

English S4 Teacher's Guide

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Foreword

Dear teacher,

Rwanda Education Board is honoured to present English language senior four 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 Teacher's Guide for senior four. 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 Curriculum, Teaching and Learning Resources Department (CTLR) who were involved in the whole process of in-house textbook writing.

Joan MURUNGI,
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How to use this book

This Teacher's Guide must be used with the English Learner's Book for S4 level. The book follows the Rwanda Education Board Ordinary Level English syllabus for S4.

The Teacher's Guide is divided into three sections:

- Section A: Introduction
- Section B: Teaching guidelines
- Section C: Resources

Introduction

This provides a brief overview of some of the key features of the curriculum as well as information about content, methodology and assessment.

The **Content map** provides a quick overview of each unit, which is useful for planning purposes.

A sample of a **lesson plan** is provided to guide teachers on how to prepare their own lesson plans.

Teaching guidelines

Lesson guidance, assessment and answers follow, which correspond to the Learner's Book pages. In these notes you will find:

- key competences
- learning objectives
- guidelines on how to teach the content
- suggestions on when individual, pair or group work is appropriate
- answers for activities
- assessment guidelines
- suggestions for language support, remedial and extension activities

Resources

- Lesson plan
- Rubrics for assessment
- Recording sheet for notes on each learner

Key for icons



= Individual



= Pairs



= Group

SECTION A Introduction

Pedagogical approach of the new curriculum

These notes will help you, the teacher, to familiarise yourself with key elements of the new curriculum that focuses on learner-centred and active learning education.

What is learner-centred education?

Learner-centred education is at the heart of the new curriculum. As a teacher, your role is still teaching, but your focus also needs to be making sure that the learners in your class are actively learning and not passively receiving facts and information from their teachers or from a textbook.

Active learning is participative

Learners learn best by *doing*. They create and understand meaning for themselves through the participative process of working with ideas and information. Participative learning allows the learner to be at the centre of their classroom activities, and so learner-centred education focuses on learners doing activities and participating in finding answers and solutions.

Some examples of ways learners in a learner-centred classroom construct meaning include the following activities:

- when they are talking together in a group about a problem
- when they write answers to questions about a lesson you have taught
- when they are labelling a map
- when they are working out and answering Maths questions
- when they are preparing an oral presentation from research
- when they are brainstorming ideas for a role play based on information they have read.

Active learning is interactive

A key component of learner-centred education is that it is interactive. In the examples above, you find learners interacting with the teacher, for example listening, asking questions and answering questions (learner–teacher interaction), as well as interacting with each other in discussions and brainstorming (learner–learner interaction).

Active learning is child-centred

Active learner-centred education starts with what the child needs – it is child-centred. It is about understanding that each child is unique. The teacher needs to create an environment where children feel confident, and are comfortable participating in activities. If teachers find out about children's interests and use

these interests to plan lessons, children will be more likely to learn. They will be naturally drawn to take part in activities and classroom processes if they are interested in what is happening.

It is important to take steps to ensure your classroom is inclusive of all children – regardless of ethnicity, gender or ability, for example by making sure girls and boys are equally represented in teaching materials, and that no gender is represented as less or more important in the texts you read. See the section of this introduction, entitled ‘Inclusive education’, for further information.

The teacher is mediator

In a learner-centred school, teachers spend less time standing in front of the class talking or reading, and more time helping learners while they work on activities, either individually, in pairs or in groups. The process of helping learners to learn has been called *mediating learning*. Teachers introduce tasks, provide resources, ask questions and give suggestions to guide and encourage the learners.

Mediating learning in this way lets the different learners in the class work at their own pace towards a common set of learning objectives. This is where understanding each child’s needs becomes important. In a large, inclusive classroom, there will be learners with different abilities, and you will need to include all of them in your teaching approach.

In a learner-centred approach to education, teachers play the critical role of setting the necessary tasks and activities, and giving individual learners the support they need to carry out the tasks and activities. Part of this role is making sure that learners have access to accurate information that is relevant for the subject. This information can be in a textbook they use, or in information that is explained to them. The information can be demonstrated to the learners or presented visually or verbally. It can also be information that learners find out for themselves by conducting surveys, observing phenomena, or watching particular activities around them.

The teacher is reflective

Teachers in learner-centred education also have to find ways to assess how well the learners are learning. In learner-centred education, it is important that teachers observe learners as they work, and decide whether the learning experiences have been successful and whether learners have acquired the skills, knowledge and attitudes that you intended.

As the mediator in the learner-centred classroom, you need to reflect on the learners and ask: Can you see this in the work they can now do? If the answer is ‘yes’, you will carry on to the next learning experience. If the answer is ‘no’, you will think about how to fix this. (You can read more about how to measure learners’ progress in the ‘Assessment’ section of this introduction.)

Teachers also need to reflect on their own style of teaching, to come to an understanding of how best to help all the learners. It can be helpful to consult with your colleagues when you reflect on this.

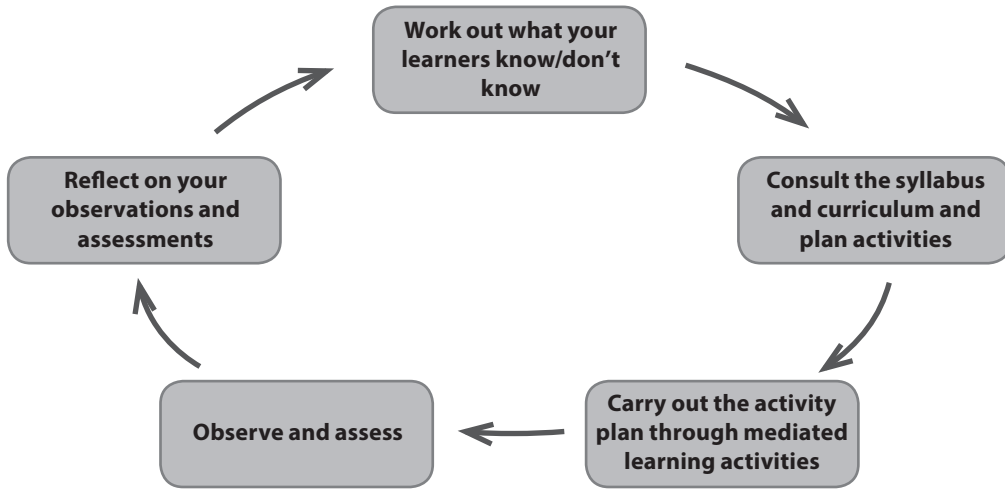
The teacher in learner-centred education

In learner-centred education, the role of the teacher includes:

- Finding out what your learners already know in order to:
 - decide on pace
 - build on strengths
 - create opportunities for development.
- Developing an understanding of each learner's interests, unique learning style and ability level, in order to choose activities that will be interesting and useful for them.
- Working with the learning objectives to understand what the learners in your class need to know by the end of a specified unit of work.
- Designing and planning tasks and activities for the class that develop core competencies. There are useful suggestions for implementing the child-centered and interactive learning approach in the 'Activities' and 'Methodology' columns of each syllabus document in the new curriculum. As you teach new concepts, start by linking new information to learners' prior knowledge and add new knowledge slowly while also allowing for consolidation and revision.
- Mediating or facilitating the active learning experiences which can be done through individual work, pair work or group work activities. Some of these learning experiences may be outside the classroom, in community or extra-curricular activities.
- Creating opportunities for learners to show what they can do.
- Observing and assessing learners throughout learning to see if the pace, sequence and types of activities are appropriate.
- Reflecting on observations and assessments to see what is working and what is not.
- Feeding your observations and assessments into future planning.

The teacher and the learner-centred learning cycle

The diagram that follows of the learning cycle presents an approach teachers can apply to learner-centred education:



The learning cycle

The role of the learner in learner-centred education

In learner-centred education, learners need to take responsibility for their own learning – they need to participate in activities and tasks and be actively involved in their learning experiences. For this to happen, learners need to feel able to take risks or make mistakes while they explore ideas. The section, ‘Managing larger classrooms in learner-centred education’, gives some ideas for personalising learning and making the classroom a place where learners develop self-esteem and confidence.

Learners have different backgrounds, interests, concerns, talents, experiences, capabilities and needs. To help your learners to be successful, both inside and outside of the classroom, you need to take these differences into account and explore content in ways that engage all learners in the classroom. You need to make sure that all children know that their participation is valued, regardless of ability, gender or ethnicity. Treat all children alike; for example, make sure you address as many questions to girls as you do to boys, include differently abled learners, and encourage respect and co-operation among the learners.

Accommodating the different ways learners learn best

Learners learn in different ways, with the four main learning styles being:

- *Visual* – these learners use what they see, including body language and facial expression and benefit from seeing demonstrations that show them *how* something works. Diagrams and instructions help visual learners to keep information organised. It is useful to keep the environment calm, so that there is time for visual learners to process and organise information.
- *Auditory* – these learners learn by talking about things, listening to ideas, and clarifying written instructions verbally. Again, keep the environment calm to allow learners to process information.

- *Tactile* – these are learners who love practical hands-on activities where they can *do* things to help them learn. Experiments, project work, making notes or even doodling will help these learners focus.
- *Kinesthetic* – these learners, like tactile learners, find hands-on work most effective. They may have trouble staying seated for long periods, so will need to move around or change focus during a lesson.

Providing a range of activities (or allowing learners to engage with the information in different ways) during a unit of work means that you are able to cater for different learning styles in any class. You will get to know your learners (and what works for them) as you observe their participation and interaction during activities or tasks. In this way, you will discover which types of activities help individuals to learn best. Reflect on what you observe, and feed this into your teaching practice so that you develop teaching techniques that benefit all learners in the class.

In learner-centred teaching, it is also important to remember that learners have varying abilities. In a class of different-ability learners, you will need to provide some learners with appropriate learning support through adapted teaching approaches, providing extra revision and practice activities, providing extension work, and so on. There are some ideas for assistance from peers and small-group teaching in the section that follows. Individual or small group teaching may be necessary in some cases, for establishing new concepts or difficult concepts.

Always remember to look out for ways to build each child's self-esteem, as this will have a direct impact on their confidence and ability to learn. Also encourage and empower learners to take responsibility for their own learning – by building practical life skills, such as note-taking, time management, organisational skills and general coping skills.

Individual work, pair work and group work

Learner-centred education uses a whole-class teaching approach to activity work or to get feedback from the class. As referenced before, learner-centred teaching moves away from the traditional view of the teacher as the source of all information, and the teacher spends less time talking in front of the class.

Within this approach, individual work remains essential. One useful way to actively involve individual learners during whole-class teaching is to give them active listening activities that need to be completed while you explain an idea or read from a textbook. Examples of active involvement include:

- listening carefully to identify particular moments in a story
- completing a map key by identifying the required information as you talk
- writing word definitions based on your words.

Individual homework is also useful, as it allows learners to prepare work that you can more formally assess to check their understanding of a particular piece of work.

It is suggested that you vary the kinds of activities you do, and include pair-work or group-work activities. If you combine a range of whole-class work, individual work, pair work and group work, most learners respond well to the variety. When you do group work, use different groups in different activities, and do different kinds of group activities. You will find guidance about how to manage group work below.

The following examples show typical group- or pair-work situations:

- discussion
- brainstorming
- sharing experiences
- planning
- identifying problems
- problem solving
- finding solutions.

Research activities are ideal for mixed individual, pair work and group work where learners discuss an activity requiring research, divide the tasks up, undertake different sections of work individually and then report back to the group. They then work together on the presentation. This develops responsibility and planning skills.

For pair work, you can pair up learners with similar abilities or mixed abilities. Learners work well in pairs, as it is easier to concentrate than working in bigger groups. In mixed-ability pairs, learners who understand the work more quickly can help to explain concepts to another child. Peer learning develops social skills, makes learning enjoyable and children usually enjoy working together in this way.

It is important to assess individual contributions to pair work and group work as well the way that a pair of learners or a group of learners work together to make sure that everyone is actively participating in all activities. There is more about this in the 'Assessment' section below.

Mixed-ability and same-ability groups

You should make use of mixed-ability groups and same-ability groups at different times.

- In many situations, it works well to place learners in groups where there is a mix of ability levels. Learners with greater ability can assist with facilitating the activity if they take the lead with some aspects of the work, for example, by reading out tasks, keeping the group focused, sharing ideas or explaining concepts, commenting on suggestions and helping the group decide how to prepare feedback. It is important, however, that these learners do not dominate

the groups and that they understand that everyone has a role to play in group work. There is more about this in the 'Group roles' section below.

- At other times, you may want to split up learners into same-ability groups. For example, you might want to give learners who have mastered a concept time to extend their knowledge further through research or more complex activities. You can use the extension activities in this book, or plan your own. While the more able learners work independently on an additional task you have explained, you can work with a group of learners who need more time to understand the basics of a task or activity. See the section, 'Removing barriers to learning', for more guidance on supporting learners who need additional guidance.

Group roles

In a group, every member has a role – that is, they all need to take part actively in the task they are working on. It is useful to introduce your class to the idea that it helps if some individuals take on specific roles within the group, for example:

- someone to read out the activity
- someone to check that everything has been done
- someone to take notes
- someone to research a particular topic
- someone to report back to the class.

You might want to appoint a group leader, or someone to ensure that everyone works peacefully and respectfully – a harmoniser, who is appointed to manage disagreements and report to you if the group needs help. Establish the above roles with learners when appropriate.

The value of group work

The following points identify why group work can be of value in a learner-centred classroom.

- Group work prevents learners from being passive as they are put in a situation where they need to actively engage in what is happening.
- Group work allows for a great variety of activities, and in that way meets the needs of different learning styles and ability levels in the classroom.
- It allows learners to interact with others so that learners have the chance to learn key social skills and interpersonal skills such as participation, sharing ideas and communicating respectfully.
- It allows learners to understand how to work with a range of different learners and manage differences of opinion.
- Shy children often find it easier to talk in a small group than in front of the whole class.

- Group work allows children to work out things for themselves, without being dominated by the teacher's ideas.
- Group work also creates opportunities for the teacher to observe learners as they interact in different ways and it creates opportunities for you to interact with more learners – helping you to understand the learners better.
- Letting children move around and interact as they move into groups energises learning both physically and psychologically.
- Group work allows learners to share resources, which is useful if there is a shortage of any particular items in the classroom.

When learners undertake group work, it is important to stress life skills such as good communication, honesty and responsibility to the learners as they undertake any pair work or group work. The skills the learners acquire at school will benefit them at home and in the community and help them to become responsible citizens.

A practical approach to group work

The following hints and tips will help you when the learners do group work.

- Explain the activity clearly, and support your verbal instructions with written instructions for them to refer to. The instructions can either be written on chalk board or be found in a textbook.
- Break down long activities into short sections and let the learners work through one section at a time.
- Decide beforehand if there will be a formal output of the activity – for example, a poster, diagram, a piece of writing, role play or oral report – or whether you will get quick verbal feedback by going around all the groups in the class for a minute or two at the end of the lesson or task.
- Plan whether you want mixed-ability groups or same-ability groups and what the group roles are.
- Tell the learners which groups they will be working in and give them instructions on how to physically move into the group work space. This will avoid confusion and allow learners to settle quickly into their groups.
- As the learners work, you need to actively facilitate what they are doing.
 - Walk around and listen to what is happening. Use questions to encourage learners to explain what they are doing and promote thinking about how to solve problems that they encounter.
 - Model ways for learners to participate in groups; for example, give examples of questions they can ask each other, or give a few suggestions if they are brainstorming ideas, then ask for more.
 - Make links between what they already know and what they are now exploring. Activating prior learning in this way will give the learners confidence and encourage them all to participate in the group work.

- Make sure the learners know how they will be presenting their group work to the class or to you. (Note that, whether learners work in groups or on their own, they need to develop skills to present their work to the class or their peers – for example, formal presentations, posters, role plays or in answers to direct questions from the teacher.)
- While the learners work, and after presentations, ask them questions to help them think about *why* they did what they did. Ask questions related to methodology and process such as:
 - What techniques did you use to do that sum?
 - How did you decide how to divide up work?
 - Was the reading list helpful?
 - Why did you decide to ask that person for help?
- To build self-esteem, look out for ways to praise learners for their presentations.
- Where you want learners to look at alternative ways to do things, do this tactfully – in other words, give them constructive feedback (feedback that helps them to solve the problem) on their work, both during and after the group activity.

The section below, 'Managing larger classrooms in learner-centred education,' gives some ideas for managing group work effectively.

The core competencies of the new curriculum

The new curriculum focuses on competencies. Competencies are things learners need to be able to do. You will find that, for learners to develop the core competencies, they need to do activities where they work out meaning together, that is, participatory and interactively. Core competencies and examples of developing them:

- To develop *critical thinking and problem solving skills*, learners will need to actively participate in tasks and activities where they use existing knowledge and skills to, for example:
 - solve problems
 - explain what is right or wrong about an idea.

An example of developing critical thinking and problem solving skills would be when learners use figures about average monthly rainfall to work out when to plant crops and explain when it is right or wrong to plant crops.

- To develop *creativity and innovation*, learners need to, for example:
 - generate ideas
 - make things
 - explain how to do things differently.

An example of developing creativity and innovation would be when learners read case studies about how several communities have responded to frequent

flooding caused by global warming, and then brainstorm new ways to prevent loss of crops.

- To learn to do *research*, learners need to do activities where they:
 - use resources to find out information for themselves
 - use research to answer a question that you, or they, have decided on.

An example of developing research skills would be when learners talk to members of the community about traditions relating to marriage, and then use the information to make a poster about it.

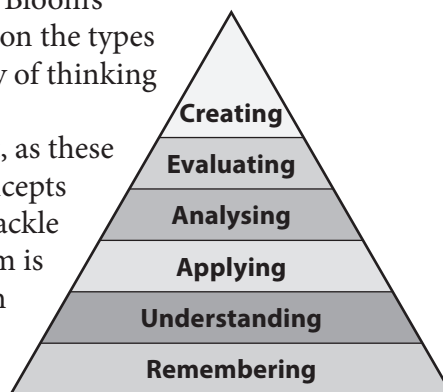
- To develop the competency of *communication in official languages*, learners need to:
 - actively participate in listening, reading and writing activities
 - talk to peers as part of pair work and group work
 - ask and answer questions in class
 - present orals and provide feedback on their work.
- To develop *co-operation, interpersonal management and life skills*, learners need to work on activities or projects that involve co-operation with others, and also other activities and projects that require independence – in other words, they will need to do activities requiring different kinds of interaction, as individuals, in pairs, in groups and as a class.

Different cognitive levels in the curriculum

Bloom's taxonomy is one of several systems that can be used to evaluate the level of learners' thinking (cognition). The different levels of thinking can be assessed by different types of questions and activities. In Bloom's taxonomy, all thinking skills are assigned to higher and lower levels, using a classification system. (See the diagram below. The classification was established in 1956 by an American committee of educationalists, led by Dr Benjamin Bloom.)

It is useful for teachers to be able to set questions and activities, and analyse answers to these questions and activities, using Bloom's taxonomy. Many of the core competencies rely on the types of activities that rate high on Bloom's taxonomy of thinking skills.

Lower-level activities are also very important, as these help the learners to develop a core of skills, concepts and knowledge that they can build on as they tackle the higher levels of competency. The curriculum is designed to encourage the development of both lower- and higher-order thinking skills. Learners are expected to move from the bottom of the triangle to the top as they master and develop their skills.



A representation of the revised version of Bloom's taxonomy

Before you ask higher-level questions that require learners to apply, analyse evaluate (compare), or before you ask them to create something new (requiring synthesis, or open-ended critical thinking or problem solving), make sure that learners remember and understand the basic information and facts they need to apply for higher-level work. If learners are confident about their knowledge and understanding, they are more able to succeed at the higher-level activities.

Assess the learners' understanding of the core knowledge they need through comprehension questions, short tests and simple practical exercises that test their skills and knowledge. Here are some useful practices for developing the higher level skills of application, analysis, evaluation or creativity:

1. Ensure that the basic reading, writing, research and communication skills are in place – including visual literacy.
2. When you introduce new concepts, skills or knowledge, start by finding out what learners already know.
 - Ask questions that have correct and incorrect answers (use the question words *what*, *who*, *when* and *where*).
 - Set activities that learners know how to do or can already answer.
3. Then spend time helping learners to grasp the basics of new skills, knowledge and concepts. As you teach, stop and ask quick recall questions, or give quick written activities to check that the learners understand the facts. Make sure you provide opportunities for learners to practise and consolidate each time they engage with new skills, knowledge and content.
4. To encourage critical thinking, prompt the learners to think for themselves, using questions to point them towards the answers to activities they do.
5. Open up the learners to the idea that there is a variety of knowledge and voices in the world, and encourage them to use research as a tool for learning.
6. Allow time for interactive work. As learners work in groups, allow them to ask you questions or make comments, and stop the process to talk as a class when needed.
7. Encourage discussion and debate, as these will both help learners engage more deeply with topics and teach learners about tolerance of different opinions.
8. Encourage learners to think about how and what they are learning. If they are faced with a difficult concept, be honest and tell them that it is challenging, and ask them to let you know if they need help while they are working.
9. Before you set tasks or projects, make sure you have a clear sense of what you are asking learners to achieve. Aim to challenge learners a little, but not to frustrate them. Always grade the activities according to how complex they are.
10. Be aware that learners have varying abilities and consider this in your teaching approach. Make sure you have planned how to both support and

extend learners, drawing on your own ideas. (One suggestion is to use same-level groups or individual work for remedial and extension activities.)

Managing larger classrooms in learner-centred education

This section looks at some of the classroom management practices that will help you to develop learner-centered education in your classroom. These practices are useful for large classes where teachers need to be particularly skilled and focused on classroom management. If you are dealing with larger numbers in your class, you will have less time to think on the spot, so careful planning will make all the difference to successful learning.

Managing the classroom environment

Think about how you use the teaching space that you have – your classroom, other teaching areas, and the grounds of the school.

- There needs to be sitting space and surfaces for working with books, as well as some storage space for items that are not used regularly. Request that furniture that is not needed, that is too large or takes up space, is removed. Think creatively about how to use what spaces you have – in hot weather for example, it might be cooler and calmer for learners to work outside under a tree. This kind of environment would be well-suited to oral work.
- Arrange the furniture in the classroom to create pathways for learners to move in and out of the class easily and quickly, as well as pathways for you to move around and interact with the learners. In large classrooms in particular, it is important that you are able to move around and talk to different learners as they do their work.
- For group work, you could ask learners to group chairs around one or two desks or sit outside in a circle on the ground. You want to encourage learners to talk, so make sure groups are seated so they are close enough to hear each other without having to talk loudly. Letting learners work outside can give them the space they need to focus and work quietly.
- Think creatively about ways to display posters and work, for example, hanging work on string with a paper clip next to the board or using the wall outside the classroom door as a display space.
- Plan to make children with special needs feel comfortable in your classroom. See ‘Inclusive education’ below for more about this.

Managing the social dynamics of the classroom

The social dynamics that you create in your classroom are very important. Make your classroom a place where learners feel they are safe and accepted and feel they have a place and have a role to play. The following ideas suggest how this can be done.

- Build a community in your classroom by establishing rules for reasonable behaviour at the start of the year. This will help you to manage the classroom better and allow you to benefit from the maximum teaching and learning time in each lesson. You can revisit or relax rules once they are established or once learners understand the reason for the rules.
- Make sure you learn the names of class members as soon as possible. This will help the learners to feel accepted and part of the class community. Use whatever techniques work for you, for example, ask learners to introduce themselves, take roll call every day, have name cards on desks for large classes, or memorise a row of names and faces at a time.
- Some teachers like to break up large classes for the first few weeks, working only with a small group of learners at a time to begin with. This is a helpful technique because it allows you to understand how each learner learns best. You will need to ensure that the other learners have tasks that they can get on with while you work with individual groups.
- Positively encourage talking and self-expression in the first few weeks of a new year to break the ice and help learners become confident enough to speak. The success of a learner-centred approach to teaching requires all learners to participate in their learning. Observe and assess that all learners are participating actively and encourage shy or quiet learners to contribute.
- During the first few weeks of the first term, include activities that require learners to tell you and each other about themselves, their interests and their abilities.
- Make yourself accessible before and after lessons so learners can talk to you if they need to. If you notice that some shy or quiet learners are not participating in group work or whole-class work, try to spend some time with them before or after class and find ways to encourage them to take part in discussions.
- If possible, always make sure you are in the classroom a few minutes before the lesson starts, as this will help you ease calmly into the lesson, and will encourage learners to get there early themselves.
- Set up a system for using learners as classroom assistants for a week or two at a time. They can help you take in books, hand out equipment, set up apparatus, etc. Use this time to get to know those learners better, finding out about their personal interests and backgrounds.
- Ask learners to let you know when classroom conditions are making it difficult to concentrate and learn, for example when it is too hot, or noisy, or they are feeling sleepy because they have sat for too long. Very simple stretching exercises or a walk outside in the school grounds for just a minute or two can help learners to refocus their attention on tasks and activities.

Planning ahead

Planning is the key to a successful lesson and to achieve the most out of activities and tasks that you set for the learners. The following hints may be helpful.

- Plan ahead of each lesson so that you can bring in resources (and assistants) wherever necessary; for example, you may need to approach and recruit parents, retired teachers, graduates, or skilled member of the community to present and participate in the classroom activities when the syllabus or specific tasks require it. (Be sure to check with the head teacher before you ask anyone to come into the class.)
- Read up on the work you are presenting, so that you know it well.
- Prepare a formal lesson plan, including the objectives for the lesson. Use this to organise yourself before the lesson, and then again after the lesson to review what was achieved during the learning experiences.
- Plan one or two learning activities that you can present in a logical and orderly manner per lesson. Make sure there is an activity where learners apply what they have learnt in the lesson, and that there is a way to establish whether learners have understood the work, for example, a quick quiz, a report back discussion, or self- or peer marking of work. As part of your lesson plan, identify what you will set as homework or an assessment assignment to be completed at the end of the lesson.
- Plan in advance whether you will be using mixed-ability or same-ability groups in the lesson, as well as where you can create opportunities for extension or remedial activities.
- Decide how to present the instruction to the class, if and how to break up classes into groups, how to hand out resources (including remedial and extension activities) and how to manage any presentations or feedbacks. If you work out in advance how to manage these details, you will benefit from gaining as much teaching and learning time as possible during the lessons.
- You will need to pay particular attention to strategies for observing and assessing each individual, as well as providing activities that support or extend learners.
- Plan how to collect specific materials for particular lessons, tasks or projects. Think of creative ways to find the materials you need, whether they be library books, textbooks, poster-making material or equipment for practical activities. If you plan in advance and let parents or the community know what is needed, you will encourage parents to become more involved in their children's education; for example, they can help their children to bring in resources from home for making crafts or doing a recycling project.

- Plan to make use of resources in the community and school in order to get learners out of the classroom when appropriate; for example, visits to libraries, places of work, collections of art, etc.

Managing the learners during the lesson

In a large class, it is particularly important to get your learners' attention at the beginning of the lesson, so that they settle down immediately and pay attention. You will find some tips below about how to keep the learners focused during the lesson:

- If you are teaching or reading from a textbook to teach new information, break this up with activities that encourage active learning, for example, short comprehension activities, quizzes, report-back answers, etc.
- Encourage questions and comments while the lesson is happening and allow time for these in your lesson plan.
- Acknowledge when work is difficult, and ask the learners to concentrate particularly hard and respect their classmates if they need more time to understand difficult concepts. Encourage the learners to speak up when they do not understand something or if they need you to repeat something.
- Learners in large classrooms will have a lot of distraction to contend with. Present important information at the beginning of the lesson and then repeat it during the lesson. Draw attention to core information by telling learners that it is important information. Repeat key information at the end of each lesson, saying something like, 'so the most important things to remember from today's lesson are ...'
- Use times when learners are handing out materials or moving around into groups as an opportunity to establish a sense of commitment to getting the job done quickly and quietly. Encourage learners to apply themselves to their work with a sense of purpose.

Inclusive education

The new curriculum states that all Rwandans have the right to access education regardless of their different needs. What this means is that all children should benefit from the education that is available. The inclusive approach means that children with special education needs should be accommodated, as far as possible, within mainstream schools.

There are many benefits to bringing learners with special education needs into the mainstream classroom. Learners with special education needs are hugely enabled by being included in mainstream education, as they are stimulated to learn and interact by seeing what other children are doing. Learners with special education needs feel respected and acknowledged when they are included in mainstream education, and other children learn to respect and understand that there are people with different needs. Ideally, children learn to respect and

embrace difference, rather than fear difference. They learn that there are different approaches to doing things, and that we all contribute in different ways. In this way, diversity is seen as a positive strength, rather than a problem.

Special education needs can be emotional, physical, sensory and intellectual learning challenges. There is a wide range of special education needs and they affect different learners in different ways. Teachers now need to consider these special needs while developing lesson plans and teaching strategies. If children with special needs are in the class, their needs must be met, to the best ability of the teacher and school.

These needs will obviously differ from learner to learner and class to class, but it is important that teachers know that they are able to draw on the support of communities, other teachers, heads of school and the education officials, to come up with strategies to include children with special needs in the mainstream education system. As a teacher, it is important to assess whether you are able to provide for the learners' needs in your classroom on your own, or whether you need classroom assistance with learners who need more dedicated attention. Remedial education specialists will be able to assist your school in making decisions, based on professional assessments of the learners concerned.

The guidelines below are very broad, and you will need to take time to acquaint yourself with current approaches to the special needs of the children you are actually working with.

Removing barriers to learning

With the support of people dedicated to creating an inclusive learning environment, you will need to think creatively about what may hinder learning for learners with special education needs, and work with this when you prepare your lesson plans. The following barriers to learning must all be considered:

- sight impediments
- hearing problems
- underdeveloped reading skills
- underdeveloped writing skills
- poor speech
- poor communication skills
- mobility impairments
- lack of good nutrition
- poor parental support.

Practical tips for overcoming barriers to learning

The following hints and tips may help you to overcome barriers to learning:

- When you can overcome a barrier (for example, by adapting an activity so that the child with the physical disability can complete it), you have removed the barrier and given the learner an equal chance to benefit from an activity.

- Adapting the classroom so that a learner can move in a wheelchair or creating space for an assistant could remove the barrier.
- Explain the concept of removing a barrier to learning to the class, so that they understand that sometimes there are simple solutions to inclusive education. Encourage them to share suggestions to help their classmate participate fully in each activity. In particular, ask the affected children and their parents to make suggestions to you.
- Removing a barrier may mean finding specialised equipment. It could mean that a sight- or hearing-impaired learner sits at the front of the class, or it could mean printing out text in a bigger or clearer font so that a learner with visual problems can read more easily.
- You can create an emotionally supportive environment for a child with special education needs by placing him or her in a group of generous learners who work well and are patient and co-operative. Involve the learners in these groups in overcoming the social and emotional barriers by explaining to them how they can help.
- Some barriers to learning may come from the learner's home environment, for example, lack of parental support for homework and other school activities, alcohol abuse in the home, violence and abuse, parental illness or absence. Getting to know about the circumstances of each learner will help you to help the learner manage the home environment better. Where possible and appropriate, bring such barriers to the attention of special support groups that can offer the child more support outside of school hours.
- Some learners with special education needs may find the ordinary pace of teaching a barrier to learning. Some suggestions for adapting teaching strategies are given below.

Adapting your teaching strategies for learners with special education needs

Learning activities and assessment strategies will have to be adapted for learners who find the ordinary pace of teaching too demanding. In addition, you may need to give some learners greater individual attention, more time to complete tasks, or you may need different resources. The notes below provide further details on how to adapt teaching strategies for learners with special education needs.

Allowing more time for learners with special education needs

Learners with special education needs often require more time to complete a task. They will be assessed against the same learning objective as the other learners, so a key challenge will be working out how they can spend longer on the work they do. You will have to carefully select and adapt tasks so that these

learners are still given the opportunity to develop the same knowledge, skills and attitudes as the other learners in the class.

Building self-esteem in children with special education needs

A child with special education needs who has good self-esteem will do better than a child with special education needs who has low self-esteem. Here are some practical ways to build self-esteem in all learners:

- Get to know what they do well by asking parents for advice and information about their child's interests and abilities.
- Point out their talents and abilities to them and raise this in class when it is appropriate.
- Mention specific examples of things that they did well when you praise, rather than generalising. For example, rather than saying, 'Good work!', say instead, 'Your handwriting was very neat and your vocabulary was good.'
- Encourage them to make a habit of praising themselves when they get small things right. Teach them to celebrate their strengths and build on them.
- Like other learners, children with special education needs benefit from knowing when the work they are doing is particularly hard or challenging, and from having work broken down into small steps. It is also reassuring for them to know that others also struggle with difficult work.
- Encourage them to make an effort to overcome challenges and frustrations. Give them regular feedback so that they know you are concerned and interested in how they are doing.
- Keep learning stimulating and active. Children with special education needs will enjoy outings and activities that take them out to explore the wider environment.

Identifying learners with a learning difficulty or learning disability

Learners with a learning difficulty or learning disability have the same intellectual ability to understand content as other children in the class, but they are not always able to express this ability as academic achievement because they have difficulties in one or more of the following areas:

- reading
- comprehension
- listening
- spelling
- oral and written expression
- mathematical calculation
- reasoning.

These are some things you may notice in a learner with a learning difficulty or disability:

- The learner gets frustrated easily.

- He or she gets confused easily.
- The learner cannot focus for a long time.
- He or she has a poor concept of how long things take.
- The learner finds it difficult to control emotions.
- He or she has self-esteem problems.
- The learner finds it difficult to work with others.
- He or she has fixed ideas.
- The learner has problems with basic skills such as reading and writing.
- He or she does not manage change very well.
- The learner cannot follow complicated instructions.
- He or she cannot remember written or oral instructions.

The challenge in dealing with a child that has a learning difficulty or learning disability is to find out how to create an appropriate learning environment for each learner so that they can develop their full capabilities. Ideas for this are provided below:

- Plan for the learners to work more slowly or individually with others (yourself, an assistant, another learner) when appropriate.
- Use remedial activities that you develop yourself for the particular child. If possible, consult a specialist to help you develop additional remedial activities.
- Supply instructions in the most helpful way for that learner, for example verbal, visual or written.
- Break down complicated long tasks into shorter ones with clear instructions.
- Give learners immediate and specific feedback on progress so they are confident to continue with the task or activity they are completing.
- Follow the tips below on building self-esteem in children with special education needs.

Dyslexia is probably one of the most well-known learning disabilities that affects children who find it difficult to spell, read and write. A professional evaluation will be very helpful if you suspect dyslexia, as these learners will benefit from specialised support, in addition to the support you can give them.

It is important to note that some learners are severely intellectually disabled and will not usually be able to manage in a mainstream classroom. It is necessary to call on the expertise of trained psychologist to help determine if a child in your class needs a specialised education environment.

Creating extension opportunities for learners with higher ability

Another category of learners with focused education needs are students with higher academic abilities who will benefit from being extended in the classroom environment. Learners with higher academic abilities are the students who:

- are curious and imaginative
- remember information well
- finish activities early
- can focus for longer
- extend their own work in creative ways
- are organised
- can work independently
- enjoy the challenge of complex tasks
- understand concepts quickly and thoroughly.

If you have learners with higher academic ability in your class, you will need to prepare and provide extension activities for them. Put these learners together in same-level ability groups for some activities, so that they can challenge each other to go further. Other strategies for meeting their needs include the following:

- Encourage them to do additional reading and to use the library and read newspapers.
- Encourage participation in appropriate extra-murals such as discussion forums, current affairs societies, chess club, and so on.
- Give these learners open-ended extension activities that allow for problem solving, and creative thinking, for example, ask them to research topics further, work out how to apply something to their community, etc.
- Create opportunities for them to take on leadership roles, where appropriate.
- Watch out for social problems that may impact on the overall development of these learners, for example, shyness, anxiety or feeling 'different'.
- Create opportunities for the learners themselves to decide what they want to learn about (beyond the curriculum), or what projects they would like to do.
- Do not typecast such learners, for example as 'serious' or 'non-sporty', and give them opportunities to develop all facets of themselves.

It is critical to remember that inclusivity also includes being inclusive of gender and ethnicity. Every child must feel equally valued, must be given an equal chance to participate in education and must be given the same amount of attention in class. Teaching materials need to be unbiased, and no gender or ethnic group should be represented as less or more equal or able than another. Teaching should encourage learners to feel that they all have potential and that it will be recognised and developed to the best of the learners' abilities.

Assessment

Assessment is used for several purposes in this curriculum for learner-based education.

- Teachers observe and assess learners to see if they are achieving outcomes. (If learners are successful in achieving outcomes, then the teaching strategies are also successful.)

- Results of assessment can be used to help teachers plan future teaching strategies.
- Results of assessment can be used to provide feedback to learners and parents about learners' progress.
- Results can be used for a formal report on whether the learner has achieved the outcomes for a term or year.

Assessments are based on observations and results (data) collected by teachers. Assessment and the collection of data can be *formal* (marks from activities, tests and/or exams) or they can be *informal* (notes or daily observations that are used to form a decision). Two of the most important types of assessment are formative assessment and summative assessment.

Formative assessment

Formative assessment is used to give both the learner and the teacher quick feedback on how the learning process is going. This kind of assessment happens at the time that learning is happening so that, if the process is not successful, the teacher can then adapt learning activities and processes to address the problem. Often, formative assessments are not graded, but simply give a sense of success levels to help teachers make further decisions.

Different examples of formative assessment include:

- activities where groups provide feedback in class on what they are doing
- informal quizzes based on new content of knowledge
- checking how learners complete homework
- learners' responses to your questions in class
- the type and level of questions learners ask you
- self-assessment or peer-assessment questions that ask learners to reflect on what they have achieved at the end of a unit of work
- your observations of role plays, posters or demonstrations of new work
- your observations of pair work and group processes
- one-on-one meetings with learners where you discuss their work.

Recording formative assessment

Formative assessment is usually continuous because it happens on an ongoing basis – every week, and after or during most activities. You will need to have a system for recording your formative assessments of learners, especially in large classes, as this is very useful information that you will want to be able to draw on in your planning. You may want to keep dated notes on each learner, or use recording sheets for keeping a record of your assessment of particular activities. These are for your own use. See the recording sheet in the 'Resources' section for an example.

Summative assessment

You use summative assessment once you feel that the learners have been given sufficient opportunity to achieve an outcome, a skill or particular knowledge and understanding. You then use summative assessment to formally evaluate the level of the learner's achievement. Summative assessments are scored in some way and they are used as the basis for reporting back to the learners, parents, school and department on learner achievement.

Rubrics are often used for summative assessment in a learner-centred system. Rubrics contain graded statements about levels of learner achievement that you can use as the criteria for assessment. They are often used for project work, assignments, creative work, presentations, etc. Sharing the assessment rubric with learners at the start of the assessment process ensures that assessment is transparent and learners know how they are being assessed. It also means that learners know what they are expected to do and can work towards it. Checklists are another useful assessment tool. Examples of rubrics are provided in the 'Resources' section of this Teacher's Guide.

End-of-term or end-of-year exams and tests are forms of summative assessment, but summative assessment of particular outcomes can also take place during the term, perhaps at the end of a unit of work. Summative assessments therefore could include:

- tests and exams
- project work
- completed pieces of work (artwork, performances, demonstrations, creative writing)
- term papers
- assignments that cover selected outcomes.

Summative assessments can also be used for formative assessment purposes, for example when a learner's marks in a mid-year exam suggest that they need to do more revision before the end-of-year exam. Use suitable recording sheets for collecting and reporting on results of summative assessment. See the examples of recording sheets in the 'Resources' section.

Self-assessment and peer assessment in learner-centered education

Teaching learners self-assessment and peer-assessment techniques encourages them to reflect on their own learning, and is a useful classroom management technique in large classes. Getting learners to quickly mark or assess each other's work or their own understanding of something, will help to save time in the classroom and encourage learners to engage actively in all parts of their learning experience. Explain what rubrics and checklists are and how to fill them out. Make a point of explaining to learners that they must provide constructive

criticism to their classmates so that their feedback will help their classmates improve their skills. Feedback must always encourage further participation and excellence in learning.

There is a generic template for a rubric that can be used for peer or teacher assessment of group work in the 'Resources' section. Note that, if you use this template, you will need to fill in the criteria for the particular activity you are doing.

Content map

UNIT 1		PAGES 1-20
THE GEOGRAPHY OF RWANDA		
Number of periods	15 periods	
Introduction	Class discussion, use of opening picture, classroom display.	
Classroom organisation	Class, groups, pairs and individual.	
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • maps • diagrams • photographs • pictures • national flag • dictionaries • Internet access • school or public library access 	
Activities	<ul style="list-style-type: none"> • Discussion in groups about the province using a map. • Reading texts about the geography of Rwanda. • Demonstrating understanding of paragraphs, headings and numbering. • Interpreting a graph of temperature and rainfall. • Writing about temperature and rainfall. • Reading about agriculture in Rwanda. • Discussing in groups about agriculture, paying attention to the passive. • Writing sentences about agriculture, paying attention to the passive. 	
Activities (continued)	<ul style="list-style-type: none"> • Listening to texts about population in Rwanda, focussing on 'since', with the present perfect. • Writing sentences about population paying attention to 'since' with the present perfect. • Read about Rwandan trade, focussing on the passive. • Writing about trade in Rwanda paying attention to the passive voice. • Planning texts about geography in Rwanda, with several sections. • Writing and evaluating texts about geography, climate, agriculture and population in Rwanda: showing paragraphs, headings and numbering and paying attention to the present perfect tense and the passive voice. 	

Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation
Language practice	<ul style="list-style-type: none"> • Describing our province. • Describing geography. • Describing the climate. • Describing livestock, agriculture and fishery. • Describing the population. • Describing trade.
English	Recognise the use of the present perfect tense, passive and active voice with 'since'. Identify present simple), the use of paragraphs, headings and numbering.
Vocabulary acquisition	Words about: physical geography, population, farming, trade, etc.
Study skills	<ul style="list-style-type: none"> • Reading and understanding texts. • Researching information. • Reading and interpreting graphs. • Designing a leaflet.
Revision	Revises prior knowledge
Assessments	Activities, leaflet design, homework, formal assessment activity.
Learning outcomes	<ul style="list-style-type: none"> • Understand and describe the geography of the local province and of Rwanda. • Describe the climate and population of Rwanda. • Write a one page text about aspects of geographical features in Rwanda climate, population, trade, showing textual organisation. • Use the vocabulary of physical geography, population, farming, trade.

UNIT 2	
EDUCATION AND PERSONAL DEVELOPMENT	
Number of periods	15 periods
Introduction	Class discussion, use of opening picture, display of further education leaflets in classroom.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • photographs • pictures • leaflets on further education establishments • job advertisements • dictionaries • Internet access • school or public library access

Activities	<ul style="list-style-type: none"> • Discussion in groups about ability in subjects. • Listening to a dialogue about educational ambitions and career opportunities, focussing on 'I'd like', 'I'm interested in', if-sentences with 'you have to'. • Discussion in groups about educational ambitions and career opportunities, paying attention to 'I'd like', 'I'm interested in', if-sentences with 'you have to'. • Writing sentences about educational ambitions and career opportunities, paying attention to 'I'd like', 'I'm interested in', if-sentences with 'you have to'.
Activities (continued)	<ul style="list-style-type: none"> • Reading job advertisements and find out about qualifications, experience and earnings. • Finding out what people earn in different jobs, make a table. • Discussing and writing about the table. • Listening to texts by a person describing her educational and job or career. • Reading texts about a young person speculating about jobs, focussing on the second conditional and 'could'. • Discussing in groups and speculate about jobs, paying attention to the second conditional and 'could', with support, e.g. sentence starters. • Writing about own educational and job aspirations, paying attention to the second conditional and 'could'.
Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation
Language practice	<ul style="list-style-type: none"> • Describing ability at school. • Describing educational ambitions. • Discussing career opportunities. • Describing career development. • Discussing job possibilities.
English	<ul style="list-style-type: none"> • Identify the use of the first conditional, second conditional and 'could'. • List the vocabulary of work and jobs.
Vocabulary acquisition	<ul style="list-style-type: none"> • Work: experience, study, skills, earn, profession, skilled, etc. • Jobs: manager, journalist, accountant, teacher, etc.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Interpreting and comparing data. • Report writing. • Understanding and completing case studies.
Revision	Revises prior knowledge
Assessments	Activities, case studies, homework, formal assessment activity.
Learning outcomes	<ul style="list-style-type: none"> • Describe educational ambitions and discuss job opportunities in speech and writing. • Read and listen to texts about educational ambitions and job opportunities, educational and job or career opportunities. • Write about own educational and job aspirations.

UNIT 3	
ANCIENT EGYPT	
Number of periods	15 periods
Introduction	Class discussion, use of opening picture.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • diagrams • photographs • dictionaries • Internet access • school or public library access
Activities	<ul style="list-style-type: none"> • Reading texts about the achievements of the Egyptians. • Discussion in groups about the achievements of the Egyptians. • Reading texts about Egyptians in prehistory, focussing on the past perfect tense. • Writing sentences focussing on the past perfect tense. • Listening to texts about how the pyramids were built, with diagrams, focussing on the past simple passive. • Writing texts about a process paying attention to the past simple passive. • Reading texts about the knowledge and abilities of the Egyptians, focussing on 'could' and on abstract nouns with 'allowed them to', 'enabled them to' and the third conditional.
Activities (continued)	<ul style="list-style-type: none"> • Discussing in groups the knowledge of the Egyptians, paying attention to the third conditional. • Writing a short text in the past tense about knowledge and its advantages, paying attention to 'could' and to abstract nouns with 'allowed to', 'enabled to'. • Writing a short text about hypothetical situations in the past paying attention to the third conditional.
Competencies practised	literacy, numeracy, science and technology, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation
Language practice	<ul style="list-style-type: none"> • Describing Ancient Egypt. • Using the habitual past with 'used to'. • Describing processes in the past. • Describing ability in the past. • Describing hypothetical situations in the past.
English	<ul style="list-style-type: none"> • Use the past simple, past perfect tenses, the passive voice. • State the vocabulary related to historical Ancient Egypt, prehistoric Egypt the pyramids and expertise.

Vocabulary acquisition	<ul style="list-style-type: none"> • Ancient Egypt: pyramid, scientific, rule, civilisation, etc. • Prehistoric Egypt: herd, too, stone, pot, etc. • The pyramids: level, block, quarry, drag, etc. • Expertise: engineering, astronomy, literacy, etc.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Interpreting and drawing diagrams. • Writing a composition. • Writing reports.
Revision	Revises prior knowledge
Assessments	Activities, composition, report, homework, formal assessment
Learning outcomes	<ul style="list-style-type: none"> • Describe the achievements of the Egyptians in speech and writing. • Describe a construction process in the past in writing. • Describe the relationship between knowledge and achievement in the past. • Read and listen to texts about the achievements of the Egyptians, about how the pyramids were built, or about the knowledge the Egyptians possessed. • Write texts about hypothetical situations in the past.

UNIT 4**ECOLOGY AND MATHEMATICS**

Number of periods	15 periods
Introduction	Class discussion, use of opening picture.
Classroom organisation	Class, groups, pairs and individual, outdoors work.
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • diagrams • photographs • colouring pencils • paper • string • book identifying different species of plants in Rwanda • dictionaries

Activities	<ul style="list-style-type: none"> • Discussion in groups about a diagram of the soil. • Reading texts about soil, focussing on the passive, and label a diagram. • Writing a description of soil and its components and contents, using gap- filling. • Sequence pictures about soil erosion and match them with sentences. • Sequencing sentences. • Discussion in groups about soil erosion. • Reading texts about plants, focussing on the use of abstract nouns to describe function, and label a diagram. • Matching sentence beginnings and endings to describe function. • Listening to texts classifying plants describing the characteristics of each class; make notes in a table.
Activities (continued)	<ul style="list-style-type: none"> • Discussion about notes, and how to make simple notes, with a group, the teacher. • Discussion in groups, classifying a number of plants and justify the classification. • Classifying a number of plants and justify the classification in writing. • Going into the school grounds, bring in a plant, draw it and label it. • Conducting a survey of an area of vegetation and compiling a table of the classes and species of plants seen. • Talking and writing about the survey using percentages.
Competencies practised	literacy, mathematics, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation, science and technology
Language practice	<ul style="list-style-type: none"> • Describing soil components and contents. • Describing soil erosion. • Describing plants. • Talking about plant types. • Conducting a plant survey.
English	<ul style="list-style-type: none"> • Use abstract nouns, the passive voice (present simple) and countable and uncountable nouns. • State the vocabulary of plant types and parts of plants.
Vocabulary acquisition	<ul style="list-style-type: none"> • Soil erosion: carry away, moving, topsoil, deposit, etc. • Percentages and fractions: percent, two thirds, average, etc. • Plant types: herb, tree, grass, shrub, etc. • Plant parts: stem, leaf, root, flower, etc.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Conducting scientific research. • Labelling diagrams. • Analysing information. • Labelling, interpreting and drawing diagram. • Identifying parts of a plant.
Revision	Revises prior knowledge

Assessments	Activities, conduct a survey and write a report, homework, formal assessment
Learning outcomes	<ul style="list-style-type: none"> • Read about and describe soil components and contents and soil erosion, in speech and writing. • Read about and describe the parts of a plant and their functions in speech and writing. • Read about and classify plants in speech and writing. • Listen to texts and make notes. • Write about a survey of plants.

UNIT 5	
FRIENDSHIP	
Number of periods	15 periods
Introduction	Class discussion, use of opening picture.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • photographs • dictionaries
Activities	<ul style="list-style-type: none"> • Listening to someone talking about a friend and making notes about the person. • Discussion in groups about friends, using a photo, and describing them, using categories, of age, name, height, etc. • Writing a description of a friend. • Reading some reported speech and analysing in groups how the grammar of reporting works. • Writing a report of some direct speech. • Listening to someone talking about a planned event and reporting their conversation in speech and writing. • Listening to a dialogue between friends focusing on politeness, offers, requests. • Role play a dialogue with a friend being polite, making offers and requests. • Discussing in groups about what is good or not good in relationships between the sexes. • Writing a short text about relationships between the sexes.
Competencies practised	literacy, science and technology (biology), critical thinking, lifelong learning, creativity and innovation, communication skills, cooperation

Language practice	<ul style="list-style-type: none"> • Describing friends. • Recounting activities. • Reporting speech. • Getting on with people • Making offers and requests. • Talking about boy- and girlfriends and safe sex.
English	<ul style="list-style-type: none"> • Use formal and informal language. • State the vocabulary of politeness: describing people, safe sex.
Vocabulary acquisition	<ul style="list-style-type: none"> • Politeness: may, can, could, kind, sure, etc. • Describing people: honest, funny, tall, good at, etc. • Safe sex: respect, attractive, condom, safe sex, faithful, etc.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Describing. • Social skills. • Making a plan.
Revision	<ul style="list-style-type: none"> • Revises prior knowledge.
Assessments	Activities, plan an outing, write a report, homework, formal assessment
Learning outcomes	<ul style="list-style-type: none"> • Describe friends and friendship in speech and writing. • Use reported speech in speech and writing. • Express politeness, offers and requests in speech. • Read texts about safe sex. • Listen to texts about safe sex. • Write about relationships between the sexes and about safe sex.

UNIT 6	
STUDY SKILLS AND WRITING	
Number of periods	15 periods
Introduction	Class discussion, use of opening picture.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • photographs • dictionaries

Activities	<ul style="list-style-type: none"> • Reading an extract from a simplified work of literature. • Reading texts and selecting the main points; comparing them with others. • Writing headings and numbers and writing notes under them. Comparing them with others. • Writing a short summary and give it to others to evaluate. • Working in groups, choosing a group leader, keeping time, reporting, etc. • Planning to write using notes. • Evaluating one's own and others' writing from the viewpoint of punctuation, grammar, etc. • Reading short texts showing the key features of a few common school language functions. • Practising writing short texts using a few common language functions.
Competencies practised	literacy, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation, science and technology (biology), life skills (cooking and study methods)
Language practice	<ul style="list-style-type: none"> • Instructions for working in class. • Reading extracts from literature. • Writing compositions. • Making notes. • Writing a summary. • Recounting. • Explaining. • Defining. • Giving examples. • Contrasting. • Listing.
English	<ul style="list-style-type: none"> • Plan and evaluate writing, make notes and write a summary, use connectors in key language functions. • List the vocabulary of key school language functions.
Vocabulary acquisition	<ul style="list-style-type: none"> • Working in class: group, pair, report, chairperson, etc. • Making notes and writing summaries: select, points.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Summaries, making notes and explaining. • Working in groups. • Following instructions.
Revision	<ul style="list-style-type: none"> • Revises prior knowledge.
Assessments	Activities, composition, homework, formal assessment

Learning outcomes	<ul style="list-style-type: none"> • Read an extract from a simplified work of literature. • Work in groups and organise the work of the group. • Plan a short text using notes. • Write a short text and evaluate it from the viewpoint of grammar, punctuation, spelling. • Listen to and read a short text exemplifying a common school language function. • Write a short text demonstrating the use of a common school language function.
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UNIT 7	
LEADERSHIP AND FAMOUS PEOPLE	
Number of periods	15 periods
Introduction	Class discussion, use of opening picture, pictures of famous people.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher’s Guide • Learner’s Book • pictures • photographs • dictionaries • magazines • Internet access • school or public library access
Activities	<ul style="list-style-type: none"> • Reading texts about a famous Rwandan leader. • Discussion in groups about a famous Rwandan leader. • Writing about him/her. • Drawing a timeline of his/her life. • Listening to dialogues talking about leadership styles. • Discussion in groups about leadership styles and giving examples of leaders and what they did which exemplifies their style. • Writing own opinion about leadership styles and giving examples of what they did which exemplifies their style. • Reading about a famous person in Rwanda, focusing on when- and because-clauses. • Making notes about own life story and comparing notes with other learners.
Activities (continued)	<ul style="list-style-type: none"> • Discussion in groups about another famous person in Rwanda, describing their life story, paying attention to when- and because-clauses. • Writing a plan of texts about a famous person, dividing the text into paragraphs. • Writing and evaluating the text, paying attention to the past simple tense and to when- and because-clauses.

Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, cooperation
Language practice	<ul style="list-style-type: none"> • Talking about a famous Rwandan leader. • Talking about leadership styles. • Giving opinion about leaders. • Talking about a famous person in modern Rwanda. • Talking about famous people.
English	<ul style="list-style-type: none"> • Identify when the use of the past simple tense, and clauses. • State the vocabulary of leadership styles, character.
Vocabulary acquisition	<ul style="list-style-type: none"> • Leadership styles: tolerant, authoritarian, violent, democratic, etc. • Character: simple, unpretentious, good-natured, reserved, etc.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Debating. • Writing and comprehension. • Group discussions.
Revision	Revises prior knowledge
Assessments	Activities, composition, homework, formal assessment
Learning outcomes	<ul style="list-style-type: none"> • Describe a famous Rwandan leader in speech and writing. • Describe leadership styles and exemplify them in speech and writing. • Describe the life story of a famous person in Rwanda in speech and writing. • Read and listen to texts about a famous leader in Rwanda, about leadership styles, or about a famous person in Rwanda. • Make notes on a written text. • Plan, write and evaluate texts. • Write the life story of a famous person.

UNIT 8**BUSINESS**

Number of periods	15 periods
Introduction	Class discussion, use of opening picture.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • resource person • pictures • photographs • dictionaries • examples of advertisements cut from magazines • Internet access • school or public library access

Activities	<ul style="list-style-type: none"> • Reading texts about entrepreneurship and make notes; comparing notes with others. • Discussion in groups about entrepreneurship, paying attention to sentences with 'if'... 'not', 'unless'. • Completing sentences with 'if' ... 'not', 'unless'. • Reading texts about running a business. • Talking about the text in groups and look for all the terms which explain and define (e.g. 'are defined as', 'involves', etc.) • Listening to a business person talking about aspects of running a business. • Reading about a small business in Rwanda and make notes. Compare your notes with others.
Activities (continued)	<ul style="list-style-type: none"> • Writing a short summary of the text. • Reading an interview with a businessperson, focusing on the third conditional. • Writing sentences about a business, paying attention to the third conditional, with support, e.g. match main and subordinate clauses. • Writing about a time or incident in the past and speculate, paying attention to the third conditional.
Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation, mathematics
Language practice	<ul style="list-style-type: none"> • Describing entrepreneurship, a business, production, marketing. • Defining costs. • Making a business plan. • Recounting the development of a business.
English	<ul style="list-style-type: none"> • Recognise the use of 'if', 'unless', 'need to', 'be able to', 'have to', 'must', the third conditional. • List the vocabulary of entrepreneurship, costs, production, marketing, defining.
Vocabulary acquisition	<ul style="list-style-type: none"> • Entrepreneurship: risk, communicate, control, innovator, etc. • Costs: utilities, rent, overheads, sale, etc. • Production: schedule, supply, chain, production, etc. • Marketing: brand, advertise, sponsor, online, etc. • Defining: refers to, means, is defined as, involves, explains, etc.
Study skills	<ul style="list-style-type: none"> • Researching information. • Reading and understanding texts. • Reading and completing case studies. • Comprehension. • Calculating and analysing financial costs. • Drawing up a business plan. • Group discussions.

Revision	Revises prior knowledge
Assessments	Activities, comprehension, homework, formal assessment
Learning outcomes	<ul style="list-style-type: none">• Describe entrepreneurship orally.• Define business terms in speech and writing.• Read texts, make notes and make a summary.• Read and listen to texts about entrepreneurship, running a business, a small business in Rwanda, or an interview with a business person.• Write hypothetically about a time or incident in the past and discuss, outcomes.

Lesson plan

School Name: _____ Teacher's name: _____

TERM	DATE	SUBJECT	CLASS	UNIT NO	LESSON NO	DURATION	CLASS SIZE
 /...../ 20..... 1....	40 mins
Type of Special Educational Needs and number of learners				To be filled in by the teacher			
Topic area:		Oral and written communication					
Sub-topic area:		N/A					
Unit title		Unit 1 Geography of Rwanda					
Key Unit Competence:		To use language in the context of geography of Rwanda					
Title of the lesson		Describing our province					
Learning Objectives:							
• Knowledge and understanding:		Recognise the use of the present perfect tense passive. Appreciate and locate own community and province					
• Skills :		Describe the geography of the local province and of Rwanda, the climate and population of Rwanda.					
• Attitude and values:		Appreciate the beauty and physical features of Rwanda.					
Plan for this Class (location: in / outside)		Inside: allow for pairs and group work					
Learning Materials (for all learners)		<ul style="list-style-type: none"> • Learner's Book • Dictionaries 					
References		<ul style="list-style-type: none"> • Dictionary • Map of Rwanda • Learner's Book • Teacher's Guide • Maps • Diagrams • Photographs • Pictures • Picture of national flag 					

STEPS AND TIMING	DESCRIPTION OF TEACHING AND LEARNING ACTIVITY		COMPETENCES AND CROSS-CUTTING ISSUES TO BE ADDRESSED
	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	
<p>INTRODUCTION: Use the introductory pictures on page 1 in the Learner's Book to introduce the lesson.</p>	Ask questions about the pictures for learners to identify specific features.	Learners respond to questions by talking about the pictures.	<p>Knowledge:</p> <p>Skills: Communication Literacy, citizenship and national identity, critical thinking, lifelong learning, creativity and innovation</p> <p>Attitudes and values: Patriotism. Appreciate the environment.</p>
Find your province and your town on the map of Rwanda.	Look at the map of Rwanda on page 2. Ask learners to work in groups and find their province on the map. Ask learners to talk about their province and describe its location.	Learners ask each other to describe their location. They must describe the area in which they live.	
In this lesson we will be talking about the geography of Rwanda. Name the main provincial towns of the province that you live in. In groups, learners must discuss the different provinces and share what they know about them. (5 min)	<ol style="list-style-type: none"> 1. Clarify for learners that this lesson will be about Rwanda and express enthusiasm for the natural beauty of Rwanda. 2. State the objective of learning to use the present perfect tense when speaking. 	Ask learners to verbally share experiences of different places in Rwanda.	
	Write the objectives on the board. Display a map of Rwanda on the classroom walls.	Learners must look at the pictures and understand the objective of the lesson.	

<p>DEVELOPMENT OF THE LESSON (30 mins)</p>	<p>Discuss the main features of your province with learners and use the board to demonstrate how to lay out a description with headings and paragraphs. Leave the plan on the board to guide learners whilst they undertake the activity.</p>	<p>Learners complete activities 1 and 2 from the Learner's Book. They must use a main heading and paragraphs in activity 2. They must make sure that they include the names of the province, the main provincial town, the neighbouring provinces and any mountains, lakes or rivers.</p>	<p>Knowledge: Geography, language structure</p> <p>Skills: communication, literacy and numeracy, identify</p> <p>Attitudes and values: Appreciate Rwanda, be aware of its geography, application of verbal skills.</p>
<p>Talk about using the present perfect and complete an exercise</p>	<p>Use the Learner's Book page 3 to explain the present perfect tense to learners. Give extra examples to any learners who struggle with this tense. Read the text pages 3–4 with learners.</p>	<p>Read about the physical features of Rwanda on pages 3–4 and discuss in groups</p> <p>Explain activity 3 to learners. Set activity 3 for homework</p>	
<p>Conclusion (5 min)</p>	<p>Summary Give the opportunity for learners to ask questions. Ask them to look at the map again and find various towns. Learners should be able to locate regions on the map and use the present perfect tense.</p>	<p>Learners to use the grammar structures they have learned by talking about various pictures of Rwanda that the teacher has placed round the walls.</p> <p>Learners to construct quiz questions about Rwanda to ask each other.</p> <p>Allow time for learners to look at the pictures on the walls.</p>	<p>Knowledge: Use of the present perfect tense and the active vice.</p> <p>Skills: Discover, talk, identify, communicate</p> <p>Attitudes and Values: appreciate, be aware of, national pride</p>

Conclusion (5 min) (continued)	Assessment Verify using different methods the level of attainment of the learning outcomes. Ask questions using the present perfect tense.	Play a guessing game asking learners to locate various towns on the map.	Knowledge: Present perfect tense. Identify locations on a map. Skills: application, analysis Attitudes and Values: Being task oriented, lifelong learning
	Reset the initial sitting of the class	Rearrange the desks if they have been moved for group work.	Knowledge: Skills: Management and maintenance skills Attitudes and Values: accountability, responsibility
	Next lesson Explain to learners that in the next lesson you will be talking about education. Ask them to collect information on different training courses.	Learners must think about what jobs they would like to do when they leave school and what skills they will need.	Skills: Critical thinking, analysis, research
Teacher self-evaluation	Check for understanding and prepare extra work for learners in need of remedial or extension work.		

SECTION B Teaching guidelines for syllabus

UNIT 1 The geography of Rwanda

Suggested teaching time: 15 lessons

Key unit competency	To use language in the context of geography of Rwanda
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Describe the geography of the local province and of Rwanda. • Describe the climate and population of Rwanda. • Write a one-page text about aspects of geographical features in Rwanda climate, population, trade, showing textual organisation. • Recognise the use of the present perfect tense, passive and active voice with <i>since</i>. • Identify present simple), the use of paragraphs, headings and numbering. • List the vocabulary of physical geography, population, farming, trade.
Key vocabulary	<p>Physical geography: grassland, savannah, mountainous Population: rise, fall, birth, increase Farming: rear, grow, grasslands Trade: export, account for, machinery</p>
Competencies practised	literacy, citizenship and national identity, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation
Crosscutting issues	Environmental issues, Geography, Mathematics (graph reading), Economics
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • maps • diagrams • photographs • national flag • dictionaries • Internet or school or public library access
Background notes	Before starting this unit, you will have to prepare by assembling pictures, maps, photographs and tourism leaflets that learners can use for information. Make sure you are familiar with the geography and infrastructure of the area in which you teach. Use the unit to foster national pride in learners and also an awareness of Rwanda, its location in Africa and its natural resources. Environmental awareness is an important cross-cutting issue emphasised in this unit. Learners will also think about the problems of over-population and make a link between standards of living and mortality rates.

Lesson outlines: Unit 1

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • Introduce the lesson, read about the location of Rwanda. • Complete Activities 1 and 2. • Use the map to locate Rwanda in Africa. 	<ul style="list-style-type: none"> • Discuss the present perfect tense. • Read about the physical features of Rwanda. • Use the maps to find the main rivers and mountains. 	<ul style="list-style-type: none"> • Complete Activity 3 on the present perfect tense and talk about using the present perfect tense with 'since'. 	<ul style="list-style-type: none"> • Read about the population of Rwanda. • Complete Activity 4. 	<ul style="list-style-type: none"> • Read about the climate of Rwanda. • Explain how to use a graph and complete Activity 5.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> • Talk about the passive voice and read about trade in Rwanda. 	<ul style="list-style-type: none"> • Complete Activity 6. 	<ul style="list-style-type: none"> • Read about agriculture in Rwanda. • Complete Activity 7. 	<ul style="list-style-type: none"> • Talk and read about tourism in Rwanda. • Complete Activity 8. 	<ul style="list-style-type: none"> • Complete Activity 9.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> • Revise vocabulary and complete Activity 10. 	<ul style="list-style-type: none"> • Write a Standard Paragraph. • Create a leaflet using Standard Paragraphs. 	<ul style="list-style-type: none"> • Discuss the importance of environmental awareness. 	<ul style="list-style-type: none"> • Continue with Lesson 13 and complete Activity 12. 	<ul style="list-style-type: none"> • Assessment.

Homework: Complete all unfinished work, revise the readings individually and research ecotourism.

Introduce the unit

Put pictures depicting the natural beauty of Rwanda and the Rwandan flag on the walls. Use the opening pictures to encourage a discussion about the geography of Rwanda. Encourage learners to talk about the location of Rwanda and its natural assets.

Activity 1: Discuss the location of Rwanda

LB page 2

Before learners start on the activity, look at the map of Rwanda with them and identify your province and main provincial town.

Answers

1. Learners must look at the map and find the province that they live in.
 2. Learners must name the main provincial town of the province that they live in.
 3. In groups, learners must discuss the different provinces and share what they know about them.
-
-

Activity 2: Write about your province

LB page 2

Discuss the main features of your province with learners. On the board, demonstrate how to lay out a description with headings and paragraphs. Leave your plan on the board to guide learners whilst they undertake the activity.

Answers

Learners must write a description of their province. They must use a main heading and paragraphs. They must make sure that they include the names of the province, the main provincial town, the neighbouring provinces and any mountains, lakes or rivers.

Activity 3: Use the present perfect tense

LB page 4

Use the Learner's Book examples to explain the present perfect tense to learners. Give extra examples to any learners who struggle with this tense.

Answers

Learners must fill in the blanks in the sentences, using the present perfect tense.

1. **Have** you been to see the gorillas?
 2. My cousin from America **has** visited Rwanda.
 3. I **have** walked around Lake Kivu.
 4. I **have** not yet visited Lake Rweru and Lake Ihema.
 5. Sentwali thinks that he **has taken/ has had a** picture of the Karisimbi volcano.
-
-

Activity 4: Use the present perfect tense with 'since'

LB page 5

Explain to learners how using the word 'since' helps to specify a period of time. Ask learners to volunteer example sentences.

Answers

1. Learners must write down two present perfect sentences from the passage in their books that use 'since'. Answers will vary. Example: Since 2002, the population increased by 2% per annum.
2. Learners must write a sentence about the birth rate and death rate in Rwanda using the present perfect tense with 'since.' Answers will vary. Example: Since the death rate in Rwanda is lower than the birth rate, the population is increasing.
3. Learners must complete the sentences with their own words. Answers will vary. A suggested answer is given below:
 - a) Since the population has become a united homogenous group, **a group of people with socio-cultural pride and self-esteem has been created.**
 - b) The population of Rwanda **has grown** by 1.5 million since 2010.
4. Learners must write sentences of their own about the population of Rwanda using 'since' with the present perfect.

Activity 5: Interpret a graph

LB page 6

Remind learners that they have encountered graphs in Mathematics and other subjects. and will still have to deal with them long life. Revise the importance of graphs for giving information about topics such as weather and population.

Answers

1. 20.5 °C
2. August
3. April
4. Months of the year
5. 'Average temperature in °C' and 'Average precipitation in mm'
6. Learners must write a short paragraph about rainfall and temperature patterns at Kigali. They should notice that there are two rainy seasons, in April and November, and that the temperature is fairly constant all year round, with a slight decrease between April and July.

Activity 6: Use the Active and Passive voices

LB page 7

Discuss the use of the passive voice with learners before attempting the exercise. Ask learners to volunteer examples. Help them form, identify and fix why and when to use Passive and Active Voices. Eg. Below, in Q1, tell learners that in a discussion with his listener, the speaker or the writer uses the passive voice to insist/ emphasize on the fact that, among other many products, 'Food products' are also imported in Rwanda. Remind them that both the Active and the Passive Voices are forms of insistence we use in daily conversations. The Active Voice puts insistence on the Subject as doer of the action and the Passive voice insists on the Object doer of the action. Tell them that in S5 they will deal with complex cases on this Lesson(People say- It is said; reflexive passives eg. Don't let people see you- Don't let yourself be seen.

Answers

1. Food products are imported into Rwanda.
2. Traditional farming methods are still used in Rwanda.
3. Some minerals, such as tin, are mined in Rwanda.
4. Rwanda has a small industrial sector.
5. Few natural resources are contained in Rwanda.

Activity 7: Identify the passive voice

LB page 8

Answers

1. Coffee and tea are grown in the highlands.
Cattle are reared in the grasslands and fish are caught in Lake Kivu.
2. Learners must discuss the importance of agriculture in Rwanda, using the passive voice. Answers will vary; examples include:
Many jobs are provided by agriculture.
Food for people to eat is provided through agriculture.

Activity 8: Practise using the passive voice

LB page 8

Answers

Learners must write four sentences about agriculture or tourism in Rwanda, using the passive voice in their sentences. Answers will vary. For example:
The gorillas are visited by many international tourists.

Activity 9: Read and understand

LB page 9

Direct learners to reread the article on the economy of Rwanda, (Learner's Book pages 7–8), and then complete the activity on their own. The first question has been done as an example. This activity can be used towards assessment marks.

Answers

1. What is the main heading of the text?	Read about the economy of Rwanda
2. Write out the subheadings of the text.	Trade in Rwanda Agriculture in Rwanda Tourism in Rwanda
3. Identify the following information about trade in Rwanda: a) The extent of natural resources in Rwanda b) The minerals mined in Rwanda.	a) Mining is minimal. b) Tin, tantalum and tungsten are mined.
4. Identify the following information about agriculture in Rwanda: a) The percentage of the population engaged in agriculture b) The main cash crops exported c) The main animals reared on the grasslands d) Where fish are caught.	a) Rwanda is a rural country with about 90% of the population engaged in agriculture. b) Coffee and tea. c) Cattle are reared in the grasslands. Other agricultural animals include goats, sheep, pigs, chickens and rabbits. d) Fish are caught in Lake Kivu.
5. Identify the following information about tourism in Rwanda: a) Name one of the animals that tourists come to see. b) Give two examples of natural beauty that attract tourists.	a) gorillas b) two of: volcanoes, waterfalls, rainforests, lakes

Activity 10: Match words and their meanings

LB page 9

Learners must use their dictionaries to look up the words in the left-hand column of the table, and then match them to the correct description in the right hand column. They must make sure that they can pronounce the words correctly.

Answers

landlocked	surrounded by other countries with no access to the sea
ample	plenty
diverse	varied
cash crops	crops raised to sell
minimal	least amount
subsistence farming	crops raised for personal consumption
homogeneity	the state of being alike or the same
socio-cultural	combining social and cultural factors
fertility rate	the number of births per adult female of the population

Activity 11: Write a standard paragraph

LB page 10

Answers

Learners must prepare a tourism leaflet for tourists on the geographical features of Rwanda. Encourage them to reread all the information and study all the maps in the unit. They can also draw on knowledge from other subjects. The information must be well organised, using headings, paragraphs and numbering. Sentences should be in the present perfect tense and passive voice.

Use this activity for assessment marks. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content	1–4	5–7	8–10
Layout and design	1–2	3–4	5
Spelling and grammar	1–2	3–4	5
Total marks			20

Activity 12: Environmental awareness in Rwanda

LB page 11

You will need to use a map of Rwanda to locate the park.

Answers

1. In their groups, learners must find the NNP on a map, in the southwest corner.
2. Learners must see how many other Rwandan national parks they can find and name. Examples are: Akagera National Park, Bwindi Impenetrable National Park, and Volcanoes National Park.
3. Learners should be able to explain that funds generated through ecotourism benefit the environment.
4. Encourage the learners to realise that ecotourism provides revenue that helps to maintain wilderness areas. Learners must recognise that the money earned from ecotourism helps to support conservation efforts and protect wildlife. It also provides jobs in areas where there is often a high level of unemployment.
5. Learners must research and find out how ecotourism helps both the national economy and local communities. Learners must recognise that the money earned from ecotourism helps to support conservation efforts and protect wildlife. It also provides jobs in areas where there are often high levels of unemployment. Tourists spend money in Rwanda buying gifts and using hotels and other facilities.

Assessment

LB page 12

Answers

1. Learners must choose the correct option to complete the sentences in the present perfect tense.
 - a) He **has** passed his exam.
 - b) He **hasn't** studied for the test. (2 × 1 = 2 marks)
2. Learners must fill in the missing word:
 - a) Carene has been a professional singer **since** 1989.
 - b) Joseph has been a learner here **since** March. (2 × 1 = 2 marks)
3. Learners must rewrite the sentences using the passive voice.
 - a) The table was set by us.
 - b) The letter is not written by you.
 - c) Is the thief caught by the police officer?
 - d) The door is opened by him. (4 × 1 = 4 marks)
4. Learners must rewrite the following using paragraphs, a main heading and subheadings.

Tours to Rwanda (main heading) ✓

The land of 1000 hills and home of the mountain gorillas. We offer the following three tours to Rwanda's national parks, where you can see Rwanda's primates.

Mountain Gorilla Safari – 4 Days (subheading) ✓

This is our shortest safari and captures the essence of Rwanda. It includes a visit to the mountain gorillas in Volcanoes National Park in northern Rwanda.

Rwanda Primate Explorer – 7 Days (subheading) ✓

This safari is a safari where you trek to the various primates found in Rwanda. You will see the mighty mountain gorilla, chimpanzees, the golden monkeys and the colobus, and there is a chance you will see even more species.

Rwanda Discoverer – 7 Days (subheading) ✓

This safari includes both a visit to the gorillas and the chimps, as well as a visit to the savannahs of Akagera National Park in eastern Rwanda, where a large variety of animals and birds are found.

(Plus 2 marks for paragraphs written correctly under each subheading.) (6 marks)
5. Learners must write a brief description of the beauty of Rwanda. Make sure they describe its physical features. (6 marks)

Suggested mark allocation:

DESCRIPTION COMPLETED	SPELLING	GRAMMAR	TOTAL
2	2	2	6

Total (20)

UNIT 2

Education and personal development

Suggested teaching time: 15 lessons

Key unit competency	To use language learnt in the context of education and personal development.
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none">• Identify the use of the first conditional, second conditional and could.• List the vocabulary of work and jobs.• Describe educational ambitions and discuss job opportunities in speech and writing.• Speculate about job possibilities in speech and writing.• Read texts about educational ambitions and job opportunities, an educational and job career or a discussion of job opportunities.• Listen to texts about educational ambitions and job opportunities, an educational and job career or a discussion of job opportunities.• Write about own educational and job aspirations.
Key vocabulary	<p>Work: experience, study, skills, earn, profession, skilled, etc. Jobs: manager, journalist, accountant, teacher, etc.</p>
Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation
Crosscutting issues	gender, financial education, and inclusive education
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none">• Teacher's Guide• Learner's Book• photographs• pictures• leaflets on further education establishments• job advertisements• dictionaries• Internet access• school or public library access

Background notes

Before commencing this lesson, try to get hold of leaflets about different further education opportunities in your district, and also leaflets about different careers. If possible, invite a speaker to talk to learners about career choices. It is important to make learners aware of the need to match career choices with their personality and interests. They should also realise that there are other options besides universities, and that skilled tradespeople and craftspeople are in short supply in Rwanda.

Lesson outlines: Unit 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • Introduce the lesson and careers. • Read about educational ambitions. • Discuss the meaning of ambition. • Complete Activity 1. 	<ul style="list-style-type: none"> • Read about skills and talents. • Discuss the qualifications needed for different careers. • Complete Activity 2. 	<ul style="list-style-type: none"> • Explain use of the first conditional with 'if'. • Complete Activity 3. 	<ul style="list-style-type: none"> • Read about leaving school. • Discuss ambition and complete Activity 4. 	<ul style="list-style-type: none"> • Read about job opportunities. • Complete the case study.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> • Complete Activity 5. 	<ul style="list-style-type: none"> • Read about salaries. • Complete Activity 6. 	<ul style="list-style-type: none"> • Read a conversation about education. • Complete the comprehension – Activity 7. 	<ul style="list-style-type: none"> • Explain the second conditional with 'if'. • Complete Activity 8 – using 'if' sentences. 	<ul style="list-style-type: none"> • Read about applying for jobs and examine newspaper advertisements for jobs.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> • Read and complete the case study. • Read about personal development. • Complete Activity 9. 	<ul style="list-style-type: none"> • Revise vocabulary and complete Activity 10. 	<ul style="list-style-type: none"> • Write a report – Activity 11. 	<ul style="list-style-type: none"> • Talk about gender and human rights and complete Activity 12. 	<ul style="list-style-type: none"> • Assessment.

Homework: Complete activities, revise the readings individually, research job opportunities and salaries.

Introduce the unit

Talk to learners about the opening pictures in the Learner's Book for this unit and ask them to talk about what they would like to do when they leave school.

Activity 1: What are your favourite subjects?

LB page 14

Discuss with the learners the link between being good at a subject and enjoying a job that is linked to that subject.

Answers

Divide learners into pairs. In pairs, learners must talk about their favourite school subjects. Learners' conversations will vary; however, they should resemble the one in their Learner's Book.

Activity 2: Compare your subjects and career fields

LB page 16

Before you start, make a list of school subjects on the board and ask learners to suggest careers that might develop from these subjects. Write their suggestions on the board with arrows to the different subjects.

Answers

Learners must think the subjects they perform best in, and the subjects they enjoy the most. They must make a list of these subjects and then compare their subjects to the table in their books, to get ideas of the careers and career fields that might suit them.

Activity 3: Write conditional sentences

LB page 16

Explain the use of 'if' clauses and the first conditional, and practise with these learners.

Answers

Answers will vary. Examples of possible solutions:

1. If you work hard, **you will do well at school.**
 2. If you invite her, she will **come.**
 3. If I am late, I will **apologise.**
 4. If I win first prize, I will **be very happy.**
 5. If you need me, you can **call me on the telephone.**
-
-

Activity 4: Describe your ambitions

LB page 17

Talk about ambition and encourage learners to think about having career ambitions. Some learners may have problems because their expectations may be low.

Answers

Divide learners into groups and then get them to answer the questions. Allow time for each group to complete the activity and then give feedback to the class.

1. In groups, learners must talk about their educational ambitions and career opportunities. They must use the phrases 'I'd like', 'I'm interested in' and 'If you want to be a _____, you have to _____'.
2. Learners must write three sentences about their educational ambitions, using an 'if' clause. This can be done as an individual activity.

Activity 5: Write about technical skills

LB page 18

Answers

Learners must write sentences about technical skills. Answers will vary.

Activity 6: Do research about careers

LB page 19

Learners can make use of leaflets that you have bought into the classroom, the Internet if available, and parents and relatives. This is a good time for a speaker, if one is available. You may need to help them with the average earnings for each career.

Answers

1. Learners must research and find out what people earn in the following occupations: teacher, farmer, shop assistant, dentist.
2. Learners must make a table similar to the one in their books and fill it in with their findings.
3. Learners must discuss different career options amongst themselves. Encourage them to think creatively.

Activity 7: Answer comprehension questions

LB page 20

Read through the conversation with learners and then allow them to complete the comprehension on their own.

Answers

1. Extra activities are those activities that fall outside the realm of the normal curriculum.
2. Because they are not normal activities that are part of the syllabus and learners can usually choose whether to take part in them or not.
3. Teaching new technologies has encroached on extra curricula time.
4. Because her parents persuaded her not to be.
5. Home management
6. Entrepreneurs are job creators. Technical and entrepreneurship skills are needed to be a job creator.
7. Joan.
8. He means that they have very busy schedules and have to manage their time.

Activity 8: Practise using 'if' clauses

LB page 21

Talk about the second conditional with learners and give examples of some hypothetical sentences – learners may need extra explanation of what is meant by 'hypothetical'. Ask them to make up some sentences for themselves.

Answers

Answers will vary. Suggested answers below:

1. If I got a pay rise, **I would be very happy.**
2. If you left your job, **you would miss it.**
3. If you were nicer to him, **you would be happier.**
4. If we had gone out earlier, **we would have missed the rain.**
5. If I had revised, **I would have done better in the test.**

Activity 9: Work with job advertisements

LB page 24

Before commencing this activity, show learners some job advertisements from local or national newspapers. You can make a career board using job advertisements and leaflets about training that you have collected.

Answers

1. Answers may vary but most learners will agree that Nadege is suitably qualified.
2. Answers will vary. The job description should include the tasks that the teacher will undertake, the subject to be taught and any extra-mural activities. The job specification should include the qualifications required and number of years of experience.

Activity 10: Match words and their meanings

LB page 25

Learners must use their dictionary to look up the words in the left hand column of the table, and then match them to the correct description in the right hand column. Make sure that they can pronounce the words correctly.

Answers

interest	having a curiosity or a concern about something, or giving attention to something
ability	being able to do something; having a natural or acquired talent
botany	the scientific study of plants
horticulture	the science and art of growing fruit, vegetables and other plants
apiculture	the science of beekeeping
floriculture	the study of growing flowering plants
floral design	the art of arranging flowers – a florist
vocational	training directed at a particular occupation and its skills

Activity 10: Match words and their meanings

LB page 25

enterprise	a business
artisan	a skilled craftsman
enhance	to improve or enlarge

Activity 11: Write a report

LB page 26

Learners must write a report about their ambitions and how they plan to further their education.

Answers

Answers will vary. This activity can form part of assessment marks. Suggested mark allocation: 20.

	POORLY DONE WITH LITTLE THOUGHT	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content well written and well planned	1–4	5–7	8–10
Use of sentences and paragraphs	1–2	3–4	5
Spelling and grammar	1–2	3–4	5
Total marks			20

Activity 12: Discuss women's roles in Rwanda

LB page 26

Answers

Learners may need help finding the information. Discuss with them the Millennium Development Goals and explain their significance. You can find further information on www.un.org/millenniumgoals/. Divide learners into groups. In their groups, learners must answer the questions.

- The eight Millennium Development Goals of the United Nations are:
 - To eradicate extreme poverty and hunger
 - To achieve universal primary education
 - To promote gender equality
 - To reduce child mortality
 - To improve maternal health
 - To combat HIV/AIDS and other diseases
 - To ensure environmental sustainability
 - To develop a global partnership for development.

2. Learners must discuss the business world in their district. Learners must try to think of as many women entrepreneurs as they can.
 3. Answers will vary, but the common thread should be that women were confined to the home, cooking, cleaning, motherhood, etc.
-

Assessment

LB page 27

Answers

1. Learners must complete the sentences, using the correct modal verb.
 - a) If I get home late tonight, I **will** not eat.
 - b) If Jan could run 100 metres in 10 seconds, he **would** be an athlete.
 - c) If Simon catches a fish today, we **will** eat it.
 - d) She **would** buy a new car if she won the lottery.
 - e) If it rained in the Sahara Desert, everyone **would** be very surprised.
 - f) If it rains tonight, we **can** go to the cinema.
 - g) If your dog spoke, you **should** sell it to the circus.
 - h) If we play football on Saturday, I **will** be tired on Sunday.
 - i) You **will** become fat if you eat too much.
 - j) If I **were** you, I wouldn't accept that job. It sounds terrible! (10 × 1 = 10 marks)
 2. If you have to train for longer, then you will normally command a higher salary. ✓ This is partly because you have had to spend money on training and not earn money from a job whilst undergoing training. ✓✓ Some skills are in short supply, therefore people with those skills can ask for more money. ✓ Some jobs are dangerous and therefore people who are willing to do them get paid more. ✓ (5 marks)
 3. Answers will vary. Learners should analyse their skills, ✓ and natural talents think about their academic potential ✓ and also their interests. ✓ They should then suggest suitable options. ✓✓ (5 marks)
- Total (20)

UNIT 3 Ancient Egypt

Suggested teaching time: 15 lessons

Key unit competency	To use language in the context of ancient Egypt.
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Recognise the use of the past simple, past perfect tenses, and the passive voice. • State the vocabulary related to historical ancient Egypt, prehistoric Egypt the pyramids and expertise. • Describe the achievements of the Egyptians in speech and writing. • Describe a construction process in the past in writing • Describe the relationship between knowledge and achievement in the past. • Read texts about the achievements of the Egyptians, about how the pyramids were built, or about the knowledge the Egyptians possessed. • Listen to texts about the achievements of the Egyptians, about how the pyramids were built, or about the knowledge the Egyptians possessed. • Write texts about hypothetical situations in the past.
Key vocabulary	<p>Ancient Egypt: pyramid, scientific, rule, civilisation, etc. Prehistoric Egypt: herd, tool, stone, pot, etc. The pyramids: level, block, quarry, drag, etc. Expertise: engineering, astronomy, literacy, etc.</p>
Competencies practised	literacy, numeracy, science and technology, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation
Crosscutting issues	environment and sustainability peace and values
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • diagrams • photographs • dictionaries • Internet access • school or public library access

Background notes

You will need to find as many pictures as you can of Ancient Egypt, showing different aspects of life. This is a fascinating part of history and learners will be curious about a civilization that was very different to their own. Geographically, Egypt is not far from Rwanda, being at the top of the African continent, so you can make climate comparisons. A suggestion would be to decorate the classroom walls with an Ancient Egypt theme whilst working through Unit 3. You can also encourage learners to find out as much as they can for themselves and share with the rest of the class.

Lesson outlines: Unit 3

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • Introduce the topic, use pictures for extra interest. • Read about prehistoric Egypt and complete Activity 1. 	<ul style="list-style-type: none"> • Explain the past simple tense. • Complete Activity 2. 	<ul style="list-style-type: none"> • Read about the beginnings of the Egyptian civilisation. • Use the map to locate main historic sites on the Nile. 	<ul style="list-style-type: none"> • Explain the past perfect tense. • Complete Activity 3. 	<ul style="list-style-type: none"> • Read about the pharaohs. • Complete Activity 4.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> • Read about the economy of Ancient Egypt. • Talk about ways to care for the environment. 	<ul style="list-style-type: none"> • Read about the religious beliefs of the Ancient Egyptians. • Complete Activity 5. 	<ul style="list-style-type: none"> • Explain the use of the passive voice. • Complete Activity 6. 	<ul style="list-style-type: none"> • Read about building the pyramids. • Complete Activity 7. 	<ul style="list-style-type: none"> • Read about the achievements of the Egyptians.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> • Explain the use of the third conditional. • Complete Activity 8. 	<ul style="list-style-type: none"> • Write an essay – Activity 9. 	<ul style="list-style-type: none"> • Revise vocabulary and complete Activity 10. • Write about life in Ancient Egypt – Activity 11. 	<ul style="list-style-type: none"> • Discuss religious tolerance and complete Activity 12. 	<ul style="list-style-type: none"> • Assessment.

Homework: Complete activities, complete essays, revise the readings, research the Ancient Egyptians. Research religious tolerance.

Introduce the unit

Look at the opening picture with learners and find out how much they know about Ancient Egypt. Talk about what is now the Sahara Desert and explain that 7000 years ago it was a rich savannah or grassland, but that climate change occurred and the area began to dry out. You can use this information to link to modern climate change.

Explain to learners that the Egyptian civilisation began slowly; talk about the early beginning of pre-historic Egypt.

Activity 1: Debate about climate change

LB page 30

Learners must hold a debate about the statement: Climate change was an important factor in the development of Ancient Egypt. Elect two teams, one to argue for the statement, and one to argue against the statement.

Answers

Learners should be able to understand that changes in climate cause changes in food availability, and that this drove the people who became the Egyptians into the Nile Valley and encouraged them to settle. Before this time, they had been nomadic. Make sure learners understand what is meant by a nomadic lifestyle.

Activity 2: Practise the simple past tense

LB page 31

Answers

1. We **talked** on the phone yesterday.
2. The two boys **did not (didn't)** eat the cake.
3. They **were** very hungry by lunchtime.
4. He **walked** all the way home alone.
5. She **did** her homework on Tuesday.

Activity 3: Use the past perfect tense

LB page 32

Answers

1. I got home very late last night. Everyone **had gone** to bed.
2. Before coming to Rwanda, I **had** never **seen** gorillas.
3. As soon as he **had done** his homework, he went to bed.
4. The film was not very good, but I didn't want to leave until it **had finished**.
5. She **had** just **got** into the bath when the doorbell rang.
6. Learners must reread the first paragraph about prehistoric Egypt and see how many past perfect sentences they can find:
 - After the tribes had settled in the Nile Valley and had begun to live in small communities, they came into conflict with each other.
 - The two countries were united under one ruler by Pharaoh Menes.

Activity 4: Answer comprehension questions on Egypt

LB page 33

Examine the map of Egypt with learners and make sure that they understand which was Upper Egypt and which was Lower Egypt.

Answers

1. Learners must look at the map of Egypt and name one city in Upper Egypt and one city in Lower Egypt. For example, Aswan in Upper Egypt and Cairo or Alexandria in Lower Egypt.
2. The history of Ancient Egypt is divided into three main periods: the Old Kingdom (about 3100–2180 B.C.), the Middle Kingdom (2050–1650 B.C.), and the New Kingdom (about 1150–1069 B.C.).
3. a line of hereditary rulers of a country
4. The pharaohs were the god kings of Ancient Egypt, who ruled between 3150 B.C. and 30 B.C. The pharaoh was the political and religious leader of the Egyptian people, holding the titles of Lord of the Two Lands and High Priest of Every Temple. As Lord of the Two Lands, the pharaoh was the ruler of Upper and Lower Egypt. The pharaoh was not only the political ruler, but also seen as a god.
5. The pharaohs became less powerful, Greek and Roman ideas were introduced and eventually Egypt came under Roman rule. Christianity became more popular and the ancient religions fell away.

Activity 5: Write sentences in the past perfect tense

LB page 35

Read the passages about the religious beliefs of the Ancient Egyptians and also revise the past perfect tense.

Answers

Learners must use the information on the religious beliefs of the Ancient Egyptians to write five sentences about their beliefs, using the past perfect tense. Answers will vary, examples include:

- When the Pharaoh died, it was believed he **had become** Osiris.
- The temples were looked after by the priests, who **had** a lot of power.

Activity 6: Change the active voice to the passive voice

LB page 36

Explain what is meant by the passive voice to learners. Go through the examples in the Learner's Book and ask them to make up their own examples.

Answers

1. A letter is being written by Jean-Marc.
2. A cake is being baked by my mother.
3. The bicycle tyre is being mended by my friend.
4. A birthday party is being held on Saturday for my friend.
5. A large rat was caught by our cat.

Activity 7: Write a report about the building of the pyramids LB page 38**Answers**

Learners must research and write a short report of under 200 words about the pyramids. Their report should explain **when** the pyramids were built, **whom** they were built for, and **how** they were built. Learners should include diagrams wherever possible. Learners must make sure that they use the past simple passive wherever possible.

Activity 8: Discuss the achievements of the Ancient Egyptians

LB page 40

Read through the section with learners and discuss the diagram of a pyramid. If you can find more pictures, use these as well to demonstrate the pyramids. Impress on learners just how difficult it must have been to build such large structures with very little equipment.

Answers

1. Learners must discuss the achievements of the Ancient Egyptians. Examples include writing in hieroglyphics, making paper (papyrus), engineering, inventing the Nileometer, astronomy, etc.
2. Knowledge and achievement go together. Often, new knowledge is found when trying to do something, such as finding a way to pump water.
3. Learners must try to use the third conditional in their discussions with each other.

Activity 9: Write about the achievements of the Ancient Egyptians

LB page 40

Recap with learners the many achievements of the Ancient Egyptians.

Answers

Learners must write a paragraph about the achievements of the Ancient Egyptians, making use of abstract nouns with 'allowed to' and 'enabled to', as well as 'could'. This activity can be used as part of assessment marks. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content	1–4	5–7	8–10
Use of 'allowed to', 'enabled to' and 'could'	1–2	3–4	5
Spelling and grammar	1–2	3–4	5
Total marks			20

Activity 10: Use your dictionary

LB page 41

Go through the words with learners and check their pronunciation.

Answers

Learner must use their dictionary to look up the words the words below and write them in their exercise books with an explanation.

Civilisation – the process by which a society or place reaches an advanced stage of social development and organisation.

Pyramid – a structure with a square or triangular base and sloping sides that meet in a point at the top, especially one built of stone as a royal tomb in ancient Egypt.

Rule – control of, or dominion over, an area or people.

Scientific – based on the methods and principles of science.

Herd – a large group of animals, especially hoofed mammals, which lives together or is kept together as livestock.

Stone – hard, solid, non-metallic mineral matter of which rock is made, especially used as a building material.

Pot – a rounded or cylindrical container, typically of metal, used for cooking.

Level – flat or horizontal.

Block – a large solid piece of hard material, usually rock, stone, or wood, typically with flat surfaces on each side.

Nomadic – a group of people who have no fixed home and move according to the seasons from place to place in search of food, water and grazing land.

Quarry – a place, usually a large, deep pit, from which stone or other materials are, or have been extracted.

Drag – pull (someone or something) along forcefully, roughly, or with difficulty.

Engineering - the branch of science and technology concerned with the design, building, and use of engines, machines, and structures.

Astronomy – the study of the Sun, Moon, stars, planets, comets, gas, galaxies, gas, dust and other non-Earthly bodies.

Literacy – the ability to read and write.

Savannah – a grassy plain in tropical and subtropical regions, with few trees.

Bartered – exchange (goods or services) for other goods or services without using money.

Limestone – a hard sedimentary rock, composed mainly of calcium carbonate or dolomite, used as building material and in the making of cement.

Polytheistic – the belief in many gods

Inscribed – written or carved (words or symbols) on something, especially as a formal or permanent record.

Monotheistic - the belief in a single all-powerful god,

Activity 11: Write about life in Ancient Egypt

LB page 41

Answers

Learners must write a short essay of about 200 words entitled 'If I had lived in Ancient Egypt ...'. Use for assessment purposes. Suggested mark allocation: 30.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content	1–4	5–7	8–10
Planning and layout	1–4	5–7	8–10
Spelling and grammar	1–4	5–7	8–10
Total marks			30

Activity 12: Discuss religious tolerance

LB page 41

Answers

Divide the learners into groups and get them to answer the questions.

- In their groups, learners must brainstorm and list all the different forms and places of worship in your district that they can think of.
- Answers will vary. However, learners should agree on the following: Understanding people's beliefs will allow us as human beings, to communicate and share ideas with each other. If we respect other people, we will gain respect back. Because the world is caught up in stereotypes, we assume wrong things all the time. If we really to the time to understand and respect, we might make a better world.

Assessment

LB page 42

Answers

- Learners must choose the correct words/phrase to complete each sentence:
 - I need to get good grades in science so that I will **be able to** study medicine.
 - My friend asked if she **could** come to the cinema with us.
 - The annual flooding of the Nile **enabled** the Egyptians **to** grow crops.
 - Smoking cigarettes can **lead to** lung cancer.
 - I do not know if my parents will **allow** me **to** go out tonight. (5 × 1 = 5 marks)
- | | |
|-----------|------------------------------|
| barter | to swop one good for another |
| level | to make flat |
| savannah | an area of grassland |
| literate | able to read |
| inscribed | written upon |

(5 × 1 = 5 marks)

- They **walked** to the shops yesterday.
 - He told me that he **did not** use your bicycle without asking.
 - The sunset **was** beautiful last night. (3 × 1 = 3 marks)
- I did not have any money because I **had left** my wallet at home.
 - Eugenie **had wanted** a guitar, but she received a book.
 - My father **had owned** this house for ten years before he sold it. (3 × 1 = 3 marks)
- At dinner six mangoes were eaten by Harry.

- b) The mountainous highlands of Rwanda are roamed by magnificent gorillas.
- c) The novel was read by my mom in one day.
- d) By whom was riding a bike taught to you?

(4 × 1 = 4 marks)

Total (20)

UNIT 4 Ecology and Mathematics

Suggested teaching time: 15 lessons

Key unit competency	To use language in the context of Science and Mathematics.
Assessment criteria/learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Recognise when to use abstract nouns, the passive voice (present simple) and countable and uncountable nouns. • State the vocabulary of plant types and parts of plants. • Describe soil components and contents and soil erosion, in speech and writing. • Describe the parts of a plant and their functions in speech and writing. • Classify plants in speech and writing. • Read texts about the components and contents of soil, about the parts and functions of plants or about the classification of plants. • Listen to texts about the components and contents of soil, about the parts and functions of plants or about the classification of plants. • Listen to texts and make notes. • Write about a survey of plants.
Key vocabulary	<p>Soil erosion: carry away, moving, topsoil, deposit, etc. Percentages and fractions: percent, two-thirds, average, etc. Plant types: herb, tree, grass, shrub, etc. Plant parts: stem, leaf, root, flower, etc.</p>
Competencies practised	literacy, mathematics, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation, science and technology
Crosscutting issues	environmental issues
Classroom organisation	Learners will need to be able to work in groups as well as in pairs. They will also need to be outdoors for some activities.
Teaching materials	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • diagrams • photographs • colouring pencils • paper • string • book identifying different species of plants in Rwanda • dictionaries

Background notes

This unit links Science, Mathematics and literacy, as well as helping to creating environmental awareness in learners. Before you start the lesson, spend some time researching environmental projects in Rwanda and try to get hold of leaflets and pictures to display. It is important that learners gain an understanding of the need to protect the environment for future generations. The following websites are useful for research:

www.rema.gov.rw

www.unpei.org/what-we-do/pei-countries/rwanda

allafrica.com/stories/201408070737.html

Lesson outlines: Unit 4

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • Introduce the topic. • Read about the contents and composition of soil. • Complete Activity 1. 	<ul style="list-style-type: none"> • Read about the composition of soil. • Discuss how to label a diagram. • Complete Activity 2. 	<ul style="list-style-type: none"> • Read about the composition of soil. • Revise pie graphs. • Complete Activity 3. 	<ul style="list-style-type: none"> • Explain the passive voice. • Complete Activity 4. 	<ul style="list-style-type: none"> • Read about soil erosion. • Discuss the problems caused by erosion. • Complete Activity 5.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> • Read about the effects of soil erosion. • Complete Activity 6. 	<ul style="list-style-type: none"> • Form words. • Read about the parts of a plant. • Complete Activity 8. 	<ul style="list-style-type: none"> • Read about the importance of plants. • Complete Activity 9. 	<ul style="list-style-type: none"> • Discuss the environment. • Complete Activity 10. 	<ul style="list-style-type: none"> • Identify the passive voice. • Complete Activity 11.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> • Explain countable and uncountable nouns. • Read about types of plants. 	<ul style="list-style-type: none"> • Talk about how to make notes. • Complete Activity 12. • Revise vocabulary and complete Activity 16. 	<ul style="list-style-type: none"> • Complete Activity 13. • Explain about plant classifications and complete Activity 14. 	<ul style="list-style-type: none"> • Outdoor Activity – complete Activity 15. 	<ul style="list-style-type: none"> • Assessment.

Homework: Complete activities, complete survey, write essay, revise readings and learn vocabulary.

Introduce the unit

Use the picture in the Learner's Book to introduce the topic and ask learners what they think the word 'interdependent' means. Talk about human beings being interdependent in families and communities, and then introduce the topic of species being interdependent.

Activity 1: Change adjectives to abstract nouns

LB page 44

Revise nouns with learners, and then explain abstract nouns. Ask learners to suggest examples.

Answers

1. He is a man of **courage**.
2. The people in this part of the country live in **poverty**.
3. **Cruelty** to animals is a punishable offence.
4. The man showed great **strength** of character.
5. I have great **pleasure** in welcoming you.

Activity 2: Label a diagram

LB page 45

Read the section on the composition of soil and discuss the diagram with learners. Explain to them that a diagram needs labels and point out how the diagram is labelled.

Answers

Divide learners into groups. Make sure learners understand that, when we draw a diagram to explain something, we must make sure that the diagram is easy to understand. Using labels helps the reader to identify the different parts of the diagram.

1. In their groups, learners must use the diagram to discuss the composition of the Earth's surface.
2. Working alone, learners must do research and draw a diagram to show the different parts of the Earth's crust. Their diagrams should show and be labelled with at least topsoil, subsoil and bedrock.
3. Learners must label their diagram. Labels should include arrows and neat writing.

Activity 3: Understand the composition of soil

LB page 46

Examine the pie graph with learners and make sure they understand how to read off amounts.

Answers

Learners must look at the graph in their books and then list the components of soil in order, from the largest to the smallest. Minerals 45%, Air 25%, Water 25%, Organic matter 5%.

Activity 4: Write a description of the composition of soil

LB page 46

Go through the activity paragraph with learners. Make sure they understand what must be done.

Answers

Plants obtain **nutrients** from the soil. Soil is the outer, loose layer that covers the surface of the **Earth**. Soil quality depends not only on the chemical composition of the soil, but also on the **topography** (regional surface features) and the presence of **living** organisms. The four major components of soil are **inorganic** mineral matter, **organic** matter, water and air. Soil is the base of life on Earth because it has most of the important **matter/nutrients** in which plants need to grow. Those plants in turn feed animals and **birds**. Soil is also where much of our fresh **water** is stored. Fresh water travels through the soil being **purified/filtered** as it goes. It often ends up in underground **lakes** called aquifers, where we can get it when we need it.

Activity 5: Describe the process of soil erosion

LB page 47

Soil erosion is a very serious problem in many areas of the world. Explain to learners how it happens and what the effects are.

Answers

Learners must organise their sentences in the right order. Learners must recognise that, when soil is eroded, it affects the ecology of the area where erosion has occurred. Plants use soil, not only for nutrients, but also to anchor themselves in the ground using their roots. Many animals, fungi and bacteria rely on soil as a place to live.

Activity 6: Identify the stages of soil erosion

LB page 49

Learners to identify the stages of soil erosion.

Answers

Learners must look at the pictures in their books and then match each one to the correct sentence.

1. Forest: The soil is fertile and lots of plants grow in it.
 2. Pasture (cattle): Cattle are grazed and the smaller plants are eaten.
 3. Pasture (sheep): When the land cannot sustain the cattle, sheep and goats are grazed there instead.
 4. Desert: All the vegetation has been eaten, the land is overgrazed and there is nothing to stop soil erosion. The land becomes a desert.
-

Activity 7: Identify the ratio of plants to other species on Earth

LB page 49

Point out to learners that plants and bacteria represent the largest groups of living organisms.

Answers

1. Plants: 74%
2. Fungi: 2%.
3. Animals: 9%
4. Animals

Activity 8: Label a plant

LB page 51

This is an outdoor activity. First talk about the diagram of the main parts of plants. Learners will need paper and pencils or colouring pencils.

Answers

Learners must go into the school grounds or surrounding area, and pick a small plant. They must bring it back into the classroom, draw it and label it. They must make sure that they include the functions of each part of the plant.

Activity 9: Ask and answer questions

LB page 52

Read the passage with learners before beginning the activity.

Answers

Learners must take turns to ask each other the following questions and supply the correct responses.

- Q. What are the functions of the roots of a plant?
 A. The functions of the roots are **to absorb water and to anchor the plant.**
- Q. What is the function of the stem of a plant?
 A. The function of the stem is **to provide support for the leaves and flowers.**
- Q. What is the function of the leaves of a plant?
 A. The function of the leaves is **to produce food through photosynthesis.**
- Q. What is the function of the flower of a plant?
 A. The function of the flower is **reproduction by producing fruits and seeds.**

Activity 10: Explore your environment

LB page 52

This is an outdoor activity. Allow time for learners to be able to compare answers at the end of the lesson.

Answers

Learners must reread the texts about plants and their importance to humans.

1. Learners must make a list of plants in their environment at school.
 2. We need plants for many different reasons: plants provide us with food and materials for clothing, furniture and roofing, as well as for many different things that we do not think about, such as paper and books. Plants provide food and shelter for our domesticated animals and also, through the process of photosynthesis, the oxygen that we breathe. (Learners may add more to their answers.)
 3. Plants can be harmful to humans. Some plants should not be eaten because they are poisonous.
 4. Plants provide the link between the soil and the Sun through the process of photosynthesis. They also biodegrade and add nutrients to the soil when they die. Plants are a living home to many insects, microbes and animals. Plants hold the soil together with their roots and prevent erosion. (Learners may add more to their answers.)
 5. Learners must compare their answers with those of their friends. They must discuss their answers with the rest of the class.
-
-

Activity 11: Identify sentences in the passive voice

LB page 52

Revise the use of the passive voice with learners before beginning the activity.

Answers

Answers will vary, for example:

6. Transpiration of water and nutrients from the roots **is done** by the stem.
 7. The quality of water **is affected** because the soil helps to filter and clean our water.
 8. Soil erosion **can be caused** by human activities such as over-farming and overgrazing.
-
-

Activity 12: Make notes

LB page 54

Learners must reread the passage 'Read about types of plants' and make notes on the most important information. They must include any mathematical information that is relevant.

Answers

Notes should include the relevant mathematical data. This activity can be used for assessment purposes. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content in note form	1–3	4–7	8–10
Mathematical data included	1–2	3–4	5
Spelling and grammar	1–2	3–4	5
Total marks			20

Activity 13: Discuss plants that are useful to humans

LB page 55

Divide the learners into groups. In their groups, learners must discuss the different plants that are useful to humans. They must see if they can group them into trees, shrubs, flowers, grasses and herbs.

Answers

Learners should be able to identify examples of plants that are useful as food, for clothing, for medicines, for thatching, etc.

Activity 14: Classify plant types

LB page 55

Answers

Learners must look at the pictures in their books and then answer the questions.

1. Sweet potato – a flowering plant; mango – a tree; corn – a grass; sunflower – a flowering plant.
2. Learners must match the names of the plants with the correct description.

mango	grows as a fruit on a tree
sweet potato	a tuber that grows underground and is a staple food
corn	a type of grass that can be made into a flour
sunflower	provides oil for cooking

Activity 15: Conduct a survey

LB page 56

This is an outdoors activity. Learners will need a measure, string, paper and pencils. Encourage learners to find out the answers using a book on the vegetation in Rwanda.

Answers

Answers will vary according to the district that you are in and the amount of vegetation around your school. In order to do this activity, they will need to complete the following steps:

1. Choose an area of your neighbourhood in which to conduct the survey.
2. Mark out the area to be surveyed using the string. An area of 2 m by 2 m is sufficient.
3. In their notebooks, learners must write down the names of all the different types of plants in their survey area. They must count how many of each species there are, and make a note of their findings.
4. Learners must add up the total number of plants and then calculate each type of plant as a percentage of the total. Learners must calculate the average number of each plant type. They must draw a table showing the different classes and species of plants found.
5. In class, learners must discuss their findings and describe any interesting facts that emerged from their survey. Talk about what types of plants that they saw and also what they did not see. Learners must use 'why' questions to get answers from each other.

Activity 16: Use your dictionary

LB page 56

Learners must look up the following words in their dictionary. They must write the word and its meaning in their exercise books. They must practise saying the words with a partner or in a group.

Answers

Organism – an individual animal, plant or single-celled life form.

Decayed – cause to rot or decompose.

Topography – the arrangement of the natural and artificial physical features of an area.

Inorganic – not consisting of or deriving from living matter.

Nutrient – a substance that provides nourishment essential for the maintenance of life and for growth.

Erosion – the process of being worn away by wind, water, or other natural agents.

Habitat – the natural home or environment of an animal, plant or other organism.

Susceptible – liable to be influenced or harmed by a particular thing.

Humus – the organic component of soil, formed by the decomposition of leaves and other plant material by soil microorganisms.

Transpiration – the process whereby plants absorb water through the roots and then give off water vapour through pores in their leaves.

Photosynthesis – the process by which green plants and some other organisms use sunlight to synthesise nutrients from carbon dioxide and water.

Reproduction – the production of offspring by a sexual or asexual process.

To harbour – give a home or shelter to.

Multicellular – (of an organism or part) consisting of many cells.

Pollination – the carrying of pollen grains (the male sex cells in plants) to the female sex cells for fertilisation.

Assessment

LB page 57

Answers

- Answers will vary for example: cultivation (from the verb 'cultivate') and importance (from the adjective 'important'). (5 × 1 = 5 marks)
- cultivate – to grow plants
 - root crops – underground stems
 - harbour – shelter (3 × 1 = 3 marks)
- Humans can destroy the soil and cause the extinction of plants ✓ or they can look after the soil and cultivate plants and take care of them. ✓ (2)
- Learners should use a diagram as part of their explanation. (10)

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content	1–2	3–4	5
Diagram included	1	2	3
Spelling and grammar	0	1	2
Total marks			10

Total [20]

UNIT 5 Friendship

Suggested teaching time: 15 lessons

Key unit competency	To use language learnt in the context of friendship.
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Recognise when to use formal and informal language • State the vocabulary of politeness: describing people, safe sex • Describe friends and friendship in speech and writing • Use reported speech in speech and writing • Express politeness, offers and requests in speech • Read texts about safe sex • Listen to texts about safe sex • Write about relationships between the sexes and about safe sex.
Key vocabulary	<p>Politeness: may, can, could, kind, sure, etc. Describing people: honest, funny, tall, good at, etc. Safe sex: respect, attractive, condom, safe sex, faithful, etc.</p>
Competencies practised	literacy, science and technology (biology), critical thinking, lifelong learning, creativity and innovation, communication skills, cooperation
Crosscutting issues	gender issues, comprehensive sexuality, peace and values
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • photographs • dictionaries
Background notes	Use this topic to introduce the subject of diversity, peace and tolerance, as well as safe sex and monogamy. You can use the issue of genocide to emphasise the importance of treating all cultural groups with respect and tolerance. Research and find out about the results of lack of tolerance. The 2015 migrant/refugee influx to Europe is a good example of the results of conflict. The issue of safe sex needs to be handled carefully because some of your learners may already be sexually active. Be careful to handle the topic in a neutral way, stating the dangers of early sexual activity without passing judgement.

Lesson outlines: Unit 5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • Introduce topic and read about what we mean by friendship. • Complete Activity 1. 	<ul style="list-style-type: none"> • Talk about how to write a good description. • Complete Activity 2. 	<ul style="list-style-type: none"> • Activity 3: Describe each other using photos. • Read a description of a friend. • Complete Activity 4. 	<ul style="list-style-type: none"> • Activity 5: describe your friends. • Activity 6: write about another person. 	<ul style="list-style-type: none"> • Explain how to recount events and stories. • Complete Activity 7.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> • Listen to the story about the warthog. • Complete Activity 8. 	<ul style="list-style-type: none"> • Explain how to use reported speech. • Complete Activity 9. • Complete Activity 10. 	<ul style="list-style-type: none"> • Explain how to make offers and requests. • Complete Activity 11. 	<ul style="list-style-type: none"> • Explain direct speech. • Complete Activity 12. • Discuss formal and informal ways of asking and offering. • Complete Activity 13. 	<ul style="list-style-type: none"> • Discuss how to plan an outing. • Complete Activity 14. • Complete Activity 15.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> • Read about romantic relationships. • Complete Activity 16. • Complete Activity 17. 	<ul style="list-style-type: none"> • Read about being ready for sex. • Complete Activity 18. 	<ul style="list-style-type: none"> • Activity 19: Write about romantic relationships. • Complete Activity 20. 	<ul style="list-style-type: none"> • Revise vocabulary. • Complete Activity 21. 	<ul style="list-style-type: none"> • Assessment.

Homework: Complete activities, complete essay, revise vocabulary.

Introduce the unit

Ask learners to think about how many friends they have and what friendship is all about. You can use the opening picture as a stimulus or find pictures from magazines. Throughout this unit, you will need to be sensitive regarding learners who may have relationship issues. Make sure that your classroom is a safe environment in which learners can discuss issues that may be important to them, without feeling criticised or judged.

Before commencing this lesson, ask learners to bring in a photo of themselves for use in Activity 3.

Activity 1: Describe being a good friend

LB page 60

This activity is designed to make learners think about the meaning of friendship and to realise that friendship is a two-way activity. Learners should understand that you cannot expect people to be your friends if you treat them badly.

Answers

1. Learners should discuss the statement. Answers will vary.
 2. Learners must write their own list of ways to treat a friend in their exercise books.
-
-

Activity 2: Describe a face

LB page 60

When we look at someone's face, we often get an instinctive feel for the character of the person. There is a saying that the eyes are the windows of the souls. You can ask learners their opinions about this.

Answers

Learners must look at the picture of an elderly woman in their books. They must make a list of all the words they think describe her. Learners should think positively and come up with words such as kind, caring, thoughtful, pensive, etc. They may also interpret her face as severe and strict or cross. No answer is incorrect.

Activity 3: Describe someone using a photo

LB page 60

Learners will need to bring a photo of themselves to school in order to do this activity. Divide learners into groups. In their groups, learners must look at photos of each other. They must take turns in describing each other from the photos. They must try to describe as many aspects as they can, such as age, height, appearance, etc.

Answers

This activity is designed to encourage learners to make use of descriptive words. You can listen to their responses and write down good vocabulary on the board for them.

Activity 4: Use words to describe appearance

LB page 61

This activity is designed to make learners think about descriptive words and find alternatives.

Answers

1. Learners must write down all the words used to describe Anitha's appearance: small, slim, oval face, dark brown eyes, a big mouth, long black wavy hair, ponytail, beautiful.
2. Learners must write down as many similar words to the ones used above as possible. For example another word for 'slim' may be 'thin'; 'petite' may be used for 'small'.

Activity 5: Describe your friends

LB page 61

This activity is designed to encourage conversation and also to practise note-taking.

Answers

1. Learners should think before they start, and talk for about a minute.
2. Learners should make notes of the main points made – they should write down the words used to describe the person, but not use sentences.

Activity 6: Write about another person

LB page 62

Learners must write a description of a friend. They should use about 200–250 words. Though both the two are parts of a descriptive essay, help students to discover the least difference between a portrait and a place /geographical description. Inform them that there exist many other types of descriptions(Caricature, Esquise,..) without entering deep.

Answers

Answers will vary. This activity can be used for assessment purposes. Suggested mark allocation: 20.

Activity 7: Recount an activity at school

LB page 62

Learners must recount an activity. Use the Learner's Book to explain how to recount and give extra examples if needed. Learners can recount out loud something that has happened in the past week.

Answers

Learners must write a paragraph recounting something that has happened at school in the past week. Answers will vary. Suggested mark allocation: 10.

Activity 8: Recount a story to another person

LB page 63

Read the story of the warthog with learners. Learners must recount the story of Warthog and Lion to each other and then check to see if they got the events in the right order.

Answers

Learners should check each other for correct order.

Activity 9: Change from direct to reported speech

LB page 64

Explain to learners the difference between direct and indirect speech. Use the examples in the Learner's Book and ask learners to make up more examples.

Answers

1. John said that he could ride a horse.
 2. John said that his mother did the cleaning.
 3. He said that he was going to the cinema.
 4. She said that her name was Lela.
 5. She asked what they should learn today.
-
-

Activity 10: Practise using reported speech

LB page 64

Learners must rewrite the paragraph as reported speech.

Answers

He asked why Charlotte had done that for him. He said that he did not deserve it because he had never done anything for her. She replied that he had been her friend and that was a tremendous thing in itself.

Activity 11: Role play being polite

LB page 66

Divide the learners into groups. In their groups, learners must make up a role play about a situation where they use polite offers and requests, for example dinner with their family.

Answers

Groups will come up with different role plays. Allow time for the class to listen to each other's role play. The emphasis should be on polite conversation.

Activity 12: Practise direct speech

LB page 66

Explain to learners that we use quotation marks for direct speech.

Answers

Answers may vary slightly. The following are some examples:

1. He/she asked, "Would you like a cup of tea?"
2. Jean said to Mary, "May I serve you some fruit?"
3. My friend's father asked me, "Could I give you one of my beautiful suits?"
4. My mother laughed and said, "Would I serve hot milk and bread for dinner?"

Activity 13: Make informal requests

LB page 67

Explain the difference between formal and informal speech to learners.

Answers

Answers may vary slightly. The following are some examples:

1. Will you pass me a cup of tea, please?
2. Can you help me with my homework?
3. Will you tidy the house for me?
4. Will you like a banana?
5. Will you come to the cinema with me?

Activity 14: Plan an outing

LB page 67

Learners must plan an outing and write down their plan. They must then write a report as though the outing has happened.

Answers

This is a substantial activity and can be used for assessment purposes. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Report written	1–3	4–7	8–10
Outing planned	1–2	3–4	5
Plan written down	1–2	3–4	5
Total marks			20

Activity 15: Read a dialogue

LB page 67

Learners should read the dialogue to each other, taking turns in each part.

Answers

Encourage the learners to read with expression, emphasising a polite tone of voice.

Activity 16: Comprehension

LB page 69

Read the section in the Learner's Book with learners, explain any words that learners do not understand and then set them the comprehension as an individual activity.

Answers

Suggested mark allocation: 10

1. Answers will vary. Learners should understand that, when people feel close to others, they are happier and even healthier. Love helps us feel important, understood and secure. (2)
2. It is the love we feel for a boyfriend or girlfriend. (2)
3. Attraction is the 'chemistry' part of love. It's all about the physical – even sexual – interest that two people have in each other. Attraction is responsible for the desire we feel to kiss and hold the object of our affection. Attraction is also responsible for the flushed, nervous-but-excited way we feel when that person is near. (4)
4. Commitment is the promise or decision to stick by the other person through the ups and downs of the relationship. (2)

Activity 17: Talk about relationships

LB page 69

Divide learners into groups. In their group, learners must discuss what is good or not good in relationships between the sexes.

Answers

This activity is designed to help learners to see that healthy relationships support us and help us to become better people. In a healthy relationship, we can grow and develop to our full potential.

Activity 18: Give advice to friends

LB page 70

This activity is designed to make learners aware of the negative effects of underage sex and to encourage them to make good choices.

Answers

1. In their groups, learners must discuss the risks of having sex before they are emotionally and physically ready. They must talk about the consequences of teenage pregnancies.
2. Learners must write David and Rosine a letter, explaining the risks of having sex before they are emotionally and physically ready. They must also explain the consequences and implications of teenage pregnancy for David and Rosine, as well as for a baby.

Activity 19: Write about romantic relationships

LB page 70

Learners must write a short text (250–300 words) about relationships between the sexes.

Answers

This activity can be used for assessment purposes. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Content	1–3	4–7	8–10
Logically presented	1–2	3–4	5
Spelling and grammar	1–2	3–4	5
Total marks			20

Activity 20: Share your HIV/Aids knowledge

LB page 71

Answers

- Learners must discuss the ways that HIV/Aids can be contracted. Learners need to understand that the HI virus is passed from one person to another through contact with the blood or body fluids of an infected person. The main ways in which people contract HIV are:
 - drug users sharing dirty needles
 - having unprotected sex with an infected person
 - babies drinking the breast milk of an infected person
 - infected blood transfusions
 - infection passed on from mother to foetus during pregnancy
 - multiple partners, e.g. polygamy can spread the disease.
- Learners should understand that, either not having sex until they are married, or using condoms are sensible choices. Monogamous relationships still carry the danger of contracting HIV.
- HIV/Aids impacts families, communities and the country as a whole. Within families, it places a financial and emotional burden on the family, especially if both parents die and the children become orphans. This means that grandparents have the burden of bringing up grandchildren. Often, the oldest child must leave school early to support the family. Community structures break down and communities have the burden of helping orphans. The economy suffers because firms have to deal with sick employees who either cannot work or who are often off work sick. Productivity is lower and health costs rise.

Activity 21: Match words and their meanings

LB page 71

Answers

Learners must look up the words in the left-hand column and then match them to the correct meaning in the right hand column.

unconditional	with no limitations
recount	to tell or relate a story
respect	to admire someone
obligation	an action that you have a duty to complete
politeness	showing good manners towards others
condom	protection worn during sexual intercourse as a contraceptive or against infection
attractive	pleasing or appealing to the senses
faithful	to be loyal and steadfast
safe sex	sexual activities in which precautions have been taken against infection
monogamous	having a single sexual partner during a period of time

Assessment

LB page 72

Answers

- a) She told the boys **that they should not waste their money.**
 - b) She asked him **what he had decided to do.**
 - c) He said **that he always woke up early.**
 - d) He advised the students **to revise their lessons.**
 - e) He wanted to know **where I had been.** (5 × 1 = 5 marks)
 - a) "I might come," said Carene.
 - b) "I could fail," said Jean-Paul.
 - c) "David, you should stay in bed," Olive said.
 - d) "I used to have a car," said Thierry.
 - e) "I wish we were in South Africa," said Josiane. (5 × 1 = 5 marks)
 - a) **May** I speak to Mr. Mugabo, please?
 - b) **Would** you open the window, please? It's hot in here.
 - c) Would you mind if I **did not** come to your party?
 - d) Would you mind if I **borrowed** your dictionary for an hour or so?
 - e) Could I stay here for a while? Yes, you **may.** (5 × 1 = 5 marks)
 - Learners must write a short report explaining the dangers of teenage sex. Allow one mark for each of five facts. (5 marks)
- Total (20)

UNIT 6**Study skills and writing**

Suggested teaching time: 15 lessons

Key unit competency	To use language learnt in the context of study skills and writing.
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Recognise how to work in groups, plan and evaluate writing, make notes and write a summary, use connectors in key language functions. • List the vocabulary of key school language functions. • Read an extract from a simplified work of literature. • Work in groups and organise the work of the group. • Plan a short text using notes. • Write a short text and evaluate it from the viewpoint of grammar, punctuation, and spelling. • Listen to a short text exemplifying a common school language function. • Read a short text exemplifying a common school language function. • Write a short text demonstrating the use of a common school language function.
Key vocabulary	<p>Working in class: group, pair, report, chairperson, etc. Making notes and writing summaries: select, points</p>
Competencies practised	literacy, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation, science and technology (biology), life skills (cookery and study methods)
Crosscutting issues	peace and values education
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • photographs • dictionaries
Background notes	<p>This lesson deals with study methods and therefore is of great value in teaching learners correct study methods. The information used in this unit can be used in other subjects. If you can get hold of extra information on study methods, you can make it available for learners. If you are aware that some learners have problems with their study technique, use this series of lessons to help them. The cookery recipes are fun and you can encourage learners to make up their own recipes.</p> <p>All of the activities in this unit are designed to help learners with study and examination techniques.</p>

Lesson outlines: Unit 6

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> Introduce the topic and talk about the importance of having good study skills. 	<ul style="list-style-type: none"> Read about storks. Complete Activity 1. 	<ul style="list-style-type: none"> Revise how to write a composition. Complete Activity 2. 	<ul style="list-style-type: none"> Revise how to write notes. Complete Activity 3. Discuss Charles Dickens and the value of classical literature. 	<ul style="list-style-type: none"> Discuss the importance of working in groups. Read about wanting to be head girl. Complete Activity 4.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> Talk about using headings and numbers. Read about frogs. Complete Activity 5. 	<ul style="list-style-type: none"> Complete Activity 6. 	<ul style="list-style-type: none"> Explain recounting. Complete Activity 7. Discuss explaining. Complete Activity 8. 	<ul style="list-style-type: none"> Discuss how to define something (colon, semi-colons, commas, defining clause, paraphrasing, verb 'to be'). Complete Activity 9. 	<ul style="list-style-type: none"> Talk about giving examples. Complete Activity 10.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> Explain contrasting. Complete Activity 11. 	<ul style="list-style-type: none"> Explain how to make a list. Complete Activity 12. 	<ul style="list-style-type: none"> Talk about school language functions. Complete Activity 13. Complete Activity 14. 	<ul style="list-style-type: none"> Revise vocabulary. Complete Activity 15. 	<ul style="list-style-type: none"> Assessment.

Homework: Complete activities, research study skills, revise vocabulary, revise readings.

Introduce the unit

Introduce the lesson by asking learners how they prepare for exams and talk about study methods. You can use the opening picture as a stimulus. Point out to learners that we still make use of study methods when we have left school and that we encounter note-taking in a variety of situations.

Activity 1: Write a summary

LB page 76

Talk to learners about why we need to make summaries and explain the grammar focus to them. Use board work to demonstrate the key points in making summaries: no full sentences and using point form.

Answers

- Learners should notice that this is a dialogue.
- Storks are big white birds that have yellow bills and long legs. They nest on roofs and make a clapping sound with their beaks. They eat frogs and small fish and are thought to bring good luck.
- Lina: Is diligent and has done her homework.
 - Jella: Likes to shoot things with his catapult.
 - Pier and Dirk: Are twins.
 - Eelka: Does not know much about storks and would like to know more.
- Learners must write a summary of less than 50 words.
- Learners must evaluate each other's summaries. This is a good exercise because it encourages them to be objective.

Activity 2: Write a short composition

LB page 77

Learners must write a short composition on a subject of their choice, using both direct and indirect speech. Writing a well-constructed composition is an important skill. Explain to learners the need for an introduction and conclusion.

Answers

This activity can be used for assessment purposes.

Learners must compare their work with that of a classmate to see who has used punctuation and grammar correctly. Suggested mark allocation: 25.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Introduction	1–2	3–4	5
Conclusion	1–2	3–4	5
Main body: spelling and grammar	1–3	4–7	8–10
Contents: ideas well constructed	1–2	3–4	5
Total marks			25

Activity 3: Make notes on an extract from classical literature LB page 79

Talk to learners about classical literature and briefly explain who Charles Dickens was. Explain to them that the language he used is very different to that used nowadays. You may also need to explain to learners that the 'great iron' on the man's leg was a calliper, used to support a leg that had been damaged in some way. Explain to learners that making notes is very helpful when studying for an examination.

Answers

1. a) The countryside where Pip met the man: learners should notice that the countryside was bleak, overgrown marshland.
 - b) The appearance of the fearful man: a frightening-looking man with a calliper on his leg and wearing ragged clothes. He was covered in cuts and bruises.
 - c) How Pip felt when he met the fearful man: he was very frightened.
-
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Activity 4: Follow instructions LB page 81

This activity contains a variety of exercises. Not only must learners find the answers to questions, but they must also learn to work as a team, to time-keep, elect a leader and report back on their findings. Be aware of any groups that are struggling to work as a team. Teamwork and working with others are essential skills.

Answers

4. a) Answers will vary; however, learners should recognise that, when you are always punctual, never miss any lessons, wear your school uniform and respect teachers, you are regarded as a model student.
 - b) Learners should notice that Penny would be a good head girl as, amongst other things, she helps other learners.
 - c) Learners must try to identify some words or phrases that Penny uses which are also common in their school environment. Examples may include suspended, prefect, school, rules, etc.
 - d) Learners must write down some of their own school rules and regulations and explain why they are important.
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Activity 5: Make notes on frogs LB page 83

Before completing this activity, read through the section on using headings and subheadings. Use the recipe as an example of how subheadings help us to navigate text. Using headings and subheadings is important when answering examination questions because it makes it easier to write down facts in a logical order.

Answers

1. Heading: Read about frogs.
Subheadings: What are frogs? How big is the biggest and how small is the smallest?
Where do frogs live?
 2. Learners must make notes of the important information under each subheading.
Learners must try to use numbers or point form.
 3. Learners must compare their notes with the rest of the class.
-
-

Activity 6: Use numbers to put facts in order

LB page 84

Remind learners of the use of point form to give instructions.

Answers

1. Heat coals or gas grill for direct heat.
2. Spray two 30 × 45 cm sheets of heavy-duty foil with cooking spray.
3. Brush beef patties with steak sauce.
4. Place the onions in the centre of each foil piece. Fold foil over onions so that the edges meet, and place on the coals.
5. Grill the onion packets and beef patties for 10 to 15 minutes, turning the patties and rotating packets once or twice.
6. Cut the bread rolls in half and place the patties on the rolls with the onions on top.

Activity 7: Recount an event that happened last week

LB page 85

Talk to learners about how to recount an activity and also the need to put thoughts into a logical order before beginning. Learners can give their own short sentences about something that has happened to them before undertaking the activity.

Answers

Learners must write four lines recounting an event that happened last week.

Activity 8: Explain how to play a sport

LB page 85

This activity is designed to help learners to practise recounting in a logical order and to sort information mentally before recounting.

Answers

Divide learners into pairs. In pairs, learners must take turns to explain to each other how to play their favourite sport. They should tell each other whether their explanation was easy or difficult to understand.

Activity 9: Practise definitions

LB page 86

Learners need to be able to explain and substantiate statements that they write during an examination. This activity is designed to help learners to understand how to explain and define.

Answers

1. Amphibians are cold-blooded animals. This means that their body temperature is the same as the surrounding temperature. Their skin absorbs water into their body so they do not have to drink water to survive.
2. Vertebrates are animals with backbones.
3. Answers will vary. A defining moment is usually seen as a point at which the essential nature or character of a person is revealed or identified.

Activity 10: Give examples

LB page 86

Giving examples helps us to prove to an examiner that we understand what we are writing about. It also helps people to understand what we are talking about in conversations.

Answers

Answers will vary. Suggested answers below:

1. Rwanda has many mountains, one example of which is **Mount Gahinga**.
2. Examples of foods eaten in Rwanda are **ugali** and **matoke**.
3. An example of a team sport is **soccer**.
4. There are many birds in Rwanda; two examples are **ducks** and **bush shrikes**.
5. I have many friends, for example **Lulu and Ben**.

Activity 11: Make contrasting sentences

LB page 87

Explain the use of 'although', 'yet', 'even though' or 'while' to make contrasting sentences.

Answers

1. The summer season is wet and hot, **but/while** the winter season is cold and dry.
2. Some dogs are well behaved, **but/while** others drag their owners down the block, yapping all the way.
3. **Although/Though** the boy was injured, he didn't give up.
4. There was little chance of success, **but/yet** we didn't give up.
5. He is overweight, **yet/but** he still runs very fast.

Activity 12: Make lists

LB page 88

This activity helps learners to practise the technique of listing.

Answers

Answers may vary. Some examples are:

1. **First**, I grabbed a spoon, **then** I ate the cereal. **Next**, I drank the milk and **lastly**, I tossed the bowl in the sink.
2. We learn, **firstly**, how to cook and **secondly**, how to clean.
3. How to become a political leader: **First**, you need to become a leader of a political party. **Secondly**, you need to win a seat in Parliament. **Thirdly**, your party must have a majority of seats.
4. Buying organic fruit and vegetables is a better choice. **Firstly**, they are less contaminated by chemical pesticides. **Also**, they are not genetically modified. **Lastly**, they are allowed to mature or ripen fully.
5. Soil has three main layers. **Firstly**, there is the surface layer. **Next**, there is the topsoil. **Lastly**, there is the subsoil.

Activity 13: Practise common school language

LB page 89

Ask learners to suggest phrases and words they hear all the time at school.

Answers

Learners must write down other phrases and sentences that they normally use or hear their teachers use. Learners must then try to relate them to their functions (when and where they are used) and report back to the class on their findings.

Activity 14: Comprehension

LB page 89

Refer learners back to the text 'Read about wanting to be head girl' and then to complete the comprehension on their own.

Answers

1. "M ... m ... ma ... may I come in, Sir?"
2. "Oh, Penny, come in, please. Have a seat."
3. Answers will vary. One example could be: "Good morning, class."
4. Answers will vary. One example could be: "Excuse me."
5. Answers will vary. One example could be: "Hello. My name is ..."

Activity 15: Use the glossary

LB page 89

Learners must use their dictionaries or the glossary in their Learner's Books.

Answers

Evaluate – judge the quality or value of; assess.

Summary – a brief statement or account of the main points of something.

Abbreviation – a shortened form of a word or phrase.

Assumptions – things that are accepted as true or as certain to happen, without proof.

Fictional – made up; the class of literature comprising works of imaginative narration.

Chronological – (of a record of events) following the order in which they occurred.

Assessment

LB page 90

Answers

1. There are good reasons why some people feel the need to make significant changes in their lives from time to time. **Firstly**, any new situation that a person encounters can be an opportunity to learn and grow as a person. A new job, for instance, might present challenges that push the person to adapt, acquire new knowledge, or add to his or her skill set. **Secondly**, a change can represent a break with the past and an old routine, which has become boring and predictable. **Thirdly/lastly**, as well as making life more fun and interesting, new experiences can be good for our physical and mental health. (3 × 1 = 3 marks)
2. Learners must make eight sentences demonstrating the following eight study skills: listing, describing, recounting, examples, notes, and instructions, contrasting and defining. Answers will vary. (8 × 1 = 8 marks)

3. You can share the work, ✓ you can share knowledge, ✓ and you can help each other to learn. ✓ (3 × 1 = 3 marks)

Too ✓ many learners look at studying as something that they have to do, ✓ not as an enjoyment or opportunity to learn. ✓ That's ✓ fine but researchers have found that how you approach something matters almost as much as what you do. ✓ Being in the right mindset is important in order to study smarter. ✓ (6 × 1 = 6 marks)

Total (20)

UNIT 7

Leadership and famous people

Suggested teaching time: 15 lessons

Key unit competency	To use language learnt in the context of leadership and famous people
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none"> • Identify when the use of the past simple tense, and clauses. • State the vocabulary of leadership styles, character. • Describe a famous Rwandan leader in speech and writing. • Describe leadership styles and exemplify them in speech and writing. • Write texts containing examples. • Describe the life story of a famous person in Rwanda in speech and writing. • Read texts about a famous leader in Rwanda, about leadership styles, or about a famous person in Rwanda. • Listen to texts about a famous leader in Rwanda, about leadership styles, or about a famous person in Rwanda. • Make notes on a written text. • Plan, write and evaluate texts. • Write the life story of a famous person.
Key vocabulary	<p>Leadership styles: tolerant, authoritarian, violent, democratic, etc.</p> <p>Character: simple, unpretentious, good-natured, reserved, etc.</p>
Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, cooperation
Crosscutting issues	gender, standardisation culture, peace and values
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none"> • Teacher's Guide • Learner's Book • pictures • photographs • dictionaries • magazines • Internet access • school or public library access

Background notes

Leadership and moral values are very important topics. Globally, there are many current examples of bad leadership, both in politics and in business. Learners should be encouraged to think about the responsibilities of leaders, and also the need for good role models. You can also use this lesson to discuss the issue of genocide and the impact leaders have on behaviour. You will need to get hold of recent magazines, especially financial ones, to use with learners. If you can source pictures of famous leaders, both past and present, you can make a display of them on the walls.

Lesson outlines: Unit 7

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • Introduce the topic and talk about team leaders. • Read about leadership. • Complete Activity 1. 	<ul style="list-style-type: none"> • Activity 2. • Write a definition of a leader. • Read about leadership in traditional Rwanda. • Complete Activity 3. 	<ul style="list-style-type: none"> • Explain the past simple tense. • Complete Activity 4. 	<ul style="list-style-type: none"> • Complete Activity 5. • Read about why leadership is important. • Revise note taking. • Complete Activity 6. 	<ul style="list-style-type: none"> • Read about styles of leadership. • Complete Activity 7.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> • Case study: identifying a leadership style. • Complete Activity 8. 	<ul style="list-style-type: none"> • Read and discuss the poem. • Complete Activity 9. 	<ul style="list-style-type: none"> • Read about famous people. • Complete Activity 10. 	<ul style="list-style-type: none"> • Read about Rwandan entertainers. • Complete Activity 11 and Activity 12. 	<ul style="list-style-type: none"> • Talk about using conjunctions. • Complete Activity 13.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> • Read about women of influence in Rwanda. • Complete Activities 14 and 15. 	<ul style="list-style-type: none"> • Complete Activity 16. 	<ul style="list-style-type: none"> • Explain the problem of corruption. • Complete Activity 17. 	<ul style="list-style-type: none"> • Revise vocabulary and complete Activity 18. 	<ul style="list-style-type: none"> • Assessment.

Homework: Complete activities, research leaders in Rwanda, research women leaders, find out about corruption, revise readings.

Introduce the unit

Show learners pictures of famous leaders and film stars and talk about what qualities we expect in a leader and also in a role model. Ask learners to think about well-known Rwandans that they consider good leaders. You can also discuss leadership within your school.

Activity 1: Identify the qualities of a good leader

LB page 92

Read through the quotations in the Learner's Book and brainstorm qualities of good leaders with learners. Write their suggestions on the board.

Answers

- Learners must decide which of the following qualities of leadership match each of the quotations in the text in their books.
 Leaders have qualities that inspire people to follow them. This matches the quote: "Become the kind of leader that people would follow voluntarily, even if you had no title or position." – Brian Tracy
 Leaders inspire people to do more and be more. This matches the quote: "My job is not to be easy on people. My job is to take these great people we have, and to push them and make them even better." – Steve Jobs
 Leaders have vision. This matches the quote: "The very essence of leadership is that you have to have vision. You can't blow an uncertain trumpet." – Father Theodore M. Hesburgh
 Leaders are active. This matches the quote: "Leadership is an action, not a position." – Donald McGannon
 People want to follow leaders. This matches the quote: "People buy into the leader before they buy into the vision." – John Maxwell
- Answers will vary. Examples may include words like brave, loyal, trustworthy, clever, etc.
- Learners must report their findings to the rest of the class in the form of a dialogue.
 For example: When we talked about the qualities for a good leader, Sonia said: "I think a good leader inspires people." Rebecca disagreed and said, "I disagree. I think a good leader just tells people what to do."

Activity 2: Write a definition of leadership

LB page 93

Recap the quotations and ask learners to look at the words on the board and then write their own definition of a leader.

Answers

Answers will vary because learners must explain what being a leader means to them in their own words. Encourage all learners to express an opinion.

Activity 3: Find the meaning of words

LB page 95

King Rwabugiri is an example of an autocratic leader. His style of leadership was suitable for the times.

Answers

1. Decades-long process: a process that takes place over many decades, with a decade being ten years.
2. Autonomous: (of a country or region) having the freedom to govern itself or control its own affairs.
3. Centralised: concentrated (control of an activity or organisation) under a single authority.
4. Incursions: invasions or attacks, especially sudden or brief ones.
5. Semi-divine being: a being that is somewhat more than mortal but less than divine.
6. Ornate: elaborately or highly decorated.
7. Frontier: a line or border separating two countries.
8. Harmony and cohesion: agreement and the action or fact of forming a united whole.

Activity 4: Practise the past simple tense

LB page 95

Revise the past simple tense with learners, referring to Unit 3 if necessary.

Answers

Answers may vary. Suggested solutions below:

1. We **watched** a good film last week.
2. Last Wednesday, I **was** in Kigali.
3. She **finished** her homework by seven o'clock.
4. I **walked** to the soccer match last Saturday.
5. My uncle **came** to visit last week.

Activity 5: Write about the leadership of King Rwabugiri

LB page 95

Answers

Using the past simple tense, learners must describe King Kigeri IV Rwabugiri's achievements in not more than 120 words.

Activity 6: Discuss the qualities of a good leader

LB page 97

This is an oral activity. Allow time for discussion. Listen to the discussions in the different groups and allow time for groups to share their answers.

Answers

1. Learners should understand how these qualities can be applied, both on a small and on a large scale. Encourage them to understand that we all need to be leaders in our own way. Learners may agree or disagree that these are qualities needed in a leader.

- In their groups, learners must choose one person in their school or community whom they regard as being a good, strong leader. They must write down four things that they think make this person a strong leader.
- Learners must discuss their findings with the rest of the class. (Hint: they will need to elect a leader for their group to read the presentation.)
- Working individually, learners must make a list of the leadership characteristics mentioned by each group.

Activity 7: Write about styles of leadership

LB page 98

Discuss the two different styles of leadership mentioned in the Learner's Book and make sure learners can differentiate between them. Ask them which style they prefer.

Answers

Learners must choose any business, sporting or political leader and write a short report on what they think their leadership style is.

This activity can be used for assessment purposes. Suggested mark allocation: 20

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Report written	1–3	4–7	8–10
Arguments presented	1–2	3–4	5
Spelling and grammar	1–2	3–4	5
Total marks			20

Activity 8: Comprehension – Identify a leadership style

LB page 98

Read the passage with learners, then ask them to complete the activity in pairs. They can write the answers in their exercise books.

Answers

- Authoritarian, because he keeps a close eye on the staff, etc.
- Learners should recognise that this is not a desirable leadership style, because he is not involving his staff in the decision-making processes.
- Answer will vary. Possible answers include involving his staff in the decision-making process, incentivising staff, etc.

Activity 9: Read and understand a poem

LB page 99

Read the poem through with learners and explain any words or sentences they may not understand, then ask them to read the poem again on their own.

Answers

- Patient, ready to meet challenges, easy going, strong beliefs, not afraid, has foresight, etc.

Activity 9: Read and understand a poem

LB page 99

2. All leaders have hard jobs to do, but these jobs are easier when they have these qualities.
3. Answers will vary, but learners should understand that a leader should do the right thing even if it is not the easy thing to do.
4. Hindsight can help us not to repeat the mistakes of the past; therefore, it is not a waste of time.

Activity 10: Debate the responsibilities of famous people

LB page 100

Learners must be prepared to take both sides of the debate.

Answers

Divide the learners into groups. Learners must divide their group into two teams and debate for and against the following statement: *Famous people have a responsibility to be role models and set a good example for other people to follow.*

Learners may have mixed opinions on whether famous people should behave in specific ways. They can use famous film stars and sports people as examples.

Activity 11: Discuss Rwandan entertainers

LB page 101

Learners must work in groups to identify famous Rwandan entertainers (include sports people). They must classify them into types of entertainers and talk about which types of media they use to follow these famous people.

Answers

1. Learners must quickly list all the famous Rwandan entertainers that they can think of. Encourage learners to just list the names that come into their heads without thinking too much about it.
2. Ask the different groups to share with the class the types of media that are most used. Use this information to create a table on the chalkboard.
3. Modern famous people tend to lead by example. King Rwabugiri was authoritarian and led by being in a position of power and being able to force people to obey him.

Extension activity

If time permits, use the information gathered in question 3 of Activity 11 for learners to make a graph, showing different forms of media used by teenagers.

Activity 12: Make notes about the life story of a famous Rwandan person and compare your notes with other learners

LB page 102

Encourage learners to make use of the Internet and other sources of information. You may need to bring newspapers and magazines into the classroom for learners who cannot source them.

Answers

Answers should be in note form with side headings and brief phrases. This activity reinforces work completed in Unit 6. If learners have difficulty, revise Unit 6.

Activity 13: Join clauses using 'when' or 'because'

LB page 102

Explain to learners how to use conjunctions to join phrases and make better sentences.

Answers

1. **When** the goalkeeper was a child he dreamed of becoming a professional footballer.
2. The guitarist is well liked within the music industry **because** he is always polite and courteous.
3. Some people are infamous **because** they behave very badly.
4. The singer has become very successful **because** he has worked very hard to become a good musician.
5. A leader is very important **because** a football team wants to win matches.

Activity 14: Research some well-known women in Rwanda

LB page 104

Learners must answer the questions, based on the reading about women of influence in Rwanda.

Answers

1. Explain to learners that this saying means that mothers have a great deal of influence on the development of their children, and that good parenting is very important. This could be used as a topic for debate.
2. Learners must choose one of the girls in their school or community that they consider to be a person of influence and write a brief paragraph describing why she deserves to be considered as such.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Research completed	1–3	4–7	8–10
Report written using 'when' and 'because'	1–2	3–4	5
Report written with attention to punctuation and grammar	1–2	3–4	5
Content	1–3	4–7	8–10
Total marks			30

Activity 15: Research some well-known women in Rwanda LB page 105

This activity is important because it encourages learners not to be gender biased. Encourage learners to see that women are very effective in leadership roles and also that they are active in business.

Learners must write and evaluate their text, paying attention to the past simple tense and to clauses that use 'when' or 'because'.

This activity can be used for assessment purposes. Suggested mark allocation: 30.

Activity 16: Talk about famous people LB page 105

This is an oral activity. Encourage learners to research and find out as much as they can about a famous Rwandan. Encourage use of the Internet if available. Learners can research using their mobile phones to go online.

Answers

Allow time to share discussions.

Activity 17: Talk about corruption LB page 106

Corruption is a global problem. Discuss the meaning and significance of corruption and then explain its harmful effects.

Answers

1. No. Corruption happens at many different levels.
 2. Answers will vary. One possible example might be a teacher accepting a bribe to pass a learner who failed a test.
 3. Answers will vary. Examples may include being honest and fair in dealings with other people, reporting corruption if you are aware of it.
-

Activity 18: Improve your vocabulary LB page 106

Learners must use their dictionary to find the meanings of the following words about authority. They can add to their list any other words that they can think of.

Answers

1. Authoritarian: favouring complete obedience or subjection to authority.
Charismatic: full of life and inspiring people to follow.
Democratic: a system of government in which power is vested in the people, who rule either directly or through freely elected representatives.
Inspiring: to fill with a positive influence.
Tolerant: showing willingness to allow the existence of opinions or behaviour that one does not necessarily agree with.
Violent: using or involving physical force intended to hurt, damage, or kill someone or something.
Visionary: thinking about or planning the future with imagination or wisdom.
-

Activity 18: Improve your vocabulary

LB page 106

2. Simple: easily understood or done.
 Unpretentious: not attempting to impress others with an appearance of greater importance, talent, or culture.
 Good-natured: kind, friendly, and patient.
 Reserved: slow to reveal emotion or opinions.
 Extrovert: an outgoing, socially confident person.
 Self-centred: preoccupied with oneself and one's affairs.
 Dynamic: positive in attitude and full of energy and new ideas.
 Unique: being the only one of its kind.

Assessment

LB page 107

Answers

- Learners must write a short paragraph explaining the qualities of a good leader. One mark for each quality given. (4 × 1 = 4 marks)
- I am going to walk **because** I can't wait for the bus.
 - I am going to buy that book **because** it is a best-seller.
 - There will be a big fanfare of drums **when** the president arrives.
 - No one wanted to eat the hamburger **because** Eric sneezed all over it.
 - The meal has burned **because** I left the pot on the stove. (5 × 1 = 5 marks)
- Learners must write a paragraph describing a famous person that they admire, and explaining their character. One mark for choice of person and four marks for four characteristics and reasons. (5)
- She **went** to the cinema with me.
 - Jean-Paul **passed** his examination.
 - My mother **made** a cake for my birthday.
 - The king **completed** a modernisation of the army. (4 × 1 = 4 marks)
- Answers will vary. Leaders who use **authoritarian decision making** make all of the major decisions and demand compliance from the group members. Authoritarian leaders typically make decisions on their own and tell other group members what to do and how to do it. Leaders who use **democratic decision making** encourage group discussion and believe in decision making through consensus. Democratic leaders still make the final decision, but do so only after carefully considering what other group members have said. (2 × 1 = 2 marks)
 Total (20)

UNIT 8

Business

Suggested teaching time: 15 lessons

Key unit competency	To use language learnt in the context of business.
Assessment criteria/ learning outcomes	<p>At the end of this unit, learners should be able to:</p> <ul style="list-style-type: none">• Recognise the use of if, unless, need to, be able to, have to, must, the third conditional.• List the vocabulary of entrepreneurship, costs, production, marketing• Describe entrepreneurship orally.• Define business terms in speech and writing.• Read texts, make notes and make a summary.• Read texts about entrepreneurship, running a business, a small business in Rwanda, or an interview with a businessperson.• Listen to texts about entrepreneurship, running a business, a small business in Rwanda, or an interview with a businessperson.• Write hypothetically about a time or incident in the past and discuss on outcomes.
Key vocabulary	<p>Entrepreneurship: risk, communicate, control, innovator, etc. Costs: utilities, rent, overheads, sale, etc. Production: schedule, supply, chain, production, etc. Marketing: brand, advertise, sponsor, online, etc. Defining: refers to, means, is defined as, involves, explains, etc.</p>
Competencies practised	literacy, entrepreneurship and business development, critical thinking, lifelong learning, creativity and innovation, communication skills, co-operation, mathematics
Crosscutting issues	financial education, gender studies, standardisation
Classroom organisation	Learners will need to be able to work in groups as well as in pairs.
Teaching materials	<ul style="list-style-type: none">• Teacher's Guide• Learner's Book• local businessperson to give a talk• pictures• photographs• dictionaries• examples of advertisements cut from magazines• Internet access• school or public library access

Background notes

Businesses are very important because they drive the economy of a country. Before commencing this unit acquaint yourself with the business world of Rwanda. Try to find out information about international corporations that operate in Rwanda as well as local formal and informal businesses. If you can find pictures of successful local entrepreneurs, put these on the wall with case studies about them. This will encourage learners to think positively about what they will do after school and to value the hard work of local entrepreneurs.

Try to find a local businessperson to come and talk to learners about how they run their business.

Lesson outlines: Unit 8

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> Use the picture to introduce the lesson. Read about entrepreneurs and discuss. 	<ul style="list-style-type: none"> Read the case study. Complete Activity 1. 	<ul style="list-style-type: none"> Explain conditional clauses. Complete Activity 2. 	<ul style="list-style-type: none"> Read about the characteristics of an entrepreneur. Complete Activities 3 and 4. 	<ul style="list-style-type: none"> Read about the costs. Complete Activity 5.
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<ul style="list-style-type: none"> Complete Activity 6 – essay. 	<ul style="list-style-type: none"> Read about drawing up a business plan. Complete Activity 7. 	<ul style="list-style-type: none"> Read about the production process. Complete Activity 8. 	<ul style="list-style-type: none"> Read about marketing. Complete Activity 9. 	<ul style="list-style-type: none"> Revise the third conditional clause. Complete Activity 10.
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<ul style="list-style-type: none"> Read about a successful entrepreneur. Complete Activity 11. 	<ul style="list-style-type: none"> Complete Activity 12. Read about a business that succeeded and a business that failed. 	<ul style="list-style-type: none"> Complete Activity 13. Read about CSR. Complete Activity 14. 	<ul style="list-style-type: none"> Revise vocabulary. Complete Activity 15. 	<ul style="list-style-type: none"> Assessment.

Homework: Complete activities, research Rwandan entrepreneurs, complete poster, revise readings.

Introduce the unit

Ask learners to name some local businesses in your community and also to think what it would be like to live without shops, banks etc. Use the picture of Kigali at the beginning of the unit as a stimulus.

Activity 1: Comprehension

LB page 110

Read the case study with learners and then answer the questions.

Answers

1. Because the firm he worked for closed down and he had no job and a family to feed.
 2. He worked very long hours and didn't see his family a lot.
 3. His family would have had no money.
 4. Because it saved him money as he didn't have to pay for it.
-

Activity 2: Complete conditional clauses

LB page 111

Explain conditional clauses and the use of *if*, *'unless'*, *'need to'*, *'be able to'*, *'have to'* and *'must'*.

Answers

1. **If** you come this way, the principal will see you now.
 2. I will be back tomorrow **unless** my car breaks down.
 3. **If** I were a rich man, I would buy a new house.
 4. I **need to** use my bike to take the produce to market.
 5. If you want to go to university, you **must** pass your exams.
-

Activity 3: Describe an entrepreneur, using the third conditional

LB page 112

Read the passage on entrepreneurs and then ask learners to complete Activity 3.

Answers

2. Answers will vary; the following are examples:
 - If something needs to be done, an entrepreneur knows they must do it themselves.
 - If they are not competitive entrepreneurs may not succeed.
 - An entrepreneur must try and try again to be able to succeed.
 - The entrepreneur must have excellent communication skills to be able to sell the product and motivate employees.
 - If an entrepreneur wants to succeed he/she needs to have a strong work ethic.
-

Activity 4: Discuss the characteristics of an entrepreneur LB page 112

Read the case study with learners and remind them of the characteristics of an entrepreneur.

Answers

- Answers will vary; however, most learners will probably agree that determination was the most important.
- Answers will vary. The following list is an example.
 - They need to be self-starters.
 - They need to be competitive.
 - They need to be determined.
 - They need to have good people skills.
 - They need to have a strong work ethic.
- Learners must compare their lists with the rest of the class.

Activity 5: Calculate profit and loss LB page 114

Learners should understand the concept of profits and losses and the basics of calculating a selling price.

Answers

- RWF25
- He would make a loss.
- Answers will vary. Possible answers may be: The farmer can stay in business **if** he brings his costs down; or the farmer cannot stay in business **if** he continues to sell his fruit at a lower price than his cost price.

Activity 6: Write an essay explaining production costs LB page 114

Learners must write a short composition of about a page, explaining what production costs are, and why it is important to be able to calculate them.

Answers

Answers will vary; this composition can be used for assessment purposes. Learners must clearly explain fixed and variable costs, total costs, profit/loss and selling price. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Composition written	1–3	4–7	8–10
Terms properly explained	1–2	3–4	5
Use of introduction and conclusion	1–2	3–4	5
Total marks			20

Activity 7: Summarise a business plan

LB page 115

Answers

Learners must write a summary of the contents of a business plan, explaining why each part is important. This activity revises previous work on writing a summary.

A business plan includes the following sections:

1. Cover page – Gives the name of the proposed business
2. Table of contents – states the different pages that the different sections are on
3. Description of the product – Brief overview of the product
4. Goals of the business – States the businesses goals
5. Description of who owns the business
6. Production plan
7. Marketing plan
8. Financial plan
9. Description of how the business will operate
10. Conclusion

Activity 8: Describe the production process of a baker

LB page 117

Use the example of a baker to talk about production processes and then also discuss large enterprises and explain that their production processes will be very complex.

Answers

1. Answers will vary, but the general consensus should be several hours before breakfast.
2. There will be many different ingredients depending on the type of bread made. Ingredients could include flour, water, eggs, milk, etc.
3. 3.00 a.m. – heat up ovens, prepare dough
3.30 a.m. – make loaves and leave to rise
4.00 a.m. – put loaves in oven and bake
5.00 a.m. – remove baked loaves from oven and leave to cool.
5.30 a.m. – load loaves into van and deliver to shops.
4. Learners must compare their timeline with the rest of the class.
5. Answers will vary, examples include:
If the baker does not get up on time, his loaves will be late in the shops; if the baker forgets to buy enough flour and yeast he will not be able to bake bread.

Activity 9: Design a poster for a product

LB page 118

Show examples of adverts to learners and analyse their effectiveness. Talk to learners about design and wording. Learners should understand that too many words are confusing and that catchy phrases work well.

Answers

This is a fun activity. Encourage learners to think objectively about what makes a good advertisement. This activity can be used for assessment purposes. Suggested mark allocation: 20.

	POORLY DONE	NEAT BUT WITH ERRORS	EXCELLENTLY COMPLETED
Poster completed neatly	1–3	4–7	8–10
Design	1–2	3–4	5
Use of good wording	1–2	3–4	5
Total marks			20

Activity 10: Use third conditional clauses

LB page 119

Revise conditional clauses with learners.

Answers

Answers will vary. Suggested answers below:

1. **If I had not been sick**, I would have gone to the party.
2. **If it had not been raining**, we could have had a picnic.
3. **If I had watched the weather forecast**, I would have known it was going to rain.
4. **If she had not been rude**, she would have said hello.
5. They **would have** accepted your ideas **if** you had explained more clearly.

Activity 11: Summarise Richard Branson's achievements

LB page 120

Learners must find out as much as they can about Richard Branson and summarise his achievements in their exercise book. You may need to provide information if learners do not have access to the Internet or a library.

Answers

A possible answer could be: Sir Richard Charles Nicholas Branson, was born 18 July 1950 and is an English businessman and investor. He is best known as the founder of the Virgin Group, which comprises more than 400 companies. At the age of sixteen, his first business venture was a magazine called *Student*. In 1970, he set up a mail-order record business. In 1972, he opened a chain of record stores, Virgin Records, later known as Virgin Megastores. Branson's Virgin brand grew rapidly during the 1980s, as he set up Virgin Atlantic Airlines and expanded the Virgin Records music label. Branson has an estimated net worth of US \$4.9 billion.

Source: Wikipedia.org

Activity 12: Talk about a Rwandan business

LB page 120

Learners can use the Internet or question a local businessman/woman in their community.

Answers

Learners must write a report of their findings to share with the rest of the class. Learners must make use of the conditional wherever possible. Allow time to share findings with the class.

Activity 13: Discuss the success and failure of businesses

LB page 121

Learners need to be aware that becoming an entrepreneur is risky and that not all businesses are successful. Many fail.

Answers

Learners must say why they think the one business succeeded while the other one failed. Learners should show that they understand that Seth's father kept a tight control on expenditure and that without this the business failed.

Activity 14: Talking about CSR in your area

LB page 122

Corporate social responsibility forms an important part of business. It is no longer acceptable for businesses to make large profits and give nothing back to the community in which they are situated.

Answers

This is a valuable project for learners to undertake.

1. Learners must suggest CSR projects in their area that would improve the lives of people in their community. Suggestions could include things like helping the hungry, helping the poor, collecting books for children to read, etc.
 2. Learners must propose CSR projects that would help to protect the environment, such as setting up a recycling project or planting more trees.
 3. Allow time for learners to report their findings to the rest of the class.
-
-

Activity 15: Use your dictionary

LB page 122

Answers

Learners must use their dictionary to look up the words in the left-hand column and match each word to its meaning in the right-hand column.

overheads	ongoing business costs or fixed costs
utilities	electricity, water and gas
innovator	a person who introduces new methods, ideas or products
rent	money paid to the owner of a building for its use
schedule	a plan for carrying out a process or action
wealth	valuable possessions or money
entrepreneur	a person who starts a business and is willing to risk loss in order to make money
media	forms of mass communication

Assessment

LB page 123

Answers

- Production: Production is the process by which inputs (raw materials and semi-finished products) are made into finished goods that can be bought.
 - Marketing: Marketing is about telling the public about your product, attracting potential customers to your product, and keeping these customers as your customer base.
 - Business plan: A business plan is a formal statement of business goals and how the entrepreneur plans to reach these goals. (3 × 1 = 3 marks)
 - Learners must write three sentences about business using either 'if', 'unless', 'need to', 'be able to', 'have to' or 'must' sentences. Answers will vary. (3 × 1 = 3 marks)
 - If you **had** spent more time on the project, you **would** have made fewer mistakes.
 - If I **had** seen him in the office, I **would** have told him to call you. (4 × 1 = 4 marks)
 - Learners must briefly explain why we need entrepreneurs in Rwanda. Answers will vary but the important thing is that learners recognise that entrepreneurs create employment. Five sentences for one mark each. (5 × 1 = 5 marks)
 - Learners must discuss how using the characteristics of an entrepreneur could help them in their daily life. Answers will vary but learners should recognise that entrepreneurs share certain characteristics like determination, innovation, problem solving, good work ethic etc. that can help them in their daily life. (5 × 1 = 5 marks)
- Total (20)

TEACHER ASSESSMENT OF GROUP PROJECT

Learning objectives:

Project description:

Date:	Met	Exceeded	Not met
	All group members participated.	Group members all played a role and tasks were shared.	Very little interaction or group participation.
	Good presentation.	Excellent presentation.	Incomplete work.
	Interesting work.	Original and very interesting work.	Basic work.
Group members:			
Group members:			
Group members:			

SELF-ASSESSMENT OF GROUP WORK

Task/Project:

Group members:

Date:

	Yes	Yes, we did very well	No	Comment on how you could improve your work.
All group members participated in the task/project.				
All group members were co-operative.				
All group members were respectful and helpful.				
We discussed and negotiated differences of opinion.				
We were democratic in our decision-making.				

SELF- OR PEER ASSESSMENT OF GROUP WORK				
Learning objectives:				
Task/Project:				
Group members:				
Date:				
	Yes	Yes, we did very well	No	Comment on how you could improve your work.
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				

Note: Either enter the criteria in Column 1, or write in where all learners can refer to them.

SELF-ASSESSMENT OF INDIVIDUAL TASKS

Learning objectives:

Task description:

Name of learner:

Date:

I could do the task by myself and I finished quickly.

I could do the task by myself but it was difficult.

I needed a bit of help with the task.

I found this task very difficult.

COMBINED SELF-, PEER AND TEACHER ASSESSMENT OF GROUP WORK	
Learning objectives:	
Task description:	
Group members:	
Date:	Name of learner:
Self-assessment	
Checklist	Rating
1.	
2.	
3.	
4.	
5.	
Comment on own work:	
Assessment by peers (group members)	
Write names and comment on his/her work on this project in the space below.	
Name:	
Name:	
Name:	
Name:	
Name:	
Teacher assessment	
Met: Exceeded: Not met:	Comments

Glossary

A

abbreviations shortened form of words or phrases

abundance plenty

aforsaid previously mentioned

afterlife life after death

agriculture the practice of farming

allied joined to or related to

ambitions the desire and determination to achieve success in a career or activity

ample plenty

annual happening every year

apiculture the science of beekeeping

app software for use on a computer for a particular purpose

artisans skilled people who work with their hands

assumptions things we believe without proving

astronomers people who study the stars

atmosphere a thin layer of gases that surrounds the Earth

attraction the physical interest that two people have in each other

authoritarian enforcing strict obedience

B

bartered goods exchanged for other goods and not for money

bleak charmless and inhospitable

botany the scientific study of plants

briars thorns

burrowers animals that dig holes

C

career an occupation or job needing special training

career ladder job promotion

cash crops crops grown for sale

celebrities famous people, especially in entertainment or sport

centralised concentrated under a single authority

charismatic having a compelling charm that inspires devotion in others

chronological in order of time

civilisation a society or culture living for a particular length of time

closeness a feeling of shared thoughts and ideas built on trust

commitment the promise or decision to stick by the other person through the ups and downs of the relationship

concise short and to the point

condom a thin rubber sheath worn on a man's penis during sexual intercourse as a contraceptive or as a protection against infection

conflict fighting

consolidation bringing separate parts into a single whole

contaminate make impure

corporations groups of companies

cost of production the total amount it costs to produce an item, including both fixed and variable costs

D

decayed decomposed

decline loss of strength or value

democratic an attitude or system that treats everyone equally

deteriorates becomes worse

detriment loss or damage

developing countries countries that still need to advance economically

dialogue conversation

dikes ditches or water canals

dispersal the process of spreading things over a wide area

distinctive a special or unique characteristic

distribution chain the sequence of processes involved in the distribution of a product

diverse varied

duties chores that we have to do

E

eco-friendly not harmful to the environment

ecology the branch of biology that deals with the relations of organisms to one another and to their physical surroundings

economic related to the economy

economy to do with the production of goods and services

ecosystems relationships among living organisms

ecotourism tourism that is directed towards encouraging people to visit exotic natural environments

engineering branch of science and technology concerned with the design, building, and use of engines, machines and structures

enhance to improve the quality of something

enterprises businesses

entrepreneur a person who is willing to help launch a new venture or enterprise and accept full responsibility for the outcome

erosion gradual wearing away

essential absolutely necessary

evaluate to judge the quality of

expenditure the amount of money spent

experience skill gained by doing something

exports goods or services sold in other countries

F

fertile able to produce a great deal

fertility rate the number of births per adult female of the population

fictional made up

field an area of expertise or study

fixed costs costs that do not vary, e.g. rent

flints sharp stones

floral design the art of arranging flowers – a florist

floriculture the study of growing flowering plants

formal business that are registered

G

greenhouse gases gases like carbon dioxide that contribute to global warming

H

habitat the natural home of an animal or other organism

harvests periods of gathering in crops

herded kept or looked after livestock, such as sheep or goats

hieroglyphics picture-writing used by the Ancient Egyptians

hind back

homogeneity an identical group of people or objects

horticulture the science and art of growing fruit, vegetables and other plants

humus dark-brown or black organic substance made up of decayed plant or animal matter

hypothetical based on a theory

I

ICT information and communications technology

immense very large or great

imports goods or services bought into a country from abroad

income money received from selling goods or services

incursions sudden attacks or invasions

infamous well known for a bad quality or action

informal businesses that are not registered

innovator person who comes up with new ideas

inorganic not coming from animal or plant matter e.g. minerals

inputs materials used in manufacturing

inscribed written, or carved into stone

integrity honour, being morally strong

intensive highly concentrated

interdependent when two or more organisms or people are dependent on each other

interests activities that we like to pay attention to

inventing creating or designing something that did not exist before

J

job description a description of the job itself, the duties and responsibilities that the person will carry out

job specification a description of what is required of the person who does the job (qualifications, personal qualities and work experience)

L

lair hiding place

lamed unable to walk easily

landlocked completely surrounded by land

larvae the immature form of an insect, e.g. a caterpillar

lateral roots roots that extend out from the main root of a plant

leaden dull grey, the colour of lead

legacy an inheritance

levelled made flat

levers system of bars and pulleys used to move heavy loads

lifelong learning learning all through your life

linen a cloth made from flax

literate able to read and write

M

majority women representation more women have been elected to parliament than men

manufacturing producing or making

marshes waterlogged land

media newspapers, radio, television and magazines

migration movement from one area to another

minimal very little

moderate not too hot and not too cold

monogamous having only one partner at a time

monotheism believing in one god

motivate provide someone with a reason for doing something

multicellular having many cells

mwami traditional Rwandan name for a king

N

nomadic living by travelling from place to place

nutrient a substance that provides nourishment

O

obligation a duty

organisms any life forms

P

papyrus paper made from the papyrus plant

parchment paper made from papyrus

per annum each year

personal qualities our own individual qualities

pharaoh title of Egyptian king

photosynthesis the process by which green plants use sunlight to create nutrients from carbon dioxide and water

polar extreme northerly and southerly areas of the Earth i.e. the North or South Pole

politely showing good manners

pollination the transfer of pollen from a stamen to a pistil of a flower

polytheistic believing in many gods

potential customers people who could possibly buy your product or service

pots containers used to store food or water

precipitation rainfall

precisely exactly

preserving preventing decay

proactive creating or controlling a situation rather than just responding to it after it has happened

probable something that could happen but is not a definite outcome

producers businesses that make, grow or supply goods for sale

profit the difference between income (money received) and expenditure (money paid out)

prosperous doing well financially

pyramids large tombs built of stone, with triangular-shaped sides

Q

qualifications accomplishments that make a person suitable for a particular job or task

quarries places, usually pits, from which stone is dug

R

ramps slopes or walkways joining two levels

ravenously greedily

regulated controlled

reign length of time that a king rules

remains things left behind

rendering giving a service

replenish replace

reproduction the process by which organisms create new individuals

respectfully with politeness and courtesy

responsibilities things we have to do, usually as part of a job

role models people that are looked up to as examples

root hairs hair-like growths out of plant roots that absorb water and minerals

rotating changing or turning

S

savage very fierce, wild

savannah open flat grasslands

schedule plan

scholars people who study

scientific based on the principles and methods of science

sector part of the economy

secure safe

skills abilities to do something well

socio-cultural a combination of social and cultural factors

startled surprised

stealthily done secretly

strategies plans of action

subsistence farming farming just to feed the family

summary a brief statement of the meaning of something

supply chain the sequence of processes involved in the production of a product

surly bad-tempered

susceptible likely to be affected by something

system a set of actions needed to carry out a process

T

tactics planned ways of doing something

talents natural aptitudes or skills

tap root the main root of a plant

technique a way of carrying out a task or skill

traditional the way it has been done for a long time

training teaching of a particular skill

transmit to send from one place to person to another

transpiration the process where plants absorb water through the roots and then give off water vapour through pores in their leaves

tropical very hot and humid

U

unconditional something that does not have conditions under which it will change

underworld a place where souls go after death, according to the Ancient Egyptians

undignified unbecoming or unworthy

V

variable costs costs that increase or decrease depending on the number of items that are produced

visionary thinking about or planning the future with imagination or wisdom

vocational education or training relating to a particular practical job

volcano a mountain from which molten lava, rock fragments, ashes, dust, and gases from below the earth's surface are ejected

W

wealth valuable possessions and money