

# **ENGLISH LANGUAGE**

## **TUTOR`S GUIDE**

### **TTC YEAR 1**

#### **SSE & SME OPTIONS**

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# FOREWORD

Dear tutor,

Rwanda Education Board is honoured to present English language TTC Year One teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherency 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 tutors' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, learners will gain appropriate language skills and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills 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, 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 tutors 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

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Joan MURUNGI,

Head of Department CTLR

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# 1. General Introduction

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

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

## 2. Sample Lesson Plan

The second part is made of a sample lesson plan which will be developed in line with different approaches or techniques and teaching resources that can be used in teaching and learning English language.

## 3. Unit Development

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

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

## 4. Attention to special educational needs and inclusive education

In the classroom, learners learn in different ways depending on their

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

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

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

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

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

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

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

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

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

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

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

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

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

Gradually give the learner less help. Let the learner work in the same group with those without disability.

## 5. Sample Lesson plan

*Name of the TTC:* .....

*Tutor's*

*name:*.....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III	.....	English	Year1	8	5 of 6	40	48
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>				Visual impairment (short-sightedness and long-sightedness) =2 Physical disability:1			
<b>Unit title</b>		Education and personal development					
<b>Key Unit Competence</b>		<i>To use language learnt in the context of Education and development</i>					
<b>Title of the lesson</b>		A text: "Life skills"					
<b>Instructional Objective</b>		Using a short story, Pictures and some flashcards on which some words and meanings are written, year one student teachers will be able to read fluently the text and answer comprehension questions effectively.					
<b>Plan for this Class (location: in / outside)</b>		This lesson will take place inside the classroom					

<b>Learning Materials (for all learners)</b>	Pictures, Flash cards, dictionaries
<b>References</b>	English for secondary school, p..., REB Syllabus for English (2019), Internet websites

<b>Timing for each step</b>	<b>Description of teaching and learning activity</b>		<b>Generic competences</b> and <b>Cross cutting issues</b> to be addressed + <b>a short explanation</b>
	<b>Teacher activities</b>	<b>Learner activities</b>	
<b>Introduction</b> 5min	<p>Tell a short story titled 'John's behaviour at work' to student teachers.</p> <p>Ask questions related to the short story told.</p> <p><b>E.g.:</b> John's behaviour at work</p> <p><b>Question:</b> What are the gaps does Mrs. John have in his responsibilities as a country director?</p>	<p>Listen to the short story told by the tutor.</p> <p>Answer questions related to the short story entitled 'John's behaviour at work'</p> <p><b>Possible answer:</b> Team work skills</p>	<p><b>Communication</b> will be developed through listening to the story and answering questions.</p> <p><b>Gender education</b> will be addressed through giving equal opportunities to both boys and girls to answer questions of the story.</p>

**Development of the lesson**

25min

Show a picture and ask student teachers to interpret it.

Ask student teachers to link the picture observed with what they think the lesson can talk about.

Form small groups of six student teachers that mix boys and girls with different abilities and give clear instructions.

Seat student teacher with physical disabilities in a comfortable place to work easily with others.

Ask student teachers to take their books on page..., read the text silently and ask some questions to check their reading progress.

Invite some student teachers to read aloud (model reading).

Allow more student teachers to practice reading (read in turns, a desk, etc.) as well as checking spelling and pronunciation.

Observe the picture and answer questions asked.

Discover what the lesson can talk about based on the picture observed.

Join groups formed and follow the instructions given by the tutor.

Follow the instruction given and participate in a group activity.

Read silently the text and answer questions.

Listen to the text read aloud and learn spelling, punctuations, and articulations in their books.

Read and follow the tutor's corrections.

**Critical thinking**

Through interpretation, answering questions and discovery activity, student teacher will develop critical thinking.

**Cooperation, interpersonal management and life skills**

will be developed through working as a team, sharing experiences and respecting every one's views.

**Communication**

will be developed through reading both silently, reading aloud, paying attention to the spelling and pronunciation.

**Life skills** will be developed through reading and exploiting the text about life skills.

**Peace and value education** will be addressed through active

	<p>Use the same groups and ask student teachers to identify some new words and meaning. Repeat the instructions and for partial visually impaired student teachers</p> <p>Ask the student teachers if what they thought the text would be after observing the pictures is found the same.</p>	<p>Identify news and use dictionaries to find their meanings in groups. And also help student teachers with special needs.</p> <p>Answer the question asked.</p>	<p>listening, working in a respectful and caring environment in groups.</p> <p><b>Inclusive education</b> will be addressed through facilitating partial visual impaired and the one with physical disability student teachers to learn at the same pace with others.</p>
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<p><b>Conclusion</b></p> <p>10 min</p> <p>Summary</p> <p>Assessment</p>	<p>Use three, two and one (3-2-1) technique to help student teachers summarize the lesson learnt(three things learnt, two things appreciated and one more challenge).</p> <p>Provide written exercises of comprehension to be done in small groups and flashcards which contain words and meaning.</p> <p><b>Home work</b></p> <p>Ask learners to write an essay describing the main life skills that a person should have.</p>	<p>Apply the technique used in order to summarize the lesson.</p> <p>Do the written exercises in groups.</p> <p>Write down the given homework and ask some clarification where possible.</p>	<p><b>Research and problem-solving</b> will be developed through using the technique (3, 2, 1) and answering the questions of assessment.</p> <p><b>Gender education</b> will be addressed through grouping both boys and girls in the work and give equal chance to participate</p> <p><b>Life-long learning</b></p> <p>Through continuous learning after normal lessons, life-long learning will be developed.</p> <p><b>Life skills</b> will be developed through writing an essay about the main life skills.</p>
<p><b>Teacher self-evaluation</b></p>	<p>Tutor's self evaluation depends on the learning evidence in class. What the student teachers have been able to do, is the evidence. This can be based on assessment during classroom activities either individually or in groups. Then to judge if the lesson objective has been achieved or not and give remedial activities.</p>		

**LEARNING AREA: ORAL AND WRITEN  
COMMUNICATION**



# UNIT 1:

## PEOPLE AND PLACE

**Key Unit Competence:** To use language learnt in the context of people and places

### Prerequisite

The tutor can make this unit, people and places fruitful by helping student teachers to flash back to places where they come from, those places they wish they could visit once again. Students must know that being able to adapt to different places easily and a great network with people play a significant role to their success. It is important that student teachers connect well with friends, value different professions and are gender sensitive when it comes to occupations.

### Cross-cutting issues

#### ▪ Gender education

With reference to the pictures in fig.3 and 4, and student teachers' answers to questions 2 and 3 of introductory activity, the tutor should help student teachers appreciate the idea that there is no gender imbalances in employment. Women can do jobs that were earlier considered for men only. These include flying airplane, engineering among others. Likewise some occupations were for women only. These included cooking, secretarial posts, nursing etc.

#### ▪ Peace and value

For this cross-cutting issue, the tutor, based on mood (excitements and curiosity of these speakers) in the conversation among Kaliza, Ineza and Isimbi, may help student teachers understand that conversation of this type is the symbol of peace. People need peace so as to be able to share information, experiences and happiness as well.

### Introductory activity

The tutor should ask student teachers to open their LE students' books and direct them to observe the pictures thoroughly.

The tutor may consider the following tips during picture observation.

- Instruct the students to observe color, objects and shapes and the position of the people or animals in the picture.
- Direct the students to write down what they see without making any comment.
- At the interpretation stage, the tutor should remind students to support their views by referring to the objects, shapes and position of people or animals in the picture.

### **Possible answers to introductory activity.**

1. People visit parks because;
  - They provide a great learning opportunity for students, conservationists, archaeologists because they are rich with untapped nature.
  - They want to explore or adventure.
2. No, there is no gender difference in occupational employment because men can do jobs that were earlier thought to be of women such as cooking, plaiting hair etc. while women are equally taking on occupations that were previously done by men such as construction, engineering, metal work etc. The job market is gender balanced.
3. She is a civil engineer and the profession is suitable for her because women too do not have limits.
4. Yes, firstly, I would take my child to new places because such places provide a great learning opportunity. Exploring new places will equip my child with experiences needed either in the academic field or in daily life.

secondly, It will help my family relax as it connects with nature. Since we all know that nature heals.

Lastly, Because it gives time for my family to reconnect, it's a get together since we won't be busy with phones (WhatsApp and Face book)

## List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	1.1. Introducing oneself and others.	<p><b>Knowledge:</b> Recognize words used for self-introduction.</p> <p><b>Skills:</b> - Introducing her or himself and others.</p> <p><b>Attitudes and values:</b> To be open to friendship and other relationships.</p>	5
2	1.2. Narrating about different places.	<p><b>Knowledge:</b> -Explain words used to talk about people and places.</p> <p><b>Skills:</b> - Read or listen to stories about different places.</p> <ul style="list-style-type: none"> <li>• Use descriptive language to describe different places.</li> </ul> <p><b>Attitudes and values:</b> Appreciate community services offered at different location.</p>	4
3	1.3. Comparing people according to their gender and occupations.	<p><b>Knowledge:</b> -Tell what people do in different places.</p> <ul style="list-style-type: none"> <li>• Explain the importance of gender equality in occupations.</li> </ul> <p><b>Skills:</b> - Read or listen to stories about different people.</p> <ul style="list-style-type: none"> <li>• Use descriptive language to compare people.</li> </ul> <p><b>Attitudes and values:</b> - Appreciate work done by different people.</p> <ul style="list-style-type: none"> <li>• Be gender conscious when talking about occupations.</li> </ul>	5

4	1.4. Language structure: Present simple and past simple tenses.	<p><b>Knowledge:</b> - Identify and use present simple tense in different situation.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write and speak using the present simple and past simple tense.</li> </ul> <p>Attitudes and values: appreciate language (present simple and past simple) used in introducing people, in describing places and in comparing people of different occupations.</p>	4
5	End unit Assessment		2

## Guidance for the lesson;

### 1.1. Lesson 1: Introducing one-self and others.

#### a) Lesson objectives

#### Knowledge:

- Recognize words used for self-introduction. Such as complete names, where someone lives, his/her friends etc.

#### Skills:

- Introducing her/himself and others orally and in writing.
- Being able to use appropriate terms for different people of different status. Familiar and non familiar persons. Officials with their hierarchy.

#### Attitudes and values

- The tutor should remind learners that when introducing themselves and others, they must:
  - choose words and expressions based on the people they are talking or writing to.
  - Be open to friendship with peers and other relationships.

- Be respectful to all people especially persons of high positions in society.

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

Photographs, job advertisements, student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### **c) Prerequisites**

Before taking on this lesson, the tutor should ensure that the student teachers have a clue on using present simple tense.

#### **1.1.1. Learning activities**

##### **Reading and text analysis**

For this learning activity 1.1.1, the tutor may pair up the students and give them a few minutes to prepare a dialogue about a friend that they are meeting for the first time. The students could also talk about the different places that they visited during the holidays or a about a school trip.

The tutor should educate students about basic dialogue rules such as appropriate turn taking in the conversation, partners must listen attentively before responding, dialogue must be brief, use of gestures and eye contact should all be considered.

The tutor may give each pair two minutes to present their dialogue to the rest of the class and the tutor evaluates the best pair.

After that activity is over, the tutor should ask students to open their SSE and SME student books. Guide the students to read and analyze the conversation on learning activity 1.1.1 before responding to the comprehension questions. The tutor may have student teachers attempt this individually.

Text : A conversation between school mates.

##### **Possible answers to comprehension questions on learning activity 1.1.1**

1. Yes, the two speakers are meeting for the first time because at the opening of the dialogue, they introduce themselves to each other.
2. Yes, Simbi and Ineza knew themselves before reason why Simbi introduces Ineza to Kalisa and they are best.

3. Someone becomes your best friend after some time and not instantly.
4. Kalisa's mother is an engineer. (the name in question 3 in the SSE and SME student book should be changed to Kalisa not Kamali)
5. The parts of speech reflected include;
  - Nouns and pronouns ( there different types of nouns in this conversation such as proper nouns (Simbi, Ineza....), common nouns among others
  - Articles (in this conversation both definite and indefinite articles were used
  - adjectives
6. Kalisa visited the National Volcanoes park that is very mountainous while Ineza visited Akagera National park which is in the lowlands and has swamps and small lakes.

### 1.1.2. Application activities: Vocabulary and essay writing

#### 1. Vocabulary

The tutor may guide students on how to find the meaning of new words through the text or by using the dictionary. The tutor should always encourage students to use new words in class or even out of class whenever the word is appropriate for use.

No.	Word	Meaning
a.	Mountainous	An area having many mountains.
b.	Harbours	To give a home or shelter.
c.	Massif	Refers to a group of mountains formed by faulting.
d.	Active volcanoes	An <i>active volcano</i> is a <i>volcano</i> that has had at least one eruption during the past 10,000 years.
e.	Extinct volcanoes	Extinct volcanoes are those that nobody expects to ever erupt again.
f.	Engineer	A person who designs, builds, or maintains engines, machines, or structures.
g.	Eco-system	A biological community of interacting organisms and their physical environment.

h.	Scenery	The natural features of a landscape considered in terms of their appearance.
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## 2. Composition writing.

The tutor should ensure that the first paragraph of the composition has the following:

- A hook (A statement that immediately captures the reader) like a question hook, a quotation hook or a fact hook. This can attract readers' interest in the composition.
- The language used by the writer should keep readers focussed. The student teacher may use metaphors or even simple language that flows, and understandable.
- Must be relevant to the rest of the story.

The body of the composition should have all the details that the writer want readers to know.

- When students are closing their sentences of the composition, it is very important to leave no unfinished statements. To make sure nothing is left hanging.

## 1.2. Lesson 2: Narrating about different places

### a) Lesson objectives

#### Knowledge:

- Explain words used to talk about people and places.

#### Skills:

- Read or listen to stories about different places.
- Use descriptive language to describe different places.

#### Attitudes and values

- Appreciate community services offered at different locations.

### b) Teaching and learning resources

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

c) Before taking on this lesson, the tutor should ensure that the student teachers have a clue on the importance of tourism.

### **1.2.1.Learning activities:**

#### **Reading and texts analysis**

Text: My three day excursion in Rwanda.

The tutor may have a pre-reading activity called Guessing from sentences.

In this activity, the tutor dictates 3 sentences from the passage, asks students to write them down and check with a friend. The sentences are then written on the board in order to confirm if students guessed right about the topic of the text. The tutor may ask how the sentences might be connected and what the text is about. Students predict and then read the text quickly to check their predictions. This activity is best done in pairs.

#### **Possible answers to comprehension questions on learning activity 1.2.1**

1. It is located in the South Western part of Rwanda in Huye District.
2. The narrator departed from Kigali early such that he may find enough time to tour a little bit at the ethnographic museum in Huye District.
3. The narrator visited the ethnographic museum before reaching Nyungwe forest national park.
4. The narrator did Gorilla trekking and canopy walk.
5. The narrator could not stay one more day because he had an appointment with someone in Kigali.

#### **1.2.3. Application activities: Vocabulary and sentence writing**

1. Vocabulary

The tutor should advise student teachers to use dictionaries to find the meaning of the words of the table. Note that, the meaning should be closely related to the text. The student teachers should be encouraged to use the words appropriately in communication such that they are mastered.



Vocabulary	Meaning
Trekking	<i>Trekking</i> is taking a long adventurous trip on foot, in mountainous areas usually done by tourists.
Intimate	The hospitality that the tourists enjoy.
scenic views	Beautiful vegetation that tourists enjoy looking at.
Stopover	To stop somewhere for a short time before proceeding to a final destination.
ethnographic	Related to ethnography. Ethnography is a branch of anthropology dealing with the scientific description of individual cultures.
Showcases	To display something for people to see.
Briefing	A briefing is when instructions and directions are given to people.
Primates	Any mammal of the group that includes, monkeys, <i>apes</i> .

## 2. Sentence writing

This is a sentence construction activity that will be considered open. The tutor should ensure that the sentences are grammatically correct, and the suggested words are all well used.

### 1.3. Lesson 3: Comparing people according to their gender and occupations

#### a) Lesson objectives

#### Knowledge:

- Use appropriate words and expressions to tell what people do in different places.
- Explain words and expressions relevant to the topic of importance of gender equality in occupations.

#### Skills:

- Read or listen to stories about different people.
- Use descriptive language to compare people both orally and in writing.

## **Attitudes and values**

- Appreciate work done by different people.
- Be gender sensitive when talking about occupations.

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

- photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

## **c)Introduction/prerequisite to the lesson**

Before this lesson, student teachers should recall what they have learned in subunit 2. about gender in relation to employment. It is important that the tutor allows discussion and debates while teaching this lesson because of diverse ideas. Use varied language to facilitate learners' understanding of the lesson.

### **1.3.1. learning activity:**

#### **Reading and text analysis**

Text1: Gender differences in occupational employment

For this learning activity, the tutor may adopt the **skimming** method as a pre-reading activity. In class, give students two minutes or so to skim(reading through quickly) the first paragraph or page of the text and identify the words in the text that explain the “who,” “what,” “where,” and “when” of the text content—to identify the main words that will help students get the idea about the text.

This activity should be done in groups of three and each group will present to the rest of the class. The tutor should evaluate the best group and provide feed back and correction to the whole class.

#### **Expected answers to comprehension questions on learning activity 1.3.1**

1. From1900 to 1970s, there was unification and women started being more involved in the labor market.
2. The five elements that contributed to the watershed period include;
  - Reductions in women stereotypes
  - the enrolment of women in higher institutions of learning
  - the enactment of laws prohibiting sex discrimination
  - Women increased in the labor force
  - Women started getting employment in male dominated fields.

3. For example, when a woman is a builder in the community, she faces criticism from society for doing what may be termed as a man's job. She is likely to quit that kind of occupation. And for men, in case he was a hairdresser, society may ridicule him because that is considered a woman's job.
4. Gender stereotype
  - Gender biasness
  - Ignorance about equality
5. The writer is not surprised because there is more gender sensitization which has made women aware of their gender rights.
  - There is more empowerment of women.
6. As far as employment of women and technicians is concerned, the distribution was well split. Both men and women were well represented in these fields. We may estimate it at 50% for each.

### 1.3.2. Application activities: Vocabulary and composition writing

#### Application activity 1

For application activity 1.3.3, the tutor should encourage student teachers to copy down the table in their notebooks and find the appropriate meaning of the words from a dictionary. Remind students to always use vocabulary learnt in their daily presentations. This will make their word bank richer.

Vocabulary	Meaning
Watershed	an event or period marking a turning point in a situation.
Desegregation	is to stop separating groups of people by gender, race, religion, or ethnicity.
Discrimination	Treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit
Enactment	The process of passing legislation.
Expanded	To have something or an action extended.
Disproportionately	an extent that is too large or too small in comparison with something else.

## Application activity 2

As far as writing about societal attitude and its effect on students' occupational employment is concerned, the tutor should see notes on developing a paragraph on SSE student book 1 unit 5.

Tutor should focus on the following;

- Well developed introduction which includes definition of key terms and summary of the main idea of the text.
- Developed body paragraphs that have a clear topic sentence
- Examples from society to support the points in each paragraph
- Clear explanation of points.
- Consider preciseness when the student teacher is writing. The tutor should not tolerate too many meaningless and unnecessary words in the essay.
- Ensure a chronological flow of points and clear use of transitions such as furthermore, in addition etc.
- The points discussed by the student should not be diversionary. They should be closely related to the question.
- The essay should be concluded and not left hanging.

Text 2: Rwanda's first female commercial pilot, Esther Mbabazi, is smashing gender stereotypes

For this application activity, student teachers will carry out the task assigned independently.

Expected answers for comprehension questions on application activity 2

1. People were astonished to see Esther becoming a pilot because it was believed to be a man's job.
2. Esther enjoys her job because she believes that every new day comes with its unique opportunities.
3. Esther was able to sail through the sex discrimination and became a pilot amidst discouragement.
4. Esther was once ridiculed by a passenger who said he can not board a plane flown by a woman because he strongly believed that it is only men who can fly the plane well.
5. Advice Esther gives to girls who want to be pilots is;
  - They should study maths hard and ignore discouragers.

- To consider what comes between discouragers and their dreams and encourages them to follow their dreams.
- They should be passionate on what they want to do and continue to do it with passion.

## **1. 4. Lesson 4: Language structure: Present simple and past simple tenses.**

### **a) Lesson objectives**

**Knowledge:** Identify and use present simple tense in different situations.

- Recognize the use of nouns and articles while describing people, places and comparing occupations.

### **Skills:**

- Write and speak using the present simple and past simple tense.
- Appropriately write using articles and nouns.

### **Attitudes and values**

- appreciate language (present simple and past simple) used in introducing people, in describing places and in comparing people of different occupations; speak fluently and confidently using the present simple and past simple while introducing self and others.

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

- photographs, textbooks, audio materials, maps, biographies, dictionaries etc.

### **c) Introduction/prerequisite to the lesson**

This sub-unit is not new to students. Therefore, the tutor should ask student teachers to recall related content about tenses, nouns and articles during their lower secondary and primary level. Remind student teachers that it is an addition to what they have already studied. Areas to be revised include, the grammatical rules that apply to each part of speech and more practice exercise to have student teachers master the content extensively.

Guidance on how to teach present simple and past simple tenses

The tutor may consider exhaustively reading through the notes on the SSE/SME student book 1 Unit 1 for more knowledge and understanding about the past and simple tenses.

There are enough examples that will aid in understanding of this part of speech.

Nouns: Proper nouns, Common nouns, Collective nouns, Abstract nouns  
Countable and uncountable nouns

The tutor should refer to SSE/SME student book Unit 1 for a deeper analysis of this part of speech. He/she may distribute different types of nouns to different students and provide quality time for them to carry out quality research and present their findings to the class.

Pronouns: Personal, indefinite, , demonstrative, relative, reflexive, reciprocal and possessive pronouns

Refer to notes on SSE/SME student book 1 Unit 1. The pronouns have been exhausted. This will guide the tutor extensively before sharing with the rest of the class.

Articles: Indefinite articles, Definite articles

For more about indefinite and definite articles the tutor should look for notes and clear explanations of the concepts in SSE/SME student book unit 1

Conjunctions: Whereas, While, When, Where

As far as the above conjunctions are concerned the tutor should refer him or herself to notes from SSE/SME student book, Unit .1

### **Expected answers for application activities 1.4.6.:**

Using conjunctions and articles in sentences.

Application activity ( i)

1. while
2. while
3. while
4. when
5. whereas
6. when
7. where
8. comes

Application activity( ii)

The tutors should encourage students to attempt this in their notebooks.

It is an activity designed to gauge whether they understood the language structure on articles. Below are the expected answers to this application activity.

1. My mother considered it an hour to receive the reward promised by the President.
2. Your car is very nice. Does it have a DVD player?
3. Kamali rested at home in the garden the whole morning.
4. Kalisa found a cat. The cat belongs to his neighbor.
5. Keza has got a job in a bank in Kigali.
6. She is a useful person most of the time.

### Vocabulary: Word and Sentence Formation

Direct the student teachers to match the following words and sentences

A. Word	B. Sentence
Kinship	legally made the son or daughter of someone other than a biological parent
Adopted	The process by which plants and animals give rise to offspring
Lineage	The relationship between members of the same family.
Society	A group of individuals tracing descent from a common ancestor.
Reproduction	A large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.

### Possible answers to Application activity 1.5.1: vocabulary, word and sentence formation

1. **Kinship**- the relationship between members of the same family.
2. **Adopted**- legally made the son or daughter of someone other than a biological parent.
3. **Lineage**- a group of individuals tracing descent from a common ancestor.
4. **Society**- a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.

**5. Reproduction-** the process by which plants and animals give rise to offsprings.

Sentence construction

The tutor should ensure the students have grammatically well-structured sentences. The sentences should be easily understood and constructed using the provided words.

Consider the example of a sentence below,

- **Society** still believes that white collar jobs are the best for university graduates.

## 1.6.End unit assessment

I.

The sentences below should be completed with the correct verb. Have students complete them in their notebooks.

- |                  |                   |
|------------------|-------------------|
| 1. <u>go</u>     | 8. <u>does</u>    |
| 2. <u>meets</u>  | 9. <u>goes</u>    |
| 3. <u>play</u>   | 10. <u>watch</u>  |
| 4. <u>cleans</u> | 11. <u>played</u> |
| 5. <u>has</u>    | 12. <u>eat</u>    |
| 6. <u>open</u>   | 13. <u>likes</u>  |
| 7. <u>wear</u>   |                   |

II.

In this end of unit assessment, student teachers should fill in the appropriate article. Below are the expected answers.

- |               |                  |
|---------------|------------------|
| 1. <u>the</u> | 6. <u>the</u>    |
| 2. <u>a</u>   | 7. <u>the</u>    |
| 3. <u>a</u>   | 8. <u>a</u>      |
| 4. <u>the</u> | 9. <u>The, a</u> |
| 5. <u>an</u>  |                  |

III.

Here we are with an essay writing question analyzing how desegregation can help boost the national economy.



## 1.7. Additional activities

### 1.7.1... Consolidated activities.

- i. Fill in the gaps with appropriate pronouns
1. Is this cake for me? Yes, it is for.....
2. Peter is hungry. Give..... some bread
3. Is your mother at home? Yes,.....sitting in the sitting room.
4. Are those boys French? Yes..... are.
5. It is Anthony's birthday so am buying..... a present.
6. Why is she here? Because ..... wants to see you.
7. We are going to the market and Christine is coming with.....

### Expected answers to additional activities.

1. You
  2. Him
  3. She
  4. They
  5. Him
  6. She
  7. Us
- ii. Tutor may consider giving student teachers the activity below on conjunctions as discussed in the sub-unit of language structure.
1. I visit the Grand Canyon \_\_\_\_\_ I go to Arizona. (once, whenever, wherever)
  2. This is the place \_\_\_\_\_ we stayed last time we visited. (where, when, how)
  3. \_\_\_\_\_ you win first place , you will receive a prize. (wherever, if, unless)
  4. You won't pass the test \_\_\_\_\_ you study. (when, if, unless)
  5. 5. I could not get a seat, \_\_\_\_\_ I came early. (as, though, when)
  6. 6. We are leaving Wednesday \_\_\_\_\_ or not it rains. (if, whether, though)
  7. 7. Pay attention to your work \_\_\_\_\_ you will not make mistakes. (so that, unless, or)

8. 8. The musicians delivered a rousing performance \_\_\_\_\_ they had rehearsed often. (though, as, once)
9. 9. She's honest \_\_\_\_\_ everyone trusts her. (if, so, when)
10. 10. Write this down \_\_\_\_\_ you forget. (or, when, lest)

Possible answers to activity (ii) above

- |                |            |
|----------------|------------|
| 1. 1. whenever | 6. Whether |
| 2. 2. where    | 7. So that |
| 3. 3. if       | 8. as      |
| 4. 4. unless   | 9. So      |
| 5. 5. though   | 10. lest   |

### 1.7.2.Extended activity.

The extended activity is to challenge student teachers further with what has already been covered in the unit. Reference on Unit 1.2 – Narrating about different places, shall be used. This activity is not compulsory but is likely to have student teachers understand the concept further in a much more complex yet interesting way.

Activity: write 300-word narrative story about your visit to a new place.

Guidance to the extended activity

The tutor should ensure that words and expressions acquired in this lesson are well used in the composition and that the exact place that the student teacher visited is clearly described Ensure that student teachers are using correctly the parts of speech discussed in the unit.

## UNIT 2:

# CAREER AND CHOICES

**Key Unit Competence:** To use language learnt in the context of career and choices

### Prerequisite

This unit, Career and choices may seem new to student teachers, but the tutor should play a pivotal role by simply reminding student teachers that they have made and will continue making choices throughout their lives. Remind the students that being in a teacher training college alone is because of a career they have chosen.

They should recall the choices that they have made in the past and how they influenced their success or failure. Students should equally relate the career choices that family members, friends, relatives took and how they have shaped those individuals and communities around them. The tutor should remind students that people may influence their decisions, but they make the final decision.

### Cross-cutting issues

- Standardisation culture

As far as job qualification is concerned, the tutor should help student teachers understand that there are standards set to be allowed to do a certain job. Also let them learn that standardisation is not only limited to jobs. It is in our daily life. Therefore, it is important to always use and do things that fulfil standards.

- Peace and value education

The tutor should ensure respect is exhibited in class through respect of opinions since the unit is about career and choices, it is therefore important that students value every career choice that individuals mention during the lesson because they are likely to have an impact on those people themselves, the community and the country at large.

The tutor should warrant that students listen to each other during discussion, do not laugh at wrong answers, pronunciations and are objective in their analysis.

## Introductory activity

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

## Possible answers to introductory activity

1. The occupation of the person in fig. 1 is an interpreter.
2. The tool in fig.2 is used for weeding in large farms.
3. The occupation of people in fig 3 is civil engineering.

The qualifications are; diploma in civil engineering and degree in civil engineering.

4. Yes, he needs to do a certificate/diploma in plumbing from a vocational institution because one requires the skills to be successful in the job.
5. Student teachers give different answers. The tutor should allow student teachers the time of presenting their answers in front the class.

## List of lessons/sub-heading.

#	Lesson title	Learning objectives	Number of periods
1	2.1 Describing different types of careers and specific jobs.	<p><b>Knowledge:</b> Identify words and expressions in relation to careers and choices.</p> <p><b>Skills:</b> Read texts about careers and choices for information.</p> <ul style="list-style-type: none"><li>• write about careers and choices to share information.</li></ul> <p><b>Attitudes and values:</b> -Recognize other people's contribution in society.</p> <ul style="list-style-type: none"><li>• Respect and love for jobs.</li></ul>	4

2	2.2. Talking about qualifications.	<p><b>Knowledge:</b> --Explain words and expressions used in text on careers and choices.</p> <p><b>Skills:</b> - Write about careers and choices to share information.</p> <p><b>Attitudes and values:</b> Appreciate and tolerate what others do.</p>	5
3	2.3. Describing ways of finding jobs.	<p><b>Knowledge:</b> -Explain words and expressions used in text on careers and choices.</p> <ul style="list-style-type: none"> <li>• Explain the ways and importance of finding a job.</li> </ul> <p><b>Skills:</b> - Listen to various speakers talking about careers and choices for information.</p> <ul style="list-style-type: none"> <li>• Use descriptive language to talk about ways of finding a job.</li> </ul> <p><b>Attitudes and values:</b> -Show willingness and hard work to achieve a future career of one's choice.</p> <ul style="list-style-type: none"> <li>• Show Satisfaction with personal remuneration.</li> </ul>	4
4	2.4. Recounting a career Language.	<p><b>Knowledge:</b> - Identify words and expressions in relation to careers and choices.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write about careers and choices to share information.</li> </ul> <p><b>Attitudes and values.</b></p> <ul style="list-style-type: none"> <li>• Respect and love for work well done.</li> <li>• Show willingness and hard work to achieve a future career of one's choice.</li> </ul>	5

5	2.5. Language structure:  The Present Perfect and Present Perfect Continuous.	<p><b>Knowledge:</b> Recognize and explain the use of present perfect and present perfect continuous.</p> <p><b>Skills:</b> -Speak about people's careers and choices paying attention to present perfect tense.</p> <p><b>Attitudes and values.</b></p> <ul style="list-style-type: none"> <li>• Appreciate the use of present perfect and present perfect continuous when talking about career and choices.</li> </ul>	5
6	End unit assessment		2

### Guidance to the lessons

These lessons will introduce the importance of career and jobs, student teachers will explore different career choices. These lessons will assist them to make more informed educational, occupational choices that will later help them move from a general understanding of life and work to a specific understanding of the reality. The lessons are packed with reading, writing, listening and speaking activities that will successfully shape the student teachers.

## 2.1. Lesson 1: Describing different types of careers and specific jobs.

### a) Lesson objectives

#### Knowledge:

- Identify words and expressions in relation to careers and choices.

#### Skills:

- Read texts about careers and choices for information.
- Write about careers and choices to share information.
- Speaking on the topic of careers and choices
- Listen for information to talks about careers and choices.

## **Attitudes and values**

- Recognize and appreciate other people's contribution in society.
- Respect and love for job well done.

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

Photographs, textbooks, audio materials, maps, Dictionaries

### **c)Introduction/prerequisite of the lesson**

This lesson provides interactive exercises and realistic descriptions to explore the different types and career matches like courses to undertake for specific career choices. It is imperative that the students share their ideas about different career choices before the start of the lesson. This will be very interesting because it will mentally prepare them for the main lesson.

#### **2.1.1. Learning activity: reading and text analysis**

**Text:** Pursue a career in Agriculture and Natural Resources

As a pre-reading activity, the tutor may open up by playing the game known as 'guessing from words'. Before student teachers look at the text they are going to read, the tutor writes 6 or 7 words that are randomly selected from the text on the board and asks the students to guess the topic that the text will address. The student teachers that get it right are awarded extra points. This learning activity 2.1.1 may best be done in groups of three. The tutor should encourage students to discuss but then have their points explained in their own way in the exercise book. Copied explanations should be penalized.

#### **Expected answers to comprehension questions on learning activity 2.1.1**

1. The ten careers that one can pursue in agriculture and natural resources are;  
  
Agricultural food science, landscaping, Environmental science, zoology, farming or ranching, forestry, groundkeepers, environmental engineering, conservation science and food technology
2. When one is interested in protecting mother nature and providing food to the population.

3. The duty of a conservation scientist is to manage the use of land while strictly following government rules and regulations by making sure that farmers do not destroy nature but can profit from it.
4. The phrase means that the users should benefit from natural resources such as land and not destroy it through deforestation, land fragmentation, overgrazing etc.
5. One would pursue environmental engineering.
6. For the environmental conservationist, their role is to monitor the use of natural resources. They are guided by government regulations while environmental scientists study the impact of the interaction of the ecosystem with non-living elements on the environment.
7. A groundskeeper keeps the landscape clean by removing all the debris while a landscaper designs gardens, leisure parks and highways to achieve beauty.

### 2.1.2. Application activity: Vocabulary and sentence writing

1. Allow students to use dictionaries and thesaurus to look up the missing meanings of the words or phrases. Direct the student teachers to copy the table into their books and fill in the blank spaces.

#### Expected answers

Vocabulary	Meaning
Harness	To bring something under control and using it well.
Heighten	To make something increase, especially an emotion or effect.
Ranchers	A rancher is someone who owns or manages a large farm, especially one used for raising cattle, sheep, goats etc.
Hazardous waste	Is any material that contains harmful substances which, when improperly discarded from homes, may threaten human life.
Ecology	The branch of biology that deals with the relations of organisms to one another and to their physical surroundings.
Beef	Beef is meat from cows.
Pork	Pork is meat from pigs.
Poultry	Birds, such as chickens, that are bred for their eggs and meat.



Livestock	Is defined as farm animals which are reared to generate a profit.
Forestry	Forestry is the science or skill of growing and taking care of trees in forests.
Groundskeepers	Someone who maintains the grounds, leisure parks by cleaning them.
Landscapers	Someone who arranges features of the landscape or garden attractively.
Debris	Scattered pieces of rubbish or remains.

2. Student teachers should write a short composition describing a career of their choice and qualifications required in order to be successful in that career.

The tutor should ensure that the language used is descriptive in its form and that the sentences are well formed, punctuated and structured.

## 2.2. Lesson 2: Talking about qualifications

### a) Lesson objectives

#### Knowledge:

- Identify words and expressions in relation to careers and choices.

#### Skills:

- Read texts about careers and choices for information.
- write about careers and choices to share information.

#### Attitudes and values

- Recognize other people's contribution in society.
- Respect and love for jobs.

### b) Teaching and learning resources

Photographs, textbooks, audio materials, maps, Dictionaries

### c) Introduction or prerequisite of the lesson

This lesson will enlighten student teachers on basic career development planning skills, career exploration. Students will learn about themselves, their strengths and weaknesses, for a particular career.

They are likely to learn how to prepare for and acquire skills and techniques for a successful career and balanced life

### **2.2.1. Learning activity: reading and texts analysis**

#### **Guidance to Learning activity 2.2.1**

This is an interesting text that the tutor should have a pre-reading activity. He/she may start by sharing a personal story about his or her career journey. The tutor should be creative by mixing up facts and untrue events about his or her career. What did the teacher want to be? What did change along the way? Who influenced the change in the career choice? Those are some of the questions and answers that must be included in the story. Everyone loves stories. This will pull student teachers to the lesson.

The tutor may randomly pair up students for this activity. The read aloud may be done in chorus form by selecting columns or rows to read aloud. Remember to distribute the paragraphs equally.

The tutor should direct student teachers together as a class to carry out self-assessment with his or her guidance.

#### **Possible answers to the comprehension questions on learning activity 2.2.1**

1. Yes, a secondary school certificate holder can become an engineer by joining university but must enrol on a higher apprenticeship such that they are given a university degree to study.
2. That person will simply work as an operator.
3. The three main categories of employment recognized by the university council include;
  - Chartered Engineers, Incorporated Engineers and Engineering Technicians
4. It means that much as engineering is an important sector, the most wanted engineers are those that have studied their engineering course from a recognized institution.
5. -They could find job opportunities in fields they are uncertain off such that they study and realize what is best for them.
  - They may also volunteer.

## 2.2.2. Application activities: Vocabulary and composition

### Application activity 1

#### Possible answers

Vocabulary	Meaning
Timeframe	A period of days, weeks, months, etc. within which an activity is intended to happen.
Engineer	A person whose job is to design or build machines, engines or electrical equipment, or things such as roads, railways or bridges, using scientific principles.
Non-graduate	A person who is not a graduate of an educational institution.
Civil Engineers	Are engineers who design and oversee the construction of public works, such as roads, bridges, dams, tunnels, buildings, airports, water and sewage systems, and other large infrastructure projects.
Chartered	An organization that provides training and sets standards for people who work.
Apprenticeship	Is a kind of job training that involves following and studying a person who has mastered the job instead of learning the skills from school or university.

### Application activity 2

In this activity the tutor could provide student teachers with essay writing tips with focus on proper introduction which involves a hook, definition of key terms then the body which involves topic sentences (main points) and their explanations. Lastly, remind them to summarize their composition. The tutor may carry out peer evaluation

Note; - You may award an extra mark to neat work as a motivation tool.

- Ensure that the main points are clear and that the sentences are well punctuated.
- preciseness and conciseness should be adhered to.
- The sentences should be well structured.

## 2.3. Lesson 3: Describing ways of finding jobs

### a) Lesson objectives

#### Knowledge:

- Identify words and expressions in relation to careers and choices.
- Explain the ways and importance of finding a job.

#### Skills:

- Listen to various speakers talking about careers and choices for information.
- Use descriptive language to talk about ways of finding a job.

#### Attitudes and values

- Show willingness and hard work to achieve a future career of one's choice.
- Show Satisfaction with personal remuneration.

### b) Teaching and learning resources

Photographs, textbooks, audio materials, maps, Dictionaries

### c) Introduction or prerequisite of the lesson

The tutor should have a review of the previous lesson such that the connection is not cut. It is significant that the lesson revolves around how to find jobs. Remember, student teachers will be out of college sooner than we may think. This lesson will be a guide to simplifying job search. Endeavour to make it interactive.

#### 2.3.1. Learning activity: reading and texts analysis

- **Text:** Different Ways to Find a New Job

Before reading the text, the tutor may use the discussion method as a pre-reading activity.

The tutor may create a discussion about the topic by preparing 4 sentences expressing opinions about the topic, he or she then sticks them in 4 corners of the classroom. Students go and stand near the opinion they disagree with the most. The group explains why they disagree about the topic.

Opinions like, *Friends are important in finding jobs for us* could be pinned. This activity should be timed.

Then, the tutor should direct the student teachers to read the text and use strategy of think-pair-share to have the discussion on the comprehension questions on this application activity successful.

### **Possible answers to the comprehension questions on learning activity 2.3.1**

1. The six strategies of finding a new job includes; Temping or Internships, Cold Calling, referrals, Company Websites, Job Boards and Career Websites, Networking.
2. The two ways in which networking can be done is through;
  - Persons
  - online
3. Yes, it is necessary to ask such that when any opportunity comes up, that person will refer. (answers to this question may be open-consider valid reasons)
4. Using online sources to post job openings.
5. Advantages of cold calling.
  - The job seeker may chance a pending job opportunity.
  - It is one way to start networking because contacts can be saved.
  - It shows your willingness and commitment to work with those companies you gave a cold call to.

### Disadvantages.

- Companies may find the job seeker desperate. Desperation by employers is regarded as failure.
  - It is hard work and inconveniences both the caller and those being called.
  - It has lots of uncertainties and is likely to keep the caller on their toes unnecessarily.
6. Internship may help one find a job because it will get him or her contacts, and a job seeker may easily be referred for permanent employment.

### 2.3.2. Application activities: Vocabulary and sentence writing

#### Possible answers to application activity 1

Vocabulary	Meaning
Job opportunities	A situation that makes it possible for one to find what to do or job.
Retirement	Is the withdrawal from one's position or occupation or from one's active working life.
Networking	This means having a career conversation with different people for the purpose of exploring more jobs.
Incentives	something that incites or has a tendency to incite to determination or action
win-win situation	It is when two sides agree and benefit from the agreement.
Websites	A website is a page or collection of pages on the World Wide Web that contains specific information which was all provided by one person or entity.
Search engines	These are computer software systems that are used for searching information. Examples include Google,
Openings	These are vacant job positions.
Temping	Working temporary in a company to get necessary skills required for employment.
Internships	The position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

#### Application activity 2

For this activity, the tutor should have student teachers make their own sentences using the provided words in their notebooks. The important consideration here is that the sentences must be grammatically correct and appropriate to the context in which they are being used.

## 2.4. Lesson 4: Recounting a career

### a) Lesson objectives

#### Knowledge:

- Identify words and expressions in relation to careers and choices.

#### Skills:

- Read texts about careers and choices for information.
- write about careers and choices to share information.

#### Attitudes and values

- Respect and love for work well done.
- Show willingness and hard work to achieve a future career.

### b) Teaching and learning resources

Photographs, textbooks, audio materials, maps, Dictionaries

### c) Introduction or prerequisite of the lesson

The pre-reading activities and all the comprehension texts in this lesson will greatly improve the reading, pronunciation of words and subsequently new words are likely to be adapted. The tutor should give balanced time for all activities in order to realize the objectives of this subunit.

### 2.4.1. Learning activity: reading and texts analysis

**Text:** A day in the life of an interpreter

1. Interpreting is very demanding because it takes a lot of years to gain experience, requires hard work, skill and emotional imbalance.
2. The interviewee seems to be very much connected to the conversation and likes to know more about.
3. No, it does not bore her because she is passionate with what she does.
4. Carmen gets great job satisfaction with how important her role is. Her job concerns helping and facilitating.
5. No, Carmen does not give her own view while interpreting. As the role of an interpreter is an impartial one, on her side also, she never offers her own opinion or advice.
6. One needs to have a diploma in public service interpreting.

## 2.4.2. Application activities:: Vocabulary and composition writing

### Expected answers to application activity 1

Vocabulary	Meaning
<b>interpreter</b>	one who listens to a speaker in one language and relates that utterance to the audience in a different language
<b>Professional</b>	Pertaining to, or in accordance with the high standards of a profession, expert
<b>Impartial</b>	Treating all parties, rivals, or disputants equally; not biased; fair
<b>Ultimately</b>	Indicating the most important action.
<b>foster care</b>	A formal system by which a child is cared for, in a foster family, by people other than its own parents, but without being adopted
<b>Qualification</b>	an ability or attribute that aids someone's chances of qualifying for something; specifically, completed professional training

### Application activity 2

Composition writing; A day in the life of a secondary school student.

The tutor should have students write this application activity from the personal experience combined with the experience of others. Let the story flow systematically from the beginning, middle and end. The tutor should be particular with punctuation and proper sentence development.

## 2.5. Lesson 4: Language structure: The Present Perfect and Present Perfect Continuous

### a) Lesson objectives

#### Knowledge:

- Recognize and explain the use of present perfect and present perfect continuous.

#### Skills:

- Speak about people's careers and choices while paying attention to present perfect tenses,



- Listen to various speakers talking about careers and choices for information.

### **Attitudes and values**

- Appreciate the use of present perfect and present perfect continuous when talking about career and choices.

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

Photographs, textbooks, audio materials, maps, Dictionaries

### **c)Introduction or prerequisite of the lesson**

This lesson will focus on grammar that is an important language component. Involve all learners by making the learning more interactive than passive.

#### **2.5.1. Present perfect tense**

For more clarity and understanding of the present perfect tense, the tutor should see notes on SSE/SME student book 1.

#### **2.5.2. The use of since and for with the present perfect tense.**

For more analysis of this present perfect tense, notes are available on the SSE/SME student book 1. Make reference such that you are able to guide students correctly.

#### **2.5.3. The uses of the present perfect continuous.**

The tutor should refer to notes on SSE/SME student book 1 for a detailed explanation on when and how to use the present perfect continuous.

### **2.6. End unit assessment**

Possible answers to the end unit assessment 1

- |                      |                       |
|----------------------|-----------------------|
| 1. <b>Profession</b> | 7. <b>Career</b>      |
| 2. <b>Engineer</b>   | 8. <b>Character</b>   |
| 3. <b>Answer</b>     | 9. <b>Interests</b>   |
| 4. <b>decisions</b>  | 10. <b>Choose</b>     |
| 5. <b>Lives</b>      | 11. <b>Teens</b>      |
| 6. <b>Job</b>        | 12. <b>Successful</b> |

## II

The tutor should carry out research on article writing to help guide student teachers well. It is an interesting nonfiction writing activity.

The teacher may include this when guiding student teachers;

- Instruct the student teachers to do thorough research about the topic.
- create an outline of major ideas that will be outlined in the article.
- The writers of articles should avoid giving their opinions.
- When describing action, student teachers should use short sentences.
- Encourage student teachers to interview colleagues or teachers to find view about the topic. The student teachers may include the dialogue in their articles after re-arranging the order of the words and should be careful not to change the meaning.
- The students may choose reported or direct speech in their articles.
- The language should be simple because the different audiences should be able to understand the content of the article.
- Articles have to have the introduction, body and conclusion.

The tutor should evaluate the articles and have the best pinned in class.

## III

1. Have been reading
2. Had been working
3. Have been waiting
4. Has been thinking
5. Had been playing

IV: The perfect continuous or the past perfect continuous.

1. He has been driving
2. had not been watching
3. have you been taking?
4. had been looking
5. Had, been working

V. Tell student teachers to complete the sentences with a suitable word or expression from the following: for, by tomorrow, so far, the week before, since.

1. Since
2. The week before
3. By tomorrow
4. For
5. So far

### **Additional activities**

This additional activity is to facilitate more practice and understanding of the concept of using past perfect tense. Encourage student teachers to try out this exercise and always evaluate to motivate them to have oral practice.

1. We ---- (meet) before you moved to Los Angeles.
2. When I got to the office, they ---- (leave)
3. By the time the spring came, the flowers ---- (bloom)
4. Before she travelled to Lisbon, she ---- (reserve) the hotel room.
5. I didn't realize that I ---- (lose) my keys until I arrived home
6. I noticed that I ---- (forget) to take my passport with me before I left home.
7. By the time you understood the problem I ---- (find) the solution.
8. I knew what to do because I ---- (experience) it before.
9. The movie ---- (already start) when we arrived there.
10. I was able to pass the exam since I ---- (study) regularly.

Possible answers to additional activity

1. Had met
2. Had left
3. Had blossomed
4. Had reserved
5. Had lost
6. Had forgotten

7. Had found
8. Had experienced
9. Had already started
10. Had studied.

### **Consolidated activities**

#### **Put the verbs into the correct form (present perfect progressive)**

1. He (work) \_\_\_\_\_ in this company since 1985
2. I (wait) \_\_\_\_\_ for you since two o'clock.
3. Mary (live) \_\_\_\_\_ in Germany since 1992.
4. Why is he so tired? He (play) \_\_\_\_\_ tennis for five hours.
5. How long (learn / you) \_\_\_\_\_ English?
6. We (look for) \_\_\_\_\_ the motorway for more than an hour.
7. I (live) \_\_\_\_\_ without electricity for two weeks
8. How long (work / she) \_\_\_\_\_ in the garden?

#### **Possible answers to consolidation activities**

1. Has been working
2. have been waiting
3. Has been living
4. Has been playing
5. Have you been learning?
6. Have been looking
7. Have been living
8. How long has she been working?

#### **Extended activity**

Extension tasks can provide a more of practice. They can also make classroom learning more meaningful, as they give learners a chance to personalise language and content. Extension tasks can be a useful strategy to deal with different abilities in class, as they can be given to early finishers or set as extra, more demanding work for higher level learners.

For this activity, the student teachers should develop a six paragraphed essay explaining why it is important to decide on career choices early enough.

Direct students to see notes on paragraph development in Unit 5 of the SSE/SME student book.

## UNIT 3:

# SOCIAL COHESION

**Key Unit Competence:** To use language learnt in the context of Social cohesion

### Prerequisites

This unit reflects well student teachers daily life, be it at college or home. Therefore, the tutor should assist student teachers to recall on social problems and give their testimonies on personal experienced including those they assisted on or heard. They can recall on those that occurred at college or at other schools where they studied before joining the college or in their communities or families.

### Cross- cutting issues

- Inclusive Education

The tutor should ensure that students with impairments enjoy the mix during discussions and that tolerance is established for slow learners. In case a student does not cope with work within groups of students, the tutor may have a one on one discussion with the student during free time or may address it right in class.

- Peace and value education

As far as social cohesion is concerned the tutor should help student teachers understand that it is important to build peace in their different communities, to recognise the importance of all the people in their communities and this is the way to build a cohesive society.

- Genocide study

This unit will educate student teachers to appreciate the role of every individual in the peace building and reconciliation process ensuring that what happened during the 1994 genocide against the Tutsi does not ever happen again.

### Guidance to introductory activity

The tutor should ask student teachers to look deeply at the picture for a good long time. Have them observe shapes, colors, textures, the position of people and/or objects.

Have student teachers write down what they see without making any interpretation about what the picture is about. They can share on what they have seen while trying to answer the questions asked about the pictures.

Possible answers to the introductory activity

1. The importance of activity in fig 1 is seen below:
  - It promotes patriotism
  - It reduces government expenditure on some social services like maintenance of feeder roads, maintenance of schools and hospitals because these are collectively done by communities during umuganda. This allows the government to focus on other urgent needs of the country.
  - It unites the country.
  - It has promoted conservation of physical features.
2. In fig. 2, the two girls are helping each other as they explore a mountain. This shows mutual support which is important in building a cohesive community because;
  - This action is reflecting teamwork spirit and cooperation which is extremely important in developing cohesive societies.
  - The picture also tells that weaker societies cannot be left to survive on their own. There should be balance in regional growth by assisting other societies to thrive through providing the right human resource and right political leadership.
3. There is an emergency rescue process in the picture. This is important because it shows the value of life which promotes peace and unity because every society develops because of a work force which is a person.

## List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	3.1. Talking about personal values that enhance social cohesion.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain words and expressions related to personal values.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use of words and expressions related to personal values.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Show respect for all people.</li> <li>• Appreciate the importance of a cohesive society.</li> </ul>	5
2.	3.2. Elaborating on peace and unity	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify words and expressions used in the context of social cohesion.</li> <li>• Explain the words used in relation to peace.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Express oneself using social cohesion words and expressions.</li> </ul> <p><b>Attitudes and values:</b> Appreciate that all relationships are mutual benefits when people respect each other's values.</p> <ul style="list-style-type: none"> <li>• appreciate the importance of peace and unity.</li> </ul>	5



3.	3.3. Language structure: Some forms of the verb.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Analyze the use of modal verbs.</li> <li>• Recognize the uses of active and passive voice.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs when talking about peace and unity in Rwanda.</li> <li>• Apply action words used in social cohesion active&amp; passive form</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• appreciate the use of modal verbs when narrating about peace and unity in Rwanda.</li> <li>• Be proud of the country-Rwanda by using active and passive voices when describing peace and unity.</li> </ul>	5
4.	End unit assessment.		1

### Guidance of the lessons:

The tutor may have all lessons begin by brainstorming, role plays and dramatization of concepts illustrated. This will make the learning environment warmer and will facilitate better understanding of the lessons. The student teachers may brainstorm about personal values and maybe the impacts of social cohesion to individual and the nation at large.

### 3.1. Lesson 1: Talking about personal values that enhance social cohesion.

#### a) Lesson objectives

#### Knowledge:

- Explain words and expressions related to personal values.

## **Skills:**

- Use of words and expressions related to personal values.

## **Attitudes and values**

- Show respect for all people.
- Appreciate the importance of a cohesive society.

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

- Testimonies and stories, documentary films, Textbooks, etc.

## **c)Introduction to the lesson**

Before undertaking this lesson, learners are expected to have some knowledge about what a cohesive society is.

### **3.1.1. Learning activity: reading and exploitation of the text**

- **Text:** The meaning of social cohesion within the Rwandan context

Possible answers to comprehension questions

1. This phase means that social cohesion is very important and necessary because people working together, respecting one another and are determined in peace building in Rwanda is a great contribution to development.
2. The representative of the National Commission for the Fight against Genocide defined social cohesion as the capacity of Rwandans to redevelop unity.
3. The director of Aegis Rwanda defined social cohesion's values as those that bring two broken entities together by teaching skills on how to live together.
4. The definitions keep repeating because Rwanda struggled and was devastated in ruins due to divisionism, unfair treatment that led to the genocide against the Tutsi in 1994. It is therefore important to have peace and stability such that every Rwandan is safe and successful in the country.
5. The three values that enhance social cohesion are:
  - Peace
  - Unity
  - Cooperation.

### 3.1.2. Application activity: Vocabulary and composition writing

1. The tutor tells learners to use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below and copy the table into their exercise book and fill in the blank spaces.

Discourse	Communication of thought by words or through a conversation.
Reconciliation	A situation where two or more people become friendly.
opening up	Starting to talk more about yourself and your feelings:
‘do’s and ‘don’ts	Rules about how people should and should not behave.
Foster	To bring together and promote development.
Internalised	The act of making something internal.
getting along	To have a friendly relationship with someone
Genuine	• Things that are true or real. • People who are sincere and real.

2. For this application activity, the tutor should ensure that students have followed the basic essay writing tips such as

#### Introduction

This entails an opening hook. The students may choose a hook of their choice to capture the reader’s attention.

- Define the key words in the essay and for this case, it is social cohesion.

#### Body of the essay

- The tutor should ensure that the student teachers have well developed paragraphs with clear topic sentences and very well detailed.

#### The conclusion

This is not new to student teachers and as a trainer; you should always have student teachers conclude their essays by summarizing the main points and make points that motivate readers to take action.

confirm that the paragraphs are well written with grammatically well-structured sentences. Students should keep the habit of writing neatly and using transitions.

## 3.2. Lesson 2: Elaborating on peace and unity

### a) Lesson objectives

#### Knowledge:

- Identify words and expressions used in the context of social cohesion.
- Explain words and expressions related to peace.

#### Skills:

- Express oneself using social cohesion words and expressions in writing and orally. They should also be able to read texts and listen to talks about social cohesion with understanding,

#### Attitudes and values

- Appreciate that all relationships are mutual benefits when people respect each other's values.
- Appreciate the importance of peace and unity.

### b) Teaching and learning resources

Testimonies and stories, documentary films, Textbooks

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

**Text:** Peace is the foundation for prosperity in Rwanda.

The tutor may use groups to achieve the objectives of this learning activity.

He or she may divide the student teachers into mixed ability groups and have a balanced mix of boys and girls. The tutor may have a pre-reading activity because it captures student's attention. These activities should be varied in every reading because each has its own impact on the student teachers.

Guidance before reading the text

The tutor may select 7 to 10 words and let groups write a very brief story using those words. Give secretaries of each group 2 minutes to read the story to the class and the tutor should provide feedback.

After that, direct the students to open their students' books and read the comprehension text silently before you may give a modal reading.

Allow the student teachers to discuss the comprehension questions and

may submit their work after the lesson.

Expected answers to comprehension questions on learning activity 3.2.1.

1. They were gathered to discuss the role of peace and values education in preventing conflict and mass atrocities in Rwanda and in other countries.
2. The conversation between Yves Kamuronsi and The New times journalist was about the role and contribution of his organization (Aegis Trust) in building and protecting humanity through peace education.
3. The duties of Aegis trust are;
  - To prevent genocide
  - Building lasting peace
  - promote unity and social cohesion.
4. - People can work together towards a common goal which is achieving sustainable development because the community owns the achievement.
  - Peace allows people to save and invest.
  - Through peace, people have a safe and conducive working environment which raises tax revenues that are spent fairly and wisely to promote development.
5. Kamuronsi thinks we can develop a generation of peacemakers through:
  - Educating the next generations to be champions of humanity
  - Through teaching about the history of genocide against the Tutsi and sharing stories that promote peace and unity in Rwanda.
6. Peace education has changed the lives of Rwandans seen through the unity that has promoted hard work and sustainable development. (this is an open question, expect diverse views from students. The tutor should use his or her judgment to correct).

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

1. Allow students to use a dictionary and thesaurus to look up the meanings of the words or phrases in the table on application activity 3.2.2. Create a vocabulary corner in the class and have the words pinned. Student teachers may also copy down the table in their books.

Vocabulary	Meaning
Experts	Are people who have special skills or knowledge relating to a subject.
Champions	Are people who fight for a cause. In this context, they are fighting for peace and unity.
Vital	Something or an action that is very necessary and important.
Hatred	An angry feeling that comes with so much dislike of someone or thing.
Violence	Actions or words which are intended to hurt people.
Dehumanisation	Process whereby opponents view each other as less than human and thus not deserving of moral consideration and treatment.
Prosperity	The state of having a lot of money and enjoying the comfort.

### Application activity 2

Write a one page essay to explain the role of peace in the lives of people wherever they are. Include one paragraph in which you focus on the case of Rwandan people.

The tutor should pay attention to the following when addressing this question.

#### Introduction:

This entails an opening hook. The student teachers may choose a hook of their choice to capture the reader's attention.

- Define the key terms in the essay and for this context, it is peace.

#### Body of the essay:

- The tutor should ensure that the students have well developed paragraphs with clear topic sentences (main points developed on each paragraph) and very well detailed. The details here are relevant examples to defend the arguments.

#### The conclusion:

This is not new to students and as a teacher trainer, you should always have student teachers conclude their essays by summarizing main points and calling readers to action. Confirm that the paragraphs are well written with grammatically well-structured

sentences.

Student teachers should possess the habit of writing neatly and using transitions to limit unnecessary repetition in their essays.

- Student teachers should stick to the question with examples derived from Rwanda's context only.

### **3.3. Lesson 3: Language structure: Some forms of the verb**

#### **a) Lesson objectives**

##### **Knowledge:**

- Analyze the use of modal verbs.
- Recognize the uses of active and passive voice.

##### **Skills:**

- Use modal verbs when talking about peace and unity in Rwanda.
- Apply action words used in social cohesion active & passive form.

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

- Appreciate the fact that there is peace and unity in Rwanda.
- Be proud to talk about the country Rwanda.

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

Testimonies and stories, documentary films, Textbooks

#### **c) Introduction or prerequisite to the lesson**

Before this lesson kick starts, it is important for student teachers to have active class with direct objects.

#### **3.3.1. Learning activity: Active and passive voice**

The tutor should refer to SSE/SME student book 1 Unit 3 for a detailed analysis of the active and passive voice. Examples and preparatory activities are included.

### 3.3.2. Learning activity: Imperative Sentences

A sentence that expresses either a command, a request, an advice, an entreaty or desire is called imperative sentence.

Note that the characteristics of imperative sentences have been briefly explained in the section B of the sub title 3.3.2. of the SSE/SME student book 1 in Unit 3. Please refer-

### 3.3.3 Learning activity: Modal verbs (must, should)

- Preparatory activities

1. Examples of some modal verbs that are used in;

i. obligation

- must
- have to

ii. When providing pieces of advice.

- should
- would

2. Student teachers should use should, must and shouldn't.

a. I feel sad and lonely. You must see a doctor.

b. I have no money. You must work harder.

c. All schools in Rwanda must create peace and unity clubs.

d. We must do our homework because it's important.

e. Jason has missed the train He shouldn't be late next time.

f. In England all children must wear uniforms at school.

g. Parents or guardians must teach their children Rwandan values.



### 3.4. End unit assessment

1. In about 250 words, write a speech you would give to fellow student teachers of Year one about their responsibilities to build a cohesive society.

2.

Words	Meaning
1. Cohesion	a. Where all groups in a society have a sense of belonging, participation, inclusion, recognition and legitimacy
2. Conflict	b. A real or perceived state of being incompatible in opposition, or in disagreement.
3. Diversity	c. Understanding that each individual is unique, and recognizing individual differences
4. Peace education	d. An attempt to design a process that focused, unity based, educative and reflects
5. Peace	e. The absence of personal or direct violence and the presence of social justice.
6. Tolerance	f. The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
7. Socially cohesive society	g. The tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members.
8. Resilience	h. The ability of a person or society to recover quickly from difficult situations
9. Empathy	i. Identification with or understanding of thoughts, feelings, or emotional state of another person.

### 3. Complete the gaps with appropriate phonetics or words

Words	Phonetics
a. Tolerance	1. /'tɒl(ə)r(ə)ns/
b. Conflict	2. /-'kɒnflikt/---
c. Cohesion	3. /kə(ʊ)'hi:ʒ(ə)n/
d. Peace	4. /.pi:s/
e. Value	5. /'vælju:/
f. Connection	6. /kə'nekʃ(ə)n/
g. Diversity	7. /dɪ'vɜ:sɪti,dɪ'vɜ:sɪti/

## UNIT 4:

# PERSONAL FINANCE AND DEVELOPMENT

**Key Unit Competence:** To use language in the context of Personal finance and development.

### Prerequisite

This is a unit that is rich with discussions on personal finance and development.

Before undertaking this unit, personal finance and development, the tutor should assist student teachers to recall knowledge on finance that they had before college or even that time they had to budget for home shopping and that time they went they went shopping for back to school items. This is a great venue to guide the lessons in this unit 4 because experiences shall be brought to class.

Evaluate your financial situation and ask yourself where the insurance gaps are.

A personal budget is a financial plan that allocates future income toward expenses, savings, and debt repayment. “Where does the money go?” is a common dilemma faced by many individuals and households when it comes to budgeting and money management. Effective money management starts with a goal and a step-by-step plan for saving and spending. Financial goals should be realistic, be specific, have a timeframe, and imply an action to be taken. This lesson will encourage students to take the time and effort to develop their own personal financial goals and budget.

### Cross cutting issues

- Financial education

Students shall learn how to manage their finances and have financial discipline. This will ensure personal and economic development in the long run.

- Gender education

The tutor should ensure that the gender is balanced by assigning equal rights to the girls and boys.

## Guidance to introductory activity

First, the tutor should explain to the students that they are going to do a picture observation activity. This time, the tutor will describe a picture to them, and what all the student teachers have to do, is to simply listen and guess what the pictures and topic is about.

### Possible answers to introductory activity

1. Yes, it is important to have receipts after buying because they help with accountability and they are used as evidence to show that you bought an item or product.
2. Importance of using electric billing machines;
  - offers a paperless mode of transaction which is also environmentally friendly
  - one of the least expensive forms of billing when compared to the traditional billing.
  - The electronic billing also provides a great advantage of saving time and effort that are normally lost in a traditional billing system.
  - electronic billing services are both customer friendly and also beneficial for the bill generators as there is focus on the process rather than on the mode of bill dispatch.
3. Fig.3 is an automated teller machine (ATM)

It has the following uses:

- For cash withdrawals
- For money transfers from one account to another.
- For printing bank mini statements.

Fig.4 is an automated teller machine card

It has the following uses;

- For withdrawing money
- For transferring cash

## List of lessons or sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	4.1. Describing financial tools	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify words for financial tools.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about financial tools to share views.</li> <li>• Read   write texts about personal finance and development</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Be confident about key financial terms.</li> <li>• Take financial responsibilities and planning for self and the family.</li> </ul>	5
2.	4.2 Talking about financial terms.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain key financial Words and expressions</li> <li>• Identify the key terms about different financial institutions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Present a narrative text about how people can achieve financial progress.</li> </ul> <p><b>Attitudes and values:</b> Take financial responsibilities and planning for self and the family.</p> <ul style="list-style-type: none"> <li>• Be confident about key financial terms.</li> </ul>	5

3.	4.3. Idioms related to Finance.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain key financial Words and expressions.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a text about how to make personal finance.</li> <li>• Write a text showing the classification of various financial institutions according to their services.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• appreciate the use of first conditional clauses in describing health and sanitation.</li> </ul>	5
4.	4.4. Describing Financial Institutions	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify the key terms about different financial institutions</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write a text showing the classification of various financial institutions according to their services.</li> </ul> <p><b>Attitudes and values:</b> Respond wisely to dynamic personal and economic circumstances.</p>	5

5.	4.5. Language structure: quantifiers.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize the uses of quantifiers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Present a narrative text about how people can achieve financial progress.</li> <li>• Write a text about how to make personal finance.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Be confident about the use of financial terms.</li> <li>• Appreciate the use of quantifiers in finance.</li> </ul>	5
6.	End unit assessment.		1

**Guidance on the lessons:** The tutor may carry to class some of the financial tools like a chequebook and may find out from students if they own or have seen any. The lesson may start with the teacher asking students to brainstorm on some of the financial tools that they are familiar with, how they operate and their importance. This will give students an idea of what will follow in the lesson.

## 4.1. Lesson 1: Describing financial tools

### a) Lesson objectives

#### **Knowledge:**

Identify words for financial tool

#### **Skills:**

- Talk about financial tools to share views.
- Read | write texts about personal finance and development

#### **Attitudes and values**

- Be confident about key financial terms.
- Take financial responsibilities and planning for self and the family.

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

- Brochures of financial institutions, testimonies, stories, guest speakers, videos, textbooks, internet.

## **c) Prerequisite for the lesson**

Tutor should remind students to recall the previous lesson. This lesson should guide students into learning how to manage their financial tools and basic financial education as a whole. Encourage learning from experience to take place in the class.

### **4.1.1. Learning activity: reading and texts analysis**

Text: Different financial tools

1. The mother of the narrator used a handheld calculator, a cheque book register and a stack of bills and receipts to keep the finances of the home in order.
2. No, the narrator does not enjoy tracking his/her finances for long. It is the reason why he /she is taking advantage of the modern financial tracking tools.
3. They are; personal capital, credit Karma and Fidelity.
4. Personal capital allows users to connect all their assets (checking, savings, retirement, brokerages etc.) and their liabilities (student loans, credit cards, mortgages, etc.) to the application. The application then uses an encrypted connection to read and analyse one's data. Personal Capital analyses one's spending and shows the spending in helpful **pie** and bar charts.
5. It is her favourite because it has very many investment alternatives for users to enjoy.
6. One may use credit Karma to track their credit scores.

### **4.1.2 Application activities: Vocabulary and sentence formation**

Vocabulary

1. Encourage students to use context or a dictionary to look up for the missing meanings of the words or phrases in the table below. Direct them to Copy the table in their books and fill in the blank spaces.



Chequebook	a book containing detachable blank cheques and issued by a bank
Receipts	a written acknowledgment of having received, or taken into one's possession, a specified amount of money, goods.
Mortgage	a legal agreement by which a bank, building society, etc. lends money at interest in exchange for taking the title of the debtor's property, with the condition that the conveyance of the title becomes illegal once the debt is paid.
Amortization	This means paying back to a bank or an individual.
Application	An application is a software program which enables people to perform a range of useful tasks.
Pie	a chart consisting of a circle that is divided into parts to show the size of the different amounts that are a part of a whole amount.
Platforms	a declaration of the principles on which a group of persons stands
Overlooked	To overlook something is to fail to see it.
Brokerage	This is the payment given to a broker for the deal carried out.

### Sentence formation

- For this activity, the tutor should have student teachers make their own sentences using the provided words in their notebooks. The important consideration here is that the sentences must be grammatically correct and appropriate to the context in which they are being used.

## 4.2. Lesson 2: Talking about Financial terms

### a) Lesson objectives

#### Knowledge:

- Explain key financial words and expressions.
- Identify the key terms about different financial institutions.

#### Skills:

- Present a narrative text about how people can achieve financial progress.

#### Attitudes and values

- Take financial responsibilities and planning for self and the family.

- Be confident about key financial terms.

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

- Brochures of financial institutions, testimonies, stories, guest speakers, videos, textbooks, internet.

### **c) Prerequisite of the lesson**

The tutor should connect this lesson to the previous one. Make sure there are dictionaries available and that language of context (financial language) is used throughout the lesson. It will facilitate further understanding.

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

Text: Financial terms

The tutor may allow student teachers to select their own groups but with a few exceptions with exceptions. Like telling them to the number of members in each group and being clear that they should all mingle up with members they haven't worked with before. Monitor the time closely. Direct them to attempt the comprehension questions after a read aloud session from a student who seems to be struggling. This is done to motivate all the students.

Likely answers to the comprehension questions on learning activity 4.2.1

1. An entrepreneur should have the basic idea of terms that are commonly used in business such as assets, liabilities, profits and losses etc to successfully help in the understanding of business
2. Assets are resources that the company owns and contribute greatly to its economic value while liabilities are things companies are responsible for by virtue of the law. These include debts and other financial responsibilities.
3. Examples of expenses that companies incur are;
  - Payment of employees' salary
  - Legal costs
  - Operational costs like paying rent
  - Cost on marketing and advertising.
4. Accounts receivable are debts that a company or an individual collect.

- To remain financially healthy, means that, a business must be able to generate a lot of revenue from the sale of its products and service compared to what it takes to produce that same product and service.

## Vocabulary

For this activity to move on smoothly, the tutor may encourage student teachers to use dictionaries to find out the meaning of the words. Encourage them to be proactive by writing down the new words for mastery.

Vocabulary	Meaning
Accountant	An accountant is a professional who performs accounting functions such as audits or financial statement analysis.
Entrepreneur	A person who sets up a business or businesses, taking on financial risks in the hope of profit.
Accrued	Received or accumulated in increasing amounts over time.
Vendors	Vendors are people or company offering something for sale, especially traders on the street.
Manufacturers	Manufacturers are people or a registered company which makes finished products from raw materials in a bid to make profits.
Invoice	An invoice is a document sent to a buyer that specifies the amount and cost of products or services that have been provided by a seller
Incurs	To become subject to because of ones behaviour.
Utilities	Something useful to the home such as electricity, gas, water and telephone.

### 4.2.2. Application activity: Paragraph writing

Paragraph writing is an important step to perfecting essays among students. It is therefore necessary that the tutor plays a pivotal role by guiding students through the process of developing a paragraph. The tutor may consider the following tips but may as well refer to unit 5 of the SSE/SME student book 1. Details on this activity are there. Evaluate the top 5 student teachers with the best paragraphs and remember to always provide feedback because it helps measure the learning progress of students.

- Decide on a controlling idea and create a topic sentence
- Explain the controlling idea

- Give an example (or multiple examples)
- Explain the examples.
- Complete the paragraph's idea or transition into the next paragraph At this point, you can remind your reader about the relevance of the information that you just discussed in the paragraph.

### **4.3. Lesson 3: Idioms related to Finance**

#### **a) Lesson objectives**

##### **Knowledge:**

- Explain key financial Words and expressions.
- Identify the key terms about different financial institutions.

##### **Skills:**

- Write a text about how to make personal finance.
- Write a text showing the classification of various financial institutions according to their services.

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

- Take financial responsibilities and planning for self and the family.
- Be confident about key financial terms.

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

- Brochures of financial institutions, testimonies, stories, videos, textbooks, internet.

#### **c) Introduction to the lesson or prerequisite**

##### **4.3.1. Learning activity: Studying the table.**

Remind the student teachers to read through this sub-unit and have an in-depth analysis of the table to be able to understand the idioms used in finance. Language is progressive. It is therefore vital that the tutor and student teachers use those idioms in their speeches whenever in class and whenever deemed appropriate.

### 4.3.2. Application activity: Sentence formation

The tutor should ensure that the sentences constructed are grammatically correct and students do not divert from the provided idioms. The tutor could remind them to read through the meanings of the idioms provided on SME/SSE student book 1 in unit 4 before handling application activity, 4.3.2. The sentences should also fit in the context of personal finance and development.

## 4.4. Lesson 4: Describing financial institutions

### a) Lesson objectives

#### Knowledge:

- Identify the key terms about different financial institutions.

#### Skills:

- Write a text showing the classification of various financial institutions according to their services.

#### Attitudes and values

- Respond wisely to dynamic personal and economic circumstances.
- Take financial responsibilities and planning for self and the family.

### b) Teaching and learning resources

- Brochures of financial institutions, testimonies, stories etc.

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

Text: Different types of financial institutions

This learning activity should be done in pairs and paragraphs divided for each pair to analyse and share with the class their analysis. A general conclusion will then be drawn about the whole text.

Possible answers to comprehension questions on learning activity 4.4.1

1. The main categories of financial institutions include:

Central banks, retail and commercial banks, internet banks, credit unions, investment banks, investment companies, brokerage firms, insurance companies, and **mortgage** companies.

2. The three products common in today's financial markets include;

- Deposits, lending and investments.
- 3. Central banks are responsible for the management of all banks and the central bank of Rwanda is The National Bank of Rwanda.
- 4. Internet banks are the most recent in the financial institutions.
- 5. Brick and mortar locations refer to traditional street-side business that offer products and service to its customers face to face in an office or store that the business owns or rents.
- 6. Credit unions serve specific groups of people like teachers and military basing on their membership. They offer credit for their members just like the rest of the banks.
- 7. Insurance companies protect their clients against financial losses caused by death, Fires, or accidents.

#### 4.4.2 Application activity: Vocabulary and composition writing

Application activity1: Vocabulary

Expected answers to the vocabulary table.

Vocabulary	Meaning
Deposit	a sum of money paid into a bank
Lending	The action of allowing a person or organization to use a specific sum of money under an agreement to pay it back later.
Investment	A monetary asset purchased with the idea that the asset will provide income in the future or will later be sold at a higher price for a profit.
Banks	Banks are financial institutions that accept deposits from the public and creates credit.
Mortgage	a legal agreement by which a bank, building society, etc. lends money at interest in exchange for taking title of the borrower's property.
Oversight	Unintentional failure to notice something.
Entrant	A person or group that takes part in something.
Demographic	Is the study of a population based on factors such as age, gender.
Real estate	It is property consisting of land and the buildings on it.

## Application activity2: Composition writing

The tutor should refer to composition writing guidance provided in previous units of this book. He/she may appreciate students for the work done and give constructive feedback.

### 4.5. Lesson 5: Language structure: Quantifiers

#### a) Lesson objectives

#### Knowledge:

- Recognize the uses of quantifiers.

#### Skills:

- Present a narrative text about how people can achieve financial progress.
- Write a text about how to make personal finance.

#### Attitudes and values

- Be confident about the use of financial terms.
- Appreciate the use of quantifiers in finance.

#### b) Teaching and learning resources

- Brochures of financial institutions, textbooks, internet,

#### c) Prerequisite for the lesson

#### 4.5.1. Activities

Tutor should encourage student teachers to have this application activity done. Students should use “little”, “a little”, “few” or “a few”

- a little
- a few
- little
- few
- a little

## 2. Using “much” or “many”

- a. many
- b. much
- c. much
- d. many
- e. many

## 3. Using “some” or “many”

- a. some
- b. any
- c. some
- d. some
- e. any

## 4.6 End unit assessment

### 1. Possible answers to this end unit assessment.

- a. ...**A cheque**...is a printed form, used instead of money, to make payments from your bank account. (a bank/a cheque)
- b. ...**A chequebook**...is a book of cheques with your name printed on them which is given to you by your bank to make payments with (a chequebook/ a cheque)
- c. ...**A bank**...is an organization where people and businesses can invest or borrow money, change it to foreign money, etc., or a building where these services are offered. (a bank/a currency)
- d. ...**ATM card**...is a special plastic card given to you by a bank, that allows you to take money out of your bank account using a cash machine. (a credit card/ATM card)
- e. A piece of paper which proves that money, goods or information have been received is called...**a receipt**... (a chequebook/ a receipt)

### 2. Use “little”, “a little”, “few” or “a few”

- a. a few
- b. little
- c. few



- d. few
- e. a few
- f. little
- g. few

### 3. Using “much” or “many”

- a. How...**much**...water is in this bottle?
- b. How...**many**... crosswords did she solve correctly?
- c. How...**much**...milk do they have for breakfast?
- d. How...**many**...bikes were stolen last year?
- e. How...**much**...coffee do your parents drink per day?

### 4. Using “some” or “any”.

- a. We need...**some**...bananas.
- b. You can't buy...**any**...posters in this shop.
- c. We haven't got...**any**...oranges at the moment.
- d. Peter has bought...**some**...new books.
- e. She always takes...**some**...sugar with her coffee.

### 5. Composition writing; Essay on social and economic importance of insurance companies.

#### Guidance to this activity

- Introduction

This entails an opening hook. The students may choose a hook of their choice to capture the reader's attention.

- define the key words in the essay.

#### Body of the essay

- The tutor should ensure that the students have well developed paragraphs with clear topic sentences and very well detailed.

## The conclusion

This is not new to student teachers and as a trainer, you should always have student teachers conclude their essays by summarizing main points and calling readers to action.

confirm that the paragraphs are well written with grammatically well-structured sentences. Students should keep the habit of writing neatly and using transitions.

## UNIT 5:

# HEALTH AND SANITATION

**Key competence:** To use language learnt in the context of health and sanitation.

### Prerequisites

Prior to undertaking this unit health and sanitation, the tutor should assist student teachers to examine the situation of health and sanitation at the college. They can look at the role of good health to their performances. They can also look at the available infrastructure and means at their college to ensure good health and sanitation. They can look at conditions which are necessary for effective school sanitation and hygiene. Some strategies for creating a conducive environment have also to be discussed.

### 5.2. Guidance to introductory activity.

Direct the student teachers to observe the images in the introductory activity. Remind them to address some of the questions using their own experience and the experience of others. Encourage them to work on this activity in pairs. Monitor their progress by walking through to ensure teamwork and to assist those who are encountering difficulties in doing the activity.

Possible answers to questions from the introductory activity

1. The most common illnesses in Rwanda include;
  - Malaria
  - Tuberculosis
  - HIV/AIDS
2. The three communicable diseases are;
  - Typhoid
  - Amoebic dysentery
  - Tuberculosis
3. The insect in Fig.2 causes malaria
4. Fig.3 is a water treatment plant where water goes through processes to get purified before it is released to the communities for use.

5. One of the examples of coronary disease is cancer.
6. Yes, it is a health-related problem because he is over weight (obese) which makes him immobile and therefore potentially risking his life through conditions like hypertension, heart related complications that are dangerous because they cause sudden deaths.

### 5.3. List of lessons or sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	5.1. Describing illnesses and diseases and pandemics	<p><b>Knowledge:</b> -Recall different diseases.</p> <p><b>Skills:</b> - listen to texts about health and sanitation for information.</p> <p><b>Attitudes and values:</b> -Participation to activities related to disease prevention.</p> <ul style="list-style-type: none"> <li>• Maintenance of hygienic tools.</li> </ul>	7
2.	5.2 Talking about sanitation and related tools.	<p><b>Knowledge:</b> -Name tools used in sanitation.</p> <p><b>Skills:</b> -Read texts about health and personal hygiene for information about related tools.</p> <p><b>Attitudes and values:</b> Maintenance of hygienic tools.</p>	7
3.	5.3 Language structure: Conditionals	<p><b>Knowledge:</b> Explain words and expressions related to health and sanitation.</p> <ul style="list-style-type: none"> <li>• Recognize the use of conditionals in texts.</li> </ul> <p><b>Skills:</b> - Write texts about health and hygiene for sharing information.</p> <p><b>Attitudes and values:</b> - Control of hands' cleanness before meals.</p> <ul style="list-style-type: none"> <li>• appreciate the use first conditional clauses in describing health and sanitation.</li> </ul>	7

**Guidance of the lesson:** Tutor can set a friendly atmosphere that will ensure that all opinions about education, experiences to do with sex education are treated with respect throughout the lessons. Teaching resources should be readily available as the lesson will heavily rely on experiences and resources for its success.

## **5.1 Lesson 1: Describing illnesses and diseases and pandemics**

### **a) Lesson objectives**

#### **Knowledge:**

- Recall different diseases.

#### **Skills:**

- Listen to texts about health and sanitation for information.

#### **Attitudes and values**

- Participation to activities related to disease prevention.
- Maintenance of hygienic tools and appreciation of the importance of education in our lives.

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

Charts displaying people suffering from different diseases, books, internet, hygienic tools etc.

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

In this learning activity 5.1.1, before reading the text, the tutor may include a pre reading activity that will mentally prepare students for the reading task ahead of them. The tutor may use the style of guessing from words.

Before student teachers look at the text they are going to read 5 or 6 words from the text the tutor writes on the board and asks the students to guess the topic. After reading through, evaluate the right guess.

Possible answers to comprehension questions on learning activity 5.1.1

Text: Types of diseases in Rwanda.

1. The most common illnesses in Rwanda include;
    - Malaria
    - Tuberculosis
    - HIV/AIDS
  2. Communicable diseases are those that are caused by causative agents like bacteria
  3. Causative agents are disease causing agents.
  4. Malaria is caused by a parasite known as plasmodia.
  5. Typhoid fever or amoebic dysentery can be avoided by drinking clean and boiled water.
  6. Hepatitis B or C and HIV/AIDS can be avoided through having protected intercourse or sex and by avoiding sharing instruments like razor blades and syringes with infected persons.
  7. The diseases that are steadily increasing in Rwanda are;
    - cancer, diabetes, obesity and mental illness
  8. The two lifestyle diseases are; mental illness, diabetes and obesity
  9. Lifestyle diseases are those that arise from habits such as smoking, unhealthy eating habits like eating too much fried and fast foods, taking too much sugar and alcohol, being inactive and depression.
  10. Disease which is caused by body cells that malfunction is cancer.
    - Vocabulary activities:
- 1.

Vocabulary	Meaning
Disease	A condition of the living animal or plant body or of one of its parts that impairs normal functioning and is typically manifested by distinguishing signs and symptoms.
Waterborne	supported, carried, or transmitted by water.
Airborne	Diseases that are spread/transmitted in the air.
Bacteria	<i>Bacteria</i> are single-cell organisms that are neither plants nor animals. They usually measure a few micrometers in length and exist together in communities of millions.
Virus	A <i>virus</i> is a microscopic parasite which can infect living organisms and cause disease. It can make copies of itself inside other organisms' cells.

Malaria	A disease common in hot countries that is caused by an infected mosquito when it bites you.
Cancer	A disease in which abnormal cells divide uncontrollably and destroy body tissue.
Infected	Containing bacteria or other things that can cause disease.
Symptoms	Any feeling of illness or physical or mental change that is caused by a particular disease.
Fever	An illness or medical condition in which you have a very high body temperature.
Headache	A pain you feel inside your head.
Unprotected	Not protected and therefore able to be harmed or damaged.
Needle	A very thin, hollow, pointed piece of metal that is connected to a syringe and used to take blood from the body or to put drugs or medicine in.
Condom	A thin sheath that a man wears for protection during sex.
stagnant	Water or the atmosphere that is in one place/ space having no current or flow and often having a very bad smell as a consequence.
Communicable diseases	Are illnesses caused by viruses or bacteria that people spread to one another through contact with contaminated surfaces, bodily fluids, blood products, insect bites, or through the air.

1. For this learning activity 2, the tutor should ensure that all the words in the vocabulary table have been used and the sentences are grammatically correct.

### 5.1.2. Application activities.:

1. Paragraph writing.

For guidance in this application activity 5.1.2, the tutor may refer to notes on paragraph formation on Unit 5, SSE/SME student textbook 1.

Consider the following as key in paragraph development:

- Topic sentence/main idea/main point in a paragraph.
- Explanatory sentences that give details or explanations.
- Have grammatically correct sentences in every paragraph.
- Sentences must flow coherently and must be complete.
- Punctuation and spellings should be correct for the tutor to consider that paragraph well written.

## 2. Debate motion:

“Schools should conduct mandatory HIV testing on their students”.

The tutor may seek guidance from unit 5 of SSE/SME student book level 1 to have a successful debate. After the debate, assess the best speaker and have the summary of all the points from the proposers and opposers written on a manila paper and pinned at the corner of the class.

## 5.2 Lesson 2: Talking about sanitation and related tools

### a) Lesson objectives

#### Knowledge:

- Name tools used in sanitation.

#### Skills:

- Read texts about health and personal hygiene for information about related tools.

#### Attitudes and values

- Maintenance of hygienic tools.

### b) Teaching and learning resources

Charts displaying people suffering from different hygienic tools, books, internet, hygienic tools

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

The tutor may pair up student teachers and, here, he may write the title of the passage and give students few minutes to generate 4 questions about the passage. This activity is called, 'generate questions. Move around to monitor the activity. After that, tell students to open their SSE/SME students' texts and read the text on learning activity 5.2.1. The student teachers may then determine if their generated questions that match with the content in the passage.

Tell them to move on and answer the comprehension questions

#### Possible answers to comprehension questions 5.2.1

1. If hands are not washed, one may take in germs that cause diarrhoea and subsequently losing appetite, hence limiting their nutritional intake.



2. Dirty water causes severe illness and even death caused by water-borne diseases.
3. -The consequences children face is missing school because they move long distances in search of clean water.
  - they risk severe illness and even death from waterborne diseases.
4. Basic sanitation means that every household has its own toilet and does not share with another household.
5. The critical moments in hand washing include:
  - Hand washing after using the toilet and before handling food.

### 5.2.2. Application activities: Word and sentence formation

#### Vocabulary activities

1.

No.	word	meaning
1.	Hygiene	Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases.
2.	Enteropathy	refers to any <u>pathology</u> of the <u>intestine</u> .
3.	Malnutrition	It is a condition that results from a poor diet.
4.	Nutrient	<i>Nutrients</i> are compounds in foods that are important to health and life.
5.	Contaminated water	When water is impure or dirty.
6.	Latrine	A toilet used by the community.

2.

For this question, ensure that the sentences constructed by the student teachers are grammatically correct.

- Punctuation, capitalization where needed, correct spellings should be considered, and student teachers should not divert from the words provided in the box.

### 5.3. Lesson 3: Language structure: Conditionals

#### a) Lesson objectives

#### Knowledge:

- Explain words and expressions related to health and sanitation.

- Recognize the use of conditionals in texts.
- Name tools used in sanitation.

### **Skills:**

- Read texts about health and personal hygiene for information about related tools.

### **Attitudes and values**

- Control of hands' cleanness before meals.
- Maintenance of hygienic tools.

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

- Charts displaying people suffering from different diseases, books, internet.

### **5.3.5. Application activity**

Complete the Conditional Sentences using the correct form of verbs in brackets. Decide whether to use first, second or third conditional.

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

### **5.4. Spelling and pronunciation**

The activity below necessitates student teachers to use dictionaries and thesaurus to look up for the missing phonologic transcription of the words in the table below. Student teachers may copy the table in their books and will fill in the blank spaces. The tutor may practise the correct pronunciation/reading with the students during class.

Vocabulary	Pronunciation (phonologic transcription)
Disease	/dɪ'zi:z/
Waterborne	/'wɔ:təbɔ:n/
Airborne	/ ('eə, bɔ:n) /
Bacteria	/bæk'tɪə.rɪ. ə/
Virus	/'vaɪrəs/
Malaria	/mə'leɪrɪə/
Cancer	/'kænsə/
Infected	/ɪn'fektɪd/
Symptoms	/'sɪmptəms/
Fever	/'fi:və/
Headache	/'hedeɪk/
Unprotected	/,ʌn.prə'tek.tɪd/
Needle	/'ni:dl/
Condom	/'kɒndəm/
Stagnant	/'stægnənt/

## 5.5. End unit assessment

The tutor may ask students to copy down the end of unit assessment from the student text book to their books and try it out.

Students should Complete the Conditional Sentences using the correct form of verbs in brackets.

i.

- If we meet at 9:30, we...**will have**...plenty of time. (have)
- Lisa would find the milk if she...**looked**...in the fridge. (look)
- The zookeeper would have punished her with a fine if she...**had fed**...the animals. (feed)
- If you spoke louder, your classmates...**would understand**...you. (understand)
- Dan...**would arrive**...safe if he drove slowly. (arrive)
- You...**would have had**...no trouble at school if you had done your homework. (have)
- If you...**swim**...in this lake, you'll shiver from cold. (swim)

8. The door will unlock if you...**press**...the green button. (press)
9. If Keza...**had asked**...her teacher, he'd have answered her questions. (ask)
10. I...**would call**...the office if I were you. (call)

ii. Choose the right word to fill in blanks in the following paragraph

Hepatitis B and C and HIV/AIDS are **transmitted** through body... **fluids**...(muscles/fluids). Infections and diseases, such as hepatitis are most often carried through the semen and blood of...**infected**... (infected/healthy) persons. Malaria is transmitted through the...**bite**... (excrement/bite) of a female anopheles...**mosquito**...(fly/mosquito). It injects infected ...**blood**...(blood/semen) into your body when it bites you.

- iii. For this end of unit assessment iii, student teachers will write a 200-word composition on a person suffering from a communicable disease. They will use conditional sentences to explain what they would have done to avoid that communicable disease.

In this activity, the tutor may consider referring to Unit 5 SSE/SME student text book for further guidelines in developing paragraphs in composition writing.

Consider the following when assessing this activity:

- For the introduction, it could be an opening hook, (a quotation or a fact about communicable diseases. The student teacher may provide a definition of the disease.
- In the body of the composition, ensure that the student teachers have well developed topic sentences or main points in each paragraph. Here, student teachers may include the signs and symptoms of communicable diseases and also discuss how to avoid/prevent them. Remind students to use conditional sentences for the how to prevent part.
- The conclusion part may involve a call to action on how to prevent the spread of communicable diseases since prevention is better than cure.

Note: -Ensure that there is a logical flow of ideas in the student's composition.

Highlight all grammatical and spelling errors and follow up the correction.

## UNIT 6:

# CULTURAL HERITAGE

**Key unit competence:** To use a language learnt in the context of cultural heritage.

### Prerequisite

Before undertaking this unit cultural heritage, student teachers should have prior information on culture. They could also recall related topics on culture and should also have information on cultural practices both within and out of Rwanda. They may equally have a clue on the impact of cultural heritage on themselves. Student teachers have language, beliefs and values that have shaped their progress in community. The tutors should take that as an opportunity to have a successful coverage of the unit.

### Cross-cutting issues to be addressed:

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

### Guidance to introductory activity

Ask student teachers to work in pairs when answering questions on unit 6 introductory activity. Give them time to critically think about the questions.

Thereafter, randomly select a representative from each pair to present ideas to the rest of the class.

### Possible answers to questions from the introductory activity

1. People travel as tourist to get pleasure or to take break from their daily busy schedule or to be exposed to new places, people and experiences. Visiting King’s palace museum in Rukari helps people get to know about Rwandan history, culture and lifestyle.
2. Cow dung painting helps people not to forget our ancestors’ decoration and thus value our cultural art.
3. Generally, dance occupies an important place in the social structure of all cultures throughout history So, intore dance is one of the best way of keep remembering our cultural dance.
4. Yes, we still need to rear inyambo in order to preserve our culture.

### 6.4 Lists of lessons

#	Lesson title	Learning objectives	Number of periods
1	6.1 Talking about cultural heritage.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain the terminology about cultural heritage in Rwanda.</li> <li>• Identify words and expressions to Explain the contribution of a language in the context of cultural heritage.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Write texts about cultural heritage in Rwanda.</li> <li>- Read  listen to texts about cultural heritage in Rwanda</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciation of positive cultural heritage.</li> <li>• Preserve the cultural heritage of Rwanda.</li> <li>• Interest in visiting different cultural sites</li> </ul>	5

2	6.2. Talking about the importance of cultural preservation and national cultural heritage	<p><b>Knowledge:</b> - Explain the value of language in the preservation of culture and heritages consequently, development.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about positive cultural expressions versus negative ones in a given society.</li> </ul> <p><b>Attitudes and values:</b> - Interest in visiting different cultural sites.</p> <ul style="list-style-type: none"> <li>• Preserve the cultural heritage of Rwanda.</li> </ul>	4
3	6.3. Traditional school of culture (Itorero)	<p><b>Knowledge:</b></p> <p><b>Skills:</b> - Problem solving</p> <ul style="list-style-type: none"> <li>• leadership</li> <li>• Entrepreneurial skills</li> </ul> <p><b>Attitudes and values:</b> practice patriotism</p> <ul style="list-style-type: none"> <li>• unity</li> <li>• Self resilience</li> <li>• appreciate national values</li> </ul>	5
4.	6.4. Language structure: Past simple tense and the verb “used to”	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Explain simple past tense and “used to”</li> <li>• Apply the rules in the sentences.</li> </ul> <p><b>Skills:</b> - Use the past “simple and used to” to talk about traditional culture of Rwanda.</p> <p><b>Attitudes and values:</b> -appreciate the use past simple tense and the “verb used to”</p>	5
	6.5. End unit assessment		1

**Guidance on the lessons:** The tutor may consider selecting the best books when teaching these sub-units. Employ context since majority of the student teachers have had a cultural orientation before. This activity can best be done in pairs. The tutor may employ the technique of “Promote Cooperative Talk”. In this method, the students read the first paragraph and then pause to discuss what it is about and continue until they are through with all. This assists the tutor to track the comprehension right away.

## **6.1 Lesson1: Talking about cultural heritage (*Student’s book, page.....*)**

### **a)Lesson objectives**

#### **Knowledge:**

- Explain the terminology about cultural heritage in Rwanda.
- Identify words and expressions to explain the contribution of a language in the context of cultural heritage.

#### **Skills:**

- Read |listen to texts about cultural heritage of Rwanda.
- write texts about the cultural heritage of Rwanda

#### **Attitudes and values**

- Appreciation of positive cultural heritage

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

Student teacher’s book, projectors, laptops, Newspaper, articles, documentaries, dictionaries, thesauruses.

### **c)Prerequisites**

Before learning this sub-unit cultural heritage, student teachers should have prior information on culture. They could also recall related topics on culture and should also have information on cultural practices both within and out of Rwanda. They may equally have a clue on the impact of cultural heritage on themselves.



### 6.1.1. Learning activity (*Student's book, page.....*)

You may ask the class to silently read the text and then select a student to read aloud to the rest of the class. For the second reading, students should alternate, each taking up a paragraph, until all paragraphs are read.

You should ask students to attempt questions in pairs and then share with the rest of the class.

#### **Possible answers to learning activity 6.1.1: text 1- Comprehension questions**

1. Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. (You can accept other possible definitions).
2. To preserve Rwandan cultural heritage, the government established cultural heritage sites.
3. Cultural heritage sites mentioned in the passage are: Rwanda genocide memorials, National Museums, Ruganzu's foot, Ndaba and Kamegeri's rock.
4. The three National Museums located in Southern Province are: Ethnographic Museum located in Huye, The king's Palace Museum based in Nyanza (Rukari) and the National Art Gallery located in Nyanza district (Rwesero).
5. The two National Museums located in Kigali city are: The presidential palace Museum located in Kigali (Kanombe), and the Natural History Museum which is also known as Kandt House.
6. Ndaba was killed by his greed. He is said to have perished at the bottom of the rock in the basin of honey.
7. On the one hand the King's decision of ordering Kamegeri himself to be burnt on the rock is good because he wanted to rid the kingdom of a man who would suggest such a cruel fate. On the other hand it is a bad decision, for he would have corrected Kamegeri without burning him. (You can accept other logical answers)

## Answers to vocabulary activity

Vocabulary	Meaning
Legacy	Something transmitted by or received from an ancestor or predecessor or from the past.
Intact	Complete and in the original state.
Tangible	Real or not imaginary; able to be shown, touched or experienced
Preserve	To keep something as it is, especially in order to prevent it from decaying or being damaged or destroyed; to conserve
Ethnographic	Related to the study and systematic recording of human cultures.
Dripping	Falling in drops
Greedy	wanting a lot more food, money, etc. than you need:
Footprint	The impression left by a foot or shoe on the ground or a surface.
Strapping	Fastening something or someone in position by fixing a narrow piece of leather or other strong material around it/him/her.
Unbearably	In a way that is too painful or unpleasant for a person to continue to experience.
Rid	To make free : relieve, disencumber
Fate	What happens to a particular person or thing, especially something final or negative, such as death or defeat:
Dung	Solid excrement from animals, especially cattle and horses.

### 6.1.2. Application activity:

You may give this activity to individual students as homework. Check whether students followed the guidance on paragraph writing provided in unit 5. More importantly, pay attention to the language structure as you correct their work.

## 6.2. Lesson 2: Talking about the importance of cultural preservation and national cultural heritage.

### a) Lesson objectives

#### Knowledge and understanding:

- Explaining the importance of cultural heritage

**Skills:**

- writing paragraphs and compositions on how to preserve cultural and national heritages.

**Attitudes and values:**

- Interest in visiting different cultural sites.
- Preserve the cultural heritage of Rwanda.

**b)Teaching resources;** Articles, documentaries about national cultural heritages of Rwanda, Newspaper articles, photos of cultural heritage sites, etc.

**c)Introduction/prerequisite**

In the previous sub-unit student teachers have already been introduced to cultural heritage. They should build on the knowledge they got and learn about the importance of cultural preservation and national cultural heritage.

**6.2.1. Learning activities (*Student’s book, page.....*)**

You should ask student teachers to form groups of four students, and tell them to read the text on importance of preserving cultural heritage. You should walk around the room to ensure that all are focused on reading the text. Distribute the paragraphs equally after they are through and have a brief read aloud session.

**Possible answers to the learning activity 6.2.1**

1. In pre-colonial era, Rwanda was, unquestionably, a nation-state with a people sharing the same religious beliefs, the same traditions, same customs, speaking the same language, Kinyarwanda, in short, having a same culture.
2. To consolidate their power, colonizers and missionaries have sought to blot out the identity and collective memory of Rwandans.
3. Rwandan Government ensured the preservation of its cultural heritage, memorials and sites of genocide.
4. The three importance of preserving cultural heritage are:
  - to give people a connection to certain social values, beliefs, religions and customs;

- to enhance communal support;
  - and to help people in the process of finding and incorporating culture into their lives.
5. Cultural heritage can improve tourism through cultural heritage sites. These cultural heritage sites attract tourists who want to know about the country's culture.

### Vocabulary activity (Student's book, page.....)

Vocabulary	Meaning
Era	A period of time that is marked by particular events or stages of development.
Customs	A way of behaving or a belief which has been established for a long time.
Sacred	Considered to be holy and deserving respect, especially because of a connection with a god.
Stipulates	To state exactly how something must be or must be done.
Archaic	Of or belonging to the distant past; from an ancient period in history.
Robust	Having or showing vigor, strength, or firmness.
Eventually	In the end, especially after a long time or a lot of effort, problems, etc.

### 6.2.2. Application activity

This is an open-ended question. Ensure the grammaticality of sentences.

## 6.3. Lesson 3: Traditional school of culture (Itorero)

### a) Lesson objectives

#### Knowledge and understanding:

- Explain in detail the reason for the itorero.
- Discuss the cultural, political, social, economic and educational impact of itorero in Rwanda.

#### Skills:

- Talk about positive impact of itorero in both speaking and writing.
- Differentiating today's Itorero from traditional Itorero in both speaking and writing.

### **Attitudes and values:**

- Practice patriotism
- Unity
- Self-resilience
- Appreciate national values

**b) Teaching resources: Pictures, internet (websites for itorerero), student-teacher books.**

### **c) Prerequisite/introduction**

Before undertaking this lesson, student teachers are supposed to have some knowledge about itorerero. Itorero was established in schools and villages where they come from.

#### **6.3.1. Learning activity (*Student's book, page.....*)**

You should tell student teachers to form groups of three students, and tell them to read the text on traditional school of culture: Itorero. You should walk around the room to ensure that all are focused on reading the text. Distribute the paragraphs equally after they are through and have a brief read aloud session.

**Possible answers to comprehension questions. (*Student's book, page.....*)**

1. Today, Itorero is a holistic training system that includes civic education exercises, cultural values, patriotism and social political development of Rwandans.
2. Itorero was **initiated** during the reign of King Ruganzu I Bwimba at around 1312 A.D.
3. No, girls could not attend the traditional Itorero. This school was for boys only; girls were trained in traditional weaving school.
4. Itorero was created so that people acquire a good and deep understanding of their culture.
5. Itorero was banned by the colonial rule and further by the post-independence regimes.
6. The two main activities of today's Itorero are physical activities and lessons on history of Rwanda.

### Answers to vocabulary activity (*Student's book, page.....*)

Vocabulary	Meaning
Holistic	Dealing with or treating the whole of something or someone and not just a part.
Civic education	The study of the way in which a local government works and of the rights and duties of the people who live in the country.
Initiated	Created.
Patriotism	The feeling of loving one's country and being proud of it.
Distortions	The acts of twisting or altering something out of its true, natural, or original state.
Revived	Brought to life, health, existence, or use
Dispensation	Special permission, especially from the Church, to do something that is not usually allowed.

### 6.3.2. Application activity: Composition writing (*Student's book, page.....*)

You should give this activity to individual students. Focus on basic composition writing skills like introduction, body and conclusion. More importantly, pay attention to the language structure as you correct their work.

## 6.4. Lesson 4: Talking about the role of a language in a culture

### a) Learning objectives

#### Knowledge and understanding

Identify words and expressions to explain the contribution of a language in the context of cultural heritage.

#### Skills

Talk about positive role of a language in a culture in both speaking and writing.

#### Attitudes and values

Appreciate the role of a language in a culture.

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

Pictures, internet, student-teacher books, dictionaries ect.

### **c) Prerequisites or introduction**

Learners have already knowledge about culture for culture was discussed in the previous sub-units. They should build on that knowledge and learn about the role of a language in a culture.

#### **6.4.1. Learning activity (*Student's book, page.....*)**

The tutor should tell student teachers to form groups of four students, and tell them to read the text on Role of languages in culture he or she should walk around the room to ensure that all are focused on reading the text. Distribute the paragraphs equally after they are through and have a brief read aloud session.

#### **Possible answers to comprehension questions. (*Student's book, page.....*)**

1. The medium of social interact talked about in the first paragraph is a language.
2. An example of the role of language in different cultures is how ancient civilizations made up of cavemen and women came to realize that verbal communication was the only way to move forward and to communicate effectively.
3. According to the writer, learning an alien language helps people to become familiar with the culture.
4. Cultures determine the means in which people process and cope with information, as they provide the frame of reference as per the concepts and objectives that make a language. For example, meanings of Rwandan sayings (*insigamigani*) are explained according to the history and culture.
5. Rwandans are said to have almost the same culture because they speak the same language.

### Answers to vocabulary activity (*Student's book, page.....*)

Vocabulary	Meaning
Interact	To communicate with.
Legacy	Something that is a part of your history or that remains from an earlier time. (Something transmitted by or received from an ancestor or predecessor or from the past).
Heritage	Features belonging to the culture of a particular society, such as traditions, languages or buildings, which still exist from the past and which have a historical importance.
Cavemen	People who lived in a cave in the early stages of the development of human society.
Alien	Coming from a different country, race, or group; foreign.
Feat	Something difficult needing a lot of skill, strength, bravery, etc. to achieve it.
Anthropology	The study of the human race, its culture and society and its physical development.
Backbone	The most important part of something, providing support for everything else.

### 6.4.2. Application activity (*Student's book, page.....*)

This activity is open-ended and it should be individual. Focus on basic composition writing skills like introduction, body and conclusion. More importantly, pay attention to the language structure as you correct their work.

## 6.5. Lesson 5: Language structure: Past simple tense and the verb “used to”.

### a) Learning objectives

#### Knowledge:

- Recognize the use of past simple and “used to”
- Explain simple past tense and “used to”

#### Skills:

- Apply the rules in the sentences.
- Use the past “simple and “used to” to talk about traditional culture of Rwanda.



### **Attitude and values:**

- Appreciate the use of language (past simple and “used to”)

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

Pictures, internet student-teacher’s books, grammar books.

### **c) Prerequisites**

Student teachers already know the use of past simple tense as they saw it in unit 1. Build on what they know and guide them on how to use interrogative and negative form of past simple.

#### **6.5.1. Application activity, 6.5. 2**

Changing sentences into interrogative form

1. Did he take a shower?
2. Did Kamaliza finish her homework yesterday?
3. Did they visit their grandparents?
4. Did the girls jump into the lake?
5. Did he look after his younger sister?
6. Did Isimbi bring new jeans?
7. Did Murenzi work the whole night?
8. Were they very tired last night?

#### **6.5.2. Application activity, 6.5.4.**

Changing sentences into negative form

1. They did not look at me.
2. My wife did not become a pilot.
3. Semana did not finish his homework yesterday.
4. They did not visit their grandparents.
5. Their children were not very happy.
6. The girls did not jump into the lake.
7. He did not look after his younger sister.
8. Keza did not bring chewing gums for everyone.
9. Peter did not sleep in the kitchen.
10. They were not very excited.

### 6.5.3. Application activity 6.5.6 : use of “used to”

Studying the way “used to” is used in sentences and saying whether it is an adjective or verb.

1. Karen used to play with dolls. (*Used to* is used as a verb and means that Karen doesn't play with dolls anymore).
2. Sheila wasn't used to having to cook for herself. (*Used to* is used as an adjective and means that Sheilla was not accustomed to having to cook for herself)
3. I used to get up so late. (*Used to* is used as a verb and it means that I don't get up so late anymore).
4. His dog is used to staying home alone all day. (*Used to* is used as an adjective and means that his dog is accustomed to staying home alone all day)
5. I wonder if you will ever be used to working so hard. (*Used to* is used as an adjective and means that I wonder if you will ever be accustomed to working so hard)
6. Herbert used to play basketball after school. (*Used to* is used as a verb and it means that Hebert doesn't play basketball anymore).
7. They are used to staying out so late. (*Used to* is used as an adjective and means that they are accustomed to staying out so late)

### Summary of the unit

In this unit, student teachers have learnt about cultural heritage, the importance of cultural preservation and national cultural heritage, traditional school of culture, the role of a language in a culture and the use of past simple tense. The knowledge student teachers got from this unit will help them to make an informed and wise decision towards preserving cultural heritage. In addition, the unit lessons have helped them to acquire reading, writing, listening and speaking skills about cultural heritage through the activities given.

### 6.6 End Unit assessment

1. Filling in the blanks using words from brackets

Cultural heritage is the **legacy** of physical artefacts and intangible attributes of a group or **society** that are **inherited** from past generations, maintained in the **present** and bestowed for the benefit of future generations.

Tangible heritage includes **buildings** and historic places, monuments, artifacts, etc., which are considered worthy of **preservation** for the future. These include objects significant to the **archaeology**, architecture, science or technology of a specific culture.

1. Using the words in brackets to complete sentences.
  - a. Did you see Martin yesterday?
  - b. I last saw him two days ago.
  - c. He was not at the meeting on Monday because he was away on business.
  - d. Where did she go for her holidays?
  - e. How long did it take you to drive from Amsterdam to Paris?
  - f. Did you enjoy your holiday in Italy?
  - g. I saw a great film on TV last night.
  - h. I did not eat the food because I wasn't hungry.
  - i. Why didn't you get up earlier? You're going to be late.
  - j. Why were you not at work yesterday? Were you ill?
2. Changing sentences into negative form
  - a. We did not listen to our favourite CD
  - b. They did not play tennis last Saturday.
  - c. She did not make breakfast yesterday.
  - d. They were not at school last night.
  - e. She did not pass the National examination.
  - f. He was not very sad last week.
  - g. The boys did not work hard.
  - h. She did not get up early this morning.
3. Open-ended. (composition writing).

The tutor should refer to composition writing guidance to provide constructive feedback

## 6.7 Additional activities

### 6.7.1 Remedial activity

This activity is easier than the previous ones. You should give it to learners who have difficulties answering the previous activities.

Choose the right answer from brackets.

1. Did **you**.....(close/ closed) **the door**?
2. Did **Claire**.....(finish/finished) **the housework**?
3. Did **he**.....(have/had) **a bath yesterday**?
4. Did **the boy**.....(jump/jumped) **into the lake**?
5. Did **Ronald**.....(visit/visited) **the Tower of London**?
6. Did **Peggy and Olivia**.....(look/looked) **after the baby**?
7. Did **she**.....(make/made) **the invitation cards herself**?
8. Did **the girl**.....(drop/dropped) **the ketchup bottle**?
9. Did **Tim**.....(buy/bought) **the green T-shirt last Monday**?
10. Did **they**.....(practise/practised) **karate this morning**?

Answers

1. Did **you** close **the door**?
2. Did **Claire** finish **the housework**?
3. Did **he** have **a bath yesterday**?
4. Did **the boy** jump **into the lake**?
5. Did **Ronald** visit **the Tower of London**?
6. Did **Peggy and Olivia** look **after the baby**?
7. Did **she** make **the invitation cards herself**?
8. Did **the girl** drop **the ketchup bottle**?
9. Did **Tim** buy **the green T-shirt last Monday**?
10. Did **they** practise **karate this morning**?

### 6.7.2 Consolidation activities.

This activity can help you to consolidate what learners learnt.

1. Write a paragraph on the importance of inyambo in preserving culture.

### 6.7.3 Extended activities

This activity is a more difficult than the previous ones. You can give it to students who have not had difficulties answering previous activities.

Suppose that you won a competition and as a reward you are allowed to visit a foreign cultural heritage site. Write a short composition explaining the cultural heritage site you would like to visit and why.

## UNIT 7:

# ENVIRONMENT CONSERVATION AND SUSTAINABILITY

**Key Unit competence:** To use language learnt in the context of Environment Conservation and Sustainability

### Prerequisites

Before taking on this unit Environment conservation and sustainability, the tutor should ensure that the student teachers have a clue on Environment. This is a topic that cuts across most levels of school. It is important that the tutor triggers their memory to recall environment related topics that they have come across. It is paramount that they not only have theoretical skills to conserving and sustaining the environment, but that they also have a practical approach to it.

### Cross-cutting issues to be addressed:

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

## Guidance to introductory activities

The tutor should ask student teachers to open their students' books and critically observe the pictures. This activity should be of open discussion. However, encourage them to check for the questions after interpretation the pictures. Allow a free discussion with your guidance while they find answers to questions on the introductory activity of Unit 7.

## Possible answers to questions from the introductory activity

1. Yes, natural vegetation should be protected because it contributes to the life in the environment by providing oxygen, improving air quality, ameliorating climate, conserving water, preserving soil, and supporting wildlife.
2. Yes, leopards and other dangerous wild animals have importance for us. One of their ecological values is the equilibrium of environment habitats. Without them, some animals would be too many and wipe out the forests.
3. The physical elements of environment in the pictures are natural vegetation, a leopard, a volcano and lakes.

## List of lessons or sub-heading

#	Lesson title	Learning objectives	Number of periods
1	7.1. Talking about physical elements of environment	<p>• <b>Knowledge and understanding:</b> Identify words and expressions used in the context of environment.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Read or listen to the story about environment.</li></ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"><li>• Respect land laws.</li><li>• Love of natural environment.</li></ul>	5

2	7.2. Describing environmental features and their roles.	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Identify words and expressions used in the context of environment.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read or listen to the story about environment.</li> <li>• Use descriptive language to describe environmental features.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Love of the natural environment.</li> <li>• Solidarity and rescuing victims of natural disasters.</li> </ul>	5
3	7.3. Describing different ways of protecting environment	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Indicate different ways of protecting environment.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read or listen to the story about environment</li> <li>• Write and talk about environment conservation and protection</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Spirit of environment care and protection</li> <li>• Love of the natural environment</li> </ul>	5



4	7.4. Language structure: expressions of purpose	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Recognize words used to express the purpose.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write / read texts using words related to the environment challenges Speak to people about sustainable ways of protecting environment</li> <li>• Write and speak using expressions of purpose</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate language of expression when describing or talking about the environment.</li> </ul>	4
	End unit Assessment		1

**Guidance on the lessons:** The tutor may ask student teachers the physical features that are close to them at home. This is to bring the lesson to the context of students. The tutor could even find out what student teachers have done to keep those features safe from destruction. Tutor should encourage active involvement of students in the lesson.

## 7.1. Lesson 1: Talking about physical elements of environment

### a) Learning objectives

#### **Knowledge and understanding:**

- Identify words and expressions used in the context of environment.

#### **Skills:**

- Read passages about environment.
- Write passages about environment.

## **Attitudes and values:**

- Respect land laws.
- Love of natural environment.

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

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

## **c) Prerequisites**

Before taking on this sub-unit, talking about physical elements of environment, the tutor should ensure that the student teachers have a clue on Environment.

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

Ask student teachers to read the text in pairs. Encourage them to go through it quickly in the first reading. Remind them to read in a slower pace for purposes of comprehension during the second reading. Take walk through to make sure that reading is taking place. This will also help the tutor to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

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

1. The physical elements of the environment mentioned in the first paragraph are climate, vegetation, water, air and soil.
2. The three factors that govern climate change are situation, region and location.
3. The advantage of a colder region is that in a colder region the climate is generally healthy. The disadvantage of a colder region is that increase in the humidity offers a favourable condition for the growth of **microorganisms** and spread of respiratory problems, and disease related to the bones.
4. This statement “natural vegetation is the outcome of the local environment” means that natural vegetation is affected by the climate and temperature of the region.
5. Vegetation provides food to human beings and produces enough material to sustain human habitation. The material includes trees for construction and firewood, medicine, manure, ect.
6. The chemical composition of the soil gives nutrition to plants and

trees to increase the productivity. Clay has lots of moisture in it and keeps the water level high in which disease producing bacteria and virus grow. Sandy soil contains sand particles, which can damage the eyes and spread diseases like Trachoma, intestinal worms and other disease-producing microorganisms.

- Water is utilized for a variety of functions by various bodies, such as, household water consumption, industrial institutions, and fire extinguishing.

### 7.1.2 Application activities: Vocabulary and sentence formation

#### 1. Vocabulary activity

Vocabulary	Meaning
Surrounded	Encircled
Tangible	Real or not imaginary; able to be shown, touched or experienced.
Micro organisms	Living things which on their own is too small to be seen without a microscope.
Moisture	A liquid such as water in the form of very small drops, either in the air, in a substance, or on a surface.
Replenishment	Restoration of a stock or supply to a former level or condition
Seepage	The slow escape of a liquid or gas through porous material or small holes.

- This is an open-ended activity. You should ensure the grammaticality of sentences.

### 7.2. Lesson2: Describing environmental features and their roles.

#### a) Learning objectives

##### Knowledge and understanding:

- Identify words and expressions used in the context of environment.

##### Skills:

- Read passages about environment features.
- Write passages about environment features.

### **Attitudes and values:**

- Respect land laws.
- Love of natural environment.

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

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### **c) Prerequisites**

Before taking on this sub-unit, describing environmental features and their roles, the tutor should ensure that the student teachers have knowledge about physical elements of environment as learnt in the previous sub-unit.

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

The tutor should ask student teachers to open their students' textbooks and read the text titled "The role of environmental features". He or she should tell them to read silently in pairs and randomly distribute paragraphs to readers to read aloud to the class. He or she could also pay attention to the pronunciation, audibility and clear articulation of words and interrupt in case a student struggles with a specific word.

After the read aloud, instruct the student teachers to work in pairs while finding answers to the comprehension questions on learning activity 7.2.1, then share with the rest of the class. The discussion should be exhaustive. The reading and speaking skills must be strengthened.

#### **Possible answers to comprehension questions on learning activity 7.2.1**

1. The three environment features mentioned in the first paragraph are water, trees and animals.
2. Uses of water include: cooking, washing people's bodies, washing clothes, washing cooking and eating utensils, keeping houses and communities clean, swimming and keeping plants alive.
3. Other physical elements of the environment that are mentioned in the passage apart from water, trees and animals include: streets, parks, shrubs, playgrounds, backyards, soil, people, air etc.
4. Yes, trees play a historic role since many neighbourhoods are a home of very old trees that serve as historic landmarks and a great source of town pride.

5. Trees are said to be lungs of human beings because they contribute to the environment by providing oxygen and human beings breathe that oxygen.
6. Other roles (importance) of animals include: religious and spiritual values, values due to the willingness of tourists to pay to see them, biotic function values, and ecological values in the equilibrium of the environment habitats.

## 7.2.2. Application activity: Vocabulary Composition writing

### Vocabulary activity

Vocabulary	Meaning
Features	A feature is a typical quality or an important part of something.
Flourish	To grow or develop successfully.
Survive	To continue to live or exist, especially after coming close to dying or being destroyed or after being in a difficult or threatening situation.
Backyards	A backyard is a small enclosed space at the back of a house, usually with a hard surface.
Aesthetically	In a way that gives pleasure through beauty.
Shrubs	A shrub is a woody plant which is smaller than a tree and has several main stems arising at or near the ground.
Turf	Grass and the surface layer of earth held together by its roots.
Species	A group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding.

2. For this application activity 7.2.2, the tutor could guide the student teachers on composition writing. Consider the following in your guidance:

**Introduction-** Student teachers should clearly introduce their topics to the readers. This is intended to draw the reader to the composition.

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

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

## **7.3. Lesson 3: Describing different ways of protecting environment**

### **a) Lesson objectives**

#### **Knowledge and understanding:**

- Indicate different ways of protecting environment.

#### **Skills:**

- Write and talk about environment conservation and protection
- Read passages about environment.
- Write passages about environment.

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

- Spirit of environment care and protection.
- Respect land laws that protect environment.
- Love of natural environment.

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

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### **c) Prerequisites**

Before taking on this sub-unit, “Describing different ways of protecting environment”, the tutor should ensure that the student teachers have knowledge about physical elements of environment, and environmental features and their roles as learnt in the previous sub-units.

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

The tutor may ask student teachers to open their students’ textbooks. He/ she may carry out model reading for the class. The tutor should instruct the students to answer comprehension questions on learning activity 7.3.1 individually.

Allow for peer evaluation after students are through with the questions. The tutor should guide the whole process.

## Possible answers to comprehension questions on learning activity 7.3.1

1. The objective of Vision 2020 as far as the environment is concerned is to bring all Rwandans into the country's development journey, integrating green growth and climate resilience strategies.
2. The measures taken to protect environment in Rwanda include banning plastic bags, forest cover, landscape restoration, the green fund and green politics.
3. The measures that made Rwanda earn a reputation as one of the cleanest countries in Africa is banning plastic bags.
4. Banning plastic bags created opportunities for entrepreneurs who invested in alternative packaging materials (cloths, papers, banana leaves and papyrus).
5. Rwanda has embarked on massive reforestation and tree-planting **drive**, and new measures such as agro-forestry and training schemes in forest management are being implemented.
6. This fund supports the best public and private projects that have the potential for transformative change and that support Rwanda's commitment to building a green economy.

### 7.3.2. Application activities: Vocabulary and Paragraph writing

#### 1. Vocabulary activity

Vocabulary	Meaning
Inclusive	Not excluding any section of society or any party involved in something.
Decade	A period of ten years.
Proactive	Creating or controlling a situation rather than just responding to it after it has happened.
Restoration	The action of returning something to a former owner, place, or condition.
Ban	To officially or legally prohibit (something).
Drive	Energy and determination to achieve things.
Ecosystems	All the living things in an area and the way they affect each other and the environment.
Fund	The stock of the national debt (as a mode of investment).
Withstand	To bear or not be changed by something; to remain undamaged or unaffected by; resist.

2. This is an open-ended activity. You should tell learners to look at the techniques of paragraph writing in unit 5. Ensure the grammaticality of sentences.

## **7.4. Lesson 4: Language structure: Expressions of purpose**

### **a) Learning objectives**

#### **Knowledge and understanding:**

- Recognize words used to express the purpose.

#### **Skills:**

- Write and speak using expressions of purpose.
- Write and talk about environment conservation and protection.
- Appreciate language of expression when describing or talking about the environment
- Read passages about environment.
- Write passages about environment.

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

- Spirit of environment care and protection.
- Respect land laws that protect environment.
- Love of natural environment.

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

Student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### **c) Prerequisites**

Before taking on this sub-unit, expressions of purpose, the tutor should ensure that student teachers remember the use of conjunctions such as whereas, while, when, where. Since these conjunctions join two clauses, the main clause and subordinate clause, the student teacher will easily grasp clauses that express purpose and the expressions that introduce them.



### 7.4.1. Application activity :

Choosing the correct phrase to fill in the sentences

1. They planted many trees **so that** they may have a fresh air.
2. **When we arrived in** Huye, we stopped **to** see monkeys.
3. This oven is used **for making** bread.

## Unit Summary

In this unit, student teachers have learnt about physical elements of environment, environmental features and their roles, different ways of protecting environment and expressions of purpose. The knowledge student teachers got from this unit will help them to make an informed and wise decision towards preserving environment. In addition, the unit lessons have helped them to acquire reading, writing, listening and speaking skills about environment conservation and sustainability.

## 7.5. End Unit Assessment

### Possible answer to the end unit assessment

#### I. Complete the following sentences using an appropriate word or phrase.

1. I woke up early **in order to** study for exams.
2. When I reached his home I stopped **to** talk to him.
3. We stopped at the pub **for** a drink.
4. I went to Canada to see my brother.
5. Sort your rubbish **for** recycling.
6. I took the phone back to the store **for getting** a replacement.
7. We started early **so that** we wouldn't be late.
8. You need to be over 18 **to watch** that film.
9. I am leaving early today **to avoid/ for avoiding** the rush hour traffic.

#### II. Spelling and pronunciation

Vocabulary	Pronunciation
Protection	/prə'tekʃ(ə)n/
Environment	/ɪn'vaɪərənmənt/
Ecosystems	/'i:kəʊsɪstəmz/
Restoration	/restə'reɪʃ(ə)n/

Features	/ˈfi:tʃəz/
Shrubs	/ʃrʌbz/
Turf	/tɜ:f/
Species	/ˈspi:ʃi:z/,/ˈspi:ʃi:z,/ or / 'spi:si:z/
Microorganisms	/mʌɪkrəʊˈɔ:g(ə)nɪz(ə)mz/
Replenishment	/rɪˈplɛnɪʃm(ə)nt/

III. Write short notes on the questions.

This is an open-ended activity. You should tell learners to use the knowledge they got from this unit and ensure the grammaticality of sentences.

IV. Composition writing. This is an open-ended activity.

Consider the following in marking:

Introduction- student teachers should clearly introduce their topics to the readers. This is intended to draw the reader to the composition.

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

Conclusion- Here student teachers should conclude by emphasizing the role of animals in the equilibrium of ecological habitats.

## 7.6 Additional activities

### 7.6.1 Remedial activity

This activity is easier than the previous ones. You should give it to learners who have difficulties answering the previous activities.

- Write three short sentences the role of tree-planting in protecting environment.

This is an open-ended activity. You should tell learners to use the knowledge they got from this unit and ensure the grammaticality of sentences.

### 7.6.2 Consolidation activities.

This activity can help you to consolidate what learners learnt.

- Write a paragraph on the importance of water for humans.

This is an open-ended activity. tutor should tell learners to use the knowledge they got from this unit and ensure the grammaticality of sentences.

### **7.6.3.Extended activities**

This activity is a more difficult than the previous ones. The tutor can give it to student teachers who have not had difficulties when answering previous activities.

- Write a 300 word composition explaining the role amazon forest in life of world habitants.

This is an open-ended activity. You should tell learners to use the knowledge they got from this unit and ensure the grammaticality of sentences.

## UNIT 8:

# EDUCATION AND PERSONAL DEVELOPMENT

**Key unit competence:** To use language learnt in the context of education and development

### Prerequisite

Before this unit Education and personal development is undertaken, student teachers should be well versed with facts on Education and personal development because they have been through some levels of education. The tutor may simply recall related experience or content that they studied way back in their lower levels. Everyone else has been involved in personal growth. This puts the tutor in a position of easily relating the unit to student teachers experience.

### Cross-cutting issues to be addressed:

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

## Guidance to introductory activity

Direct the student teachers to observe the images in the introductory activity. Remind them to address some of the questions using their own experience and the experience of others. Encourage them to work on this activity in pairs. Monitor their progress by walking through to ensure teamwork and to assist those that are encountering difficulties. Continue encouraging them to do their best.

## Possible answers to questions from the introductory activity

1. The first job is teaching; the evidence is her formal dressing and the picture tells that she is writing and explaining a concept. We are all aware that teachers share knowledge with their students. It is evident that she is a mathematics teacher because we see calculations on the black board.

The second job is farming. The image shows a gentleman using technology, mechanised agriculture to cultivate the farms. We all know that whatever we eat comes from farmers who tilt land to produce food or harvests.

2. The impact is that teachers shape the generations by sharing knowledge, values and skills while farmers nourish people by providing healthy food for them. Teaching is a vocation or call. In other words, teachers are satisfied when they see students develop mentally and when they utilize their skills while farmers grow crops for home consumption and commercial purposes.
3. This question is open-ended but learners are likely to choose teaching since they have already chosen to be teachers by coming to TTC.
4. Yes, everyone should go for an HIV testing for Testing is the only way to know if you have HIV. It's normal to feel worried about HIV, but testing for HIV can put your mind at ease and reduce the anxiety of not knowing. If you're negative, you can get more information on how to stay that way, while if you're positive you can start treatment, to make sure that you stay healthy.

## List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	8.1. Describing the ability at school.	<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• Recognize words and phrases used to talk about one's ability.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about his or her ability in both writing and speaking.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the importance of education in our lives.</li> </ul>	5
	8.2. Describing educational ambitions.	<p><b>Knowledge:</b> -Recognize words and phrases used in situations of work and jobs.</p> <p><b>Skills:</b> - Describe educational ambition.</p> <ul style="list-style-type: none"> <li>• Read texts about education and society.</li> <li>• Talk about education and society in both writing and speaking.</li> </ul> <p><b>Attitudes and values:</b> Appreciate the importance of education in our lives.</p> <ul style="list-style-type: none"> <li>• Arousal of ambitions.</li> </ul>	5
	8.3. Talking about education and society.	<p><b>Knowledge:</b> -Recognize words and phrases used in education field.</p> <p><b>Skills:</b> - Talk about education and society in both writing and speaking</p> <ul style="list-style-type: none"> <li>• Read texts about education and society.</li> </ul> <p><b>Attitudes and values:</b> appreciate the importance of education in our lives.</p>	3

2.	8.4. Sexual behaviour.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize words, phrases used in the context of sexual behaviour in both writing and speaking.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about sexual behaviour in both writing and speaking.</li> <li>• Listen to texts about life skills and sex education.</li> </ul> <p><b>Attitudes and values:</b> self-awareness.</p> <ul style="list-style-type: none"> <li>• Behavioural change</li> </ul>	3
4	8.5. Language structure: First and Second conditional.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Write about performance at school.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use first and Second conditional sentences in both writing and speaking</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• appreciate the use of conditionals when describing educational ambitions and sexual behaviour.</li> </ul>	3
	8.6. End unit Assessment.		1

**Guidance of the lessons:** The tutor can set a friendly atmosphere that will ensure that all opinions about education, experiences to do with sex education are treated with respect throughout the lessons. Teaching resources should be readily available as the lesson will heavily rely on experiences and resources for its success.

## **8.1. Lesson 1: Describing the ability at school**

### **a) Learning objectives**

#### **Knowledge and understanding:**

- Recognize words and phrases used to talk about one's ability.

#### **Skills:**

- Talk about his/her ability in both writing and speaking.

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

- Appreciate the importance of education in our lives.

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

Photographs, job advertisements, student teacher books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps

### **c) Prerequisites**

Before taking on this sub-unit describing the ability at school, the tutor should ensure that the student teachers have a clue on using present simple tense.

### **d) Learning activities:**

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

The tutor should ask student teachers to read the dialogue in pairs. Encourage them to go through it quickly in the first reading. Remind them to read in a slower pace for purposes of comprehension during the second reading. Take walk through to make sure that reading is taking place. This will also help the tutor to identify student teachers who may need extra help in the activity. Call on members of each pair to role-play the dialogue before the class

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

1. Yes they know each other. One of the proofs is that Habibu knows already that Jane is very brilliant.
2. Jane worried about her exam because she is weak in English.
3. Jane is good at mathematics and chemistry.
4. Textbooks are more helpful in revision because they are in line with the curriculum.



5. Habibu is good at chemistry.

### 8.1.2. Application activity: Vocabulary and Dialogue writing

#### 1. Vocabulary

Give the meanings of the following words as they are used in the above dialogue.

- a. Ensuing: refers to the actions, consequences, and repercussions which result from some prior stimulus or event.
- b. Upset: angry, distressed, unihappy
- c. Grades: rating, the performance of an individual or group on an examination or a test expressed by a number, a letter, or other symbol.
- d. Anxious: nervous and worried.

#### 2. Dialogue writing

This is an open-ended activity. Guide them on how to write a dialogue. You should tell them to use present simple tense, use the first personal pronouns in their writing, keep their dialogue brief and impactful and give each character a unique voice. You should ensure the grammaticality of sentences.

## 8.2 Lesson 2: Describing educational ambitions

### a) Learning objectives

#### Knowledge and understanding:

- Recognize words and phrases used in situations of work and jobs.

#### Skills:

- Describe educational ambition.
- Read texts about education and society.
- Talk about education and society in both writing and speaking.

#### Attitudes and values:

- Appreciate the importance of education in our lives.
- Recognise the role of education in the fulfilment of personal ambitions.

## b) Teaching and learning resources

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

## c) Prerequisites

Before taking on this sub-unit, student teachers should be well versed with facts on education and personal development because they have been through some levels of education.

## d)d) Learning activities:

### 8.2.1. Learning activity: Reading and texts analysis

This is a reading activity that focuses on comprehension, reading speed and pronunciation. The tutor may pair up students (boy and girl) and allow them to read through the text silently and then select two students to read aloud for the class. Allow a controlled discussion to take place. Tutor may move around the room. Afterwards, you may call on each pair to present their answers to the rest of the class.

### Possible answers to the learning 8.2.1. Comprehension question

1. The sky is the limit is an inspirational saying which is used to say that there are no limits and anything is possible.
2. To become a doctor, one has to study medicine at university.
3. In order to be eligible for medical studies at university one has to be good at chemistry and biology.
4. In order to become a secondary school teacher, one has to get a bachelor's degree or a diploma in education.
5. In order to become a banker one has to be good at Mathematics and economics.

### Vocabulary activity

Vocabulary	Meaning
Attainment	Success in getting something; achievement.
Prominent	Very well-known and important.
Bound	Tied tightly or to fasten.
Prestige	Widespread respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.

Consultancy	A company that gives specialist advice on a particular subject.
Impact	A powerful effect that something, especially something new, has on a situation or person.
Dedicated	Believing that something is very important and giving a lot of time and energy to it.

### **Application activity 8.2.2: Composition writing**

This is an open-ended activity. The tutor could guide the students on composition writing. Consider the following in your guidance:

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

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

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

## **8.3 Lesson 3: Talking about education and society.**

### **a) Learning objectives**

#### **Knowledge and understanding:**

- Recognize words and phrases used in education sector.

#### **Skills:**

- Talk about education and society in both writing and speaking.
- Describe the importance of education in society.
- Read texts about education and society.

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

- Appreciate the importance of education in our lives.
- Arousal of ambitions.

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

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### **c) Prerequisites**

Before taking on this sub-unit, student teachers should be well versed with facts on education and society because they have been through some levels of education and they live in society.

#### **8.3.1. Learning activity 8.3.1: Reading and text analysis**

Before asking student teachers to read through, tutor may randomly select individuals to give their opinions on the role of education in society. This brief activity should not take so much of class time. After the activity, you may allow them to read the text in pairs and try out the comprehension questions in learning activity 8.3.1. Review the student's work to ensure that they are using problem-solving techniques independently.

#### **Possible answers to the learning 8.3.1. Comprehension question**

1. Making transport easier decreased work load and made time for other activities, such as drawing. It also connected one group to another and as a result society evolved into civilized groupings.
2. Education helps in reducing poverty and improving health in society by enabling people to be more productive, to earn a better living and enjoy a better quality of life, while also contributing to a country's overall economic growth. This can be done through improving farming technology, medicine, etc.
3. In some countries girls are still marginalized, but luckily in Rwanda, free, compulsory, basic education is now a right of every child be it a girl or a boy.
4. Yes, a child from a rich family have to go to school because even if he/she may not need to apply for a job but education can help him/her to be able to manage their family's companies.
5. People who are educated are significantly healthier than those who are not since educated parents have the basic knowledge on nutritious food, hygiene and health in general.
6. Education plays a big role in decreasing the cases of HIV/AIDS since educated people are likely to have more access to programs that are designed to improve knowledge and awareness about HIV/AIDS.
7. Education helps to reduce malnutrition by providing people with new and more effective farming techniques, which can increase crop production. It also reduces malnutrition by equipping parents with basic knowledge on nutritious food, hygiene and health.

## Vocabulary activity

Vocabulary	Meaning
Caveman	A prehistoric man who lived in caves.
Carts	Vehicles with either two or four wheels which are pulled by a horse, and which are used for carrying goods.
Evolve	To develop gradually, or to cause something or someone to develop gradually.
Nowadays	At the present time, in comparison to the past.
Sustainable	Able to continue over a period of time.
Nutritious	Containing many of the substances needed for life and growth.
Hygiene	The degree to which people keep themselves or their surroundings clean, especially to prevent disease.
Malnutrition	Physical weakness and bad health caused by a lack of food, or by a lack of the types of food necessary for good health.

### Application activity 8.3.2: Sentence writing

This is an open-ended activity. You should ensure the grammaticality of sentences.

## 8.4 Lesson 4: Sexual behaviour

### a) Learning objectives

#### Knowledge:

- Recognize words, phrases used in the context of sexual behaviour in both writing and speaking.

#### Skills:

- Talk about sexual behaviour in both writing and speaking.
- Listen to texts about life skills and sex education.

#### Attitudes and values:

- Self-awareness
- Behavioural change

### b) Teaching and learning resources

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### c) Prerequisites

Before taking on this sub-unit, student teachers are expected to have some knowledge about risky sexual behaviour. They may have seen or heard of a person who got sexual transmitted diseases through sexual intercourse or a school girl who got unwanted pregnancy.

#### 8.4.1. Learning activity : Reading and exploitation of texts

The tutor should set a friendly atmosphere that will ensure that all opinions about sex education and experiences to do with sex education are treated with respect throughout the lessons. This is a reading activity that focuses on comprehension, reading speed and pronunciation. The tutor may pair up students (boy and girl) and allow them read through the text silently and then Select two students to read aloud for the class.

#### Possible answers to comprehension questions on activity 8.4.1

1. No, we should not be satisfied with the speed at which HIV transmission is decreasing, especially when considering the large amount of money and many other efforts spent on its prevention.
2. The primary cause of HIV transmission is sexual intercourse.
3. Risky sexual behaviour can be defined as having sex at an early age, having multiple sexual partners, having sex while under the influence of alcohol or drugs, and having unprotected sex. (You can accept any other reasonable answer).
4. Since 1987, activities related to HIV/AIDS prevention and treatment has been carried out through different structures such as the National Program for the Fight against AIDS (PNLS), the National AIDS Commission (CNLS), the Treatment and Research AIDS Centre Plus (TRAC Plus), and the district AIDS committees (CDLS).
5. The term “ABC strategy” refers to (Abstinence, Being faithful, using a Condom).
6. Despite a satisfactory situation in terms of knowledge of HIV prevention and availability of condoms, many people still engage in RSB.

#### Vocabulary activity

Vocabulary	Meaning
Infections	Diseases in a part of your body that is caused by bacteria or a virus.
Prevention	The action of stopping something from happening or arising.

Propelled	To propel is to drive or push something forwards./ to transmit.
Awareness	Knowledge or perception of a situation or fact.
Strategy	A detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations.
Contracting	Catching or developing a disease or infectious agent.
Acquaintance	A person one knows slightly, but who is not a close friend.

### **Application activity 8.4.2: Composition writing**

This is an open-ended activity. The tutor can follow guidance on how to mark a composition in previous activities.

## **8.5 Lesson 5 Language structure: First and Second conditional.**

### **a) Learning objectives**

#### **Knowledge and understanding:**

- Write about performance at school.

#### **Skills:**

- Use first and Second conditional sentences in both writing and speaking

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

- Appreciate the use of conditionals when describing educational ambitions and sexual behaviour.

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

Photographs, student teacher's books, projectors, laptops, pictures, newspaper articles, documentaries, dictionaries, thesauruses and maps.

### **c) Prerequisites**

Before taking on this lesson, student teachers are expected to have enough knowledge use of conditionals since they saw them in unit5.

### d)Application activities:

#### Possible answers to the Application activity (8.5.1 &8.5.2)

Completing the conditional sentences using the first conditional.

1. If Kalisa and Kamali **prepare** the salad, Mukamana **will decorate** the house.
2. If Keza **cuts** the onions for the salad, Isimbi **will peel** the mushrooms.
3. Muhizi **will Hoover** the sitting room if Shema and Tom **move the furniture**.
4. If Gashugi **tidies** up the kitchen, Anita **will clean** the toilet.
5. Mugabo **will buy** the drinks if somebody **helps** him carry the bottles.

#### Application activity on the second conditional 8.5.2

Complete the conditional sentences using the second conditional.

1. We **would help** you if we **knew** how.
2. My brother **would buy** a sports car if he **had** money.
3. If I **felt** better, I **would go** to the cinema with you.
4. If you **went** by bike more often, you **would not be** so flabby.
5. She **would** not talk to you if she **were** mad at you.

#### Activity 8.6: Spelling and pronunciation

Vocabulary	Pronunciation(phonologic transcription)
Infections	/ɪn'fɛkʃ(ə)nz/ /ɪn'fɛkʃənz/
Prevention	/prɪ'venʃn/
Propelled	/prə'pɛld/
Awareness	/ə'weənəs/
Strategy	/'stratɪdʒi/
Contracting	/kən'træktɪŋ/
Acquaintance	/ə'kweɪnt(ə)ns/
Ambition	/əm'bɪʃ(ə)n/



## Unit Summary

In this unit, student teachers have learnt about describing the ability at school, describing educational ambitions, talking about education and society, sexual behaviour and the use of first and second conditional. The knowledge student teachers got from this unit will help them to make an informed and wise decision towards the prevention of HIV/AIDS. In addition, the unit lessons have helped them to acquire reading, writing, listening and speaking skills about education, society and sexual behaviour.

### 8.6 End unit assessment:

- I. Complete the Conditional Sentences using the correct form of verbs in brackets. Decide whether to use first or the second conditional.
  1. If we had a yacht, we **would sail** the seven seas.
  2. If they all do their best, the party **will be** great.
  3. If he **had** more time, he would learn karate.
  4. If they **tell** their father, he will be very angry.
  5. If she spent a year in the USA, it **would be** easier to get a green card.
  6. If I lived on a lonely island, I **would run** around naked all day.
  7. We would help you if we **knew** how.
  8. My brother will buy a sports car if he **has** the money.
  9. My brother would buy a sports car if he **had** the money.
  10. If I **feel** better, I will go to the cinema with you.
  11. If you went by bike more often, you **would not be** so flabby.
  12. She **would not talk** to you if she were very sad.
  13. If Ineza **cuts the pumpkins for the salad**, Djamila **will peel** the carrots.
  14. Jane **will clean** the bedroom if Aaron and Tim move the furniture.
  15. If Bob **cooks**, Irene will wash clothes.
  16. The headmaster will congratulate us if we **win** the competition.
  17. If Rukundo and Mbarushimana **prepare the food**, Mary and Gahizi **will make** the sandwiches.
  18. If Nyiramana **looks after the baby**, Kamaliza **will mop** the house.

19. Frank **would not be** sad, if he had money to buy new clothes.
20. Alan will mix the drinks if Jane **gives** him some of her cocktail recipes.
- II. . Choose the right word from the brackets to fill in blank space.

Research on adolescents' sexual **behaviour** carried out in other countries has shown that a range of factors including lack of reproductive **health** and HIV/AIDS information and services contribute to heightened **risk** of HIV among young people. However, the single most important determinant of HIV infection among young people in Africa is having **unprotected** sex with a person who is infected. To quote the Measure Evaluation program, "Any number of other factors may influence who has sex with whom and whether they use condoms, but the act that spreads the **virus**, in the overwhelming majority of cases, is an act of unprotected sex".

Many factors have been proposed to explain why adolescents do not use condoms. In spite of **efforts** by national HIV prevention programs to reduce or eliminate the cost of condoms in many African countries, adolescents still report affordability as a reason for **non-use**. Negotiation to use condoms is also difficult since suggesting the use of condoms is often seen as a sign of **mistrust** in a sexual relationship. Furthermore, the ability by female adolescents to negotiate the use of condoms is made **difficult** if they have received gifts or money. Other reasons for non-use of **condoms** among adolescents include **dislike** of condoms, and embarrassment to purchase or ask for condoms from adult providers, which stems from disapproving attitudes from health providers.

HIV programs that are designed to improve knowledge and **awareness** about HIV and sexually transmitted infections (STIs) are often based on the premise that greater knowledge among adolescents will lead to changes in their **sexual** behaviour. However, some studies have reported the lack of association between HIV knowledge and sexual behaviour.<sup>10–11</sup> **On the other hand, social and cultural barriers, attitudes and practices seem to be the major determinants of adolescents' risky** behaviour.

- III. Write a short composition explaining how education can help to fight against malnutrition.

This is an open-ended activity. The tutor can follow guidance on how to mark a composition in previous activities.

## UNIT 9:

# SCIENCES AND TECHNOLOGY

**Key unit competence:** To use language learnt in the context of Sciences and Technology

### 9.1. Prerequisite

Student teachers can greatly make this Unit, Science and Technology a success by relating student teacher interaction of science and technology to the unit. Use flash cards and on them, draw the different types of technology that students are familiar with. This puts the student teachers in a position of easily relating the unit with their experience.

### 9.2. Guidance to introductory activities

The tutor should ask student teachers to open their students' books and observe the images in the introductory activity of this unit. This activity should be done in teams of three. However, encourage them to check for the questions after interpretation the pictures. Allow a free discussion with your guidance while they find answers to questions on the introductory activity of Unit 9.

#### Possible answers to introductory activity

1. Uses of fig. 1(Flash drive)
  - For sharing and transporting files from one device to another.
  - Runs different operating systems like linux
  - Used as Random-access memory. (RAM)
  - Runs portable applications
  - keeps our files safe.
2. No, it is not a good practice for people for people to be addicted to internet because it has separated most family members.
3. Uses of a tablet (Fig. 3)
  - Used to develop ICT skills
  - promotes education of students using ICT
  - Flexible in times of space and time. You can use it anytime and anywhere.

- It is a motivation tool for student
- Uses of microscope (Fig.4)
- Used for magnifying blood samples
- Scientists use them to study micro organisms
- Important diagnostic tool used when examining tissue samples.

### List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	9.1. Talking about words and expressions used in the context of science and technology	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Define words and expressions used in the context of science and technology.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Correctly write and spell words and expressions used in the context of science and technology.</li> <li>• Narrate stories about ICT evolution.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Being up to date with terms of science and technology evolution and its use in education.</li> </ul>	7
2.	9.2. Describing the role of ICT devices and their side effects	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Define words and expressions used in the context of science and technology.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Read and write about science and technology.</li> <li>• Narrate stories about ICT evolution.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Care for ICT devices.</li> <li>• Share information with others</li> </ul>	7

3.	9.3. Language structure: Word formation	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize word formations.</li> <li>• Define words and expressions used in the context of science and technology</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read and write about science and technology.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Spirit of curiosity and discovery of how words are used differently.</li> <li>• (Eagerness to learn-Being proud of using English language.</li> </ul>	5
4	End unit Assessment		2

**Guidance of the lesson:** Tutor should ensure that all the teaching resources are available. This will help facilitate the lesson.

## 9.1 Lesson 1: Talking about words and expressions used in the context of science and technology

### a) Lesson objectives

#### **Knowledge:**

- Define words and expressions used in the context of science and technology.

#### **Skills:**

- Correctly write and spell words and expressions used in the context of science and technology.
- Narrate stories about ICT evolution.

#### **Attitudes and values**

- Being up to date with terms of science and technology evolution and its use in education.

## b)Teaching and learning resources

Books, internet, audio material, films, flash cards etc.

## c) Learning activities:

### 9.1.1. Learning activity

Possible answers to comprehension questions 9.1.1

#### Text1: Technology is changing the World of Medicine

1. They include; congestive heart failure, diabetes, medication non-compliance and stressful isolation.
2. The three areas include;
  - Heart failure
  - Mobile applications that can readily track sleep patterns
  - The remote monitoring technology.
3. The three types of sensors include, wristband, necklace and watch and are used for testing. The three give both patients and doctors information on how a mal functioning heart is progressing.
4. 3D technology helps surgeons to copy exactly the affected area that requires surgery and are able to correct it.
5. It is great because it guides patients to keep track of their medical that may help premature deaths and related complications.
6. Remote monitoring technology helps limits frequent visits to doctors which consume valuable time.

#### Vocabulary activity

Vocabulary	Meaning
Technology	the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.
Congestive heart failure (CHF)	a chronic progressive condition that affects the pumping power of heart muscles. It is often referred to simply as “heart failure”

Noncompliance	Failure or refusal to comply. In medicine, the term noncompliance is commonly used in regard to a patient who does not take a prescribed medication or follow a prescribed course of treatment.
Wristband	This is an encircling strip worn on the <i>wrist</i> or lower forearm.
Diagnosis	the art or act of identifying a disease from its signs and symptoms.
Patient	a person who is receiving medical care, or who is cared for by a particular doctor or dentist.
3D printing	the action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.
Simulate	to do or make something that looks real but is not real.
Replicas	an exact copy or model of something,
sleep patterns	It is basically the stages of sleep that we go into from the moment that we nod off at night to waking up at first light.
Calories	A calorie is a unit of energy. In nutrition, calories refer to the energy people get from the food and drink they consume, and the energy they use.
heart rate	Heart rate, also known as pulse, is the number of times a person's heart beats per minute.
Device	an object or machine that has been invented for a particular purpose:

## Text2: Body systems

Possible answers to comprehension questions on text.

1. The biological system mentioned in the passage are, circulatory, digestive, endocrine, immune, lymphatic, nervous, reproductive, skeletal, respiratory, urinary, integumentary systems.
2. It is the circulatory system.
3. The liver and pancreas produce digestive juices.

4. It is the reproductive system
5. The immune system prevents people from falling sick
6. Yes, it does because it controls involuntary actions like blinking of the eye.
7. The three types of muscles and their functions;
  - Skeletal muscle which is connected to bone and helps with voluntary movement, -smooth muscle which is found inside organs and helps to move substances through organs, and cardiac muscle which is found in the heart and helps pump blood.
8. The role of the urinary system is to eliminate waste products from the body.
9. The body's largest organ is the skin.
10. Hair and nails belong to the integumentary system.

### Vocabulary activity.

No.	Word	meaning
a.	Hormones	Regulatory substances induced in an organism and transported in tissue fluid such as blood to stimulate specific cells or tissues into action.
b.	Metabolism	Chemical process that occurs with in a living organism in order to maintain life.
c.	Bacteria	A microscopic single cells organism that thrive in diverse environments.
d.	Viruses	the causative agent of an infectious disease
e.	Pathogens	a specific causative agent (such as a bacterium or virus) of disease.
f.	Leukocytes	any of the colorless blood cells of the immune system including the neutrophils, lymphocytes, monocytes, eosinophils, basophils, and their derivatives.
g.	Tissue	an aggregate of cells usually of a particular kind together with their intercellular substance that form one of the structural materials of a plant or an animal.



<b>h.</b>	Spinal cord	the cord of nervous tissue that extends from the brain lengthwise along the back in the spinal canal, gives off the pairs of spinal nerves, carries impulses to and from the brain, and serves as a center for initiating and coordinating many reflex acts
<b>i</b>	Cardiac	relating to, situated near, or acting on the heart
<b>j.</b>	Conception	The process of becoming pregnant involving implantation or fertilization or both.
<b>k.</b>	Perspiration	the action or process of perspiring-sweating

### **Application activities 9.1.2. : Composition writing**

For application activities 9.1.2, tutor could see notes on paragraph writing on unit 5 of LE student book text.

The tutor could focus on the following,

- The technological tool should be clearly stated by the student and well described at the beginning of the introduction.
- The composition should contain an introduction that is well developed.
- The body of the composition
- The conclusion.

The conclusion for application activity 2 should have a summary by restating the main idea of the introduction and a call for action to people who do not do physical exercise.

## **9.2 Lesson 2: Describing the role of ICT devices and their side effects**

### **a)Lesson objectives**

#### **Knowledge:**

- Define words and expressions used in the context of science and technology.

#### **Skills:**

- Read and write about science and technology.

- Narrate stories about ICT evolution.

### **Attitudes and values**

- Care for ICT devices.
- Share information with others.
- being up to date with terms of science and technology evolution and its use in education.

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

Books, internet, audio material, films, flash cards etc.

### **9.2.1. Learning activity: reading and text analysis**

#### **Possible answers to learning activity 9.2.1**

1. There is a positive and negative part of everything.
2. The accessibility of internet whereby people now have smart phones and can browse the internet easily and do instant messaging.
3. - It has created flexible and mobile working.
  - It has created jobs such as virtual offices
  - Jobs in the communication industry.
4. Digital cameras, photo-editing software and high-quality printers have allowed people to yield results that would earlier required a photographic studio. All has been made easy due to ICT.
5. Losing jobs due to job export because data is sent to other countries to be processed.
  - Robots taking on jobs previously done by humans.
  - Many people may lose jobs when companies decide to employ few people that do the job well.

### **Vocabulary activity.**

No.	words	meaning
a.	Phenomenon	Something that exists and can be seen, felt, tasted, etc., especially something unusual or interesting:
b.	Overemphasize	To give something too much importance or attention:

c.	Lens	A curved piece of glass, plastic, or other transparent material, used in cameras, glasses, and scientific equipment, that makes objects seem closer, larger, smaller,
d.	Information	facts about a situation, person, event
e.	Internet	The large system of connected computers around the world that allows people to share information and communicate with each other:
f.	Leisure	The time when you are not working or doing other duties:
g.	Entertainment	Shows, films, television, or other performances or activities that entertain people, or a performance of this type
h.	Visual reality	A set of images and sounds, produced by a computer, that seem to represent a place or a situation that a person can take part in
i	Manual operations	Done with hands
j.	Automation	The use of machines and computers that can operate without needing human control
k	Job export	To send work to another country for sale.

### **Application activities 9.2.2: Sentence writing, Composition and Debate**

#### **Consider the following guidelines for application activity 9.2.2**

1. Sentence writing
  - Tutor should ensure the sentences the students formulate are well structured and not similar.
  - Could consider punctuation.
  - Use capitalization where need be.
2. For application activity 9.2.2., consider paragraph development, the introduction, body and conclusion.
  - Tutor could pay attention on sentence formation in each paragraph while assessing. Also, remember to high light misspelt works in the entire composition.
3. Debate activity- refer to guidance on debate from unit 5 of students LE text book.

“This house believes that ICT has done more harm than good.

Tutor could prepare students a head of time by grouping them into proposers and opposers of the motion. The tutor could also set a side a team of students to take on as judges. Remind students that it is a learning activity that has to be taken seriously.

Encourage students to research thoroughly well. This is to make their arguments valid and meaningful.

### **9.3 Lesson 3: Language structure: Word formation**

#### **a) Lesson objectives**

##### **Knowledge:**

- Recognize word formations.
- Define words and expressions used in the context of science and technology

##### **Skills:**

- Read and write about science and technology.
- Being proud of using English language

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

- Care for ICT devices.
- Share information with others.
- being up to date with terms of science and technology evolution and its use in education.

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

Books, internet, audio material, films, flash cards etc.

#### **9.3.1. Application activities**

For more guidance and analysis on derivation, affixation, prefixation and suffixation.

Refer to LE student book on Unit 9.

##### **1. Use prefixes to find the opposite of these verbs:**

- a. Use- misuse

- b. Agree- disagree
  - c. Engage- disengage
  - d. Behave- misbehave
  - e. Understand- mis understand
  - f. Fold- unfold
  - g. Spell- misspell
  - h. Connect- disconnect
  - i. Close – disclose
2. Complete the sentences by writing the correct prefix from the table below in the blank space. You can use a dictionary to help you.

dis-	-in	mis-	re-	un
-	under-			

- a. I just can't believe it! The story is unbelievable!
  - b. No, that answer is incorrect. It is wrong.
  - c. Let's look at this information again. We should review it before the test.
  - d. I saw Kalisa just a moment ago, but now I can't find him! It seems that he disappeared!
  - e. Oh, I'm sorry, I didn't hear you correctly. I misunderstood you.
  - f. The subway does not go over the land like a normal train. It moves underground.
3. Put the words in brackets in the appropriate form (use prefixes or suffixes):
- a. He was acting in a very...**childish**...way. (child)
  - b. She looked...unhappy..., She started to cry. (happy)
  - c. He passed his exam. He was...**successful**...for the second time. (succeed)
  - d. The team that he supported was able to win the...**champion-ship**... (champion)
  - e. I couldn't find any...**weakness**...in his theory. (weak)
  - f. He wants to be a...**mathematician**...when he grows up. (mathematics)

- g. There were only a...**handful**...of people at the match. (hand)
- h. The road was too narrow, so they had to...**widen**...it. (wide)
- i. I think that you should.....**reconsider**...your decision. It may not be the best thing to do. (consider)
- j. You need a...**combination**...of motivation, organization and hard work to realize your dreams. (combine)

#### 9.4. End unit assessment

1. For this unit, the tutor may tell students to attempt the end of unit assessment by using a prefix or a suffix to make a new word out of the word in brackets. .

PREFIXES	SUFFIXES
dis- un- im- re-	-ing -ed -ance -ful -able -ly -ous -er

- a. I can't answer this question. It's...**impossible**...(possible).
- b. Don't stand near the water. It's too...**dangerous**... (danger).
- c. I don't like this fish. It's not very well...**cooked**...(cook).
- d. Kate started crying because she was so...**unhappy**... (happy)
- e. If you have a haircut it will change your...**appearance**...(appear)
- f. Paul never waits in queues. He is too...**impatient**...(patient)
- g. Thank you for your advice. You have been very...**helpful**...(help).
- h. Stealing other people's money is...**dishonest**...(honest)
- i. Our science...**teacher**...is very young. (teach)
- j. Harry didn't think the book was very...**interesting**...(interest).
- k. A million pounds was given to the hospital by an...**unknown**... person (known)
- l. When you...**rewrite**...this paragraph, make it a bit shorter (write)
- m. That was a great film. It was really...**enjoyable**...(enjoy)
- n. Mary was wearing a/an...**unusual**...hat (usual)
- o. I like this town. The people are very...**friendly**...(friend)
- p. I don't think you're right. I...**disagree**...with you completely. (agree)

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