

ENGLISH LANGUAGE
FOR ACCOUNTING PROFESSION

BOOK

4

Teacher's Guide

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present this English language teacher's guide Book 4 which serves as a guide to competence-based teaching and learning to ensure consistency and coherency in the learning of English language subject. The Rwandan educational philosophy is to ensure that students achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the Government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which students can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, students 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 teacher. In competence-based curriculum, learning is considered as a process of active building and developing knowledge, skills, attitudes and values by the student where concepts are mainly introduced by an activity, situation or scenario that helps the student to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages students 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 students considering the importance of social constructivism suggesting that learning occurs more effectively when the student works collaboratively with more knowledgeable and experienced people.

Engage students through active learning methods such as inquiry methods,

group discussions, research, investigative activities, group and individual work activities.

Provide supervised opportunities for students 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 students' contributions in the class activities.
- Guide students 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.

Even though this teacher's guide contains the answers for all activities given in the student's book, you are requested to work through each question and activity before judging student's findings. I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

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Head of Department CTLR

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PART I. GENERAL INTRODUCTION

1.1 The structure of the teacher's guide

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

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

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

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

1.2 Methodological guidance

1.2.1 Developing competences

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

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

In addition to the competences related to English language, students also develop generic competences which should promote the development of the higher order thinking skills and professional skills in English language teaching. Generic competences are developed throughout all units of English language as follows:

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

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

1.2.2 Addressing cross cutting issues

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

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

Below are examples of how crosscutting issues can be addressed:

Cross-Cutting Issue	Ways of addressing cross-cutting issues
<p>Comprehensive Sexuality Education: The primary goal of introducing Comprehensive Sexuality Education program in schools is to equip children, adolescents, and young people with knowledge, skills and values in an age appropriate and culturally gender sensitive manner so as to enable them to make responsible choices about their sexual and social relationships, explain and clarify feelings, values and attitudes, and promote and sustain risk reducing behaviour.</p>	<p>Through reading and analysing passages, students will discuss different situations, such as “Alcohol abuse and unwanted pregnancies” and will be advised on how they can fight against them.</p> <p>More specifically, the third sub-unit of unit 7; “<i>Talking about education and sexual education</i>” provides students with the knowledge and skills that allow them to make informed decisions about their sexuality and life style.</p>

<p>Environment and Sustainability: Integration of Environment, Climate Change and Sustainability in the curriculum focuses on and advocates for the need to balance economic growth, society well-being and ecological systems. Students need basic knowledge from the natural sciences, social sciences, and humanities to understand to interpret principles of sustainability.</p>	<p>Using Real life models, informative texts or students' experience, English teachers should lead students to illustrate the situation of "population growth" and discuss its effects on the environment and sustainability.</p>
<p>Financial Education:</p> <p>The integration of Financial Education into the curriculum is aimed at a comprehensive Financial Education program as a precondition for achieving financial inclusion targets and improving the financial capability of Rwandans so that they can make appropriate financial decisions that best fit the circumstances of one's life.</p>	<p>Through different texts, composition and essay writing, English teachers can lead students to discuss how to make appropriate financial decisions.</p>
<p>Gender: At school, gender will be understood as family complementarities, gender roles and responsibilities, the need for gender equality and equity, gender stereotypes, gender sensitivity, etc.</p>	<p>English teachers should address gender as cross-cutting issue through assigning leading roles in the management of groups to both girls and boys and providing equal opportunity in the lesson participation and avoid any gender stereotype in the whole teaching and learning process.</p>
<p>Inclusive Education: Inclusion is based on the rights of all students to a quality and equitable education that meets their basic learning needs and understands the diversity of backgrounds and abilities as a learning opportunity.</p>	<p>Firstly, English teachers need to identify/recognize students with special needs. Then by using adapted teaching and learning resources while conducting a lesson and setting tasks appropriate to the level of students, they can cater for students with special education needs. They must create opportunity where students can discuss how to cater for students with special educational needs.</p>

<p>Peace and Values Education: Peace and Values Education (PVE) is defined as education that promotes social cohesion, positive values, including pluralism and personal responsibility, empathy, critical thinking and action in order to build a more peaceful society.</p>	<p>Through a given lesson, a teacher should:</p> <p>Set a learning objective which is addressing positive attitudes and values,</p> <p>Encourage students to develop the culture of tolerance during discussion and to be able to instil it in colleagues and cohabitants;</p> <p>Encourage students to respect ideas from others.</p>
<p>Standardization Culture: Standardization Culture in Rwanda will be promoted through formal education and plays a vital role in terms of health improvement, economic growth, industrialization, trade and general welfare of the people through the effective implementation of Standardization, Quality Assurance, Metrology and Testing.</p>	<p>With different texts and illustrations students can be motivated to be aware of health improvement, economic growth, industrialization, trade and general welfare of the people.</p>

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

In the classroom, students 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 know how to adapt his/her methodologies and approaches in order to meet the learning need of each and every student in the classroom. In addition, teachers need to understand that student with special needs, needs to be taught differently or need some accommodations to enhance the learning environment. This will be done depending on the subject and the nature of the lesson.

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

- Remember that students learn in different ways, so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities);
- Maintain an organized classroom and limits distraction. This will help students with special educational needs to stay on track during lesson

and follow instruction easily;

- Vary the pace of teaching to meet the needs of each student. Some students process information and learn more slowly than others;
- Break down instructions into smaller, manageable tasks. Students with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts;
- Make full use of facial expressions, gestures and body language;
- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the one with disability. Both students will benefit from this strategy;
- Use multi-sensory strategies. As all students learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.
- Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student is unique with different needs and that should be handled differently.

Strategy to help students with developmental impairment:

- Use simple words and sentences when giving instructions;
- Use real objects that students can feel and handle. Rather than just working abstractly with pen and paper;
- Break a task down into small steps or learning objectives. The student should start with an activity that she/he can do already before moving on to something that is more difficult;
- Gradually give the student less help;
- Let the student with disability work in the same group with those without disability.

Strategy to help students with visual impairment:

- Help students to use their other senses (hearing, touch, smell and taste) and carry out activities that will promote their learning and development;
- Use simple, clear and consistent language;
- Use tactile objects to help explain a concept;
- If the student has some sight, ask him/her what he/she can see;
- Make sure the student has a group of friends who are helpful and who

allow him/her to be as independent as possible;

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

Strategy to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin speaking;
- Encourage the student to look at your face;
- Use gestures, body language and facial expressions;
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

Strategies to help students with physical disabilities or mobility difficulties:

- Adapt activities so those students who use wheelchairs or other mobility aids, can participate.
- Ask parents/caregivers to assist with adapting furniture e.g. the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under;
- Encourage peer support when needed;
- Get advice from parents or a health professional about assistive devices if the student has one.

Adaptation of assessment strategies:

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

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

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

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

Continuous/ formative assessment

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

Formative assessment is used to:

- Determine the extent to which learning objectives are being achieved and competences are being acquired and to identify which students need remedial interventions, reinforcement as well as extended activities. The application activities are developed in the student book and they are designed to be given as remedial, reinforcement, end lesson assessment, homework or assignment
- Motivate students to learn and succeed by encouraging students to read, or learn more, revise, etc.
- Check effectiveness of teaching methods in terms of variety, appropriateness, relevance, or need for new approaches and strategies. English teachers need to consider various aspects of the instructional process including appropriate language levels, meaningful examples, suitable methods and teaching aids/ materials, etc.
- Help students to take control of their own learning.

In teaching English, formative or continuous assessment should compare

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

Summative assessment

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

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

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

When carrying out assessment?

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

- **Before learning (diagnostic):** At the beginning of a new unit or a section of work; assessment can be organized to find out what students already know / can do, and to check whether the students are at the same level.
- **During learning (formative/continuous):** When students appear to be having difficulty with some of the work, by using on-going assessment (continuous). The assessment aims at giving students support and feedback.
- **After learning (summative):** At the end of a section of work or a learning unit, the English teacher has to assess after the learning. This is also known as Assessment of Learning to establish and record overall progress of students towards full achievement. Summative assessment in Rwandan schools mainly takes the form of written tests at the end of a learning unit or end of the month, and examinations at the end of a term, school year or cycle.

Instruments used in assessment.

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

every activity.

- **Questioning**

- (a) Oral questioning: a process which requires a student to respond verbally to questions
- (b) Class activities/ exercise: tasks that are given during the learning/ teaching process
- (c) Short and informal questions usually asked during a lesson
- (d) Homework and assignments: tasks assigned to students by their teachers to be completed outside of class.

Homework assignments, portfolio, project work, interview, debate, science fair, writing projects and competitions are also the different forms/instruments of assessment.

1.2.5. Teaching methods and techniques that promote active learning

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

The main teaching methods used in English are the following:

- **Dogmatic method** (the teacher tells the students what to do, What to observe, How to attempt, How to conclude)
- **Inductive-deductive method:** Inductive method is to move from specific examples to generalization and deductive method is to move from generalization to specific examples.
- **Analytic-synthetic method:** Analytic method proceeds from unknown to known, 'Analysis' means 'breaking up' of the problem in hand so that it ultimately gets connected with something obvious or already known. Synthetic method is the opposite of the analytic method. Here one proceeds from known to unknown.
- **Skills lab method:** Skills lab method is based on the maxim "learning by doing." It is a procedure for stimulating the activities of the students and to encourage them to make discoveries through practical activities.
- **Problem solving method, Project method and Seminar Method.**

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

- Group work
- Research
- Probing questions
- Practical activities (drawing, plotting, interpreting graphs)
- Modelling

- Brainstorming
- Quiz Technique
- Discussion Technique
- Scenario building Technique

What is Active learning?

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

The role of the teacher in active learning	The role of students in active learning
<ul style="list-style-type: none"> - The teacher engages students through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities. - He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. - He provides supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation. - Teacher supports and facilitates the learning process by valuing students' contributions in the class activities. 	<p>A learner engaged in active learning:</p> <ul style="list-style-type: none"> - Communicates and shares relevant information with fellow students through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation); - Actively participates and takes responsibility for his/her own learning; - Develops knowledge and skills in active ways; - Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings; - Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking - Draws conclusions based on the findings from the learning activities.

Main steps for a lesson in active learning approach

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

a) Introduction

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

b) Development of the new lesson

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

❖ Discovery activity

Step 1:

- The teacher discusses convincingly with students to take responsibility of their learning
- He/she distributes the task/activity and gives instructions related to the tasks (working in groups, pairs, or individual to prompt / instigate collaborative learning, to discover knowledge to be learned)

Step 2:

- The teacher let students work collaboratively on the task;
- During this period the teacher refrains to intervene directly on the knowledge;
- He/she then monitors how the students are progressing towards the knowledge to be learned and boosts those who are still behind (but without communicating to them the knowledge).

❖ Presentation of students' findings/productions

- In this part, the teacher invites representatives of groups to present their productions/findings.
- After three/four or an acceptable number of presentations, the teacher decides to engage the class into exploitation of students' productions.

❖ Exploitation of students' findings/ productions

- The teacher asks students to evaluate the productions: which ones are correct, incomplete or false
- Then the teacher judges the logic of the students' products, corrects those which are false, completes those which are incomplete, and confirms those which are correct.

❖ **Institutionalization or harmonization (summary/conclusion/ and examples)**

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

❖ **Application activities**

- Exercises of applying processes and products/objects related to learned unit/sub-unit
 - Exercises in real life contexts
 - Teacher guides students to make the connection of what they learnt to real life situations.
- At this level, the role of teacher is to monitor the fixation of process and product/object being learned.

c) **Assessment**

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

Sample lesson plan

School Name: **Teacher's name:**

.....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
III /...../ 20.....	English	S4	7	3 of 4	80 mins	45
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category				Visual impairment (1 short-sighted and 1 long-sightedness) = 2			
Unit title	Education and personal development						
Key Unit Competence:	To use a language learnt in the context of education and personal development						
Title of the lesson	<i>Describing the ability at school</i>						
Instructional Objective	<p>Using a dialogue, pictures and flashcards on which some words and meanings are written, a senior four student will be able to read fluently the dialogue, role-play it and effectively answer comprehension questions.</p> <p>Both short-sighted and long-sightedness students will be encouraged to wear their prescribed glasses to reduce visual fatigue and will be allowed to be visually focused for shorter periods of time.</p>						
Plan for this Class (location: in / outside)	This lesson will take place inside the classroom						
Learning Materials (for all students)	Pictures, flash cards, dictionaries, etc.						
References	Senior four student's book and Senior four Teacher's Guide.						

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed + a short explanation
	Guided by the teacher, students will provide the main ideas from the dialogue read, role-play it, answer comprehension questions and retain its moral lesson.		
	Teacher's activities	Students' activities	
1. Introduction (10 minutes)	<ul style="list-style-type: none"> -Ask students to form groups of 3,4,... -Ask students to talk about subjects a student in accounting student should excel in. -Ask students to tell whether parents should be aware of their ability at school. 	<ul style="list-style-type: none"> -Students form groups of 3,4,... - Students tell whether parents should be aware of their ability at school. -Students tell whether parents should be aware of their ability at school. 	Communication This competence will be developed through reading in groups, role-playing and answering questions.
2. Development of the lesson : 50 minutes			
a) Discovery activity (20 minutes)	<ul style="list-style-type: none"> -Ask students to do the pre-reading activity of the sub-unit 1 - Ask students to share their answers - Ask students to read the dialogue individually and silently. 	<ul style="list-style-type: none"> -Do the pre-reading activity of the sub-unit 1 - Students share their answers - Students read the dialogue individually and silently. 	Gender education This cross-cutting issue will be addressed through giving equal opportunities to both boys and girls.

<p>b) Presentation and exploitation of learner's productions</p> <p>(30 minutes)</p>	<ul style="list-style-type: none"> -Ask students to role-play the dialogue in pairs. - Ask students to identify new words and their meanings - Ask students to answer comprehension questions - Ask students to present their answers to class. 	<ul style="list-style-type: none"> - Students role-play the dialogue in pairs. - Ask students to identify new words and their meanings - Students answer comprehension questions - Students to present their answers to class. - Students identify moral lessons from the dialogue 	<p>Cooperation, interpersonal management and life skills</p> <p>This competence will be developed through working as a team, sharing experiences and respecting every one's views.</p>
<p>c) Summary/ conclusion</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> -Ask students to write a summary explaining moral lessons from the dialogue 	<ul style="list-style-type: none"> - Students write a summary explaining moral lessons from the dialogue 	<p>Research and problem solving</p> <p>Through this activity, students will be resourceful in finding answers to questions and solutions to problems.</p>
<p>3. Assessment</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> -Check their answers, then congratulate and consolidate them 	<ul style="list-style-type: none"> -Follow and be proud of the work well done 	<p>Lifelong learning</p> <p>Students will take initiative to update knowledge and skills with minimum external support.</p>
<p>Teacher self-evaluation</p>	<p>The teacher self-evaluation will depend on what students will have been able to do.</p>		

UNIT 1

PEOPLE AND BUSINESSES

Key Unit Competence:

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

1.1 Prerequisite (knowledge, skills, attitudes and values)

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

Students may have information on different business places heard and different people both within and out of Rwanda and more importantly learnt how to behave with familiar businesses and people in any place. They might equally have learnt from primary and ordinary level some interesting business places. Different people like to visit and even some of them might have visited business place or live near them. Teachers should take that as a great opportunity and help them to start on that prior experience of the students which will lead to the effective implementation of different activities intended in this unit.

1.2 Cross-cutting issues to be addressed:

Financial Education

Through reading passages about *People and businesses*, students shall learn how to manage their finances and have financial discipline. This will ensure personal and economic development in the long run.

Standardisation Culture

This unit "*People and businesses*" will help students to develop the understanding of the importance of standards as a pillar of economic development. Business people should sell commodities that meet standards and people should check the standard of every item before buying it. For example, one should check the expiry date before.

1.3 Guidance on the introductory activity

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

Possible answers on the introductory activity.

1. My name is Ntwali, Iradukunda, Purity, Robert, ...
2. In ordinary level, I studied at (Let every student mention a school where she/she studied in ordinary level).
3. I choose to study accounting because (Let the student tell his/her reasons. Take care of their language use).
4. The answers can be yes or no. Let them tell the reason for their answers.
5. Answers will vary. Example: I will look for a well-paying job, I will start my own business, etc.
6. In fig. 1, people are greeting each other, fig.2 one is buying and the other is selling, and fig. 3, one is introducing others.
7. Let the students compare different businesses they know focusing on conjunctions of comparison.

1.4 List of lessons and lesson development

N°	Lesson title	Learning objectives	Number of periods
1	1.1 Self-introduction and others	Knowledge and understanding -Recognize words used to describe people and businesses Skills -Introducing her/himself and others Attitudes & values -Appreciate the work done by different people	3

2	1.2 Describing people and businesses	<p>Knowledge and understanding</p> <p>-Name people's different businesses</p> <p>Skills</p> <p>-Using present simple while describing people and businesses</p> <p>Attitudes & values</p> <p>-Appreciate community services offered to people as described.</p>	2
3	1.3 Talking about people at work.	<p>Knowledge and understanding</p> <p>-Describe what people do in different businesses</p> <p>Skills</p> <p>-Use present simple while describing people and their businesses</p> <p>Attitudes & values</p> <p>-Use respectful language with different people</p>	2
4	1.4 Narrating different business places.	<p>Knowledge and understanding</p> <p>-Explain words used to talk about people and businesses</p> <p>Skills</p> <p>-Talk about people and businesses in both speech and writing.</p> <p>Attitudes & values</p> <p>-Appreciate community services offered in different domains describing people and their businesses</p>	2

5	1.5 Comparing different businesses	Knowledge and understanding -Name people's different businesses Skills -Compare people according to their gender and occupations. Attitudes & values -Use respectful language dealing with people	2
6	1.6 Language structure	Knowledge and understanding -Identify the use of present simple tense in different financial situations -Recall the use of articles Skills -Use present simple while describing people and businesses Attitudes & values -Appreciate community services offered to different people in businesses	2
7	1.7 End unit assessment		1

Lesson 1.1: Self-introduction and others

a) Lesson objectives

Knowledge and understanding

- Recognize words and expressions used to describe people and businesses

Skills

- Introducing her/himself and others

Attitudes & values

- Appreciate the work done by different people

b) Teaching and learning resources

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

c) Prerequisites

Before taking on this lesson, the teacher should ensure that students have a clue on using present simple tense.

d) Learning activities

Guidance on learning activities 1.1.1: Reading and text analysis

Guidance on Pre-reading activity

- Ask students to observe the Pictures and interpret them accordingly.
- After observing the pictures critically, ask them to answer questions that will follow. Activities will be done in pairs/ groups and presentations.

Guidance on dialogue

For this learning activity 1.1.1, the teacher may pair up the students and give them a few minutes to role-play a dialogue about a conversation between two teachers.

Possible answers to comprehension questions on learning activity 1.1.1

- 1) There are two people in the dialogue (Monica and Lucille)
- 2) Yes, Lucille has a brother. He is younger than her because he is five years younger.
- 3) The name of the twin sister of Lucille is Laura.
- 4) The things do those twins have in common are:
 - They look alike
 - They love the same kinds of food
 - They like the same kinds of movies
 - They buy almost the same types clothes.
5. Yes, the friends discussed a lot of things including Lucille's siblings, food, clothes, marriage, etc.

f) Application activities

1.1.2 Application activities: Vocabulary and composition writing (Possible answers)

1. Vocabulary

The teacher should accept any grammatical and semantical correct sentences.

2. Composition writing

The teacher should guide students on how to write a dialogue using the following tips:

- Dialogue should focus on the topic
- Use dialogue as you would actual speak
- Avoid long speeches
- Be grammatically correct
- Show what the characters are doing when they're talking
- Keep characters' speech consistent

Lesson 1.2: Describing people and businesses

a) Learning objective

Knowledge and understanding

- Name people's different businesses

Skills

- Using present simple while describing people and businesses

Attitudes & values

- Appreciate community services offered to people in businesses

b) Teaching and learning resources

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

c) Prerequisite/introduction/revision

The teacher may ask students some questions related to the lesson learnt in the

previous sub-title and guide them to link it with the new one.

d) Learning activities

Guidance on learning activities 1.2.1: Reading and text analysis

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

Possible answers to the comprehension questions (1.2.1. Learning activity)

1. The Rwandan economy grew more than nine percent in 2019 thanks to/because of strong growth in industry, construction, services, and agriculture.
2. Public debt increased due to reduced revenue, the need to support a struggling private sector and households impacted by lockdowns, and general government expenses.
3. The most important sectors that contribute to Rwanda's economic development include energy, agriculture, trade and hospitality, and financial services.
4. Rwanda is planning to transform its economy by turning itself into a regional trade, logistics, and conference hub.
5. COVID-19 pandemic made Rwanda's principal exports decrease 10 percent in value and 8 percent in volume between 2019 and 2020.

e) Application activities

1.2.2 Application activities Possible answers: Vocabulary, discussion and composition writing (Possible answers)

Pandemic	A disease outbreak that spreads across countries or continents. It affects more people and takes more lives than an epidemic.
Gross Domestic Product	A monetary measure of the market value of all the final goods and services produced in a specific time period by countries.

Thanks to	As a result of; due to.
Recession	A period of temporary economic decline during which trade and industrial activity are reduced, generally identified by a fall in GDP in two successive quarters.
Rebound	Recover in value, amount, or strength after a decrease or decline.
Revenue	A state's annual income from which public expenses are met.
Gross National Income (GNI)	The total amount of money earned by a nation's people and businesses.
Incentive	A payment or concession to stimulate greater output or investment.

2. Discussion

The teacher should organize group discussions for students considering the importance of social constructivism suggesting that learning occurs more effectively when slow learners work collaboratively with fast ones.

3. Composition writing

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

Lesson 1.3: Talking about people at work

a) Lesson objectives

Knowledge and understanding

- Tell what people do in different businesses

Skills

- Using present simple while describing people and businesses

Attitudes & values

- -Use respectful language with different people

b) Teaching and learning resources

In this lesson, the teacher may use photographs, textbooks, audio materials,

maps, dictionaries, etc.

c) Prerequisites

Students should be guided to recall what they have learned in lesson 2. The teacher may request students to share their experience about people in different work places and their occupations.

d) Learning activities

Guidance on learning activities 1.3.1: Reading and text analysis

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

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

Possible answers the comprehension questions (1.3.1. Learning activity)

1. It is important to feel comfortable with co-workers because it promotes teamwork and productivity.
2. Yes, I agree with the author that people spend one-third of their lives at work since a day has 24 hours and there are 8 working hours which is one-third of the day.
3. Trust contributes to the productivity at work place for when you trust your team members, you can be open and honest in your thoughts and actions. And you don't have to waste time or energy "watching your back."
4. Self-awareness promotes good work relationship through enabling you to take responsibility for your words and actions, and not letting your own negative emotions impact the people around you.
5. No, accepting diverse people and opinions is not enough to promote good work relationship for you also need to welcome them.

e) Application activities

1.3.2. Application activities: Vocabulary and summary writing (possible answers)

1. Vocabulary

Words	Meanings
Engage	Participate or become involved in.
Relationship	The way in which two or more people or things are connected, or the state of being connected.
Creature	Something created either animate or inanimate.
Brainstorm	Hold a group discussion to produce ideas and solve problems.
Innovate	Make changes in something established, especially by introducing new methods, ideas, or products.
Morale	The confidence, enthusiasm, and discipline of a person or group at a particular time.
Soar	Increase rapidly above the usual level.
professional circle	A body of persons engaged in the same profession, formed usually to control entry into the profession, maintain standards, and represent the profession in discussions with other bodies.
Self-awareness	The ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards.
Watch one's back	Protect against danger from an unexpected quarter.
Insight	The capacity to gain an accurate and deep understanding of someone or something.
Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
IM	Short for instant message.

Summary writing

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

Lesson 1.4: Narrating different business places

a) Learning objective

Knowledge and understanding

- Explain words used to talk about people and businesses

Skills

- Talk about people and businesses in both speech and writing.

Attitudes & values

- Appreciate community services offered to different people in businesses

b) Teaching and learning resources

In this lesson, the teacher may use photographs, textbooks, audio materials, maps, dictionaries, etc.

c) Prerequisites

Students should be guided to recall what they have learned in lesson 3. The teacher may request students to share their experience about people in different work places and their occupations.

d) Learning activities

Guidance on learning activities 1.4.1: Reading and text analysis

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

Possible answers the comprehension questions (1.4.1. Learning activity)

1. The teacher should accept any correct answer.
2. Answers may include selling tickets, betting, player salaries, advertisement, etc.
- 3.
4. ICT can help to improve other businesses by making it more efficient, effective and promptly respond to customers' needs. ICT can assist business activities including design, manufacturing, research and development, distribution and sales and feedback.

e) Application activities

1.4.2 Application activities: Vocabulary and debate (possible answers)

1. Vocabulary

The teacher should accept any grammatical and semantical correct sentences.

2. Debate

The teacher should guide students on how the debate shall be conducted. He/she should tell students to:

- Keep Calm. This is the golden rule of debating. In case they feel offended, they make sure they do not start shouting, swearing or even raising their voice. They should keep their voice and body language at a moderate tone throughout the debate.
- Act Confident. This point applies not just to debating but also to life.
- Maintain proper body language.
- Use debate jargons (words like motion, rebuttal, point of order, etc.)
- Work on emotions. (speakers should try to tell stories and facts that will make other students connect to them at a personal level where possible)
- Speak loud and clear.
- Keep the topic on track. (Speakers should not tend to deviate from the original idea)

The teacher could evaluate the winner of the debate based on the following;

- argument of their points

- audibility
- speed of speaking
- pronunciation
- confidence
- respect of other’s opinions

Lesson 1.5: Comparing different businesses

a) Learning objectives

Knowledge and understanding

- Name people in different businesses

Skills

- Comparing people according to their gender and occupations.

Attitudes & values

- Use respectful language with different people

b) Teaching and learning resources

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

c) Prerequisite/introduction/revision

The teacher may ask students some questions related to the lesson learnt in the previous sub-title and guide them to link it with the new one.

d) Learning activities

Guidance on learning activities 1.5.1: Reading and analysing text

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

Possible answers to the comprehension questions (1.5.1. Learning activity)

1. Small businesses not only differ in size from larger ones, but tend to have different legal structures, financing arrangements and market niches.
2. A business's size can be measured by the number of employees that work for it or by the total sales within a defined period.
3. In Rwanda a small business is commonly thought of as local restaurants, beauty shops, florists, and television repair shops.
4. Owners of small businesses pay income taxes for business profit on their personal income tax returns while large companies are often organized as corporations that pay taxes separately from the owners.
5. Small businesses typically receive financing from the personal savings of owners, small business loans from banks, and gifts or loans from friends and family members while large corporations can raise money by selling shares of stock to the public and by selling corporate bonds.

e) Application activities

1.5.2 Application activities: Vocabulary and composition writing (Possible answers)

1. Vocabulary

Words and phrases	Meanings
Compete	Strive to gain or win something by defeating or establishing superiority over others.
Niches	A specialized segment of the market for a particular kind of product or service.
Pattern	A business pattern is a common design that can be executed repeatedly by various business models in different environments.
Liable	Responsible by law; legally answerable.
Proprietorships	A business entity consisting of a single owner : sole proprietorship

Shares	In financial markets, a share is a unit used as mutual funds, limited partnerships, and real estate investment trusts. Share capital refers to all of the shares of an enterprise.
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2. Composition writing

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

Lesson 1.6: Language structure

a) Learning objective

Knowledge and understanding

- Identify the use of present simple tense in different financial situations
- Recall the use of articles
- Recognize the use of nouns and articles while describing people, places and comparing occupations.

Skills

- Use present simple while describing people and businesses
- Write and speak using the present simple and past simple tense.
- Appropriately write using articles and nouns.

Attitudes & values

- Appreciate the importance of language in business

b) Teaching and learning resources

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

c) Prerequisites/Revision/Introduction

This sub-unit is not new to students. Therefore, the teacher should ask students to recall related content about tenses, nouns and articles learnt in their lower secondary and primary level. Remind students that it is an addition to what they already studied.

Areas to be revised include the grammatical rules that apply to each part of speech and more practices to have students master the content extensively.

d) Learning activities

Guidance on learning activities 1.6.1: Reading and analysing text

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

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

e) Application activities

1.6.2 Application activity: Possible answers

Using conjunctions and articles in sentences

i. Choosing the right words from the brackets to fill in gaps in each of the sentences given.

1. While
2. Whereas
3. Whereas
4. When
5. Whereas
6. When
7. Where

ii. Using *a*, *an* or *the* to fill the blanks in the following sentences.

1. an/the
2. a

3. a/the

4. a/the

5. a/the

6. a/the

1.6 Additional information for teachers

We use the conjunction *whereas* to indicate a contrast between two facts or ideas:

- He loves foreign holidays, **whereas** his wife prefers to stay at home.
- **Whereas** most new PCs have several USB slots, older ones often only had one.

Warning: Whereas means the same as while in sentences expressing contrasts. It does not mean the same as while when while refers to time:

The south has a hot, dry climate, **whereas/while** the north has a milder, wetter climate.

The secretary took care of my appointments **while** I was away from the office.

Not: ... ~~whereas I was away from the office.~~

1.7 End unit assessment

Possible answers to the end of unit assessment

a) Completing the sentences with the correct form of the verbs in brackets.

1. Kamali and Kalisa often **go** to parties. (go)
2. Jenny sometimes **meets** Monica. (meet)
3. In summer, children usually **play** in the garden. (play)
4. Kalisa **cleans** the board every day. (clean)
5. My sister **has** blue eyes. (have)
6. Bill **opens** the window at night for it is always hot here. (open)
7. They all **wear** dark blue pullovers when it is cold. (wear)
8. He always **does** the housework himself. (do)
9. My mum **goes** shopping every Friday. (go)

10. I never **watch** TV in the morning. (watch)
11. Fred **played** football last week. (play)
12. Hannah and Betty often **eat** pizza (eat)
13. Frank **likes** watching TV. (like)

b) Deciding whether to use a, an, or the for each of the following sentences.

- 1) **The** flowers he gave me are beautiful.
- 2) Her dad sings her **a** song each night before she goes to bed.
- 3) Have you ever eaten **a** raw egg before?
- 4) Excuse me, do you have time?
- 5) He had **an** exciting day today.
- 6) Bob forgot to bring **the** cake he baked.
- 7) Can you please return **the** records you borrowed?
- 8) Fred met **a** wonderful group of people last night.
- 9) **The** people Scott met were also nice. Tell me **the** story!

c) Possible answers to the activity of conversation arrangement

1. Robert, this is my friend Mrs. Smith,
2. Hi, nice to meet you Mrs. Smith.
3. Nice to meet you too
4. Mrs. Smith, what do you do for living?
5. I am an engineer
6. Oh, where do you work?
7. I work for Pentax international. What do you do?
8. I am a teacher.
9. What do you teach?
10. I teach English.

d) Writing a 250 to 300-word composition explaining why business people should pay taxes.

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

1.8 Additional activities

1.8.1 Remedial activities

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

Rewrite the following sentences filling in the gaps with the right article.

1. I like blue T-shirt over there better than red one.
2. Their car does 150 miles hour.
3. Where's USB drive I lent you last week?
4. Do you still live in Kigali?
5. Is your mother working in old office building?
6. Carol's father works as electrician.
7. The tomatoes are 200 frw kilo.
8. What do you usually have for breakfast?
9. Ben has terrible headache.
10. After this tour you have whole afternoon free to explore the city.

Possible answers to the remedial activity above

1. I like the blue T-shirt over there better than the red one.
2. Their car does 150 miles an hour.
3. Where's the USB drive I lent you last week?
4. Do you still live in x Kigali?
5. Is your mother working in an old office building?
6. Kamali's father works as an electrician.
7. The tomatoes are 200 frw a kilo.
8. What do you usually have for x breakfast?
9. Ben has a terrible headache.
10. After this tour you have the whole afternoon free to explore the city.

1.8.2 Consolidation activities

Make the past simple, positive, negative or question

1. I.....(not/drink) any beer last night.
2. She..... (get on) the bus in the centre of the city.
3. What time.....(he/get up) yesterday?
4. Where.....(you/get off) the train?
5. I..... (not/change) trains at Victoria.
6. We..... (wake up) very late.
7. What.....(he/give) his mother for Christmas?
8. I.....(receive) 3,000,000 frw when my uncle died.
9. We.....(not/use) the computer last night.
10.(she/make) good coffee?

Possible answers to the consolidation activity above

1. [didn't drink]
2. [got on]
3. [did he get up]
4. [did you get off]
5. [didn't change]
6. [woke up]
7. [did he give]
8. [received]
9. [didn't use]
10. [Did she make]

1.8.3. Extended activities

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

- 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) I could not get a seat, _____ I came early. (as, though, when)
- 6) We are leaving Wednesday _____ or not it rains. (if, whether, though)
- 7) Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
- 8) The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)
- 9) She's honest _____ everyone trusts her. (if, so, when)
- 10) Write this down _____ you forget. (or, when, lest)

Possible answers to the extended activity above

1. whenever
 2. where
 3. if
 4. unless
 5. though
 6. Whether
 7. So that
 8. As
-
1. So
 2. Lest

UNIT 2

CAREERS AND CHOICES

2.1 Key Unit Competence:

To use language learnt in the context of careers and choices

2.2 Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit about career and choices, students should have prior information on different careers. They could also remember related topics on career and choices learnt in entrepreneurship and English.

They might equally have learnt in ordinary level different strategies and requirements for a person to choose and successfully fit into a given career. Students may also have met or seen different people who chose different careers and today they are successful or not due to different reasons. In unit 1, senior three they read different passages on how to choose a right career, they learnt that to choose a career, they need to relate it with what they are able to do; the subjects they score better. Therefore, the teacher should build on this prior knowledge and skills to translate intended activities into classroom realities.

2.3 Cross-cutting issues to be addressed:

- Gender education

Gender education will be addressed through giving both boys and girls equal chance to participate in the lessons. The teacher should ensure that girls and boys are mixed in order to promote cross-gender interaction and encourage both genders to take on the role of leadership.

- Peace and value education

The teacher should discourage negative behaviour such as booing or laughing at others if they give incorrect answers, encourage them to work in peace and harmony and to be committed to be avoiding conflict.

- Financial Education

Through reading passages about *Careers and choices*, students shall learn how to manage their finances and have financial discipline since some careers such as doing business require saving.

2.4 Guidance on the introductory activity

To help students carry out this activity, the teacher should:

- Allow students to observe the pictures in their textbooks.
- Ask them to sit in groups with mixed abilities and cater for gender.
- Ask students to observe and discuss the questions, move around and help those with special needs.
- Make sure students with poor vision and hearing issues sit in front.

Possible answers on the introductory activity.

1. In **Fig. 1**, there is a troop of female soldiers, in **Fig. 2**, there is a nurse who is taking care of a patient, while in **Fig.3** a teacher is teaching young children, in **Fig 4** builders are erecting a building, in **Fig5** there is a female pilot and in **Fig 6** there is a female accountant.
2. People choose different jobs because all human beings are unique and possess distinctive personalities. They aspire for different jobs in different sectors and aim to reach there. People have different needs and expectations.

If I chose a career and found it too challenging, I would look for a career guidance advisor to advise me.

3. Yes, qualifications and skills are necessary for skills are your biggest strengths when you want to excel in a job and are essential tools which help you to overcome day-to-day challenges at work. Qualifications, on the other hand, contribute to their ability to perform your job well and improve your chances of getting a better salary. Allow possible answers from students.
4. To choose a good career, one should ask themselves the following questions:
 - What are my interests?
 - What are my skills?
 - What are my talents and strengths?
 - What is my personality?
 - What are my values?
 - What education or training do I need?
 - Are there jobs available in this career?
 - How much money do I want to make?

2.5 List of lessons and lesson development

N°	Lesson title	Learning objectives	Number of periods
1	Describing different types of careers and specific jobs	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> ▪ Identify words and expressions in relation to careers and choices. <p>Skills</p> <ul style="list-style-type: none"> ▪ Write about careers and choices to share information. ▪ Describe different types of careers and specific jobs <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Show willingness and hard work to achieve a future career of one's choice. 	2
2	Talking about qualifications and skills	<p>Knowledge & understanding</p> <p>Explain words and expressions used in text related to qualifications and skills.</p> <p>Skills</p> <ul style="list-style-type: none"> ▪ Read texts about qualifications and skills <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Respect and love for work well done. 	2
3	Describing ways of finding jobs.	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> ▪ Identify words and expressions in relation to ways of finding jobs. <p>Skills</p> <ul style="list-style-type: none"> ▪ Read/Write about ways of finding jobs. <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Show willingness and hard work to achieve a future career of one's choice. 	2

4	Recounting a career	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> ▪ Explain words and expressions used in text on careers and choices. <p>Skills</p> <ul style="list-style-type: none"> ▪ Write about careers and choices to share information. <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Recognize other people's contribution in society. 	2
4	Language structure	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> ▪ Identify and recognize the use of present perfect and present perfect continuous in different tense situations <p>Skills</p> <ul style="list-style-type: none"> -Speak about people's careers and choices paying attention to present perfect and and present perfect continuous tense. <p>Attitudes and values</p> <p>Appreciate the use of present perfect tense, present perfect continuous tense and past perfect.</p>	2
5	End of unit assessment		2

Lesson 2.1: Describing different types of careers and specific jobs

a) Lesson objectives

Knowledge& understanding

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

Skills

- Write about careers and choices to share information.
- Describe different types of careers and specific jobs

Attitudes and values

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

b) Teaching and learning resources

In this lesson, the teacher may use pictures, job application formats, flash cards, markers, video, computer and a projector. He/she may also use internet to get information on types of careers/professions that students did not get chance to get informed about them or see them in their community.

c) Prerequisites

The teacher may introduce this lesson with the pre-reading activity as a way of diagnosing what students already know about different types of careers and specific jobs.

d) Learning activities

The teacher may ask students to discuss on pre-reading activity in their students' books to be done in pairs or groups that will stimulate their thinking.

He/she may guide them to link the picture above the text with what will be discussed in the text. He/she may also ask a few students to present and give some comments. The teacher may ask students to read the text that follow silently as he/she moves around. The teacher may give students time to read and ask some questions to check their reading progress.

The teacher may invite some students to give model reading or the teacher her/himself can model read. He/she encourages readers to be loud, clear and mind about pronunciation. He/she may ask students to find difficult words, explain them and use them in different sentences using dictionaries. Finally, she may ask some questions of comprehension and assign them a task to be searched from internet about jobs that many people enjoy to do.

Possible answer to pre-reading activity

This is an open-ended question

On this kind of question, the teacher should accept possible ideas.

Possible answers on comprehension questions

1. The professions that the writer admires most are: the profession of teaching, the profession of a doctor, the profession of a soldier and the profession of a farmer.
2. According to the writer teaching is a noble profession because a teacher is a nation builder and a role model for his students
3. The qualities of a professional doctor as described in the passage are: He considers service to mankind his mission, he charges moderate fee and works whole heartedly to mitigate the sufferings of the oiling humanity. The teacher should accept other possible answers from students.
4. Some politicians are condemned because they are mostly corrupt
5. Open ended question, the teacher should effectively channel students' answers and help them to draw a conclusion

e) Application activities

2.1.1. Application activities: Vocabulary and composition writing (Possible answers)

The teacher can refer to the guidance provided in unit 1 to guide students on how to write a composition

1. Vocabulary

Words and expressions	Meanings
Profession	a paid occupation, especially one that involves prolonged training and a formal qualification.
Excitement	a feeling of great enthusiasm and eagerness.
Fascination	something that attracts or intrigues someone, or the state of being attracted and intrigued.
Frustration	the feeling of being upset or annoyed as a result of being unable to change or achieve something.
Materialistic	excessively concerned with material possessions; money-oriented
Noble	having or showing fine personal qualities or high moral principles.
Greedy	having or showing an intense and selfish desire for wealth or power.

Fleece	obtain a great deal of money from (someone), typically by overcharging or swindling them.
Wholeheartedly	with complete sincerity and commitment.
Mitigate	make (something bad) less severe, serious, or painful.
Ailing	in poor health.
Condemn	express complete disapproval of; censure.

2. Composition writing

The teacher can refer to the guidance provided in unit 1 to guide students on how to write a composition.

Lesson 2.2: Talking about Qualifications and skills

a) Learning objective

Knowledge & understanding

Explain words and expressions used in the text related to qualifications and skills.

Skills

- Read texts about qualifications and skills

Attitudes and values

- Respect and love for the work well done.

b) Teaching and learning resources

In this lesson, the teacher may use photographs, textbooks, audio materials, maps, dictionaries, etc.

c) Prerequisite/introduction/revision

Before taking on this lesson, the teacher should ensure that students have a clue on what it requires to have a specific job.

d) Learning activities

Guidance on learning activities 2.2.1: Reading and text analysis

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

Possible answers/guidance on pre-reading activity 2.2.1

This is an open-ended question, the teacher may listen to and read through ideas presented by students and harmonize answers given to match them with the context. Give opportunity to students to speak out their ideas and read through their work. Check the language used, spelling and guide them accordingly.

Possible answers to learning activities 2.2.1: Text1

1. The method that should be deployed in order to gain future success described by the writer is to get educational qualifications with enough trainings.
2. No, having academic success doesn't necessarily guarantee a decent job because one can have a high qualification without skills.
3. Open ended question. Allow students to discuss it beyond the text. They simply read to maximize their learning.
4. Open ended. The teacher can guide students in discussion to get intended answer.

Possible answers to learning activities 2.2.1: Text2

1. No, being able to adding numbers or manipulate spreadsheets enough to be considered a good accountant for accounting also requires problem solving, creativity and strong communication skills.
2. Providing fiscal insight help companies know when to launch new products, move into new markets, or avoid money-losing ventures.
3. A teacher, for example, can bring the experience he/she got from another career in accounting role by explaining accounting concepts to people he/she works with as an accountant.

e) Application activities

2.2.2 Application activities: Vocabulary and composition writing

The teacher can refer to the guidance provided in unit 1 to guide students on how to write a composition

1. Vocabulary

Words	Meanings
Manipulating	handling or controlling (a tool, mechanism, information, etc.) in a skillful manner.
Spreadsheets	electronic documents in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.
Crunching	processing numbers: to examine and analyze numbers, especially to determine exactly how much money is available, needed, etc.
Insight	an accurate and deep understanding.
Venture	a business enterprise, typically one that involves risk.
Fraud	wrongful or criminal deception intended to result in financial or personal gain.
Fulfill	achieve or realize (something desired, promised, or predicted).
Accountants with an entrepreneurial bent	accountants who are determined to be entrepreneurs
Switching	changing the position, direction, or focus of.
Pursue	to follow or chase, to continue with or to try to get someone or something.

2. Composition writing

The teacher can refer to the guidance provided in unit 1 to guide students on how to write a composition.

Lesson 2.3: Describing ways of finding jobs

a) Lesson objectives

Knowledge & understanding

- Identify words and expressions in relation to ways of finding jobs.

Skills

- Read/Write about ways of finding jobs.

Attitudes and values

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

b) Teaching and learning resources

In this lesson, the teacher may use advertisements, pictures, flash cards, markers, video, computer and a projector. The teacher may also use internet to download a movie that shows an example of an interview.

c) Introduction/prerequisite of the lesson

The teacher 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, students 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.

d) Learning activities

Guidance on learning activities 2.3.1: Reading and text analysis

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

Possible answers on comprehension questions Text 1 (An Interviewer and an Interviewee)

1. The interviewer is tom and the interviewee is David.
2. The institution that would like to recruit an employee is ABC Controls in the engineering department. The position is the one of entry level engineering.
3. The applicant got the information from the website. The requirements are: Having knowledge of data base systems or skills on developing applications. The applicant is supposed to have a bachelor's degree in computer engineering and having hands on programming experience is an added advantage.
4. The interviewee worked as a lab attendant in school for 2 years. He guided students through their projects in several programming languages.
5. He thought this job would help him grow his career.
6. Open ended. The teacher should guide students accordingly
7. The teacher may give students time to rehearse the conversation.

Possible answers comprehension questions Text 2 (Finding jobs)

1. Open ended. Doing internships and volunteering can help get experience then get a job in a long run. Allow possible answers from students in addition to the ideas given.
2. Professional internship is when a newly qualified person is allowed to do practice in his/her career while career opportunity is a great way people get experience in a different field.
3. Yes, because volunteerism can help a person gets an experience in his/her area of interest and meets people in the field. Volunteering gives you skills practiced through this process. The teacher should allow possible answers from students.
4. Applications are done online, and when their applications are accepted, they are called for written exams and interviews. To apply in this way on job channels you must send open account with either job in Rwanda or Rwanda civil service recruitment portal and umurimo.com where you send all your credentials.

e) Application activities

2.3.2 Application activities: Vocabulary and summary writing

Words	Meanings
1. Internship	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.
2. Job market	The job market is the market in which employers search for employees and employees search for jobs. The job market is not a physical place as much as a concept demonstrating the competition and interplay between different labor forces. It is also known as the labor market.
3. plan B	An alternative strategy.
4. Volunteering	Working for an organization without being paid to learn new skills, gain experience and sometimes even qualifications..
5. Professional	Relating to a person's work, especially work that requires special training.

2. Summary writing

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

Lesson 2.4: Recounting a career

a) Learning objective

Knowledge & understanding

- Explain words and expressions used in text on careers and choices.

Skills

- Getting information about careers and choices..

Attitudes and values

- Recognize other people's contribution in society.

b) Teaching and learning resources

In this lesson, the teacher may use photographs, textbooks, audio materials, maps, dictionaries, etc.

c) Introduction/prerequisite of the lesson

Students should be guided to recall what they have learned in lesson 3. The teacher may request students to share their experience about people in different work places and their occupations.

d) Learning activities

Guidance on learning activities 2.4.1: Reading and text analysis

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

Possible answers to the comprehension questions (2.4.1. Learning activity)

1. The four developments that favoured the early development of accounting are developments in writing, counting and money and early auditing systems by the ancient Egyptians and Babylonians.
2. Chanakya wrote a manuscript similar to a financial management book, during the period of the Mauryan Empire. His book “Arthashastra” contains few detailed aspects of maintaining books of accounts for a Sovereign State.
3. The Italian Luca Pacioli, recognized as the father of accounting and bookkeeping because he was the first person to publish a work on double-entry bookkeeping.
4. The modern accounting profession originated from Scotland in the nineteenth century.
5. In Godin Tepe's findings, the scripts only contained tables with figures, while in Tepe Yahya's findings, the scripts also contained graphical representations.

e) Application activities

2.4.2 Application activities: Vocabulary and role-play

1. Vocabulary

The teacher should accept any grammatical and semantical correct sentences.

2. Role-play

The teacher should guide students on how to do a role-play and appreciate what they do.

Lesson 2.5: Language structure

a) Learning objective

Knowledge and understanding

- Identify and recognize the use of present perfect and present perfect continuous in different tense situations

Skills

- Speak about people's careers and choices paying attention to present perfect and and present perfect continuous tense.

Attitudes and values

- Appreciate the use of present perfect tense, present perfect continuous tense and past perfect.

b) Teaching and learning resources

Photographs, textbooks, audio materials, maps, Dictionaries.

c) Introduction/prerequisite of the lesson

Students are expected to have knowledge about present perfect, present perfect continuous and past. The teacher should use written exercises to check their knowledge.

d) Learning activities

Guidance on learning activities 2.4.1: Reading and text analysis

The teacher can refer to the guidance provided in unit 1 to guide students on learning grammar.

e) Application activities

2.5.5. Application activities (possible answer)

1. [had started]
2. [had lived]
3. [had eaten]
4. [had listened]
5. [had left]
6. [had finished]
7. [had been]
8. [had met]
9. [had forgotten]
10. [had studied]

11. [hadn't rained]
12. [hadn't paid]
13. [hadn't done]
14. [hadn't eaten]
15. [hadn't brought]
16. [hadn't visited]
17. [hadn't met]
18. [hadn't had]

2.6 Additional information for teachers

Past perfect tense with since and for

We often use expressions with for and since with the past perfect

Example

I was sorry when the factory closed. I had worked there for ten years. I had been watching that programme every week since it started, but I missed the last episode.

2.7 End unit assessment

1. This is an open-ended activity. The teacher can refer to the guidance provided in unit 1 to guide students on how to write a composition.
2. Choosing the correct answer
 - a) We love this writer's books. We **have been reading** them for years.
 - b) Her clothes were dirty because she **had been working** in the garage.
 - c) Where have you been? We **have been waiting** for you for ages.

d) He hasn't decided on a career yet, but he **has been thinking** about it lately.

e) After she **has been playing** the violin for ten years, she joined an orchestra.

2. Completing the sentences with the correct form of the verbs in brackets.

a) How long had your father been working for the company when he retired?

b) Mike has never had an accident and he has been driving for years.

c) She had no idea it was so late because she had not been watching the time.

d) "Have you been taking your medicine regularly, Mrs Smith?" "Yes, doctor."

e) They eventually found the dog after they had been looking for it all night.

1) *Completing the sentences with a suitable word or expression from the following adverbs of time: for, by tomorrow, so far, the week before, since*

a) Our TV hasn't been working **since** last week.

b) The Browns invited us to dinner although we had only met **the week before**.

c) They will have finished painting the house **by tomorrow**.

d) We had been writing **for** nearly an hour when the bell rang.

e) They have interviewed three suspects **so far**.

2. Put each of the following words in its correct place in the text below:

Successful, engineer, lives, teens, profession, choose, interests, decisions, character, job, answer, career.

1. Career
2. Engineer
3. Answer
4. Decisions
5. Lives
6. Job
7. Career
8. Interests
9. Character
10. Choose
11. Teens
12. Successful

2.8 Additional activities

2.8.1 Remedial activities

For slow students who may have had difficulties mastering the language structure taught, the teacher should give them simpler activities to help them understand the lesson. He/she may, for example, give them sentences to put in plural or negative.

Example of such activities:

Rewrite the following sentences in negative

- a) I had written articles on various topics before he came.
- b) He had read different kinds of books before you came.
- c) They had played football in that field before it started to rain.
- d) She had gone to the coffee shop before she came home.
- e) He had studied in the library before he came to the class.

2.8.2 Consolidation activities

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

2.8.3 Extended activities

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

UNIT 3

SOCIAL COHESION

3.1. Key Unit Competence:

To use language learnt in the context of social cohesion

Introductory activity: Picture observation and interpretation

3.2. Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit '*social cohesion*', students should have prior information on social cohesion. They could also remember related topics on social cohesion learnt in General studies and communication skills, History, Citizenship and Religion. The interconnection between these subjects will equip students with prior knowledge to the new unit. In citizenship, students learn how to live with others. In history students learn how people lived together in the past while in Religious studies students learn how to live in harmony in society. Teachers should take that as a great opportunity and help them start on that prior experience of the students which will lead to the effective implementation of different activities intended in this unit.

3.3. Cross-cutting issues to be addressed:

Peace and value education will be addressed from the skills and attitudes of living together in peace and harmony

3.4. Guidance on the introductory activity

The teacher can ask students questions about the pictures at the beginning of the unit. Let them brain storm on picture interpretation and give different answers.

Possible answers to the introductory activities:

1. In picture 1, people are working together for a common goal or they are giving hands to the needy.
 - The teacher should allow possible answers from students.
2. People can only work together if they have a common understanding.
3. Social cohesion.
 - Allow possible answers from students and guide them.

3.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	No. of periods
1	3.1.Talking about people's values that enhance social cohesion.	Knowledge and understanding: - Identify words and expressions used in the context of social cohesion. Skills: -Use words and expressions related to people's values. Attitudes and values: -Appreciate the importance of a cohesive society. - Appreciate that all relationships are mutual benefits when people respect one another's values.	2
2	3.2.Elaborating on peace and unity.	Knowledge and understanding: -Explain words and expressions related to personal values. Skills: - Express oneself using social cohesion words and expressions. Attitude and values: - Show respect for all people. -Contribute to social cohesion in one's community.	4

3	3.3 Language structure	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> -Analyse the use of modal verbs. -Recognize the use of active and passive voice. <p>Skills:</p> <ul style="list-style-type: none"> - Use modal verbs while talking about peace and unity in Rwanda. - Use active& passive form in the context of social cohesion. <p>Attitudes & values.</p> <ul style="list-style-type: none"> - Appreciate that all relationships are mutual benefits when people respect one another's values. -Contribute to social cohesion in one's community. 	4
	3.4 End unit assessment		2

Lesson 3.1: Talking about people's values

a) Lesson objectives

Knowledge and understanding:

- Identify words and expressions used in the context of social cohesion.

Skills:

- Use words and expressions related to people's values.

Attitudes and values:

- Appreciate the importance of a cohesive society.
- Appreciate that all relationships are mutual benefits when people respect one another's values.

b) Teaching and learning resources

Testimonies and stories, documentary films, Text books, etc.

c) Prerequisites

In the context of social cohesion, the teacher should make sure that the students are able to use active and passive voice, through question and answer in relation to the context or brain storming. The teacher should begin anew lesson on what students know from their experiences.

d) Learning activities

Guidance on learning activities 3.1.1

- Allow active learning participation. As students read the text, teacher motivates them and encourages gender participation.
- Let students work in groups.
- The teacher should do model reading or randomly pick a student to read aloud. After, ask students to present their answers as a group.

Possible answers to comprehension questions on learning activity 3.1.1

1. Social cohesion is what balances individual rights against those of society and appreciates that a good relationship enables people to respect each other's values.
2. The personal values that can enhance social cohesion are: empathy, trust, forgiving or being forgiven.
3. Allow students to give examples and explanations, but make sure they refer to the text.
4. The absence of trust can cause fragmentation, conflict and even war:
5. There are different moral lessons. Let the students mention them referring to the text they have just read.

e) Application activities

3.1.2. Application activities: Vocabulary and composition writing (Possible answers)

1. Vocabulary

Social cohesion: the strength of relationships and the sense of solidarity among members of a community.

Values: the regard that something is held to deserve; the importance, worth, or usefulness of something.

Bond: a relationship between people or groups based on shared feelings, interests, or experiences.

Empathy: the ability to understand and share the feelings of another.

Envision: imagine as a future possibility; visualize.

Sympathy: feelings of pity and sorrow for someone else's misfortune.

Attuned: make receptive or aware.

Walk in another's shoes: before judging someone, you must understand his experiences, challenges, thought processes, etc.

Outright hostility: unfriendly or aggressive behaviour towards people or ideas.

The glue of society: activities or interactions that strengthen the relational ties in a group of people.

Cements relationships: activities or interactions that strengthen the relational ties in a group of people.

Albeit: though.

Upset: make (someone) unhappy, disappointed, or worried.

2. Composition writing 3.1.3

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

Lesson 3.2: Elaborating on peace and unity.

a) Learning objectives

Knowledge and understanding:

- Explain words and expressions related to personal values.

Skills:

- Express oneself using social cohesion words and expressions.

Attitude and values:

- Show respect for all people.
- Contribute to social cohesion in one's community.

b) Teaching and learning resources

photographs, internet, audio-visual materials, graphs, text books, etc.

c) Prerequisites:

Students will have read related text. The teacher should ask students how they relate with others in the communities they live in.

d) Learning activities

Guidance on learning activities 3.2.1: Reading and analysing text

- The teacher should tell the students to read the text silently first.
- Then encourage the students to read the text in groups.
- The teacher can also model reading or pick a student randomly, to read aloud as others listen.

Possible answers to comprehension questions on learning activity 3.2.1

1. The media broadcasted violent messages, and hatred was spread around the country
2. Peace education plays a key role in building a just future for Rwanda.
3. The theme of the summit was “Promoting Peace Education in our Communities”
4. Yes, it was important because the purpose was to promote peace education and sustaining peace infrastructures, which is important to every country.
5. Rwanda suffered from the lack of education and other infrastructure for peace because instead of giving their youth peace education, they were over-equipped with killing instruments like traditional arms, machetes, guns, etc. Violent meetings were organized around the country. The media broadcasted violent messages, and hatred was spread around the country.

3.2.2 Application activities: Vocabulary, and role-play

Vocabulary

The teacher should guide the students to construct different meaningful sentences in oral and written form.

Role-play

Open ended. (Ask students to role-play the dialogue and discuss reasons for unit and peace education in Rwandan schools.)

Or

Assume that a student is a village leader who has visited your school. Let him/her present to the class *the Role of Peace Education* in promoting harmony in society.

Lesson 3.3: Language structure: (Some forms of the verb):

3.3.1. Active and passive voice

a) Learning objectives:

Knowledge:

- Explain words and expressions related to personal values.

Skills:

- Apply action words used in social cohesion using active & passive form.

Attitudes and values

- Contribute to social cohesion in one's community.

b) Teaching and learning resources

Photographs, internet, audio-visual materials, graphs, text books, etc.

c) Prerequisites:

The teacher should remind students some forms of verbs and tenses shortly before the lesson get started. Students should be able to answer questions on passive voice, they should be having knowledge on **verb, subject, object** in sentence, and modal verbs.

3.3.2. Possible answers on passive and active voice

1. When the active voice is in **the present simple tense, the main verb** in the passive voice changes **to its past perfect tense**.
 - Using their text books, ask student Teachers to make notes in their exercise books, **summarizing the rules** on passive and active voice, from student Teachers' text books.
 - Move around identifying those who are not working and helping those with problems. Give time to Student Teachers, to make notes.
2. We use such forms, because sentences in the active voice are in **imperative form**. (order form.) While others are in Requests (polite forms)

Lesson 3.4: Language structure: Modal verbs: must, should.

a) Lesson objectives:

Knowledge and understanding:

Explain the use of modal verbs (must, should)

Skills:

Use modal verbs (must, should) in the context of social cohesion.

Attitudes and values:

Contribute to social cohesion in their communities.

b). Teaching and Learning resources

Photographs, internet, audio-visual materials, graphs, text books, etc.

c) Prerequisites for the lesson

A good knowledge on modal verbs and other forms of verbs and their tenses, is the best prerequisite for this Lesson.

3.4.1 Possible answers on modal verbs:

1. Open ended. (the teacher emphasizes that students discuss the grammatical rules and their use , to enable them do the activities very well.
 - -Referring to Students' textbook, guide the students to the right answers.
2. a) Must. b) Should. C) Must. d) Must. e) Shouldn't. f) Must... g) Must.

Rules for changing **Active Voice** into **Passive** Voice.

- Identify the subject, the verb and the object: SVO.
- Change the object into subject.
- Put the suitable helping verb or auxiliary verb.
- Change the verb into past participle of the verb.
- Add the preposition “by”
- Change the subject into object.

Modal verbs:

Modal	Meaning	Example
May	to express possibility	I may be home late.
May	to request permission	May I sit down, please?
Must	to express obligation	I must go now.
Must	to express strong belief	She must be over 90 years old.

3.6 Additional information for teachers

Functions of the passive voice

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Examples

The passive voice is used frequently. (= we are interested in the passive voice, not in who uses it.)

The house was built in 1654. (= we are interested in the house, not in who built it.)

The road is being repaired. (= we are interested in the road, not in the people who are doing the repairs.)

3.7 End unit assessment

1. Open ended.

- Check for the coherence of students' ideas in relation to the context.
- Read their work critically and guide them on how to write a speech accordingly.

2. Matching the words in the table with their meanings

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

3. Open ended. Read and listen to students' answers as you guide them. Correct them where necessary.

3.8. Additional activities

3.8.1 Remedial activities

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

3.8.2 Consolidation activities

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

3.8.3. Extended activities

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

UNIT 4

PERSONAL FINANCE AND DEVELOPMENT

4.1. Key Unit Competence:

To use language learnt in the context of Personal finance and development.

Introductory Activity: Picture observation and interpretation

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

Before undertaking this unit of *personal finance and development*, the teacher should assist students to recall knowledge on finance that they had before, or even the budget used that time they went shopping for back to school items. Every student has had to budget for the little he/she have got. This is a great avenue to guide the lessons in this unit 4, because experiences shall be brought to class.

4.3. Cross- cutting issues

Financial education

This cross-cutting issue will be addressed through different activities in that unit because they are all about personal finance and development. It can also be addressed through situations which can be arisen from classroom activities while teaching and learning are taking place.

Gender education

It will be addressed through content, techniques, and students' ways of addressing both boys and girls in the classroom. Examples, you may find a text which only talk about men's abilities to run business and minimize the role of women, teacher can use pair works, group works and make sure that boys and girls are given equal chance.

4.4. Guidance to introductory activity

The teacher may tell students to open their students' textbooks. Ask students

to look deeply at the pictures at the beginning of this unit 4. Let the students observe the pictures and say what they see. The teacher may find out that the students had ideas about the pictures before. The teacher may ask many questions as possible and correct the students. Let them discuss those pictures and present after.

Possible answers to introductory activity

1. Buying and selling activities in the market and super market. In student book fig. 1 , there are people buying different food stuffs. In student book fig. 2, there is a person who is choosing goods to buy. This can show standardization culture.
2. The woman in fig. 2 is checking the expiry date.
3. This is an open-ended question, the teacher may give opportunity to student to share their views and then, help them to harmonize their ideas. Example, Yes, because personal finance covers managing your money, saving and investing. It encompasses budgeting, banking, insurance, mortgages, investments, retirement planning, tax and estate planning. So, the pictures observed have presented some of the activities related to personal finance.

4.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1.	Describing financial tools and their use	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Identify words for financial tools. <p>Skills:</p> <ul style="list-style-type: none"> ▪ Talk about financial tools to share views. <p>Attitudes and values:</p> <ul style="list-style-type: none"> ▪ Be confident about key financial terms. ▪ Take financial responsibilities and planning for self and the family. 	3

2.	Talking about financial terms	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Explain key financial words and expressions. ▪ Identify the key terms used in different financial institutions. <p>Skills:</p> <ul style="list-style-type: none"> ▪ Present a narrative text about how people can achieve financial progress. <p>Attitudes and values:</p> <p>Take financial responsibilities and planning for self and the family.</p> <ul style="list-style-type: none"> ▪ Be confident about key financial terms. 	3
3.	Describing financial institutions	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Identify words used for financial tools <p>Skills:</p> <ul style="list-style-type: none"> ▪ Write a text about how to make personal finance. ▪ Write a text showing the classification of various financial institutions according to their services. <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Take financial responsibilities and planning for self and the family. 	3

4.	Language structure (Some, much, (a) little or a lot, all, etc.)	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Recognize the uses of quantifiers. <p>Skills:</p> <ul style="list-style-type: none"> ▪ Present a narrative text about how people can achieve financial progress. ▪ Write a text about how to make personal finance. <p>Attitudes and values:</p> <ul style="list-style-type: none"> ▪ Be confident about the use of financial terms. ▪ Appreciate the use of quantifiers in finance. 	4
5.	End unit assessment.		1

Lesson 4.1: Describing financial tools and their use

a) Lesson objective

Knowledge and understanding:

- Identify words used for financial tools.

Skills:

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

Attitudes and values:

- Be confident about key financial terms.

b) Teaching and learning resources

Brochures of financial institutions, testimonies, stories, guest speakers, videos, text books, internet, etc.

c) Prerequisites

Introduce this lesson with the introductory activity as a way of diagnosing what students already know about financial tools and their use.

d) Guidance on learning activities 4.1.1

Introduce this lesson by asking students to recount their experiences with buying things. The experiences might be funny, embarrassing or educative. Ask them some tools they use to buy goods and what can happen if they are asked the proof of things bought.

Ask students to discuss on those questions and teaching/learning materials such as ATM, Cheque book, Receipt, Tap and go card, calculator, etc. Distribute them to the students and ask them to discuss how to use them.

The teacher can make sure all the students have seen those teaching aids. When students finish, they can present to others. Add only ideas not mentioned. Then after, harmonize different ideas given by different speakers and students generally.

Invite some students to give model reading or the teacher herself/himself can model read and encourage readers to be loud, clear and mind about pronunciation. Ask students to find difficult words, explain, and use them in different sentences using dictionaries. Finally, ask some questions of comprehension and assign them a task to be searched from internet about jobs that many people enjoy to do.

Possible answers to comprehension questions on learning activity 4.1.1

1. Cheque-book, ATM, Receipts, Calculators, etc.
2. Usually, in order to get a credit card, you would need to open a cheque account first. Like credit cards, cheque accounts also usually provide a credit or overdraft facility. And the banks like to provide a whole host of add-ones to cheque accounts, such as travel insurance and garage cards.
3. Using electronic tools is very quick and helps people to get bank services wherever they are than using analogue system of making queues at bank.
4. For this question, allow students' ideas because the question gives room for more than one exact answer.

Example:

- Yes, actually using financial tools is good, but some financial tools are electronic and when there is no electricity, people cannot easily get services.
- Secondly, those electronic financial tools may provoke theft because if a person cheats your pin number, you lose all the money on your account.

Possible answers (Comprehension questions)

1. According to the writer, the profession of finance and accounting carry with them a lot of complicated processes and activities because a lot of terms and formulas are so hard that they can quickly be forgotten.
2. Using financial tools answered different questions that people kept on asking themselves like how should they refinance their mortgage? How much do they need to save for their children's college education?
3. a) A cheque: is a document that orders a bank to pay a specific amount of money from a person's account to the person in whose name the cheque has been issued.
b) Business Credit Card: is used to improve a business credit history, gain access to higher credit limits for business borrowing, and receive business-specific rewards and discounts.
c) A billing tools: is used to improve customers' services and finance related activities.
4. Two examples of electronic financial tools are: a handheld calculator and a chequebook register

e) Application activities

4.1.2. Application activities: word meaning

1. Find the meaning of the following words, use dictionaries and thesauruses.

Words and phrases	Meanings
Mortgage amortization:	An amortization schedule is a table detailing each periodic payment on an amortizing loan (typically a mortgage), as generated by an amortization calculator. Amortization refers to the process of paying off a debt (often from a loan or mortgage) over time through regular payments

Bank statements:	a printed record of the balance in a bank account and the amounts that have been paid into it and withdrawn from it, issued periodically to the holder of the account.
Receipts	something such as a piece of paper or message proving that money, goods, or information have been received
Invoicing	sending to someone a bill for goods or services you have provided them with.
e. expense tracking	Keeping a daily record of your expenses by tracking receipts, invoices and other outgoing expenses to improve the financial health of the budget.
Vendor	a person or company offering something for sale, especially a trader in the street.
automation of billing	An automated billing system refers to a software solution that bills or invoices customers without significant manual intervention
payroll processing:	Payroll processing is the procedure taken to pay employees at the end of a payroll period. This process involves multiple steps to ensure that pay is properly calculated, tracked and doled out and that the correct amounts for tax, company benefits and other deductions are withheld.

2. Make different sentences using the words below

This question is related to sentence construction. Guide the students to make correct sentences. When giving constructive feedback, make sure you check the spelling of some words, language structure, and punctuation.

Lesson 4.2: Talking about financial terms

Learning objectives

Knowledge and understanding

- 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:

- 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, text books, internet, etc.

c) Prerequisite

Introduce this lesson with the introductory activity as a way of diagnosing what students already know about financial terms.

d) Guidance on learning activities 4.2.1.

Introduce this lesson by asking students to discuss the terms used in finance. Let the students mention as many financial terms as they can. When the students finish, ask them to present and the teacher can only add the terms that students did not mention.

Ask the students to read the text silently (give them time), then ask some questions to check their understanding. Choose few students to read aloud and answer questions from students' book about the text. Tell students to answer the questions from the text.

Possible answers to comprehension questions on learning activity 4.2.1 (Text 1)

1. The difference is that a debit card has a Visa® or MasterCard® logo on its face. ... When you use a debit card, the money is deducted from your checking account. With a credit card, you're borrowing money to be repaid later.
2. The term that we use when we spend more money than we have in our bank account is Overdraft.
3. Open ended. Students can draw different conclusions and the teacher is there to guide them in language structure, if their answers are making sense,...

Possible answers (Comprehension questions-text 2. A dialogue)

- a) The name of the bank is Grammar Bank.
- b) The customer wanted to open a checking account.
- c) The customer wanted to open an account because He/she wanted to apply for a credit card.
- d) The value of gold card is \$10,000.
- e) The customer was supposed to deposit on his account a minimum of \$250.

e) Application activities

4.2.2. Application activity: Debate and sentence writing

1. Debate.

Open ended. The teacher should lead the students in debate.

2. Write sentences using the following financial terms:

This question is related to sentence construction. Guide the students to make correct sentences. When giving constructive feedback, make sure the students are using financial terms. Check the spelling of some words, language structure, and punctuation.

Lesson 4.3.: Describing financial institutions

a) Lesson objectives

Knowledge:

- Identify words for financial tools

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.

b) Teaching and learning resources

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

c) Prerequisite

Introduce this lesson with the introductory activity as a way of diagnosing what students already know about financial institutions.

d) Guidance on learning activities 4.3.1.

Introduce this lesson by asking students to discuss different financial institutions. Let the students mention as many financial institutions as they can. When the students finish, ask them to present and the teacher can only add the financial institutions that students did not mention.

Ask the students to read the text silently (give them time), then ask some questions to check their understanding. Choose few students to read aloud and answer questions from students' book about the text. Tell students to answer the questions from the text.

Possible answers to comprehension questions on learning activity 4.3.1

Pre-reading activity: Picture interpretation

1. The services given in Fig. 1-4 are the same because the banks and cooperatives give the same services.
2. Types of financial institutions include: central banks, retail and commercial banks, internet banks, credit unions, savings, and loans associations, investment banks, investment companies, brokerage firms, insurance companies, and mortgage companies.
3. It is important to keep your money at the bank because:
 - Your money will be protected from theft and fires.
 - Your money will be federally insured so if your bank or credit union closes, you will get your money back.
 - Many banks offer an interest rate when you put your money in a savings account.
4. Examples of tools used by financial institutions are: Cheques, credit cards, receipt, billing, Machine, etc.

Possible answers to comprehension questions (Text 1: Financial institutions in Rwanda)

1. From investment, people create jobs and also play a role in both social services and infrastructure building.
2. The types of financial institutions described in the text are: Access Bank Rwanda, Bank of Kigali, I & M Bank, BPR (Bank Populaire du Rwanda), Cogebanque, Ecobank, and GT Bank.
3. Banks are important because they perform a critical role in facilitating payments. They also have played an important role in channelling credit (loan) to households and **businesses**.

4. Microfinance Company offers smaller loans and interest to individuals or businesses whereas an investment bank that buys shares from businesses mainly in agriculture and tourism have big loans and interests.
5. This is an open-ended question that can require the teacher to guide students to suggest some pieces of advice to people who do not use financial institutions and harmonize different ideas given after the discussion.

e) Application activities

4.3. 2. Application activity: Sentence construction and composition writing

1. Sentence construction.

Guide the students to make correct sentences. When giving constructive feedback, make sure the students are using financial terms. Check the spelling of some words, language structure, and punctuation.

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

Lesson 4.4.: Language structure: Use of quantifiers: many, some, a little, little

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: photographs, internet, audio-visual materials, graphs, text books, etc.

c) Prerequisites for the lesson

The teacher may guide the students to recall the knowledge learned in the previous sub units/language structure.

d) Guidance on learning activities

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

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

Possible answers (4.4.1. Learning activity)

a) Filling in the gaps with either **some** or **any**:

1. any
2. Some
3. Some
4. any
5. any
6. any

b) Filling in the gaps with either **little** or **a little**.

1. a little
2. little

4.6 Additional information for teachers

The teacher may look for extra information in supplementary materials such as grammar books and internet.

4.7. End unit assessment

A. Choosing and underlining the correct word to complete the sentences

1. many of
2. many
3. much
4. many
5. much of
6. much
7. much
8. many
9. much
10. many

B. Filling in the gaps with either few, little, a few or a little:

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

C. Composition writing this an open-ended question, students should write on the given topic and the teacher may plan a sample written composition to help him/her guide students when feedback is being given. Insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love to write.

4.8 Additional activities

4.8.1 Remedial activities

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

4.8.2 Consolidation activities

1. Fill in the blanks with “little”, “a little”, “few” or “a few”

- a. I have...**little**...water left. There's enough to share.
- b. I have...**a few**...good friends. I'm not lonely.
- c. He has ...**little**...education. He can't read or write, and he can hardly count
- d. There are...**few**...people she really trusts. It's a bit sad
- e. We've got...**some**...time at the weekend. Would you like to meet?

2. Fill in an appropriate determiner of quantity in each blank space.

- a) There are **few** banks left in the area because so many infrastructures have been destructed.
- b) The fishermen caught **a lot of** fish, so the resource is being reduced.
- c) **A lot of** soil is eroded every year.
- d) **Many** people suffer ill health because they eat too little protein.
- e) **Many** financial institutions give loans at low interest rate in my community.

4.8.3 Extended activities

Either write an essay with a title “My Future Business Plan ”or Write a formal letter requesting registration of your business in Rwanda Development Board(RDB)

UNIT 5

HEALTH AND SANITATION

5.1 Key Unit Competence:

To use language learnt in the context of health and sanitation.

5.2 Prerequisite (knowledge, skills, attitudes and values)

Prior to undertaking this unit “Health and sanitation”, it is important that both the teacher and students treat this unit 5 with a lot of practicality because health and sanitation are complementary and are part of our survival. Students of senior 4, are expected to know that proper sanitation promotes health, improves the quality of the environment and thus, the quality of life in a community.

5.3. Cross-cutting issues to be addressed:

Comprehensive sexuality education

The passages in this unit are expected to equip students with the knowledge and skills that will allow them to make informed decisions about their sexuality and life style. This will help them avoid unintended pregnancies and sexually transmitted infections (STI) including HIV/AIDS.

Gender education

Gender education will be addressed through giving both boys and girls equal chance to participate in the lessons. The teacher should ensure that girls and boys are mixed in order to promote cross-gender interaction and encourage both genders to take on the role of leadership.

5.4. Guidance on the introductory activity

Ask students to observe the picture (on page 87) and ask them to work in pairs when answering questions on unit 1 introductory activity. Give them time to critically think about the questions and move around to help some of the students with special needs. Randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together.

Possible answers on the introductory activity

1. The most common illnesses in Rwanda include malaria, tuberculosis, HIV/AIDS, etc.
2. The communicable diseases include HIV, hepatitis A, B and C, measles, salmonella, measles, amoebic dysentery and blood-borne illnesses.
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. Coronary disease is a disease in which there is a narrowing or blockage of the coronary arteries (blood vessels that carry blood and oxygen to the heart).
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.

5.5. List of lessons and lesson development

N°	Lesson title	Learning objectives	Number of periods
1	Describing the difference between illnesses/diseases and pandemics	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Recall different types of diseases. <p>Skills</p> <ul style="list-style-type: none"> ▪ listen to texts about health and sanitation for information. <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Participation to activities related to disease prevention. ▪ Maintenance of hygienic tools. 	2
2	Talking about sanitation and related tools	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Name tools used in sanitation. <p>Skills</p> <ul style="list-style-type: none"> ▪ Read texts about health and personal hygiene for information about related tools. <p>Attitudes and values:</p> <p>Maintenance of hygienic tools.</p>	3

3	Talking about health, sanitation and related businesses	<p>Knowledge</p> <ul style="list-style-type: none"> ▪ Recognise businesses related to health and sanitation. <p>Skills</p> <ul style="list-style-type: none"> ▪ Read and write on businesses related to health and sanitation. <p>Attitudes and values:</p> <p>Maintenance of hygienic tools.</p>	3
4	Language structure: Conditionals	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Recognize the use of conditionals in texts. <p>Skills:</p> <ul style="list-style-type: none"> ▪ Read and write about health and hygiene for sharing information. <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Control of hands' cleanness during critical moments of washing hands. ▪ Appreciate the use first conditional clauses in describing health and sanitation. 	3
	End unit assessment		1

Lesson 5.1: Describing the difference between illnesses/ diseases and pandemics

a) Lesson objectives

Knowledge

- Recall different types of 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.

b) Teaching and learning resources

In this lesson, the teacher may use charts displaying people suffering from different diseases, books, internet, hygienic tools, etc.

c) Prerequisites

Students of senior 4 are expected to know about some diseases. So, the teacher may introduce the lesson by asking students about types of diseases.

d) Learning activities

Guidance on learning activities 5.1.1: Reading and analyzing text

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

Possible answers to the comprehension questions (Text 1)

1. People have difficulties in distinguishing the words “pandemic,” “epidemic,” and “endemic” because the definition of each term is fluid and changes as diseases become more or less prevalent over time.
2. Yes, accountants need to know the difference among the words pandemic, epidemic and endemic because they also need to understand public health news and appropriate public health responses.
3. An epidemic is a disease that affects a large number of people within a community, population, or region while a pandemic is an epidemic that’s spread over multiple countries or continents.
4. After COVID-19 reached Rwanda in 2020, it had become a pandemic disease because it had spread over multiple countries and continents.

Vocabulary

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

Words/phrases	Meaning
Infectious	(of a disease or disease-causing organism) liable to be transmitted to people, organisms, etc. through the environment.
Blurred	unable to see or be seen clearly.
Prevalent	widespread in a particular area or at a particular time.
Predictable	always behaving or occurring in the way expected.
The opioid epidemic	the growing number of deaths and hospitalizations from Opioids, including both prescription and illicit drugs.

Possible answers to the comprehension questions (Text 2)

1. The most common diseases in Rwanda today are malaria, HIV/AIDS, tuberculosis, typhoid or typhoid fever.
2. Transmissible/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/sex and by avoiding sharing instruments like razor blades and syringes with infected persons.
7. The diseases that are steadily increasing in Rwanda include cancer, diabetes, obesity and mental illness.
8. The lifestyle diseases include 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. The disease that is caused by body cells that malfunction is cancer.

e) Application activities

5.1.2 Application activities: Vocabulary, sentence writing, composition writing and debate

1. Vocabulary

Words/ phrases	Meaning
Disease	any harmful deviation from the normal structural or functional state of an organism, generally associated with certain signs and symptoms and differing in nature from physical injury.
Waterborne	Supported, carried, or transmitted by water.
Airborne	Diseases that are spread/transmitted in the air.
Bacteria	A bacterium is a member of a large group of unicellular microorganisms which have cell walls but lack organelles and an organized nucleus, including some that can cause disease.
Virus	an infective agent that typically consists of a nucleic acid molecule in a protein coat, is too small to be seen by light microscopy, and is able to multiply only within the living cells of a host.
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 intercourse.
Stagnant	water or the atmosphere that is in one place/ space having no current or flow and often having an a very bad smell as a consequence.

Transmissible 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.
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2. Sentence writing

The teacher should accept any grammatical and semantical correct sentences.

3. Composition writing

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

Lesson 5. 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

In this lesson, the teacher may use photos, charts displaying people suffering from different diseases, books, internet, hygienic tools, etc.

c) Prerequisites

Students of senior 4 are expected to know about some diseases. So, the teacher may introduce the lesson by asking students about types of diseases.

d) Learning activities

Guidance on learning activities 5.2.1: Reading analysing and text

The teacher should allow active learning participation as students read the text,

he/she should motivate them and encourage gender participation:

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

Possible answers the comprehension questions (1.3.1. Learning activity)

1. The advantage that robotic surgery has on conventional techniques is to permit surgeons to perform numerous sorts of complex procedures with more accuracy, flexibility and control.
2. The two parts of the world that rapidly adopted robotic surgery the United States and Europe.
3. The sentence, in the passage, that has a meaning similar to “It is also sometimes used in certain traditional open surgical procedures” is “It is additionally some of the time used in certain traditional open surgical procedures.”
4. The most widely used clinical robotic surgical system includes a camera arm and mechanical arms with surgical instruments attached to them.
5. The benefits of minimally invasive surgery include fewer complications, such as surgical site infection, less pain and blood loss, quicker recovery and smaller, less noticeable scars.

e) Application activities

5.2.2 Application activities: Vocabulary and summary writing

1. Vocabulary

Words/ phrases	Meaning
Robotic surgery	Surgery carried out using mechanical arms controlled by the surgeon and bearing surgical instruments and a camera, especially to avoid the need for large incisions.
Accuracy	The quality or state of being correct or precise.
Minimally invasive surgery	Surgery that is done using small incisions (cuts) and few stitches.

Embrace	Accept (a belief, theory, or change) willingly and enthusiastically.
Incorporate	Take in or contain (something) as part of a whole; include.
High-definition	A high definition (HD) photo is a shooting mode found on digital cameras that produces larger, wider, clearer, and crisper images because of increased pixels.
Delicate	Easily broken or damaged; fragile.

2. Summary writing

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

Lesson 5.3. : Talking about health, sanitation and related businesses

a) Learning objective

Knowledge

- Recognise businesses related to health and sanitation.

Skills

- Read and write on businesses related to health and sanitation.

Attitudes and values:

Maintenance of hygienic tools.

b) Teaching and learning resources

In this lesson, the teacher may use photographs, textbooks, audio materials, maps, dictionaries, etc.

c) Prerequisites

Students should be guided to recall what they have learned in lesson 3. The teacher may request students to share their experience about people in different work places and their occupations.

d) Learning activities

Guidance on learning activities 5.3.1: Reading and analysing text

The teacher may go back to the previous sub-units for guidance on how to help students with this activity.

Possible answers to the comprehension questions of Text 1 (Learning activity 5.3.1.)

1. The basic right being referred to in the first paragraph is right to clean water.
2. To address the issue of clean water shortage African governments are increasing the number of drinking water projects.
3. The initiatives of addressing the issue of clean water shortage are still few in number due to a lack of funding or adequate expertise.
4. Water Access Rwanda has been trying to solve the problem of water shortage by installing water filtering devices (kiosks, filters and pumps) in the country's localities since 2014.
5. Water Kiosk Africa is a Kenyan start-up launched in March 2020 which is involved in a project to build 40 solar-powered desalination systems in Kenya. The systems will eventually remove salt and other minerals from brackish groundwater in 13 Kenyan counties.

e) Application activities

5.3.2 Application activities: Vocabulary and composition writing

1. Vocabulary

The teacher should accept any grammatically and semantically correct sentences.

2. Composition writing

The teacher may go back to the previous sub-units for guidance on how to help students with this activity.

Possible answers to the comprehension questions of Text 2 (Learning activity 5.3.1.)

1. If hands are not washed, one may take in germs that cause diarrhea and subsequently losing appetite, hence limiting their nutritional intake. Parasitic infections contribute to malnutrition and micronutrient deficiency through subtle reduction in digestion and absorption, chronic inflammation and loss of nutrients.
2. Dirty water causes severe illness and even death caused by water borne diseases.
3. The consequences children who don't have water near their homes face include:
 - Missing school because they move long distances in search of clean water
 - They risk severe illness and even death from water borne 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:
 - Before, during, and after preparing food.
 - Before and after eating food.
 - Before and after caring for someone at home who is sick with vomiting or diarrhea.
 - Before and after treating a cut or wound.
 - After using the toilet.
 - After changing diapers or cleaning up a child who has used the toilet.

5.3.3 Application activities: Vocabulary and sentence writing

1. Vocabulary

Words and phrases	Meanings
Hygiene	Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.
Enteropathy	Any pathology of the intestine.

Malnutrition	Lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.
Nutrient	A substance that provides nourishment essential for the maintenance of life and for growth.
Contaminated water	Contaminated water is water that is changed due to the presence of chemicals, microbes or physical alterations.
Latrine	A toilet, especially a communal one in a camp or barracks.

2. Sentence writing

The teacher should accept any grammatically and semantically correct sentences.

Lesson 5.4: Language structure (conditionals)

a) Lesson objectives

Knowledge:

- Recognize the use of conditionals in texts.

Skills:

- Read and write about health and hygiene for sharing information.

Attitudes and values

- Control of hands' cleanness during critical moments of washing hands.
- Appreciate the use first conditional clauses in describing health and sanitation.

b) Teaching and learning resources

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

c) Prerequisites /Revision/Introduction

The teacher should check the knowledge that students have on conditionals through questions because they are expected to have studied them in previous classes.

d) Learning activities

Guidance on learning activity 5.4: conditionals

The teacher should:

- Use authentic examples from authentic texts.
- Use grammatical terms but explain them through examples.
- Encourage language play, experimentation and risk taking.
- Encourage high-quality discussion about language structure.

Possible answers to the application activity 5.4.5

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

5.5 Spelling and pronunciation

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

Words/phrases	Meaning
Disease	/dɪ'zi:z/
Waterborne	/'wɔ:təbɔ:n /
Airborne	/'eəbɔ:n /

Bacteria	/ bæk'tɪəriə /
Virus	/ 'vaɪərəs /
Malaria	/ mə'leəriə /
Cancer	/'kænsə/
Infected	/ ɪn'fektɪd /
Symptoms	/'sɪmptəmz/
Fever	/ 'fi:və /
Headache	/ 'hedeɪk /
Unprotected	/ ,ʌnprə'tektɪd /
Needle	/'ni:dl/
Condom	/ 'kɒndɒm /
Stagnant	/ 'stægnənt /

5.6. Additional information for teachers

The teacher may look for extra information in supplementary materials such as grammar books and internet.

5.7. End unit assessment

Possible answers to the end unit assessment

i. Completing the Conditional Sentences using the correct form of verbs in brackets.

1. If we meet at 9:30, we **will have** plenty of time.
2. Lisa would find the milk if she **looked** in the fridge.
3. The zookeeper would have punished her with a fine if she **had fed** the animals.

4. If you spoke louder, your classmates **would understand** you.
5. Dan **would arrive** safe if he drove slowly. (arrive)
6. You **would have had** no trouble at school if you had done your homework.
7. If you **swim** in this lake, you'll shiver from cold.
8. The door will unlock if you **press** the green button.
9. If Keza **had asked** her teacher, he'd have answered her questions.
10. I **would call** the office if I were you.

ii. Choosing the right word to fill in blanks in the paragraph

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

iii. Composition writing

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

5.8. Additional activities

5.8.1 Remedial activities

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

5.8.2 Consolidation activities

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

5.8.3. *Extended activities*

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

UNIT 6

ENVIRONMENT CONSERVATION AND SUSTAINABILITY

6.1. Key Unit Competence:

To use language learnt in the context of Environment Conservation and Sustainability

Introductory Activity: Picture observation and interpretation

6.2. Prerequisite (knowledge, skills, attitudes and values)

Before taking on this unit *Environment conservation and sustainability*, the teacher should ensure that the students have knowledge on Environment. This is a topic that cross cuts most levels of school. It is important that the teacher 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.

6.3. Cross- cutting issues

- *Environment and sustainability* (Describing different ways of protecting environment, protecting natural vegetation and other elements of physical environment)
- *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,)

6.4. Guidance to the introductory activity

The teacher should ask students to open their students' books and critically observe the pictures. This activity should be of open discussion. However, it will encourage them to check for the questions after interpretation of the pictures. Allow a free discussion with your guidance while they find answers to questions on the introductory activity of Unit 6.

Possible answers to the introductory activity

1. Fig1 represents dwellings around a lake. Both lakes and dwellings are physical elements of the environment. The image in Fig2 is a volcano. A volcano is also one of physical elements of the environment. The image in fig. 3 represents tourism and the image in fig. 4 is showing cash crops production.
2. The main elements of our physical environment include: water, mountains, climate, mineral resources, vegetation and Soil.
3. It is very important to protect our environment because our survival depends on it. For example, our forests remove carbon dioxide and other pollutants from the air we breathe and also cool our air temperatures, reducing the formation of ground-level ozone, a pollutant that can cause heart and lung problems to worsen; our wetlands store storm water, filter and make harmless storm water pollutants, and recharge our aquifers (where most of us get our drinking water) with these filtered waters; and the dune systems on our beaches form natural barriers to storm waves and provide important habitat and travel ways for both humans and animals.
4. Methods that can be used to conserve our environmental resources include: planting trees, using reusable bags, recycling, composting, using rechargeable batteries, quitting smoking and maintaining our vehicles.

6.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Talking about physical elements of environment	Knowledge: -Identify words and expressions used in the context of environment Skills: -Read a story about environment. -Listen to a story about environment. Attitudes and values: -Respect land use laws. -Demonstrate a spirit of caring and protecting environment.	2

2	Describing environmental features and their roles	<p>Knowledge:</p> <p>-Explain words and expressions used in the context of environment.</p> <p>Skills:</p> <p>-Write about environment conservation and protection.</p> <p>Attitudes and values:</p> <p>-Show love for natural environment.</p>	2
3	Talking about problems faced by environment today.	<p>Knowledge:</p> <p>-Identify problems faced by environment.</p> <p>Skills:</p> <p>- Listen and implement the environment conservation and protection instructions.</p> <p>Attitudes and values:</p> <p>-Show solidarity and willingness to rescue the victims of natural disasters</p>	3
4	Describing different ways of protecting environment	<p>Knowledge:</p> <p>-Indicate different ways of protecting environment.</p> <p>Skills:</p> <p>-Sensitize people about sustainable ways of protecting environment.</p> <p>Attitudes and values:</p> <p>-Show willingness to attend tree planting in community work.</p>	3
5	Language structure -Conjunctions used to express purpose -so as to, in order to, in order that, for, to, that, so that, etc.	<p>Knowledge:</p> <p>-Recognize conjunctions used to express purpose.</p> <p>Skills:</p> <p>Use correctly expressions of purpose.</p> <p>Attitudes and values:</p> <p>-Show willingness to attend tree planting in community work.</p>	3
6	End of unit assessment.		1

Lesson 6.1: Talking about physical elements of environment

a) Lesson objectives

Knowledge:

- Identify words and expressions used in the context of environment

Skills:

- Read a story about environment.
- Listen to a story about environment.

Attitudes and values:

- Respect land use laws.
- Demonstrate a spirit of caring and protecting environment.

b) Teaching and learning resources

Photographs, text books, videos, etc.

c) Prerequisites

Before taking on this sub-unit, *talking about physical elements of environment*, the teacher should ensure that the students have a clue on Environment.

d) Guidance on learning activities 6.1.1.

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

Possible answers to comprehension questions on learning activity 6.1.1

1. According to the author, the physical environment is natural surroundings including whether it is clean or dirty and the things within it and how they interact to create a 'space.'
2. Man can use land for transportation and agriculture. Agricultural activities are major forms of land use, including row crops, rangelands, animal farms, aquaculture, and other agribusiness activities.

3. The writers say that physical environment affects human activities because all activities are carried out within the environment.
4. Yes, the physical environment can influence the food that we eat because some elements of our physical environment such as water, sun and soil are the one that determine what to plant/grow and when to plant it.
5. The importance of healthy environment as described in the passage is that it provides recreational opportunities, allowing people to take part in activities they value.

e) Application activities

1. Word meaning

6.1.2. Application activity: Vocabulary, sentence and paragraph writing

Word	Meaning
Aquaculture	The rearing of aquatic animals or the cultivation of aquatic plants for food
Irrigation	The supply of water to land or crops to help growth, typically by means of channels.
Recharge	Restore electrical energy in (a battery or a battery-operated device) by connecting it to a power supply.
Watersheds	A watershed is an area or ridge of land that separates waters flowing to different rivers, basins, or seas or it can also be defined as an area or region drained by a river, river system, or other body of water.
Landscape	All the visible features of an area of land, often considered in terms of their aesthetic appeal.

2. Sentence construction

This question is related to sentence construction. Guide the students to make correct sentences. When giving constructive feedback, make sure you check the spelling of some words, language structure, and punctuation.

3. Paragraph writing

This is an open-ended activity. You should remind the students to have a look at techniques of writing a good paragraph. You should also ensure the grammaticality of sentences and see if they are making sense.

Lesson 6. 2: Describing environmental features and their roles

a) Lesson objectives

Knowledge:

Identify words and expressions used in the context of environment

Skills:

- Read a story about environment.
- Listen to a story about environment.

Attitudes and values:

- Respect land use laws.
- Demonstrate a spirit of caring and protecting environment.

b) Teaching and learning resources

Photographs, text books, videos, etc.

c) Prerequisite

Before taking on this sub-unit, *Describing Environmental Features and their Roles*, the teacher should ensure that the students have knowledge about physical elements of environment as learnt in the previous sub-unit.

d) Guidance on learning activities 6.2.1.

You should ask students to open their students' textbooks and read the text titled 'Environmental features'. You should tell them to read silently in pairs and randomly distribute paragraphs to readers to read aloud to the class. You can also pay attention to the pronunciation and clear articulation of words and interrupt in case a student struggles with a specific word.

After the read aloud, instruct the students to work in pairs while finding answers to the comprehension questions on learning activity 6.2.1, then share with the rest of the class. The reading and speaking skills must be strengthened.

Possible answers to comprehension questions on learning activity 6.2.1

1. Rwanda has a temperate tropical **highland** climate, with lower **temperatures** than are typical for equatorial countries due to its high elevation.
2. There are two rainy seasons in the year. The first runs from February to June and the second from September to December. These are separated by two dry seasons: the major one from June to September, during which there is often no rain at all, and a shorter and less severe one from December to February.
3. The importance of some environmental features mentioned in the passage is that without some of the features, life can't be possible.
4. Countries which are served by hydro power generation from River Nile are: Uganda, Kenya and Rwanda.
5. Rwandan lakes are: Kivu, Burera, Ruhondo, Muhazi, Rweru, and Ihema. These lakes are important because they provide us with water and sea food. Some of the lakes also serve as source of energy such as electricity and methane gas.
6. Kigali has a typical daily temperature range between 12 °C (54 °F) and 27 °C (81 °F).

e) Application activities

6.2.2. Application activity: Vocabulary and composition writing

1. Vocabulary

Word	Meaning
a. Temperatures	The degree or intensity of heat present in a substance or object, especially as expressed according to a comparative scale and shown by a thermometer or perceived by touch.
b. crippling	Causing a severe and almost insuperable problem.
c. droughts	A prolonged period of abnormally low rainfall, leading to a shortage of water.
d. precipitation	Rain, snow, sleet, or hail that falls to or condenses on the ground.
e. rainfall	The quantity of rain falling within a given area in a given time.

f. constituency	One of the official areas of a country that elects someone to represent it in a parliament.
g. floor	The bottom of the sea, a cave, or an area of land.
h. catchment	The action of collecting water, especially the collection of rainfall over a natural drainage area.
i. filter	A porous device for removing impurities or solid particles from a liquid or gas passed through it.
j. carbon dioxide	A colourless, odourless gas produced by burning carbon and organic compounds and by respiration. It is naturally present in air (about 0.03 per cent) and is absorbed by plants in photosynthesis

2. Composition writing.

This is an open-ended activity. The teacher should 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.

Lesson 6.3: Talking about problems faced by environment today.

a) Lesson objectives

Knowledge:

- Identify problems faced by environment.

Skills:

- Listen and implement the environment conservation and protection instructions.

Attitudes and values:

- Show solidarity and willingness to rescue the victims of natural disasters

b) Teaching and learning resources

- Photographs, text books, videos, etc.

c) Prerequisite

Before taking on this sub-unit about problems faced by environment today, the teacher should ensure that students have a clue on Environment.

d) Guidance on learning activities 6.3.1.

The teacher should tell students to open their students' textbooks and read the text titled *environmental problems*. For the reading activity, the teacher may carry out model reading for the class. The teacher should instruct the students to answer comprehension questions on learning activity 6.3.1 individually. You should guide the whole process.

Possible answers to comprehension questions on learning activity 6.3.1

1. Environmental issues are defined as problems with the planet's systems (air, water, soil, etc.) that have developed as a result of human interference or mistreatment of the planet.
2. Reasons that cause soil damage are: erosion, overgrazing, overexposure to pollutants, monoculture planting, soil compaction, land-use conversion and many more.
3. People making efforts to shift to renewable resources of energy like solar, wind, biogas and geothermal energy because global warming has become an undisputed fact about our current livelihoods; our planet is warming up and we are definitely part of the problem.
4. Deforestation can cause climate change, desertification, soil erosion, fewer crops, flooding, increased greenhouse gases in the atmosphere, and a host of problems for indigenous people.
5. Global warming has become an undisputed fact about our current livelihood. All across the world, people are facing a wealth of new and challenging environmental problems every day. Some of them are small and only affect a few ecosystems, but others are drastically changing the landscape.
6. People are damaging the environment through the use of chemical fertilizers, pesticides and insecticides because of the population that is increasing while the land isn't becoming bigger. So they use them to improve the production.

Application activities

6.2.3 Application activity: Vocabulary and Debate

1. Sentence construction.
2. Guide the students to make correct sentences. When giving constructive feedback, make sure the students are using correct terms. Check the spelling of some words, language structure, and punctuation.
3. Guide the students to debate on the use of chemical fertilizers, pesticides and insecticides.

Lesson 6.4: Describing different ways of protecting environment

a) Lesson objectives

Knowledge:

- -Indicate different ways of protecting environment.

Skills:

- -Sensitize people about sustainable ways of protecting environment.

Attitudes and values:

- -Show willingness to attend tree planting in community work.

b) Teaching and learning resources

- Photographs, textbooks, videos, etc.

c) Prerequisite

- Before taking on this sub-unit about ways of protecting environment, the teacher should ensure that students have a clue on some ways of protecting the environment.

d) Guidance on learning activities 6.4.1.

- The teacher should tell students to open their students' textbooks and observe the pictures and answer the questions on the introductory activity. Then read the text titled *protect your environment*. For the reading activity, the teacher may carry out model reading for the class. The teacher should instruct the students to answer comprehension questions on learning activity 6.4.1 individually. You should guide the whole process.

Possible answers to the introductory activity (A: Picture analysis)

1. In fig. 1, I can see a hill with terraces to protect soil erosion, trees and some crops planted there. In fig. 2, I can see a teacher and students planting trees to protect the environment.
2. Digging terraces and planting trees are some of the strategies we can use to protect our environment.
3. Open ended. Let the students mention different importance of protecting the environment.
4. Open ended. Guide the discussion on how industries cause environmental problems.

Possible answers to comprehension questions on learning activity 6.4.1 (Text1)

1. Problems that the writer says they can be dealt with government are global warming, the loss of forests and other habitats and waste disposal.
2. The strategies identified by the writer about environmental protection are:
 - To reduce emissions from coal and oil burning power stations and to develop safer sources of power
 - Recycling
 - Share unused portions with neighbors or charities
 - Donate books to the library
 - Give old clothing to charity
 - Buying only the amount you need
 - Persuading manufacturers to reduce the amount of packaging they use
 - Mowing your lawn with a mulching mower and leaving the clippings on the grass
3. We must protect the environment because it's our real home, we live in it and we don't want a nasty living of trash everywhere with stench.
4. We need to recycle all the plastic that we use.
5. High mountainous soil can be protected through making terraces and planting trees.

Possible answers to text 2: A poem on environmental protection

1. In order to protect the environment, the poet mentioned the following strategies:
 - Clean the Air
 - Plant more trees
 - Loving plants and Animals
 - Conserve water
 - Harvest sunlight
 - Recycle everything

Application activities

1,1.3 Application activity: Vocabulary, Debate and Composition writing.

1 Vocabulary

Word	Meaning
a. Global warming	A gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.
b. Pollution	The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
c. Stenches	A stench is strong and very unpleasant smell.
d. Backyard	A small enclosed space at the back of a house, usually with a hard surface.
e. Portions	A part or share of something larger.
f. Charity	A system of giving money, food or help free to those who are in need because they are ill, poor or homeless, or any organization which is established to provide money or help in this way.
g. Recycling	The action or process of converting waste into reusable material.

1. Debate and Composition writing.

- b) The teacher should guide the students to debate on the following topic or motion making sure that each and every participant knows his/her own role.: *“Human activities have brought more harm than good on our Earth”.*
- c) Guide the students to write two paragraphs describing different ways of protecting the environment.

Lesson 6.5: Language structure: Use of expressions of purpose.

a) Lesson objectives:

Knowledge:

- Recognize conjunctions used to express purpose.

Skills:

- Use correctly expressions of purpose.

Attitudes and values:

- Show willingness to attend tree planting in community work.

d) Teaching and learning resources

Photographs, text books, videos, etc.

e) Prerequisite

The teacher may guide the students to recall the knowledge learnt before about conjunctions used to express purpose. Give students time to construct different sentences using conjunctions of purpose.

f) Guidance on learning activities

The teacher may pick some sentences from the above texts to bring the context in language structure and try to put some language structure to be taught. He/she may also pick an extract from the text and make sure it has the language structure and ask students to identify the language structure used. Through the analysis, students will discover the rule to be followed in that language structure. Example: so as to, in order to, in order that, for, to, that, so that, etc. Thereafter, he/she may give some activities related to the language structure studied to check if that structure was well mastered by students. The teacher

may also ask students to write a paragraph related to the context (unit being studied) and more attention should be put on the use of that language structure.

Possible answers to learning activity 6.5.1.

Read the following paragraphs and identify expressions of purpose used

Expressions of purpose used in the paragraphs are: *so that*, *in order to* and *so as to*.

Possible answers to application activity 6.5.2 (Choose the correct expression of purpose)

a) Correct expression of purpose

1. so as not to
2. 2. to
3. 3. in order to
4. 4. to
5. 5. so that
6. 6. so that

b) Paragraph writing.

This is an open-ended activity. You should tell students to look at the techniques and structure of paragraph writing. Ensure the grammaticality of sentences.

Additional information for teachers

The teacher may look for extra information in supplementary materials such as grammar books and internet.

6.6. End unit assessment.

- a) Use a dictionary and thesaurus to look up the missing pronunciation of the words/phrases in the table below. Copy the table into your book and fill in the blank spaces and practice reading

Words	Pronunciation
Erosion	/ ɪˈrəʊʒən /
Trees	/ triːz /
Temperature	/ ˈtɛmpərɪʃə /
Pollution	/ pəˈluːʃən /
Environment	/ ɪnˈvaɪərənmənt /
Conservation	/ kɒnsə(:)ˈveɪʃən /
Sustainability	/ səˌsteɪnəˈbɪlɪti /
Recycling	/ ˌriːˈsaɪklɪŋ /
Precipitation	/ prɪˌsɪpɪˈteɪʃən /
Climate	/ ˈklaɪmɪt /
Irrigation	/ ˌɪrɪˈɡeɪʃən /
Landscape	/ ˈlænskeɪp /

- b) Essay writing.

This is an open-ended activity.

Consider the following while marking:

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

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

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

- c) Rewrite the sentences below using to, in order not to, so that...

1. I sent her a bunch of flowers **in order to** make it up with her.

(I sent her a bunch of flowers **so that** I may make it up with her.)

2. I entered Mr. Green's office **in order to** talk to him about environment.

(I entered Mr. Green's office **so that** I could talk to him about environment.)

3. I came back **in order to** take care of my parents.

(I came back so that I could take care of my parents)

4. She winked at me **in order to** let me know that she was joking.

(She winked at me so that she could let me know that she was joking.)

5. I have come **in order to** give you a piece of advice on environmental protection.

(I have come so that I may give you a piece of advice on environmental protection.)

D) Matching the beginnings of the sentences to the correct endings.

1	F
2	D
3	G
4	C
5	H
6	B
7	A
8	E

6.8 Additional activities

6.8.1 Remedial activities

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

Consolidation activities

1. I'm studying very hard at the moment pass my exams next month. (so as not to, for, to).
2. I bought a dictionary help with my vocabulary. (in order not to, to, for).
3. I went to bed early I wouldn't be tired in the morning. (so as not to, in order to, so that)
4. I have to get up early. I set the alarm for five o'clock in order not to oversleep. (in order not to, in order to, so as to)
5. I waited for an hourI could meet her. (for, so that, so as not to)
6. Some people do not eat before exercises feel nauseated. (to, in order to, in order not to)
7. Do exercise regularly have excellent health and well-being. (in order not to, in order to, for to)
8. My sister gave English lessons earn some pin money. (in order to, so as not to, in order not to)
9. Jenny is a very nice person. She is always prompt help her friends. (for, to, so as not to)
10. They took the taxi waste time (in order to, so as not to, to)
11. I'm going to Australia forget my English. (in order to, so as not to, to)
12. Make sure your bags are tagged you can identify them later. (so that, so as not to, for that)

Possible answers for consolidation activities

1. To
2. To
3. So that
4. In order not to
5. So that
6. In order not to
7. In order to
8. In order to
9. To
10. So as not to
11. So as not to
12. So that

6.8.3 Extended activities

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

UNIT 7

EDUCATION AND PERSONAL DEVELOPMENT

7.1 Key Unit Competence:

To use a language learnt in the context of education and personal development.

7.2 Prerequisite (knowledge, skills, attitudes and values)

Before this unit “*Education and personal development*” is undertaken, students should be well versed with facts on Education and personal development because they have been through some levels of education. You may simply recall related experience or content that they studied way back in their lower levels. In addition, everyone has been involved in personal growth. This puts the teacher in a position of easily relating the unit to students’ experience.

7.3 Cross-cutting issues to be addressed

Comprehensive sexuality education

The third sub-unit; “*Talking about education and sexual education*” provides students with the knowledge and skills that allow them to make informed decisions about their sexuality and life style.

Peace and value education

The teacher should discourage negative behaviours such as booing or laughing at others if they give incorrect answers, and encourage students to work in peace and harmony and be committed to avoiding conflict.

Inclusive education

The teacher should put students into different mixed-ability groups and if he/she has students with disabilities he/she should let them be mixed with others. If he/she has children with hearing impairment or communication difficulties he/she should always get their attention before he/she begins to speak and encourage the child to look at her/his face when he/she speaks. He/she may provide students with visual impairment with braille texts.

7.4 Guidance to the introductory activity

The teacher should direct students to observe the images in the introductory activity. He/she should remind them to address some of the questions using their own experience and the experience of others. They should be encouraged to work on this activity in pairs. He/she should monitor their progress by walking through to ensure teamwork and to assist those that are encountering difficulties. He/she should continue encouraging them to do their best.

Possible answers to questions from the introductory activity

1. The figures above represent educational ambitions.
2. Yes, it is very important for them to celebrate the graduation day for it makes them very ambitious and eager to achieve academically.
3. Education and personal development are much related since one can be a reason for another to occur. Educated people are likely to realize their dream for whatever they do, they do it strategically and systematically.
4. A disabled child can benefit the same education as those without disabilities through inclusive education.

7.5 List of lessons and lesson development

N°	Lesson title	Learning objectives	Number of periods
1	Describing the ability at school.	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.	3

2	Describing educational ambitions	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Recognize words and phrases used in situations of work and jobs. <p>Skills:</p> <ul style="list-style-type: none"> ▪ Describe educational ambition. ▪ Read texts about education and society. ▪ Talk about education and society in both writing and speaking. <p>Attitudes and values:</p> <p>Appreciate the importance of education in our lives.</p> <ul style="list-style-type: none"> ▪ Arousal of ambitions. 	3
3	Talking about sexual education.	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Recognize words and phrases used to talk about sexual education. <p>Skills:</p> <ul style="list-style-type: none"> ▪ Talk about education and sexual education in both writing and speaking ▪ Read texts about sexual education. <p>Attitudes and values</p> <ul style="list-style-type: none"> ▪ Appreciate the importance of sexual education in our lives. ▪ Self-awareness. ▪ Behavioural change 	3
4	Language structure: First and Second conditional.	<p>Knowledge:</p> <ul style="list-style-type: none"> ▪ Recognize the use of first and second conditional <p>Skills:</p> <ul style="list-style-type: none"> ▪ Use first and second conditional sentences in both writing and speaking <p>Attitudes and values:</p> <ul style="list-style-type: none"> ▪ Appreciate the use of conditionals when describing educational ambitions and sexual behaviour. 	3
5	End unit Assessment		2

Lesson 7.1.: Describing the ability at school.

a) Lesson 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

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

c) Prerequisites

- Before taking on this lesson, the teacher should ensure that students have a clue on using present simple tense.

d) Learning activities

Guidance on learning activities 7.1.1: Reading and text analysis

You should tell students to look at the pictures and answer questions after them. After answering questions about pictures, you should ask students 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 reading is taking place. This will also help the teacher to identify students 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 the pre-reading activity: Picture observation and interpretation

1. What is taking place in Fig. 1-2 is teaching and learning.
2. If parents are involved in education process, they help their children revise their lessons.
3. Teachers and parents complement one another. (Accept any reasonable explanation)

Possible answers to the comprehension questions.7.2.1. Learning activity (text 1)

1. The purpose of the conversation was to follow up the child's education in order to know his ability at school.
2. The parent worried just because he cares.
3. Parents should collaborate with school leaders and teachers in order to know the progress of their children. If they know where the child has weakness, they may help them to revise.
4. I would advise the parent to follow up the child and help him revise at home.

Possible answers to the comprehension questions. 7.2.1. Learning activity (text 2)

1. Mr. Kayumba is Kalisa's father.
2. Mr. Kayumba went to that school to seek for a vacancy for his son Kalisa.
3. Kalisa was a student at Groupe Scolaire Nyagahandaza and had done well in first term with an aggregate of 89%.
4. It's not clear in the dialogue whether Kalisa was allowed to join the new school but the conversation they had was promising.

e) Application activities

7.1.2 Application activities: Vocabulary and paragraph writing

1. Vocabulary: Match the following words with their meanings

Words	Meanings
1. Academic	relating to education and scholarship.
2. Aggregate	a whole formed or calculated by the combination of several separate elements; total.
3. Dramatics	the study or practice of acting in and producing plays.
4. Co-curricular	(of an activity at a school or college) pursued in addition to the normal course of study.
5. Recommendation	suggestion about how to deal with something; suggestion someone or something is suitable or useful.
6. Admission	the process or fact of entering or being allowed to enter a school, place or organization.

2. Paragraph writing

This is an open-ended activity. The teacher should ensure the grammaticality of sentences. He should also guide students on how to write a good paragraph. The teacher may tell students that a good paragraph should consistently contain: **unity, coherence, a topic sentence, and sufficient development**. In order for a paragraph to maintain a sense of unity, the paragraph must focus solely on a single idea, point, or argument that is being discussed.

Lesson 7.2: 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.
- 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, students should be well versed with facts on education and personal development because they have been through some levels of education.

d) Learning activities

Guidance on learning activities 7.2.1: Reading and text analysis

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

Possible answers to the comprehension questions (7.2.1. Learning activity)

1. The narrator thinks that accountants have to expand both knowledge and skill sets since some of accounting work is very serious and the world becomes more and more complex in all domains.
2. The sentence reveals that the narrator did not find the situation as she expected since she was not given opportunity to think critically but forced to deal with huge meaningless work.
3. The narrator questions her choice of profession because the person responsible for reconciling the larger cash accounts was acting like a robot without any critical thinking/applying his knowledge.
4. Changes that companies the narrator worked with were experiencing include mergers and acquisitions, expanding into new countries, rapid growth, and IPOs.
5. She knew she had to expand her knowledge base and provide more strategic insight in addition to better managing the close process. She had to help the accountants shift from the mundane tasks to applying their knowledge.
6. Yes, she succeeded. She confirms it herself through this statement: The success of this transformation was contingent on their support.

e) Application activities

7.2.2 Application activities: Vocabulary and composition writing

1. Vocabulary

The teacher should accept any grammatically and semantically correct sentences.

2. Composition writing

This is an open-ended activity. The teacher may guide students on composition writing by considering the following points:

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 reason why the government was not wrong when it established accounting option in secondary schools.

Lesson 7.3: Talking about sexual education

A. Learning objective

Knowledge:

- Recognize words and phrases used to talk about sexual education.

Skills:

- Talk about education and sexual education in both writing and speaking
- Read texts about education

Attitudes and values

- Appreciate the importance of sexual education in our lives.
- Self-awareness.
- Behavioural change

B. Teaching and learning resources

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

C. Prerequisite/introduction/revision

The teacher may ask students some questions related to the lesson learnt in the previous sub-title and guide them to link it with the new one.

D. Learning activities

Guidance on learning activities 7.3.1: Reading and text analysis

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

Possible answers to the comprehension questions. 7.3.1. Learning activity (text 1)

1. The two reasons why there is an urgent need for quality CSE are:
 - Only 34 % of young people around the world can demonstrate accurate knowledge of HIV prevention and transmission.
 - 2/3 girls in some countries have no idea of what is happening to them when they begin menstruating.
2. The objectives are to equip children and young people with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.
3. Yes. The teacher should accept any reasonable explanation.
4. A lack of high quality sexuality and relationship education is likely to leave children and young people vulnerable to harmful sexual behaviours and sexual exploitation

e) Application activities

7.3.2 Application activities: Vocabulary and sentence writing

1. Vocabulary: *Use a dictionary and find meanings of the following words considering how they are used in the passage*

Words	Meanings
Demonstrate	give a practical exhibition and explanation of (how a machine, skill, or craft works or is performed).
Accurate	(especially of information, measurements, or predictions) correct in all details; exact.
Menstruating	(of a woman) discharging blood and other material from the lining of the uterus as part of the menstrual cycle.
Cognitive	of, relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering) cognitive impairment.
Dignity	the state or quality of being worthy of honour or respect.
Conflicting	incompatible or at variance; contradictory.

Inclusion	the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
Reciprocity	the practice of exchanging things with others for mutual benefit, especially privileges granted by one country or organization to another.

2. Sentence writing

The teacher should accept any grammatical and semantical correct sentences.

Possible answers to the comprehension questions. 7.3.1. Learning activity (text 2)

1. Life skills according to the author are the building blocks or framework that allow students to apply the knowledge they acquire in school to real world problems and situations.
2. Life skills are abilities for adaptive and positive behavior while other skills like soft skills are simply noticeable skills such as communication and interpersonal that makes an individual stand out much easily. All skills are geared toward making individuals better and successful.
3. Examples of life skills include self-reflection, critical thinking, problem solving and interpersonal skills.
4. Yes, it is important to develop life skills from early childhood because childhood is a good place to start. (The teacher should accept all reasonable explanations).

1.13 Application activity: Vocabulary and summary writing

1. Vocabulary: Explain the following words using dictionaries as used in the passage

Words/phrases	Meanings
a. Chores	A chore is a task you do every day especially when you are home.

b. Witness bullying	Witness bullying is seeing someone being mistreated because they are new or innocent.
c. To do the laundry	To wash the dirty clothes, towels, etc.
d. Impress	Make (someone) feel admiration and respect.
e. Soft skills	Character traits and interpersonal skills that characterize a person's relationships with other people.
f. Data driven world	A world where big data is being generated by every digital process, systems, gadgets, and sensors around us.

2. Summary writing

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

Lesson 7.4: Language Structure: conditional clause types I & II

a) Lesson objectives

Knowledge:

- Recognise the use of first and second conditional

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 behaviours.

b) Teaching and learning resources

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

c) Prerequisites

Before taking this lesson, student teachers are expected to have enough knowledge on use of conditionals since they saw them in unit 5.

d) Learning activities

Guidance on learning activities: Language Structure (conditional clause type I & II)

The teacher may refer to previous units to see guidance on how to carry out this activity. He/she must make sure that these activities help students to master the language structure taught.

e) Application activities

7.4.3 Application activity Possible answers

1. If I **studied** well ICT, I would become an engineer.
2. If my friend borrowed my car and got a speeding ticket, **I would not be** angry.
3. If I had studied last night, I **would have done** better on the test.
4. I **would have brought** my umbrella today if I had known it would rain.
5. I would run away screaming if I **saw** an alien
6. I would travel to New Zealand if I **had** the chance.
7. If I get a raise this year, I **will spend** Christmas in Hawaii.
8. I would have cooked pasta if I **had known** you don't eat meat.

Additional information for teachers

The meaning of second conditional

Second conditional means untrue in the present or future. If Clause Type 2 is used to think of the opposite of an event that is happening in the present or in the future, to put forward a condition and to express the result of this imaginary condition. Therefore, the tense that we can use must be a bit more past than the tense that we will use to express the truth. So, that is like to use; would instead of will, did instead of do, could instead of can. It is often used to express wishes and desires for the past.

Example Sentences;

- I have to work tomorrow, so I can't come to the amusement park.
(Future)
- If I didn't have to work, I would come to the amusement park with you.

(Although past tense is used, meaning is future time.)

- If I were you, I would want to be a doctor. (but I am not you)
- If I understood what the teacher said, I could tell you. (but I don't understand)
- If she weren't ill, she would go to the school. (but she is ill)
- If I were a chairman, I would offer new and different ideas. (but I am not chairman)
- If you participated in the election, people would choose you. (but you don't participate)

Adapted from (English Grammar Here, 2020)

7.5 End unit assessment

Possible answers to the end of unit assessment

a) Completing the Conditional Sentences (Type I&II) by putting the verbs into the correct form

1. If you come with me, I **will do** the shopping with you.
2. Musoni **will help** his mother in the garden if she reads him a story this evening.
3. If it **rains**, I will stay at home.
4. Our teacher will be happy if we **learn** the poem by heart.
5. If they had enough money, they **would buy** a new car.
6. We **would pass** the exam if we studied harder.
7. If Pat repaired his bike, he **would go** on a bicycle tour with us.
8. She would get 100 pounds if she **sold** this old shelf.
9. If I was/were you, I **would invite** Jack to the party.
10. If the weather **is** fine, the children can walk to school.

UNIT 8

SCIENCE AND TECHNOLOGY

8.1 Key Unit Competence:

To use language learnt in the context of Science and Technology

8.2 Prerequisite (knowledge, skills, attitudes and values)

Students of S4 are expected to know a lot about science and technology since they have been using technology tools and have studied some science subject in lower secondary. The teacher may use flash cards and then, draw the different technology and science related tools that students are familiar with.

8.3 Cross-cutting issues to be addressed

▪ **Comprehensive sexuality education**

Youths are extremely curious and adventurous and would attempt to get answers to their questions at any cost and from anywhere. This is also the case of sexually related information. With the advent and proliferation of smart phones, tablets and other gadgets, coupled with the internet technology, adolescents are exposed to comprehensive formal/informal sex education. The teacher should therefore tell students to be careful while getting such information from internet since some sources are not reliable at all.

▪ **Environment and sustainability**

Although it's not a panacea, technology has the power to increase productivity, efficiency and cost savings, reduce product waste, chemicals and resources and measure, analyze and track progress, all of which can help minimize the impact on the environment.

▪ **Peace and value education**

The teacher should discourage negative behaviours such as booing or laughing at others if they give incorrect answers, and encourage students to work in

peace and harmony and be committed to avoiding conflict.

- **Inclusive education**

The teacher should put students into different mixed-ability groups and if he/she has students with disabilities he/she should let them be mixed with others. If he/she has children with hearing impairment or communication difficulties he/she should always get their attention before he/she begins to speak and encourage the child to look at her/his face when he/she speaks. He/she may provide students with visual impairment with braille texts.

8.4 Guidance to the introductory activity

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

Possible answers the introductory activity

1. USB drives are commonly used for storage, data backup, and transferring files between devices.
2. No, it is not a good practice for it seems they have internet addiction. These people should be talking to one another instead of being busy with their phones.
3. Uses of a tablet (Fig. 3) include:
 - Reading e-books as if it were eBook.
 - Reading offline some web pages.
 - Consulting and editing many office software documents.
 - Browsing
 - Making phone calls, etc.
4. Uses of microscope (Fig.4): A microscope is an instrument that is used to magnify small objects. Some microscopes can even be used to observe an object at the cellular level, allowing scientists to see the shape of a cell, its nucleus, mitochondria, and other organelles.

8.5 List of lessons and lesson development

No	Lesson title	Learning objectives	Number of periods
1	Talking about words and expressions used in the context of science and technology	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.	3
2	Talking about words and expressions used in the context of science and technology	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.	3

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

Lesson 8.1: 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

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

c) Prerequisites/Revision/ Introduction

Students are expected to have prior knowledge about words and expressions used in the context of science and technology learnt in science subjects, ICT, History and Geography. The teacher can use think, pair and share to check their knowledge.

d) Learning activities

Guidance on learning activities 8.1.1: Reading and text analysis

To help students, the teacher may refer to the guidance provided in the previous units to guide students on how to read and answer comprehension questions.

Possible answers to the comprehension questions 8.1.1. Learning activity (Text 1)

1. The four medical issues that are researched and solved with remarkable new technologies are: Congestive heart failure, diabetes, medication noncompliance and stressful isolation.
2. The three areas targeted by researchers mentioned in the passage are:
 - Heart failure
 - Mobile applications that can readily track sleep patterns
 - The remote monitoring technology.
3. The three types of sensors are: 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. The use of mobile applications in healthcare sector contributes a lot as 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.

e) Application activities

8.1.2. a) Application activities: Vocabulary

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

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 wrist 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 <i>calorie</i> 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.

Possible answers to the comprehension questions 8.1.1. Learning activity (Text 2)

1. The biological system mentioned in the passage are, circulatory, digestive, endocrine, immune, lymphatic, nervous, reproductive, skeletal, respiratory, urinary, integumentary systems.
2. The biological system helps oxygen to move around in the body is the circulatory system.
3. The liver and pancreas produce digestive juices.
4. The biological system regulates metabolism, growth and sexual function is the reproductive system. The immune system is the one that prevents people from falling sick
5. Yes, it does because it controls involuntary actions like blinking of the eye.

6. 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.
7. The role of the urinary system is to eliminate waste products from the body.
8. The body's largest organ is the skin.
9. Hair and nails belong to the integumentary system.

8.1.2. b) Application activities: Vocabulary and composition writing

1. Vocabulary

a) Use a dictionary, thesaurus or Internet to look up meaning of the following words/phrases as they are used in the above passage. (The words are highlighted in the text)

No	Vocabulary	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 within a living organism in order to maintain life.
c	Bacteria	Microscopic single cell organisms that thrive in diverse environments.
d	Viruses	A virus is a submicroscopic infectious agent that replicates only inside the living cells of an organism.
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	Tissues	A tissue is a group of cells that have similar structure and that function together as a unit.

h	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
i	Cardiac	Relating to, situated near, or acting on the heart.
j	Conception	The process of becoming pregnant involving implantation or fertilization or both.
k	Perspiration	The process of sweating.

b) Use each of the above words in your own sentence

The teacher should accept any grammatically and semantically correct sentences.

2. Composition writing

This is an open-ended activity. The teacher should remind the students how a composition is written. He/she may refer to previous units to see guidance on how to carry out this activity.

Lesson 8.2.: 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

b) Teaching and learning resources

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

c) Prerequisites/Revision/ Introduction

Students are expected to have prior knowledge about words and expressions used in the context of science and technology learnt in science subjects, ICT, History and Geography. The teacher can use think, pair and share to check their knowledge.

d) Learning activities

Guidance on learning activities 8.2.1: Reading and analysing the text

To help students, the teacher may refer to the guidance provided in the previous units to guide students on how to read and answer comprehension questions.

Possible answers to the comprehension questions (8.2.1. Learning activity)

1. The expression “everything in life is like the two sides of the same coin” means that there is a positive and negative part of everything.
2. The huge increase in access to information was strengthened by the growth of internet whereby people now have smart phones and can browse the internet easily and do instant messaging.
3. ICT has also created new job opportunities, such as flexible and mobile working, virtual offices and jobs in the communication industry among others.
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. ICT make people lose their jobs in the following ways:
 - Robots taking on jobs previously done by humans.
 - Many people may lose jobs when companies decide to employ few people who will use machine and do the job well.
 - They may also lose jobs due to job export because data can be sent to other countries to be processed.

e) Application activities

8.2.2 Application activities: Vocabulary, Sentence writing, Composition and Debate

1. Vocabulary

Use a dictionary, thesaurus or Internet to look up the meaning of the following words/phrases as they are used in the above passage. (The words are highlighted in the text)

N°	Words/ phrases	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/ use of free time for enjoyment.
g.	entertainment	shows, films, television, or other performances or activities that entertain people, or a performance of this type
h.	Virtual reality	the computer-generated simulation of a three-dimensional image or environment that can be interacted with in a seemingly real or physical way by a person using special electronic equipment, such as a helmet with a screen inside or gloves fitted with sensors.
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.

2. Sentence writing

The teacher should accept any grammatical and semantical correct sentences.

3. Composition writing

This is an open-ended activity. The teacher should remind the students how a composition is written. He/she may refer to previous units to see guidance on how to carry out this activity.

4. Debate

The teacher should guide the students to debate on the following topic or motion making sure that each and every participant knows his/her own role.:

Lesson 8.3.: 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.

Attitudes and values:

- Spirit of curiosity and discovery of how differently words are used.
- Eagerness to learn
- Being proud of using English language.

b) Teaching and learning resources

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

c) Prerequisites/Revision/Introduction

Students are expected to have prior knowledge about word formation learnt in previous classes. The teacher may pick some examples from passages read and ask them questions to check skills they already have on word formation.

d) Learning activities

Guidance on learning activities: Language Structure (Word formation)

The teacher may refer to previous units to see guidance on how to carry out this activity. He/she must make sure that these activities help students to master the language structure taught.

e) Application activities

Possible answers to the language structure questions

1. Using prefixes to find the opposite of the verbs:
 - a) Use- misuse
 - b) Agree- disagree
 - c) Engage- disengage
 - d) Behave- misbehave
 - e) Understand- misunderstand
 - f) Fold- unfold
 - g) Spell- misspell
 - h) Connect- disconnect
 - i) Close –disclose
2. Completing the sentences by writing the correct prefix from the table below in the blank space.
 - 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...**championship**... (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 was 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)

Additional information for teachers

The 10 word formation processes are coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, derivation, prefix and suffix, and multiple processes. The teacher can consult other supplementary materials to see more about these word formation processes.

8.4 End unit assessment

Possible answers to the end of unit assessment

1. For this activity, the teacher 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 Rwandan Francs 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)
2. The five words formed through the process of affixation in the paragraph include information, Possibly, accompanied, increased, cheaper, communication, entertainment, messaging, etc.
 3. In this is an open ended question, students should write on the given topic. The teacher should insure the paragraphs in the composition have coherence, context, language structure, punctuations, whether words are spelt well, etc. Appreciate their work and encourage them to love to write.

Additional activities

Remedial activities

For slow learners who may not have mastered the language structure of the unit, the teacher may give them activities that are easier to help them catch up. The teacher may, for example, write words and ask them to identify their prefixes or suffixes.

Identify the prefixes of the following words

- a) Anticlimax
- b) Antiaircraft
- c) Antiseptic
- d) Antibody
- e) Autopilot
- f) Autobiography
- g) Automobile
- h) Autofocus
- i) Circumvent
- j) Circumnavigate
- k) Circumscribe

Consolidation activities

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

Extended activities

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

appropriate. The teacher should tell students to be elaborate giving correct vivid description of actions.

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