources that can be used in teaching and learning English language. At least one sample lesson plan for each unit has been developed for the teacher.

3. Unit Development

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

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

4. Attention to special educational needs and inclusive education

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

need to:

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

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

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

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

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

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

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

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

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

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

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

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

Gradually give the learner less help.

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

5. Template of a Competence – Based Lesson Plan

School Name:

Teacher's name:.....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
II	.../.../ 2018	English	S 6	2	1 of 12	40 min	40
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Learners with hearing impairment: 1			
Unit title		Newspapers and Reporting					
Key Unit Competence:		To use language learnt in the context of newspapers and reporting					
Title of the lesson		Aspects of newspapers and magazines					
Instructional Objectives		Given samples of newspapers and magazines and guidance, learners should be able to analyse newspapers and magazines					
Plan for this Class (location: in / outside)		Inside the classroom					
Learning Materials (for ALL learners)		Different types of newspapers and magazines and pictures of different people who are reading.					
References		Students' book (S6) page ... , S6 English Teacher's Guide (S6) page ...					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation.
	Teacher activities	Learner activities	
	In this lesson, learners, guided by the teacher, will analyse newspapers and magazines by identifying key features of newspapers and magazines; skimming and scanning texts for information. All learning activities are going to be learner centered.		.Communication through discussions .Cooperation and interpersonal through group work.

1. Introduction (5min)	<ul style="list-style-type: none"> -Teacher asks learners some questions to test their knowledge about newspapers and magazines. -The teacher helps learners to form groups of 4 and choose a secretary. -Teacher guides learners in reading and discussing introductory activity. 	<ul style="list-style-type: none"> -Learners answer orally questions asked by teacher. -Learners sit in groups of four and choose the secretary -Learners read introductory activity. -Learners discuss in groups introductory activity. 	<p>Inclusive education:</p> <p>During group discussion, learners are encouraged to speak aloud in order to help the one with hearing impairment to participate in the group discussion.</p>
2. Development of the lesson			
2.1 Discovery activity (10 min)	<ul style="list-style-type: none"> -The teacher distributes different types of newspapers and magazines among students and asks learners to analyse them. -Teacher asks learners to read a summary on aspects of newspapers and magazines and skim and scan some features of newspapers and magazines 	<ul style="list-style-type: none"> -Learners observe different types of newspapers and magazines. -Learners analyse in groups different types of newspapers and magazines. - Learners give answers -Learners read the text and jot down some key points or features of newspaper. - They read silently - They skim bolded words 	<p>Cooperation and interpersonal (working together in groups)</p> <p>Communication skills (learners will develop these skills through discussions and questions and answers.</p>

<p>2.2 Presentation of learner's productions (5 min)</p>	<p>-The teacher asks learners to present their findings from different groups .</p> <p>_ The teacher facilitates discussions and sharing.</p>	<p>-Learners present their findings</p> <p>-Learners share views and opinions on their presentations.</p>	<p>.Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)</p> <p>.Gender education (both girls and boys are mixed in groups and are participating in the same way)</p> <p>.Inclusive education (the learner with hearing impairment is going to be integrated in groups)</p>
<p>2.3 Exploitation (10min)</p>	<p>-Teacher adds the key information about newspapers and magazines and asks learners to skim and scan the text 'the fall of African wall'.</p>	<p>-They read silently</p> <p>-They skim to identify some African Leaders and other general information.</p> <p>- They scan the text and find the necessary additional information as required.</p>	<p>Critical thinking through reading as learners summarise the text on aspects of newspapers</p>

2.4.Conclusion/ Summary (5min)	<p>-Guide learners to summarise what they have learnt about aspects of newspapers and magazines.</p> <p>-Emphasize the importance of reading newspapers and magazines for information.</p> <p>-Encourage learners to read regularly.</p>	<p>-Learners make a summary and copy it in their notebooks.</p>	<p>.</p> <p>Lifelong learning through the culture of reading and research .</p>
3. Assessment (10 min)	<p>Teacher asks learners to do application activity in S6 English Student’s Book page.....</p> <p>Supervise the activity and mark it.</p>	<p>Learners do application activity in their exercise book.</p>	
Observation on lesson delivery	<p>The learners have participated and set objectives achieved.</p>		

UNIT 1 : RWANDA AND THE REGION: GEOLOGY

1

Key unit competence: To use language in the context of geology of Rwanda and the region.

Prerequisite knowledge and skills: Students should master the use of the Present Simple Tense before studying this unit. Learners are also expected to have some knowledge about Geology.

Cross cutting issues to be addressed: Peace and value education, Gender education, Environment and sustainability English s6, student's book for Rwandan schools and Inclusive education

Guidance on the introductory activity: (Page 2)

Put the students into groups of four. Ensure that 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 inclusivity in education.

Learners are not expected to find the right answers right away. They may be able to answer the questions of this introductory activity correctly after completing this this unit.

Students are likely to have acquired knowledge on how mountains and valleys are formed. Guide them on how to do the activity by telling them to focus on the use of passive voice and adverbial clauses of time.

Help them with this example: When the land is pushed upwards by compression and tension forces, it forms a block mountain.

This sentence contains an adverbial clause of time in passive voice.

List of lessons

Lesson title	Learning objectives	Number of periods
1.1 Describing maps Lesson1: The location of Rwanda on the map	Read a text about the location of Rwanda; Write a paragraph or a short composition about the location of Rwanda on the map focussing on compass points; Write a short paragraph explaining the relationship between latitude and longitude, time and climate.	2 periods
1.2 Describing geological features Lesson1: The formation of mountains and valleys	Read the texts about geological features Construct grammatical sentences while describing different procedures in which mountains are formed as well as folding and faulting .	2 periods
Lesson 2: The adverbial clauses of time and place	Identify the use of adverbial clauses of time and place in the passage. Correctly use the adverbial clauses of time (Student book p9)	2 periods
Lesson 3: Passive voice with present simple tense	Identify the use of the Passive voice with Present simple from a passage. Use correctly Passive voice with present simple while doing exercises C. 3 in the Student book p 24	2 periods

<p>1.3 Describing lakes and rivers</p> <p>Lesson1: Listening about lakes and rivers in Rwanda</p>	<p>Construct sentences using the adverbial the place to explain the location of major lakes and rivers in Rwanda.</p> <p>Write a paragraph or a short composition explaining the economic importance of lakes and rivers.</p> <p>Pay attention to good listening practices.</p>	<p>2 periods</p>
<p>1.4 Describing a geological event</p> <p>Lesson1: Reading about a geological event</p>	<p>Orally describe geological events in East Africa</p> <p>Draw from their background knowledge as they read about geological events.</p> <p>Visualise the events of the text as they read.</p> <p>Monitor their purpose while reading the text.</p>	<p>2 periods</p>

1.1 Describing maps

Lesson 1: The location of Rwanda on the map

Prerequisite knowledge and skills: Compass points and maps.

Before studying this lesson, learners are expected to have some knowledge and skills about compass points and maps. Ask them the following questions to introduce this lesson:

1. What are the points of the compass?
2. In which direction does the sun rise and set?
3. Why do you think it is important to know how to locate places on a map?
4. What do you think is the most important reason people need to have maps?

Suggested learning and teaching resources:

- A map of Rwanda
- A map of East Africa
- Compass
- English language S6 Student’s Book and Teacher’s Guide
- The Globe

Suggested teaching and learning methods

1. Question and answer method: This method is key to every educative activity. You should ask the learners questions that make them discover. Don’t tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. Discussion: This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. Group work: In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put the learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. Exposition: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners’ answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. This means that slow learners have to be mixed with quick learners to facilitate mutual assistance. Ensure that girls and boys are mixed in order to promote cross-gender interaction. If you have some learners with disabilities let them be mixed with others to promote inclusivity in education.
2. Tell each group to choose a group leader and a secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students that cooperation in a group work is very important for it facilitates mutual assistance and it prepares them for their life after school. At work place, people need to help one another; nobody works alone.

4. Encourage every group member to participate in the discussion by urging everybody to listen to others, discouraging negative behaviour such as booing or laughing at others if they give incorrect answers, telling group leaders to give opportunity to everyone etc.
5. Guide learners on how to read the map correctly by showing them compass directions
6. Guide learners on how to use a dictionary in order to look for the meanings of difficult words like latitude and longitude.
7. Let them discuss comprehension questions of the text “Location of Rwanda” in group and then tell secretaries to present answers to the class.
8. Polish their ideas and consolidate them.
9. Tell the learners to do question number 2 and 3 in application activity as homework. Before attempting the questions, encourage them to read notes on “Techniques of writing a good paragraph” in the English language S6 Student’s Book on page 5.

Support for learners with special educational needs:

- Provide for learners with visual impairment using **tactile maps**.
- If you have students with hearing disabilities or communication difficulties you should always get their attention before you begin to speaking.

Generic competences to be addressed

- Cooperation and interpersonal relations (working together in groups)
- Critical thinking (e.g. write a 200 word composition explaining what would happen if all Rwanda National Parks were given to farmers. English language S6 Student’s Book on page 5. This activity is of high thinking order, thus it enhances critical thinking)
- Communication (Encourage every group member to participate in the discussion and oral presentation)

Crosscutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and to be committed to be avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote cross-gender interaction, encourage both genders to take on the role of leadership)
- Inclusive education (put learners into different mixed-ability groups and if you have some learners with disabilities let them be mixed with others. If you have some learners with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the learner to look at your face when you speak. Provide for learners with visual impairment by using **tactile maps**.)
- Environment and its sustainability (Class debate: Farmers should be allowed to grow crops in national parks. In this debate learners are expected to raise awareness of environment and its sustainability)

Answers to comprehension questions, English language S6 Student’s Book on page 13

1. Rwanda’s latitude and longitude is 2° 00’ S and 30° 00’ E.
2. This is an open-ended question and the answer depends on the learner’s view. But here is a possible answer:
The Volcanoes National Park is the most attractive tourist destination due to the fact that it is blessed with mountain gorillas. But you can accept any other factual answer.
3. This is an open-ended question. Its possible answers include:
 - a. Nyungwe National Park
 - b. Akagera National Park
 - c. Royal Palace, Nyanza
 - d. Lake Kivu
 - e. The Congo-Nile Trail
 - f. Gishwati Forest

Application Activities, English Language S6 Student’s Book, page 4

The application activities on page 2 are about paragraph and composition writing. Tell the learners to do them as Homework. Tell the learners to read notes on paragraph writing in English Language S6 Student’s Book, page 3, and notes on composition writing in the English Language S6 Student’s Book, page 5

Activity 3: Debate

Debate Preparation:

- Prepare the room for debate.
- Write the topic on the board.
- Organize the teams by ensuring that girls and boys are mixed in order to promote interaction between boys and girls. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.
- Tell the learners to read the rules of debate in the English Language S6 Student’s Book on page 6.
- Tell learners to research on the topic and prepare logical arguments.
- Tell the learners to gather supporting evidence and examples for the points in either support or against the motion.
- Tell the learners to anticipate counter arguments and prepare related rebuttals. In debate, a rebuttal is a statement which says that a claim or criticism is not true.

1.2 Describing geological features

A. Reading and Writing

Lesson 1: Formation of mountains and valleys

Prerequisite: Knowledge and skills

Before studying this lesson, learners are expected to have some knowledge about mountains and valleys. Ask them the following questions to introduce this lesson:

1. How is a mountain formed?
2. How is a valley formed?
3. What causes a volcano to erupt?

Suggested learning and teaching materials:

- Photos of mountains and valleys
- Pictures of block mountain formation
- Materials like paper to use when explaining about folding
- Bricks to use when explaining about faulting
- English Language S6 Student's Book and English Language S6 Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method: This method is key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. Role-playing: Tell learners to role-play the dialogue on formation of mountains and valleys in the English Language S6 Student's Book, page 7-9 if the number of either gender is bigger than the other, you can allow boys to play the role of Kayitesi or girls to play the role of Kamali.
3. Discussion: This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
4. Group work: In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put the learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
5. Exposition: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Tell the learners to study the images in the English Language S6 Student's Book, page 7 and discuss what is expressed in each of them. If they have difficulties interpreting what is expressed in the images, tell them to use the information provided in the dialogue below the pictures.
2. Tell the learners to role-play the dialogue in the English Language S6 Student's Book, page 7 in pairs.
3. If the number of either gender is bigger than the other, you can allow boys to play the role of Kayitesi or girls to play the role of Kamali.
4. Encourage every learner to participate.
5. Discourage negative behaviour such as booing or laughing at others if they fail to interpret the role correctly.
6. Tell learners to work in groups of 4 to do the question 1 and 2 on page 7
7. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal relation (working together in pairs and in groups)
- Communication (Encourage every group member to participate in the role-playing and in the discussion and oral presentation)
- Lifelong learning (By learning from Kayitesi, Kamali shows that learning goes beyond classroom boundaries)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they fail to interpret the role correctly, encourage them to work in peace and harmony and be committed to avoid conflict)
- Gender education (Kayitesi is a bright female student who is explaining geological features to Kamali. Kamali is also bright since he wants to know what is taught in senior two when he is in senior one. Therefore, both genders are positively described, encourage both genders to take on role of leadership)
- Inclusive education (give learners with special educational needs opportunity to role-play, put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)
- Financial education (As they give ideas on tourist destinations, encourage learners to show how these tourist destinations help in the development of the country)

Answers to comprehension questions under the dialogue English Language S6 Student's Book, page 9

1. When the movement caused by tensional forces occurs rapidly, it can cause the earth to shake and vibrate, and thus results into earthquakes.

- Block Mountains are created when compressional forces produce parallel faults and the middle block between the faults are lifted due to further compression. Examples of Block Mountains include the Rwenzori (Uganda), Usambara (North Eastern Tanzania), Nyiru and Ndotoi ranges between Mt. Kenya and Lake Turkana in Kenya.

Answers to questions in the table about matching sentences, English Language S6 Student’s Book, page 9

- When the lava cools, it hardens to form rocks.
- When the land is pushed upwards, it forms a block mountain.
- Sometimes the vent is blocked by magma, after an eruption has occurred.
- Deforestation occurs when a forest or stand of trees is cleared.
- Once the Ministry of Natural Resources finishes preliminary inspections, the company will be allowed to start the mining activities.
- When a volcano erupts, it releases lava.
- When pressure acts on the rock from each side, folding occurs.
- Once this river is cleaned, everybody will benefit from it.
- We should protect our environment before it is too late
- Before cutting trees, you must get a permit from the sector agronomist.

Answers for the question about a crossword puzzle English Language S6 Student’s Book page 10

A	F	T	N	H	B	C	G
F	L	O	O	D	S	N	M
Z	A	X	L	M	I	L	A
W	F	U	K	D	H	A	G
V	A	L	L	E	Y	V	M
A	D	O	N	T	A	A	A
L	F	T	F	M	I	R	Z
L	V	O	L	C	A	N	O
E	G	J	I	K	S	U	G

Words in the crossword puzzle above are:

Across: floods, valley, volcano

Down: lava, magma

Diagonal: faulting, folding.

Application Activities, English Language S6 Student’s Book, page 8

1. Tell the learners to refer to notes on the techniques of composing a good paragraph in the English Language S6 Student’s Book on page 3. The paragraphs should provide an accurate description of folding and faulting process. See the description of folding and faulting process below:

- a. **Folding** is a process by which two pieces of a plate come together and push against each other and form mountains as a result of compressional forces.
- b. **Faulting** refers to the fracturing or cracking of the crystal rocks caused by tectonic forces of compression and tension that operate in the earth’s crust. In other words, faulting is an internal process in which the earth’s crust is fractured and rocks are relatively displaced.

2. Tell the learners to refer to notes on descriptive writing in the S6 English Student’s Book page 8

Consider two main elements while assessing this composition:

- The accuracy and logical flow of the content.

(Refer to the notes on composition writing techniques, in the English Language S6 Student’s Book on page 3 and then paragraph writing in the English Language S6 Student’s Book on page 5).

B. Listening and Speaking

Role playing English Language S6 Student’s Book page 7) (see the suggested teaching procedure above)

D. Language structure

Lesson 2: Adverbial clauses of time and place

Prerequisite knowledge and skills: Formation of mountains and valleys.

Before studying this lesson, learners are expected to have the knowledge and skills about the formation of mountains and valleys. To introduce this lesson, give the learners an activity that will oblige them to use adverbial clauses of time and place. The matching activity 1 in the English Language S6 Student’s Book on page 9 can help you.

Suggested learning and teaching resources:

- Photos of mountains and valleys
- Pictures of block mountain formation
- Papers to use when explaining about folding
- Bricks to use when explaining about faulting
- English Language S6 Student’s Book and Teacher’s Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every educative activity. You should ask the learners questions that make them discover. Don't tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put the learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote interaction among boys and girls. If you have some learners with disabilities let them be mixed with others to promote inclusivity in education.
2. Tell each group to choose a group leader and a secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.
6. Tell learners to do the activity 1 in the English Language S6 Student's Book, page 10
7. Polish and consolidate their ideas.
8. Tell the learners to read notes on adverbial clauses of time and place
9. Tell the learners to do application activity a), the English Language S6 Student's Book, page 14 in groups.
10. Tell the learners to do application activity b) in the English Language S6 Student's Book , page 15 as homework.
11. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote their interaction, encourage both genders to take on role of leadership)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage them to look at your face when you speak)

Answers

Application Activity a), English Language S6 Student's Book, page 20

1. The company will be allowed to start mining activities **once the ministry of natural resources finishes preliminary inspections.**
2. **When pressure acts on the rock from each side,** folding occurs.
3. Magma becomes a rock **after an eruption has occurred.**
- 4, **When a forest or stands of trees are cleared,** deforestation occurs.
5. Miners put on masks **while conducting their activities.**
6. **When a volcano erupts,** people who live nearby have to evacuate.
7. A forest is a place **where tourists can see animals.**
8. **Once this river is cleaned,** everybody will benefit from it.
9. We should protect our environment **before it is too late.**
10. Block Mountains are created **when the land is pushed upwards by compression and tension forces.**

Application Activity b), English Language S6 Student's Book, page 20 : open answer

Lesson 2: Passive voice with present simple tense (English Language S6 Student's Book page 15)

Prerequisite knowledge and skills: Present Simple Tense and the formation of mountains and valleys.

Before studying this lesson, the learners are expected to master the use of present simple tense and have knowledge and skills about the formation of mountains and valleys. Ask them the following questions to verify the mastery of present simple tense:

1. How often do you eat rice?
2. In which direction does the sun rise and set?
3. What subjects do you study and when do you study them?

Suggested learning and teaching resources:

- Photos of mountains and valleys
- Paper to use when explaining about folding
- Bricks to use when explaining about faulting
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method: This method is key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. Discussion: This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. Group work: In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. Exposition: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote their interaction. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.
2. Tell each group to choose a group leader and a secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all group members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.

6. Tell them to work in groups of 4 and do activity 1 in the S6 English Student's Book on page 15
7. Polish and consolidate their ideas by showing them answers of activity 1 in English Language S6 Student's Book on page 15
8. Tell them to work in groups and do application activity 2 in the English Language S6 Student's Book on page 16.
9. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)
- Lifelong learning (By learning from Kayitesi and Kamali who show that learning goes beyond classroom boundaries)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoid conflict)
- Gender education (ensure that girls and boys are mixed in order to promote their interaction, encourage both genders to take on roles of leadership,)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak)

Answers

Passive voice with present simple tense English Language S6 Student's Book page 15

In these sentences, the subject does not perform the action described by the verb. The subject receives the action described by the verb. When a sentence is formed in that way, it is in **passive voice**.

Exercises (English Language S6 Student's Book , page 15

1.
 - a. When a forest or a bush is cleared, deforestation occurs.
 - b. Once this river is cleaned, everybody will benefit from it.
 - c. Block Mountains are created when the land is pushed upwards by compression and tension forces.
 - d. When the land is pushed upwards, a block mountain is formed.

2. Other sentences that are in passive voice in the dialogue include: English Language S6 Student's Book , page 15

- Block Mountains are created when compressional forces produce parallel faults.
- The middle block between the faults are lifted due to further compression.
- The earth's crust is fractured and rocks are relatively displaced.
- Those folds are called mountains.
- These high points of the ripples are called anticlines.

3. Other 4 sentences that are in passive voice in the passage “**Location of Rwanda are:**

- Rwanda is bordered by Democratic Republic of the Congo in the west, Uganda in the north, Tanzania in the east, and Burundi in the south
- The capital city of Rwanda is called Kigali where all the ministries and headquarters of big institutions are found.
- People like visiting Rwanda for different reasons but mountain gorilla population is popularly perceived as main key reason for many tourists to visit Rwanda.
- Kigali, the capital, is located within 1° 57' S and 30° 04' E latitude and longitude.

Application activity 2, English Language S6 Student's Book , page 16

1. The middle block between the faults is lifted by Compressional forces.
2. The land is pushed upwards by compression and tension forces to form a block mountain.
3. The ends of the paper are pushed together by teachers to show students how folding looks like.
4. Rwanda is visited for different reasons.
5. The capital city of Rwanda is called Kigali.
6. Hundreds of people are killed by volcanic eruptions when not evacuated on time.
7. Mountain gorilla population is believed to be the main reason for many tourists to visit Rwanda.
8. A lot of trees are cut down and burned by farmers in a process known as slash and burn agriculture.
9. A number of trees is planted each year, but their total still equals a tiny fraction of the earth's forest.
10. Many people are exterminated by volcanic eruptions because they have no idea of when they can erupt.

1.3 Describing lakes and rivers

Lesson 1: Listening about lakes and rivers in Rwanda

Prerequisite knowledge and skills: The lakes and rivers of Rwanda.

Before studying this lesson, learners are expected to have some knowledge about lakes and rivers of Rwanda. Ask the following question to check how much they know about

lakes and rivers of Rwanda.

Name at least two lakes and two rivers you know.

Suggested learning and teaching resources:

- A map of Rwanda
- Compass
- Some pictures of fishers and fishmongers
- Some pictures of rivers and lakes
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method: This method is key to every educative activity. You should ask learners questions that make them discover by themselves. Don't tell them immediately what they are going to learn. The question provided above in prerequisite will help you in this situation.
2. Individual work: Individual work can help students gain independence to think about things through on their own, improve confidence in working through a problem, even when they don't feel certain about every step. It can help them to work at their own level, rather than having to adapt to suit their group members. It is an opportunity to practice self-control-both in staying focused on the task at hand, and in having the willpower to avoid turning to a neighbour or asking the teacher for the answer. This method also helps learners gain creativity and effective critical thinking processes that can apply to problem solving.
3. Exposition: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Facilitate the whole class work by asking every learner to listen independently and attentively.
2. If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage these learners to look at your face when you speak.
3. Read to the learners the text titled "**Lakes and Rivers in Rwanda**" on page ... of this English Language S6 Teacher's Guide.
4. Give them time to write their answers and then tell them that you are going to read the text for the second time.
5. Read the text again to learners and ask them to check whether their answers are correct.
6. Ask learners to hand in their written work.

7. Choose randomly students and tell them to present their work.
8. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.
9. Polish their ideas and consolidate them.
10. Tell learners who have not presented that you will comment on their work in witting.

Generic competences to be addressed

- Communication (Encourage every learner to present their work)

Cross cutting issues to be addressed

- Environment and its sustainability (Tell learners to take care of lakes and rivers)
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote their interaction, encourage both genders to take on role of leadership)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage them to look at your face when you speak)

Listening and speaking

LAKES AND RIVERS IN RWANDA

Rwanda has many lakes and rivers. The major Rwandan lakes include Lake Kivu, Lake Ruhondo, Lake Mugesera, Lake Burera, Lake Muhazi and Lake Ihema. Lake Kivu is the biggest of the numerous freshwater bodies that are in Rwanda. It is an outstanding beautiful inland body of water which is enclosed by vertical, green terraced hills along the border of Congo.

Rwanda's rivers are mainly in the eastern part of the country. Rwanda's main rivers are River Akagera, River Mukungwa, River Base, River Sebeya, River Akanyaru and River Mwogo.

Lakes and rivers not only provide us with a number of environmental benefits but they also influence our quality of life and they strengthen our economy. Lakes and rivers may be a source of raw drinking water for a municipality. They can also be used as a water supply for industry and an irrigation source for agriculture.

On top of agriculture and electricity, lakes and rivers have large fish harvests. Rwanda fishing is mostly done on Lake Kivu and the rest of the fish comes from smaller lakes such as Lake Muhazi, Lake Mugesera, rivers and swamps.

Comprehension questions

1. What are the main lakes of Rwanda?
2. What are the main rivers of Rwanda?
3. What is the economic role of lakes and rivers?

Answers to the listening activity above

1. The main Rwandan lakes include Lake Kivu, Lake Ruhondo, Lake Mugesera, Lake Burera, Lake Muhazi and Lake Ihema.
2. The main rivers of Rwanda are River Akagera, River Mukungwa, River Base, River Sebeya, River Akanyaru and River Mwogo.
 - Lakes and rivers may be a source of raw drinking water for a municipality
 - Lakes and rivers can be used as a water supply for industry
 - Lakes and rivers can be an irrigation source for agriculture
 - Lakes and rivers have large fish harvests.

Composition writing English Language S6 Student's Book, page 17

Open-ended (refer to the guidance on how to mark a composition provided above in this unit, English Language S6 Teachers, page...)

Vocabulary

Answers to the vocabulary questions on matching , English Language S6 Student's Book, page 17

1. Landlocked: Surrounded by other countries with no access to the sea.
2. Latitude: The position north or south of the equator measured from 0° to 90°
3. Longitude: The distance of a place east or west of an imaginary line from the top to the bottom of the Earth, measured in degrees
4. Compass: A device for finding direction which has a freely moving needle that always points to magnetic north
5. A river: A natural wide flow of fresh water across the land into the sea, a lake, or another river.
6. Volcano: A mountain with a large circular hole at the top through which lava (= hot liquid rock), gases, steam and dust are or have been forced out.
7. Earth's crust: The solid outermost part of the earth which consists of rocks that make up the continents and bed of oceans.

Sounds and spelling English Language S6 Student's Book, page 18

Answers to the pronunciation activity

1. Landlocked / 'ləndlɒkt/
2. Latitude / 'lætɪtju:d/
3. Longitude / 'lɒngɪtju:d/
4. Compass / 'kʌmpəs/
5. River / 'rɪvər/ (In British phonetic convention the [r] sound at the end of the word is only voiced if followed by a vowel)
6. Volcano / vɒl'keɪnəʊ/
7. Earth's crust / ɜ:θs krʌst/

1.4 Describing a geological event

1.4.A. Reading and Writing

Lesson 1: Reading about a geological event

Prerequisite knowledge and skills: Volcanic eruptions.

Before studying this lesson, learners are expected to know about volcanic eruptions. They may have heard about it before or read it in news. Ask the following questions to check on their knowledge about volcanic eruptions.

1. What is volcanic eruption?
2. What do you think are the consequences of volcanic eruptions?

Suggested learning and teaching resources:

- Videos of erupting volcanoes
- Pictures of erupting volcanoes
- Pictures of villages incinerated by lava
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching procedure

1. Facilitate the whole class work
2. Tell learners to draw on their background knowledge about geological event as they read.
3. Ask one learner to read the first paragraph aloud.
4. Tell all learners to visualise the events of volcanic eruption as they read.
5. Tell every learner to follow attentively in order to be able to continue from where the previous reader stops from whenever you point at him or her.

6. If you have learners with visual disability, provide them with braille texts.
7. Discourage negative behaviour such as booing or laughing at others if there are words they pronounce incorrectly.
8. Tell them to do the application activities in English Language S6 Student's Book, page ...
9. Polish their answers and consolidate them.

Generic competences to be addressed

- Lifelong learning (Learners should take initiative to update their knowledge and skills about economic impact of volcanic eruptions, geological events and types of volcanoes with minimum external support; see question number two, three and four in activity 1)

Cross cutting issues to be addressed

- Environment and its sustainability (Tell learners to take care of Rwanda natural geological features such as volcanoes since they are home to mountain gorillas)
- Peace and values education (discourage negative behaviour such as booing or laughing at others if they don't read correctly)
- Gender education (ensure that both girls and boys have equal opportunity to read in order to promote their interaction)
- Inclusive education (If you have learners with visual disability, provide them with braille texts)

Answers

Comprehension questions, English Language S6 Student's Book, page 20

1. Refer to the notes about summary writing in unit 3 on English Language S6 Student's Book, page 5
2. Open-ended. Check the flow of ideas, paragraphing and punctuations
3. Open-ended. Check the flow of ideas, paragraphing and punctuations
4. An active volcano is a volcano that has had at least one eruption during the past 10,000 years. An active volcano might be erupting or dormant.

An erupting volcano is an active volcano that is having an eruption

A dormant volcano is an active volcano that is not erupting, but supposed to erupt again.

An extinct volcano is a volcano that has not had an eruption for at least 10,000 years and is not expected to erupt again in a comparable time scale of the future.

Question 2 on matching words with their synonyms, English Language S6 Student's Book, page 20

1. Lava: Magma
2. Mudslides: Landslips

3. Incinerated: Burned
4. Debris: Wreckage
5. Engulfed: Surrounded
6. Victims: Sufferers
7. Disaster: Calamity

Question 2 on vocabulary, English Language S6 Student's Book, page 21

1. Rumbling: making a deep, heavy, somewhat muffled, continuous sound, as thunder.
2. Incredibly: so extraordinary as to seem impossible.
3. Townsfolk: townspeople
4. Mudslides: the rapid downward movement of a large quantity of saturated earth
5. Evacuated: moved from a place of danger to a safer place.

Text 2: The Real Cost of Gold Mining in South Africa, English Language S6 Student's Book, page 21

Answers to comprehension questions, S6 English Student's Book, page 22

1. This is an open-ended question but answers may include:

The advantages of living in a mining town

- When you live in a mining town you tend to work standardised hours, or about 40 to 50 hours a week.
- You also get to live in your own home — so there's no communal dining, no fixed meal times, and you have all the creature comforts of home.
- When you live in a mining town, you actually have vastly increased job prospects, as living locally can increase your chances of securing a role.
- Occasionally mining companies provide subsidised housing and utilities, thereby reducing the amount of money you need to spend to live.

The disadvantages of living in a mining town

- The cost of living is higher than in the city because the cost of transporting goods is very high.
- There can be a lack of educational facilities. Usually most small towns have a primary school but do not have the resources and facilities a school in a larger town or a city would have.
- Housing can be more expensive if you are not in company-supplied housing.
- Essential services, like medical specialists, are not easily accessible and sometimes a simple medical problem can become a logistical challenge.

You can visit <https://www.miningpeople.com.au/news/the-pros-and-cons-of-living-in-a-mining-community> to see more

Open-ended. Accept any correct answers.

Question 2 on vocabulary, English Language S6 Student's Book, page 22

- i. To address: to give attention to or deal with a matter or problem
- ii. Risks: the possibility of something bad happening
- iii. Endanger: to put someone or something at risk or in danger of being harmed, damaged or destroyed:
- iv. Acid mine drainage: the acidic water that is created when sulphide minerals are exposed to air and water and, through a natural chemical reaction, produce sulphuric acid.

D. Letter Writing, English Language S6 Student's Book, page 23

Guide learners on how to write a letter by telling them to read notes on letter writing in English Language S6 Student's Book, page 22

Class Debate

Motion:

“Mining should be banned to protect the environment”

Refer to the rules of debate on page 22 and help learners to well conduct this debate. Emphasize on **financial education** as a cross-cutting issue.

- **The summary of the unit**

In this unit we discussed the following points: Location of Rwanda, adverbial clauses of time and place, passive voice and formation of mountains.

I. The location of Rwanda, adverbial clauses of time and place, and passive voice.

Rwanda is a landlocked country which is located in central eastern Africa. The capital city of Rwanda is called Kigali and it is where all the ministries and headquarters of big institutions are found. The capital city of Rwanda is located within 1° 57' S and 30° 04' E latitude and longitude respectively.

Rwanda is visited by citizens of its neighbouring countries. When people take a bus at 5 am from Bujumbura they are likely to reach Kigali at 11am since the distance between Bujumbura and Kigali is about 290 km.

The underlined verbs are in passive voice while the clauses in italics are adverbial clauses of time or place.

II. The formation of mountains and valleys + adverbial clauses of time

- Block Mountains are created **when compressional forces produce parallel faults.**
- A block mountain is formed **when the land is pushed upwards.**
- **When the movement caused by tension and compression forces occurs rapidly,** it can cause earthquake.
- Folding happens **when two pieces of a tectonic plate come together.**
- **When those two pieces of tectonic plates push against each other as a result of compressional forces,** rocks bend slowly over a long period of time and form folds which are called mountains

Additional Information for the teacher

Passive sentences with two objects

If you are asked to put an active sentence with two objects in passive voice, it means that one of the two objects will certainly become the subject and the other one will remain an object. You will be the one to decide on which object to transform into a subject according to what you want to put the focus on.

Example:

1. Kalisa wrote a letter to me.

In this sentence, we have two objects; the first one is “a letter” and the second one is “me”. Hence, it can be put in passive in the following ways:

1. A letter was written to me by Kalisa
2. I was written a letter by Kalisa.

As you can see in the examples above, adding by Kalisa does not sound very elegant. That’s why it is usually dropped.

3. Impersonal Passive

Normally impersonal passive is used with intransitive verbs. An intransitive verb is a verb that does not have an object. In that case, we use **“it is said”** or **“are said to”**

Examples:

It is said volcanoes erupt when gods are angry.

Volcanoes are said to erupt when gods are angry.

1.5 Unit Assessment

1.5.A. COMPREHENSION AND VOCABULARY

Answers to comprehension questions, English Language S6 Student's Book, page 25

1. Open-ended but answers may include:
 - 1) Loss of Habitat
 - 2) Increased Greenhouse Gases
 - 3) Soil Erosion and Flooding
 - 4) Destruction of Homelands
2. Open-ended. Accept any factual answer.

Vocabulary, English language S6 Student's Book, page 25

- 1) **Vanish**: to disappear from sight, especially quickly; become invisible.
- 2) **Slash and burn agriculture**: a method of agriculture used in the tropics, in which forest vegetation is felled and burned, the land is cropped for a few years, then the forest is allowed to reinvade.
- 3) **Urban sprawl**: the spread of an urban area into what used to be countryside
- 4) **Deprive**: to take something, especially something necessary or pleasant, away from someone.
- 5) **Severity**: harshness, sternness, or rigor.
- 6) **Feasible solution**: A feasible solution is a set of values for the decision variables that satisfies all of the constraints in an optimization problem.

1.5.B. GRAMMAR AND PHONOLOGY, S6 English Student's Book, page 25

1. Choose the right words from the brackets to fill in gaps in each of the sentences below.

- a. The superheated gas and debris cloud **kill** a lot of people when volcanoes erupt.
- b. A lot of people **are killed** by the superheated gas and debris cloud when volcanoes erupt.
- c. Numerous villages **are sometimes burned** by lava when volcanoes erupt.
- d. Volcanic eruptions **kill** hundreds of people when they don't evacuate on time.
- e. Hundreds of people **are killed** by volcanic eruptions when they don't evacuate on time.
- f. When a volcano erupts, it **releases** lava.
- g. Lava **is released** when a volcano erupts.
- h. Rwanda **is referred** to as the "Land of a Thousand Hills".
- i. Rwanda is a country which **is geographically dominated** by mountain ranges.

- j. Faulting **refers** to the fracturing or cracking of the crystal rocks caused by tectonic forces of compression and tension that operate in the earth's crust.

1. Complete the following sentences with your own clauses to form adverbial clauses of place or time. Use punctuations correctly.

Open-ended, but below are possible answers. Accept any factual answer.

- 1) Trees can only be cut after **getting a permit from the sector agronomist.**
- 2) **When compressional forces produce parallel faults,** a rift valley is formed.
- 3) Deforestation occurs **when a forest or stand of trees is cleared.**
- 4) **When people don't evacuate on time,** volcanic eruptions can engulf them.
- 5) Carpenters must get a permit from the sector agronomist **before cutting trees.**
- 6) **Once people are allowed to fish in this lake,** fish will be very cheap.
- 7) I thought I had seen a picture of block mountain formation but I couldn't remember **where I saw it.**
- 8) Volcanoes erupted **after rumbling for a long time.**
- 9) **Once the ministry of natural resources finishes preliminary inspections,** the company will be allowed to start mining activities.
- 10) **When a volcano erupts,** it releases lava.

2. Phonology

1. Deforestation /dɪˌfɒrɪˈsteɪʃ(ə)n/
2. Geology /dʒiˈnɒlədʒi/
3. Folding /'fɔːldɪŋ /
4. Mining / 'maɪnɪŋ/
5. Mountain /'mʌʊntɪn/

Summary, English Language S6 Student's Book, page 27

Open-ended. (Refer to notes on summary writing in unit 3, English Language S6 Student's Book, page 24)

1.5. C. Essay writing, English Language S6 Student's Book, page 27

Open-end

Additional activities

• **Remedial Activities:**

If you notice you have slow learners who did not master passive voice, help them with the activity below. This activity is simpler than the previous one since it has very short sentences. Thus, it can easily help slow learners.

Rewrite the sentences in Passive voice

1. People burn forests
2. Big companies extract minerals.
3. She pays a lot of money
4. Foreigners visit mountain gorillas
5. They protect forests.

Answers

1. Forests are burnt.
2. Minerals are extracted by big companies.
3. A lot of money is paid by her.
4. Mountain gorillas are visited by foreigners.
5. Forests are protected.

• Consolidation activities

Rewrite the following sentences as instructed

1. Trees are cut by Marie.
Begin with: Marie
2. They often extract gold at night.
Begin with: Gold
3. The National Parks are visited by tourists.
Begin with: Tourists

Answers

1. Marie cuts trees.
2. Gold is often mined at night.
3. Tourists visit the National Parks.

Extended activities:

If you notice you have gifted learners who did not have difficulties mastering passive voice with present simple, help them with the activity below. This activity is more challenging than the previous one since sentences are interrogative, imperative or negative. Thus, it can help gifted learners.

Rewrite the sentences in passive voice

1. Do Compressional forces lift the middle block between the faults to form a Block Mountain?
2. Do we call the capital city of Rwanda Kigali?
3. You don't protect the environment.
4. Plant trees.
5. Do volcanic eruptions kill a lot of people when they don't evacuate on time?

Answers

1. Is the middle block between the faults lifted by compressional forces to form a Block Mountain?
2. Is the capital city of Rwanda called Kigali?
3. The environment is not protected by you.
4. Let trees be planted.
5. Are a lot of people killed by volcanic eruptions when they don't evacuate on time?



UNIT 2 : NEWSPAPERS AND REPORTING

2

Key unit competence: To use language learnt in the context of newspaper and reporting

Prerequisites (knowledge, skills, attitudes and values)

This unit develops students' understanding of newspapers and reporting, particularly how to scan and skim an article from newspapers. They should have some understanding of how to report a past event using past perfect continuous and use restrictive and non-restrictive clauses. Learners are expected to elicit what they know already about newspapers or magazines and reporting. The teacher can ask learners if they like reading newspapers, what types of newspaper they enjoy reading, which news article they have read from newspapers and to talk about the importance of the reading habit as students.

Cross-cutting issues to be addressed

English language S6 Teacher's Guide provides guidance on how to come up with the integration of cross-cutting issue. The cross-cutting issues that the teachers will focus on will be financial education, gender, environment sustainability, standardization culture and others. Through the content of the unit some examples and illustrations take into consideration of these issues.

Generic competences

In this unit, some generic competences are going to be developed through different activities. It involves critical thinking, lifelong learning, creativity and innovation, project and research, and communication skills. You will find that there are some activities that require learners to think, do research, create and talk. All activities in this unit will enable learners to develop basic and generic competences and basic as well.

Attention to special educational needs

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school. So, we need to think about attendance, participation and achievement. In this unit the teacher

may pay more attention to the learners with special educational needs such as visual impairment, hearing disability and or communication difficulties and others.

Guidance on how to conduct introductory activity (English language S6 Student’s Book page 28)

The teacher will put learners into groups of 4, gifted learners are mixed with slow ones in the order to promote peer to peer learning and cooperation. Ask them to discuss introductory activity and suggest them to choose a group representative to present their work. Let learners discuss the activity using their knowledge and giving their own point of view. Learners are not expected to come up with correct answers right away. They will be able to answer correctly after having completed this unit.

The list of lessons/sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Aspect of newspapers and magazines	Skim and scan newspaper or magazine article for key information	3
2	Describing a scene	Describe a scene in context of newspapers and reporting	1
3	Direct and Reported Speech	Use correctly past perfect continuous tense in reported speech	1
4	Reporting a past event	Recount a past event and the background to it and speculate the causes, events.	4
5	Expressing the probability on a past event	Express the probability on a past event	1
6	Restrictive and non-restrictive clauses	Identify and use correctly restrictive and non-restrictive relative clauses	1
7	Assessment		1

2.1 Aspect of newspapers and magazines

Lesson 1. Aspect of newspapers and magazines (English language S6 Student's Book page 28)

2.1. A. Reading and writing

Prerequisite knowledge and skills

In this sub-unit, the teacher will use outcome from introductory activity to assess the background of learners in the context of newspapers and magazines. Learners are going to talk about what they have been taught previously about newspapers or any other related topic. In this section, the teacher will use a variety of questions to help the learners to get the overall of content to be covered in this sub/unit. He or she can ask them to list different types of reading materials and how they look like.

Teaching resources

In this lesson, the teacher will use:

- Different types of newspapers and magazines
- English language S6 Student's Book and The English language S6 Teacher's Guide
- Internet resources (where available)

Suggested teaching/learning methods

1. Question and answer method:

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion:

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work:

In a group work, all learners are likely to participate for, they feel relaxed when they talk to their classmates. Put the learners in groups of three up to six members depending on the class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work:

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You may let your students have some individual ‘think time’ before setting them up in groups. This can help each student to clarify problems to himself or herself, which can lead them to more successful collaboration once they are tackling problems together in groups.

5. Presentation:

This is a clear and full explanation of an idea or theory. Through this method, the teacher can help learners make an informative summary of the lesson focussing on key points learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing the learners’ answers.

Suggested teaching and learning procedure

1. Put the learners into different mixed-ability groups, talented learners should be mixed with slow learners in order to promote peer to peer learning. Ensure that girls and boys are mixed in order to promote team work and gender as a cross-cutting issue. If there are learners with visual impairment, let them use braille if possible.
2. Tell each group to choose a group leader and a secretary. Explain how a group leader should coordinate group discussion while the group secretary should take notes on approved answers. Encourage all group members to participate actively. Move around in order to supervise and see if all group members are working properly.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers.
4. Tell the learners to read a text on “Aspect of Newspapers and Magazines”. from the students’ book Page 32
5. Ask some individual learners to read aloud the text and others to listen to them.
6. Ask the learners to use a dictionary to search for the meanings of new words or terms related to newspapers and magazines.
7. Help the learners to understand bolded words in the text.
8. Let them discuss the application activity (English language S6 Student’s Book page 29)

9. 6. Let each group present its work.
10. Polish their ideas and let them write a summary explaining the main aspects and types of newspapers.

**Suggested answers for vocabulary exercise and application activity
(Student book Page 29)**

1. Vocabulary exercise:

- 1) Tabloid: a newspaper having half the size of those of a standard newspaper, typically popular in style and dominated by headlines, photographs, and sensational stories.
- 2) Broadsheet: a newspaper with a large format, regarded as more serious and less sensationalist than tabloids.
- 3) Headline: A heading at the top of an article in a newspaper or magazine
- 4) Feature article: a newspaper or magazine article or report of a person, event, an aspect of a major event, or the like, often having a personal slant and written in an individual style.
- 5) Article: a writing among others in newspaper, magazine or other publication.
- 6) Gazette: the official publication of a government organization or institution, listing appointments and other public notices.
- 7) Bulletin: a regular newsletter or printed report issued by an organization or society.

2. Application Activity

- a) A newspaper contains different articles, headlines, date of publication, etc.
- b) The types of newspapers are: tabloids, broadsheets and others.
- c) For more information, the teacher will use additional information. It is given at the end of this unit in the English language Teacher's Guide page 62
- d) Also, for this activity, the teacher should check whether the techniques of summary writing are respected.

Suggested answers for introductory activity (English language S6 Student's Book page 29)

1. Let learners give their own points of view and make sure that their answers are relevant
2. Oral presentation (answers are from learners 'observation of the pictures of different newspapers)
3. Headline, sub-heading, topic sentence, articles, etc.
4. Taarifa Rwanda, Dove magazine, Igihe.com, Imvaho Nshya, Inyarwanda.com, Izuba Rirashe, KT Press, Mucuruzi.com, Muhabura, New Times, La Nouvelle Releve, Rwanda Focus, Rwanda News line, Rwanda Herald, Rwanda Times, Umuseke.

Lesson 2. Techniques of extracting information from newspapers and magazines

Prerequisite knowledge and skills

Before studying this lesson, learners are expected to have some knowledge and skills about newspapers and magazines. The teacher will use knowledge obtained from lesson one of this unit in order to help learners to differentiate two types of techniques of extracting information from newspaper or magazine.

Suggested learning and teaching resources

- English Slanguage S6 tudent's Book and The teacher's Book
- Newspapers and magazines
- Different pictures of newspapers and magazines

Suggested teaching and learning methods

1. Question and answer method:

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion:

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate for, they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You may let your students have some individual ‘think time’ before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, the teacher can help learners make an informative summary of lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners’ answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups where gifted learners are going to collaborate with those ones with learning difficulties. Ensure that girls and boys are mixed in order to promote gender as cross-cutting issues. If you have learners with disabilities let them be mixed with others to promote inclusive education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Ask them to discuss introductory activity before reading a passage.
4. Ask students to read the passage ‘*The fall of African wall*’ and encourage them to discuss questions in groups.
5. Ask individual learners to read for the whole class.
6. Help learners to understand the passage by providing with them explanations of new words.
7. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.

8. Tell learners to read and scan the text in English language S6 Student's Book Page 32 and let them do application activity in English language S6 Student's Book Page 33.

Support for learners with special educational needs:

- Provide for learners with visual impairment tell them to sit in front.
- Let learners with hearing impairment sit where they can hear properly.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Communication skills (in oral presentations and questions and answers method of teaching and learning, learners will develop speaking skills which will enable them to communicate)

Critical thinking by explaining the saying “the sun will shine on who stand before it shines on those who kneel under them” English language S6 Student's Book

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education ensure that girls and boys are mixed in order to promote international among them.
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others and work at their pace)
- Standardization culture (by answering the question in connection with the lengthy process before publishing a newspaper).

Suggested information to be scanned from text 1 (S6 English Student's Book page 31)

1. Kwame Nkrumah, Thomas Sankara, Ahmed Sekou Toure, Mwalimu Julius Nyerere, Samora Machel, Mouammar Ghadafi, Abdoulaye Wade, Thabo Mbeki and Olusegun Obasanjo
2. In order to avoid rumours from western media, African media should write interesting articles targeting African readers on reforms and changes in Africa.
3. Conversation, use of coercive powers, achieving unity through concessions building Human being reflects a critical discourse because it includes the voice of all participants in the organization and the building of consensus.

Suggested answers for comprehension questions after scanning Text 1 in English language S6 Student’s Book Page 31

1. “The sun will shine on those who stand before it shines on those who kneel under them”. (Things fall apart Chinua Achebe)
It is a proverb used by Unoka in ‘Things fall apart’, to say that he will pay his biggest debtors before the smallest which ‘means most things come first.’ In context of African reforms; African leaders must accept that those ones who are ready to move, will board on the plane while others follow them at their pace.
2. All roads lead to a village: It is the same proverb as ‘All roads lead to Rome,’ which means there are many different methods of doing something to achieve the same result in the end. It means that it is not of a good idea to dictate someone one way of doing things but you need to give them clues.
3. Human being is the human being of human beings: All human beings bear the image of God, so all are infinitely valuable and worthy of being loved. It means that all human beings are equal and may share the same rights and opportunity.

Application activity: English language S6 Student’s Book page 33

The teacher may consider learners’ production with more emphasis on steps of summary writing.

This activity can be done as a homework.

Lesson 3. Reading and writing

How to start a newspaper.

Prerequisite knowledge and skills:

The teacher will use a variety of questions to assess the background of learners in the context of newspapers and magazines. Learners are going to talk about what they have been taught previously about newspapers or any other related topic. In this section, the teacher will use a variety of questions to help learners to get the overall content to be covered in this sub/unit. He or she can ask them to list different types of reading materials and how they look like.

Suggested learning and teaching resources:

- English language S6 Student’s Book and The teacher’s Book
- Newspapers and magazines
- Different pictures of newspapers and magazines

- Text on how to start a newspaper.

Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on the size of class. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking skills that lead to problem solving. You may let your students have some individual 'think time' before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problems together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, the teacher can help learners make an informative summary of the lesson focussing on the key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups, gifted learners are mixed with slow learners in order to promote peer to peer learning. Ensure that girls and boys are mixed in order to promote team working and gender as cross-cutting issue. If there are learners with visual

impairment, let them use Braille if applicable.

2. Tell each group to choose a group leader and a secretary. Explain how group leader should coordinate the group discussion while the group secretary is taking notes on approved answers. Encourage all group members to participate actively. Move around in order to supervise if all group members are working properly.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers
4. Tell learners to read and scan a text on “How to start a newspaper?”.
5. Ask some individual learners to read aloud text while others follow.
6. Let each group presents its work.
7. Polish their ideas and let them write summary in their notebooks.

Support for learners with special educational needs

- Provide learners with visual impairment places where they can see easily.
- Let learners with hearing impairment sit where they can listen properly.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Communication (Encourage every group member to participate in discussion and point out their points of view through uttering words, this will help them to communicate)
- Research skills through conducting a research on the role media firms especially newspapers and magazines.
- Cross cutting issues to be addressed
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction)

Suggested answers to comprehension questions in English S6 Student’s Book page 34

1. 1)To consider the purpose of a newspaper, to form an editorial committee to produce the newspaper, to decide on the types of articles you want to include, to decide on the size, shape and make-up of your newspaper.
2) The people who are involved in running a newspaper are:

- Chief editor, Editor, Secretary, Designer, Treasurer and Reporters
- 3)The teacher may consider learners’ answers with more emphasis on the steps of summary writing and sentence construction.
2. The answers should be presented in a form of table. (English S6 Student book page 35 unit 2)
- (a) *Chief editor* checks the whole newspaper for quality and content, write the editorial column in the newspaper, chair most of the editorial meetings and report.
 - (b) *Editor* edits the articles from the reporters, write any ‘special comment’ articles selected by the Chief editor and the committee, to proofread the articles, to work with the designer(s) on the arrangement of the articles and to chair some editorial committee.
 - (c) *Secretary* has the duty of handling all correspondence, taking notes at the editorial meetings, receiving articles from reporters and passing them on to the editors and working to help the Chief editor.
 - (d) *Designer* arranges the space for each for article, advertisements, he or she has to make sure that the articles are of the right length, ensures the articles are ready on the time. He or she works with the printer and to ensures the printing goes smoothly.
 - (e) *Journalist* is a person who collects, writes, or distributes news or other current information to the public.

3.Let learners provide answers following the example in the English S6 Student book page 35

4.Application activity English language S6 Student book page 35.

1. The teacher may consider learners’ answers with more emphasis on steps of summary writing. This activity can be done as a homework. (English language S6 Student’s Book page 35 unit 2)
2. Project work: The teacher will provide with learners the appropriate time for students to perform their work.

2.2 Describing a scene

Lesson 1. Describing a scene (S6 English Student’s Book page 36)

Prerequisite knowledge and skills:

Before studying this lesson, learners are expected to have some knowledge and skills about reading habits and the teacher may ask them to recount any scene that they

have experienced.

Suggested learning and teaching resources:

- English language S6 Student’s Book and The teacher’s Book
- Newspapers and magazines that contain scenes
- Different pictures of newspapers and magazines

Suggested teaching and learning methods

1. Question and answer method:

This method key to every educative activity. You should ask learners questions that enable them to discover the new content. Don’t tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion:

This is a powerful learning tool for learners. In discussion, learners have considerable ‘interpretive authority’ for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending the size of class. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking skills that lead to problem solving. You should allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling the problem together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, the teacher can help learners make an informative summary of lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners’ answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups, gifted learners are mixed with slow learners in order to promote peer to peer learning. Ensure that girls and boys are mixed in order to promote team working and gender as cross-cutting issue.
2. Tell each group to choose a group leader and secretary. Explain how group leader should coordinate the group discussion while the group secretary should take notes on approved answers. Encourage all group members to participate actively. Move around in order to supervise if all group members are working properly.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers.
4. Tell learners to read a text on “*I want you all to see first-hand.*’ English language S6 Student’s Book page 36.
5. Let them discuss the application activity in groups.
6. Let each group presents their work.
7. Polish their ideas and let them write summary in their notebooks.

Support for learner with special educational needs:

- Provide learners with visual impairment tell them to sit in front.
- Let learners with hearing impairment sit where they can listen better.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Creativity and innovation (e.g. application activity)
- Communication (Encourage every group member to participate in the discussion)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote cross-gender interaction)

Suggested answers for comprehension questions in English language S6 Student’s Book page 37.

1. a) The prime suspects were Barakat’s 13-year-old son and Brown’s son, 16-year-old.
b) After seeing the boy’s body lying in a front yard, Barakat was afraid when she realised that her son and nephew were involved in the death of a friend.

2. Application activity English S6 Student's Book page 37 unit 2 .

The teacher guides learners on how they can role-play the scene in groups. They will form groups according to the number of characters in scene, including Barakat, Brown, etc. The teacher will orient them on how they can compose a short dialogue and give them time for presentation.

2.3 Direct and Reported Speech

Lesson 1: Direct and reported speech

Prerequisite knowledge and skills

Lesson 1: Direct and reported speech (English language S6 Student's Book page 37 – 38)

Prerequisite knowledge and skills

The teacher will use a variety of questions to assess learners' background on reported speech. Learners are going to talk about what they have learnt about reported speech. In this section, the teacher will use some example of sentences to remind students how reported speech is formed.

Suggested learning and teaching resources

- English language S6 Student's Book and The teacher's Book
- Newspapers and magazines
- Photos of police officers

Suggested teaching/learning methods

1. Question and answer method:

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate for, they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, the teacher can help learners make an informative summary of lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups, gifted learners are mixed with slow learners in order to promote peer learning. Ensure that girls and boys are mixed in order to promote team work and gender as cross-cutting issue.
2. Tell each group to choose a group leader and a secretary. Explain how the group leader should coordinate the group discussion while the group secretary is taking notes of approved ideas. Encourage all group members to participate actively. Move around in order to check if all group members are working properly.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers.
4. Tell them to read the notes on how Direct and Reported speech work in the English S6 Student's Book page 47
5. Let them discuss the application activity in groups.
6. Let each group presents their work.
7. Polish their ideas and let them write a summary in their notebooks.

Support for learners with special educational needs:

- Provide support to learners with visual impairments, tell them to sit in front
- Let learners with hearing impairments sit where they can listen properly

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Critical thinking (e.g some activity requires learners to think critically)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

Suggested answers for activity 1 in English S6 Student's Book page 38

1.

- 1) John said that he was reading a magazine when his mother told him about the accident
- 2) Lillian said that she writing an article for our newspaper.
- 3) The magistrate said that the Police had been still investigating the case.
- 4) The reporter said that he had been editing his work for submission.
- 5) The waitress said that the tourists had been coming to watch TV.
- 6) Her workmates said that Janet had been revising the article before reporting for duty.
- 7) They revealed that the boys had been fine-tuning their report for presentation.
- 8) The chief editor confirmed that the secretary had been harmonising resolutions from the editorial committee.
- 9) The project manager told us the magazines had been featuring various articles about women rights.
- 10) The police announced that James had been writing a report about the scene.
- 11) BBC reported that the plane had been crashing en -route to Dubai.

Suggested answers for Application Activity: English language Student's Book page 38

This is an open-ended question. The teacher has to consider learners' work and its relevance for this activity, sentence construction, and the use of Past perfect continuous tense.

2.4. Reporting a past event

Lesson 1: The techniques of reporting events (English language S6 Student book page 39)

Prerequisite knowledge and skills

The teacher will use knowledge obtained from the lesson on the description of a scene to introduce a past event. He or she may ask them some questions to assess learners' background in the context of reporting an event.

Suggested learning and teaching resources

- English language S6 Student's Book and The teacher's Book
- Newspapers and magazines
- Different pictures that show past events

Suggested teaching/learning methods

1. Question and answer method:

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion:

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work:

In a group work, all learners are likely to participate for, they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending the class of the size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work:

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation:

This is a clear and full explanation of idea or theory. Through this method, the teacher can help learners make an informative the summary of lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidation or polishing learners' answers.

Suggested teaching procedures

1. Put learners into different mixed-ability groups where talented learners will help weak ones to perform tasks. Ensure that 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.
 2. Tell each group to choose a group leader and a secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should write the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
1. Encourage every group member to participate actively in the discussion.
 2. nDiscourage negative behaviour such as booing or laughing at others if they give incorrect answers.
 3. Ask learners to read a text and discuss techniques of reporting a past event in groups of four English S6 Student's Book page 42
 4. Polish their ideas and consolidate them and ask them to write summary in their notebook.

Support for learners with special educational needs

- Provide support to learners with visual impairment and tell them to sit in front
- Let learners with hearing impairments sit where they can listen properly

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Creativity and innovation (e.g. application activity)
- Communication (Encourage every group member to participate in the discussion)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction)

Suggested answers for vocabulary activity 1 and 2 English language S6 Student's Book Page 41 - 42

1) Junta is a military or political group that rules a country after taking power by force.

1. Outrageous is chokingly bad or excessive.
2. Brutality is an instance of cruel and violent treatment or behaviour.
3. Constitutional is relating to an established set of principles governing a state.
4. Demonization is reinterpretation of polytheistic deities as evil, lying demons by other religions, generally monotheistic ones.
5. Rabid is having or proceeding from extreme or fanatical support or belief in something.
6. Fraudulent is deliberately deceitful, dishonest or untrue activity.
7. Endorsing is declaration of one's public approval or support for.
8. Violation is the breach of someone's rights.
9. Blackmail is an action treated as a criminal offense of demanding money from someone in return for not revealing compromising information which one has about them.

2) The PNF accused the Zanu PF-junta of overthrowing president Mugabe of Zimbabwe.

1. It was so outrageous to think that President Mugabe might leave the throne.
2. 3. President Mugabe of Zimbabwe was disgusted with the brutality of Zanu PF-junta manners.
3. 4. ZanuPF- junta and its associated propaganda might stop their constitutional reforms in Zimbabwe.
4. Everyone couldn't realise the demonization of their constitution.
5. The rabid protestors refused to go home until Emmerson Mnangagwa responded to their demands.
6. They have formed their own fraudulent reforms targeting inheritance.
7. Brig general Ambroise Mutinhiri admitted the expenses of their constitutional rights by endorsing 2018 general elections.
8. The violation of the constitution put an end on President Mugabe's supremacy.

9. In Zimbabwe, the blackmails can be observed and identified.

3.Application activity. English languageS6 Student’s Book page 42

Let learners write their informative report on what happened in Zimbabwe referring to the given points of report writing and check the relevance.

4. Application activity. English S6 Student’s Book page 43

Ask learners to summarize the text ‘*The fall of African wall*’ referring to the given points on summary writing in sub/ unit 2.1.

Lesson 2. Listening and speaking (English S6 Student’ s book Page 43)

Prerequisite knowledge and skills

Before studying this lesson, learners are expected to have some knowledge and skills about paying attention to listening activities.

Suggested learning and teaching resources:

- English language S6 Student’s Book and The teacher’s Book
- Newspapers and magazines
- Text that contains the information on “Areruya wins ‘Tour de l’Espoir’ “
- English language S6 Teacher’s Guide Page 44 - 45

Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don’t tell them exactly what they are going to study.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable ‘interpretive authority’ for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work:

In a group work, all learners are likely to participate for, they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending the size of the class. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You should allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of ideas or theory. Through this method, the teacher can help learners make an informative summary of a lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

Ask learners to get prepared to answer the questions after listening activity

Ask them to pay attention when you are speaking

Support for learners with special educational needs:

- Pay special attention to learners with visual impairment, tell them to sit in front
- Let learners with hearing impairment sit where they can listen properly

Generic competences to be addressed

- Creativity and innovation (e.g. application activity)
- Communication (Encourage every group member to participate in the discussion)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote cross-gender interaction)

Suggested text for listening text and answers provided (English language S6 Teacher's Guide page 44 - 45)

Areruya wins «Tour de l'Espoir»

Rwanda cycling Federation president Aimable Bayingana has lauded the impressive performance of Joseph Areruya and Team Rwanda in general at the just –concluded Under -23UCI 'Tour de l' Espoir' in Cameroon.

'It is beyond imagination what boys have done here, they have left a mark in Cameroon. The mission was well executed, Areruya and the entire team did an incredibly great job, Bayingana told Times sport from Yauondé on Sunday night. Team Rwanda' s Joseph Areruya cemented his position as one of the Africa's best riders after the 21 years old won the inaugural-23 Tour de L' Espoir race on Sunday the forth February 2018. The four-stage race covered a total distance of 447km. However, it was Areruya, who claimed the four –stage competition despite finishing fourth on the final day and not winning a single stage. He finished second in the stage 3. Team Rwanda was set for a grand welcome back home at 9pm.

Eritrean Rhan Henok Muluebe won the fourth and final stage (80.1km) from Akono-Yaoundé after using 1 hour, 50 minutes and 44 seconds.

Victory for Areruya, qualified him and Team Rwanda to this year's Tour de l' Avenir, the world's top-rated U23 cycling event scheduled for August 17-26 in France. Rwanda finished top of the team classification, followed by Morocco, Eritrea, South Africa and Mauritius completed top five. Bayingana noted that, 'there is no time to rest for the boys; as focus switches to the African Road championship slated for February 13-18 in Kigali. The target is to win as many medals as possible in the event. On Areruya's winning streak, Bayingana said, 'He is very talented, wise and disciplined but most importantly, he is a good team player. Cycling requires teamwork; one individual can't achieve much.'

2. Ask learners to answer the following questions

- (a) A part from 'Tour de l' Espoir'; Name other international Riding Competitions you know.
- (b) Name other countries which participated in the 'Tour de l' Espoir' 2018.
- (c) To which media or newspaper that Aimable Bayingana was reporting to?
- (d) Mention some qualities accredited to Joseph Areruya that qualifies him as best Rider.

N.B. You can add more questions.

Adapted from: editorial@newtimes.co.rw by Richard Gashumba, retrieved on March 28, 20

Suggested answers for listening activity

a) Tour du Rwanda, La Tropicale Amissa Bongo, Tour de l'Avenir, UCI Africa Road Championship, etc.

b) Morocco, Eritrea, South Africa and Mauritius, etc.

c) He was reporting to 'Times sport from Yauondé.'

- Areruya is talented, wise, disciplined and a good team player.

2.5 Expressing the probability on a past event

Lesson 1. Expressing the probability on a past event (English Language S6 Student's Book Page 44)

Prerequisite knowledge and skills

Before studying this lesson, learners are expected to have some knowledge and skills about expressions of probability. The teacher asks learners to recall modal verbs as an introduction of the lesson on probability on a past event.

Suggested teaching resources

- English language S6 Student's Book and The teacher's Book

Suggested teaching/learning methods

1. Question and answer method:

This method key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion:

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work:

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending the size of the class. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work:

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking skills that lead to problem solving. You should allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation:

This is a clear and full explanation of an idea or theory. Through this method, the teacher can help learners make an informative summary of the lesson focussing on the key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Make sure that quick learners are mixed with slow learners. Ensure that 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 inclusivity in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.
6. Tell learners to do activity 1 English S6 Student Book Page 43 and activity 2 page 44

Support for learners with special educational needs:

- Pay special attention to learners with visual impairment, tell them to sit in front.
- Let learners with hearing impairment sit where they can hear easily.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Creativity and innovation (e.g. application activity)
- Communication (Encourage every group member to participate in the discussion)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote-gender interaction)

Suggested answers for activity English language S6 Student's Book Page 43 - 44

- 1.1) The Chief editor must have thought before writing an article.
 - 2) He might have taken much more money from the company even though he had not been caught.
 - 3) Clear instructions must have been given to the writers.
 - 4) The school magazine that we have introduced, might have been sponsored.
 - 5) He might have seen people approaching that public library.
 - 6) The Secretary might have been well instructed.
 - 7) The designer must have been busy today.
 - 8) The reporters might have got information from the field.
 - 9) Editors must have read through the articles.

Suggested answers for activity 2 (English language S6 Student book page 44)

1. This new edition does not convey any new information, it must have been cautioned about the previous versions.
2. The editor said that the news is extracted from one source, the reporters might have not got enough time.
3. I am not good at languages, I may have joined media club.
4. The students are not reading in these days, some newspapers might have not published their produce.

5. Why didn't your team come to join us in editorial committee? It might have not been invited.

Suggested answers for activity 3 (English S6 Student book page 44 - 45)

- 3.1) a) Your editorial committee might have been unwaged.
b) It may have not got enough funds to function properly.
- 2) a) The driver might have killed a journalist.
b) The journalist might have been at work.
- 3) a) It might have been banned.
b) It may have not disappeared in this way.
4. a) They might have informed their costumers before closing.
b) The advertisement may have been given later.
5. a) They might have blocked their publications.
b) They may have missed attractive article news for their customers.
6. a) A woman might have been busy.
b) A woman may have refused to join them in Boston.
7. a) The man might have been warned about his resignation.
b) The man may have failed to solve the difficulties.

N.B. These are some examples of answers that learners might give. The teacher should consider other possible answers given by learners.

2.6 Restrictive and non-restrictive clauses

Lesson 1. Restrictive and non-restrictive clauses

Prerequisite knowledge and skills

Before studying this lesson, learners are expected to have some knowledge and skills about relative clauses. The teacher provides oral questions on relative pronouns and some sentences to be joined in order to help learners recall what a relative clause means.

Suggested teaching resources

- English S6 Student's Book and The **English S6** Teacher's Book

Suggested teaching/learning methods

1. Question and answer method:

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking skills that lead to problem solving. You should allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of an idea or theory. Through this method, the teacher can help learners make an informative the summary of lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups and ensure that gifted learners are mixed with slow learners. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.

2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.
6. Tell learners to do activity 1 in English S6 Student's Book page 46. Learners can do this activity in groups or individually according to teacher's choice.

Support for learners with special educational needs:

- Pay special attention to learners with visual impairment, tell them to sit in front.
- Let learners with hearing impairment sit where they can hear easily.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Creativity and innovation (e.g. application activity)
- Communication (Encourage every group member to participate in the discussion)
- Cross cutting issues to be addressed
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction)

Suggested answers for activity 1 in (English language S6 Student's Book page 46)

1. London, which is the capital of England, is one of the largest cities in the world and with a lot of publishing houses. (non-restrictive)
2. The book that she read was important for her literature review. (restrictive)
3. Walden university, which is entirely online, has main administrative offices in Baltimore. (non-restrictive)
4. The participants who were interviewed volunteered to be a part of the study. (restrictive)
5. The office I have just rented for my publishing house, is near my home. (restrictive)

6. This is the newspaper that they have banned recently. (restrictive)
7. The musician, who is a well-known pop star, used to read brochure. (non-restrictive)
8. Our speaker, who explored many electronic sites, gave an interesting talk. (non-restrictive)
9. The message that my aunt sent yesterday has arrived. (restrictive)
10. The journalist, whose story I read yesterday, has won prizes for her work. (non-restrictive)

Additional information:

Different types of newspapers are:

Free newspapers: offered free in racks at places like coffee shops and grocery stores.

Paid newspapers: have a cover price.

Tabloids: read side to side, like The New York Post.

Broadsheet: open wide, like The New York Times.

Niche newspapers: cover a very specific topic.

Alt-weeklies: come out weekly and cover culture and opinions.

College/school newspapers: published by students for students.

Shopper papers: mostly full of ads, like The Penny saver.

Community newspapers: usually weekly; cover a small community.

Business newspapers: have stock info and other information relevant to business.

Mailed newspapers: sent to all homes in a region in bulk via the postal service.

Sports newspapers: cover a particular sport, or sports in general.

News story: A news report of any length, usually presented in a straightforward style and without editorial comment. Most often written in inverted pyramid with a summary lead.

Feature story: A Story that is written to inform, but also to entertain. Sometimes the story behind the story, describing atmosphere, personalities, locations.

Editorial: an article in a newspaper or other periodical presenting the opinion of the publisher, editor, or editors. Does not receive a byline because it represents the opinion of the newspaper

Review: An article critiquing an art form: movie, concert, recording, television program, book, art, restaurant.

Sports story: An article written about a sport. Could be an advance story, featuring an upcoming game or event; a coverage story, which tells the story of a just completed game, tournament or event; or a feature story about an athlete or athletes. Uses elements of both features and news writing.

Column: A signed article containing the writer's opinion.

Press release: Written or recorded communication directed at members of the news media for the purpose of announcing something ostensibly newsworthy. Typically, they are mailed, faxed, or e-mailed to assignment editors at newspapers, magazines, radio stations, television stations, or television networks.

Letter to the editor: Letter written to the newspaper to comment on a published story or state an opinion on any subject. Signed by the author, and placed on the Op-Ed p.

Adapted from <https://www.quora.com/What-are-the-types-of-newspaper-retrieved-on-March-30-2018>

2.7 Unit Assessment

Suggested answers for comprehension questions (English language S6 Student's Book Page 47)

1. The mediation efforts between President Uhuru Kenyatta and the opposition leader, Mr Raila Odinga.
2. Mr Martin Kimani and Mr Paul Mwangi.

Mr Mwangi is a radical-leaning lawyer who has, over the years, become a confidant of Mr Odinga. He is, perhaps, one of the few remnants of the technocrats who worked in the Prime Minister's office during the Grand Coalition Government. He was one of the background advisers to Mr Odinga during the Eurobond investigations and played a key role in the successful election petition against President Kenyatta last year.

Mr Kimani has emerged as a highly regarded diplomat with deep domain knowledge and experience in the conduct of negotiations between political adversaries. He was one of the main backroom players at the time Kenya was negotiating peace between South Sudan's President Salva Kiir and his erstwhile deputy Dr Riek Machar in 2015.

Suggested answers for vocabulary activity (English language S6 Student's Book page 48)

Whether you are interested in writing for a small *School newspaper* or you're fulfilling a requirement for school, you will want to write like a professional if you intend to write a good article. So what does it take to write like a real reporter?

First you must decide what to write about. Sometimes an *editor* will give you specific assignments, but other times you'll have to find your own stories to write about.

If you *do* have a choice about the topic, you might be able to write an article that is related to your own *personal experience* or family history. That would certainly give you a strong framework and a dose of perspective. However, you must try to avoid bias. You may have strong opinions that affect your conclusions. Beware of fallacies in your logic.

You could also pick a topic that revolves around a strong interest, like your favorite sport. Even if you are able to start out with *a topic* close to your heart, you should conduct research right away to read books and articles that will give you a full understanding of your story. Go to the library and find ***background information*** about people, organizations, and events you intend to cover.

Next, ***interview a few people*** to collect quotes that reflect the public's perception of the event or story. Don't be intimidated by the idea of interviewing important or newsworthy people.

Adapted from <https://www.thoughtco.com/how-to-write-a-news-article-1857250>

C. Suggested answers for grammar and phonology activity (English language S6 Student's Book Page 49)

- 1) I am sure the Chief editor was here. I saw his car in the front of the building.

She ***might have*** been here.

- 2) I am not sure if I passed the interview. I don't feel very sure that I passed.

I ***may have*** passed the interview.

- 3) Last summer, I took four writing competitions and failed them all!

I ***may have*** been disappointed.

- 4) She speaks excellent Kinyarwanda. I am sure she's lived in Kigali for a long time.

She ***might have*** lived in Kigali for a long time.

5) We agreed to meet yesterday, but when the secretary got there I didn't see him. It's possible that he was waiting elsewhere. We agreed to meet yesterday, but when I got there I didn't see him.

He **might have** been waiting for me elsewhere.

2.a) Our publishing house is very big. It is in Musanze. Our publishing house which is in Musanze, is very big.

b) I had to fix my printer. I bought it less than a year ago.

Answer. The printer that I had to fix was bought less than a year ago.

c) Researchers were Rwandan authors. They played a big role in producing this perfect work. *The researchers who played a big role in producing this perfect work, were Rwandan authors.*

d) I bought this magazine yesterday. It has a crucial information. *The magazine that I bought yesterday, has a crucial information.*

e) Michael is a policeman. His father is a writer. *Michael, whose father is a writer, is a policeman.*

f) I bought a computer last month. It doesn't work properly. *The computer that I bought last month, doesn't work properly.*

g) I requested an article for the coming writing competition. It did not arrive on time. *The article that I requested for the coming writing competition, did not arrive on time.*

h) I was given a note on how I can write a good article. It is of great importance. *The note that I was given on how I can write a good article, is of great importance.*

2.7.B. Grammar and Phonology

Answers to questions to question 3 English S6 Student's Book page 57

3. Record /rɪ'kɔ:d/

Tenure /tenjʊə/

Slogans /'sleɪɡənz/

Ideology /aɪdɪ'ɒlədʒi/

Coercive /kəʊ'si:v /

Consensus /kən'sensəs/

D. Summary writing (English S6 Student's Book page 50)

Refer to the notes given on summary writing; learners should do their own summary. Check spelling, format, sentence construction and relevance.

E. Essay writing and reporting (English S6 Student' s Book page 51)

Refer to the notes given on essay writing; learners should be encouraged to do their work. Pay attention on grammar, sentence construction and the format of essay writing.

Remedial Exercises

There should be learners who are slow and unable to complete assigned tasks of this unit 2, give them the following exercises;

Visit your school library, scan a scene in newspapers, and write a summary of fifty words on what happened at the scene.

Extended activity

Some learners may find that the content provided is too easy to handle. Let them do the following exercise;

Write a past event about African migrants to Europe in Mediterranean ocean that you saw on TV or read through newspapers.

UNIT 3: CULTURAL DIVERSITY

3

Key Unit Competence: By the end of this unit, learners should be able to use language in the context of Cultural Diversity.

Prerequisite knowledge and skills: Students should master the use of *modal verbs* and subordinating conjunctions like *because*, *in order to* and *so that* used as sentence connectors to express cause and effect before studying this unit.

Cross-cutting issues to be addressed: Peace and value education, gender education, and inclusive education.

Guidance on the introductory activity: (English Language S6 Student’s Book page 55)

1. Ask learners to discuss about the cultural aspect that each of the picture reflects.
2. Some students might have been in a country or city different from theirs. Others might have met people from other countries or cities, people who cannot speak their language(s). Ask some of your students to narrate their experience as migrants.

Put the students into different groups. Make sure girls and boys are mixed in order to promote gender equality. If you have learners with disabilities, let them be mixed with others to promote inclusive education.

List of lessons

Lesson title	Learning objectives	Number of periods
3.1. Describing being in a foreign country	<ul style="list-style-type: none"> • Read texts and answer questions about migration, • Construct sentences with words in the context of cultural diversity, • Write a composition on the importance of adapting to new cultures, • Practice pronunciation and spelling of words in relation with culture. 	1 period
3.2. Comparing cultures Lesson 1: Reading comprehension about different cultures.	<ul style="list-style-type: none"> • Read and answer questions about texts in relation with the concept of culture diversity, • Matching words with their meanings focusing on cultural diversity, • Summarizing texts about multiculturalism, 	3 periods
Lesson2: Language structure: The use of Modal Verbs (Can, Should, Ought to)	<ul style="list-style-type: none"> • Correctly use modal verbs in constructing sentences related to cultural diversity, • Writing paragraphs about multiculturalism using Modal Verbs correctly <p>(e.g.: Peoples from different culture can share the same beliefs, We should not fight over cultural differences.)</p>	
3.3. Describing Cultures/ Customs Lesson 1: Listening and speaking about local and foreign customs/cultures.	<ul style="list-style-type: none"> • Listen to texts and answer questions about culture/customs description, • Through class presentation, speak about local customs and cultures, • Debate on the importance of adapting to new cultures/customs. 	2 period

<p>3.4. Describing Traditional Rwandan Culture.</p> <p>Lesson 1: Reading comprehension about Rwandan culture.</p>	<ul style="list-style-type: none"> • Read and answer questions about traditional Rwandan culture; • Write paragraphs about different aspects of the Rwandan culture, • Write letters expressing cultural shocking experiences. • Construct sentences focusing on meanings of different words related to cultural diversity. 	3 period
<p>3.5. Describing the Causes of Migration.</p> <p>Lesson 1: Factors of Migration.</p>	<ul style="list-style-type: none"> • Read and analyze texts about factors of migration; • Through class presentation, talk about consequences of cultural intolerance. • Construct sentences focusing on meanings of words in relation with factors of migration, 	3 periods
<p>Lesson2: Language Structure</p> <p>Sentence Connectors</p> <p>Cause and Effect Language (because, so that, in order to, ...)</p>	<ul style="list-style-type: none"> • Correctly use sentence connectors to show/express Cause and Effect, • Writing paragraphs about migrants' experience using Cause and Effect clauses. 	

3.1 Describing being in a new country

Prerequisite knowledge and skills: Migration and culture.

Before studying this lesson, the learners are expected to have some knowledge about migration and culture. Ask them the following questions to introduce this lesson:

What do you understand by the terms Culture and Migration?

Have you ever migrated?

Have you ever met a migrant?

Suggested learning and teaching resources:

Photograph of a Rwandan student (girl) at Kanombe airport ready to travel abroad.

Picture showing the same Rwandan student (girl) getting out of the plane at London Heathrow Airport and waving her Rwandan flag to get identified by her host.

English S6 Student's Book and Teacher's Book.

Suggested teaching/learning methods

Question and answer method: This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.

Discussion: This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

Group work: In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.

Individual work: Individual work can help students gain independence to think things through on their own, improve confidence in working through a problem, even when they don't feel certain about every step. It can help them to work at their own level, rather than having to adapt to suit their group members. It is an opportunity to practice self-control-both in staying focused on the task at hand, and in having the willpower to avoid turning to a neighbor or asking the teacher for the answer. This method also helps learners gain creativity and effective critical thinking processes that can apply to problem solving. You should allow your students some time to reflect on what they are supposed to discuss in their groups. This can help each student clarify the problem to himself or herself, which can lead to more successful collaboration once they are tackling the problem together in groups. You may also use this method to evaluate your students.

Exposition: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

Put learners into different mixed-ability groups. Ensure that girls and boys are mixed and all of them participate actively in the activity in order to promote gender balance and interaction. If you have learners with disabilities, mix them with others to promote inclusive education. Ask one student in the group to make sure the one with disability is involved in the activity and feels comfortable.

Ask each group to choose a group leader and a secretary. Make it clear that the group leader coordinates the group discussion while the group secretary writes down the answers agreed upon by all the group members. Encourage different members to take on roles in order to instil confidence and leadership skills in them.

Tell the students the importance of cooperation in a group work/discussion. Group work in a classroom allows students to enhance their skills in working effectively with others. It gives students the opportunity to develop skills in information processing, evaluating and assessment. They also acquire management skills by assuming various roles within groups. In this process the students also develop the generic competence of critical thinking. Here are some tips you can use for an efficient group work.

- Be clear and specific about the task
- Make production the outcome (Help learners to understand that the result of a group work requires all group members' participation or contributions.)
- Model successful transitions and interactions (*Show don't just tell*)
- Monitor progress, time, and noise.
- Incorporate community spirit to help learners know each other and feel as if they were members of the same community.

Ask every group member to participate in the discussion. You may ask every member of the group to give his or her ideas or do his or her own version of the task. Then everything is put together by the secretary of the group.

Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.

Guide learners on how to use a dictionary in order to look for the meanings of difficult words.

Let them discuss comprehension questions of the text in group, write down the final answer agreed upon by all the members of the group and then ask secretaries to present answers to the class. Polish their ideas and consolidate them.

Support for learners with special educational needs:

- Provide learners with visual impairment with tactile pictures or photographs.
- Let them sit in a way that will facilitate the learning process for them (You may ask them to sit on the first desk so that they can clearly see your gestures and body language. It can also allow them to see with much ease whatever you write on the board.)
- Let learners with hearing difficulties sit on the first desk where they can listen properly.

Generic competences to be addressed:

Cooperation and interpersonal relationship with others (working together in groups).

Critical thinking (e.g.: Do you think that cultures/customs different from your own should be accepted in your community?).

Communication (Encourage every group member to participate in the discussion).

Cross cutting issues to be addressed:

Peace and Value education (Discourage laughing at others if they give wrong answers, have the learners work in different groups in order to help them work peacefully with everybody in the class, encourage learners to work in peace and harmony and be committed to avoiding conflict.)

Gender education (Make sure that, in each group, girls and boys are mixed in order to promote gender balance and interaction, encourage both genders to take on role of leadership, assign tasks to boys and girls).

Inclusive education (Put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others. If you have learners with hearing disabilities or communication difficulties you should always get their attention before you begin to speak. Encourage learners with sight problems to look at your face when you speak and follow your body language or gestures. Provide learners with visual impairment with tactile pictures. Let learners with physical handicaps sit where it is easy for them to make movements and participate in the task.)

Answers to Learning activities

A. Comprehension questions: (English Language S6 Student's Book page 57)

He (the immigrant) has to deal with cultural and administrative issues.

Immigrants should adapt to unfamiliar customs/beliefs (They should try new things, new cultures, customs or beliefs.) They should not try to stick to what is familiar to them only. They should try to adapt to the new culture.

The question is open-ended. (It doesn't have specific answers. Learners may give a wide range of answers.)

Below are the possible answers:

It will help them cope with new culture/customs/beliefs.

It will make it easy for them to live in a foreign community.

It will alter culture shock experience that an immigrant may face.

It will encourage cultural tolerance.

It will make it possible to learn from each other (people from other cultures)

B. Vocabulary (English Language S6 Student’s Book page 57)

i) Adjust (paragraph one): The word “adjust” means getting used to something by changing your behavior or your ideas.

ii) Unfamiliar ground (paragraph two): The phrase “unfamiliar ground” refers to a strange culture/beliefs.

iii) Ambivalence (paragraph three): The word “ambivalence” refers to a state of having mixed feelings or contradictory ideas about something or someone.

iv) Life altering (paragraph four): The phrase “life altering” means a situation which is capable of changing a person’s life or circumstances in some considerable degree or extent.

v) Transition (paragraph nine): The word “transition” refers to a process or a period of changing from one state or condition to another.

C. Application Activity

Composition Writing (English Language S6 Student’s Book page 57)

Bear in mind the different parts of composition which are introduction, body and conclusion. Please refer to the Techniques of Composition in the English Language S6 Student’s Book, page

Remind learners to write in full or complete sentences, correct spellings, appropriate punctuation marks, accurate grammar, and they must develop good paragraphs on the basis of the points that make up the complete argument.

D. Sounds and Spelling (English Language S6 Student’s Book page 58)

Help students to pronounce these words correctly. Let them use dictionaries if necessary.

Guide them to mark stressed and unstressed syllables of each word as required. Their intonation should be dictated by the nature of sounds in the syllables.

1. Adjust /ə'dʒʌst/
2. Unfamiliar ground /,ʌnfə'mɪljə'graʊnd/
3. Ambivalence /æm'bɪvələns/
4. Life altering /'laɪf'ɔltə-rɪŋ/
5. Transition /træn'zɪʃən/

3.2 Comparing cultures

Lesson 1: Reading comprehension about different cultures

Prerequisite knowledge and skills: Modal verbs in the context of Cultural Diversity.

Before studying this lesson, learners are expected to have some knowledge about **Modal verbs in the context of Cultural Diversity**. To introduce this lesson, ask learners to answer the following questions orally:

- Have you ever travelled to a foreign country or community?
- If you have not travelled abroad, have you met people from a foreign country?
- How similar or different are foreign customs from yours?

Suggested learning and teaching materials:

- A picture of people bowing to greet each other.
- A picture of a busy city where people wave at each other as a salutation.
- A photograph showing different customs/behaviors. (Baganda and Kikuyu performing a traditional dance)
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Group work
4. Individual work
5. Exposition

For details, refer to subheading 3.1.

Suggested teaching procedure:

1. Put learners into different varying ability groups. Make sure that 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.
2. Tell each group to choose a group leader and a secretary. Tell them that the group leader must coordinate the group discussion while the group secretary writes down the answers agreed upon by all the members of the group. Encourage different members to take on roles in order to instil in them confidence and leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Ask them to avoid laughing at others in case of wrong answers.
6. Polish their ideas and consolidate them.

Support for learners with special educational needs:

- Learners with visual impairment should be provided with tactile pictures or photographs.
- Let them sit in a way that will facilitate the learning process for them.
- Let learners with hearing difficulties sit where they can listen properly.

Generic competences to be addressed:

- Cooperation and interpersonal relationship with others (working together in groups).
- Critical thinking (e.g.: Explain why different beliefs and behaviours should be seen as strengths rather than weaknesses.)
- Communication (Encourage every group member to participate in the discussion and oral presentation).

Cross-cutting issues to be addressed:

- Peace and value education (Discourage laughing at others if they give incorrect answers).

Gender education (Make sure that girls and boys are mixed and girls participate actively in the activity in order to promote gender balance interaction),

Inclusive education (Put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others).

Answers

Comprehension questions (English Language S6 Student's Book page 60)

People begin to discriminate against others whose ways of being are different from their own.

This may result in culture shock or conflict.

It enables us to learn about other cultures with the aim to understand each other and avoid negative **stereotypes** and personal **biases** about different groups.

Cultural diversity can help us recognize and respect “ways of being” that are not necessarily our own.

It makes our country a more peaceful and interesting place to live in as we build bridges to trust, respect, and understand each other.

B. Vocabulary (English Language S6 Student's Book page 60-61)

Immersed (paragraph one): The word “immersed” means getting deeply involved in a particular activity (culture).

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

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

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

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

2. Match the words or phrases in Column A with their corresponding meanings in Column B of the table below. (English Language S6 Student's Book page 57)

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

C. Summary Writing

Application Activity (English Language S6 Student's Book page 61)

Note: Help learners to practice and apply the guidelines about summary writing. Remind them that the summary of a passage should be written in one paragraph.

D. Language Structure

Application Activity (English Language S6 Student's Book page 63)

Open-ended. (Note: Accept any correct and meaningful sentence in which Can, Ought to ..., and Should are correctly used)

Choose the correct Modal Verb between **can**, **ought to ...**, and **should** to complete the sentences below.

- i) We **ought to** celebrate rather than fight over cultural differences.
- ii) Community groups **can** have different traditions.
- iii) Different people **can** share the same beliefs.
- iv) People **should not** fight over cultural differences.
- v) We **ought to** encourage tolerance.

- vi) Immigrants **should** adapt to new customs.
- vii) Prejudices **can** be a hindrance to peace building.
- viii) Political conflicts **can** be push factors for migration
- ix) Multiculturalism **should** not make one lose his identity.
- x) In a multicultural community, people **ought to** respect each other's beliefs.

3.3 Describing customs and culture

Lesson 1: Listening about customs and culture

Prerequisite knowledge and skills: Local and foreign customs/cultures.

Before studying this lesson, learners are expected to know about local and foreign customs/cultures. Ask the following questions to check their knowledge about customs/cultures:

- State at least two aspects that you like the most about your culture.
- List two aspects that you appreciate about any foreign culture/custom that you are familiar with.

Suggested learning and teaching materials:

- A photograph of Ukrainians wearing like Americans.
- A photograph of a Rwandan performing a traditional dance.
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Group work
4. Individual work
5. Exposition

For details, refer to subheading 3.1.

Suggested teaching procedure

- Facilitate the whole class work by asking every learner to listen independently and attentively.
- If you have learners with hearing disabilities, let them sit where they can listen properly.
- Read the text below **“Americanisation of Our Society”** to learners and the questions based on it.
- Reread the text and give the learners time to write their answers. Re-read the text for the third and last time and ask learners to check whether their answers are correct.

- Ask learners to hand in their written work.
- Ask some students to present their work to the class.
- Discourage negative behaviour such as booing or laughing at others if they give wrong answers.
- Polish their ideas and consolidate them.
- Tell learners who have not presented that you will comment on their work in writing.

Generic competences to be addressed

Communication (Encourage every learner to present their work.)

Crosscutting issues to be addressed

- Peace and values education (discourage laughing at others if they give incorrect answers.)
- Gender education (ensure that girls and boys are mixed in order to promote their interaction)
- Inclusive education (divide learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

TEXT FOR THE LISTENING ACTIVITY WITH QUESTIONS AND ANSWERS

Americanization of Our Society

We often meet elements of americanisation in our lives. As you know, the United States of America have great influence on our culture, on our customs, values, and people too. I know that some people want to look like Americans and they try to do what Americans do, they try to live how Americans live. That's why some of our Ukrainian families try to be similar to Americans. They don't learn the language, but they inherit the American customs and traditions and life style.

I like American customs and life style, but I think that this inheritance can negatively influence our traditions. When people focus too much on foreign traditions, they forget their own. I think that each country should have its own culture. And each culture is interesting. But there are many positive sides of globalization. Nowadays, Ukraine has diplomatic relations with the USA. Our government has relations in politics, economics, culture, sports, and other sides of life. True friendship is built by the people of our two countries.

Narrated by Tetyana Svelyka (Kirovohrad State Pedagogical University, Ukraine)

Questions for the listening activity (This is for the teacher, it is not in the English Language S6 Student's Book)

Why do Ukrainian people admire Americans?

What are some factors that explain that Ukrainians admire Americans?

Of what impact is Americanization on Ukrainian people?

What are the dangers of Cultural Inheritance?

Answers for the Listening activity

Because Ukrainians consider American culture (customs) and values better than their own.

Some Ukrainians try to be similar to Americans. Many Ukrainians try to look like Americans, do things like Americans, and live like Americans.

Ukrainians have abandoned their own culture and inherited American customs, traditions and life style. They don't even learn their own language.

Cultural Inheritance can negatively influence other traditions/cultures. When people focus too much on foreign traditions, they forget their own.

Debate (English Language S6 Student's Book page 64)

Ask learners to debate on this motion **“Cultural Diversity is a blessing, not a loss of one's identity.”**

Using the instruction mentioned in unit one about debate, help learners to well conduct this debate. Give learners time to do the following:

- Choose any local culture that they know very well.
- Discuss the positive aspects of that culture.
- Describe any contrast between that culture and their own, if any.
- Copy those aspects on a sheet of paper or an exercise notebook.

Note: Remind them to use Modal Verbs like **Can**, **Should** and **Ought to** in their debate.)

3.4 Describing traditional Rwandan culture

Prerequisite knowledge and skills: Rwandan Culture.

Before studying this lesson, learners are expected to have some knowledge and skills about Rwandan culture. Ask them the following questions to introduce this lesson:

- What do you understand by the term “Culture?”

- What are the points that attract you the most about the Rwandan Culture?
- If you want to deepen your knowledge of the Rwandan Culture, which province and district should you visit in Rwanda?

Suggested learning and teaching materials:

- Different photographs highlighting various aspects of the Rwandan Culture including singing, dancing, drum-beating, traditional food.
- English Language S6 Student’s Book and Teacher’s Guide.

Suggested teaching/learning methods

- Question and answer method
- Discussion
- Group work
- Individual work
- Exposition

For details, refer to subheading 3.1.

Suggested teaching procedure

Put learners into different mixed-ability groups. Ensure that 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 inclusivity in education.

Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the writing while the group secretary should take down the ideas agreed upon by all the members.

Explain to students the importance of cooperation in a group work.

Encourage every group member to participate in the writing.

Guide learners on how to write their composition. You can give them these instructions:

Choose any local culture that you know very well.

Discuss with your desk mate (s) about the interesting aspects of that culture (At least 3 aspects).

Copy those aspects on a sheet of paper.

Write at least five paragraphs describing that culture/custom (The first paragraph will be the introduction; the last paragraph will be the conclusion.)

Remember to use modal verbs like **can, should and ought to**.

Help them to polish their ideas and consolidate them.

Support for learner with special educational needs:

Make sure that learners with visual impairment and hard hearing learners are involved in the writing activity.

Generic competences to be addressed

Cooperation and interpersonal (working together in groups)

Critical thinking (e.g.: Do you think that Rwandans should mix with people from other origins? Discuss)

Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers)

Gender education (ensure that girls and boys are mixed in order to promote gender interaction)

Inclusive education (divide learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

Answers to comprehension questions (English Language Student's Book page 66)

1. a)

- In Rwandan Culture, it is considered extremely rude to eat in public:
- Adults don't eat in front of their in-laws.
- When a married couple has children, their names essentially change to reflect the identity of their first-born child.
- When a couple shares a bed, the man always sleeps on the side away from the wall so that he can protect his wife in the case of an intruder or problem.
- It is forbidden for a married person to pronounce the name of his or her mother-in-law or father-in-law.

1. b)

Before the wedding day, the man and the woman separately hold numerous "planning meetings." They meet with their friends and relatives to organize and finalize the details for the marriage. The family of the bride plants a few banana trees along the road leading to their house. This was done to show that the family was relatively wealthy as it was believed that they could supply their guests with enough banana beer.

2. Paragraph writing (English Language Student’s Book page 66)

Open-ended (Students should write three paragraphs focusing on Rwandan culture)

3. Vocabulary (English Language Student’s Book page 66)

- i. ... extremely rude (paragraph one): The phrase “extremely rude” means very impolite.
- ii. ... was invented by greedy men ... (paragraph one): The phrase “was invented by greedy men” refers to something that was created by selfish men.
- iii. ... considered taboo ... (paragraph two): The phrase “considered taboo” refers to something that is not approved or not right to be done.
- iv. ... pour ... (paragraph three): The word “pour” means to make a substance flow from a container, especially into another container, by raising just one side of the container that the substance is in.
- v. ... symbolizes ... (paragraph four): The verb to “symbolize” means to represent something.
- vi. ... to reflect ... (paragraph five): The verb to “to reflect” means to give back or show an image of something.
- vii. ... a bride ... (paragraph six): The word “bride” refers to a newly married woman or a woman about to be married.
- viii. ... double standards ... (paragraph seven): The phrase “double standards” refers to any code or set of principles containing different provisions for one group of people than for another
- ix. ... faint light ... (paragraph nine): The phrase “faint light” means a kind of light lacking brightness, vividness.
- x. ... a twitch ... (paragraph ten): The word “twitch” refers to a short, sudden jerking or convulsive movement.

Writing (English Language Student’s Book page 80)

Refer to the notes on paragraph development in Unit One for guidance and help learners to write a detailed letter to their family members expressing cultural shocking experiences.

3.5 Describing the causes of migration

Lesson 1: Factors of migration.

Lesson objective: By the end of this lesson, learners should be able to:

- Identify and describe reasons behind migration;
- Read and analyze texts about factors of migration;
- State the vocabulary of migration;

Prerequisite knowledge and skills: Migration.

Before studying this lesson, learners are expected to know about Migration. They may have experienced it before, read it in newspapers. Ask the following questions to check their knowledge about Migration:

1. What is migration?
2. What do you think are the factors or causes of migration?

Suggested learning and teaching materials:

- Videos of people migrating
- Photographs of people having migrated and their lives abroad.
- English Language S6 Student's Book and the Teacher's Guide

Suggested teaching procedure:

1. Facilitate the whole class work by asking every learner to read independently and attentively.
2. If you have hard of hearing learners (hearing impairment), let them sit where they can listen properly.
3. Give the learners time to read the text and give them time to write their answers.
4. Give them more time to read the text again and ask them to check whether their answers are correct.
5. Ask learners to hand in their written work.
6. Ask some students to present their work.
7. Ask other students to avoid laughing at others if they give incorrect answers.
8. Polish their ideas and consolidate them.

Generic competences to be addressed

Communication (Encourage all learners to participate in the discussion and to present their work.)

- Cooperation and interpersonal (working together in groups)
- Critical thinking through discussion on cultural intolerance.

Crosscutting issues to be addressed

- Peace and values education (discourage laughing at others if they give incorrect answers.)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction)
- Inclusive education (divide learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

Answers for the question about migration should put emphasis on these aspects(English Language Student’s Book p68-69):

- Environmental area
- Economic area
- Cultural and Socio-political area

Push Factors

Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risk something if they stay. Push factors include conflict, drought, famine, extreme religious activity, poor economic activity, lack of job opportunities, racial and

discriminating cultures, political intolerance and persecution.

Pull Factors

Pull factors are those factors in the destination country that attract the individual or group to leave their home. Those factors include place utility, better economic opportunities, more jobs, the promise of a better life, and better cultural, political, climatic and general terrain.

Lesson 2: Grammar focus: cause and effect language clauses (because, so that, in order to, etc.

Lesson objective: By the end of this lesson, learners should be able to:

- Identify cause and effect language;
- Use clauses containing cause and effect language correctly;
- Describe a migrant’s experience using cause and effect language;

Prerequisite knowledge and skills: Adverb clauses of cause or reason.

Before studying this lesson, learners are expected to master the use adverb clauses of cause or reason. Ask them the following question to verify the mastery of adverb clauses of cause or reason:

1. Why do you eat every day?
2. Why do you go to school?
3. Why do you sleep every night?

Suggested learning and teaching materials:

1. Photographs of people migrating because of war/conflict in their home country/ city.
2. A photograph of a student doing research in the school library.
3. English Language S6 Student’s Book and Teacher’s Guide

Suggested teaching/learning methods

1. Presentation
2. Question and answer method
3. Discussion
4. Group work

Suggested teaching procedure:

1. Divide learners into different mixed-ability groups. Ensure that 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.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should write down the answers agreed upon by all the group members. Encourage different members to take on the roles in order to instil in them confidence and leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Ask them to avoid laughing at others if they give incorrect answers.
6. Polish their ideas and consolidate them.

Generic competences to be addressed

1. Communication (Encourage every learner to present their work.)
2. Cooperation and interpersonal (working together in groups)
3. Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

1. Peace and values education (discourage laughing at others if they give incorrect answers.)
2. Gender education (ensure that girls and boys are mixed in order to promote gender interaction)
3. Inclusive education (divide learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others.)

Answers to question 2 under D. Language structure: Sentence connectors ; students' book p 80

1. We stayed in Musanze because their culture had a lot of similarities with ours.
2. Kayumba had to adapt to the aborigines' culture in order to successfully carry out his research on multiculturalism.
3. Tolerance was to be encouraged so that people could live peacefully.
4. Munyana failed her business first test abroad because she didn't adapt to the new beliefs that she faced.

5. We ought to respect other people's traditions so that they respect our traditions.
6. We mustn't be rude with people who don't share our customs because rudeness may be a threat to peace in our community.
7. Many people migrate to Rwanda in order to find jobs.
8. They decided to stay abroad because their cultural identity was not threatened.
9. Kayihura and his wife decided to be humble and patient in order to build peace with their neighbours.
10. They moved to Rwanda because there were culture-based conflicts in their home country

Summary of Unit 3

CULTURAL DIVERSITY: CAUSE AND EFFECT LANGUAGE AND MODAL VERBS

Cultural diversity is a term used to characterize a society made of people from different cultures and customs. This phenomenon is due to the presence of different people who decide to leave their own countries and immigrate to other countries in order to live there permanently. There are many factors behind such a movement; those factors are known as the Push and Pull factors. With this idea in mind, people should accept and value others' culture and beliefs/customs so that they may create a peaceful community.

In other societies, many people find it difficult to live with others simply because they don't share the same beliefs. We should all recognize that each one can have something to learn from others. Our differences ought to be a source of strength rather than weakness.

The underlined words are modal verbs.

Additional Information for the teacher

Cause and effect language (Reasons and Results) –Sentence connectors (Linking Words)

Sentence connectors or Linking words help to connect ideas in a sentence. Some common sentence connectors or linking words are used to express reasons and results (Cause and effect language.)

Sentence connectors expressing Causes/Reasons

1. Because / Because of

The difference between these two words is that because is followed by a subject + verb, and because of is followed by a noun:

E.g.: The game was cancelled because of the rain.

The game was cancelled because it was raining.

In spoken English, many people say 'cause as a short form of "because."

2. Due to / Owing to

Due to and *owing to* are also followed by a noun. These words are a little more formal.

E.g.: There's a lot of traffic today due to the upcoming holiday. (holiday = noun)

The after-school program was cancelled owing to lack of interest from the students. (lack = noun)

3. Due to the fact that / Owing to the fact that

Use these phrases before a *subject + verb*. Again, these phrases are a little more formal.

E.g.:

Many people are still unemployed due to the fact that the economic recovery has been slower than anticipated.

The publisher rejected the author's latest work owing to the fact that the manuscript was full of errors.

4. Since / As

Since and as are more informal, and they are followed by a *subject + verb*.

E.g.: I'm going to bed at 10 PM since I need to get up early tomorrow morning.

I didn't go to the gym today, as I had a lot of homework to do.

A. Sentence Connectors expressing Effects/Results

1. Therefore / Consequently / As a result

These words are more formal, and are more commonly used in written English.

E.g.:

- 1) Our company's profits have increased by 150% in the past year. Therefore, we're going to invest in new equipment and training programs.
- 2) The tennis player had knee surgery mid-October; consequently, she took the rest of the season off.
- 3) There have been heavy rains throughout the interior of the country. As a result, several areas have experienced flooding.

2. So

“So” is more informal, and more commonly used in spoken English.

E.g.: We were hungry, so we stopped at a cafe for a snack.

3.6 Unit Assessment

Answers

SECTION A: Comprehension and Vocabulary (English Language S6 Student’s Book page 71-72)

Carefully read the above passage, then answer the questions below.

1. Open-ended (Answers should encourage cultural tolerance and peace building);
2. Open-ended (Answers should include mutual respect, acceptance, and collaboration)
3. Open-ended.

SECTION B: Grammar and Phonology (S6 English Student’s Book page 72)

Use cause-effect language with the sentence connectors because, in order to, so that to complete these sentences.

1. So that
2. Because
3. In order to
4. So that
5. Because
6. In order to
7. So that
8. In order to
9. So that
10. Because

2. Read the following words and phrases aloud and correctly. Put the stress at the right place.

1. Outraged /' **ɑʊ**treɪdʒd /
2. Mainstream values /' **meɪ**stri:m 'vælju:z /
3. Intimate /' **ɪ**ntɪmət/ (This word is used as an adjective in the text).
4. Advocate /' **æ**dʌkət/ (This word is used as a noun in the text).
5. Asylum / ə' **sai**ləm /
6. Pluralistic / **pl**ʊərə(ə)' **li**stɪk/
7. Conservative / **k**ən' **sɜ:**vətɪv/

SECTION C: Summary (English Language S6 Student's Book page 73-74)

Open-ended

SECTION D: Essay Writing (English Language S6 Student's Book page 74)

Open-ended

• **Additional activities**

• **Remedial Activities:**

If you notice that you have slow learners who did not master modal verbs, help them with the activity below. This activity is simpler than the previous one since it has very short sentences. Thus, it can easily help slow learners.

Correct the mistakes in the following sentences.

1. I live can people cultures with from different.
2. I like would can I travel so many to countries that learn cultures from different.
3. Should he peacefully with live foreigners.
4. Must adapt you customs new to.
5. Fighting people these over are differences always cultural.

Answers:

1. I can live with people from different cultures.
2. I would like to travel to many countries so that I can learn from different cultures.
3. He should live peacefully with foreigners.
4. You must adapt to new customs.
5. These people are always fighting over cultural differences.

- **Consolidation activities**

Type the correct modal verb into the box: can, couldn't, have to, might, must, ought to, shouldn't, was able. Answers are highlighted in green at the end of each sentence.

1. These people are always arguing over their beliefs. They end up fighting. *Might*
2. You..... leave your door unlocked here when you go out. *Shouldn't*
3. They to respect each other's beliefs. *Ought to*
4. Because of their cultural inheritance, Women work with men. *Mustn't*.
5. We Live together peaceful despite our differences. *Have to*

- **Extended activities:**

If you notice you have gifted learners who did not have difficulties mastering the use of cause and effect language, help them with the activity below. This activity is more challenging than the previous one. Thus, it can help gifted learners.

Complete the sentence by filling in a cause or an effect as required. Circle what was needed to complete each sentence: cause or effect.

1. Melanie could not live abroad because Cause/ effect
2. Due to, Jason was always arguing. Cause/ effect
3. Since Maina was humble and tolerant, Sarah Cause/effect
4. If, people will go on migrating. Cause/effect
5. In order to learn from the Rwandan culture, Kwame Cause/effect

Answers

Note: Students will give various answers to complete the sentences above. Accept any correct option. However, the cause or effect underlined should not be changed.

1. Melanie could not live abroad because she failed to adapt to their culture. Cause/effect
2. Due to his beliefs that were different from those of his neighbours, Jason was always arguing. Cause/effect
3. Since Zinzi was humble and tolerant, Sarah found it easy to live with her. Cause/effect
4. If political conflicts continue in this area, people will go on migrating. Cause/effect
5. In order to learn from the Rwandan culture, Kwame migrated to Kigali. Cause/effect

UNIT 4: MYSELF AND MY AMBITIONAL

4

Key unit competence: By the end of this unit, learners should be able to use language in the context of myself and my ambitions.

Prerequisites (knowledge, skills, attitudes and values)

In this unit, the teacher will use introductory activities to assess the background of learners in the context of themselves and their ambitions. Here, learners are going to demonstrate their knowledge, skills, attitudes and values from what they know about hobbies, careers, leisure time and job advertisements.

Cross cutting issues to be addressed

The teacher's guide provides guidance on how to come up with the integration of cross-cutting issue. That the teachers will focus on in this unit are: finance education, gender, standardization culture and peace and values education. Through the content of the unit some examples, activities and illustrations take into consideration of these issues.

Generic competences

In this unit, some generic competences are going to be developed through different activities. It involves critical thinking, lifelong learning, creativity and innovation, research and problem solving, and communication skills and cooperation and interpersonal skills. You will find that some activities require learners to think, do research, create and talk. All the activities in the unit will enable learners to develop basic and generic competences.

Attention to special educational needs

When we think about inclusive education, often we just think about getting children into school, and making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement. In this unit, the teacher may pay more attention to learners with special educational needs such as visual impairment, hearing impairment and or communication difficulties and others.

Guidance on how to conduct introductory activity

The teacher will put the learners in groups, ask them to do the introductory activity and suggest to them to choose a representative to present their responses. The Learners are not expected to come up with correct answers right now. They will be able to answer correctly after having completed this unit.

List of lessons/sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Describing hobbies and leisure time	-Describe leisure time activities and hobbies -Write about leisure time activities	2
2	Recounting activities	-Recount past experiences	3
3	Describing Internet	-Describe internet use	2
4	Professional life and achievements Language structure: The use of <i>first conditional</i> and uses of <i>have to</i> and <i>need to</i>	-Recognize the use of the first condition with <i>have to</i> or <i>need to</i>	2
5	Job adverts, CV writing and qualities of a good employee Language structure: The uses of <i>present perfect tense</i>	-Read job advertisements - Write a CV - Identify the uses of present perfect tense in CV	2
6	Assessment		1

4.1 Describing hobbies and leisure time

Lesson 1. Describing hobbies and leisure time (English language S6 Student's Book Page 76)

Prerequisite knowledge and skills:

In this sub-unit, the teacher will use introductory activities to assess the background of the learners in the context of hobbies and leisure time. They are going to tell what they know about leisure time and hobby activities. In this section, the teacher will use introductory questions to help learners to get the overall of content to be covered in this sub/unit.

Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You may let your students have some individual 'think time' before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, teacher can help learners make an informative summary of the lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested Teaching/learning resources

In this lesson, the teacher will use:

- 1. Different pictures of people in their hobby activities and leisure time
- 2. English language S6 Student's Book
- 3. English language the S6 Teacher's Guide

Suggested teaching and learning procedure

Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote team working and gender as cross-cutting issue.

Tell each group to choose a group leader and secretary. Explain how group leader should coordinate the group discussion while the group secretary should take notes on approved answers. Encourage all group members to participate actively.

Discourage negative attitudes such as laughing at others if they give incorrect answers.

Guide learners on how to use dictionary to search for the meanings of new words or terms.

Ask learners to work in groups and then ask the group secretary to present answers to the class.

Generic competences

Some generic competences are going to be developed through different activities. They include critical thinking, lifelong learning, creativity and innovation, cooperation and interpersonal skills, and communication skills. Some activities require learners to think, do research, create and to talk and to work as a team.

Cross-cutting issues to be addressed

This guide provides guidance on how to come up with the integration of cross-cutting issues. The cross cutting issues that the teachers will focus on are: Finance education, gender and standardization culture.

Attention to special educational needs

The teacher may observe cases of visual impairment, hearing impairment learners and other special cases in class. The teacher may take more attention for them. He will provide them with places to the front in order to help them to follow effectively.

Suggested answers for comprehension questions (English language S6 Student's Book Page 78)

- A.1. a) A hobby is an activity that a person does during free time.
- b) Collecting, sports, gardening, sewing, painting, knitting, exercising, fishing, etc.
2. Darlene McCormick has a unique hobby of collecting beagles. She started enjoying this hobby when she was just a little girl. She got more involved in the hobby after receiving a model from her mother. She loved it right away.
3. According to Dr Brenda Hogan a hobby can go too far, but that rarely happens. In this case, it cannot be enjoyable.

B. Composition writing

The teacher may provide learners with guidelines on how they can write a composition and find the appropriate ways of judging their work.

The teacher will check on the format of writing a composition, check spelling and sentence construction in order to help learners to master this skill.

C. Summary writing

The teacher can check semantics, relevance and sentence construction.

D. Vocabulary activity (English language S6 Student's Book Page 78)

Figurine: A statuette, especially one of human form.

Tail-chasing: A behaviour exhibited in dogs that is characterized by spinning in tight circles in either direction, and can be slow and focused on the tail or fast and unfocused.

Ceramic: An artefact made of hard brittle material produced from non-metallic minerals by firing.

Beagle: A small hound of a breed with a short coat, used for hunting hares

Knitting: Making clothes by using long needles to connect wool or another type of thread into joined rows.

Lounging: Spending your time in a relaxing way, sitting or lying somewhere and doing very little

Pastimes: Activity which is done for enjoyment.

Antiques: Any piece of furniture or decorative object produced in a former period which is valuable because of its beauty or rarity.

4.2 Recounting activities

Lesson 1. Recounting activities (English language S6 Student's Book Page 78)

A. Reading and Writing

Prerequisite knowledge and skills:

In this sub-unit, the teacher will use different activities such as questions about a well-known person to assess the background of learners in the context of career and ambitions. Learners can describe past experience of a person that they know in his or her professional life.

A. Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking

processes that lead to problem solving. You may let your students have some individual ‘think time’ before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, teacher can help learners make an informative summary of lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners’ answers.

Suggested Teaching/learning resources

In this lesson, the teacher will use:

1. The English language S6 Teacher’s Guide and English language S6 Student’s Book
2. Any other affordable material

Suggested teaching and learning procedure

1. Let learners join their groups. Ensure that both girls and boys are involved in order to promote team working and gender as cross-cutting issue.
2. Tell each group to choose a group leader and secretary. Explain how group leader should coordinate the group discussion while the group secretary should take notes on approved answers. Encourage all group members to participate actively.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers.
4. Guide learners on how to use dictionary to search for the meanings of new words or terms.

Generic competences

Some generic competences are going to be developed through different activities. They include critical thinking, lifelong learning, creativity and innovation, communication skills and cooperation. Some activities require learners to think, do research, create and to talk.

Cross-cutting issues to be addressed

The teacher will focus finance education, gender, standardization culture, Peace and Values Education.

Attention to special educational needs

For communication difficulties and hearing impairment learners in class, Teacher has to make sure that they are involved in all activities. He may let them sit to the front in order to follow as their peers.

Suggested answers for activity 1(English language S6 Student's Book page 79)

- 1) The hiring manager expressed his disapproval of the interviewee's response to the first question by shifting in his chair and looking around.
- 2) She replied that she was from said that she Los Angeles though she had moved to Washington DC in search of a 'normal job. And further revealed that she had some little experience in communication in different fields like politics and film.
- 3) Highlight a few key experiences you've had and describe how they make you a great fit for the role you're applying for, list the job's required skills and match your skills to the list and choose a few of your experiences that touch on these skills to discuss in your job interview.

Vocabulary

Industry entertainment: is part of the tertiary sector of the economy and includes a large number of sub-industries devoted to entertain

Hiring manager: is the person who asks for an employee to fill an open job.

Rambling: lengthy and confused or inconsequential

Extra-curricular activities: are activities for students that are not part of their course

Counts: take into account; include.

Anecdotes: is a brief, revealing account of an individual person or an incident

Succinct: briefly and clearly expressed

Transferable: able to be transferred or made over to the possession of another person.

Posture: the position in which someone holds their body when standing or sitting

Exude: display (an emotion or quality) strongly and openly.

Sound and spelling

Turn: /tɜ:n /

come: /kʌm /

success: /sək'sɛs /

hobby: /'hɒbi /

choice: /tʃɔɪs/

4.3 Describing Internet

Lesson 1. Describing internet

Prerequisite knowledge and skills:

In this sub-unit, the teacher will ask learner to discuss the importance of internet such as to get new knowledge from different websites etc. Learners may give different answers according to what they know about internet use in our daily life.

Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You may let your students have some individual 'think time' before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of idea or theory. Through this method, teacher can help learners make an informative summary of lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching/learning resources

In this lesson, the teacher will use:

1. English language S6 Teacher's Guide and S6 English Student's Book
2. Internet connection where applicable, computer and smart phone

Generic competences

Generic competences are going to be developed through different activities. They include critical thinking, lifelong learning, creativity and innovation, research and problem solving, and communication skills. Some activities require learners to think, do research, create and to talk.

Cross-cutting issues to be addressed

The teacher will focus on financial education, gender, standardization culture, peace and values education.

Attention to special educational needs

In case of learners with communication difficulties and hearing impairment, the teacher has to make sure that they are involved in all activities. The teacher can ask them to sit in front desks in order to support them efficiently

Suggested answers: 4.3 Describing Internet English language S6 Student's Book page 95

A. Reading and Writing

1. Observation of the picture: Internet applications

Facebook, Google, Adobe, Yahoo, YouTube, etc.

2. Reading the text and answer questions English language S6 Student's Book Page 95

1) Applications from the text: Google play, Skype, Fast Company and others from text.

2) 5 Internet applications from the text explained:

Website (E.g. Coursera, MIT) they are open sources of knowledge

- **Facebook:** online chat forum
- **YouTube:** open source of knowledge and information, entertainment etc.
- **TED Talks:** a forum of discoveries
- **Investopedia:** an online forum for management information about personal financing and investment.

3. Vocabulary

1)

- a. **humdrum:** monotonous routines
- b. **websites:** a set of related web pages located under a single domain name
- c. **social quotient:** an index of social maturity, based on the ratio definition of the intelligence quotient (IQ), the social quotient being defined as social age divided by chronological age, the ratio then being multiplied by a 100.
- d. **professional profile:** a detailed synopsis of your skills and expertise.
- e. **online shopper:** a customer who directly buys goods or services from a seller on line.
- f. **browsing:** exploration of the worldwide web(www.) by following one interesting link to another, usually with a definite objective but without a planed search strategy.

2)

Coursera: is an online learning platform that offers courses and degrees.

Skype: is a hearty chat website with a dear friend.

Google: is the latest productivity apps and games.

Duolingo: is a fun web app to learn the basics of a new language.

Wikipedia: can be used to make up your IQ or for the sake of knowing something more than you did yesterday.

4.4 Professional life and achievements English language S6

Student's Book Page 95

Prerequisite knowledge and skills:

In this sub-unit, the teacher will guide learners to discuss professional life and achievements. Learners may give different answers according to what and how they consider professional life.

Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable 'interpretive authority' for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You may let your students have some individual 'think time' before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of an idea or theory. Through this method, teacher can help learners make an informative summary of lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching/learning resources

1. The English language S6 Teacher's Guide and English language S6 Student's Book
2. Any other teaching/learning material that the teacher can afford

Suggested teaching and learning procedure

1. Let learners form their groups. Ensure that both girls and boys are involved in order to promote team working and gender as cross-cutting issue.
2. Tell each group to choose a group leader and secretary. Explain how group leader should coordinate the group discussion while the group secretary should take notes on approved answers. Encourage all group members to participate actively.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers.
4. Give learners opportunity to discuss professional life and achievement and help them to read the poem in the Student Book page ...
5. Let them answer comprehension questions individually and orally

Generic competences

They include critical thinking, lifelong learning, creativity and innovation, cooperation and interpersonal skills and communication.

Cross-cutting issues to be addressed

The teacher will focus on inclusive education, gender, standardization culture, Peace and Values Education.

Attention to special educational needs

For learners with communication difficulties and hearing impairment, the teacher has to make sure that they are involved in all activities. The teacher can ask them to sit in front desks in order to support them efficiently.

Suggested answers for comprehension activity

i) The poem is addressed to his son, John, who died in World War I, Kipling's poem is looked upon as providing a universal message on how to be a virtuous, mature human being.

ii) To trust yourself, bear to hear the truth you've spoken, force your heart, nerves and sinew to serve your turn long, dream - and not make dreams your master, to hold on, feel the unforgiving minute, etc

iii) *-If you can dream, do not make dreams your master:* In all, the poem is about having balance. The line, “If you can dream – and not make dreams your master” is a very important principle for having balance. Meaning, dreams should not be your only aspirations, goals, or thoughts.

- If you can meet with triumph and disaster, treat those two impostors just the same: These very famous words from the poem “IF” by Rudyard Kipling can help you learn to become a consistent peak performer under pressure.

-Or being hated, don't give way to hating: People may show their hatred towards us, yet we should not hate them.

Application activity: English language S6 Student's Book page 85

Consider sentence structure in if –clause, meaning in context of professional life and achievements. You can only accept relevant sentences.

4.5 Job adverts, CV Writing and qualities of a good employee

Prerequisite knowledge and skills

In this sub-unit, the teacher will guide learners to scrutinise a job advertisement and curriculum vitae. Learners should give their point of view on how they understand the advertisement and cv the way they look like and what to include.

Suggested teaching/learning methods

1. Question and answer method

This method is key to every educative activity. You should ask learners questions that enable them to discover the new content. Don't tell them exactly what they are going to study. Questions provided in prerequisite will help you.

2. Discussion

This is a powerful learning tool for learners. In discussion, learners have considerable ‘interpretive authority’ for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. Group work

In a group work, all learners are likely to participate because they feel relaxed when they talk to their classmates. Put learners in groups of three up to six members depending on class size. Then, give them tasks to carry out with appropriate and clear instructions on how to proceed.

4. Individual work

It can help learners to think independently and improve their self-confidence. It enables learners to work at their own pace, rather than having to adapt to suit their group members. This method also helps learners to gain creativity and effective critical thinking processes that lead to problem solving. You may let your students have some individual ‘think time’ before setting them up in groups. This can help each student clarify the problems to himself or herself, which can lead them to more successful collaboration once they are tackling problem together in groups.

5. Presentation

This is a clear and full explanation of an idea or theory. Through this method, teacher can help learners make an informative summary of lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners’ answers.

Suggested teaching/learning resources

In this lesson, the teacher will use:

1. The English language S6 Teacher’s Guide and S6 English Student’s Book
2. Sample job advertisements and curriculum vitae
3. Any other teaching/learning material that the teacher can afford or find.

Suggested teaching and learning procedure

1. Let learners form their groups. Ensure that both girls and boys are involved in order to promote team working and gender as cross-cutting issue.
2. Tell each group to choose a group leader and secretary. Explain how group leader should coordinate the group discussion while the group secretary should take notes on approved answers. Encourage all group members to participate actively.
3. Discourage negative attitudes such as laughing at others if they give incorrect answers.
4. Give learners opportunity to discuss job advertisement and curriculum vitae and let them read advertisement
5. Let them answer comprehension questions individually

Generic competences

These competences are going to be developed through different activities in this sub/unit. They include critical thinking, lifelong learning, creativity and innovation and communication skills.

Cross-cutting issues to be addressed

The teacher will focus on financial education, gender, standardization culture, Peace and Values Education.

Attention to special educational needs

The teacher has to make sure that learners with communication difficulties and hearing impairment in class are involved in all activities. The teacher can ask them to sit at desks at front near the teacher in order to support them efficiently.

Suggested answers: Student' Book page ...

1. The main skills required are: Strong analytic skills, ability to calculate and examine bill of quantities.
2. The core qualities required: High Flexibility / Fitness especially for field work, High motivation / personal responsibility for field work, Creativity for development of construction /rehabilitation project, Negotiating skills desirable.
3. The main attachments: application letter, detailed curriculum vitae with a photo and Photocopies of diploma and work certificate.

Application activity

The teacher may provide appropriate time for this activity and consider learners' answers.

Language structure

Activity1 SB page 95

Observe sentence construction and relevance.

Application activity

Observe all steps of writing a CV and consider the relevance of content.

Summary of the unit

In this unit, we discussed hobbies and leisure time where we highlighted different activities that someone can do in their leisure time. We also discussed how to recount our past experience, how internet can be used productively, and the way professional life and achievements may inspire our future. More so, we read through some job advertisements, learnt how to write CVs as well as analysing the qualities of a good employee.

Additional information

The teacher can use the following passage in order to help learners to know how they can spend their leisure time effectively.

Some productive ways students can spend their Leisure Time

Leisure time may not come very frequently for students and should therefore be used wisely. Students should value this time as taking time out from their set routine of studying is of vital importance. Leisure time can be used for reflection, relaxation and setting goals into perspective. A good start would be to create a list of activities they would like to accomplish. They can then schedule these activities. These activities should be beneficial to the body and mind.

Staying healthy and active is vital for a well-balanced life. A good diet with nutritional meals is important for students who want to stay healthy. Being active can lead to one having increased energy and can be relaxing as well! This does not need to include a rigorous exercise routine but can include a walk to the park to get some fresh air. Cleaning out personal belongings by tidying up and organising is also a form of staying fit and can lead to a great sense of accomplishment when completed.

Students can stimulate their minds by meditating or learning new skills. This time can be used to try something they have wanted to do for ages but never had time for. Or maybe, reading a book they have always wanted to. This can be relaxing and build up one's vocabulary at the same time! They could find their creative side by starting a hobby which can reduce stress and keep their minds active and creative. They can also use their time to reflect on their studies by looking at what they have learnt and what they may need to place more focus on. Ensuring they are up to date with everything will give them peace of mind.

Reviewing of the list of activities planned is important as students will be able to see what they have accomplished during their leisure time. Varying of activities will motivate students as they will see the goals they have reached and lead to them to set new milestones. Time needs to be made to clear their minds and gain perspective of the path they are following in life. This is crucial for self-development and fulfillment of personal and developmental goals. Students need to focus on spending their leisure time on activities that are beneficial, worthwhile and will lead them to feeling empowered with a sense of accomplishment.

4.6 Unit Assessment

A. Possible answers

1. He was told that he'd never got an interview because of his stutter. He was told that customers wouldn't want to work with him to resolve issues because it would be distracting. He had been told a lot of things that were discouraging, unnecessary, and unfortunate.
2. Getting a job in company as warehouse employee and perform efficiently, it was his career path. He became one of the top employees to come out of his hiring class. He found himself promoted more than once. He moved onto new organizations, he took on new challenges, he served as a team leader.
3. Consider learners' answers referring to paragraph writing (introductory sentence, supporting sentences and concluding sentence)
4. It was a good way of encouraging Eric to show that the manager who recruited him was right and prove those who doubt his competence that they were wrong. (Answers may vary depending on the learner. It is up to the teacher to check the relevance and accuracy of each answer)
5. Managers can do the right things with new employees.

Managers may give a chance to new employees to learn the roles of the job.

Managers may encourage new employees to prove what they can achieve.

Newly recruited employees should be given opportunity to clearly understand the goals of company and get alternative to better performance.

Managers can support newly recruited to increase experience through workshops.

B.N. Answers may vary.

6. Vocabulary. Matching exercise
 1. Turnover: The rate at which employees leave a workforce and are replaced.
 2. Reps: Act as a sales representative
 3. Embrace: Act of accepting something willingly or enthusiastically
 4. Push back: a negative or unfavourable reaction or response
 5. Tragic: causing or characterized by extreme distress or sorrow

6. Hiring: obtain the temporary use of (something) for an agreed payment
7. Laundry: a room in a house, hotel, or institution where clothes and linen can be washed and ironed.

B. Grammar and phonology:

Grammar: Fill in exercise

1. I will have to complete all modules
2. you will need to do practice before
3. if Mary gets that job
4. if they want to be short listed
5. you will have to fill in well your CV

Summary writing

Check summary writing format, sentence construction and relevance

C. Sound and spelling

Spare: /speə/ athletic: /æθ'letɪk/ fascinating: /'fæsɪneɪtɪŋ/
 Unusual: /ʌn'ju:ʒʊəl/ artistic /ɑ:'tɪstɪk/ sociable: /'səʊʃəbəl/

D. Essay writing/reporting

Write a composition of 200 words on this statement “Achievement, ambition, innovation and being awesome can’t always be measured in the what or how or why, sometimes it’s a matter of “why not?”

Refers to notes given about essay writing, the teacher will judge learners’ work by observing format of essay writing, spelling, sentence construction and relevance.

Remedial activities

Choose the best alternative to fill in the following sentences:

1. Someone asks you, “What do you like doing in your __ time?” (own, spare)
2. You answer, “When I __ any free time, I like going to the cinema.” (make, have)
3. You ask, “Is there anything in particular you’re interested __?” (in, on)
4. If someone asks you that, you can reply “I’m really __ sports.” (enjoying, happy)

5. You want to say a bit more about your hobby. For example, "I like playing tennis because it keeps me __" (athletic, fit)
6. Here's another example to talk more about your hobby. "I'm quite __ and I like hanging out with my friends at the weekend." (friendly, sociable)
7. Here's another example you can use to describe a hobby: "Painting is quite a __ hobby." (artistic, creative)
8. If you like an activity like fishing, you can say "You need a lot of __ for this." (patience, waiting)
9. You can also ask people about their hobbies. For example, "Do you have an __ hobby?" (uncommon, unusual)
10. Don't forget to make a comment if someone tells you about an interesting hobby. You can say, "That sounds __!" (fascinating, lovely).
11. Answers
12. 1. Spare 2. Have 3. In 4. Enjoy 5. Fit 6. Sociable 7. Artistic 8. Patience 9. Unusual 10. Fascinating.

Consolidation activities

In order to remind learners the uses of present perfect tense. Let learners do the following exercises.

A. Choose the suitable form from the given alternatives to complete the following sentences.

1. Look. Your house is finished.....
 - a How long do you work on it?
 - b How long did you work on it?
 - c How long have you worked on it?

2. We live in a village now.....
 - a But we lived in a big city for 5 years.
 - b But we have lived in a big city for 5 years.
 - c But we lived in a big city lately.

3. You can drive my car.....
 - a Did you ever drive a car before?
 - b Did you drive a car yet?
 - c Have you ever driven a car before?

4. Where is Elizabeth?.....
 - a She went to school already.
 - b She has already gone to school.
 - c She already went to school.

5. I have had good lunch today.....
 - a Where had you it?
 - b Where did you have it?
 - c Where have you had it?

6. Your sister speaks English very well.
 - a She studied English since she was seven.
 - b She has studied English since she was seven.
 - c She studies English since she was seven.

7. Could I speak to Mr. Daly?.....
 - a Hold on. He has just come.
 - b Hold on. He just came.
 - c Hold on. He came just now.

8. Nice to meet you!

a How long have you been here?

b How long are you here?

c How long were you here?

9. Have you seen the headmaster?

a Yes, I've seen him in his office.

b Yes, I saw him in his office.

c Yes, I have seen it.

Answers: 1.c 2. a 3.c 4. b 5. c 6.b 7.a 8.a 9. a

a. how on. he has just come .b hold on. he just came.c hold on. he

If you notice that you have gifted learners who can master easily the content of 'If' poem. You can ask them to re-analyse it and ask them to explain moral lessons that they have learned from the poem as in the example below.

"If" is a benchmark poem. A poem and guide to life that has and always will stand the test of time. Because there will always be parents telling their children in this poem, showing them life is not always easy, but telling them to choose their own path and never to doubt themselves "When all men doubt you, but make allowance for their doubting too." The journey you take while reading this poem shows you the twists and turns of life, to trust yourself, understand yourself, till finally it releases its "epiphany of reason" in its last verse "Yours is the earth and everything that's in it, and what's more- you will be a man my son!" Wonderful, truly splendid etc.

This poem has a charisma of deliberating the practicality of life and guides to take when faced with problems, whether about you or challenges around. I imagine Mr. Rudyard being alive, telling his son all these, and that resolves me to thinking of him as someone who overcomes great misfortunes in life. Well I think it's not misfortune in the sense of his poem, but these are part of us, naturally coming and massively changing us towards good fortune if we address such things the right way. If we accept obstacles in life, I think we are getting tougher and tougher, and it says at the end of the poem, yours is the earth and everything that's in it. What's about the earth is about you per se, your hope, aspiration, dream, vision, bravery, tenacity, and you name it.

Source: <https://www.familyfriendpoems.com/poem/if-by-rudyard-kipling> retrieved on March 27, 2018

Glossary

Internet savvy generation: A generation of persons who know a lot about the internet, how it works and how to use the internet according to their need other than just surfing, downloading and sharing.

Myopic: lacking foresight or intellectual insight

Medium: an agency or means of doing something.

Humdrum: lacking excitement or variety; boringly monotonous.

Narcissistic: having or showing an excessive interest in or admiration of oneself and one's physical appearance

Website: a set of related web ps located under a single domain name

Social quotient: An index of social maturity, based on the ratio definition of the intelligence quotient or IQ, the social quotient being defined as social age divided by chronological age, the ratio then being multiplied by 100.

Couponing: the practice of distributing discount coupons to consumers as a form of product.

Ardent: very enthusiastic or passionate.

Sinew: a piece of tough fibrous tissue uniting muscle to bone; a tendon or ligament.

pitch-and-toss: a gambling game in which the player who manages to throw a coin closest to a mark gets to toss all the coins, winning those that land with the head up.

Knave: a tricky deceitful fellow.



UNIT 5: SPACE TRAVEL

5

Key unit competence:

To use Language in the context of space travel

Prerequisite knowledge and skills:

Students are expected to have some knowledge about modal verbs, past simple, present perfect, the sun and planets.

Cross-cutting issues to be addressed:

peace and value education, gender education, environment and sustainability and inclusive education.

Generic competences

In this unit, some generic competences are going to be developed through different activities. They involve critical thinking, lifelong learning, creativity and innovation, research and problem solving, and communication skills and cooperation and interpersonal skills. You will find that some activities require learners to think, do research, create and talk. All the activities in the unit will enable learners to develop generic competences and basic as well.

Guidance on the introductory activities: English Language Student's Book, page 95

Put the students into different groups. Ensure that 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 inclusivity in education.

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.

Students are likely to have knowledge on space exploration. Guide them on how to do the introductory activity by telling them to focus on the use of past simple tense and modal verbs.

Help them with this example: Humans may live on Mars in the next 100 years.

This sentence contains a modal verb whose role is to predict the future of space travel.

List of lessons

Lesson title	Learning objectives	Number of periods
<p>5.1 Describing the history of space travel</p> <p>Lesson 1: The history of space travel</p>	<p>Read texts about space travel and answer comprehension questions.</p> <p>Write a short composition about the history of space travel.</p> <p>Summarise the passage pointing out the history of space travel.</p> <p>Practise the pronunciation and the spelling of words related to space travel .</p> <p>Match words related to space travel with their corresponding meanings.</p>	2 periods
Lesson 2: Past Simple Tense	<p>Use the past simple tense to talk about the history of space travel.</p> <p>Write a short composition about space exploration.</p> <p>Practise the pronunciation and the spelling of words related to space travel .</p>	1 period
<p>5.2 Describing the solar system</p> <p>Lesson1: The solar system</p>	<p>Identify the vocabulary of the solar system.</p> <p>Use the vocabulary of the dimensions and percentages of the solar system.</p> <p>Write a short paragraph explaining the composition of Solar System.</p> <p>Match words related to solar system with their corresponding meanings .</p>	2 periods

<p>Lesson 2: Present Perfect Continuous Tense with since and for</p>	<p>Identify the use of Present Perfect Continuous Tense with since and for from the passage.</p> <p>Construct sentences by use of Present Perfect Continuous Tense with since and for to explain the composition of Solar System.</p> <p>Use the vocabulary of the dimensions and percentages of the solar system.</p> <p>Identify the vocabulary of the solar system.</p> <p>Practise the pronunciation and the spelling of words related to solar system.</p>	<p>2 periods</p>
<p>5.3 Describing the development of the international space station</p> <p>Lesson1: International Space Station</p>	<p>Write a composition describing the international space station.</p> <p>Orally describe the international space station</p> <p>Read texts about space travel</p> <p>Practise the pronunciation and the spelling of words related to the international space station.</p> <p>Define words and phrases related to space</p> <p>Debate on the consequences of rockets used in launching</p>	<p>1 period</p>

Lesson 2: Present Perfect Tense with passive+ since or for	Describe the international space station, in speech and writing. Read texts about space travel and answer comprehension questions Listen to texts about space travel Construct sentences by use of Present Perfect Tense with passive+ since or for to describe the international space station	1 period
5.4 Predicting the future of space travel Lesson 1: Predicting the future of space travel	Write a short composition predicting the future of space travel. Identify the vocabulary of space travel.	2 periods
Lesson 2: Modal Verbs: may, might, could and have to	Construct sentences by use of modal verbs to predict the future of space travel	1 period

5.1 Describing the history of space travel

Lesson 1: The history of space travel

Prerequisite knowledge and skills: Past Simple, aeroplanes

Before studying this lesson, learners are expected to have some knowledge and skills about Past Simple, aeroplanes. Ask them the following question to introduce this lesson:

1. Do you know any a vehicle designed for air travel?
2. Which countries have succeeded in space travel so far?

Suggested learning and teaching resources:

- Pictures of astronauts
- Pictures of spacecraft
- English language S6 Student’s Book and S6 English Teacher’s Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that 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 inclusivity in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.
6. Let them discuss comprehension questions of the text "**Yuri Gagarin: First Man in Space**" in group and then tell secretaries to present answers to the class.
7. Polish their ideas and consolidate them.

8. Tell learners to do the exercise of **matching words with** their meanings on page 97

9. Polish their answers and consolidate them.

Support for learners with special educational needs:

- Provide learners with visual impairments with braille text
- If you have children with hearing disabilities or communication difficulties, you should always get the child's attention before you begin to speak

Generic competences to be addressed

- Cooperation and interpersonal relationship (working together in groups)
- Critical thinking (e.g. Was it wise for NASA to delay Alan Shepard's mission multiple times for tests? English Language S6 Student's Book .
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

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

A. Reading and writing

Answers

1. Comprehension questions English language S6 Student's Book, page 97

1. Americans inspired the Russians to venture and advance more in terms of space travel by setting a plan to send a man into space by 1961. This created a deadline that the Russian team worked hard to beat.

2. Open-ended. Whichever answer the learner gives; focus on how they defend it.

3. Open-ended but the answer is likely to be "yes" since it could be unwise to send a spacecraft carrying a human being before being sure of their safety but a learner may see it differently. Whichever answer the learner gives; focus on how they defend it.

2. Matching exercise English Language S6 Student's Book, page 97

1. **Spacecraft / Spaceship:** A vehicle designed for travel or operation in space beyond the earth's atmosphere or in orbit around the earth.
2. **Prototype:** The first example of something, such as a machine or other industrial product, from which all later forms are developed
3. **Orbit:** The curved path through which objects in space move around a planet or star.
4. **A suborbital flight:** Any flight outside the Earth atmosphere with a maximum flight speed below the orbital velocity.
5. **Aerospace:** The branch of technology and industry concerned with both aviation and space flight.

A. Language structure

Lesson 2: Past Simple Tense

Prerequisite knowledge and skills:

Spacecraft and history of space travel.

Suggested learning and teaching resources:

- Pictures of astronauts
- Pictures of spacecraft
- English language S6 Student's Book and S6 English Teacher's Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every education activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.

4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that 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 inclusivity in education.
2. Tell them to read notes on Past Simple.
3. Tell them to do activity 1 and 2 S6 English Student's Book, page 100
4. Polish their ideas and consolidate them.
5. Polish their answers and consolidate them.

Support for learners with special educational needs:

- Provide learners with visual impairment with braille text
- If you have children with hearing disabilities or communication difficulties you should always get the child's attention before you begin to speak

Generic competences to be addressed

- Cooperation and interpersonal relationships (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

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

Answers

Application activity 3, English language S6 Student's Book, page 100

1. Open-ended. Learners are expected to conduct a research and find the past simple of at least other 50 irregular verbs. Accept any correct answers.
2.
 - a. The 108-minute flight gave Gagarin a permanent place in the history books as the first man in space.
 - b. Soviet leaders indicated that Gagarin had touched down with the Vostok 1, and did not reveal that he had ejected until 1971.
 - c. Men first landed on the moon in 1969.
 - d. China was the third nation to succeed in space flight in 2003.
 - e. John Glenn made the first US orbital flight in 1962.
 - f. Astronomers conducted the physical exploration of space and succeeded.
 - g. An expert review panel judged a Bush Administration program for a return to the Moon by 2020 inadequate and unrealistic.
 - h. The first scientific exploration from space was the cosmic radiation experiment launched by the U.S. on a V-2 rocket on 10 May 1946.
 - i. The satellite that was sent on 4 October 1957 weighed about 83 kg {183 lb}.
 - j. They launched Sputnik 1 and it burned up upon re-entry on 3 January 1958.

5.2 Describing the solar system

Lesson 1: The solar system

Prerequisites knowledge and skills: Planets

Before studying this lesson, learners are expected to have some knowledge and skills about planets

Suggested learning and teaching resources:

- Pictures of planets
- English language S6 Student's Book and S6 English Teacher's Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that 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 inclusivity in education.
2. Tell them to read the passage "The solar system" in English language S6 Student's Book, page 101
3. Tell them to do comprehension question in English language S6 Student's Book, page 102
4. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal relationships (working together in pairs and in groups)
- Communication (Encourage every group member to participate in the discussion)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and commit themselves to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction, encourage both genders to take on role of leadership,)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak)
- Environment and sustainability (Class debate: “Space travel should be banned for rockets used in launching spacecraft damage ozone layer”. In this debate learners are expected to raise awareness of Environment and Sustainability)

Answers to comprehension questions, English Language S6 Student’s Book, page 102

1. The solar system is the sun and the group of planets which move around it.
2. The Solar System is composed of the Sun, the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. It also includes the satellites of the planets; numerous comets, asteroids, meteoroids and the interplanetary medium.
3. The interplanetary space is made of various forms of energy and at least two material components: interplanetary dust and interplanetary gas. Interplanetary dust consists of microscopic solid particles. Interplanetary gas is a tenuous flow of gas and charged particles, mostly protons and electrons - plasma - which stream from the sun, called the **solar wind**.

Answers to activity 2, English Language S6 Student's Book, page 102

A	B
Galaxy	a large system of stars held together by mutual gravitation and isolated from similar systems by vast regions of space.
Intergalactic space	the space between galaxies.
Asteroid	any of the thousands of small bodies of from 480 miles (775 km) to less than one mile (1.6 km) in diameter that revolve about the sun in orbits lying mostly between those of Mars and Jupiter.
Comet	a celestial body moving about the sun, usually in a highly eccentric orbit, consisting of a central mass surrounded by an envelope of dust and gas that may form a tail that streams away from the sun.
Meteoroid	any of the small bodies, often remnants of comets, travelling through space: when such a body enters the earth's atmosphere it is heated to luminosity and becomes a meteor.
Light year	The distance that light travels in one year (about 9 500 000 000 000 kilometres).
Milky way	the spiral galaxy containing our solar system. With the naked eye, it is observed as a faint luminous band stretching across the heavens, composed of approximately a trillion stars, most of which are too distant to be seen individually.
Magellanic Cloud	either of two irregular galactic clusters in the southern heavens that are the nearest independent star system to the Milky Way.
Solar wind	an emanation from the sun's corona consisting of a flow of charged particles, mainly electrons and protons, that interacts with the magnetic field of the earth and other planetary bodies.
Andromeda galaxy	a spiral galaxy, appearing to the naked eye as a fuzzy oval patch in the constellation Andromeda; it is a close neighbour to our own galaxy.
Ecliptic	the great circle formed by the intersection of the plane of the earth's orbit with the celestial sphere.
Satellite	a natural body that revolves around a planet.

Application activity 4 English Language S6 Student’s Book, page 105

- 1) The activity is open-ended. Refer to the note on the techniques of writing a narrative composition, English Language S6 Student’s Book, page 104.
- 2) The activity is open-ended. Refer to the note on the techniques of summary writing, English Language S6 Student’s Book, page 105.

B. Language structure

Lesson 2: Present Perfect Continuous Tense with since and for Prerequisite knowledge and skills:

The solar system and space travel.

Before studying this lesson, learners are expected to have knowledge and skills about the solar system.

Suggested learning and teaching resources:

- Pictures of planets
- Pictures of astronauts
- Pictures of spacecraft
- English language S6 Student’s Book and S6 English Teacher’s Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on the key points

that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.
2. Tell them to do the application activity in English Language S6 Student's Book, page 106 in groups of four.
3. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Cross cutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote cross-gender interaction, encourage both genders to take on role of leadership,)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak)
- Environment and sustainability (Class debate: "Space travel should be banned for rockets used in launching spacecraft damage ozone layer". In this debate learners are expected to raise awareness of Environment and Sustainability)

Answers

Application Activity English Language S6 Student's Book, page 106

1. Soviet leaders have been sending spacecraft in space since the Gagarin's mission in 1961.
2. Astronomers have been exploring the space since many years ago.
3. They have been using spacecraft to measure the solar wind in the interplanetary space.
4. He has been observing the eclipse for 30 minutes.
5. The china has been trying to send a new satellite in the space since last

- year.
6. The United States and the Soviet Union have been competing to push the boundaries of mankind’s exploration of space for many years.
 7. The American government has been developing a new spacecraft since last year.
 8. The moon has been moving between the Sun and the Earth for 30 minutes.
 9. Individuals have been visiting the space station since 2000.
 10. The sun has been providing the Earth with light and the heat since its existence.

5.3 Describing the development of the international space station

A. Reading and writing

Lesson 1: International Space Station English Language S6 Student’s Book, page 107

Prerequisite knowledge and skills:

The solar system and space travel

Suggested learning and teaching resources:

- Photos of International Space Station (ISS)
- Photos of space shuttles
- Photos of landers
- English Language S6 Student’s Book and Teacher’s Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.

4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read the passage "International Space Station" in S6 English Student's Book, page 107.
3. Encourage every group member to participate in the discussion.
4. Tell them to work in groups and answer comprehension questions in S6 English Student's Book, page 108
5. Discourage negative behaviour such as booing or laughing at others if they give incorrect answers.
6. Polish their ideas and consolidate
7. Tell them to work in groups and give the meanings of words in English Language S6 Student's Book, page 106
8. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

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

Answers

Comprehension question, English Language S6 Student's Book, page 108

1. Open-ended but learners should explain that the International Space Station is a large spacecraft that serves as a home for crews of astronauts and cosmonauts.
2. Open-ended but learners should give the details of International Space Station's dimensions and compare it with a football field and an average car.
3. Most astronautic time and research time is devoted to NASA, Roscosmos and European Space Agency because they are the ones who contribute most of the funding.

Answers to the activity on meaning of words as used in the passage English Language S6 Student's Book, page 108

1. Weigh: to have a heaviness of a stated amount, or to measure the heaviness of an object
2. Astronaut: a person who has been trained for travelling in spacecraft
3. Robotics: the science of making and using robots
4. Crews: a group of people who work together, especially all those who work on and operate a ship, aircraft, etc
5. Rival: to be as good, clever, beautiful, etc. as someone or something else.
6. Telescope: a cylindrical device for making distant objects look nearer and larger, using a combination of lenses, or lenses and curved mirrors.
7. Application Activity on argumentative writing (English Language S6 Student's Book).

GUIDELINES ON HOW TO MARK A COMPOSITION OR AN ESSAY

While a composition or an essay, take care of these five elements:

- Content
- Organization
- Mechanics
- Grammar
- Style

Content refers to the following elements:

- A clear understanding and complete analysis of the topic (given the length/scope of the assignment)

- An awareness of audience and purpose
- The use of appropriate quotations (where relevant)
- Originality of ideas and expression
- Appropriate evidence of reading and research (where relevant)

Organization refers to the following elements:

- A clear thesis statement
- A variety of effective transitions to make the writing ‘flow’
- Appropriate and logical structure both within the assignment as a whole and within the paragraph
- Good main ideas at the paragraph level
- Maintenance of ‘purpose’ of the writing
- An introduction, development and conclusion (paragraphs at the essay level; sentences at the paragraph level)
- Effective sentence variety
- An awareness of audience

Mechanics refers to the following elements:

- Spelling, correct and consistent in usage
- Punctuation, correct, consistent and with appropriate variety
- Capitalization
- Legibility, particularly of handwritten assignments

Grammar refers to the following elements:

- Sentence formation; clauses and phrases appropriately formed and connected
- Word order and form
- Verb tense, form, voice (active or passive), and mood (indicative, imperative, subjunctive)
- Subject-verb agreement
- Pronoun case forms and pronoun agreement with antecedent
- Appropriate adjective and adverb form
- Parallelism
- Appropriate use of modifiers
- Direct and indirect speech

Style refers to the following elements:

- Evidence of stylistic control
- Writing at the appropriate language level (informal, general, formal)
- Writing appropriate content, subject, purpose, and audience
- Demonstration of effective tone and appropriate vocabulary
- Evidence of creativity

- Length and complexity of sentences
- Maintenance of consistent style

Common indicators of stylistic problems include:

- Shift of focus
- Monotonous repetition of one or two syntactical patterns
- Change in level or tone
- Pretension (attempt at outward show of ability that appears to be false or inaccurate)
- Use of slang expressions and clichés
- Choppiness (short, unconnected sentences)

Condensed from the marking scheme of Athabasca University Student & Academic Service, as updated on 10th September 2014

B. Language structure

Lesson 2: Present Perfect Tense with passive+ since or for, English Language S6 Student’s Book, page 109

Prerequisite knowledge and skills:

The solar system and space travel

Suggested learning and teaching resources:

- Photos of International Space Station (ISS)
- Photos of space shuttles
- Photos of landers
- English Language S6 Student’s Book and Teacher’s Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear

instructions on how they should proceed.

4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read notes on Present Perfect Tense and Present Perfect Tense with passive in the S6 English Student's Book, page 110
3. Encourage every group member to participate in the discussion.
4. Tell them to work in groups and activities on Present Perfect Tense and Present Perfect Tense with passive in the English Language S6 Student's Book, page 118 Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction, encourage both genders to take on role of leadership,)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak)
- Environment and sustainability. (Class debate; Motion: "Space travel should be banned for rockets used in launching spacecraft damage ozone layer")

Answers

Answers to the application activity 4 [fill in the gaps in the sentences below with the appropriate Present Perfect form of the verbs given in brackets] English Language S6 Student's Book, page 110

1. France has sent a young astronaut in space.
2. Russians have hired a lot of astronauts since 1961.
3. The astronomers have found their spacecraft that was lost.
4. Gagarin has made the Soviet Union win USA in pushing the boundaries of mankind's exploration of space.
5. A lot of people have visited the space station since 2000.
6. This old man has made many orbits since 1988.
7. Engineers have prepared the space launching site.
8. Space exploration has become an interest of many countries.
9. Humans have dreamed about spaceflight since antiquity.
10. Humanity's interest in the heavens has been universal and enduring.

Answers to the application activity of changing sentences into Passive Voice, English Language S6 Student's Book, page 111

1. The International Space Station has been occupied by astronauts since November 2nd, 2000.
2. Another satellite has been sent in the space by china.
3. Ten people have been carried by the new spacecraft in the space.
4. Many orbits have been done by Americans since 2000.
5. A lot of women have been sent on mission by space travel agencies since the Valentina Tereshkova's mission in 1963.
6. The physical exploration of space has been conducted since 1961.
7. Crews aboard the ISS have been assisted by mission control centres for more than 15 years.
8. Human beings have been helped by satellites to achieve their goals.

9. A new spaceship has been developed by the American government.
10. Eclipse has been watched by my sister for 20 minutes.

C. Listening and speaking

Class debate, English Language S6 Student’s Book, page 112

Motion: “Space travel should be banned for rockets used in launching spacecraft damage ozone layer”

Please refer to the notes on rules of debate in unit one, English Language S6 Student’s Book page 6 and the guidance on how to organise a debate in English Language Teacher’s Guide, page 7.

5.4 Predicting the future of space travel

A. Reading and Writing

Lesson 1: Predicting the future of space travel English Language S6 Student’s Book, page 112

Prerequisite knowledge and skills:

The solar system and space travel

Suggested learning and teaching resources:

- Photos of International Space Station (ISS)
- Photos of space shuttles
- Photos of landers
- English Language S6 Student’s Book and Teacher’s Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read the passage in English Language S6 Student's Book, page 112
3. Encourage every group member to participate in the discussion.
4. Tell them to work in groups and answer comprehension questions in English Language S6 Student's Book, page 113
5. Tell them to work in groups and give the meanings of the words/phrases in English language S6 Student's Book, page 113 The meanings must be in the context of the passage they have read.
6. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

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

- Environment and sustainability. (Even though space travel has become an interest of many countries, astronomers should be conscious that rockets used in launching spacecraft damage ozone layer)

Answers to comprehension questions, English Language S6 Student's Book, page 113

Prof Stephen Hawking is a physics genius professor. He warned that our days on Earth are numbered and we need to colonise another planet within 100 years or face the threat of extinction. He said “the Earth is becoming too small for us and our physical resources are being drained at an alarming rate”.

The writer says that our hopes for a future on Mars have gone to tandem because we have got the technological advances that have expanded our knowledge about the fourth planet from the Sun.

1. Human beings are obsessed by the idea of colonising other planets because they think that the Earth is becoming too small for us and our physical resources are being drained at an alarming rate. Apart from that, they may face extinction like the dinosaurs did many years ago.

2.

1. Mars: the fourth planet in order of distance from the Sun, after the Earth and before Jupiter.

2. Capsules: the part of a spacecraft in which the people on it live.

3. Robot: a machine used to perform jobs automatically, which is controlled by a computer

4. Planet: an extremely large round mass of rock and metal, such as Earth, or of gas, such as Jupiter, which moves in a circular path around the sun or another star.

5. Extinction: cease existing

6. In tandem: at the same time

7. Launched: sent out in space

Application activities 3, English Language S6 Student's Book, page 114

1. Open-ended. Check whether the paragraph has a topic sentence and punctuations have been used appropriately.

2. Open-ended. Refer to the guidelines on how to mark a composition in this English Language S6 Teacher's Guide.

B. Language structure

Lesson 2: Modal Verbs: may, might, could and have to, English Language S6 Student's Book, page 114

Prerequisite knowledge and skills:

The solar system and space travel

Suggested learning and teaching resources:

- Photos of International Space Station (ISS)
- Photos of space shuttles
- Photos of landers
- Grammar books
- English Language S6 Student's Book and S Teacher's Guide

Suggested teaching/learning methods

1. **Question and answer method:** This method is key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Individual work:** Individual work can help students gain independence to think things through on their own, improve confidence in working through a problem, even when they don't feel certain about every step. It can help them to work at their own level, rather than having to adapt to suit their group members. It is an opportunity to practice self-control-both in staying focused on the task at hand, and in having the willpower to avoid turning to a neighbour or asking the teacher for the answer. This method also helps learners develop creativity and effective critical thinking skills that can be applied in problem solving.

You may let your students have some individual “think time” before setting them up in groups. This can help each student clarify the problem to himself or herself, which can lead to more successful collaboration once they are tackling the problem together in groups. You may also use this method to evaluate your students.

5. **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focusing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners’ answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read notes on modal verbs in English Language S6 Student’s Book, page 114
3. Tell them to work in groups of four and do application activities in SEnglish Language S6 Student’s Book page 114
4. Encourage every group member to participate in the discussion.
5. Polish their ideas and consolidate

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and be committed to avoiding conflict)
- Gender education (ensure that girls and boys are mixed in order to promote gender interaction, encourage both genders to take on role of leadership,)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others, If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak)
- Environment and sustainability. (Even though space travel has become an interest of many countries, astronomers should be conscious that rockets used in launching spacecraft damage ozone layer)

Answers

1. The meaning expressed by the modal verbs in, English Language S6 Student's Book, page 116

- a) May I assist the launch of the new spacecraft? (Permission)
- b) May you come to assist the launch of the new spacecraft? (Request)
- c) Astronauts might find drinking water on Mars. (Possibility)
- d) NASA will have to send more spaceships in the space. (Future obligation)
- e) The crews could send messages from the International Space Station. (Ability)
- f) Could you visit the Aerospace control room? (Request)
- g) Could I visit the Aerospace control room? (Permission)
- h) What will people have to do to survive on Mars? (Future obligation)
- i) Pathfinder could send a lot of information in one minute. (Ability)
- j) We might assist the launch of the new spaceship. (Possibility)

2. Using the most appropriate modal verb between might and may in sentences (English Language S6 Student's Book, page ...)

- a) The chief of Aerospace Exploration Agency may be around since his office is open.
- b) The chief of Aerospace Exploration Agency might be around, we never know.
- c) May I use your telescope to see the International Space Station?
- d) She may be sent on mission in the space, she has got all the necessary trainings.
- e) His son may come back soon since his mission on the International Space Station was cancelled.

B. Sounds and spelling

1. **Answer to the activity of spelling**, English Language S6 Student's Book, page 117

Most of the satellites of the planets and the asteroids revolve around the Sun in the same direction, in nearly circular orbits. When looking down from above the Sun's North Pole, the planets orbit in a counter-clockwise direction. The planets orbit the Sun in or near the same plane, called the ecliptic. Pluto is a special case in that its orbit is the most highly inclined (18 degrees) and the most highly elliptical of all the planets.

Because of this, for part of its orbit, Pluto is closer to the Sun than is Neptune. The axis of rotation for most of the planets is nearly perpendicular to the ecliptic. The exceptions are Uranus and Pluto, which are tipped on their sides.

2. **Answer to the activity of sounds (pronunciation)**, English Language S6 Student's Book, page 117

The words below are read as follows:

1. Mars / **mɑ:z** /
2. Capsules / **'kæpsju:lz** /
3. Robot / **'rɒbɒt** /
4. Planet / **'plænɪt** /
5. Extinction / **'ɪks'tɪŋkʃən** /
6. Tandem / **'tændəm** /
7. Launched / **lɔ:ntʃt** /

Answer to the activity of phonologic transcription (English Language S6 Student's Book, page 125)

Read and give phonological transcription of the following words

1. Ecliptic / **'ɪkliptɪk** /
2. Intergalactic / **ˌɪntəgə'læktɪk** /
3. Asteroid / **'æstərɔɪd** /
4. Comet / **'kɒmɪt** /
5. Meteoroid / **'mɪtɪərɔɪd** /

Summary of the unit

In this unit we discussed the following points: Past Simple Tense, Present Perfect Continuous Tense with *since* and *for*, Present Perfect Tense with *passive+* *since* or *for* and modal verbs (*may*, *might*, *could* and *have to*). All the examples and activities given were in the context of space travel.

In the following sentences, verbs in italics are in past simple.

1. The 108-minute flight gave Gagarin a permanent place in the history books as the first man in space.
2. Soviet leaders indicated that Gagarin had touched down with the Vostok 1, and did not reveal that he had ejected until 1971.

3. Men first landed on the moon in 1969.
4. China was the third nation to succeed in space flight in 2003.
5. John Glenn made the first US orbital flight in 1962.

In the following sentences, verbs in italics are in Present Perfect Continuous

1. Soviet leaders have been *sending* spacecraft in space since the Gagarin's mission in 1961.
2. Astronomers have been *exploring* the space since many years ago.
3. They have been *using* spacecraft to measure the solar wind in the interplanetary space.

In the following sentences, verbs in italics are in Present Perfect Tense with passive+ since or for

1. The International Space Station has been *occupied* by astronauts since November 2nd, 2000.
2. Crews aboard the ISS have been *assisted* by mission control centres for more than 15 years.
3. A lot of women have been *sent* on mission by space travel agencies since the Valentina Tereshkova's mission in 1963.

In the following sentences, words in italics are modal verbs and the meaning they express are provided in brackets.

1. May I *assist* the launch of the new spacecraft? (Permission)
2. May you *come* to assist the launch of the new spacecraft? (Request)
3. Astronauts *might* find drinking water on Mars. (Possibility)
4. NASA *will* have to send more spaceships in the space. (Future obligation)
5. The crews *could* send messages from the International Space Station. (Ability)

Additional Information for the teacher

The interrogative form of past simple

The **past simple** of both **regular and irregular** verbs in their **interrogative form** has this structure:

Did + subject + verb + ...?

1. Did the 108-minute flight give Gagarin a permanent place in the history books as the first man in space?

- Yes, the 108-minute flight gave Gagarin a permanent place in the history books as the first man in space.

2. When did John Glenn make the first US orbital flight?

- John Glenn made the first US orbital flight in 1962

3. When did they launch Sputnik 1?

- They launched Sputnik 1 on 3rd January 1958.

4. What did Soviet leaders indicate in order for the Gagarin's mission to be counted as an official spaceflight?

- Soviet leaders indicated that Gagarin had touched down with the Vostok 1, and did not reveal that he had ejected until 1971.

NB: Do not use “did” with the verb “to be”. The interrogative form of verb “to be” in past simple has this structure:

Was/were + subject + ...?

1. Was China the third nation to succeed in space flight?

- Yes, China was the third nation to succeed in space flight in 2003

2. Were Russians the first to venture and advance more in terms of space travel?

- Yes, Russians were the first to venture and advance more in terms of space travel?

The negative form of past simple

The **past simple** of both **regular and irregular** verbs in their **negative form** has this structure:

Subject + did not (didn't) + verb + ...

1. The Soviets did not allow Americans to be to be the first in space.

2. Gagarin did not come back with the spacecraft.

NB: Do not use “did not” with the verb “to be”. The negative form of verb “to be” in past simple has this structure:

Subject + was not (wasn't) / were not (weren't) + ...

1. Alan Shepard was not the first man in space.

2. Americans were not the first to succeed in space travel.

Unit Assessment

A. Comprehension and Vocabulary

1. Answers to comprehension questions

Comprehension

- a) The event that is being celebrated in this passage is Women’s History in space exploration.
- b) The statement; “NASA is no longer a ‘good ole boys’ network” means that the role of women in NASA has varied over time. Important roles and posts in NASA are no longer reserved for men.
- c) Normally parents live for their children and are ready to do anything good to please them. Hence, if a parent notices that, their child likes their career, they are ready to pursue it with all of their effort not only because they want to be successful in their career but also because they want their children to be proud of them.
- d) Open-ended, but the paragraph should focus on encouraging girls to study the STEM disciplines in school. (STEM =Science, Technology, Engineering and Mathematics.)
- e) Carballosa got a chuckle from the audience because she jokingly confessed that women have a tendency to do everything themselves, a practice that deprives their employees of valuable learning experiences. She was indirectly encouraging employers to delegate their employees in order to help them gain experience.

2. Vocabulary

1. Career: an occupation or profession, especially one requiring special training, followed as one’s lifework.
2. Flown: to be carried through the air by the wind or any other force or agency.
3. Engineer: a person whose job is to design or build machines, engines or electrical equipment, or things such as roads, railways or bridges, using scientific principles.
4. Space shuttle: a vehicle in which people travel into space and back again, sometimes carrying a satellite or other equipment into orbit.
5. Ample: fully sufficient or more than adequate for the purpose or needs; plentiful; enough.

SECTION B: GRAMMAR AND PHONOLOGY

I. Grammar

1. Use the appropriate form of the verbs given in the brackets to fill in the gaps.

- 1) The Aerospace Agency **sent** two spacecraft in the space yesterday.
- 2) The Aerospace Agency **has sent** two spacecraft in the space since 2016.
- 3) Many orbits **have been made** since last year.
- 4) The new satellite **has just been launched**.
- 5) A lot of women **have gone** on mission in the space since the Valentina Tereshkova's mission in 1963.
- 6) A lot of women **went** on mission in the space last year.

2. Choose the most appropriate modal verb among **might, may, could** or **will have to** to complete each of the following sentences.

- 1) The NASA **might** launch another spacecraft in the space, we never know.
- 2) The NASA **may** launch another satellite in the space since the space shuttle is ready.
- 3) The crews **could** post updates to social media from the International Space Station.
- 4) Space Agencies **will have to** invest more money in space exploration if they want to colonise another planet one day.
- 5) Sojourner **could** send 550 images and about 8.5 million temperature, pressure and wind measurements after travelling 100m only.

II. Phonology

1. Spacecraft /'speɪskrɑ:ft/
2. Astronauts /'æstrɒnɔ:ts/
3. Telescope /'telɪskəʊp/
4. Satellite /'sætəlɑɪt/
5. Galaxy /'gæləksi /

SECTION C: SUMMARY

Open-ended but the summary should have no repetition, decoration (learners should not add imagery), illustration (no examples) or addition (learners should not add outside information or facts that were not in the passage). Check whether learners have used correctly sentence connectors and whenever possible, learners should use their own words. Remember that in summary writing, active sentences are better than passive ones.

SECTION D: ESSAY WRITING

Consider guidelines provided in this S6 English Teacher's Guide, page..., on how to mark a composition or an essay.

Additional activities

Remedial Activities:

If you notice you have slow learners who did not master past simple and present perfect tense, help them with the activity below. This activity is simpler than the previous ones since answers have been provided and the learner has only to choose one of the two alternatives. Thus, it can easily help slow learners.

Choose the best form of the verbs from the brackets to fill in the gaps.

1. The Aerospace Agencytwo spacecraft in the space yesterday. (sent/ has been sent)
2. The Aerospace Agency two spacecraft in the space since 2016.(sent/ has sent)
3. Many orbitssince last year.(have been made / have made)
4. The new satellite (has just been launched/ has just launched)
5. A lot of womenon mission in the space since the Valentina Tereshkova's mission in 1963. (have gone/ went)
6. A lot of women on mission in the space last year. (have gone/ went)

Answers

1. The Aerospace Agency sent two spacecraft in the space yesterday.
2. The Aerospace Agency has sent two spacecraft in the space since 2016.
3. Many orbits have been made since last year.
4. The new satellite has just been launched.

5. A lot of women have gone on mission in the space since the Valentina Tereshkova's mission in 1963.
6. A lot of women went on mission in the space last year.

Consolidation activities

Rewrite the following sentences as instructed

1. Astronauts have occupied the International Space Station since November 2nd, 2000.

Begin with: The International Space Station

2. China has sent another satellite in the space.

Begin with: Another satellite

3. The new spacecraft has carried ten people in the space.

Begin with: Ten people

4. Americans have done many orbits since 2000.

Begin with: Many orbits

5. Space travel agencies have sent a lot of women on mission in the space since the Valentina Tereshkova's mission in 1963.

Begin with: A lot of women

Answers

1. The International Space Station has been occupied by astronauts since November 2nd, 2000.

2. Another satellite has been sent in space by China.

3. Ten people have been carried in the space by the new spacecraft.

4. Many orbits have been done by Americans since 2000.

5. A lot of women have been sent on mission in the space since the Valentina Tereshkova's mission in 1963.

Extended activities:

If you notice you have gifted learners who did not have difficulties mastering past simple and present perfect, help them with the activity below. This activity is more challenging than the previous ones since learners will have to use the negative form of past simple and present perfect. Thus, it can help gifted learners.

Change the sentences below into negative form

1. The Aerospace Agency sent two spacecraft in the space yesterday.
2. The Aerospace Agency has sent two spacecraft in the space.
3. The new satellite has been launched.
4. A lot of women have gone on mission in space since the Valentina Tereshkova's mission in 1963.
5. A lot of women went on mission in space last year.

Answers

1. The Aerospace Agency did not send two spacecraft in the space yesterday.
2. The Aerospace Agency has not sent two spacecraft in the space.
3. The new satellite has not been launched.
4. A lot of women have not gone on mission in space since the Valentina Tereshkova's mission in 1963.
5. A lot of women did not go on mission in space last year.



UNIT 6: MONEY

6

Key Unit Competence

At the end of this unit, students should be able to use language in the context of Money.

Prerequisite knowledge and skills

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

Cross-cutting issues to be addressed

Financial education and inclusive education.

Guidance on the introductory activity

(English Language S6 Student's Book page 123)

- 1) Ask learners to carefully study the picture and discuss about the uses of money.
- 2) 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.
- 3) 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.
- 4) Learners are not expected to find the correct answers right at this stage. However, they should be able to do correctly this introductory activity by the end of this unit.

List of lessons

Lesson title	Learning objectives	Number of periods
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>Write composition focusing on income generating activities,</p> <p>Practise the pronunciation and spelling of the words related to money.</p>	2 periods
6.2. Describing tax and incomes	<p>Read texts and answer questions about the uses and importance of taxes,</p> <p>Construct sentences with words and phrases related to taxes,</p> <p>Find synonyms of different words used in the context of money</p> <p>Practise the pronunciation and spelling of words and phrases used in relation with tax and income,</p> <p>Summarizing texts about taxes.</p> <p>Debate on the importance of taxes.</p>	2 periods

<p>6.3. Talking about avoiding debt</p>	<p>Read texts and answer questions about avoiding debts,</p> <p>Find meanings of words and phrases related to debts,</p> <p>Construct sentences with words and phrases used in relation with debts,</p> <p>Debate on the importance of avoiding debts,</p> <p>Correctly use conditional sentences type two expressing possibility in the context of money.</p>	<p>3 periods</p>
<p>6.4. Talking about budgeting and savings</p>	<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> <p>Correctly construct sentences with the third conditional in the context of money.</p>	<p>3 periods</p>
<p>6.5. Describing government debt and annual government deficit</p>	<p>Read texts and answer questions about government debt and deficit,</p> <p>Match different words related to debts and deficits with their corresponding meanings,</p> <p>Summarize passages on Government debt and Annual deficit,</p> <p>Through class presentation, talk about the impact of persisting deficit on national economy growth.</p>	<p>2 periods</p>

6.1 Describing types of income

Prerequisite knowledge and skills: Modal verbs, conditional sentences type one.

Before studying this lesson, learners are expected to have some knowledge and skills about Modal verbs and Conditional sentences.

Suggested learning and teaching resources:

- Pictures of money.
- Pictures of people running income generating activities.
- English language Student's Book and Teacher's Book.

Suggested teaching/learning methods

1) Question and answer method: This method is key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.

2) Discussion: This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

3) Group work: In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.

4) Individual work: Individual work can help students to learn to work independently, improve confidence at solving problems, even if they don't master every step. It can help them work at their own rather than depending on group members. This method also helps learners develop a sense of creativity and effective critical thinking skills that can enhance problem solving.

5) You may let your students have some individual "think time" before setting them up in groups. This can help each student clarify the problem to himself or herself, which can lead to more successful collaboration once they are tackling the problem together in groups. You may also use this method to evaluate your students.

6) Exposition: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusive in education.
2. Tell each group to choose a group leader and a secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others who may give wrong answers.
6. Let them discuss comprehension questions of the text “Types of Income” in group and then tell secretaries or any other member of the group to present answers to the class.
7. Polish their ideas and consolidate them.
8. Tell learners to do the exercise of matching words with their meanings.
9. Polish their answers and consolidate them.

Support for learners with special educational needs

- Provide learners with visual impairment with Braille text.
- Let hard hearing learners sit where they can listen properly.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Critical thinking through explaining why fraud is a crime
- Communication (Encourage every group member to participate in the discussion)

Cross-cutting issues to be addressed

- Financial education through discussing possible income generating projects
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give wrong answers)
- Gender education (emphasise on the role of women who participate in income generating activities)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

Answers

1. Comprehension questions (English Language S6 Student's Book page 124)

1) Earned Income: is a direct result of your labour. It is usually in the form of wages (salaries) or as small business income.

Portfolio Income: is income generated when selling an asset at a higher price than what you paid for it originally.

Passive Income: income from businesses or investment partnerships where you do not materially participate (Even when you die, the business could continue to generate income).

2) Open-ended (Students will suggest any type of project that can generate income. To emphasize on gender balance, students should show that there is no specific activity for either gender).

3) Earned income: Income generated from writing several books and considering oneself a writer is an earned income because the person materially participates in his/her activity.

Passive income: if someone writes a book and receives royalty checks, that income is passive because the person does not do it as a profession.

2. Matching exercise (English Language S6 Student's Book page 124-126)

1) Income: The word "income" refers to money that an individual or business receives in exchange for providing a good or service or through investing capital.

2) Holding period: The phrase "holding period" refers to the time between an asset's purchase and its sale.

3) Capital gain: The phrase "capital gain" means an increase in the value of a capital asset that gives it a higher worth than the purchase price.

4) Dividend: The word "dividend" refers to a share of the after-tax profit of a company, distributed to its shareholders according to the number and class of shares held by them.

5) Surtax: The word "surtax" means an additional tax on incomes higher than the level at which ordinary tax is paid.

6) bluntly: The word "bluntly" refers to the way of saying or doing something in a direct and truthful manner without trying to select words which are nice to hear.

7) Sunbathe: The word "sunbathe" means to sit or lie in a place where the sun shines on you, so that your skin becomes browner.

8) Royalties: The word “royalties” refers to the money paid to an author or composer for each copy of a book sold or for each public performance of a work.

9) Rental house: The phrase “rental house” refers to a property owned by an individual other than the resident and for which the owner receives payment from the occupant in return for occupying or using the property.

10) Self-employment: The word “self-employment” refers to the state of working for oneself as a freelance or the owner of a business rather than for an employer.

3. Application Activities

Writing (*English Language S6 Student’s Book page 126*)

- 1) **Open-ended (Students should write one paragraph explaining the types of income. They should use their own words as much as possible. Copying whole sentences denotes failure to conform to summary writing guidelines. Consider this and assess it seriously.)**
- 2) Open-ended (Students must respect the length and they should develop the topic in different paragraphs. Students should explore gender balance as a cross-cutting issue. If they develop something different, they will be considered out of topic. Consider this seriously and assess accordingly.)

6.2 Describing tax and income

Prerequisite knowledge and skills

Types of tax and income.

Suggested learning and teaching resources:

- Pictures of people running businesses.
- Pictures of taxpayers at the Rwanda Revenue Authority.
- English language S6 Student’s Book and Teacher’s Book.

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Group work
4. Individual work

5. Exposition

For details, refer to subheading 6.1.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that 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 in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others who may give wrong answers.
6. Let them discuss comprehension questions of the text “The Use of Taxes” in group and then tell secretaries or any other member of the group to present answers to the class.
7. Polish their ideas and consolidate them.
8. Tell learners to do the exercise of matching words with their meanings.
9. Polish their answers and consolidate them.

Support for learners with special educational needs (see the previous lesson)

Generic competences to be addressed (see the previous lesson)

Crosscutting issues to be addressed (see the previous lesson)

Answers

1. Comprehension questions (English Language S6 Student’s Book page 131)

- 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 defence 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)

2. Vocabulary (English Language S6 Student’s Book page 128)

Open-ended (Accept any meaningful sentence constructed and related to the context of money)

3. Finding antonyms (English Language S6 Student’s Book page 128-129)

Word or phrase	Synonym
Cater for	Provide
Sustenance	Maintenance
Sustainable	Permanent
Linkage	Connection
Purchase	Buy
Establishment	Start
Huge	Very big
Soldiers	Combatant
Armaments	Military equipment
Sanitation	Hygiene/Cleanliness

C. Sound and Spelling (English language S6 Student’s Book page 129)

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

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

Application Activities

D. Summary Writing (*English Language S6 Student's Book page 129*)

Open-ended (students should write only one paragraph summarizing the uses of taxes.)

E. Debate (*English Language S6 Student's Book page 129*)

Open-ended

6.3 Talking about avoiding debt

Prerequisite knowledge and skills: Modal verbs and Conditional sentences

Suggested learning and teaching resources:

- Photos of a person with a sad face with some coins on his table (he can't pay his debts).
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Group work
4. Individual work

5. Exposition

For details, refer to subheading 6.1.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read the passage “How to Manage Your Debt” in SEnglish Language S6 Student’s Book.
3. Encourage every group member to participate in the discussion.
4. Tell them to work in groups and answer comprehension questions.
5. Discourage negative behaviour such as booing or laughing at others if they give wrong answers.
6. Polish their ideas and consolidate
7. Tell them to work in groups and give the meanings of words in English Language S6 Student’s Book, page
8. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Peace and value education (discourage negative behaviour such as booing or laughing at others if they fail to interpret the role correctly.)
- Environment and sustainability. (encourage learners to protect the ozone layer)

Answers

1. Comprehension question (*English Language S6 Student’s Book page 131*)

1. Reasonable debts: Are ones that we take in order to pay for important things that we really need and we are unable to pay with our own money.

Unreasonable debts: Are those debt we take for things we don’t need and couldn’t afford-like an expensive handbag, a lake cruise or a new sports car? Such debts only damage relationships and limit our ability to reach more important goals like saving for retirement.

2. They should work together at reducing your debts. They must communicate in order to plan for their income. They should be honest towards each other and frankly talk about things like the spending, the savings and paying off their debts.
- 3.i. Gathering all the credit card, car and student loans, and other debt information. Make a note of the balance, interest rate, due date, the minimum payment and how long it will take to pay off the balance for each.
- ii. Setting specific financial goals with a focus on debt reduction.
- iii. Prioritizing what you can pay giving high priority to debts secured by a house or car, necessities like utilities and debts you couldn't discharge like student loans.
- iv. Avoid paying with plastic and start using cash, check or debit card instead.
- v. Tackling unsecured debt like credit cards by identifying the credit card with the highest interest rate and paying it off first.
4. Paying off our debts can make our financial situation and retirement plan contribution better than we can imagine.
5. Open-ended (Possible answer: Many people don't have ready cash to pay for different things that they need like cars, homes or college costs, etc.)

2. Vocabulary (*English Language S6 Student's Book page 131-132*)

1. Mortgage: The word mortgage means a legal agreement by which a bank, building society, etc. lends money at interest in exchange for taking title of the debtor's property, with the condition that the conveyance of title becomes void upon the payment of the debt.
2. Drain: The word "drain" means to exhaust, use or spend completely.
3. Sky-high late: The phrase "sky-high late" means exorbitantly high (in cost or value) payment made after a certain date or time limit.
4. Lamenting: The word "lamenting" means expressing sadness and feeling sorry about something.
5. Substantially: The word "substantially" means to a large degree/generally.
6. Penny: The word "penny" refers to the smallest amount of money possible.
7. Snowball effect: The phrase "snowball effect" means a situation in which something increases in size or importance at a faster and faster rate (Increasing and intensifying).
8. Latte: The word "latte" means a hot drink made from strong coffee and warm milk.

9. High interest rate: The phrase “high interest rate” refers to the rising percentage amount that you pay for borrowing money for a period of time.
10. Reluctant: The word “reluctant” means not willing to do something and therefore slow to do it

3. Sentence construction (*English Language S6 Student’s Book page 132*)

Open-ended.

4. Application Activity

Debate (*English Language S6 Student’s Book page 132*)

Open-ended

D. Language structure

2. Application Activity (*English Language S6 Student’s Book page 133*)

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

6.4 Talking about budgeting and savings

Prerequisite knowledge and skills

Types of income

Suggested learning and teaching resources:

- Photos of family members talking about their budget.
- Photos of one member of the same family going to the bank to save money.
- English Language S6 Student’s Book and Teacher’s Guide

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Group work
4. Individual work
5. Exposition

For details, refer to subheading 6.1.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read the passage “How to Budget and Save Money” in English Language S6 Student’s Book.
3. Encourage every group member to participate in the discussion.
4. Tell them to work in groups and answer comprehension questions.
5. Discourage negative behaviour such as booing or laughing at others if they give wrong answers.
6. Polish their ideas and consolidate them.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Financial education
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give wrong answers.)

Answers

1. Comprehension question (English Language S6 Student’s Book page 135)

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.

2. Vocabulary (*English language S6 Student's Book page 135*)

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

3. Finding antonyms (*English Language S6 Student's Book page 135*)

- a) Tight: loose/relaxed
- b) Indulgence: Moderation
- c) Scoff at: To value
- d) Spot: Ignore
- e) Impulsive: cautious/premeditated

4. Composition Writing (**English language S6 Student's Book page 135-136**)

Open-ended (Refer to unit five for composition marking guidelines)

B. Listening and Speaking

Application Activity (*English language S6 Student's Book page 136*)

Open-ended

C. Language structure

2. Application Activity (*English Language S6 Student's Book page 136*)

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

6.5 Describing Government Debt and Annual Government Deficit

Prerequisite knowledge and skills

Types of debts and income

Suggested learning and teaching resources:

- Photos of Government officials signing loan agreement.
- Photos of money (notes and coins)
- English Language S6 Student's Book and Teacher's Guide

Suggested teaching/learning methods

1. Question and answer method
2. Discussion
3. Group work
4. Individual work
5. Exposition

For details, refer to subheading 6.1.

Suggested teaching procedure

1. Put learners into different mixed-ability groups.
2. Tell learners to read the passage “Debts and Budget Deficit” in English language Student’s Book.
3. Encourage every group member to participate in the discussion.
4. Tell them to work in groups and answer comprehension questions in English language S6 Student’s Book.
5. Discourage negative behaviour such as booing or laughing at others if they give wrong answers.
6. Polish their ideas and consolidate.

Generic competences to be addressed

- Cooperation and interpersonal skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Crosscutting issues to be addressed

- Financial education.
- Peace and value education (Discourage negative behaviour such as booing or laughing at others if they give wrong answers.)

Answers

1. Comprehension questions (*English Language S6 Student’s Book page 137*)

- a) A budget deficit occurs when spending exceeds income. There are immediate penalties for organizations that run persistent deficits. When an individual or family does so and the bills go unpaid, their credit score plummets. That makes new credit more expensive. Eventually, they may be declared bankrupt.

- b) First, the interest on the debt must be paid each year which increases spending while not providing any benefits. Second, higher debt levels can make it more difficult for the government to raise funds and creditors become concerned about a country's ability to repay its debt.
- c) When deficit goes increasing, creditors demand higher interest rates rise to provide a greater return on this higher risk. That increases the deficit each year.
- d) Open-ended (Accept any answer that encourages paying taxes.)

2. Vocabulary (English Language S6 Student's Book page 138)

Word	Meaning
Deficit	The total amount by which money spent is more than money received.
Plummet	Decrease rapidly in value or amount.
Creditor	A person to whom money, goods or services are owed by the debtor.
Bankruptcy	A legal proceeding involving a person or business that is unable to repay outstanding debts.
Sovereign debt	The amount of money that a country's government has borrowed, typically issued as bonds denominated in a reserve currency.
Economic growth	An increase in the capacity of an economy to produce goods and services, compared from one period of time to another.
Skyrocket	To rise or increase rapidly or suddenly, especially to unexpected or unprecedented levels.

A. Summary Writing (English Language S6 Student's Book page 138)

Open-ended

B. Listening and Speaking (English Language S6 Student's Book page 139)

Open-ended

- **Summary of the unit**

In this unit we discussed the following points: The types of income and tax, debt, budgeting and savings, government debt and annual government deficit. This unit also dealt with Modal Verbs (Could, would, should) with conditional sentences type two and type three. All the examples and activities given were in the context of money.

As earlier explained, the government collects money from some income generating activities, salaries or wages and businesses. The money collected through taxes allows the government to provide the citizens with various services like medication, sanitation and communication. The government also pays salaries for its workers, equips the military forces with necessary tools and so on.

We have talked about the importance of budgeting and saving as a better way to prepare ourselves for a better future. For this to happen, we must spend less than we earn and avoid unnecessary or unreasonable debts. We should keep in mind that deficit occurs when spending exceeds income.

The following are conditional sentences type two and type three respectively.

- We *would be* in great trouble today if our parents *did not save* enough money for us.
- If Jessica *had spent* less than she earned, she *would have saved* more money for her retirement plan.

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’s 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 0788658932. (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 are 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:

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 *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:

Examples

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

You've got to start studying, or you'll fail all those exams. (If you don't start studying, you will fail the exams.)

We'd better send it express, otherwise it'll take days. (If we do not send it express, it will take days.) [Talking about sending a package by mail]

7. Supposing

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.

Supposing I don't arrive till after midnight, will the guest-house still be open? (Imagine if I don't arrive till after midnight ...)

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

Form

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

If you heat ice, it melts.

When you heat ice, it melts.

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

If you freeze water, it becomes a solid.

Plants die if they don't get enough water.

If my husband has a cold, I usually catch it.

If public transport is efficient, people stop using their cars.

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

If Muhire phones, tell him to meet me at the cinema.

Ask Munyana if you're not sure what to do.

If you want to come, call me before 5:00 A.M.

Meet me here if we get separated.

6.6 Unit Assessment

SECTION A: Comprehension and Vocabulary (English Language S6 Student's Book page 139-140)

1. The better way parents can inculcate the culture of saving to their children is to show them the true value of money and ensure that they are setting a good example to them (their children). Parents should be a good role model to them. Children will actually learn more from their parents' actions than their words.
2. First, there will always be some unforeseen expenses that will come our way.

Second, we will probably encounter a legal matter, like domestic violence, and this will certainly cost us a lot. It is better that we have money at hand to deal with such a situation.

Finally, in case an emergency happens to our family, we have to be prepared for it financially. We have to keep in mind that no matter how much we want to get rid of emergencies, they still do happen.
3. The right time to start saving is now or today because saving now will help you to improve your life in the future. There is nothing more important than having a peace of mind and not worrying about your life in later years because you don't have savings.
4. Open-ended

SECTION B: Grammar and Phonology (English Language S6 Student's Book page 140-141)

1. Choose 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 below.
 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** 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. Maina **shouldn't fail** in her business if she 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** more money for emergencies.
 10. My father **would be in debt** if he didn't borrow so much.
- 2) Read the following words and phrase loudly and correctly. Put 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 /

SECTION C: Summary(English Language S6 Student's Book page 141-142)

Open-ended

SECTION D: Essay Writing (English Language S6 Student's Book page 142)

Open-ended.

Additional activities

Remedial Activities:

If you notice you have slow learners who did not master the use of Conditional sentences, help them with the activity below. This activity is simpler than the previous ones since answers have been provided and the learner has to choose one of the four alternatives. Thus, it can easily help slow learners.

Jack is daydreaming about winning the next lottery jackpot. Here is what he is saying. Choose the correct answer to complete these conditional sentences.

- 1) If I won the lottery, I a millionaire.
a) am b) will be c) would be d) would have been
- 2) If I rich, I would quit my job.
a) were b) am c) will be d) had been
- 3) I would travel around the world if I my job.
a) had quit b) quit c) will quit d) would quit
- 4) I would buy anything I want if I that jackpot.
a) get b) got c) will get d) would get
- 5) I would buy the most expensive car if
- a) want b) wanted c) will want d) would want
- 6) If I traveled somewhere, I in the most luxurious hotels.
a) stay b) will stay c) would stay d) would have stayed
- 7) But I would not be too materialistic if I millions of dollars.
a) have b) had c) will have d) would have
- 8) I the poor if I became a millionaire.
a) helped b) help c) will help d) would help

9) I would give some money to charities, if rich.

a) am b) will be c) would be d) were

10) If I millions of dollars, I would not be mean.

a) have b) had c) will have d) would have

Answers

1) If I won the lottery, I **would be** a millionaire.

2) If I **were** rich, I would quit my job.

3) I would travel around the world if I **quit** my job.

4) I would buy anything I want if I **got** that jackpot.

5) I would buy the most expensive car if **wanted**.

6) If I travelled somewhere, I **would stay** in the most luxurious hotels.

7) But I would not be too materialistic if I had millions of dollars.

8) I would help the poor if I became a millionaire.

9) I would give some money to charities, if were rich.

10) If I had millions of dollars, I would not be mean.

Consolidation activities

Complete the sentences below as instructed:

1. Conditional Sentences Type I

If you (go) out with your friends tonight, I (watch) the football match on TV.

I (earn) a lot of money if I (get) that job.

If she (hurry / not), we (miss) the bus.

2. Conditional Sentences Type II

If he (try) harder, he (reach) his goals.

I (buy) these shoes if they (fit).....

It (surprise / not) me if he (know / not) the answer.

3. Conditional Sentences Type III

If we (listen) to the radio, we (hear) the news.

If you (switch) on the lights, you (fall / not) over the chair.

She (come) to our party if she (be / not) on holiday.

Answers

I. 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. 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. 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

- 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: DEVELOPMENT TRENDS IN RWANDA

7

Key Unit Competence: To use language in the context of development trends in Rwanda.

Prerequisite knowledge and skills: Students should master the Present and Past tenses before studying this unit.

Cross-cutting issues to be addressed: Financial education, gender, environment and sustainability, education and inclusive education.

Guidance on the introductory activity: (English Language S6 Student's Book

1. Ask learners to carefully study the pictures and discuss about the importance of agriculture, mining and ICT for Rwanda's development.

2. Ask them to answer the introductory questions in relation with development trends in Rwanda.

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.

Learners are not expected to find the right answers right at this stage. However, they should be able to do correctly this introductory activity by the end of this unit.

List of lessons

Lesson title	Learning objectives	Number of periods
7.1. Describing Economic Development	<ul style="list-style-type: none"> • Read texts and answer questions about Rwanda’s economic development, • Construct sentences with words or phrases related to economic development, • Correctly use the simple past in speech and writing, • Summarize passages about development trends. • Practice the pronunciation and spelling of the words related to economic development, • Practice oral presentation, • Writing compositions on topics related to economic development, • Debating on motions about economic development. 	4 periods
7.2. Describing Economic Goals	<ul style="list-style-type: none"> • Read texts and answer questions about Rwanda’s economic goals, • Matching different words and phrases related economic goals to their corresponding meanings, • Practice the pronunciation and spelling of words and phrase used in relation with economic goals, • Summarizing texts about economic goals, • Correctly use the present perfect with since and for in speech and writing, • Practice poem recitation, • Write compositions on economic growth and goals. 	4 periods

7.3. Describing Economic Achievements	<ul style="list-style-type: none"> • Read texts and answer questions about economic achievements in Rwanda, • Find synonyms of different words related to economic achievements, • Practice the pronunciation and spelling of words and phrases, • Write compositions on the relationship between ICT and economic development. 	4 periods
--	---	-----------

7.1. Describing Economic Development

Prerequisite knowledge and skills: Simple Past.

Before studying this lesson, learners are expected to have some knowledge and skills about the Simple Past tense.

Suggested learning and teaching resources:

- Pictures of people participating in modern agricultural.
- Picture of other people taking part in mining activities.
- English Language S6 Student’s Book and Teacher’s Guide.

Suggested teaching/learning methods

1. **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Individual work:** Individual work can help students gain independence to think things through on their own, improve confidence in working through a problem, even when they don’t feel certain about every step. It can help them to work at their own level, rather than having to adapt to suit their group members. It is an opportunity to practice self-control- both in staying focused on the task at hand, and in having the willpower

to avoid turning to a neighbor or asking the teacher for the answer. This method also helps learners gain creativity and effective critical thinking processes that can apply to problem solving.

You may let your students have some individual “think time” before setting them up in groups. This can help each student clarify the problem to himself or herself, which can lead to more successful collaboration once they are tackling the problem together in groups. You may also use this method to evaluate your students.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that 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 in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others who may give wrong answers.
6. Let them discuss comprehension questions of the text “*Economic Development in Rwanda*” in group and then tell secretaries or any other member of the group to present answers to the class.
7. For oral presentation, ask learners to conduct a research in groups about the impact of development programs implemented in Rwanda on social life improvement and then present a fifteen minute oral presentation. This activity can be given as homework.
8. Polish their ideas and consolidate them.
9. Tell learners to do the exercise of matching words with their meanings.
10. Polish their answers and consolidate them.

Support for learners with special educational needs:

- Provide learners with visual impairment with Braille texts.
- Let hard hearing learners sit where they can listen properly.

Generic competences to be addressed

Cooperation and interpersonal (working together in groups)

Communication (Encourage every group member to participate in the discussion, etc ... explain more)

Cross-cutting issues to be addressed

- Financial education.
- Peace and value education (discourage negative behaviour such as booing or laughing at others if they give wrong answers)
- Gender education (emphasise on the role of women who participate in the development of the country)
- Inclusive education (put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

Answers

A. Comprehension questions(English Language S6 Student's Book page 155)

1. Rwanda's GDP per capita was US \$ 200 in 1994 and it increased up to US \$ 595 in 2012. According to the World Bank, the country's annual economic growth rate was more than 8% since 2005 and its gross domestic product (GDP) in 2012 was estimated at US \$ 7.1 billion

2.

I. The Service sector has contributed to the country's GDP at 46%.

II. Agriculture has contributed to the country's GDP at 32%. More than 85% of the country's workforce is in the agricultural sector and this sector has for long been the engine of the economy.

III. Industry has contributed to the country's GDP at 16%.

IV. Tourism, has also contributed to the country's economic growth. It has been the principal generator of foreign currency with US \$ 282 million in 2012 and US \$ 251 million in 2011.

3.

a. The purpose of creating the Office of the Auditor General (OAG) was to monitor and ensure effective budgetary disciplines and accountability for public funds by all public institutions.

b. The purpose of creating the Private Sector Federation (PSF) was to promote and represent the interests of the business community in Rwanda.

- c. The purpose of creating the Rwanda Development Board (RDB) was to fast-track economic development in Rwanda.
4. Open-ended (The students should give 2 paragraphs ... institutional reforms and how they have led to economic development).

B. Vocabulary (*English Language S6 Student's Book, page 162*)

Open-ended (Students should construct their sentences basing on the meanings of the given words and phrases. Their sentences should be related to development trends in Rwanda)

Meanings of the given words and phrases:

1. A “densely populated” country is one in which a lot of people live close together.
2. The phrasal verb “embark on” means to start something new and important.
3. The term “quasi-autonomous” means almost, but not completely, independent and having the power to make your own decisions.
4. The phrase “trade fair” (also known as “trade show”, “trade exhibition”, or “expo”) is an exhibition organized so that companies in a specific industry can showcase and demonstrate their latest products and services, meet with industry partners and customers, study activities of rivals, and examine recent market trends and opportunities.
5. The phrase “time lag” refers to a period of time between one event and another.
6. The term “mitigate” means to make something bad less severe, serious, or painful.
7. The word “evolve” means to change and develop gradually.
8. The phrase “poverty headcount ratio” refers to the proportion of a population that exists or lives below the poverty line.
9. The verb “alleviate” means to make something bad such as pain or problems less severe.
10. In economy, the term “buoyant” means involving or engaged in much successful trade or activity.

C. Language Structure (*English language S6 Student's Book, page 163*)

Application Activity:

Open-ended (Students construct sentences in the context of development trends in Rwanda. They must use the simple past.)

D. Sound and spelling (*English language S6 Student's Book, page ...*)

1. Agriculture / 'ægrɪkʌltʃə/
2. Tourism / 'tʊərɪzəm /
3. Autonomous / ɔ: 'tɒnəmɪ /
4. Financial / faɪ 'nænfəl /
5. Budgetary / 'bʌdʒɪtrɪ/

E. Oral presentation (*English Language S6 Student's Book, page 153*)

Open-ended (Learners should make research in groups about the impact of development programs implemented in Rwanda on social life improvement and then they will present a fifteen minute oral presentation. Refer to guidelines on oral presentation in this unit (page ...). Then check learners' presentation for correctness and provide help where necessary.)

F. Composition (*English Language S6 Student's Book, page 160*)

Open-ended (In their compositions, your students should analyze Rwanda's economic progress since 1994).

G. Listening and speaking (*English Language S6 Student's Book, page ...*)

Debate

Open-ended (Put learners into proposing and opposing sides. Give them time to look for organize themselves and come up with supporting or opposing ideas. The objective of this activity is to help learners gain confidence by using English to talk to each other.)

7.2. Describing Economic Goals

Prerequisite knowledge and skills: Present perfect with *Since* and *For*.

Before studying this lesson, learners are expected to have some knowledge and skills about the use of the Present perfect with *Since* and *For*.

Suggested learning and teaching resources:

- Pictures of Kigali with Kigali Convention centre and Kigali Heights buildings.
- A picture of children using laptops in a classroom.
- English Language S6 Student’s Book and Teacher’s Guide.

Suggested teaching/learning methods

1. **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Individual work:** Individual work can help students gain independence to think things through on their own, improve confidence in working through a problem, even when they don’t feel certain about every step. It can help them to work at their own level, rather than having to adapt to suit their group members. It is an opportunity to practice self-control-both in staying focused on the task at hand, and in having the willpower to avoid turning to a neighbour or asking the teacher for the answer. This method also helps learners gain creativity and effective critical thinking processes that can apply to problem solving.

You may let your students have some individual “think time” before setting them up in groups. This can help each student clarify the problem to himself or herself, which can lead to more successful collaboration once they are tackling the problem together in groups. You may also use this method to evaluate your students.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusive in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the

group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.

3. Explain to students the importance of cooperation in a group work.
4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others who may give wrong answers.
6. Let them discuss comprehension questions of the text “*Digital service delivery*” in group and then tell secretaries or any other member of the group to present answers to the class.
7. Give them time to answer comprehension questions about the poem “**Another World.**” Then ask them to memorize the poem for recitation next time. This recitation activity can be done as homework.
8. Polish their ideas and consolidate them.
9. Tell learners to do the exercise of matching words with their meanings.
10. Polish their answers and consolidate them.

Support for learners with special educational needs:

- Provide learners with visual impairment with Braille texts.
- Let hard hearing learners sit where they can listen properly.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Cross-cutting issues to be addressed

- Financial education (Almost all the content is related to economic growth and development).
- Environment and sustainability (Students read and answer questions on a poem based on environment conservation and protection. Then they practice reciting the same poem).
- Peace and value education (Discourage negative behaviour such as booing or laughing at others if they give wrong answers)
- Gender education (Emphasise on the role of women who participate in the development of the country. Encourage gender balance and equality.)
- Inclusive education (Put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others)

• Answers

1. Comprehension questions (English Language S6 Student’s Book, page ...)
 - In 2000, the government of Rwanda launched a long-term development strategy known as “Rwanda vision 2020”. The aim of this development strategy was to transform the country from a low-income agrarian economy to a medium income export-oriented and knowledge-based economy.

- Rwanda is among the fastest growing African countries in several fields of ICT such as e-commerce and e-services, mobile technologies, applications development and automation. Rwanda is also considered a regional center for the training of professionals and researchers on communication technologies.
- The objective of Kigali innovation city was to drive digital transformation through its dynamic ecosystem of technology clusters.
- The objective of Knowledge Lab was to encourage young entrepreneurs to develop their technology-oriented ideas into products and future companies.
- In Education, Rwanda has improved its education system and stands as a model in Africa. The One Laptop per Child has been implemented and it has played a key role to introduce technology in primary schools.
- In Health, over 500 health facilities have been covered by Rwanda Health Management Information System (R-HMIS). The percentage of health centers connected to internet has reached 93.8%. The number of clinical emergencies supported through RapidSMS is 25% and the number of patients at community level tracked using RapidSMS has reached 173,131.
- In Finance, mobile money subscribers across all networks have reached 6,480,449. The number of mobile money transactions reached US \$ 824.6.

2. Open-ended.

A. Vocabulary (English Language S6 Student's Book page 162)

Column A	Column B
Agrarian	• The use or cultivation of land for farming .
Driving force	• The impetus, power, or energy behind something.
Automation	• The use of machines or computers instead of people to do a job , especially in a factory or office .
Low-income	• Not having or earning much money .
Knowledge-based	• Founded on an accumulation of facts or information.
Management	• The process of dealing with or controlling things or people.
Innovate	• Make changes in something established, especially by introducing new methods, ideas, or products.

B. Sound and spelling (English Language S6 Student's Book, page ...)

1. Percentage / **pə'sentɪdʒ** /
2. Management / **'mænɪdʒmənt** /
3. Implemented / **'ɪmplɪmentɪd** /
4. Knowledge / **'nɒlɪdʒ** /
5. Advancement / **əd'vɑːnsmənt** /

C. Language Structure *(English language S6 Student's Book, page 163)*

Application Activity

1. Open-ended (Students should give sentences using the present perfect tense with Since and For)
2. Open-ended (Students' compositions should focus on economic growth and goals.)

D. Poem Recitation *(English Language S6 Student's Book, page ...)*

1. The poet describes the world as being wild and brutal. Then he says the same world is so serene.
 2.
 - i) The “flowers that can walk” (line 5): These are not really plants but colorful sea slugs (shell-less marine molluscs which is typically brightly coloured, with external gills and a number of appendages on the upper surface).
 - ii) The “creatures that know how to talk” (line 6): They are cetaceans (whales and dolphins). They are commercially very important will no longer occur (will become extinct or will disappear).
- Accept any other factual Answer. The poet is worried that the world he describes (marine world) is not protected. Instead, humans pollute its waters, dumps in their garbage and spill oil on its surface.
 - If man goes on destroying the marine life, many fisheries will collapse from overfishing, almost all species which
 - Refer to guidelines on poem recitation in the English Language S6 Student's Book and check your learners' recitations for correctness. Provide help where necessary.

7.3. Describing Economic Achievements

Prerequisite knowledge and skills: Simple past and Present perfect with Since and for.

Before studying this lesson, learners are expected to have some knowledge and skills about the use of Simple past and Present perfect with Since and for.

Suggested learning and teaching resources:

- Pictures of Kigali city center before 1994.
- A picture of Kigali city center today.
- English Language S6 Student's Book and Teacher's Guide.

Suggested teaching/learning methods

1. **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn. Questions provided above in prerequisite will help you.
2. **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
3. **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
4. **Individual work:** Individual work can help students gain independence to think things through on their own, improve confidence in working through a problem, even when they don't feel certain about every step. It can help them to work at their own level, rather than having to adapt to suit their group members. It is an opportunity to practice self-control-both in staying focused on the task at hand, and in having the willpower to avoid turning to a neighbour or asking the teacher for the answer. This method also helps learners gain creativity and effective critical thinking processes that can apply to problem solving.

You may let your students have some individual "think time" before setting them up in groups. This can help each student clarify the problem to himself or herself, which can lead to more successful collaboration once they are tackling the problem together in groups. You may also use this method to evaluate your students.

Suggested teaching procedure

1. Put learners into different mixed-ability groups. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusive in education.
2. Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
3. Explain to students the importance of cooperation in a group work.

4. Encourage every group member to participate in the discussion.
5. Discourage negative behaviour such as booing or laughing at others who may give wrong answers.
6. Let learners discuss comprehension questions of the first text “**Economic Achievements in Rwanda**” in group and then tell secretaries or any other member of the group to present answers to the class. Follow the same procedure for the second text “Gender Equality and Economic Growth.”
7. Polish their ideas and consolidate them.
8. Tell learners to do the vocabulary exercise (providing synonyms.)
9. Polish their answers and consolidate them.

Support for learners with special educational needs:

- Provide learners with visual impairment with Braille texts.
- Let hard hearing learners sit where they can listen properly.

Generic competences to be addressed

- Cooperation and interpersonal (working together in groups)
- Communication (Encourage every group member to participate in the discussion)

Cross-cutting issues to be addressed

- Financial education (Learners are asked to read on economic growth and development, increase gross Domestic Product (GDP) and answer questions related to them)
- Peace and value education (Discourage negative behaviour such as booing or laughing at others if they give wrong answers)
- Gender education (Learners are asked to read texts related to gender equality and do activities based to them.)
- Inclusive education (Put learners into different mixed-ability groups and if you have learners with disabilities let them be mixed with others. If you have children with hearing disabilities or communication difficulties you should always get their attention before you begin to speak and encourage the child to look at your face when you speak. Provide learners with visual impairment with braille texts or books)
- Answers

1. Passage one.

A. Comprehension questions(English language S6 Student's Book page ...)

1. After the 1994 genocide against the Tutsi, Rwanda's economy was left without future prospects. Many people had severe problems to find themselves food for the day and more than two million people were displaced.
2. Between 2006 and 2011, Rwanda's economic growth has been 7-8 per cent and the number of people living in poverty was reduced from 57 per cent to 45 per cent of the population. Extreme poverty has decreased over the same period, down to 24 per cent. The number of poor people in Rwanda has fallen by an average of 2.4 per cent per year over five consecutive years.
3. Up to 2011, successful health care initiatives contributed to basic health insurance for 90 per cent of the population. Maternal and child mortality was reduced by half in five years from 2006 to 2011.
4. ICT sector reduced dependence on agriculture which employed about 90 per cent of the population. The proportion of the population owning a mobile phone increased and amounted to 45 per cent.
5. The purpose of 'Vision 2020' programme was for Rwanda to become a middle-income country by the year 2020.
6. Open-ended

B. Vocabulary(English Language S6 Student's Book .)

Words	Synonyms
Displaced	Forced out
Pervades	Penetrate (overspread)
Growth	Increase
Revitalized	Revive (Revivify)
Exploded	Increased
Core	Basis (Center, gist)

C. Sound and spelling(English Language S6 Student's Book on page 167)

1. Infrastructure / 'ɪnfɹəˌstrʌktʃə /
2. Modernization / 'mɒdɹnaɪz /
3. Middle-income / 'mɪdəl 'ɪn.kʌm /
4. Growth / grəʊθ /
5. Economy / ɪ'kɒnəmi /

Application Activity (*English Language S6 Student's Book .*)

1. Open-ended but you must check the grammaticality of sentence, use of punctuations and paragraphing.
2. Open-ended. Refer to the guidance on how to mark a composition in this English Language S6 Teacher's Guide, unit 5, Tell learners to refer to notes on composition writing in English Language S6 Student's Book, Unit 1, page....

Answers

Passage two, English language S6 Student's Book .

A.Comprehension questions(*English Language S6 Student's Book on page 117*)

1. Gender equality plays a great part in increasing a country's GDP because studies that suggest countries around the globe can raise their respective GDP levels if [more women were given the chance to enter the labor market](#).
2. The point is that in case women or men are discriminated against (in terms of [access to education](#)), then the human capital of our society will not be nurtured (developed).
3. Work in society should be distributed rationally between all the genders based on aptitude and skill.

This implies that a given occupation is allotted to the person most appropriate and not due to biases or discriminating rules or practices.

This leads to [a better economic outcome](#) than in alternative cases because skill and ability determine the outcome rather than historic socio-economic boundaries and stereotypes.

4. Gender imbalances has negative impact on economic growth because research shows that countries with higher GDP levels have higher female employment rates and more women in the parliament than countries with lower levels of female economic engagement.
5. Open-ended (Students should summarize the passage focusing on the impact of gender equality on Rwanda's economic growth).
6. Open-ended (Students should construct their sentences using the phrases given. Check their sentences for correctness)

B. Application activity(*English Language S6 Student's Book*)

1. Composition

Open-ended (Students are asked to conduct research on the extent to which gender equality policy has been implemented in Rwanda from the year 2008 up to now and analyse the impact that this has had on the economy of the country. Then they should write a 300 word composition on the relationship between gender equality and economic growth.)

2. Debate, English Language S6 Student's Book

Open-ended (Put learners into two teams: proposing and opposing sides. Give them time to discuss and give ideas to support or oppose the given motion. The aim of this debate lesson is to have students talk to each other using language confidently. So there are no winners.)

Summary of the unit

This unit has dealt with development trends in Rwanda. The following points have been developed: economic development, goals and achievements. Rwanda has made remarkable progress in terms of economic growth and increase of the domestic gross product (GDP). Different development programs have been implemented by the government of Rwanda with the aim of reducing poverty. One of those programs is the “vision 2020 program” which has almost reached its objectives.

The country has not stopped developing since it has embarked on a more ambitious development program known as “vision 2050.” This programme emphasizes access to improved living standards, sustained food security, protection of the Rwandan family, and universal access to quality affordable services in health, education, finance, housing, energy, infrastructure, among others. It has been noted that good governance has fostered quick development in Rwanda. In addition, the government of Rwanda gives crucial importance to citizen participation in setting and implementing development programmes and strategies to attain them. Emphasise the importance of this initiative to your learners.

Additional Information for the teacher

Past simple versus Present perfect

This additional information aims at making clear the difference between the **simple past** and the **present perfect** since many English learners often confuse these two verb tenses.

a. Definite time in the past

We use the past simple to refer to definite time in the past (when we specify the time or how long) and usually with time expressions such as yesterday, two weeks ago, last year, in 1995.

Examples

Rwanda *launched* “Vision 2020” development program in 2000.

The government *met* the MDGs in 2015.

b. Time up to now

We use the present perfect to talk about time up to now, that is, events that took place in the past but which connect with the present. The present perfect is often used with time expressions which indicate time up to now, for example today, this year, in the last six months.

Examples

Rwanda *has used* Digital service delivery for a decade.

This country *has lifted* its population from poverty since 2000.

Note: It is a mistake to say:

- The country *developed* itself for two decades.
- (Instead, say: The country *has developed* itself for two decades)
- The country *has reached* its economic goals in 2015.
- (Instead, say: The country *reached* its goals in 2015.)

Unit Assessment, English Language S6 Student’s Book

Answers

Section A: Comprehension (English Language S6 Student’s Book)

- Infrastructure is important because when goods are produced, they need to be transported to the ports and airports for transportation to other states and countries. So, excellent roads are needed to transport the goods or otherwise, they would be delayed and this would lead to economic and reputational losses. It also helps manufacturers to obtain raw materials and other components. All this leads to economic growth.

- As elements of infrastructure, power and water are very important for manufacturers' production. If there are power outages and blackouts wherein the manufacturers' production is stopped on certain days, then these timeouts would lead to losses for them. If there is water scarcity, some machines in factories will not function effectively and people will not work productively.
- The purpose of infrastructure is to ensure or enable faster economic growth and development. It is also to facilitate and spur economic growth by providing better connectivity and enhancing productivity and efficiency.
- If a country does not invest in infrastructure, its development will be slow and retarded, and it will lose out in the race for economic competitiveness.
- Meanings of words:
 - a) The term "congestion" is the term used for situations where ships have to queue up and wait for a spot so they can load or offload.
 - b) The word "timeouts" refers to a situation in which someone has time away from work.
 - c) The term "blackouts" refers to a time when there is no light or power because of an electricity failure.
 - d) The word "drastic" means severe and sudden, or having very noticeable effects.
 - d) The term "aftermath" is the period following an event, such as an accident or war, and the effects caused by the event
 - e) The word "monies" is the plural form of "money", as used in financial contexts.

Section B: Grammar and phonology (*English Language S6 Student's Book on page ...*)

1. Using the Simple past.

- The World Bank ranked Rwanda as the second most reformed economy in the world over the last five years (rank)
- Rwanda's economy grew by 1.7 percent in the first Quarter 2017 (grow)
- Rwanda's GDP reached Frw 1,817 billion, up from Frw 1,593 billion in 2017. (reach)
- Rwanda's economic growth exceeded the previously projected 5.2 per cent and grew by 6.1 per cent last year. (exceed)
- The Minister for Finance and Economic Planning congratulated Rwandans on the economic growth attained throughout the country (congratulate)
- A good harvest of food crops in season B and C boosted Rwanda's economy last year. (boost)
- Rwanda met most of the Millennium Development Goals (MDGs) by the end of 2015. (meet)

- The poverty rate dropped from 44% in 2011 to 39% in 2014. (drop)
- Rwanda's industrialization underwent a big change in 2018 (undergo)
- In 2012, the industrial sector in Rwanda accounted for 16% of Gross Domestic Product. (account)

2. Since or for?

- 4G (LTE) has been used in Rwanda for three years now.
- Rwanda has drastically developed its economy since 1994.
- Agriculture has been the backbone of Rwanda's economy for more than two decades.
- The country has shifted to a knowledge-based economy since the introduction of ICT.
- The use of modern methods in farming has improved the agricultural sector since the late 1990s
- Poverty has been alleviated for the last twenty years.
- Women have been empowered since the year 2008.
- The one laptop per child has eased the learning process for ten years now.
- Rwanda's infrastructure has been further developed since 2000
- Kigali has been Africa's ICT hub for ten years.

3. Phonology (English Language S6 Student's Book on page ...)

1. Outages / 'aʊtɪdʒ /
2. Aftermath / 'ɑ:ftəməθ /
3. Spur /spɜ:r/
4. Influx / 'ɪnflʌks /
5. Component /kəm'pəʊnənt/
6. Cease /si:s/

Section C: Summary (English Language S6 Student's Book)

Open-ended.

Section D: Essay writing (English Language S6 Student's Book)

Open-ended.

Additional activities, English Language S6 Student's Book on page

Remedial Activities:

If you have slow learners who did not master the use the Simple past and Present perfect, help them with the activity below. This activity is simpler than the previous ones since they will choose between two answers and some phrases are in italics and underlined to help them identify the correct verb tense to use. Thus, it can easily help slow learners.

Choose between Simple past and Present perfect with the verb forms in brackets to complete these sentences.

- 1) The country..... its goals in 2015 (has achieved/achieved)
- 2) RwandaDigital service delivery for a decade (has used/used)
- 3) The governmentthe Millennium Development Goals in 2015 (met/has met)
- 4) This country its population from poverty since last year (has lifted/lifted)
- 5) The country itself for two decades (developed/has developed)

Answers

- 1) The country achieved its goals in 2015.
- 2) Rwanda has used Digital service delivery for a decade.
- 3) The government met the Millennium Development Goals in 2015.
- 4) This country has lifted its population from poverty since last year.
- 5) The country has developed itself for two decades

Consolidation activities

Put the verbs in brackets in the appropriate verb tense.

1. ICTthe learning and teaching process in Rwanda for twenty years now (improve)
2. In 2015, the World Bank Rwanda for its various development programmes (praise)
3. Agriculture a crucial role in Rwanda economic growth since 2000 has played (play)

4. Digital service delivery in Rwanda in 2014 (begin)
5. Gender equality policy implemented throughout our country for more than ten years (be)

Answers

1. ICT has improved the learning and teaching process in Rwanda for twenty years now.
2. In 2015, the World Bank praised Rwanda for its various development programmes.
3. Agriculture has played a crucial role in Rwanda economic growth since 2000.
4. Digital service delivery began in Rwanda in 2014.
5. Gender equality policy has been implemented throughout our country for more than ten years.

Extended activities

You may have gifted learners who did not have difficulties mastering the content of this unit. Ask them to write a comparative six-paragraph composition on the importance of inclusive education and gender equality for development. This activity is more challenging than the previous one since it requires deep thinking. Thus, it can help gifted learners.



UNIT 8 : WRITING AND EXAMINATIONS

8

8.1. Key unit competence:

Language in the context of writing and examinations.

8.2. Prerequisite knowledge and skills:

Learners are expected to have a mastery of scanning and skimming, as learnt in unit 2. They should also have some knowledge and skills on essay writing. The learners of senior six have sat for different exams; thus, they have knowledge and skills on examination instructions.

8.3. Cross-cutting issues to be addressed:

This unit provides the teacher with guidance on how to integrate different cross-cutting issues. The emphasis was put on peace and values education, gender, environment sustainability, standardization culture and inclusive education.

8.4. Generic competences to be addressed:

In this unit, some generic competences are going to be developed through different activities. It involves critical thinking, lifelong learning, creativity and innovation, project and research, and communication skills. You will find that there are some activities that require learners to think, do research, create and talk. All activities in this unit will enable learners to develop generic and basic competences as well.

8.5. Attention to special educational needs

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement. In this unit the teacher should pay more attention to the learners with special educational needs such as visual impairment, hearing disability and communication difficulties.

8.6. Guidance on the introductory activity:(*English Language S6 Student's Book*)

Put the students into groups of four. Ensure that girls and boys are mixed in order to promote cross-gender interaction. To promote peer to peer learning and cooperation make sure that gifted learners are mixed with slow ones. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.

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.

8.7. List of lessons

Lesson title	Learning objectives	Number of periods
Finding information in books using table of content and index Lesson 1: Finding information in books using table of content and index	Use the table of contents and index to find information in written materials.	1 period
Finding information in texts Lesson 1: Finding information in texts using skimming and scanning	Use skimming and scanning, as reading techniques to find information in texts.	1 period
Reading extracts from literature Lesson 1: Reading extracts from a literary work.	Read and understand extracts from a literary work. Write a paragraph or short composition describing the character of the characters in the extract. Write a paragraph or short composition explaining the situation of the story.	2 periods

Writing essays		
Lesson 1:	Identify different types of essays.	
Lesson 2:	Recognize different characteristics of essays.	
Lesson 3:	Plan and draft an essay.	
Lesson 4:	Write different types of essays.	
Understanding and responding to instructions in examinations	Recognize the use of the language of examination questions and answers	2 periods
Lesson 1: Understanding and responding to instructions in examinations	Correctly respond to examination instructions	

8.8. Finding information in books using table of content and index

Lesson 1: Finding information in books using table of content and index

a) Prerequisite knowledge and skills: Reading books

Before studying this lesson, learners are expected to have some knowledge and skills about reading books.

b) Suggested learning and teaching resources:

- 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

c) Suggested teaching/learning methods

- **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don’t tell them immediately what they are going to learn.
- **Discussion:** This is a powerful / great learning tool for learners. In discussion, learners have considerable “interpretive authority” for evaluating the plausibility or validity of participants’ responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.

- **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
- **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of your lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

d) Suggested teaching procedure

- Put learners into different mixed-ability groups. This means that slow learners have to be mixed with fast learners to facilitate mutual assistance. Ensure that 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 inclusivity in education.
- Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil leadership skills in them.
- Explain to students that cooperation in a group work is very important for it facilitates harmonious co-existence and it prepares them for the life after school. At work place people need to help one another; nobody works alone.
- Encourage every group member to participate in the discussion by urging everybody to listen to others, discouraging negative behaviour such as booing or laughing at others if they give incorrect answers, telling group leaders to give opportunity to everyone, etc.
- Tell learners to work in groups of 4 and do the application activities on finding information in table of contents and index. Thereafter, tell group secretaries to present answers to the class.
- Polish their ideas and consolidate them.

d) Support for learners with special educational needs:

- Provide the visually impaired learners with **braille books**
- If you have children with hearing complications or difficulties, always draw the child's attention before you begin to speak. You can also the parents/caregivers to show you the signs they use at home for communication and use the same signs yourself and encourage other children to also use them.

e) Generic competences to be addressed

- Cooperation, interpersonal management, life skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion and oral presentation)

f) Crosscutting issues to be addressed

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

Answers

a) Table of contents

Application activity 1, *English Language S6 Student's Book*.

- The topic about lakes and rivers is in unit 1.
- Direct and Reported speech is taught in unit 2.

Activity 1, *English Language S6 Student's Book*.

This is an open-ended question. The answer will depend on the book the learner will choose.

b) Index

Application activity 1 (about index): *English language S6 Student's Book* .

- The information on food chain is found on page 6 & 8.
- Yes, the book talks about predators on page 22 & 23.
- 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

Application activity 2 (about index): *English Language S6 Student's Book* .

This is an open-ended question. The answer will depend on what the learner will choose to put in index.

8.9: Finding information in texts

Lesson2: Finding information in texts using *skimming* and *scanning*, English language S6 Student's Book

a) Prerequisite knowledge and skills: **Skimming and scanning.**

Before studying this lesson, learners are expected to have some knowledge and skills about Skimming and scanning. The teacher will build on the knowledge of scanning and skimming that learners obtained from unit two in order to help them using it in examination.

b) Suggested learning and teaching materials:

- Texts
- Extracts of texts
- Braille texts for learners with visual disability
- English Language S6 Student's Book and Teacher's Guide

c) Suggested teaching/learning methods

- **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
- **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
- **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
- **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

d) Suggested teaching procedure

- Put learners into different mixed-ability groups. This means that slow learners have to be mixed with quick learners to facilitate mutual assistance. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.

- Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
- Explain to students that cooperation in a group work is very important for it facilitates mutual assistance and it prepares them for the life after school. At work place people need to help one another; nobody works alone.
- • Encourage every group member to participate in the discussion by urging everybody to listen to others, discouraging negative behaviour such as booing or laughing at others if they give incorrect answers, telling group leaders to give opportunity to everyone etc.
- Tell learners to work in groups of 4 to 6 depending on your class's size and do the application activities on finding information in table of contents and index and then tell secretaries to present answers to the class.
- Polish their ideas and consolidate them

e) Generic competences to be addressed

- Cooperation, interpersonal management, life skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion and oral presentation)

f) Crosscutting issues to be addressed

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

Answers

Application activity 3: English Language S6 Student's Book,

1. The question is open-ended but here is a possible answer: Germany and France.
2.
 - On May 10, German forces swept through Belgium and the Netherlands in what became known as "blitzkrieg," or lightning war.
 - The names of two dictators mentioned in the text are: Hitler and Benito Mussolini.
 - The acronym "RAF" stands for The Royal Air Force.
 - The name of German Air Force was Luftwaffe.

3. The right answer is “C”

Vocabulary, *English Language S6 Student’s Book*

- *Simultaneously*: at exactly the same time
- *Fortifications*: strong walls, towers, etc. that are built to protect a place:
- *Evacuated*: to evacuate is to move people from a dangerous place to somewhere safe.
- *On the verge of*: Close to, on the brink of
- *Armistice*: an agreement between two countries or groups at war to stop fighting for a particular time, especially to talk about possible peace.
- *Defensive advantage*: a condition giving them a greater chance of success.
- *Extensively*: in a great amount and covering a large area.
- *Casualties*: people injured or killed in a serious accident or war.
- *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.
- *Obsolete*: of a discarded or outmoded type; out of date
- *Stalled*: to come to a standstill; be brought to a stop.
- *Counter-offensive*: an attack by an army against an attacking enemy force.

Application Activity 3, English Language S6 Student’s Book. The question is open-ended. Tell learners to refer to not on composition writing in English Language S6 Student’s Book.

- Class debate. Please refer to the guidance on how to organise a debate in this English Language S6 Teacher’s Guide, unit one, Tell learners to read notes on debate in S6 English Student’s Book.

8.10: Reading extracts from literature

Lesson 1: Reading extracts from a literary work.

a) Prerequisite knowledge and skills: Reading texts.

Before studying this lesson, learners are expected to have some knowledge and skills about reading texts. The teacher will build on the knowledge of reading texts that learners have already and help them to read an extract from a work of literature.

b) Suggested learning and teaching materials:

- Texts
- Extract from Charles Dickens’s novel “*Great expectation*”
- The plot summary of the Charles Dickens’s novel “*Great expectation*”
- **Braille texts** for learners with visual disability
- English Language S6 Student’s Book and Teacher’s Guide

c) Suggested teaching/learning methods

- **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
- **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
- **Group work:** In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
- **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.
- d) Suggested teaching procedure
- Put learners into different mixed-ability groups. This means that slow learners have to be mixed with quick learners to facilitate mutual assistance. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.
- Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
- Explain to students that cooperation in a group work is very important for it facilitates mutual assistance and it prepares them for the life after school. At work place people need to help one another; nobody works alone.
- Encourage every group member to participate in the discussion by urging everybody to listen to others, discouraging negative behaviour such as booing or laughing at others if they give incorrect answers, telling group leaders to give opportunity to everyone etc.
- Tell learners to work in groups of 3 to 6 depending on your class's size and answer questions about the extract index and then tell secretaries to present answers to the class.
- Polish their ideas and consolidate them.
- Tell them to do the application activity 1&2 and then tell secretaries to present answers to the class.
- Polish their ideas and consolidate them

e) Generic competences to be addressed

- Cooperation, interpersonal management, life skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion and oral presentation)

f) Crosscutting issues to be addressed

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

Answers, for which activity in the English Language S6 Student's Book

- The conversation between Pip and the escapee take place at the graveyards where Pip had gone to visit the graves of his parents and siblings.
- The escapee snatched Pip's loaf of bread by turning him upside down, and getting it out of his pockets.
- The question is open-ended. Some learners may answer "yes" others "no". Consider the way learners defend their answers.

Application Activity 1, English Language S6 Student's Book.

- The question is open-ended but you should check the use of describing adjectives, grammaticality of sentences, punctuation, connectors etc. *Tell learners refer to the notes on the techniques of descriptive writing in Unit 1, English Language S6 Student's Book.*
- The question is also open-ended but you should check the sequencing of ideas grammaticality of sentences, punctuation, connectors etc. Some learners may answer "yes" others "no". Consider the way learners defend their answers.
- **Application Activity 2, English Language S6 Student's Book .**
- Learners are expected to freely answer in paragraphs but they have to emphasize on the fact that Pip's reaction towards the escapee reveals that he panicked. Check how they illustrate their ideas. Tell them to refer to notes on paragraph writing in English Language S6 Student's Book.
- The question is open-ended but you should check the language use and paragraphing.

Vocabulary

Activity 1: English Language S6 Student's Book *Soaked*: made very wet

- *Smothered*: entirely covered. to smother is to stifle or suffocate, as by smoke or other means by preventing free breathing.
- *Rag*: a worthless piece of cloth, especially one that is torn.
- *Briar* / (*brier*): a wild rose bush with long stems and sharp thorns
- *Steeple*: a pointed structure on the top of a church tower, or the tower and the pointed structure considered as one unit. (a church steeple)
- *Tombstone*: a stone marker, usually inscribed, on a tomb or grave. (a gravestone)
- *Tilted*: lifted
- *Clung*: to cling is to stick onto or hold something or someone tightly, or to refuse to stop holding them.
- *Tremendous*: very great in amount or level, or extremely good:
- *Peculiar*: something or someone that is cool and peculiar (awesome and weird) at the same time.

8.11. Writing essays

a) Prerequisite knowledge and skills: Writing essays.

Before studying this lesson, learners are expected to have some knowledge and skills about essay writing since they have learnt about it in previous years. It is not the first time that they are facing this topic in their learning. The teacher will build on their knowledge and help them to write different types of essays.

b) Suggested learning and teaching materials:

- Braille texts for learners with visual disability
- English Language S6 Student's Book and Teacher's Guide

c) Suggested teaching/learning methods

- **Question and answer method**: This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
- **Discussion**: This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
- **Group work**: In a group work, all learners, even slow ones, are likely to participate for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.
- **Exposition**: This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points

that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

d) Suggested teaching procedure

- Put learners into different mixed-ability groups. This means that slow learners have to be mixed with quick learners to facilitate mutual assistance. Ensure that 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 inclusivity in education.
- Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
- Explain to students that cooperation in a group work is very important for it facilitates mutual assistance and it prepares them for the life after school. At work place people need to help one another; nobody works alone.
- Encourage every group member to participate in the discussion by urging everybody to listen to others, discouraging negative behaviour such as booing or laughing at others if they give incorrect answers, telling group leaders to give opportunity to everyone etc.
- Polish their ideas and consolidate them.
- After discussion, let learners do individual work on a written activity.
- The teacher will take time to correct individual work and ensure that all learners are able to write different types of essays.

e) Generic competences to be addressed

- Cooperation, interpersonal management, life skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion and oral presentation)

f) Crosscutting issues to be addressed

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

Suggested answers:

1. Narrative essays

Activity 1: (English Language S6 Student's Book .)

- a) He or she discovered that real baptism is an inner transformation.
 - b) He or she learned about getting a spiritual ego. In addition, the knowledge of spiritual ego has allowed him or her to gain much in life such as: more creativity, inner peace, being humble in the face of achievements.
 - c) His or her mind and soul was ripe for a transformation when he/she attended a Unitarian church camp for a summer vacation.
- Sample of examples that explain the connectedness of the content in essay to the essay's title and the life of the author:
 - a) He/she used I was 11 years old is connected to my childhood in the title.
 - b) He or she used I had been going to this summer retreat almost every year is connected to the best summer in the title.
 - c) The baptism he/she attended was switched on his or her *consciousness* is connected to the memory in the title.
 - In this essay the writer recounts events as witnessed and narrator tells the stories revolve around a real-life experience. The essay is written in the first person and "I" sentences give readers a feeling of being part of the story. The narrator draws a conclusion and making a personal statement. Etc.
 - Refer to notes on techniques of paragraph writing in unit1 (English Language S6 Student's Book page7, check learners' production.

Note: The answers may vary. The teacher will check on the correct options.

Application activity: (English Language S6 Student's Book)

Open-ended (Refer to guidelines on narrative essay writing steps as discussed in this unit 8, and then check on learners' work, correct spelling mistakes and syntax.)

2. Descriptive Essays

Activity 1 English Language S6 Student's Book .

- The desert is characterised by sands and stones, mountains of various sizes and heights, without roads or shelters, springs of water which burst forth and create verdant spots called oases.
- Amid desert, life is impossible because it is a place without water or had to find, it is exposed to the burning sun, without shelter and storms of sand.
- Due to the fact that the desert is inhabitant place with no facilities, if someone dies in desert must be left behind on the sand.

Application activity English Language S6 Student's Book .

Open-ended (Refer to the guidelines on descriptive essay writing steps and connectives as discussed in this unit, and then check on learners' work, correct spelling mistakes

and syntax.)

3. Expository essays

Activity 1. English Language S6 Student's Book .

- The society should establish many strategies where gang members can be identified and noticed, help them to be comfortable to popular perceptions and the crimes committed by these groups must be reported.
- Government of Rwanda has created centres for redressing these groups such as Iwawa and others. There are many associations for youths that support them in job creation and all cases of gang groups are identified and reported to the Police.

Application activity English Language S6 Student's Book .

Open- ended (Refer to the notes on expository essay writing steps and connectives as discussed in this unit, and then check on learners' work, correct spelling mistakes and syntax.)

4. Persuasive Essays

Activity 1. English Language S6 Student's Book .

- There are many advantages of full-time work such as: Guaranteed monthly salary, all kinds of bonuses, paid vacations and sick days, and a number of other social benefits and a stable income. On other hand, full-time work has some inconvenient like: lack of opportunity to cater for your family, the bosses can call you to attend any special event regarding the company even though it should not be in relationship with the job, etc.
- Note: Here the answers may vary. Teacher should consider relevance.
- Open - ended (Teacher must observe the learners' answers and then check the relevance with the given sample essay. The presentation can be done orally.)

Additional activity: Ask learners to debate the motion “*Freelance work is better than Full-time work.*”

Application activity: English Language S6 Student's Book.

Open- ended (Refer to the notes persuasive essay writing and transitions connectives as discussed in this unit, and then check on learners' work, correct spelling mistakes and syntax.)

5. Definition Essays

Activity 1. S6 English Student's Book .

- Characteristics of an educated person: An educated person is someone who have

knowledge and to know how to use it. He or she is more adaptable, more successful and better able to succeed when placed in difficult situations.

- An educated person is someone who has undergone a process of learning that results in enhanced mental capability to function effectively in familiar and novel situations in personal and intellectual life.

Application activity: English Language S6 Student's Book .

Open- ended (Refer to the guidelines on definition essay writing, transitions and connectives as discussed in this unit, and then check on learners' work, observe structure, correct spelling mistakes and syntax.)

6. Compare and Contrast Essays

Activity 1. English Language S6 Student's Book .

- Open-ended (The teacher will let learners discuss this question in groups) and then give them time for presentation orally.
- Open ended (Refer to the given sample essay, and then let learners give their own answers using their critical thinking capacity.)

Application activity:

- Open- ended (Refer to the notes on definition essay writing as discussed in this unit, and then check on learners' work, observe structure, correct spelling mistakes and syntax.)

7. Cause and effect essays

Activity 1. English language4 S6 Student's Book .

- Causes of global warming:
 - a) Burning of fossil fuels which emit carbon dioxide and heat the atmosphere.
 - b) Greenhouse gases that have capacity to absorb more heat from sun.
 - c) Heat from electricity used by human beings in many ways which in turn warm the whole atmosphere of this planet.
- Effects of global warming:
 - a) increases health disorders,
 - b) changes climate,
 - c) changes weather,
 - d) increases annual power of hurricanes,
 - e) calls natural disasters
 - f) lowers down amount and quality of agricultural yields
 - g) enhances glacial retreat,
 - h) reduces summer stream flows,

- i) extinctions of various important plants and animal species and so many.
- Open ended (Refer to the content of the essay, and then let learners suggest their own answers in groups focusing on their environment and present their answers orally.)

Application activity:

- Open- ended (Refer to the notes on cause and effect essay writing as discussed in this unit, and then check on learners' work, observe structure, correct spelling mistakes and syntax.)

8. Process Essays

Activity 1. English Language S6 Student's Book .

- Open –ended (Refer to the sample of process essay and then let learners discuss the question 1 in groups. The teacher will guide them and give the time for oral presentation)
- Refer to notes on techniques of paragraph writing in unit1 (SEnglish Language S6 Student's Book page7, and the check learners' production including structure, corrections of spelling mistakes and sentence construction.

Application activity in the S6 English Student's Book .

- Open- ended (Refer to the notes on process essay writing steps as discussed in this unit, and then check on learners' work, observe structure, correct spelling mistakes and sentence construction.)

9. Recounting essays

Activity 1. English Language S6 Student's Book .

- The purpose of the trip was to appreciate the beauty of nature and learn more about flora and fauna species that found in the National Park they were going to visit.
- Some amazing places visited in the passage are: The Orang Asli settlement, the cave exploring, a population of bat hanging upside down, a waterfall and jungle trekking.

Application activity in the S6 English Student's Book .

- Open- ended (Refer to the notes on recount essay writing steps as discussed in this unit, and then check on learners' work, observe structure, correct spelling mistakes and sentence construction.)

Listening and speaking

Debate motion in the English Language S6 Student's Book .

Refer to the techniques on how to conduct a debate in English Language S6 Student's Book page 6 and then tell learners to do a debate. The teacher should use guidelines on how to prepare a debate in English Language S6 Teacher's Guide page 10.

8.12. Understanding and responding to instructions in examinations

8.12.1. Listening and Speaking

Lesson 1: Understanding and responding to instructions in examinations

(English Language S6 Student's Book)

a) Prerequisite knowledge and skills:

Examination instructions.

Before studying this lesson, learners are expected to have some knowledge and skills about, examination instructions since they have sat for a lot of exams so far. The teacher will build on that knowledge and teach them the meaning of examination instructions and how to respond to them.

b) Suggested learning and teaching materials:

- Past papers
- **Braille texts** for learners with visual disability
- English Language S6 Student's Book and Teacher's Guide

c) Suggested teaching/learning methods

- **Question and answer method:** This method is the key to every educative activity. You should ask learners questions that make them discover. Don't tell them immediately what they are going to learn.
- **Discussion:** This is a powerful learning tool for learners. In discussion, learners have considerable "interpretive authority" for evaluating the plausibility or validity of participants' responses. All learners, even slow ones, are proud of the results since they know they have actively contributed.
- **Role-playing:** Tell learners to role-play the dialogue between two students after exam in the English Language S6 Student's Book, if the number of either gender is bigger than the other, you can allow boys to play the role of Isimbi or girls to play the role of Kalisa.
- **Group work:** In a group work, all learners, even slow ones, are likely to participate

for they feel relaxed when they talk to their classmates. Put learners in groups made of three up to six students depending on the size of your class. Then give them the task that they have to carry out with appropriate and clear instructions on how they should proceed.

- **Exposition:** This is a clear and full explanation of an idea or theory. Through this method, the teacher gives the summary of the lesson focussing on the key points that learners should stay with at the end of the lesson. It is not a good idea to start with this method. You would only use it while consolidating or polishing learners' answers.

d) Suggested teaching procedure

- Put learners into different mixed-ability groups. This means that slow learners have to be mixed with quick learners to facilitate mutual assistance. Ensure that girls and boys are mixed in order to promote gender interaction. If you have learners with disabilities let them be mixed with others to promote inclusivity in education.
- Tell each group to choose a group leader and secretary. Explain to them that the group leader should coordinate the group discussion while the group secretary should take down the answers agreed upon by all the members. Encourage different members to take on the roles in order to instil in them leadership skills.
- Explain to students that cooperation in a group work is very important for it facilitates mutual assistance and it prepares them for the life after school. At work place people need to help one another; nobody works alone.
- Encourage every group member to participate in the discussion by urging everybody to listen to others, discouraging negative behaviour such as booing or laughing at others if they give incorrect answers, telling group leaders to give opportunity to everyone etc.
- Tell learners to work in pairs and role-play the dialogue between two students after exam in the English Language S6 Student's Book.
- Tell learners to work in groups of 3 to 6 depending on your class's size and answer comprehension questions on the dialogue in the English Language S6 Student's Book.
- Polish their ideas and consolidate them.
- After answering comprehension questions tell them to do activity on vocabulary in the English Language S6 Student's Book. As homework. Urge them to read carefully notes on the importance of clear and short instructions in examinations before answering.

e) Generic competences to be addressed

- Cooperation, interpersonal management, life skills (working together in groups)
- Communication (Encourage every group member to participate in the discussion and oral presentation)

f) Crosscutting issues to be addressed

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

Answers:

Comprehension questions on the dialogue, *English Language S6 Student's Book* .

- Isimbi failed to understand the examination instructions.
- 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*”.
- Yes, it is worth using those terms because those terms are economical and help to avoid ambiguity.
- 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.

c)Listening and speaking

English Language S6 Student's Book .

Reciting a poem, English Language S6 Student's Book .

Tell learners to memorize the poem in the English Language S6 Student's Book .

Tell them to refer to notes on how to recite a poem in English Language S6 Student's Book, unit 7 .

Tell them to recite the poem

Tell them to answer questions about the poem.

Answers to questions about the poem, S6 English Student's Book, .

The speaker feels very uncomfortable because of the exam.

- It seems that the speaker had accepted the advice given but after she realised that it was too hard. Thus, she opted to hope and prayers.
- The speaker's mother advise him/her to avoid negative thoughts that are prevailing his/her mind in order not to fail in the exam.
- The speaker tried to avoid negative thoughts as his/her mother had advised him or her but in vain. He or she tried to think of things which are more cheerful but fearful thoughts continued prevailing in his or her mind anyway.

8.13.Summary of the unit

In this unit we discussed the following points: Finding information in books using the table of contents and index, finding information in texts through skimming and scanning, essay writing and understanding and responding to examination instructions. Learners should be able to use the knowledge they got in the first lesson of the first sub-unit (8.1) to prepare for examination while the knowledge and skills they got from the rest of the unit is to help during the exam. The unit also helps learners to improve their speaking skills through debating and reciting poems.

8.14.Additional Information for the teacher

Importance of learning and teaching essay writing

Essay writing is a very important that every learner needs. Some learners wonder why teachers overload them with exercises of essay writing but the answer is simple. Explain to them that when they write an essay they learn to express themselves in a more logical way. Essay writing helps learners to be more organised because you can't write without organising your ideas. So, learners need to know that an intellectual person should not simply say things anyhow; they need to know to plan before saying anything.

In addition to that, essay writing helps learners develop writing skills, vocabulary and their own writing style.

Unit Assessment

(English Language S6 Student’s Book .)

SECTION A: Comprehension and vocabulary

- **Comprehension**

1. To avoid Facebook depression, one should hang out with friends they really know and share with them the real life experiences. They shouldn’t develop the desire of being like their Facebook friends who convince them that they are living heavenly life through posting magnificent photos and status updates which may be a bare lie.
2. The three effects of social media on interpersonal communication skills are:
 - The lack of interest people have for face-to-face communication
 - Decrease of verbal communication skills while nonverbal communication has a lot of limitations, such as failing to convey the total palette of intonations or facial expressions.
 - Difficulties in professional and personal relationships
3. Open-ended. Check the grammaticality of sentences, use of punctuations and paragraphing.
4. According to Hussein Chahine, “People increasingly prefer quick and frequent engagement with instant updates on news than a prolonged chat and are also finding new ways to catch up with friends from the comfort of their sofa.” On the other hand, Mark Clennon, says that “People tend to want to show others that they are having fun than actually having fun themselves and there’s a greater desire to share with other people you barely know, than actually hanging out with friends and making memories.

• Vocabulary

Column A	Column B
Platforms	the declared policy of a political party or group
Scourge	something or someone that causes great suffering or a lot of trouble
Avatar	an image that represents you in online games, chat rooms, etc. and that you can move around the screen
Barely	by the smallest amount
Impoverishment	the process of losing or being deprived of strength or vitality; deterioration

SECTION B: Grammar and phonology

English Language S6 Student's Book .

- **Grammar**

a) Filling in gaps with the transition words in the box below

- Mukamana did not revise her notes; **nevertheless** she passed the exam.
- You must reach the examination room on time, **otherwise** you will be dismissed.
- Students need to understand examination instructions **in order to** answer correctly.
- **As soon as** he can, the teacher will give you past papers to revise.
- Please be on time; **moreover** try to be early.
- **Whenever** you are given an exam, read instructions carefully before answering.
- Kalisa is sitting for the national examination this year, **therefore** he is studying seriously.
- Although she was sick, she did all the exams.
- **Since** last week, we have done ten tests.
- Don't open your exam booklet **until** the bell rings.

b)

- C
- The transition word indicates **time**
- A
- The transition word indicates **illustration/example**
- C
- The transition word indicates **contrast**
- B
- The transition word indicates **comparison**
- A

- The transition word indicates **addition**
- **II. Phonology**

English Language S6 Student's Book .

1. Answer / 'ɑ:nsə /
2. Booklet / 'bʊklɪt /
3. Examination / ɪg,zæmɪ'neɪʃən /
4. Revise / rɪ'vaɪz /
5. Test / tɛst /
6. Composition / kɒmpə'zɪʃən /

SECTION C: Summary

English Language S6 Student's Book .

Open-ended. (Refer to notes on summary writing in unit 3, English Language S6 Student's Book, page on ...)

SECTION D: Essay writing

English Language S6 Student's Book.

Open-end

a)Additional activities

- **Remedial Activities:**

If you notice that you have slow learners who have difficulties developing the competencies required in this unit, give them the following activity:

Look at the table of contents of your book (English Language S6 Student's Book) and identify the number of units taught in whole the book and the pages on which they are found.

b)Consolidation activities

Write a 350 word essay on the following topic:

“Should in-class evaluation marks be considered (by REB) in awarding certificates to secondary school leavers?”

c)Extended activities:

If you notice you have gifted learners who did not have difficulties developing competencies needed in this unit, help them with the following activity.

Tell your learners to select words of their text book (English Language S6 Student's Book) and make an index with them.

References

- <http://write-site.athabascau.ca/marking-scheme.php> retrieved on 2nd April 2018
- https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/tns/tn-13.pdf retrieved on 25th March 2018
- <http://www.dictionary.com>
- Cambridge Advanced Learner's Dictionary

