

ENGLISH

TUTOR'S GUIDE TTC

YEAR 2

OPTION: LE

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FOREWORD

Dear tutor,

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

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

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

In addition, such active learning engages Student teachers in doing things and thinking about the things they are doing, 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 Student teachers considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more

knowledgeable and experienced people.

- Engage Student teachers through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.
- Provide supervised opportunities for Student teachers 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 Student teachers' contributions in the class activities.
- Guide Student teachers towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

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

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

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

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

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

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

Dr. NDAYAMBAJE Irénée
Director General of REB

ACKNOWLEDGMENT

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

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

Special acknowledgement goes to the teacher training colleges and secondary schools which offered content providers and University of Rwanda which availed quality assurers, those who conducted validation as well as experts in design and layout services, illustrations and image anti-plagiarism.

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

MURUNGI Joan,

Head of Curriculum Teaching and Learning Resources Department/REB

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GENERAL INTRODUCTION

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

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

2. Sample Lesson Plan

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

3. Unit Development

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

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

4. Attention to special educational needs and inclusive education

In the classroom, Student teachers learn in different ways depending on their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to adapt his/her methodologies and approaches to meet the learning needs of each student in the classroom. Also, tutors should understand that Student teachers with special needs ought to be taught differently or require some accommodation to enhance the learning environment.

This will be done based on the subject and the nature of the lesson. In order to create a well-rounded learning atmosphere, tutors need to:

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

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

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

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

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

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

Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both Student teachers will benefit from this strategy Use multi-sensory strategies. As all Student teachers learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

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

Strategy to help a learner with developmental impairment:

Use simple words and sentences when giving instructions.

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

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

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

SAMPLE LESSON PLAN

Name of TTC:tutor's name.....

Term	Date	Subject English	Class Year two	Unit No one	Lesson No one	Duration 40min	Class size
Types of special Education Needs to be catered for in this lesson and number of Student teachers in each category.							
Unit title	Myself and my community						
Key unit competence	To use language learnt in the context of myself and my community						
Title of the lesson	Describing the community						
Instructional objectives	Using a passage about describing the community, Student teachers in groups, will read and discuss about what happens in their communities and the roles played by community leaders correctly.						
Plan for this class (location: in /outside	In class						
Learning materials (for all Student teachers)	Text book with passage, pictures showing what happens in the community						
References							

Timing for each step	Description of teaching and learning activities		Generic competences and Cross cutting issues to be addressed + A short explanation.
	Tutor groups student teachers and provides them with student books and pictures that describe the community. They share opinions after reading aloud and engage in activities set by the tutor in the lesson.	Student teachers' activities.	
I. Introduction. 5min.	<p>Tutors activities</p> <ul style="list-style-type: none"> -Tutor asks student teachers to reflect on what they learnt in the previous lesson -Tutor asks Student teachers to orally talk in pairs about their communities and what they do in their communities. 	<p>Student teachers brainstorm</p> <ul style="list-style-type: none"> -Student teachers brainstorm reflecting on the previous lesson by oral answering -Student teachers in pair think, write and share about their communities, what happens in their communities and what they do in those communities. 	<p>Generic competence.</p> <ul style="list-style-type: none"> -Communication because Student teachers in pairs talk and share what happens in their communities. <p>Cross cutting issue.</p> <ul style="list-style-type: none"> -Gender because Student teachers are given equal opportunities of work to share with each other in pairs about their communities.
II. Development of the lesson. 25min. Discovering activity. 10min.	<ul style="list-style-type: none"> -Tutor groups student teachers and sets tasks and activities for each group to read the passage, analyse it and interpret pictures showing people doing different things in the community and discuss. 	<ul style="list-style-type: none"> -student teachers in groups read the passage as instructed by the tutor, they interpret the pictures and share opinions about what they have read and observed in the pictures and write down important points. 	<p>Generic competence.</p> <ul style="list-style-type: none"> -Intra and inter personal skills. Student teachers through group work discussion in analysing the passage, they facilitate each other through sharing different opinions and respecting one another. <p>Cross cutting.</p> <ul style="list-style-type: none"> -Inclusive education. Student teachers participate all in discussions and respecting contributions from their group members despite their abilities, skills, and learning challenges.

<p>Exploitation 10min.</p>	<ul style="list-style-type: none"> - Tutor asks student teachers to define what they understand by the term community. -Tutor requests one or two student teachers from each group to talk about communities in relation to what they have read in the passage. -Tutor requests student teachers to brainstorm on certain activities described in the passage and pictures 	<ul style="list-style-type: none"> -Students individually think and orally define the term community -Student teachers present to the class about activities in their communities in relation to what they have read in the passage and discussed in the groups. -Student teachers brainstorm on community activities described in the passage and in pictures. 	<p>Generic competence.</p> <ul style="list-style-type: none"> -Critical thinking. Student teachers think about the definition of community and point out activities that are described in the passage. <p>Cross-cutting issues.</p> <ul style="list-style-type: none"> -Environment and sustainability. Student teachers through their discussions in their communities, they learn different activities that keep the environment clean and developing. Like communal work.
<p>Synthesis. 5min.</p>	<ul style="list-style-type: none"> -Tutor re-reads aloud the passage as he or she explains some ideas in the passage that were not clear to student teachers. -Tutor explains to the student teachers, new vocabularies that were used in the passage but not clear to student teachers during their group discussions. - Tutor requests Student teachers to ask questions about the lesson and to note down important points in their books 	<ul style="list-style-type: none"> -Student teachers listen and follow as the tutor is re-reading the passage aloud and explaining. And they note down important points -Student teachers write down the new vocabularies used in the passage and their meanings according to the tutor's explanations. -Student teachers ask the tutors where they did not understand and seek for more information on new vocabularies. 	<p>Generic competence.</p> <ul style="list-style-type: none"> -Lifelong learning. Student teachers learn to listen as the teacher is re-reading, they take notes as the tutor explains and ask questions on new words found in the passage. <p>Cross cutting issues.</p> <p>Standardization culture. Student teachers learn the culture of supporting and respecting community activities that units people.</p>

<p>III. Conclusion. 10min.</p>	<p>-Tutor gives summarized notes to supplement on what student teachers made for themselves especially on vocabulary, and theme of the passage</p> <p>-Tutor gives end lesson assessment/ exit question to evaluate if the objectives have been achieved.</p> <p>-Tutor gives a short homework/ tasks for Student teachers to do during their free time</p>	<p>-Student teachers take summarized notes of vocabularies given to them by the tutor that are new to them and being used in the passage</p> <p>-Student teachers individually attempt to answer the exit question and collect the work for the tutor to mark.</p> <p>-Student teachers write down the task and activities given to them by the tutor to do more research at home or during self- study.</p>	<p>Generic competence. -Creativity and innovation. Student teachers learn how to summarize notes through the tutors given sample.</p> <p>Cross cutting issues. -Standardization culture. Student teachers learn the importance of community work, and how to contribute in their communities as a culture to every citizen.</p>
<p>Tutor's self-evaluation.</p>	<p>Tutor's self-evaluation depends on the learning evidence in class. What the student teachers have been able to do, is the evidence. This can be based on assessment during classroom activities either individually or in groups. Then to judge if the objective of the lesson has been achieved or not then to do remedial activities.</p>		

UNIT 1

LEARNING AREA: ORAL AND WRITTEN COMMUNICATION **MYSELF AND MY COMMUNITY**

Key Unit Competence: To use the language learnt in the context of myself and my community.

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

Before undertaking this unit myself and my community, student teachers should have prior knowledge on social cohesion learnt in History and citizenship at O' Level and also English in year one. They could also remember related topics on community learnt in social studies and geography.

Student teachers might equally have some information on different people's behaviour learnt in Foundations of education year one. The tutor should build on their knowledge to have a successful coverage of the unit.

2. Cross-cutting issues to be addressed:

Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. Example of activities; dialogues, group work, pair work, plenary discussions and characters used in case studies, plays and examples used in teaching and learning by both the tutor and student teachers.

Peace and value education

In this unit, peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in different situations, respecting every one's idea and using the positive language which cannot harm anyone.

Inclusive education

In this unit talking about myself and my community, this cross-cutting issue will be addressed while talking about different people of different abilities. Also talking about places, the tutor should help student teachers that not every

person can easily reach a place which is not inclusive (visiting a place that only has stairs will be difficult for people with disability, etc.)

Environment and sustainability

It will be addressed while guiding student teachers on how to talk about community work related activities. Such activities include: planting trees, repairing infrastructures, cleaning streets and wells etc.

3. Guidance on the introductory activity:

Ask student teachers to study carefully the pictures and through working in small groups, guide them to answer questions (**unit 1 introductory activity**). The tutor may move around to help some of the student teachers with special needs. Randomly select a representative from each group to share findings to the rest of the class and before harmonizing the findings, ask them to predict how following lessons will look like.

Possible answers to the introductory activity (unit 1)

1. Open ended. The tutor gives this as a brainstorming question for student teachers to answer orally and listens to their contributions.
2. Open ended. The tutor groups student teachers to share ideas and then chooses group leaders to share their opinions to the class.
3. Open ended. The tutor exposes some of the picture of community leaders and asks student teachers to think pair and share about their observation of the pictures displayed.
4. Open ended. The teacher groups student teachers to discuss and then gives time for presentation and he/she can supplement.
5. Open ended. The tutor pairs student teachers to think and share ideas and then moves around helping the pair that is stuck with the ideas and giving his or views.

4. List of lessons/sub-headings

#	Lesson title	Learning objective	Number of periods
1	Talking about myself and describing the community,	<p>Knowledge: -Identify words and phrases in relation to self and community</p> <p>Skills -Read texts about people's role in the community for information. -Write texts about individual and community interdependence -Describe oneself and one's community</p> <p>Attitudes and values -Appreciate values in the community.</p>	
2	Community activities	<p>Knowledge: Identify words and phrases in relation to self and community</p> <p>Skills -Read texts about people's role in the community for information. -Write texts about individual and community interdependence -Describe oneself and one's community</p> <p>Attitudes -Appreciate values in the community.</p>	
3	Recounting past activities	<p>Knowledge: Recognize structures used to talk about past events</p> <p>Skills -Read the dialogue about past activities and answer related questions words and phrases related to past activities</p> <p>Attitudes -Show self- respect and within one's community.</p>	
4	Language structure	<p>Knowledge: Identify the use of present simple tense, possessive adjectives and reflexive pronouns.</p> <p>Skills: Use present simple tense, possessive adjectives and reflexive pronouns talk about oneself and the community</p> <p>Attitudes and values: Show willingness to collaborate with the community.</p>	

1.1. Talking about myself and describing the community

a) Learning objectives

Knowledge

- Identify words and phrases in relation to self and community

Skills

- Read texts about people's role in the community for information.
- Write texts about individual and community interdependence.
- Describe oneself and one's community.

Attitudes and values

- Appreciate people's attitudes and values in the community.

b) Teaching resources:

In this lesson, the tutors may use pictures, flash cards, markers, video, computer and a projector. He/she may use internet to help student teachers compare different community's activities they do not know. He/she can download a typical movie showing some unfamiliar communities for more knowledge about community life.

c) Prerequisites/revision/introduction

Before undertaking this lesson, Student teachers are expected to have knowledge about community members' duties and responsibilities. The tutor should give student teachers opportunity to tell what they know about such duties and responsibilities and then use video, where possible to show student some activities done in communities and the role of different people. Thereafter, he/she should ask them some questions on the video clip watched.

1.1.1 Learning activities: Reading and text analysis

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

Answers for activity 1.1

Possible answers to the comprehension questions: unit 1: text 1, p.....

1. Isaac had refused to pay for the loss of Catherine's stall.
2. Isaac started his house again because:
 - a) He wanted to avoid the rainy season.
 - b) He had no more farm work to occupy his time.
 - c) He now had money to continue the work.
 - d) The village needed to be improved.
3. Accepting prevailing living conditions and live with others in harmony.
4. The student teachers must give relevant statements depicted from the text such as:
 - It was much like the regular routine visit, which kept the government satisfied.'
 - Although we had heard most of it before.....'
 - Forbidding of making kanyanga.

1.1.2. Application activities: Vocabulary and sentence writing

Possible answers for vocabulary and sentence writing exercise:

The application activities are about vocabulary improvement and sentence writing.

Tell Student teachers to check the meaning of words individually and share them to a partner. Tell them to join partners and use these words in sentences. Walk around the classroom to help student teachers who need support.

Question 1: Looking up word meaning from the dictionary or thesaurus.

- a) Flung: to throw, cast, or hurl with force or violence.
- b) Corrugated: iron sheets having parallel rows of folds that look like series of waves when seen from the edge.
- c) Diligently: in a way that is careful and uses a lot of effort.
- d) Levy: an amount of money, such as a tax, that you have to pay to a government or organization.
- e) Brew: a type of beer, especially one made in a particular place or at a particular time.

- f) Disapproval: the expression or feeling that something done or said is wrong.
- g) Adamantly: in a way that suggests one will not be persuaded to change one's mind; firmly and resolutely.

Question 2:

This is an open-ended question. The tutor may accept students' answers. Listen to their sentences and check whether they are grammatically correct.

1.2. Talking about myself

a) Learning objectives

Knowledge: Identify words and phrases in relation to self and community

Skills: Read texts about people's role in the community for information.

- Write texts about individual and community interdependence.
- Describe oneself and one's community

Attitudes and values

Appreciate attitudes and values applied in their communities.

b) Teaching resources: Pictures, Flash cards, video describing people, computer and projector

c) Prerequisites/revision/introduction

Before undertaking this lesson, Student teachers are expected to have knowledge and skills about one's community duties and responsibilities and how every member can have contribution in the community. The tutor may help student teachers to recall related knowledge from the unit of social cohesion in year two and individual responsibilities towards caring for environment.

1.2.1 Learning activities: Reading and text analysis

- Pre-reading: before Student teachers start to read, ask them some questions regarding to the self description and ask them to predict what the passage will be talking about.

During reading:

- Give them time to read silently and ask few questions to check whether they have read.
- Guide them to read loudly check their proper intonation. Make sure that you have given turn as many students as possible.

- After reading: ask comprehension questions that are provided after the text to check their comprehension.

Support for Student teachers with special educational needs:

When it comes for example to student teachers with visual impairment, provide them with reading materials and read to them slowly. For those with hearing problems, the tutor may repeat the instructions and use simple language.

Answers for activity 1.2

Possible answers to comprehension questions

1. The narrator of the story is describing his life because he uses first person singular to narrate his life. 'The more I try to recall the earliest impressions of my childhood.....'
2. This is an open-ended question. The tutor looks at the student teachers' strong argument on the side he/ she takes and looks at the structure of the sentence, grammar and punctuation.
3. The doze of the medicine that, the baby's mother pours into its mouth. Half is used to show the amount of medicine taken.
4. My grandmother ignores me means "she pays no attention to my yelling".
5. Open ended question. The tutor examines the student teachers understanding of the used word in the text.
6. To sterilize the cord of the baby.
7. Something used to grind pepper, spices, ground nuts, and other cooking ingredients.
8. To check the temperature means to see if the temperature is right.
9. In the text, the duel refers to the struggle between grandmother who tries to give medicine at different intervals while the baby rejects it.

1.2.2. Application activity:

Possible answers:

1. The tutor may ask student teachers to use their dictionaries and internet where possible to find the meaning of new words identified in the text.

Examples

- a) Ingredients: things that are used to make something/ substances that are combined to make a particular thing.
- b) Splutter: choking and short sounds.
- c) Charcoal brazier: a container for hot coals, generally taking the form of an upright standing or hanging metal bowl or box.

- d) Heave: lift, raise or lift with effort or force.
 - e) Sterilized: made completely clean and free from bacteria.
 - f) Sizzle: to make a sound like that of food cooking in hot oil.
2. Guide student teachers to construct grammatically correct sentences and ask them to share the written sentences.

1.3. Recounting past activities

a) Learning objectives

Knowledge: Recognize structures used to talk about past events

Skills: Reading the dialogue about past activities and answer related questions using words and phrases related to past activities

Attitudes: Show self- respect and within one's community.

b) Teaching resources: Manila papers, flash cards, video, computer and projector

c) Prerequisites/revision/introduction

Before undertaking this lesson, Student teachers are expected to have knowledge about how to recount the past experiences based on different context. This means the application of using past simple and present perfect tense. The tutor may help them to recall the information to implement the activities in the next lesson.

1.3.1. Learning activities: Reading and text analysis

- Pre-reading: before Student teachers start to read, ask them some questions regarding to the activities done previously and ask them to predict what the passage will be talking about.
- During reading:
 - Give them time to read silently and ask few questions to check whether they have read.
 - Guide them to read loudly check their proper intonation. Make sure that you have given turn as many students as possible.
- After reading: ask comprehension questions that are provided after the text to check their comprehension.

Possible answers to the comprehension questions

For open ended questions, give student teachers think time for them to answer these questions critically. Thereafter, harmonize their answers.

Answers:

1. To see the beauty of lake kivu and its beaches.
To see the beautiful sceneries or places of Rubavu
2. They visited places like; hot spring, bralirwa breweries and international market.
3. Open ended question: The tutor marks according to the student teachers logical argument of discussion or explanation.
4. At the Kivu beach
5. To see the sunset
6. He/she feared that the wind would blow him/her into the water.
7. Open-ended question: the tutor marks the explanations, ideas given by student teachers and the reasons supporting the answer.

1.3.2. Application activity: Vocabulary, essay and informal letter writing**Exercise 1.**

For this exercise, give individuals time to improve their vocabulary using dictionaries. Make sure that everyone is matching the word with the right meaning. Ask them to exchange their answers in pairs.

Walk round the classroom to help those with difficulties. Finally, harmonize different activities done.

The tutor may also give clear guidance to student teachers on letter writing and essay writing.

Words	Meaning
Sniffed	Breath in air audibly through the nose to detect a smell.
Exploration	Travel through an unfamiliar area in order to learn about it.
Gorgeous	Beautiful and very attractive
Parasailing	Glide through the air wearing an open parachute while being towed by a motorboat
Surfing	The sport or entertainment of riding on waves while standing or lying on a surfboard.

Exercise 2.

Open ended question. The tutor looks at the format of the letter, coherence of ideas, punctuations, grammar, and content to help give constructive feedback.

3. Open ended question.

The tutor should check grammatical errors, spellings, construction of sentences, coherence of ideas and content, etc.

1.4. Language structure

a) Learning objectives

Knowledge:

- Identify the use of present simple tense, possessive adjectives and reflexive pronouns.

Skills:

- Use present simple tense, possessive adjectives and reflexive pronouns talk about oneself and the community

Attitudes and values:

- Evaluate one's contribution to the community development.
- Show willingness to collaborate with the community.

b) Teaching resources:

Flash cards, rice sacks, pictures that show activities from which you can make present tense sentences, possessive and reflexive pronouns.

c) Prerequisites/revision/introduction

Before undertaking this lesson, Student teachers are expected to have knowledge about use of simple present, possessive adjectives and reflexive pronouns that they learnt in previous grades.

Answers for activity 1.4

Possible answers on language structure (reflexive pronouns) application activities 1.4

1. Tommy told a lie. He was ashamed of himself.
2. Masako cut himself while he was chopping vegetables.
3. People surround themselves with friends and family during holidays.
4. Omar thinks Oscar is telling the truth. So does Ricardo. I, myself don't believe Oscar's story for a minute.
5. Now that their children are grown, Mr. and Mrs. Grayson live by themselves
6. A: should I marry Steve?

B: No one can make decision for you, Ann. Only you, yourself can make such an important decision about your own life.

1. Emily and Ryan, be careful! You are going to hurt yourself
2. A: I hate my job.

B: I envy Jakob. He is self-employed.

Yeah. I would like to work for myself too

1. Jason, you need to eat better and do exercise. You should take better care of yourself.
2. People who take care of themselves have better chance of staying healthy than those who don't.

1.5. End unit assessment

Possible answers (end unit assessment 1.6)

Question 1.

1. She taught herself.
2. Did she enjoy herself?
3. You should be proud of yourself.
4. Killed himself.
5. Introduced myself.
6. Feeling sorry for yourself.
7. Talking to yourself.

Question 2. Possible answers for grammar

Before I visited Australia, an Australian friend in London **had told me** I would learn "the Australian salute". "What is that?" I asked. "You will find out when you get there" he said. I **arrived** in Perth last week. Since then, I **stayed** at a nice hotel near a beautiful beach. I **had never visited** Australia before and I am enjoying my stay. I **swim** every day from the time I **Arrived**. Yesterday, an Australian friend suggested that we should go for a tour in "the bush". I **didn't agree** at once, but later on I accompanied him. The first thing I noticed when we were in the bush was the flies. After a while, I **remembered** the conversation I had had in London before I **came** here.

"What is the Australian salute?" I asked suddenly, as I waved my right arm to keep the flies away. "That's it" My friend said as he **waved** back.

Possible answers for grammar questions three

1. Claudine finished **her** assignment early but had to wait for Nahla who hadn't done **hers**.
2. His dad trimmed the branches off the trees as it looked so bare without all of **its** branches.
3. They bought a new car for **their** son who had just wrecked **theirs**.
4. The CD over there is **his** but this one right here is **mine**.
5. You can never convince anyone that **your** child isn't **yours**

Possible answers on composition question

(Open ended questions)

- The tutor gives time to the student teachers to practice through writing in their individual books a composition but being guided on the content, coherence, tense, spellings, punctuation marks and number of words to use.

UNIT 2

LEARNING AREA:
ORAL AND WRITTEN COMMUNICATION

LEADERSHIP AND FAMOUS PEOPLE

Key Unit Competence: To use language learnt in the context of Leadership and famous people

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

Before undertaking this unit Leadership and famous people, student teachers should have prior information on Leadership and famous people. They could also remember topics related to Leadership styles learnt in Entrepreneurship in Year Two.

Student teachers already have information about different leadership styles heard or seen either in Rwanda in Africa or anywhere else in the world and more importantly learnt how to behave when they are to interact with different leaders, in their local places or at national level. They always see the school leaders and administration staff how they act. They are also used to attending different meetings and hear the speeches delivered by the leaders. The tutor should build on that knowledge to successfully introduce this unit.

2. Cross-cutting issues to be addressed:

Gender education

Gender education will be addressed through give both boys and girls equal chance of participation in the activities and the content to be taught. Example of activities; dialogues, debates, group work, pair work and plenary discussions , plays and examples used in teaching and learning by both the tutor and student teachers. The student teachers can easily realize that in Rwanda leaders and famous people are both men and women. The teacher should help student teachers that both boys and girls should represent others or become famous once supported.

Peace and value education

In this unit, Peace and value education will be addressed in different situations which will require both tutor and student teachers to actively listen to student teachers' concern and student teachers listen actively to their classmates in

different situations, respecting every one's idea and using the positive language. It will also be addressed during discussion and presentation of activities of this unit. The student teachers learn qualities and character traits that people should have in order to live in harmony with everyone.

Inclusive education

In this unit talking about Leadership and famous people, this cross-cutting issue will be addressed while talking disabled people who are in leadership and famous in Rwanda and elsewhere. Also talking about leadership, the tutor should help student teachers understand both disabled and so-called Student teachers or children can represent others in the school and class.

Environment and sustainability

It will be addressed when the tutor will be guiding student teachers in activities related to culture. For instance how people should be sensitized to safeguard and protect their cultural sites, museums, etc. Example, it is prohibited to throw any waste inside the museum. If a person visits a cultural place, they should leave it safe and not lay down every unused material or dirt.

3. Guidance on introductory activity

Ask student teachers to observe the picture and the proverb (on page.....) and ask them to work in pairs when answering questions on unit 6 introductory activity. Give them time to critically think about the questions and move around to help some of the student teachers 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. On picture one, we see a figure built in stairs /storeys.
2. The components of picture one are the characteristics of a good leader.
3. On picture two, we see a big person and small persons.
4. The big person is guiding or orienting the small group.

4. List of lessons& sub-headings

#	Lesson title	Learning objectives	Number of periods
1	Talking about Rwandan leaders	<p>Knowledge understanding</p> <ul style="list-style-type: none"> -Recognize words and expressions used to talk about Rwandan leaders <p>Skills</p> <ul style="list-style-type: none"> -Talk about Rwandan leaders in written -Listening to the reading of the text <p>Attitudes and values</p> <ul style="list-style-type: none"> -Taking initiative in leadership and sensitization 	
2	Leadership styles	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> -Recall the leadership styles -Explain the characteristics of leadership styles <p>Skills</p> <ul style="list-style-type: none"> -Read and listen to the text about Leadership styles. -Write an essay about two leaders' styles -Use different appropriate words to talk about leaders <p>Attitudes and values</p> <ul style="list-style-type: none"> -Appreciate the best leadership styles 	
3	Giving opinions about leaders	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> -Recognise and explain character traits of leaders <p>Skills</p> <ul style="list-style-type: none"> -Read and listen to opinions about leaders. -Write an essay about character traits -Use different words and expressions to talk about customs <p>Attitudes and values</p> <ul style="list-style-type: none"> -Appreciate different character traits them -Be involved in advising others how to behave well if representatives. 	

4	Language structure Past simple Wh- clauses	<p>Knowledge and understanding</p> <p>-Recognise the uses of the past simple</p> <p>Skills</p> <p>-Read a text about leaders and famous people in past simple and listen well to it.</p> <p>-Writing a short summary using the past simple.</p> <p>Attitudes and values</p> <p>-Appreciate the use of past simple</p> <p>-Correct others when they make mistakes while using past simple.</p> <p>Knowledge and understanding</p> <p>-Recognise the structure and use of wh-clauses</p> <p>skills</p> <p>-writing a composition about Rwandan leaders and famous people using wh-clauses</p> <p>Attitudes</p> <p>-Appreciate the uses of wh- clauses</p> <p>-Correct others when there is misuse</p>	
5	End unit Assessment		

2.1. Talking about Rwandan leaders

a. Learning objectives

Knowledge understanding

Recognizing words and expressions used to talk about Rwandan Leaders

Skills

- Reading texts about Rwandan Leaders
- Listening to the reading of the texts
- Writing about a Rwandan Leader

Attitudes and values:

- Appreciate the role and achievements of Rwandan performing leaders.
- Take initiative in leadership and sensitization in their communities.

b. Teaching resources

You may use pictures, Flashcards, Markers, videos, computer and a projector.

c. Prerequisites/ Revision/ Introduction

Ask student teachers to observe the pictures (on page.....) and ask them to work in pairs when answering questions on unit 2 introductory activity. Give them time to critically think about the questions and walk around to help some of the student teachers with special needs. Randomly select a representative from each pair to present findings to the rest of the class and harmonize the activity together

2.1.1 Learning activities: Reading and text analysis

The tutor may use mingle or any other similar game to make small groups of student teachers. Give clear instructions and help those with special needs to understand the instructions given.

Ask them to open their books, observe the pictures and answer questions that follow. Walk around while guiding where necessary. Invite some student teachers from different groups to share findings with others in the class and thereafter ask them to link the pictures observed with the lesson.

Answers for activity 2.1

Possible answers:

1. On picture one, we see a figure built in stairs /storeys
2. The components of picture one are the characteristics of a good leader
3. We see a big person and small persons.
4. The big person is guiding or orienting the small group.

Possible answers on comprehension questions (page.....)

Text 1:

1. It is the President of the Republic of Rwanda H.E. Paul Kagame who delivered this speech.
2. This speech was delivered at the Tenth Extra-ordinary Summit of the African Union.
3. The very new president at the Summit is H.E. Cyril Ramaphosa of the Republic of South Africa.
4. The agenda of the summit on that day was to adopt the Agreement establishing the African Continental Free Movement of persons and the Kigali Declaration.
5. No, the idea in the Summit's agenda was not new because some African leaders, the past and the present, had proposed it.

6. When the President delivered this speech, he wanted to emphasize that Africans should strive to preserve their dignity and well-being by Producing goods and services which are made from Africa.

Text 2.

1. The newly elected OIF Secretary General is Louise Mushikiwabo.
2. The new OIF Secretary General had been occupying the position of “Minister for Foreign Affairs in Rwanda).
3. Open-ended:
4. She toured across the world gathering ideas and pieces of information.
5. The new OIF Secretary General is pragmatic.
6. The goals/ vision of OIF: - To promote the French language, peace and sustainable development in Member countries.
7. At la Francophonie office, the new Secretary General intends to ensure that the Francophonie plays a great role as a forum for meditation, dialogue, negotiation, and reconstruction.

Text 3.

1. Kigeli IV Rwabugiri was the king of the Kingdom of Rwanda in the late 19th century.
2. He was among the last Nyiginya kings in a ruling dynasty that had traced their lineage back four centuries to Gihanga
3. He established an army equipped with guns he obtained from Germans and prohibited most foreigners, especially Arabs, from entering his kingdom. He also expanded the borders of the Rwandan kingdom against the neighbouring kingdoms.
4. Open-ended.
5. A hill known as Kageyo in Ngororero district.

2.1.2. Application activity: Vocabulary and composition

Text 1

1. Vocabulary

Words	Meanings
a. Dynasty	A series of rulers or leaders who are all from the same family, or a period when a country is ruled by them.
b. Lineage	The members of a person's family who are directly related to that person and who lived a long time before him or her.
c. Chronicles	A chronicle written record of historical events.
d. Hierarchy	A system in which people or things are arranged according to their importance.
e. Revamp	To change or arrange something again, in order to improve it.

2. Composition: Open-ended

The tutor gives time to the student teachers to practice through writing in their individual books a composition but being guided on the content, coherence, tense, spellings, punctuation marks and number of words to use.

Text 2

1. Vocabulary

- a) Diligence: careful and persistent work effort.
- b) Foresight: the ability to predict what will happen or be needed in the future.
- c) International arena: international scene, place.
- d) To leverage: use something to maximum advantage.
- e) Diplomat: an official representing a country abroad.
- f) Campaign trail: a series of organized planned actions for particular purposes as for electing a candidate.
- g) La Francophonie: It is a French speaking world. It is a group of 88 member states and governments from five continents sharing French as a common language.
- h) Pragmatic: dealing with things sensibly and realistically in a way that is based on practical rather than theoretical considerations.
- i) Take over: to begin to have control or responsibility for something, especially in place of somebody.

- j) Set up: to cause to begin an action; to raise to and place in a high position: to make something to happen.
- k) Race: competition especially in speed, against an objective criterion , usually a clock or to a specific point.
- l) Notching: cutting; the act of penetrating or opening with a sharp edge.

2. Composition writing

Guide student teachers to write a one page story about a Rwandan famous leader.

The story should have: characters, theme, setting and moral lesson.

3. Essay writing

Guide student teachers to write an essay on the characteristics of a good leader.

This is open to every student teacher, so you should read their ideas and provide constructive feedback using the following criterion:

- Coherence of ideas
- Content appropriateness
- Correct punctuations
- Language appropriateness

2.2. Leadership styles

a. Lesson objectives

Knowledge:

- Recall and explain the leadership styles and their characteristics

Skills:

- Read or listen to a text/story about leadership styles.
- Use descriptive language to leadership styles

Attitudes and values

Appreciate the best leadership styles

Apply effective leadership in own society.

b. Teaching and learning resources

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

c. Prerequisite/introduction/revision

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

2.2.1. Learning activities: Retaining definitions of leadership styles

Ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different Student teachers to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions.

2.2.2. Application activity: Composition writing

1. Guide the student teachers while writing about two leadership styles they appreciate most. Check if they are giving reasons why they have chosen them. Guide them attributing these leadership styles to any African leaders they like.
2. Guide student teachers when they write about two famous leaders have chosen and say persuade you in which way they are famous. Tell them to build on their leadership styles.

2.3. Giving opinions about leaders

a. Lesson objectives

Knowledge:

- Recognize the character traits of good leaders
- Explain character traits of leaders
- Compare different leaders' character traits

Skills:

- Read or listen to texts on opinion about leaders.
- Use descriptive language to talk about leaders' character traits.

Attitudes and values

- Appreciate different positive character traits of leaders they know
- Learn from good leaders to improve one's character traits
- Appreciate the contribution of good leaders in the community and the country as a whole

Teaching and learning resources

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

Introduction/prerequisite to the lesson

Before this lesson, students teachers should recall what they have learned in lesson 2 of this unit. Ask them some questions about this previous lesson, guide them using think-pair and share and help them to predict what the next passage will be about.

2.3.1. Learning activities: Reading and text analysis

Guidance to the learning activities

- Introduce the lesson with pre-reading activity to be done in pairs or groups that will stimulate student teachers' thinking in relation to the topic.
- Ask a few student teachers to present and give some comments.
- Ask students to tell you the lesson of the day and why they say that.
- Ask students to read the text in their textbooks silently as you move around.
- Get a few student teachers to read the text aloud with clear intonation and good pronunciation. Group student teachers (four members) and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give student teachers time to answer questions in the exercises given in their textbooks.
- Move around supporting those who might have difficulties.

For student teachers with special needs, put them in groups where they can work with others, provide reading materials with big characters, sit them where they easily see what is written and where they can listen well, use simple language and make sure that instructions given in class are all clear and sometimes ask classmates to repeat so as to help those with hearing or intellectual difficulties.

Answers for activity 2.3

Possible answers on comprehension questions

- a) Leaders should be good decision makers; they should be able to make their minds the best way possible in a short period of time and on the spur of moment they should decide about various issues.
- b) What makes a good leader according to the author?
A good leader should be:
 - Decision maker

- Having wide spectrum of information in his/her area (knowledgeable)
 - Reliable, prudent, wise and responsible
- c) This open ended question. The tutor should guide the student teachers to discuss about it and shape their ideas effectively.
- d) This open ended question. The tutor should guide the student teachers to discuss about it and shape their ideas effectively.

2.3.2. Application activity: Essay writing

Guidance on application activities

Question 2&3. The tutor should guide the student teachers to find the meaning of the new words then ask them to use them in sentences. He/she may allow pair to exchange their sentences and engage them in peer assessment and feedback. He/she should walk round to check whether the sentences produced are relevant. Thereafter, he/she may put some comments on their sentences.

Regarding sentence and paragraph writing, the tutor may use dictation method

- The tutor may cut the text up and distribute one line to each of the students. The students then take turns dictating their sentences while the other students listen and write them down. Then he/she gives them a copy of the full text to compare with their own.
- The tutor may dictate the text to the students who write after him/her.

Answers to vocabulary exercise

Words	Meaning
a. Ratifying or declining	To confirm by expressing consent, approval, or formal sanction: to ratify a constitutional amendment.
b. Accretion	An increase in the share of a beneficiary in an estate, as when a co-beneficiary fails to take his or her share.
c. A wide spectrum	A range of many different kinds e.g. The conference was attended by a broad spectrum of religious leaders.
d. Abreast	If you are abreast of someone or something, you are level with them or in line with them.
c. Lax	Not sufficiently strict, severe, or careful.

d. Apathetic	Showing or feeling no interest, enthusiasm, or concern.
e. Spur	Give an incentive or encouragement to (someone).

Question3. It is open ended question about conducting a survey. The tutor should first guide the student teachers as followed before conducting this survey.

Guide student teachers on some important elements of conducting a survey. The tutor may group student teachers into manageable groups and give clear instructions.

- Selecting a focus/ choose a topic
- Collecting data
- Analyzing and interpreting data collected
- Present them to the class
- Constructive feedback

Ask student teachers to conduct a survey based on given topic. While conducting a survey, the tutor should also reach some student teachers with special needs.

1. Open ended. The tutors should consider the following when giving guidance to student-teachers:
 - Coherence
 - Content
 - Punctuations
 - Language used
2. Guide student teachers to write a three-stanza poem about character. Remind them in mind have the following elements when writing poem:
 - Title
 - Subject matter
 - Verses
 - Rhythm
 - Rhyme
 - Poetic devices

2.4. Language structure

1. Past Simple

a. Lesson objectives

Knowledge:

- Recognize the structure of past simple both forms.
- Explain the uses of the past simple.

Skills:

- Read or listen to stories in past simple.
- Write a one page essay on famous people.

Attitudes and values

- Appreciate the use of past simple in context.
- Correcting mistakes about the past simple

b. Teaching and learning resources

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

c. Introduction/prerequisite to the lesson

Before this lesson, students should recall what they have learned in lesson 3. They have learnt this tense from primary. They're familiar with them. You only emphasize how it is used to talk of leaders and famous people.

d. Exercise on the uses of past simple

Ask student teachers to read the sentences silently and ask some questions to check if they have read.

2. Wh-causes

a. Lesson objectives

Knowledge

Recognise the structure of wh-clauses

Skills

Use wh-clauses in writing a composition

Attitudes and values

Appreciate the wh-clauses in sentences

b. Teaching and learning resources

Photographs, textbooks, audio materials, dictionaries etc.

c. Introduction/prerequisite to the lesson

Student teachers are expected to have knowledge about wh-clauses. The tutor should ask them some questions to introduce this lesson.

2.4.1. Exercise on the uses of wh- clauses

Possible answers to the application 2.4.1

- Why she said that.
- What they're doing.
- Where the house is.
- When we're going to arrive.
- What time the show starts.
- How she's going to do it.

2.5. End unit assessment

1. The tutor should guide student teachers on how to talk about four famous Rwandan people in essay form.

2. Making sentences:

This is a sentence construction activity that will be considered open. The tutor should ensure that the sentences are grammatically correct, and the suggested words are all well used. Below are examples of sentences in which the words/phrases have been used.

a) That king was eager to conquer all the neighbouring regions.

b) His deeds are known at the international arena.

c) The next race of Tour du Rwanda is in December.

d) Timothy can take over the post after Walter.

e) That Minister is loyal.

f) Having an unpretentious leader is quite good.

3. Definitions of:

a) Authoritarian: this type of leader is someone who is focused almost entirely on results and efficiency. They often make decisions alone or with a small trusted group and expect employees to do exactly what they're asked

b) Transformational: A transformational leader focuses on clear communication, goal setting and employee motivation.

c) Bureaucratic leaders expect their team members to follow the rules

and procedures precisely as written. This style focuses on fixed duties within hierarchy where each employee has a set list of duties and responsibilities.

4. Phonetic transcription:

a) /præg'mætɪk/

b) /kæm'peɪn treɪl/

c) /'kɒŋkə/

d) /'nɒtʃɪŋ/

5. The tutor should guide the student teachers on how to talk about the kind of person they are and how it affects them. They should write in an essay form. Check whether they are respecting the guidelines.

UNIT 3

LIVING IN A FOREIGN COUNTRY

Key Unit Competence: To use language learnt in the context of living in a foreign country.

1. Prerequisites

The tutor asks student teachers to describe any foreign country they have ever visited, what they liked there, and what they didn't like.

2. Cross cutting issues to be addressed:

Standardization culture. The student teachers compare the culture of other foreign countries with that of their native country. They appreciate their cultural values and try to behave according to the cultural norms in their societies.

3. Guidance to the introductory activities:

Have Student teachers open their books and observe the pictures and critically answer questions asked about the pictures. Thereafter, randomly select a representative from each pair to present ideas to the rest of the class.

Possible answers on introductory activity

1. (Open ended question)

- The tutor gives student teachers time to open their textbooks and allows them to observe the pictures and in pairs, they share what they have observed in an open class discussion.

2. (Open ended question)

- Tutor groups student teachers to discuss the task or activity given to them. And then picks one person from each group to act as group ambassador to share with different groups through rotation.

3. (Open ended question)

- Tutor poses an oral question for student teachers to brainstorm and orally point out their ideas in an open class discussion

4. List of lessons & sub-headings

#	Lesson	Lesson objectives	No of periods
1	Describing personal recent activities	<p>Knowledge and understanding - State the words and expressions of multinational companies and trade as well as multinational organizations</p> <p>Skills - Write texts about family visits in a foreign country.</p> <p>Attitude and values - Appreciate the contribution of all cultures to the creation of common global society.</p>	7
2	Describing one's possibilities	<p>Knowledge and understanding State the words that describe one's possibilities.</p> <p>Skills: Write a text that describe one's possibilities.</p> <p>Attitude and values: Appreciate peoples' possibilities by other prominent people.</p>	7
3	Describing future activities	<p>Knowledge and understanding: -State the words that describe about the future.</p> <p>Skills: Write a composition describing future plans</p> <p>Attitude and values: Compare your future activities with the colleagues</p>	7
4	Describing cultures	<p>Knowledge and understanding: -Recognize when to use the present perfect tense and the present perfect continuous tense.</p> <p>Skills: -Listen to speeches about Rwanda's international trade and income</p> <p>Attitude and values: -Appreciate the role of international trade in terms of Rwanda.</p>	7

5	Comparing cultures.	<p>Knowledge and understanding: -Talk about feelings when living in a new place and summarize into one paragraph:</p>	7
		<p>Skills: -Debate on pros and cons of living abroad.</p> <p>Attitude and values: -Debate and evaluate a letter from someone staying in a foreign country, paying attention to the present perfect and present perfect continuous tense</p>	
6	Vocabulary	<p>Knowledge and understanding: -Recognize the meaning of immigrant, currency, homesick, fare and booking.</p> <p>Skills: Write a descriptive composition using words; migrant, currency, homesick, fare, booking</p> <p>Attitude and values: Compare life at home or as a native and being in a foreign country</p>	5
7	Language structure	<p>Knowledge and skills: Recognize the use of present perfect, present perfect continuous, and adjectives.</p> <p>Skills: Construct sentences using present perfect, present perfect continuous tense and use of adjectives.</p> <p>Attitudes and values: -Compare life in Rwanda and life living abroad using present perfect and present perfect continuous tense and use of adjectives.</p>	7
8	End unit assessment		2

3.1. Describing personal recent activities.

a. Learning objectives

Knowledge and understanding

- State the words and expressions of multinational companies and trade as well as multinational organizations

Skills

- Write texts about family visits in a foreign country.

Attitude and values

- Appreciate the contribution of all cultures to the creation of common global society.

b. Teaching and learning resources:

Pictures, Dictionaries, photographs of different people living in different countries.

3.1.1. Learning activities: Reading and text analysis

Guidance for the tutor:

- Ask students to read silently the text
- Put Student teachers in groups of equal numbers.
- Tell them to work in pairs, also use think pair and share technique. To talk about the main ideas in the passage.

Answers for activity 3.1

Possible answers for comprehension questions (Unit 3.text1)

1. The hunter's problem was how to carry meat home.
2. (Open ended question)
 - Student teachers give explanation to support their answers.
3. The hunter had promised not to tell his wives about dogs' change into a shape of a human being.
4. The hunter's wives were puzzled because they couldn't believe that he alone had managed to get all that meat from the forest to the town gates.
5. The youngest wife succeeded in learning the hunter's secret by giving the husband a lot of alcohol.
6. She was angry with the dogs because the dogs could change into any shape and help in many house activities but they didn't.

Possible answers for comprehension (Unit 3. text 2)

1. The writer of the letter is Caleb Johnson.
2. He comes from Rwanda.
3. He lives in Pretoria South Africa.
4. Working in a mining company.
5. (Open-ended question)

The student teachers give a stand of the question and explain giving reasons.

Possible answers on application activities, vocabulary, summary, letter, and composition.

Possible answers for vocabulary activity 1

- a) Curious- (eager to know)
- b) Hunter- (a person that hunts animals for food or sport)
- c) Surprise- (something unexpected)
- d) Tasty - (describes food which has a strong and very pleasant flavour)

Possible answers for vocabulary activity 2

1. Horrible- (fearful, gruesome, harrowing, awful)
2. Numerous- (countless, very many, a great many, a multitude of)
3. Species- (a group of living organisms consisting of similar characteristics or interbreeding)
4. Variety - (a number or range of things of the same general class that are distinct in character or quality.)
5. Home-sick (experiencing a longing for one's home during a period of absence from it)

Possible answers for application activities 3, 4,5,6,7,8)

1. (Open ended question)
The tutor looks at the coherence of the ideas in the summary written by the student teachers, language, vocabulary, spellings, and grammar.
2. (Open ended questions)
The tutor looks at the content, punctuation, coherence, and language the student teachers have used)
3. (Open ended question)
The tutor poses a question and student teachers orally answer depending on their feelings and attitude
4. (Open ended questions)

The tutor looks at the summary written by the student teachers and then focuses on coherence, language, and use of vocabulary.

5. (Open ended question)

The tutor groups student teachers to carry on a discussion on comparing and contrasting life in their native country and life in foreign countries.

6. (Open ended questions)

The tutor looks at the format of letter writing, grammar, language, vocabulary, coherence and punctuation.

3.2. Describing one's plans

Learning objectives:

Knowledge

- State the words that describe one's possibilities.

Skills:

- Write a text that describe one's possibilities.

Attitude and values:

- Appreciate peoples' possibilities by other prominent people.

3.2.1. Learning activities: Reciting and exploitation of the poem.

Guidance to the tutor:

- The tutor recites the poem with student teachers
- The tutor groups the student teachers to the equal number as they read the poem
- The tutor invites one of the student teachers to read aloud the poem.

Answers for activity 3.2

Possible answers on poem one:

- a) The poet repeats the phrase "let no on" to emphasize the idea of perseverance. The tutor can accept other correct answers.
- b) The tutor pairs the student teachers to re-read the poem silently and then share the general idea about the lessons/ attention drawn out of the poem to the youth. The lesson Student teachers can draw from this poem is to never give up.

c) (Open ended question)

Student teachers individually can write an essay relating the message expressed in the poem to their future ambitions.

3.2.2. Possible answers for application activities one.

- a) Tear apart -(to completely destroy something by tearing it into pieces.)
- b) Hold some back -(in turn, choose not to do something fully, exercise restraint.)
- c) Set your sights and keep them fixed- (set your goal or vision or objective)
- d) Steal somebody's dream - (contempt, disobedience or disrespect, distract you in your undertaking)

Possible answers for application activity 2

The tutor draws a table full of different vocabulary words and then guides student teachers to construct sentences relating to their future plans and then asks student teachers to compare their friends' work through exchange.

The tutor looks at the format of how the student teachers have addressed their letter; content, coherence, language, spellings, grammar, diction, and punctuation.

3.3. Describing future activities

a. Learning objectives:

Knowledge

- State the words that describe about the future.

Skills:

- Write a composition describing future plans

Attitude and values:

Compare your future activities with the colleagues

3.3.1. Reading, pictures interpretations and text analysis

Guidance for the tutor:

- Tutor together with the student teachers read aloud the text.
- Tutor asks Student teachers to brainstorm on the message written by the author
- Tutor guides Student teachers to write down their future plans.

Answers for activity 3.3

Possible answers on comprehension questions

I have a dream.

1. Open ended questions

The tutor guides on student teachers about what they mean by images in any written work and then groups Student teachers to read the speech by Martin Luther King to identify and discuss the images that are involved in the speech.

2. Open ended question

The tutor guides Student teachers to write a descriptive composition in groups of five and to focus on their future plans and then later encourages student teachers to write their individual descriptive personal plans.

3. Open ended questions

The tutor introduces on how to write a speech using different speeches delivered by prominent people then later encourages each student teacher to make their own speeches with a guided occasion targeting certain audience.

Possible answers for application activities

1. Open ended question

Student teachers write about their personal dream and then match it or relate it to Martin Luther's speech using the present future tense.

2. Open ended question

Student teachers are taken through speech writing task in groups, they discuss the content, specific audience, diction, coherence of ideas, introduction, main body, and conclusion and grammatical structure.

3. Open ended question

Student teachers are taught rules of summary writing by the tutor, then the student teachers summarize the speech of Martin Luther considering the main points, grammar, punctuations and sentence structure.

3.4. Language structure

a. Learning objectives:

Knowledge

Recognize the use of present perfect, present perfect continuous, and adjectives.

Skills:

Construct sentences using present perfect, present perfect continuous tense and use of adjectives.

Attitudes and values:

- Comparing life in Rwanda and life abroad using present perfect and present perfect continuous tense and use of adjectives.
- Guidance to the tutor:
- Tutor asks student teachers to brain storm what they have previously learnt on present perfect and present perfect continuous tense.
- Tutor asks Student teachers to individually write down five sentences in present perfect tense.
- Tutor pairs Student teachers to exchange their exercises and then change the sentences into present perfect tense.

Answers for activity 3.4

Possible answers to language structure exercise 1

(Changing from present perfect to present perfect continuous)

1. I have been working here since April.
2. Football teams have been scoring a lot of goals this season
3. I have been working in China since 2017.
4. She has been watching this movie since morning.
5. A lot of earthquakes have been occurring in California.
6. I have been having a cold for two weeks.
7. You have been sleeping since 7 O'clock
8. Doctors have been curing many deadly diseases.

Answers to the application exercise 2.

Adjectives	Comparatives	Superlatives
Clean	Cleaner	Cleanest
Easy	Easier	Easiest
Fat	Fatter	Fattest
Flat	Flatter	Flattest
Heavy	Heavier	Heaviest
Hot	Hotter	Hottest
Narrow	Narrower	Narrowest
Noisy	Noisier	Noisiest
Simple	Simpler	Simplest
Thin	Thinner	Thinnest
Wet	Wetter	Wettest

3.5. End of unit assessment

Possible answers end unit exercise 1

1. The tutor explains the main parts of the letter and through teaching and assessment strategy, student teachers practice letter writing focussing on coherence, choice of words, content, punctuation marks, spellings and sentence structure.
2. The tutor discusses together with the student teachers about a narrative composition, they set a draft, a plan, a sequence of ideas, choice of words, sentence structure and then groups student teachers to share ideas in a hot table discussion about how to write a narrative composition.
3. The tutor reads together with student teachers samples of speeches by other prominent speakers and later guides Student teachers to write their own speeches focussing on personal plans.
4. Changing sentences from present simple to present perfect.
 - a) The students have woken up early so that their rooms can be cleaned.
 - b) She has walked to school.
 - c) Police officers have arrested offenders.
 - d) Joshua has washed his clothes in order to avoid skin diseases.
 - e) You have eaten lunch early that is why you are hungry.

Possible answers on end unit activity three.

- a) Quick
- a) Loudly.

3.6. Unit summary.

In this unit, you have learnt about, different cultures and living in foreign countries like France. Comparing life in Rwanda and that of foreign countries. Student teachers have been taken through different vocabularies and their meanings like, migrant, home-sick, currency and booking. The student teachers have also learnt the use of present perfect tense and present perfect continuous tense.

3.7. Additional information.

Present perfect tense.

(s+ have/has+ past participle)

Usage:

- To express things you have done in your life.
Example: 1. She has never studied French.
- To express number of times you have done something.
Example: 2. How many times have you tried to call her?
- To describe recently completed actions which are important now.
Example: I have some bad news. I have lost my job.
- To express situations that started in the past and are still true.
Example: I have known James for four or five years.
- To describe unfinished actions or situations.
Example: I have read half of the book.
- To express present result.
Example: John has missed the bus, so he will be late.

UNIT 4

BUSINESS AND MONEY

Key Unit Competence: To use the language learnt in the context of business and money

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

Before undertaking this unit business and money, student teachers should have prior knowledge on business learnt in entrepreneurship from o'level and English in YEAR TWO. They could also remember related topics on accounting learnt in entrepreneurship.

Student teachers might equally have some information on different people's behaviours learnt in Foundations of education YEAR TWO. Tutors therefore should take that background as a great opportunity and help him/her develop on that experience to effectively translate intended activities related to myself and my community into classroom realities.

2. Cross-cutting issues to be addressed:

Financial Education

This cross-cutting issue will be addressed through different activities of this unit because they are all about business and money. It can also be addressed through situations which can be arisen from classroom activities while teaching and learning is taking place.

Gender education

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

Inclusive education

Through helping all student teachers based on individual abilities, questions that student may ask such as how people with visual impairment can use ATM cards, how do they know the amount of money especially with modern theft.

Peace and value education

Through different activities in groups, dialogues, pair works, etc, there is a need of having an environment where student teachers respect each other's point of view, active listening among student teachers and the tutor; conflict resolution and problem-solving when such situations happen.

3. Guidance on the introductory activity:

Ask student teachers to study carefully the pictures and through working in small groups, guide them to answer questions (**unit 4 introductory activity**). The tutor may move round to help some of the student teachers with special needs. Randomly select a representative from each pair to share findings to the rest of the class and before harmonizing the findings, ask them to predict how following lessons will look like.

Possible answers to questions on picture interpretation

Guide student teachers to answer some questions asked on the pictures. Listen to their answers and supplements.

4. List of lessons/sub-headings

#	Lesson title	Learning objective	Number of periods
1	Describing business and money	Knowledge & understanding Recall words and expressions used in the context of business and money Skills -Write texts about business and money for sharing information -Read texts about business and money for information. Attitudes and values -Show care and courtesy in business management -Show trust, honesty and integrity in money exchange	

2	Describing the role of money	<p>Knowledge & understanding Recall words and expressions used in the context of business and money</p> <p>Skills -Write texts about money for sharing information -Read texts about money for information.</p> <p>Attitudes and values -Show care and courtesy in business management -Show trust, honesty and integrity in money exchange</p>	
3	Describing marketing	<p>Knowledge & understanding Recognize words and expressions used in marketing</p> <p>Skills -Write texts about marketing for sharing information -Read texts about marketing for information.</p> <p>Attitudes and values -Show care and courtesy in business management -Show trust, honesty and integrity in marketing</p>	
4	Describing a business	<p>Knowledge & understanding Recall words and expressions used in the context of business and money</p> <p>Skills -Write texts about business for sharing information -Read texts about business for information.</p> <p>Attitudes and values -Show care and courtesy in business management -Show trust, honesty and integrity in business exchange</p>	

5	Entrepreneurship Vocabulary	<p>Knowledge & understanding Recall words and expressions used in the context of entrepreneurship</p> <p>Skills -Write texts about entrepreneurship for sharing information -Read texts about entrepreneurship for information.</p> <p>Attitudes and values Appreciate the role of entrepreneurship in business development</p>	
6	<p>Language Structure</p> <p>Phrasal verbs used in business and money</p>	<p>Knowledge & understanding Recognize phrasal verbs specially used in the context of business and money</p> <p>Skills Use phrasal verbs in the context of business and money</p> <p>Attitudes and values Appreciate the relevance of phrasal verbs in the context of business and money</p>	

4.1. Describing business and money

a. Lesson objective

Knowledge & understanding

Recall words and expressions used in the context of business and money

Skills

- Write texts about business and money for sharing information
- Read texts about business and money for information.

Attitudes and values

- Show care and courtesy in business management
- Show trust, honesty and integrity in money exchange

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing people doing different business activities and marketing.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about trades and exchanges that they learnt in entrepreneurship. Student teachers live in the community where trading and money exchange and bank related activities take place. Therefore, the tutor may use that opportunity to introduce this lesson starting from this good experience.

4.1.1 Learning activities: Reading and text analysis

- Pre-reading: before student teachers start to read, ask them some questions related to the lesson in order to predict what the passage will be talking about. The tutor may also provide clear instructions.
- During reading:
 - Guide student teachers to read silently and ask some questions to check whether they have read.
 - Invite some student teachers to read a loud as a model reading activity or the tutor can do it him/herself. Check their spelling and pronunciation .
 - Allow as many student teachers as possible to read in turn.
 - The tutor may use pairs or groups and ask student teachers to look for blocking words in the read and find their meanings using dictionaries or internet where possible.
- After reading: ask student teachers to relate what they have read with their predictions. Thereafter, ask to answer comprehension questions and finally help them to harmonize different activities done in relation to the text read.

Answers for activity 4.1

Possible answers to the comprehension questions (4.1.)

1. This is an open ended question. As student teachers are answering these questions, accept different answers and supplement them where necessary.
2. The positive impact of current technology is the following
 - Network of banking computers
 - No more frauds
 - Use of credit cards instead of physical cash

Negative impacts can be:

- Credit cards frauds
 - When there is no network no transaction can take place.
3. The narrator thought that it was April 1st because this day is known as April Fool's Day. It is commemorated through practical jokes and hoaxes. So, he might have thought it was a joke or a lie.
- a) This is an open ended question. Guide student teachers until they find the right answer.
- b) This is open ended question. Guide student teachers, accept their answers and supplement them where necessary.

Possible answers for questions on application activity 4.1.2.

1. Vocabulary activity

Vocabulary	Meaning
Vanishing	Disappear suddenly and completely.
Cope with	Satisfy or fulfil
Decade	a period of ten years. "he taught at the university for nearly a decade"
Credit card	A small plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit.
Handprint	An impression of a hand on a surface
fraud	Wrongful or criminal deception intended to result in financial or personal gain. "he was convicted of fraud"
waste	Use or expend carelessly, extravagantly, or to no purpose. "we can't afford to waste electricity"
Spending power	The degree to which people have money to buy products and services: The growth in employment and wages gives consumers some spending power to absorb the higher cost of energy.
Rattling	Make or cause to make a rapid succession of short, sharp knocking sounds.

2. Open ended,

The tutor may guide student teachers to construct correct sentences taking into consideration the context being discussed.

3. Open-ended. The tutor may guide student teachers on how to write a good composition as they learnt this in year one.

4.2. Describing the role of money

a) Learning objectives

Knowledge

- Recalling words and expressions used in the context of business and money
- Identifying words used to talk about role of money

Skills:

- Reading text about role of money business and money)
- Writing about role of money

Attitudes

Appreciate the role of entrepreneurs in the economic development of the country

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing people doing different business activities and marketing.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about trades and exchanges that they learnt in entrepreneurship. Student teachers live in the community where trading and money exchange and bank related activities take place. Therefore, the tutor may use that opportunity to introduce this lesson starting from this good experience.

4.2.1. Learning activities: Reading and text analysis

The tutor should refer to the previous sub/units for guidance

Answers for activity 4.2

Possible answers on comprehension questions 4.2.1.

1. -All transactions are made through the use of money. Previously in the old ages, there was use of commodity and barter system as medium of exchange.
 - The introduction of money eased the system of exchange because of its good qualities such as portability and divisibility, among others.

- Wealth or goods can be stored for future use in form of money than assets.
2. Divisibility: it must be easy to divide whatever physical commodity that is being used as money into smaller amounts to make smaller transactions possible.

Portability: One should also be able to carry good money from one place to another.

- Because forged money will increase money in the economic system which leads to inflation and in turn money will lose value.
- It must be made of features and quality that cannot be easily forged. The students may give other answers the tutor can accept them if they make sense.
- All business transactions and accounting are made possible by use of money. When computing business transactions, statistics of national income, to mention but a few, money is the most suitable medium. It may be easy to record the amount got after selling a commodity than recording the actual commodity.

Possible answers on application activity 4.2.2.

1. The tutor may guide the student teachers when looking for meaning of words used in order to link them with the context of business and money.

Words	Meaning
Prime	-Of first importance; main. “a nurse’s prime concern is the well-being of the patient” - Of the best possible quality; excellent.
Eased	If you talk about the ease of a particular activity, you are referring to the way that it has been made easier to do, or to the fact that it is already easy to do.
Bank draft	a cheque drawn by a bank on its own funds.
Scarce	(Especially of food, money, or some other resource) Insufficient for the demand. “as raw materials became scarce, synthetics were developed”
Forge	To copy or counterfeit money to make look genuine, in order to deceive people and steal from them.
Features	A feature of something is an interesting or important part or characteristic of it.

Price mechanism	The relationship between the supply of or demand for a particular product or service, and its price.
Arbitrage	The simultaneous buying and selling of securities, currency, or commodities in different markets or in derivative forms in order to take advantage of differing prices for the same asset. “profitable arbitrage opportunities”

2. Remind student teachers that they may refer to previous units where they can review how a summary should be written. The tutor then put students in pairs and walk round to give guidance. He/She should provide constructive feedback and make sure that those criteria of summary writing are made clear during harmonization.

4.3. Describing marketing

a. Lesson objective

Knowledge

- Recognize words and expressions used in marketing

Skills

- Write texts about marketing for sharing information
- Read texts about marketing for information.

Attitudes and values

- Show care and courtesy in business management
- Show trust, honesty and integrity in marketing

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing people doing different business activities and marketing.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about trades and exchanges that they learnt in entrepreneurship. Student teachers live in the community where trading and money exchange and bank related activities take place. Therefore, the tutor may use that opportunity to introduce this lesson starting from this good experience.

4.3.1 Learning activities: Reading and text analysis

- Pre-reading: before student teachers start to read, ask them some questions related to the lesson in order to predict what the passage will be talking about. The tutor may also provide clear instructions.
- During reading:
 - Guide student teachers to read silently and ask some questions to check whether they have read.
 - Invite some student teachers to read aloud as a model reading activity or the tutor can do it him/herself. Check their spelling and pronunciation.
 - Allow as many student teachers as possible to read in turn.
 - The tutor may use pairs or groups and ask student teachers to look for new words in the read and find their meanings using dictionaries or internet where possible.
- After reading: ask student teachers to relate what they have read with their predictions. Thereafter, ask to answer comprehension questions and finally help them to harmonize different activities done in relation to the text read.

Answers for activity 4.3

Possible answers to comprehension questions 4.3.1

1. As she first worked in the accounts department of a tourist hotel and also did some courses in running a business. The previous work experience of Mkami helped her a lot for she started her own business in that very hotel and used the knowledge she got to manage her new business.
2. Some good advice in this passage for young people are:
 - Listening to your customers.
 - To have a cool head and be prepared to take risks.
3. This is an open ended question. Guide student teachers on how to answer this question and help harmonize their answers thereafter.
4. Guide student teachers to answer this question and help harmonize their answers thereafter. As they are explaining some reasons behind the success of the writer, the tutor may also help student teachers with special needs to move on the same pace with the rest of the class.

Possible answers to the application activity 4.3.2.

1. The tutor should guide student teachers to look for the right meaning.

Words	Meaning
Grant	a sum of money given by a government or other organization for a particular purpose. “a research grant”
Small-scale industry	Small scale industries are those industries in which the manufacturing, production and rendering of services are done on a small or micro scale. These industries make a one-time investment in machinery, plants, and industries
Earnings	Money obtained in return for labour or services. “he claimed damages for loss of earnings”
Running a business	to run (a business, a company): to operate, to direct, to oversee, to manage (a business, a company)
Reasonable living	In business, reasonable Living Expenses (RLEs) are guidelines to help ensure that a borrower in mortgage arrears maintains a reasonable standard of living while they try to resolve their debt problems.

2. This is open ended question. The tutor may ask student teachers to recall debate techniques studied in Year Two to be able to conduct it effectively. Before starting debate help student teachers with special needs to understand the topic by paraphrasing or writing for those with hearing loss. Then, harmonize the ideas of the sides to draw a conclusion.

4.4. Language structure

a. Lesson objectives

Knowledge & understanding

Recognize phrasal verbs specially used in the context of business and money

Skills

Use phrasal verbs in the context of business and money

Attitudes and values

Appreciate the relevance of phrasal verbs in the context of business and money

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing people doing different business activities and marketing.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about trades and exchanges that they learnt in entrepreneurship. Student teachers live in the community where trading and money exchange and bank related activities take place. Therefore, the tutor may use that opportunity to introduce this lesson starting from this good experience.

Answers for activity 4.4

Possible answers to application activity 4.4.1.

1. We have decided **against** pursuing this course of action.
2. If we **rule out** this option, our business will certainly fail.
3. It will take a long time for the board to **sort out** this mess.
4. Barack has a plan to **bail out** the automotive industry.
5. Why didn't Tracy **turn up** at the meeting
6. Our suppliers have **set up** new offices outside the capital in a very ugly industrial estate
7. Last month's sales results **turned out** much better than expected.
8. Don't **Put off** till tomorrow what you can do today.
9. We had to **Call off** the meeting because of the bad weather
10. It's not such a terrible thing! Don't worry! **Cheer up!**

4.5. End unit assessment

Possible answers: to the exercise (putting correct phrasal verb in accordance with the meaning shown in brackets).

- a) Can you **come up with** a better idea?
- b) I wish I hadn't **take on** so much work in this industry.
- c) She **pointed out** that all the shops would be closed.
- d) I went out for a dinner with my business partners.
- e) Where did you **grow up**?
- f) I'd love to **set up** my own business.

- g) I thought the conference was going to be boring as the operations manager was absent, but it **turned out to** be quite useful for each of us.
- h) Would anybody like to **take on** this new client ?
- i) What's **going on** in the conference hall?
- j) Can we **set up** another business meeting next week?

Possible answers to the exercise phonetic transcription question

Word	Phonetic transcription
Handprint	/ 'hænd,prɪnt/
Decade	/dɪ'keɪd/
Bulk	/bʌlk/
Mechanism	/'mɛkənɪzəm/
Reasonable	/'ri:znəbl/
Portability	/pɔ:tə'bɪlɪti/

UNIT 5

EARLY CHILDHOOD WELFARE

Key unit competence: To use language learnt in the context of early childhood welfare

1. Prerequisites

The tutor may ask questions related to the unit, like: 1. what is early childhood welfare? 2. Do you think parents and caregivers play any role in early in early childhood education? The tutor may build on the knowledge produced to introduce the unit.

2. Cross cutting issues to be addressed

Inclusive education. Because all Student teachers with different abilities, talent, knowledge, skills, values and attitudes will be engaged in learning activities without isolation and given different kinds of play, games, songs, practices and activities that motivate them to learn together.

3. Guidance to the introductory activities:

Have student teachers to open their books especially on unit 5, and observe pictures individually then later ask the learner orally to brainstorm on what they have observed and you can ask them also to draw ideas similar situations experienced and share it in groups then later each group to present on how parents play a big role in early childhood education.

Possible answers, to the introductory activity questions:

a) (Open ended question)

The tutor poses the question to the student teachers in groups and share on the activities they can use or include to train people on early childhood welfare.

b) (Open ended question)

The tutor may encourage student teachers to open the unit and page, in pairs they observe the pictures with different activities in relation to early childhood

c) (Open ended question)

The student teachers in groups brainstorm and discuss the comparison of the competences of children who have attended early childhood related schools and those that have not attended.

d) (Open ended questions)

The tutor gives a task to student teachers to write a descriptive on the role of parents and caregivers in early childhood education.

e) (Open ended questions)

The tutor groups student teachers and gives them a task for research. The student teachers in their formed groups research on the outcome of children's basic needs in the early childhood centres.

4. Lesson titles/sub headings:

	Lesson title	Learning objectives	Number of periods
1	1.1. Talking about early childhood education in Rwanda.	Knowledge: Identify words and phrases used in relation to early childhood education. Skills: Read text about early childhood education for information Attitudes and values: Appreciate the importance of education for all.	7
2	1.2. Describing early childhood basic needs	Knowledge: Recognize the use of model verbs in text describing early childhood Skills: Write texts about early childhood basic needs Attitudes and values: Show care for every child.	7
3	1.3. Talking about duties and responsibilities of parents and caregivers in early childhood education.	Knowledge: -Recognize the role of parents in taking care of children's hygiene, safety, and food. Skills: Discuss the role of community in running pre-schools in villages. -Attitudes and values: Appreciate the role of caregivers and parents on the early childhood education	7

4	1.4 Language structure Modal verbs: should, need, dare Sounds and spelling Adjective degrees of comparison	Knowledge: Recognize the use of model verbs like should, dare, and adjectives. Skills: Construct sentences using model verbs like; Dare, should Write a composition using adjectives. Attitudes and values: Appreciate the role played by parents and caregivers using adjectives in early childhood education.	6
5	End unit assesment		1

5.1. Talking about early childhood education in Rwanda

a) Learning objectives

Knowledge

Talking about early childhood education in Rwanda.

Skills

Read text about early childhood education for information

Attitudes and values

Appreciate the importance of education for all.

Teaching and learning resources:

Pictures, text books, flipchart, field studies of nearby early childhood centres.

5.1.1. Learning activities: Reading and text analysis

Text: Early child hood education

Guidance to the tutor:

- Tutor reads aloud together with student teachers the text.
- Tutor and student teachers find out the new words and how they have used according to the text.
- Tutor guides Student teachers into a whole class discussion on the topic early childhood education.
- Tutor opens up a classroom discussion on the topic 'early childhood education is the source learning skills.'

Answers for activity 5.1

Possible answers to comprehension questions for text 1.

1. The term commonly refers to pre-school or infant/child care program.
2. The importance of early childhood education is to provide a firm foundation in cognitive, language and motor development, as well as social emotional, regulatory and moral development.
3. Pre-primary education did not receive attention as all efforts were concentrated in primary, secondary and tertiary levels of education.
4. (Open ended question)
5. The tutor focuses on the general ideas pointed out by the student teachers depending on how he or she has understood the efforts put by the government.
6. Ministry of education provides ECD policy which serves a guiding document.
7. Ministry of education implements, regulates, supervises ECD programs and maintains standards and quality assurance
8. Ministry of gender and family promotion approves policies guiding ECD.
9. The five pillars include; education, health, nutrition, child protection, hygiene and sanitation.
10. The objective of ECD is to ensure that all children are ready to begin school at the right age.

Possible answers for application activity 5.1.2.

1. Vocabulary activity

- a) Geared to: tend to
- b) Vulnerable : Being in danger, unsafe, unprotected, undefended, easily hurt etc.
- c) Firm foundation (Belief on something on which it is based)
- d) Compromise: being in agreement with
- e) Decline: decrease, or become less, also to refuse
- f) Pillar: in construction it a structure that support walls. It can the basis of something.
- g) School readiness (Ready to engage in and benefit from early learning experiences that best promote the child's success.)

2. The tutor gives a task to groups of students to survey and after their findings on early childhood education, then each group present. The tutor focuses on arguments in the presentation of the student teachers.
3. The tutor organizes student teachers into a debate and gives them guidelines on how to debate, looks at the ideas discussed and contributions of student teachers during the debate.

5.2. Describing early childhood basic needs

a) Learning objectives:

Knowledge:

Recognize the use of model verbs in text describing early childhood

Skills:

Write texts about early childhood basic needs

Attitudes and values:

Show care for every child.

b) Teaching and learning resources:

Pictures, text books, flipchart, field studies of nearby early childhood centres.

5.2.1. Learning activities: Reading and text analysis

Guidance to the tutors:

- Tutor together with student teachers identify new words, their spellings and pronunciations.
- The tutor allows two student teachers to read aloud the text.
- The tutor allows student teachers in groups to read and conceptualize the text as they answer questions.
- The tutor monitors student teachers' progress in actively involving themselves to context questions as he/she asks individual groups.

Answers for activity 5.2

Possible answers to comprehension questions for text1

1. The article focuses on conveying how childcare providers can more successfully assist in a child's development by viewing children in their care in the context of Maslow's Hierarchy of Needs.
2. Needs described by Maslow's Hierarchy of needs are: Basic Human Needs, Safety and Security, Healthy Relationships, achievement and Self Actualization.
3. It is important to understand children's needs because it provides us with a larger context to relate their behaviours and actions. We often view the way a child behaves as singular rather than as a part of their broader life.
4. (open ended question)
The tutor looks at how student teachers explain their ideas on evaluating needs according to Maslow and relating them to early childhood educator.
5. Open ended question
The tutor focuses on the description made by student teachers about environment in terms of early childhood needs. Taking into account grammar, sequence of ideas, spellings and content in line with the topic.
6. Open ended question
The tutor looks and marks the piece of advice suggested by the student teachers to caregivers considering grammar, sequence of ideas and spellings.

Possible answers to application activities 5.2.2.

1. Vocabulary activity
 - a) natural demeanour (way of looking and behaving/outward behaviour or being)
 - b) childcare providers (teacher who cares for children)
 - c) dolls (a child's toy in the shape of a small person or baby)
 - d) tiered (having a series of levels or rows placed one above the other)
 - e) self-actualization (to realize fully one's potential)
 - f) predictability (consistent repetition of a state, course of action, behaviour)
 - g) diversity (the condition of having or being composed of differing elements.)

- h) customs (way of behaving or belief that has been established. Or a habitual practice)
 - i) artefacts (an object made by a human being, typically one of cultural or historical interest)
 - j) survival (continue to exist in spite of difficult situation)
2. The students give examples of sentences using the above vocabulary words following their dictionary or contextual meaning.
 3. The students summarize the main ideas in one paragraph separating points using commas.

5.3. The role of parents and caregivers in early child hood

a. Learning objectives

Knowledge:

- Recognize the role of parents in taking care of children's hygiene, safety, and food.

Skills:

- Discuss the role of community in running pre-schools in villages.

Attitudes and values:

- Appreciate the role of caregivers and parents on the early childhood education

b. Teaching and learning resources

Pictures, text books, flipchart, field studies of nearby early childhood centres.

5.3.1. Learning activities: Reading and text analysis

Guidance to the tutor

- The tutor takes students into reading a loud text
- The tutor and students read through new vocabularies and how they have been used in the text.
- The tutor asks student teachers to internalize the text and explain the message in it.
- The tutor gives brief supportive additional information about the passage after the student teachers have been given chance.

Answers for activity 5.3

Possible answers to comprehension questions 5.3.1

Text: Parental involvement

1. We can maximize child's learning opportunities by providing rich verbal input, maintaining and expanding on the child's interests and offering the range of support necessary for multiple aspects of a child's learning.
2. Parental scaffolding is referred to as responsive support for the child to become actively engaged in solving problems.
3. - Development of the cognitive and social skills.
- Engaging children in cognitive, social, and emotional developmental activities.
4. Involving parents in the primary school curriculum and keep themselves updated with what is happening in their children's classroom are better able to establish a connection between home and school.
5. The tutor looks at the opinions of student teachers on the conclusions given according to the message in the text.
6. The tutor looks at written recommendations or discussed, proposed recommendations student teachers have presented during a class talk discussion.

Possible answers to application activity questions 5.3.2.

1. Vocabulary activity
 - a) Contingent responsiveness (an adult behaviour that occurs immediately after a child's behaviour and is related to the child's focus of attention)
 - b) Prompt (to make something happen.)
 - c) Scaffolding (a variety of instructional techniques used to move students)
 - d) Reciprocity (a situation where each enjoys an equal benefit from the relationship)
 - e) Novelty (the quality of being new, original or unusual)
 - f) Boast (to speak too proudly or happily about what you have done)
 - g) Schooling (education received at school.)
 - h) Synaptic (relating to meaning, translations and examples)
 - i) School readiness (each child enters school ready to engage in and benefit from early learning experiences that best perform the child's success)

j) Kindergarten (an establishment where children below the age of compulsory education play and learn. That is to say; a nursery school)

k) Midst (middle part or point)

2. Open ended question

The students give example sentences using the vocabulary words used in the text that are new to them.

3. Open ended question

Student teachers role play the responsibilities of parents in supporting children at home and parents that do not care about their children academically. The tutor guides them during preparation of role playing.

4. Open ended question

Students through group work tasks, get information from one of the stake holders in the communities, they represent their findings in groups about early education childhood.

5.4. Language structure

1. Comparison degrees of adjectives, modal verbs (should, dare, need)

a. Learning objective:

Knowledge:

- Recognize the use of model verbs like should, dare, and adjectives.

Skills:

- Construct sentences using model verbs like; Dare, should
- Write a composition using adjectives.

Attitudes and values:

Appreciate the role played by parents and caregivers using adjectives in early childhood education.

b. Teaching and learning resources:

Pictures, text books, flipchart, field studies of nearby early childhood centres.

2. Constructing sentences using model verbs

Guidance to the tutor:

- Tutor gives example sentences on the use of; Dare, should, need to
- Tutor gives grammatical rules on the use of modal verbs
- Tutor engages Student teachers to construct sentences using some modal verbs.

Answers for activity 5.4

Possible answers to exercise one

1. Bigger
2. More beautiful
3. Better
4. Worse
5. More difficult

Possible answers to exercise 3

1. Faster
2. More interesting
3. Warmer
4. Politer
5. More comfortable
6. Nicer.

Possible answers to exercise 4.

- This is an open ended question about the role of religions in running pre-school
- The student teachers write their discussions on the role of religions in running pre-school using degree of comparison and modal verbs like; should, need to, dare.
- The student teachers write their discussions on the role of parents and caregivers in running pre-school using degree of comparison and modal verbs like; should, need to, dare

5.5. End unit assessment

Possible answers to questions of exercise 1.

- a) Should
- b) Shouldn't
- c) Should
- d) Should
- e) Shouldn't
- f) Should
- g) Shouldn't

h) Should

i) Shouldn't

Possible answers to the open ended questions A. B.

- A.** The student teachers prepare a debate on the importance of early childhood education and the tutor guides the student teachers about different kinds of debate so as to be used in the discussion.
- B.** The student teachers are guided by the tutors on how to write an article, and then individually they write articles in their books basing on the role of early childhood education.

5.6. Unit Summary

This unit focuses on early childhood education and the role played by different stakeholders in promoting early childhood education and care centres, the role of parents and caregivers, standards and policies set by different ministries that govern pre-primary education.

This unit also focuses on the use of modal verbs like: should, need to, Dare and rules in the construction of sentences using modal verbs

5.7 Additional information:

Modal verbs:

1. Can: It is used to express:
 - Ability
 - Informal permission
 - Possibility
 - Informal request

Examples:

- I can speak English.
- Anyone can become reach and famous.
- Can I have a glass of water.

2. May is used to express:

- Possibility
- Polite permission or request

Examples:

- He may run the marathon this year
- May I go now? Yes, you may.

3. Have to is used to express obligation
Example: I have to wear uniform at school.

4. Could is used to:
- Ask permission
 - Give suggestion
 - Show ability in the past
 - Show possibility

Examples:

- Could I borrow your book?
- Could you say it again more slowly?
- We could try to fix it ourselves.

5. Ought to is used:
- Used for opinion or advice

Example:

- You ought to drive more carefully.

6. Need to is to show obligation.

Example: You need to study a lot.

NB: Auxiliary verbs provide additional and specific meaning to the main verbs of sentences

UNIT 6

LEARNING AREA:
ORAL AND WRITTEN COMMUNICATION

CULTURAL DIVERSITY AND AFRICAN DEVELOPMENT

Key unit competence: To use language learnt in the context of Cultural diversity and African development

1. Prerequisite:

Before undertaking this unit, Cultural diversity and African development, Student teachers should have prior information about the challenges caused by multiculturalism in the society. They might have equally learnt about culture and African development in both social studies and history. The tutor can therefore build on this background and successfully facilitate intended activities in this unit. It is then the opportunity to recall that by asking various questions.

2. Cross-cutting issues to be addressed

a) Gender education

Gender education can be addressed when both boys and girls equally get chance of participation in the lesson activities. The tutor and student teachers will use dialogues, group work, pair work, plenary discussions to address this cross-cutting issue. The tutor should keep this in mind while selecting characters to be used in case studies or classroom learning plays/games.

b) Peace and value education

This cross-cutting issue can be addressed through text analysis. It may equally get addressed through conducive learning environment that can be created by the tutor.

c) Inclusive education

In this unit Cultural diversity and African development, this cross-cutting issue will be addressed while talking about different cultures and customs. Also talking about cultural diversity, the tutor should help student teachers to understand that all human beings are equal regardless of their cultural background.

3. Guidance on Introductory activity.

Tell students to form pairs and open their books. Make sure that every learner has a partner. They observe one picture and interpret it by answering the questions related to it. Give some pairs time to share their answers with the class.

Possible answers to questions on the introductory activity

Answers to this activity will be diversified. The tutor should appreciate all of them as long as they are related to tolerance and mutual respect in cultural diversity.

Possible answers

1. The above pictures show aspects of the Rwandan traditional culture such as dance, music, crafts and food.
2. This question is open-ended. However, student teachers' answers should show that they recognize the importance of respecting the culture of others. This attitude encourages peace in the community.
3. Cultural diversity helps us to find our own identity. Knowing the value of our culture is possible when we compare ourselves to others. This comparison should be done in a friendly mood such that we respect others and learn from the differences that we find positive.
4. The reasons may be related to the environment, the economy, the politics, the religion, hunger, security and so on. Since this question is open-ended, Student teachers will certainly give different answers. Appreciate them and give constructive feedback.

4. List of lessons/sub-heading

No	Lesson title	Learning objectives	Number of periods
1	<ul style="list-style-type: none">- Describing Being in foreign countries- Comparing cultures- Describing customs	<p>Knowledge</p> <ul style="list-style-type: none">- Explain words and expressions used in the context of Cultural diversity and African development <p>Skills</p> <ul style="list-style-type: none">- Read the story about Cultural diversity and African development for information <p>Attitudes and values</p> <p>Appreciate cultural diversity that other people live</p>	4

2	<ul style="list-style-type: none"> - Describing traditional Rwandan culture - Reporting migration story - Describing causes of migration 	<p>Knowledge</p> <ul style="list-style-type: none"> - State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity. <p>Skills</p> <ul style="list-style-type: none"> - Write about Cultural diversity and African development for information <p>Attitudes and values</p> <p>Cooperate with neighbouring countries</p>	4
3	<ul style="list-style-type: none"> - Describing cultural Diversity - Describing the causes of migration - Describing cultural general challenges 	<p>Knowledge</p> <ul style="list-style-type: none"> - State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity. <p>Skills</p> <ul style="list-style-type: none"> - Describe local and foreign elements of culture in both written and spoken forms - Read texts about the experiences of migrants, <p>Attitudes and values</p> <p>Respect other people's culture</p>	4
4	<ul style="list-style-type: none"> - Key Rwanda Values - Language structure: Adverbs of time and place 	<p>Knowledge</p> <ul style="list-style-type: none"> - Recognize the use of adverbs of time and places in relation to diversity and African development <p>Skills</p> <ul style="list-style-type: none"> - Describe local and foreign elements of culture in both written and spoken forms - Listen to / read texts about the experiences of migrants, comparing local and foreign cultures and customs, the causes of migration or cultural diversity <p>Attitudes and values</p> <ul style="list-style-type: none"> - Preserve diverse cultural facts and events - Cope up with changes due to time and place 	3
5	Unit assessment		1

6.1. Describing being in foreign countries

a) Learning objectives

Knowledge:

Explain words and expressions used in the context of Cultural diversity and African development

Skills:

Read the story about Cultural diversity and African development for information

Attitude:

Appreciate cultural diversity that other people live

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.1.1 Learning activities: Reading and text analysis

Guidance

Ask student teachers to read the text silently, ask some questions to check if they have read and invite some students to model read minding about spelling of words and punctuations. Invite different Student teachers to read for the whole class and put them in groups to identify new words and their meanings. Thereafter ask comprehension questions (6.1.1. Learning activity).

6.1.1. Learning activities

Answers for activity 6.1.1

Possible answers to comprehension questions 6.1.1.

1. Culture shock moves through four different phases: wonder, frustration, depression, and acceptance.
2. That phase is very positive. You're fascinated with the language, the people, and the food. The trip seems like the greatest thing you've ever done. It's an adventure and you enjoy everything

3. The frustration phase is a difficult stage. This one is best known by anyone who has lived abroad or travelled for a long time. You don't understand gestures. You get laughed at or you offend a little old lady without knowing why. You feel angry often and miss your own culture.
4. Depression is the worst stage of culture shock. You are homesick and sad all of the time. It's hard to be so far away, especially if you're all by yourself. It feels like nothing will ever be fine again until you return home.
5. Acceptance does not mean total understanding because it's almost impossible to ever completely understand another culture. It just involves the realization that you don't have to get it all. You find what makes you happy and content in your new surroundings.

6.1.2. Application activities:

Answers for activity 6.1.2

Possible answers to application activity questions

1. Match the words in the table below with their meanings.

Word	Meaning
Con-artist	A person who deceives other people by making them believe something false or making them give money away.
Sudden	Happening or done quickly and without warning
Phenomenon	A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question.
Phase	A distinct period or stage in a series of events or a process of change or development.
Wonder	Something that is unusual or difficult to understand/explain
Fascinated	Extremely interested in something or someone
Frustration	The feeling of being upset or annoyed as a result of being unable to change or achieve something.
Gesture	Moving a part of your body to show meaning or feeling
Offend	A movement of part of the body, especially a hand or the head, to express an idea or meaning.
Depression	A common and serious medical illness that negatively affects how you feel, the way you think and how you act causing feelings of sadness and/or a loss of interest in activities once enjoyed.

2. This question is open-ended. The tutor should consider the answers provided by Student teachers and give constructive feedback.
3. This is an open-ended question. The tutor should consider the answers provided by Student teachers and give constructive feedback. Check whether the language is used appropriately.

6.2 Comparing cultures

a) Learning objectives

Knowledge:

Explain words and expressions used in the context of Cultural diversity and African development

Skills:

Read the story about Cultural diversity and African development for information

Attitudes and values:

Appreciate cultural diversity that other people live

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.2.1 Learning activities: Reading and text analysis

Guidance for tutors

The tutor should refer to previous sub/units for guidance.

Answers for activity 6.2.1

Possible answers to application activity questions

1. This is true. In fact, we only become aware of it under special circumstances, when we encounter difference. Experiencing culture happens in the pluralism of cultures. We are not aware of the first until we have experienced the second.
2. In the United States feminists were complaining that the marriage ceremony discriminated against women because the new couple was

pronounced man and woman. The woman was thereby “denatured” in some way by being shifted into a social role whereas the man retained his essential and primary identity.

3. In France feminists were having also complained even though the French marriage ceremony pronounced the couple husband and wife. Complaints were that the man was being given a full and more differentiated social identity whereas the woman was stuck in her original natural identity.
4. French and American women living in China had some differences based on their respective cultures. But they both had to come together, forgetting their differences for a while, in order to fight for their rights.
5. Yes. This was proved by those French and Americans who moved to China. To become aware of what related western cultures have in common, it was useful to move into radically different ones arising in the East.

6.2.2. Application activities:

Answers for activity 6.2.2

Possible answers to application activity questions

1. Use a dictionary or a thesaurus to find the meanings of the words in the table below

Word	Meaning
Pluralism	A condition or system in which two or more states, groups, principles, sources of authority, etc., coexist.
Feminist	A person who supports feminism, the advocacy of women’s rights on the ground of the equality of the sexes.
Discriminated	Treated (a person or particular group of people) differently, especially in a worse way from the way in which you treat other people, because of their skin colour, culture, sex, sexuality, etc.
Denatured	Take away or alter the natural qualities of.
Abundant	Existing or available in large quantities; plentiful.
Legislation	The process of making or enacting laws.
Overcompensate	Take excessive measures in attempting to correct or make amends for an error, weakness, or problem.
Maternity	The period during pregnancy and shortly after childbirth.

2. This is an open-ended question. Students will give various answers. Appreciate them and give feedback accordingly.

3. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used

6.3. Describing Customs

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

Write about Cultural diversity and African development for information

Attitudes and values:

Cooperate with neighboring countries.

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.3.1 Learning activities: Reading and text analysis

Guidance for tutors

The tutor may give student-teachers enough time to read both silently and aloud. He/she can ask students to use the new words in sentences after finding their meaning. The tutor should use questions anytime to check text comprehension.

Answers for activity 6.3.1

Possible answers to learning activity questions

1. A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing and kissing are all examples of customs.
2. They help maintain social harmony and unity within a group. They also help to distinguish one society from another.

3. Societal customs often start out of habit. A man clasps the hand of another upon first greeting him. The other man and others, who are watching, take note. When they later meet someone on the street, they extend a hand. After a while, the handshaking action becomes habit and takes on a life of its own. Over time, customs become the law of social life.
4. Different cultures often have different customs: something that is an established custom in one society may not be a custom in another society. For example, while one of the traditional breakfast foods in the United States is cereal, breakfast in other societies might include dishes such as soup or vegetables.
5. Customs exist among all types of societies, including both more industrialized and less industrialized societies. Their nature doesn't change based on literacy, industrialization or other external factors. They are what they are, and they can impact the society they are a part of. However, they tend to be more powerful in less industrialized societies, however.
6. Because customs are so important to social harmony, the breaking of a custom could theoretically result in an upheaval that has little or nothing to do with the custom itself, particularly when the reasons perceived for breaking it have no bearing in fact.

6.3.2. Application activities

Answers for activity 6.3.2

Possible answers to application activity questions

1.
 - a) **Handshaking:** The action of shaking hands with a person.
 - b) **Socialization:** The process of learning to behave in a way that is acceptable to society.
 - c) **Segment:** Each of the parts into which something is or may be divided.
 - d) **Animosity:** strong dislike, opposition, or anger.
 - e) **Sully:** Reduce the value of something that was perfect
 - f) **Upheaval:** great change, especially causing or involving much difficulty, activity, or trouble
2. This is an open-ended question. Students will give various answers. Appreciate them and give constructive feedback accordingly.

3. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

6.4. Describing Traditional Rwandan culture

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

Describe local and foreign elements of culture in both written and spoken forms

Read texts about the experiences of migrants,

Attitudes and values:

Respect other people's culture

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.4.1 Learning activities: Reading and text analysis

Guidance

The tutor should refer to the previous sub/units for guidance.

Answers for activity 6.4.1

Possible answers to learning activity questions

Answer:

- In Rwandan Culture, it is considered extremely rude to eat in public.
- Adults don't eat in front of their in-laws.
- When a married couple has children, their names essentially change to reflect the identity of their first-born child.

- When a couple shares a bed, the man always sleeps on the side away from the wall so that he can protect his wife in the case of an intruder or problem.
- It is forbidden for a married person to pronounce the name of his or her mother-in-law or father-in-law.

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

6.4.2. Application activities

Answers for activity 6.4.2

Possible answers to application activity questions

- Extremely rude:** The phrase “extremely rude” means very impolite.
- Invented by greedy men:** The phrase “was invented by greedy men” refers to something that was created by selfish men.
- Considered taboo:** The phrase “considered taboo” refers to something that is not approved or not right to be done.
- To pour:** The word “pour” means to make a substance flow from a container, especially into another container, by raising just one side of the container that the substance is in.
- Symbolizes:** The verb to “symbolize” means to represent something.
- To reflect:** The verb to “to reflect” means to give back or show an image of something.
- A bride:** The word “bride” refers to a newly married woman or a woman about to be married.
- Double standards:** The phrase “double standards” refers to any code or set of principles containing different provisions for one group of people than for another
- Faint light:** The phrase “faint light” means a kind of light lacking brightness, vividness.
- A twitch:** The word “twitch” refers to a short, sudden jerking or convulsive movement.

4. This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
5. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used

6.5. Reporting migration story

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values:

Respect other people's culture

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.5.1. Learning activities: Reading and text analysis

Guidance

The tutor should refer to the previous sub/units for guidance.

Answers for activity 6.5.1

Possible answers to learning activity questions

1. Ms Yusuf left Somaliland in late 2017 following the death of her father because she could not find anyone to cater for her needs. Nobody could provide the same support to her; so she decided to leave the area and travelled on her own to Yemen.

2. She experienced a very new culture from the time of her arrival. The culture was different from the Somaliland culture that she was used to. Someone had to accompany her when she wanted to go to the market.
3. After a difficult year in Yemen, Ms Yusuf decided to return to Somali. The International organization for migration provided her with health support and transportation from Yemen to her final destination in Somaliland. In the future, Ms Yusuf hopes to specialize in health and or technical skills.
4. Ms Yussuf says it's difficult to live in Yemen. If you use public taxis without anyone accompanying you, you ran a risk of being kidnapped or you may end up being raped.

6.5.2. Application activities

Answers for activity 6.5.2

Possible answers to application activity questions

1. Use the dictionary and thesaurus to find the meanings of the words in the table below

Word	Meaning
Cater for	To provide what is wanted or needed by someone or something
Experienced	Having skill or knowledge because you have done something many times.
Unemployed	Not having a job that provides money
Destination	The place where someone is going or where something is being sent or taken
Housemaid	A woman servant whose job is to clean a large house, and who often lives there
Kidnap	To take a person away illegally by force, usually in order to demand money in exchange for releasing them
Raped	To force someone to have sex when they are unwilling, using violence or threatening behaviour

2. This is an open-ended question. Students will give various answers. Appreciate them and give constructive feedback accordingly.
3. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

6.6. Describing causes of migration

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values:

Respect other people's culture

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.6.1. Learning activities: Reading and text analysis

Guidance

Ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations and intonation. Invite different Student teachers to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.6.1. Learning activity)

Answers for activity 6.6.1

Possible answers to comprehension questions

1. The reasons are based on environment, economic, cultural and socio-political aspects.
2. That is an open-ended question. The tutor will remind student teachers that their answers should be based on the text. Appreciate their answers and give constructive feedback.

6.6.2. Application activities

Answers for activity 6.6.2

Possible answers to application activity questions

1.
 - a) Migrate:** Travel (often in large numbers) to a new place to live temporarily.
 - b) Push factor:** Push factors are those that force the individual to move voluntarily, and in many cases, they are forced because the individual risk something if they stay.
 - c) Political intolerance:** unwillingness to accept political views, beliefs and behaviour that differ from one's own.
 - d) Vein:** A particular mood, style.
 - e) Peaceful and comfortable:** Quiet and calm, without violence; providing physical ease and relaxation.
2. This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
3. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used.

6.7. Describing cultural diversity

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

Write about Cultural diversity and African development for information

Attitudes and values:

Cooperate with neighbouring countries.

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Student teachers are expected to have some information about cultural diversity. The tutor may use question to test student's knowledge and build on it to introduce this lesson.

6.7.1. Learning activities: Reading and text analysis

Guidance

The tutor should apply different active reading techniques to successfully carry out this activity. He/She may refer to previous sub/units.

Answers for activity 6.7.1

Possible answers to application activity questions

1. It is not good because such judgment could reach to a level whereby people tend to discriminate against others whose ways of living are different from theirs. This may result in culture shock or conflict.
2. Cultural diversity enables us to learn about other cultures with the aim to understand each other and avoid negative stereotypes and personal biases about different groups. Cultural diversity can help us recognize and respect "ways of being" that are not necessarily our own. It makes our country a more peaceful and interesting place to live in as we build bridges to trust, respect, and understand each other.
3. The write advises them to advocate for the use of materials that are representative of the various cultural groups in the local community and the society in general. They should intervene in an appropriate manner when they observe others engaging in behaviours that show cultural insensitivity, bias, or prejudice. They ought to be proactive in listening, accepting, and welcoming people and ideas that are different from their own.

6.7.2. Application activities

Answers for activity 6.7.2

Possible answers to application activity questions

1.
 - a) **Yard stick:** a measure used as a standard for comparison when you are judging other people or things.

- b) Diversity:** Including many different types of people or things
 - c) Family ties:** Relationships that binds together people of the same family.
 - d) Proactive:** The ability of controlling a situation rather than responding to it.
 - e) Bias:** A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence your judgment.
 - f) Prejudice:** The practice or tendency of judging or making conclusions without a fair reason.
2. This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
 3. This is an open-ended question. Student teachers will debate and give their opinion. The tutor will guide their discussion so that they don't bring in irrelevant things.
 4. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used.

6.8. Describing cultural general challenges

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values:

Respect other people's culture

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous

sub-title and guide them to link to the new lesson.

6.8.1. Learning activities: Learning activity: Reading and text analysis

Guidance

Ask Student teachers to observe and interpret the pictures. Ask the the question about the pictures which is an open-ended question. Appreciate their varied answers and give a constructive feedback. Then ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read or read for them respecting punctuations an intonation. Invite different Student teachers to read for the whole class and put them in groups to identify some words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.8.1. Learning activity).

Answers for activity 6.8.1

Possible answers to comprehension questions

1. Gabriella felt disrespected because her new staff questioned her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they often went about it in their own way without checking with her. When she announced her decisions on the project, they continued giving their opinions as if it was still up for discussion.
2. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.
3. Gabriella was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic.
4. In her previous work environment in Brazil, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often

work together with their bosses to find solutions and make decisions.

5. She took the initiative to have an open conversation with them about their feelings about her leadership.
6. Her team members were so much pleased to be asked for their thoughts and they openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom.
7. The result is that Gabriela and her team were able to adapt their way of working. Gabriela was able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

6.8.2. Application activities

Answers for activity 6.8.1

Possible answers to application activity questions

1. Use a dictionary or a thesaurus to find the meanings of the words and in the table below

Words	Meanings
Friendliness	The quality of behaving in a pleasant, kind way towards someone
Satisfactorily	A way that is good or good enough for a particular need or purpose
Hierarchical	Arranged according to people's or things' level of importance, related to such a system.
Flatter hierarchy	A system in which authorities are praised in order to make them feel attractive or important, sometimes in a way that is not sincere
Subordinates	A person who has a less important position than you in an organization
Underlying	Real but not immediately obvious

2. This is an open-ended question. Student teachers will give various sentences. Consider them and give corrective feedback where needed.
3. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used
4. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive

feedback using the following criterion: coherence, content, punctuations, language used

6.9. Key Rwandan Values

a) Learning objectives

Knowledge:

State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitudes and values

Respect other people's culture

b) Teaching resources

Photographs, Text books, internet, maps, etc.

c) Prerequisites/revision/introduction

Ask student teachers some questions related to the lesson learnt in the previous sub-title and guide them to link to the new lesson.

6.9.1. Learning activities: Reading and text analysis

Guidance

Ask Student teachers to observe and interpret the pictures. Ask the question about the pictures which is an open-ended question. Appreciate their varied answers and provide a constructive feedback. Then ask student teachers to read individually the text silently, ask some questions to check if they have read and invite some students to model read. Invite different Student teachers to read for the whole class and put them in groups to identify some new words and find their meaning using their dictionaries and internet. Thereafter ask comprehension questions (6.9.1. Learning activity).

Answers for activity 6.9.1

Possible answers to comprehension questions

1. The national harvest day was an event that came second to the enthronization of a new king. It was performed by Rwandans at the beginning of every harvest. It was a very big event in the kingdom as Rwandans celebrated the achievements in terms of harvest both at the kingdom and family level.
2. The harvest day used to be a unifying factor for all Rwandans through acts of sharing what they had produced either at the family level, in the village or as a kingdom. The rich and the poor, the higher and middle families all came together and shared what they had without exclusion as a form of promoting Rwandan cultural values.
3. As a form of preserving Rwandan Culture, the celebration of the national harvest day educates the young generation on the value and power of safeguarding the past legacy for edutainment purposes.
4. At the heart of every Rwandan in and outside the country, the event helps raise awareness among Rwandans, friends of Rwanda and policy makers on how the national harvest day celebration was a very significant part in creating unity in diversity. This kind of tradition in Rwanda always brings to view the past with the positive cultural values that can be used to build, unite and reconcile Rwanda as a nation

6.9.2. Application activities

Answers for activity 6.9.2

Possible answers to application activity questions

1.
 - a) **Enthronization:** To place on a throne, to assign authority to.
 - b) **Evasive:** Not clear or not well known.
 - c) **Staple food:** A staple food is a food that is eaten routinely and in such quantities that it constitutes a dominant portion of a standard diet for a given people, supplying a large fraction of energy needs and generally forming a significant proportion of the intake of other nutrients as well.
 - d) **Unifying:** To bring separate parts of something together so that they are one

e) Safeguarding: Protect from harm or damage with an appropriate measure.

f) Legacy: Something that is a part of your history or that remains from an earlier time

g) Edutainment: The process of entertaining people at the same time as you are teaching them something

2. This is an open-ended question. Students will give various answers. Appreciate them and give constructive feedback accordingly.

3. This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

6.10. Language structure: Adverbs of time and place

a) Learning objectives

Knowledge:

- State the vocabulary of immigration, cultures and customs, migration stories, cultural diversity.

Skills:

- Describe local and foreign elements of culture in both written and spoken forms
- Read texts about the experiences of migrants,

Attitude:

Respect other people's culture

b) Teaching resources

Photographs, textbooks, internet, maps, etc.

c) Prerequisites/revision/introduction

Before undertaking this lesson, Student teachers are expected to have knowledge about the use of the adverbs in general. They should particularly remember the basic knowledge about the use of adverbs of time and place that they learned in previous grades.

6.10.1. Learning activities: Reading and text analysis

Answers for activity 6.10.1

Possible answers to grammar exercises questions

I. Choose the adverb of place between brackets that fits the sentence best.

Example:

She left her belongings ... on her desk (above / about)

She left her belongings **about** on her desk.

Answers

1. Marc sat **down** on a bench for a while. (away / down)
2. The cinema is not **far** from my house. (far / near)
3. The cat is hiding **under** the couch. (off / under)
4. My house is **next to** the beach. (next to / outside)
5. I thought I left my keys **here**. (behind / here)
6. Can you leave your bag elsewhere, please? (elsewhere / anywhere)
7. We are going to sit outside, because it is too hot in here. (out / outside)
8. She ran away from home three years ago. (out / away)
9. The Netherlands is below sea level. (down / below)
10. I got up at twelve today. (on / up)

II. Write a paragraph using adverbs of time, place and comparison of adjectives talking about cultural diversity.

Answer: This is an open-ended question. Student teachers can answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: coherence, content, punctuations, language used.

Summary of the unit

In this Unit, student teachers have learnt about Cultural diversity and African development. This is very important to student teachers to recognize their cultural identity, while they live in a multicultural community. The unit emphasized the need for tolerance and mutual respect. We should not judge others on the basis of our culture and customs. On the contrary, we should appreciate the culture and customs of others and try to focus on similarities rather than differences. We only ponder over differences with the aim of learning from others.

Lessons have helped you to acquire reading, writing, listening and speaking skills about multicultural communities through the activities given. End unit assessment will help you to find out where your Student teachers still need to improve in lessons that have been covered. Make sure every learner is doing tasks. This means that the tasks will be carried out individually. It will also help you to reflect on the teaching and learning methods that can help you to improve Student teachers' competences.

6.11. End unit assessment

Possible answers to end unit assessment questions

I. Complete the sentences, using the positive, comparative and superlative of the adjectives in brackets.

1. Jane's culture is better than mine. (good)
2. I think living in your country is **happier** than living in foreign countries. (happy)
3. He thinks this test was more difficult than the last one. (difficult)
4. They live in a really beautiful house. (beautiful)
5. She is the best tennis player of the world. (good)
6. Susan is a nice girl. She's much nicer than her sister. (nice / nice)
7. My aunt's customs are more adaptable than ours. (adaptable)
8. Hotels in London are more expensive than in Vienna. (expensive)
9. Bob is taller than Keith but Philip is the tallest (tall / tall)
10. Doris reads more books than Peter but Frank reads the most (many / many)
11. They live in a big house but Fred lives in a bigger one. (big / big))
12. My sister is three years younger than me. (young)
13. This was the worst cultural oriented film I have ever seen. (bad)
14. I talked to Claire from Kenya and she is a really **smart** girl. (smart)

II. Write an essay describing the importance of cultural diversity.

Answer: This is an open-ended question. Student teachers will answer it in different ways. So you should read their ideas and provide constructive feedback using the following criterion: Coherence, Content, Punctuations, Language used

6.12. Additional activities

If you notice you have slow Student teachers who did not master how to use time and place, this activity is simpler than the previous ones since it has very short sentences. Therefore, it can easily help slow Student teachers.

1. Write one sentence with each of these adverbs of time and place: always, sometimes, everyday, occasionally, seldom. If you realize that some student-teachers are not able to write an essay, just start with simple sentences describing their duties of everyday. Ask them some simple questions to answer through writing.

6.12.1. Remedial activities

Possible answers to application activity questions

1. Read each sentence and circle yes or no if the information is not true.
 - a) I read newspaper everyday
 - b) The sun revolves around the earth
 - c) The community work takes place every Saturday
 - d) I don't have anything to help the community
 - e) People should know their role in development the community
 - f) I live in harmony with my neighbors
2. Work in small groups and discuss the given topics. Each member should contribute one sentence for each topic. Share some of the sentences with the class.
 - a) Tell your group one daily habit you have.
 - b) Describe your journey to school yesterday.
3. Use the simple present to make generalizations with some of the given verbs.
 - a) Contain
 - b) Consist
 - c) Drink
 - d) Produce
 - e) Save

UNIT 7

HUMAN RIGHTS AND ETHICS

Key unit competence: To use language learnt in the context of Human rights and Ethics

1. Prerequisites

Tutor asks student teachers about what they know on the unit. The tutor can ask such questions like; What do human rights mean to you? Are human rights respected in your community? What are the common human rights issues in your country? Give at least five human rights respected in your community? He/she should then guide the discussion and build on that knowledge to introduce the unit.

2. Cross cutting issues to be addressed:

Peace and values education. This can be witnessed the arguments that if human rights are violated or not respected, people may not be happy and there may be insecurity.

Gender education: this unit also discusses on the rights of women and their contribution in the societies. It compares a woman in the traditional society and a woman in the modern society.

3. Guidance to the introductory activities:

Have Student teachers get involved into activities or games that violate their rights, then let them predict what they are going to study, request them to open their books and a particular page you want them. Request them to observe and internalize the pictures and to describe them and then later answer questions through group discussion or pair share activities.

Possible answers to the introductory activity questions

1. (Open ended question) The tutor looks at the different ideas of student teachers on their understanding about the definition of human right through open class oral discussion.

2. (Open ended question) Are human rights respected in your community?
Tutor opens up a classroom discussion on how human rights are respected in the student teachers' communities they come from and judges according to their discussions if they are violated or respected.
3. (Open ended question) The tutor opens up a hot table discussion about common human rights in the native countries of the student teachers. Through their arguments, the tutor can judge some human rights observed in the country.
4. (Open ended question) the student teachers orally give the five human rights and the tutor adds more information to clarify more.

4. Lesson titles/ sub headings.

	Lesson	Lesson objectives	No of periods.
1.	Describing rights	<p>Knowledge and understanding: Identify words and expressions used in the context of human rights, abuses, gender equality and inclusiveness.</p> <p>Skills: Talk about the principle of gender equality in the text</p> <p>Attitudes and values: Appreciate that all people have rights and responsibilities.</p>	5
2.	Describing learner's rights.	<p>Knowledge and understanding: State the words and expressions used in the context of ethics.</p> <p>Skills: Listen to stories about human rights, child rights and child abuses</p> <p>Attitudes and values: Show respect towards others and their properties.</p>	5
3.	Talking about ethics	<p>Knowledge and understanding: Recognize the moral rules, principles and behaviour.</p> <p>Skills: Differentiate right and wrong, bad and good</p> <p>Attitudes and values: Making the right choices.</p>	5

4.	Fighting abuses	<p>Knowledge and understanding: -Talking about how to fight against racism -Talking about preventing Student teachers from abuse.</p> <p>Skills: -Discussing about minority cultures and how to treat people.</p> <p>Attitude and values: -Appreciating people’s cultures and respecting human beings.</p>	5
5.	Describing child abuse.	<p>Knowledge and understanding: -State different ways on how children are abused in the community.</p> <p>Skills: -debate against sexual abuse on children -write an article on child labour</p> <p>Attitudes and values: -respect UN charter on the rights of the child.</p>	3
6.	Discussing gender equality	<p>Knowledge and understanding: State the situation of a woman in the traditional African society and the modern woman today.</p> <p>Skills: Discuss how women rights have been improved and respected in the modern society.</p> <p>Attitudes and values: How communities appreciate the contributions of women in the modern word today.</p>	4
7.	Minority rights and inclusiveness.	<p>Knowledge and understanding: -State different cultures in your communities -Outline ways of preventing discrimination amongst people -Give the roles played by religion in the unification of people in the communities</p> <p>Skills: Write two paragraphs arguing against discrimination and promoting equal rights.</p> <p>Attitudes and values: -Appreciating the roles of religion in the community -Appreciating the beliefs and customs of people in the communities.</p>	3

8.	Language structures	<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> -Identify the use of modal verbs -Rules of using should, can, could, may, be able to <p>Skills:</p> <ul style="list-style-type: none"> -Constructing sentences using modal verbs -Writing a descriptive composition about human rights using modal verbs <p>Attitude and values:</p> <p>In pairs Student teachers talk about the emphasis of using modal verbs.</p>	
9	End unit assessment		2

7.1. Describing rights

a) Learning objectives:

Knowledge and understanding:

Identify words and expressions used in the context of human rights, abuses, gender equality and inclusiveness.

Skills:

Talk about the principle of gender equality in the text

Attitudes and values:

Appreciate that all people have rights and responsibilities.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs, etc.

7.1.1. Learning activities: Reading and text analysis

Guidance to the tutor:

1. The tutor asks Student teachers to read the text silently by skimming, scanning and close reading.
2. The tutor groups Student teachers to identify the main ideas in the passage '**I am the first accused.**'

Answers for activity 7.1.1

Possible answers to comprehension questions for text 1

I am the first accused

1. (Open ended question) The students write a paragraph showing how Mandela was a civil right activist depending on the description of the text about Mandela's contribution.
2. The positive actions of ANC were to defend the rights of the African people which had been seriously curtailed by the South Africa Act, and to avoid violence.
3. The members of the African National Congress, they had behind them the ANC tradition of non-violence and negotiation as a means of solving political disputes.
4. Mandela and nineteen colleagues were convicted for the role which we all played in organizing the campaign but he never gave up.
5. ANC sent delegations to the Government in belief that African grievances could be settled through peaceful discussion and that Africans could advance gradually to full political rights but white governments remained unmoved, and the rights of Africans became less instead of becoming greater.
6. (Open ended question) Learners have to look at the cultures of many people living in south Africa as elaborated clearly in the text, then analyse ANC principles, and respecting people of different colour, origin and foreign in order to justify the statement. "South Africa belongs to all the people who live in it, and not to one group, be it black or white."

Possible answers to comprehension questions for text 2. (7.1.)

"Right to media"

1. Availing people with information regarding the environment they live in and dangers they may be predisposed to, depending on their location. Guiding industries of products, chemicals, pharmaceutical drugs, machinery and electronics to label with information that guides users on their usage, dangers and methods of operating and how such items can be disposed of.
Realization of a democratic free, independent, ethical and professional media that provides information to the citizens of Rwanda
2. People need information regarding the environment they live in and dangers they may be predisposed to, depending on their location.

3. (Open ended question) The Student teachers through creative art, draw symbols to described hard symbols found on buildings. And constructions sites and elaborate their meaning such that citizens can know of the dangers.

7.1.2. Application activities

Answers for activity 7.1.2

Possible answers to application activity questions

I. Matching words with their meanings.

Outbreak: a sudden beginning of something, especially of a disease or something else dangerous or unpleasant

Violence: A group of people's belief that they should lead or have control over other types or groups of people because they believe they are better

Legislation: a large formal meeting of representatives from countries or societies at which ideas are discussed and information is exchanged

Supremacy: to decide officially in a court of law that someone is guilty of a crime

Defy: to refuse to obey, or to act or be against, a person, decision, law, situation, etc.

Curtail: To reduce in extent or quantity; impose a restriction on Or to deprive someone of (something)

II. Word meaning

1. Precautions: a measure taken in advance to prevent something dangerous, unpleasant, or inconvenient from happening.
2. Uphold: confirm or support something which has been questioned.
3. Pharmaceutical: relating to the production of medicines
4. Withholding: Refuse to give something or to keep back something.
5. Predisposed: make someone liable or inclined to a specified attitude, action, or condition.

III. (Open question) possible guideline to answering composition question.

- The student teachers should follow the coherence of ideas, grammar, diction, punctuation, spellings and follow the instructed limited number of words suggested in the instruction.

7.2. Describing children's Rights

a) Lesson objectives:

Knowledge and understanding:

State the words and expressions used in the context of ethics.

Skills:

Listen to stories about human rights, child rights and child abuses

Attitudes and values:

Respect others' views including those given by children.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs, etc.

7.2.1. Learning activities: Reading and text analysis

Guidance to the tutor:

- The tutor asks Student teachers to read the text silently, skim and scanning it.
- The tutor put students into groups and ask them to identify the main ideas in the passage.

Answers for activity 7.2.1

Possible answers to comprehension questions.

1. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
4. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

Possible answers to application activity questions

I. Word meaning

Words/Phrases	Meanings
Conducive	Providing the right conditions for something good to happen or exist.
Abuse	To use or treat someone or something wrongly or badly, especially in a way that is to your own advantage.
Adequate	Enough or satisfactory for a particular purpose
Discriminated	to discriminated is to treat a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, religion, sex, etc.
Convention	A usual or accepted way of behaving, especially in social situations, often following an old way of thinking or a custom in one particular society.
Privacy	Someone's right to keep their personal matters and relationships secret.
Mass media	Newspapers, television and radio.

II. Sentence writing

Open-ended. The tutor looks at grammar, spellings and coherence of ideas.

III. Composition writing

Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

7.3. Talking about ethics

a) Lesson objectives:

Knowledge and understanding:

Recognize the moral rules, principles and behaviour.

Skills:

Differentiate right and wrong, bad and good

Attitudes and values:

Making the right choices.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs

7.3.1. Learning activities: Reading and text analysis

Guidance to the tutor:

- The tutor makes use of cooperative learning
- The tutor help student teachers to read using comprehensive strategies.
- The tutor provides explicit or direct instructions, direct explanations, modelling, guiding, practices and applications.

Answers for activity 7.3.1

Possible answers to comprehension questions. (Text1)

The concepts of ethics

1. Part of human reflection which searches to determine the sense of human life, and means to come to this end. It is interested in moral and elaborates analysis and theories on nature, function and values of moral judgment. These
2. Help us to evaluate our behaviour and society organization and to guide our proper actions.
3. It shows the way to take and helps to discover positive human values to be cultivated. Its fundamental task is the success of human life, characterized by positive human values.
4. (Open ended question) The student teachers write a report after a comprehensive research in their community's ethics and present the findings to the class.

Possible answers to application activities

1. Word meaning

Words	Meaning
Morality	Principle concerning the distinction between right and wrong or good and bad behaviour.
Phenomenon	A fact or situation that is observed to exist or happen, especially one whose cause or explanation is in question.
Ethics	a personal or social set of standards for good or bad behaviour and character, or the quality of being right, honest or acceptable
Anti-value	Opposed to or against a value.

2. (Open ended questions) The student teachers summarize the passage in not more than 10 lines. They follow coherence of ideas, grammar, punctuation, and in paragraph.

7.4. Describing child abuse

a) Lesson objectives:

Knowledge and understanding:

State different ways on how children are abused in the community.

Skills:

- Debate against sexual abuse on children
- Write an article on child labour

Attitudes and values:

Respect UN charter on the rights of the child.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs

7.4.1. Learning activities: Learning activity: Reading and text analysis

Guidance to the tutor:

- The tutor asks student teachers to share ideas with their neighbour after reading the text.
- The tutor uses flash card to show new vocabularies to be discussed by student teachers and give their meanings.
- The tutor gives definitions of new words in the passage.
- The tutor asks student teachers to describe one of the things they have learned

Answers for activity 7.4.1

Possible answers to comprehension questions for text one (7.4.1)

An accident happens

1. Tense mood, frightened, fearful, cheerless, sad, melancholic.
2. Being beaten, and denied the right to eat and child labour.
3. Stepping accidentally on the chicken and it made a lot of noise.
4. (Open ended question) the student teacher gives an answer according to the lessons learnt from the passage or narrator.
5. The student teachers describe similar situations faced by the narrator if it has ever happened to them or experienced anyone being harassed.
6. (Open ended question) the student teachers narrate their similar situations and how it ended in case they experienced one.
7. (Open ended question) Student teachers suggest possible procedures to end child abuse.

Possible answers to application activity questions

I. Word meaning

1. Gourd: a fleshy, typically large fruit with a hard skin, some varieties of which are edible.
2. Starve: suffer or die or cause to suffer or die from hunger.
3. Curse: a solemn utterance to invoke a supernatural power to inflict harm or punishment on someone or something.
4. Rumble in hunger: making noises because of being hungry.
5. Tiptoe: walk quietly and carefully with one's heels raised and one's weight on the balls of the feet.

Possible answer on passage summary

Student teachers summarize the above story using the coherence, grammar, punctuation, and follow the instructed number of words.

7.5. Fighting abuses

a) Lesson objective.

Knowledge and understanding:

- Talking about how to fight against racism
- Talking about preventing Student teachers from abuse.

Skills:

Discussing about minority cultures and how to treat people.

Attitude and values:

Appreciating people's cultures and respecting human beings.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs

7.5.1. Learning activities**Guidance to the tutor:**

- Tutor ask for group response or student teachers' share ideas with the neighbour after reading the text.
- Tutor uses flash card to show new vocabularies to be discussed by student teacher on their meanings
- Tutor gives definitions of new words in the passage.
- Tutor asks student teachers to describe one of the things they have learned

Answers for activity 7.5.1**Possible answers to comprehension question text one (7.5.1)**

Religious bodies urged to join fight against child abuse

1. Campaign against child abuse.
2. A collective effort if the vice was to be completely uprooted in the Rwandan society.
3. Everyone who wants to make a meaningful contribution to the future of the nation, to take care of the young generation by shielding them from any form of abuse.
4. Religious entities are able to reach out to a lot of people in a short time.

Possible answers to application activity questions

1. Sentence writing

Words	Sentences
Campaign	All community leaders should engage themselves in the campaign against child abuse.
Responsibility	As Rwandans, we are all responsible for our future generation who are our children.
Shield	We must shield our children against all insecurity.
Advocate	We must all advocate for child protection in our country.

2. Student teachers write an argumentative composition discussing on the strategies that can be used in order to fight against child abuse in your community. The coherence of ideas, language, grammar, punctuations and spellings must be considered to write a good and excellent composition.

7.6. Discussing gender equality

a) Learning objectives:

Knowledge and understanding:

State the situation of a woman in the traditional African society and the modern woman today.

Skills:

Discuss how women rights have been improved and respected in the modern society.

Attitudes and values:

How communities appreciate the contributions of women in the modern world today.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs and flash cards

7.6.1. Learning activities: Reading and text analysis

Guidance to the tutor

- Tutor should utilize excellent student teacher to help others in reading and finding meaning in the text.
- The tutor gives student teachers choice to read aloud and to express their ideas through vocabulary meaning and contextual meaning.
- The tutor helps student teachers to predict after observing the pictures
- The tutor helps student teachers to clarify and respond to contextual questions

Answers for activity 7.6.1

Possible answer to comprehension questions for text1 (7.6.1.)

The Convention on the Elimination of All forms of Discrimination against Women (CEDAW)

1. Was adopted in 1979 by the UN
2. Elimination of All forms of Discrimination against Women.
3. Defines discrimination against women as any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status.
4. -The idea of the inferiority, stereotyped roles for women.
-Fundamental freedoms in the political, economic, social, cultural, civil or any other field.
5. (Open ended question) student teachers give their opinion and argument according to their communities.

Possible answers to application activity questions

I. Word meaning

1. Convention: a way in which something is usually done
2. Enshrine: to contain or keep something as if in a holy place. Or to enclose in
3. Tribunals: body established to settle certain types of dispute.
4. Impairing: to spoil something or make it weaker. Or weaken or damage.
5. Nullifying: to make a legal agreement

6. To guarantee: to give a formal assurance that certain conditions will be fulfilled.
- II. Guided by the tutor student-teachers write sentences using the given word. He/she may check their grammaticality.
- III. Student teachers write a narrative composition about a testimonial of gender bias in their community. Student teachers must have coherent work, good vocabulary, spellings, punctuation, grammar and content. Special support should be given to those with special needs.

7.7. Minority rights and inclusiveness

a) Learning objective:

Knowledge and understanding:

- State different cultures in your communities
- Outline ways of preventing discrimination amongst people
- Give the roles played by religion in the unification of people in the communities

Skills:

Write two paragraphs arguing against discrimination and promoting equal rights.

Attitudes and values:

- Appreciating the roles of religion in the community
- Appreciating the beliefs and customs of people in the communities.

b) Teaching and learning resources:

Pictures, Dictionaries, photographs and flash cards

7.7.1. Learning activity: Reading and text analysis

Guidance to the tutor

- The tutor should utilize excellent student teacher to help others in reading and finding meaning in the text.
- The tutor gives student teachers choice to read aloud and to express their ideas through vocabulary meaning and contextual meaning.
- The tutor helps student teachers to predict after observing the pictures
- The tutor helps student teachers to clarify and respond to contextual questions

Answers for activity 7.7.1

Possible answers to comprehension questions text 1 (7.7.1)

1. Attention Deficit Hyperactive disorder
2. He was interested in playing music with piano or guitar and singing.
3. The student teacher may give his or her opinion according to the way the child with such problem can be handled.
4. The student teacher suggests strategies to educate children with ADHD.

Possible answers to application activity questions

1. Check the meaning of the following words.
 - a) Hyperactivities: the state or condition of being overly active.
 - b) Overactive: excessively or abnormally active.
 - c) Deficit: the amount by which something, especially a sum of money, is too small.
 - d) Album: a collection of recordings issued as a single item on CD, record, or another medium.
2. Student teachers construct sentences using the above vocabulary.
3. Students write a composition discussing how to promote inclusion in a class.

They must follow coherence, grammar, punctuations, spellings and content.

7.8. Language structure

Answers for activity 7.8

Possible answers to exercise questions

1. Sentence construction
Student teachers construct sentences of their choices using modal verbs but in relation to human rights.
2. Changing sentences into passive voice
 - Customers were being served by waiters.
 - The lesson was being explained by the teacher.
 - This course was being taught by professor Samuel.

7.9. End unit assessment.

I. Changing sentences from active voice into passive voice.

1. An important role is played by the media in advancing the right.
2. Child abuse cases are investigated by RIB.
3. The role of a woman is ignored by some communities.
4. Shrines are built by our ancestors.
5. Our children should be brought up in the spirit of the ideals proclaimed in the Charter of the United Nations.
6. The gods are believed in by traditionalists.
7. The supreme God is also believed in by Africans.

II. Completing sentences with correct Modal Verbs taken from the following: may, can, and should to.

1. Should
2. Can
3. May
4. Should
5. Can
6. May

Case study

1. That girls did not need education. A woman was supposed to grow up learning household duties such as cooking and raising a family and not reading in school.
 - Boys are the ones who should learn so they can get good jobs like being doctors, pilots and business people.
2. She was also exposed to a lot of sexual activity by this older man who was more experienced. He would have sex with Jane every night, and would leave her badly bruised.
3. (open ended question) the student teacher answers according to their understanding of the impact of pornography on gender stereotypes.
4. Speech writing

The students write a speech with content showing the means of solving problems and discouraging violence. They follow the rules of grammar, punctuations, coherence, focus on audience, use of idioms, and choice of words.

UNIT 8

NATIONAL ASSETS

Key Unit competence: To use the language learnt in the context of national assets

1. Prerequisite

Before undertaking this unit about national assets, student teachers should have prior knowledge on natural resources and how to protect them. This was taught in geography and social studies. Tutors therefore should take that background as a great opportunity for him/her to successfully implement intended activities within this unit.

2. Cross-cutting issues

Environment and sustainability

In this unit related to **national assets**, environment and sustainability will be addressed through showing both average and disabled people reporting news on TV and helping different student teachers with special needs in lessons.

Gender education

In this unit related to media and reporting, gender education may be addressed through showing the role of both boys and girls in media reporting. And also giving equal chance of participation in teaching and learning activities.

Peace and value education

In this unit related to media and reporting, peace and value education may be addressed through explaining the role of journalists in peace keeping and teaching values through TV or radio programmes. Again, within teaching and learning activities, student teachers will be facilitated in a conducive environment with respect and active listening.

3. Guidance on the introductory activity

The tutor may use gallery work, make random grouping and ask student teachers to observe pictures and interpret them. The tutor may walk around and remind student teachers each group should post the findings on a wall. Thereafter, ask remind groups that each one will move to each group and comments on what others have done. By the end, work with student teachers to harmonize the work.

Possible answers to the introductory activity questions

Question 1, 2 and 3 for introductory activity are open ended questions. The tutor may give time to student teachers to discuss on them and guide them effectively during discussion through supporting some student teachers with special needs. When the discussion is done, the tutor can help student teachers to draw a conclusion.

4. Lists of lessons/sub-heading

#	Lesson Title	Lesson Objective	N° of period
1	Talking about national assets	Knowledge and understanding - Recognize words and phrases to use in order to classify national assets - Explain the words and expressions used in the context of national assets Skills - Read texts about national assets Attitude & values - Preserve the national resources.	7
2	Talking about the role of national assets.	Knowledge and understanding - Explain the words and expressions used in the context of national assets Skills - Listen to texts describing national assets and their utility. Attitude & values - Appreciate the products made in Rwandan industries. - Show patriotism by valuing national assets	

3	Talking about problems related to the national assets.	<p>Knowledge and understanding</p> <p>-Explain the words and expressions used in the context of national assets</p> <p>Skills</p> <p>-Write about national assets suggesting different ways and devices for their protection and sustainability</p> <p>Attitude& values</p> <p>-Preserve the national resources.</p>	
4	Describing a visit to a museum	<p>Knowledge and understanding</p> <p>- Recognize words and phrases to use in order to classify national assets</p> <p>Skills</p> <p>- Listen to texts describing national assets and their utility.</p> <p>Attitude& values</p> <p>-Show patriotism by valuing national assets</p> <p>- Appreciate the contribution of tourism to the local Economy.</p>	7
5	Language structure	<p>Knowledge and understanding</p> <p>-Recognize different determiners</p> <p>Skills</p> <p>Use determiners when writing texts about national assets</p> <p>Attitude& values</p> <p>Appreciate ways of using determiners talking about national assets</p>	6
6	End unit assessment		1

8.1. Talking about national assets

a) Lesson objectives

Knowledge

- Recognize words and phrases to use in order to classify national assets
- Explain the words and expressions used in the context of national assets

Skills

Read texts about national assets

Attitude & values

Preserve the national resources.

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing use of media and tools of media.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about the national resources.

8.1.1. Learning activity: Reading and text analysis

- Pre-reading: before student teachers start to read, ask them some questions related to the lesson in order to predict what the passage will be talking about. The tutor may also provide clear instructions.
- During reading:
 - Guide student teachers to read silently and ask some questions to check whether they have read.
 - Invite some student teachers to read a loud as a model reading activity or the tutor can do it him/herself. Check their spelling and pronunciation .
 - Allow as many student teachers as possible to read in turn.
 - The tutor may use pairs or groups and ask student teachers to look for blocking words in the read and find their meanings using dictionaries or internet where possible.
- After reading: ask student teachers to relate what they have read with their predictions. Thereafter, ask to answer comprehension questions and finally help them to harmonize different activities done in relation to the text read.

Answers for activity 8.1

Possible answers to comprehension questions (8.1.)

1. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
4. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
5. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
6. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.1.2. Application activities

I. Word meaning

Word	Meaning
Fertilizers	A Fertilizer is a natural or chemical substance which is spread on the land or given to plants, to make plants grow well:
Pesticides	A pesticide is a chemical substance used to kill harmful insects, small animals, wild plants and other unwanted organisms:
Produce	Food or any other substance or material that is grown or obtained through farming, especially that which is produced in large amounts:
Adverse	Having a negative or harmful effect on something:
Manipulation	Control over something
Restoration	The act or process of returning something to its earlier good condition or position.
Landfills	Getting rid of large amounts of rubbish by burying it, or a place where rubbish is buried.
Diminished	Reduced in size or importance.
Incurring	Experiencing something, usually something unpleasant, as a result of actions you have taken:
Incapacitating	Making someone unable to work or do things normally, or unable to do what they intended to do.
Depletion	Reduction.

1. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.2. Talking about the role of national assets

a) Lesson objective

Knowledge

- Recognize words and phrases to use in order to classify national assets
- Explain the words and expressions used in the context of national assets

Skills

Read texts about national assets

Attitude and values

Preserve the national resources.

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing use of media and tools of media.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about the national resources.

8.2.1 Learning activity: Reading and text analysis

The tutor should refer to the previous sub/units for guidance and special attention may be also taken to student with special needs.

Answers for activity 8.2.1

Possible answers to comprehension questions (8.2.1.)

1. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

4. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
5. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.2.2. Application activities

1. Matching words with their meanings

Word	Meaning
Irreversible	Impossible to change or bring back a previous condition or situation.
Livelihood	Means of securing the basic necessities of life like food, water, shelter and clothing.
Slums	A squalid and overcrowded urban street or district inhabited by very poor people.
Biomass	The total quantity or weight of organisms in a given area or volume.
Pertaining	Be in effect or existence in a specified place or at a specified time.
Geology	The science which deals with the physical structure and substance of the earth, their history, and the processes which act on them.
Trigger	To cause something to start
Hinder	Make it difficult for (someone) to do something or for (something) to happen.
Ecosystems	A biological community of interacting organisms and their physical environment.

2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
4. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.3. Talking about problems related to national assets

a) Lesson objective

Knowledge

- Recognize words and phrases to use in order to classify national assets
- Explain the words and expressions used in the context of national assets

Skills

Read texts about national assets

Attitude & values

Preserve the national resources.

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing use of media and tools of media.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about the national resources.

8.3.1. Learning activities: Reading and text analysis

The tutor may refer to the previous sub/units for guidance

Answers for activity 8.3

Possible answers to comprehension questions (8.3. 1)

1. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
4. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
5. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.3.2. Application activities

1. Word meaning

Words/phrases	Meanings
a) Charismatic	Charming
b) Poachers	Someone who catches and kills animals illegally
c) Primates	A primate is a member of the most developed and intelligent group of mammals, including humans, monkeys and apes
d) Exotic	Unusual and often exciting because of coming (or seeming to come) from a distant, especially tropical country:
e) Trinkets	A trinket is a small decorative object, or an item of jewellery that is cheap or of low quality:
f) Purported	Pretended to be or to do something, especially in a way that is not easy to believe
g) extinction	Extermination
h) Money laundering	To move money which has been obtained illegally through banks and other businesses to make it seem to have been obtained legally.
i) Impoverished	Very poor

2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.4. Describing a visit to a national park

a) Lesson objective

Knowledge

- Recognize words and phrases to use in order to classify national assets
- Explain the words and expressions used in the context of national assets

Skills: Read texts about national assets

Attitude & values: Preserve the national resources.

b) Teaching resources: Flipcharts, rice sacks, pictures, dictionaries, video showing use of media and tools of media.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about the national resources.

8.4.1. Learning activities: Reading and text analysis

The tutor may refer to the previous sub/units for guidance.

Answers for activity 8.4.1

Possible answers on comprehension questions (8.4. 1)

1. Evergreen and thick forest.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
4. The park rangers protect the forest from any encroachment or menace of every kind

8.4.2. Application activities

1. The tutor guide student teachers on how to use a dictionary or a thesaurus to find the meanings of the words and phrase used in the passage.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

8.5. Language structure.

Possible answers to grammar questions

I. Completing sentences with appropriate adverbs and verbs from the brackets

1. Our teacher, Mrs Jones, is never late for lessons.
2. I often clean my bedroom at the weekend.
3. My brother hardly ever helps me with my homework.
4. I am sometimes bored in the maths lessons.
5. We rarely watch football on TV.
6. You and Tony never play computer games with me.
7. You are usually at the sports centre on Sunday.
8. The school bus always arrives at half past eight.

9. Poachers are always punished by the law.
10. He seldom remembers that natural resources are part of national assets.

Completing sentences with appropriate articles. In some cases articles are omitted.

1. If you are really hungry, you can eat a apple.
2. She went on to become a successful playback singer.
3. The library on the corner has an amazing collection of story books.
4. I don't speak French very well, but I can make myself understood.
5. She is the prettiest girl I have ever seen.
6. 'Where is the cheese?' 'I ate it.'
7. Move books off that chair and sit down.
8. Spanish have their own language.
9. Life is complicated.
10. I am writing a book on Indian mythology.

Completing sentences with either much, some, many, any, few, little or most

1. How much time do you need to finish the work?
2. There are too many students in the library.
3. Have you visited any foreign countries?
4. Although he's very ill, he didn't take any medicine.
5. Few people know as much about linguistics as John does.
6. They say little knowledge is a dangerous thing.
7. He's having most of trouble passing his driving test.
8. I spend most of my time reading novels.
9. We spent much money on our last vacation.
10. Did you have any friend coming to your party ?

8.5. End unit assessment

Possible answers to end unit assessment questions

NB. Regarding open-ended questions, the tutor checks the correctness of on grammar, spelling, construction of sentences and coherence of ideas and content.

1. Completing sentences with appropriate quantifiers
 - a. Much
 - b. Lot of
 - c. Little
 - d. Many

e. A lot of

f. Very little

g. Few

h. A little

i. Few

j. Little

2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

3. Completing sentences with appropriate articles. In some cases, no articles are needed.

a. Man is mortal.

b. I am a university student.

c. She goes to the temple in mornings.

d. Jessica is the best student in the class.

e. Camel is the ship of the desert.

f. This book has won a booker prize.

g. Sandra was a honest king.

h. I am fond of classical music.

i. I met a boy in the store.

j. Gold is a precious metal

UNIT 9

MEDIA AND REPORTING

9.1. Describing words and expressions used in media

a) Lesson objective

Knowledge and understanding

Identify the words and expressions used in the context of media and reporting.

Skills

- Listen to the radio/ television news for information processing.
- Read texts from newspapers or magazines for reporting.

Attitude & values

- Read newspapers and magazines to remain updated about current events.
- Participate in the clubs related to media and reporting.

b) Teaching resources: Flipcharts, rice sacks, pictures, dictionaries, video showing use of media and tools of media.

c) Prerequisites /revision/introduction

Student teachers are expected to have some knowledge about mass media. They might have equally learnt different types of reports and report activity

9.1.1. Learning activities: Reading and text analysis

Answers for activity 9.1.1

Possible answers to comprehension questions (9.1.)

1. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

4. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
5. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

9.1.2. Application activities

1. Word meaning

Word	Meaning
Reporters	A person whose job is to discover information about news events and describe them for a newspaper or magazine or for radio or television.
Proofread	To find and correct mistakes in proofs (= copies of printed text) before the final copies are printed.
Chairs	A seat for one person, which has a back, usually four legs, and sometimes two arms
Editorial meeting	A meeting related to editors or editing, or to the editor of a newspaper or magazine
Treasurer	A person who is responsible for an organization's money
Expenditures	The total amount of money that a government or person spends:

2. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.
3. Open-ended. The tutor looks at grammar, spellings, construction of sentences, coherence of ideas and content.

9.2. Describing a scene

a) Lesson objective

Knowledge and understanding

Explain words and expressions used to describe

Skills

Read texts describing different events/scenes

Attitude & values

Show interest during news broadcasting.

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing some events.

c) Prerequisites /revision/introduction

Before studying this lesson, student-teachers are expected to have knowledge about different media channels such as news papers, magazine, radio, television and social media tools like facebook, twitter, whatsApp and might have read some events posted on those channels.

9.2.1. Learning activities: Reading and text analysis

- **Pre-reading:** before student teachers start to read, ask them some questions related to the lesson in order to predict what the passage will be talking about. The tutor may also provide clear instructions.
- **During reading:**
 - Guide student teachers to read silently and ask some questions to check whether they have read.
 - Invite some student teachers to read a loud as a model reading activity or the tutor can do it him/herself. Check their spelling and pronunciation .
 - Allow as many student teachers as possible to read in turn.
 - The tutor may use pairs or groups and ask student teachers to look for blocking words in the read and find their meanings using dictionaries or internet where possible.
- **After reading:** ask student teachers to relate what they have read with their predictions. Thereafter, ask to answer comprehension questions and finally help them to harmonize different activities done in relation to the text read.

Answers for activity 9.2.1

Possible answers to comprehension questions (9.2.1.)

1. The accident took place in Huye District.
2. Sources at the hospital said the driver and his co. were out of danger.
3. The truck driver and his co-driver survived the accident with minor injuries and were by press time admitted to the University Teaching Hospital of Butare.
4. The accident occurred when the truck failed to negotiate a bend on the road at the place called the beautiful girl, black spot and overturned, falling over the cyclist who was carrying tomatoes to Butare town, according to eyewitnesses.

5. This is an open ended question. The tutor may guide student teachers to discuss about it and help them to come up with a conclusion.

9.2.2. Application activities

Possible answers to application questions

Question 1&2

- Guide the student teachers to find the meaning of the new words. After explain the meaning of a blocking word, ask them to use them in sentence constructions. Allow pair to exchange sentences written and request them to provide feedback to their classmates and vice versa.
- The tutor may walk around and check whether sentences written match with the context.

Words	Meaning
a) Tricky	(Of a task, problem, etc.) requiring care and skill because difficult or awkward. “applying eyeliner can be a tricky business”
b) co-driver	A person who shares the driving of a vehicle with another. “after the vehicle, co-drivers or passengers are the most important make-or-break components of your road trip”
c) Superstitious tale	A traditional belief, story, or idea that is often of a superstitious nature.
d) Eyewitnesses	A person who has seen something happen and can give a first-hand description of it.
e) road-curve	Road curves are irregular bends in roads to bring a graduation change of direction.
f) A scene	A sequence of continuous action in a play, film, opera, or book. “a scene from Tarantino’s latest movie”
g) black spot	A place or area marked by a particular trouble or concern.

3. Guide student teachers to role-play a scene during a meeting

Scenario:

- a) Child get fainted and be taken to hospital
- b) Describe that event in a report and present it to the whole class.

4. Put student teachers in groups of five and guide them in the discussions related to the key elements of reporting a scene and present it to the class.
5. The tutor may ask student teachers to write an essay based on the guidelines given in previous classes and produce an essay describing a scene heard or seen in the community.

9.3. Reporting a speech

a) Lesson objective

Knowledge and understanding

Explain words and expressions used in reporting a speech.

Skills

Read different speech reported.

Attitude & values

- Show interest in reporting speech
- Appreciate different reported speech

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing different reporters.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about different media channels such as news papers, magazine, radio, television and social media tools like face book, twitter, WhatsApp.

Student teachers might have encountered different reports that also mean that they have some information on reporting. Therefore, the tutor may use that opportunity to introduce this lesson starting from that good experience.

9.3.1. Learning activities: Reading and text analysis

- Ask student-teachers to read the text silently.
- Guide them to read the passage fluently and support those with with reading problems.
- The tutor monitors student-teacher's progress in actively involving themselves to context questions he/she asks individuals/groups.

Answers for activity 9.3.1

Possible answers to comprehension questions 9.3.1.

1. Over 8000 young people from across the continent
2. “That word, connect, starts from home and then you go beyond home. You have initially someone you call a neighbor or a neighboring country and that too becomes home as well and a neighbor feels like you’ve provided a home to him and that’s how people connect.
3. Together, African countries are bigger, can get further and can achieve much more faster. “When you want to go far, you come together, and walk together. When you want to move fast, then you better go alone. But why can’t we have both? Isn’t it possible? We can be together, move far, and still move fast.
4. This is an open ended question. Let student teachers openly discuss on it and the tutor insures that they finally come to the agreement.
5. This open ended as well. Guide student teachers to come up with a moral lesson and facilitate those with special needs.

9.3.2. Application activities

Answers for activity 9.3.2

Possible answers to application activity questions

Question 1&2

- Guide the student teachers to find the meaning of the clocking words. After explain the meaning of a blocking word, ask them to use them in sentence constructions. Allow pair to exchange sentences written and request them to provide feedback to their classmates and vice versa.
- The tutor may walk around and check whether sentences written match with the context.

Words	Meaning
a. Agenda	a list of items to be discussed at a formal meeting. “the question of nuclear weapons had been removed from the agenda”
b. Summit	a meeting between heads of government. “two binding treaties were agreed at the summit”

c. Urged	Try earnestly or persistently to persuade (someone) to do something. "he urged her to come and stay with us"
d. Ambition	A strong desire to do or achieve something. "her ambition was to become a pilot"

3. The tutor may ask student teachers to work in groups and discuss on any speech delivered by their school Principal and report it to be presented. Remind them to pay attention to the use of reported speech. Then, help student teachers with constructive feedback that will mainly focus to the speech delivery techniques.
4. Remind student teachers to refer to the guidance of paragraph writing and ask them to write paying attention to strategies of speech reporting.

9.4. Describing stages in reporting a speech

a) Lesson objective

Knowledge and understanding

Explain words and expressions used in reporting a speech.

Skills

Read different speech reported.

Attitude & values

- Show interest in reporting speech
- Appreciate different reported speech

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing different reports.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about different media channels such as news papers, magazine, radio, television and social media tools like face book, twitter, what's up.

They learnt different types of reports in previous years. The tutor can build on that knowledge to introduce this lesson successfully.

9.4.1. Learning activities: Reading and text analysis

The tutor may refer to the previous sub/units for guidance.

Answers for activity 9.4.1

Possible answers to comprehension questions text 1

1. Writing summary is an essential part of the organization of various events. The main reason for it is that you give your client full and necessary insight into the effectiveness of your event. Besides, it is good for learning. The review of your event can help you to add some enhancements to your further planning of events in the future.
2. Formal, informal, etc.
3. a) Executive summary
b) Objectives of the event
c) Mission
d) Financial highlights
e) Statistical data
f) Quotes from actual people
g) Summarize your report
h) Hand your report
4. This is an open ended question. The tutor may allow student teachers' possible answers and help them to come up with the right answer.
5. Use some tools like tapes, flash cards, etc. For this question as well, allow some possible answers through brainstorming.

Possible answers on comprehension questions text.2.

1. Based on the text, identify different steps of reporting mentioned in the passage(writing an article)
 - Research your topic
 - Compile all your facts.
 - Create an article outline
 - Know your audience
 - Find an angle
 - Interview people
 - Start with the lead

- Give all the important details
 - Follow up main facts with additional information
 - Conclude your article
 - Check facts before publishing
2. This is an open ended question. The tutor can guide student teachers through think, pair and share on given question. Listen to their ideas as they speak, check spelling and pronunciation and the quality of the idea. Lastly, help to harmonize their ideas.
 3. This is also open ended question. Ask student teachers to work in pairs, guide their predictions and thereafter help them to come up with the right answers.

9.4.2. Application activities

Answers for activity 9.4.2

Possible answers on the application activity questions

Question 1&2

- Guide the student teachers to find the meaning of the new words. After explain the meaning of new words, ask them to use them in sentences constructions. Allow pair to exchange sentences written and let them do peer feedback.
- The tutor may walk around and check whether sentences written match with the context.

Words	Meaning
Trends	A general direction in which something is developing or changing. “an upward trend in sales and profit margins”
Sponsor	A person or organization that pays for or contributes to the costs involved in staging a sporting or artistic event in return for advertising.
Tidbits	a small piece of interesting information, or a small item of food:
Bland list	Not having a strong taste or character or not showing any interest or energy:
Ads	an advertisement. “the latest television lager ad”
Audited report	The audit report is the report that contains the audit’s opinion which is issued by independence auditors after their examination on the entity’s financial statements and related reports.

Reveal	(In a film or television programme) a final revelation of information that has previously been kept from the characters or viewers. “the big reveal at the end of the movie answers all questions”
Article	A piece of writing included with others in a newspaper, magazine, or other publication. “an article about middle-aged executives”
Compile	Convert (a program) into a machine-code or lower-level form in which the program can be executed. “this allows you to create programs and compile them”
Credibility	The quality of being trusted and believed in. “the government’s loss of credibility”
Firsthand	(Of information or experience) from the original source or personal experience; direct. “first-hand accounts of activities behind the enemy lines”
Sticking	Push a sharp or pointed object into or through (something).
Ap style	The definition of AP style is the grammar, capitalization and punctuation style of the Associated Press news agency, used by newspapers and other news and media outlets.

3. Remind student teachers to refer to the guidance of writing a paragraph and ask them to write an essay describing different stages of reporting. Lastly, the tutor may read through different essays written and show a sample essay which come as constructive feedback.

NB. Before telling students to conduct a survey,

- The tutor may provide clear instructions to the student teachers
- Identify those with special needs who may later need special support to participate
- Support student teachers to find materials to be used if need be.

During survey

The tutor may put students in groups to which he/she assigns specific tasks related to the survey which is being conducted.

After a survey

The tutor should:

- Spare time for presentation. He/she should alert groups for presentation and also remind them instructions for presentation.

- Help student teachers to analyze the data collected, allow questions to the presentation and harmonize different findings.
- Invite some student teachers from different groups to provide constructive feedback to their classmates.

9.5. Describing a report

a) Lesson objective

Knowledge and understanding

Explain words and expressions used in reporting an event

Skills

- Read texts describing a report
- Write texts describing reports

Attitude & values

Appreciate different reported events

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, video showing use of media and tools of media.

c) Prerequisites /revision/introduction

Before studying this lesson, students-teachers might have knowledge about different media channels such as news papers, magazine, radio, television and social media tools like face book, twitter, whatsapp.

They should have also studied different types of reports and reporting with this background, the tutor may develop other skills related to the lesson to be taught.

9.5.1. Learning activities: Reading and text analysis

The tutor should give student-teachers enough time for reading and refer to previous units for guidance.

Answers for activity 9.5.1

Possible answers to comprehension questions

1. A Report may be defined as a statement or an account, either big or small, on some happenings, findings, observations or recommendations prepared either by an individual or by a group.

2. Reports play a very big role in organizational life and for general administration is very great. Decisions are very often taken on many controversial and problematic issues based upon some reports. Members of an organisation or a committee or a department, etc., can know many relevant and material facts about the organisation or committee or group itself or of other organisations, committees or groups through reports thereon.
3. Routine report
 - General report
 - Confidential
 - Formal report
4. A formal report is that which is prepared according to some prescribed form and at a prescribed time and is presented according to a conventional procedure. Whereas a confidential Report is meant for some superior person or persons and is not for general information.

Possible answers to application activity questions

Question 1&2

- Guide the student teachers to find the meaning of the clocking words. After explain the meaning of new words, ask them to use them in sentence constructions. Allow pair to exchange sentences written and request them to provide feedback to their classmates and vice versa.
- The tutor may walk round and check whether sentences written match with the context.

Words	Meaning
a) Interval	An interval during a film, concert, show, or game is a short break between two of the parts.
b) Confidential	Intended to be kept secret. "confidential information"
c) Conventional	Conventional is an adjective for things that are normal, ordinary, and following the accepted way.
d) Convener	a person whose job it is to call people together for meetings of a committee. "Convener of the Recreation Committee"
e) Controversial	Giving rise or likely to give rise to controversy or public disagreement. "years of wrangling over a controversial bypass"

3. As this is an open ended question. Let student teachers choose a leader to help them organize the role-play. The tutor may group them into small groups of six and pair each two teams in this play. Using a random selection, some of them will be writing different kinds of report and others criticizing them later and vice versa. The tutor finally help student-teachers to harmonize the activities done and appreciate everyone's contribution.
4. The tutor may choose a paragraph describing the importance of writing a report and dictate to student teachers. Read through their paragraphs and provide constructive feedback.
5. This is an open ended question. Remind student teachers to review different techniques used in summary writing learnt in previous years. Ask them to work small groups of four and come up with a summary of the text read. The tutor may read through student teachers' summary and provide constructive feedback.

9.6. Expressing Probability on a Past Event

Answers for activity 9.6

Guide student teachers on how to express probability on a past Event

Possible answers to application activity questions.

- I. Rewrite the following sentences in your exercise book and underline the expressions of probability on a past event:
 1. The Chief Editor must have thought before writing an article.
 2. He might have taken much more money from the company even though he had not been caught.
 3. Clear instructions must have been given to the writers.
 4. The school magazine, that we have introduced , might have been sponsored.
 5. He might have seen people approaching that public library.
 6. The secretary might have been well instructed.
 7. The designer must have been busy today.
 8. The reporters might have got information from the field.
 9. Editors must have read through the articles.

II. Making sentences matching corresponding sentences from columns A and B.

A	B
1) This new edition does not convey any new information	it must have been cautioned about the previous versions.
2) The editor said that the news are coming from one source	the reporters might have not got enough time
3) I am not good at journalism	I may have joined media firms
4) The students are not reading these days	some newspapers might have not been publishing their produce
5) Why didn't your team come to join us in editorial committee?	It might have not been invited

III. Scrutinize the following sentences and discuss what probability happened or didn't happen in each of these situations. Use the expressions of probability in past, then write two sentences for each one.

- Open-ended. (Accept all correct answers)

9.7. Language structure

a) Learning objective

Knowledge

Recognize words and expressions used in expressing probability in a past.

Skills

Doing exercises expressing probability in the past.

Attitude & values

Appreciate information about past events

b) Teaching resources

Flipcharts, rice sacks, pictures, dictionaries, internet sites, video showing people expressing probability in a dialogue or conversation.

c) Prerequisites /revision/introduction

Before studying this lesson, students have knowledge about different ways of expressing probability in the past. They also studied different types of conditional clauses in O' level and year one. With this background, the tutor may start from there and develop other important skills related to the lesson to be taught.

Answers for activity 9.6

Possible answers to exercise questions

Exercise I.

1. We had been sleeping for 12 hours when he woke us up.
2. They had been waiting at the station for 90 minutes when the train finally arrived.
3. We had been looking for her ring for two hours and then we found it in the bathroom.
4. I had not been walking for a long time, when it suddenly began to rain.
5. How long had she been learning English before she went to London?
6. Frank caught the flu because he had been singing in the rain too long.
7. He had been driving less than an hour when he ran out of petrol.
8. They were very tired in the evening because they had been helping on the farm all day.
9. I had not been working all day; so I wasn't tired and went to the disco at night.
10. They (cycle) had been cycling all day so their legs were sore in the evening

Exercise II.

1. The secretary received the article in the morning.
The article was received by the secretary in the morning.
2. The chief editor structured all the reports himself.
All the reports were structured by the chief editor himself.
3. Jimmy had carefully planned the writing of the report.
The writing of the report had been carefully planned by Jimmy.
4. The editor understood the purpose of the report.
The purpose of the report was understood by the editor.
5. The reporters gathered and selected the information wisely.
The information was gathered and selected by the reporter wisely.
6. This made the writing much easier.
The writing was made easier by this.
7. The manager had taken the money from the company.
The money from the company had been taken by the manager.
8. A burglar broke into the house.

- The house was broken into by a burglar.
9. Many journalists use cameras and reporters.
Cameras and reporters are used by many journalists
10. A police officer rescued a seven-year-old boy.
A seven year old boy was rescued by a police officer.

Exercise III.

- a) The newspaper reported, "The manager intended to take a big amount of money."
The newspaper reported that the manager had intended to take a big amount of money.
- b) The policeman said, "The robbers broke into the house and stole money."
The policeman said that the robbers had broken into the house and stole money.
- c) "Police officers rescued a seven-year-old boy," the witnesses told ImvahoNshya.
The witnesses told Imvaho Nshya that police officers had rescued a seven year old boy.
- d) The driver reported, "There were many passengers at the scene."
The driver reported that there had been many passengers at the scene.
- e) Brown said, "We didn't hear gunshots and the boy was out here fighting with somebody."
Brown said that they had not heard gunshots and the boy had been out there fighting with somebody.
- f) "The magazines were featuring various articles about women rights,' the project manager told us.
The project manager told them that the magazines had been featuring various articles about women rights.
- g) "The plane crashed en-route to Dubai," The BBC reported.
The BBC reported that the plane had crashed en-route to Dubai.
- h) "Seventy per cent of the farmers used fertilisers last year," minister of agriculture told The New times.
Minister of agriculture told the new times that seventy per cent of the farmers had used fertilizers previous year.

i) “Her article inspired young entrepreneurs in this region,” said the Chief Editor.

The chief editor said that her article had inspired young entrepreneurs in that region.

j) ‘James was writing a report about the scene,’ the police announced.

The police announced that James had been writing a report about the scene.

Possible answers to spelling and pronunciation questions

Words	Pronunciation	Meaning
Digital	/ˈdɪdʒɪt(ə)l/	Digital describes electronic technology that generates, stores, and processes data in terms of two states: positive and non-positive.
Media	/ˈmiːdiə/	The main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively. “their demands were publicized by the media”
Article	/ˈɑːtɪk(ə)l/	A piece of writing included with others in a newspaper, magazine, or other publication. “an article about middle-aged executives”
Magazine	/ˈmægəˈziːn/	A periodical publication containing articles and illustrations, often on a particular subject or aimed at a particular readership.
Newspaper	/ˈnjuːspeɪpə/	A printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, articles, advertisements, and correspondence.
Editor	/ˈɛdɪtə/	A person who is in charge of and determines the final content of a newspaper, magazine, or multi-author book.
Websites	/ˈwebsaɪt/	A set of related web pages located under a single domain name. “for more information, please visit our website”
Information	/ɪnfəˈmeɪʃ(ə)n/	Facts provided or learned about something or someone. “a vital piece of information”
Firsthand	/ˌfɜːstˈhænd/	(Of information or experience) From the original source or personal experience; direct. “first-hand accounts of activities behind the enemy lines”

9.8. End of unit assessment

A) Filling in gaps with the correct form of the verb in brackets using the past perfect continuous.

1. I had been working (work) all day, so I didn't want to go out.
2. She had been sleeping for ten hours when I woke her.
3. They had been living in Beijing for three years when he lost his job.
4. When we met, you had been working at that company for six months.
5. We had been eating all day, so we felt a bit ill.
6. He was red in the face because he had been running.
7. It had been raining and the road was covered in water.
8. I was really tired because I had been studying.
9. We had been going out for three years when we got married.
10. It had been snowing for three days.

B) Changing sentences from active to passive voice

- a) The Government is planning a new road near my house.
A new road is being planned by the government near my house.
- b) My grandfather built this house in 1943.
This house was built by my grandfather in 1943
- c) Picasso was painting Guernica at that time.
Guernica was being painted by Picasso at that time
- d) The cleaner has cleaned the office.
The office had been cleaned.
- e) He had written three reports in 2017.
Three reports had been written in 2017.
- f) John will tell you later.
You will be told by John later.
- g) The traffic might have delayed Jimmy.
Jimmy might have been delayed by the traffic.
- h) They are building a new stadium near the station.
A new stadium is being built near the station

C) Writing an article on the role of media in different services and publish it in the school.

This is an open ended question.

- The tutor may guide student teachers to write an article by providing clear instructions and possible materials. First, remind student teachers different stages of writing an article. Second, put them into small groups and ask them to write an article based on the topic given. Third, as they work in groups, he/she should walk around and help those with special needs.
- The tutor can ask one student teacher to remind everyone the task to be done. Uses mingle game and help them to get manageable groups. Facilitate different groups with necessary materials or if none, ask them to improvise as long as the objective may be achieved.
- Give time for presentation and check how words are spelt and pronounced. Finally, provide a constructive feedback.

UNIT 10

LITERATURE IN ENGLISH

Key unit competence: To analyze literary texts based on their genres and period

1. Prerequisites

The Tutor may ask student teachers for prior knowledge if they know anything about the unit. He can ask questions for guidance like; what are the three genres of literature? Describe the characteristics of each literary genre.

Tutor may ask some student teachers to dramatize, to role play, to recite or read aloud some of the acts/ scenes, recite some stanzas or read out some paragraphs in a certain chapter in a novel.

2. Cross cutting issues to be addressed:

Gender education

This is evidenced in the roles given by specific characters in any given literary text. And such roles can be integrated into student teachers' roles in society.

Peace and values education

The value of literature is to promote peace and cultural values in society and behaviours of people, pointing out vices and virtues of human beings. These values can be emphasized by the tutor through integrating Student teachers into good values learnt from any literary work.

3. Guidance to the introductory activity

- Tutor may ask student teachers to read on the literary genres, wanting them to understand key concepts in literature.
- Tutor asks student teachers to demonstrate some literary concepts in groups
- Tutor introduces a chart with literary genres assigning questions set to remember the material.
- Tutor may arrange a speech or drama communication skills such as; dialogues, role plays, creative tales, monologues, narrations, tongue twisters

and reading poetry or comprehension in relation to the unit.

Possible answers to the introductory activity questions

1. A literary genre. Is a category of literary composition, they are defined by the general cultural movement of the historical period in which they were composed. A literary genre is a style of writing. Or genres may be determined by literary technique, tone, content or even length.
2. characteristics of the three literary genres.
 - a) Drama: Built with dialogue, stage directions and a cast of characters.
 - b) Prose: Built of sentences and paragraphs
 - c) Poetry: Built of lines, verses, and stanzas
3. Possible short essay answers on:
 - a) Drama: it is an art form that explores human conflict and tension. It generally takes the form of a story presented to an audience through dialogue and action. The story is conveyed using the elements of the theatre; acting, costumes, props, scenery, lighting, music and sound.
 - b) Prose: this is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure rather than rhythmic structure.
 - c) Poetry: poetry is a form of literature that uses aesthetic and rhythmic qualities. Many poetic dictions use repetitive phrases for effect.

4. Lesson titles/ sub headings.

	Lesson	Lesson objectives	No of periods.
1.	Comparing the three literary genres.	Knowledge and understanding: - Elaborate on the three main genres in literature Skills: Write an account of the main characters of different literary works from the three genres in literature Attitude and values: Appreciate the value of literature in people's lives.	4

2.	Prose Types of prose: Prose elements Narrative, Descriptive, Expository and Persuasive	<p>Knowledge and understanding: Explain the role of fiction in the world of discoveries.</p> <p>Skills: Talk and share about messages portrayed in various literary texts</p> <p>Attitude and values: Appreciate the role of imagination in literature and fiction in particular.</p>	
3.	Poetry structural (plot, tone, voice, mood/ atmosphere, settings and Themes	<p>Knowledge and understanding: Explain the relevance of and meaning of selected proverbs in English.</p> <p>Skills: Listen to any poem and share about its structure/sound and rhythm</p> <p>Attitude and values: Develop the culture of reading for both information and pleasure.</p>	4
4	Analysis in Poetry: Thematically, structurally, language and style used.	<p>Knowledge and understanding: Talking about different literary poetic devices Identifying the setting, the themes in the poem</p> <p>Skills: Composing a poem on a topic of your choice involving some poetic devices.</p> <p>Attitudes and values: Appreciate the language used in the works of poetry.</p>	4
5.	Drama	<p>Knowledge and understanding: -Identify different literary periods in the development of English literature. -Assess the role of drama in literature world -Discuss the message and language used in drama</p> <p>Skills: -Organize a literary based talent drama for formation and information</p>	

		Attitude and values: -Watch, listen and act one piece of drama that you have appreciated and draw its meaning and relevance for study.	
6	Internalise literary terms and devices	Knowledge and understanding: - Use some literary devices learnt to write a play. - Compare different figures of speech in a given text. Skills: - Critically assess the role played by local dramatists in the play, authors of novels and poets Attitude and values: Share the lessons learnt in any given text you have ever read.	3
	End Unit Assessment		2

10.1. Comparing the three literary genres

a. Learning objective:

Knowledge

Elaborate on the three main genres in literature

Skills

Write an account of the main characters of different literary works from the three genres in literature

Attitude and values

Appreciate the value of literature in people's lives.

b. Teaching and learning resources:

Extracts from plays, novels, anthologies of poems, CDs or audio visual CDs with plays, flip charts, picture dramatic descriptions, radio and television for audio listening and watching the drama.

10.1. 1. Learning activities

Possible answers to comprehension questions extract one. "The Pearl" by John Steinbeck"

1. This is an open ended question. The student teachers outline the flow major ideas about the extract from the beginning to the end.
2. Juana laid Coyotito on the blanket, and she placed her shawl over him so that the hot sun could not shine on him.
3. To find the other pearlers who were gone out long since and Kino could see them clustered in the haze, riding over the oyster bed.

Answers for activity 10.1

Possible answers to word meaning

- a) Stripped off: to remove anything. Or taking off something like cloth.
- b) Moved cautiously: moved careful
- c) Obscured with: not clear or plain, uncertain, not clear to the understanding, hard to perceive
- d) Clung: stick to or to adhere closely

Possible answers to application activity questions

1. Prose is a form of language that has no formal metrical structure. It applies a natural flow of speech, and ordinary grammatical structure rather than rhythmic structure.
2. This an open ended question, the student teacher explains the literary terms according to the extract.
3. Plot: the main events in a novel or fiction.
4. Character: A person in a novel.
5. Theme: an idea that recurs in or pervades a work of art or literature.
6. Setting: time and place in which the story takes place. Setting can be real or fictional, or a combination of both real and fictional elements.

10.2. Types of prose

There are three types of prose:

Narrative, Descriptive, Expository and Persuasive

a. Lesson objectives:

Knowledge

Explain the role of fiction in the world of discoveries.

Skills

Talk and share about messages portrayed in various literary texts

Attitude and values

Appreciate the role of imagination in literature and fiction in particular.

b. Teaching and learning resources:

Extracts from plays, novels, anthologies of poems, CDs or audio visual CDs with plays, flip charts, picture dramatic descriptions, radio and television for audio listening and watching the drama.

10.2.1. Learning activities: Reading and extracts from literary works analysis

Answers for activity 10.2.1

Possible answers to comprehension questions

I. Extract 1 from animal farm.

1. The extract is about advocacy for the building of the windmill.
2. Snowball was opposing Napoleon's decisions and nine enormous dogs wearing brass-studded collars came bounding into the barn straight to Snowball.
3. The phrase means that Snowball was never seen again/ he disappeared.
4. a. Snowball is brave, fearless, emotional.
b. The dogs are; murderous and sadists, unreasoning, inhumane.
5. Animals symbolize the people oppressed by the Russian regime.

10.2.2. Application activity

Answers for activity 10.2.2

Possible answers to application activity questions

The student teachers look at the extract and characteristics of narrative, descriptive, expository or persuasive then they decide if the extract is one of the above.

10.3. Poetry

a. Learning objectives:

Knowledge and understanding: Explain the relevance of and meaning of selected proverbs in English.

Skills: Listen to any poem and share about its structure/sound and rhythm.

Attitude and values: Develop the culture of reading for both information and pleasure.

Teaching and learning resources:

Anthologies of poems, CDs or audio visual CDs, flip charts, pictures

10.3.1. Learning activities: Reading and poem analysis

Poem: Song of Lawino

Answers for activity 10.3.1

Possible answers to questions about the poem

1. The poem is about a modern woman Clementine.
2. The poet uses images of; wizard, guinea fowl, raw yaws, mouth of a field, glowing charcoal, the wild cat.
3. Lawino's attitude towards Clementine is negative because Clementine has adopted Europeans' manners yet Lawino likes her culture and her husband Ocol has left her for Clementine.
4. This question is open ended. The student teacher reads the poem and identifies poetic devices used in this poem and comments on how they affect the meaning of the poem.
5. The setting of the poem is in modern times.

10.3.2. Application activity: Defining poetry related terms

Answers for activity 10.3.2

Possible answers to application activity questions

Definition of terms in poetry:

1. Poetry refers to literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm.
2. This is an open ended question.
 - The student teacher is lead by the tone of the poem after reciting it. They can determine the structure in which the poem was written in.
 - The poet uses images, simile and metaphors, symbols and hyperbole.
3. The characteristics of poetry include:
 - Open form
 - Use of free verse
 - Juxtaposition of ideas rather than consequential exposition
 - Use of allusions and multiple association of words
 - Unconventional use of metaphor
 - Importance given to sound to convey the music of ideas.
 - It is written in stanzas and lines

10.4. Talking about plot, tone, voice, mood/ atmosphere, settings and themes in a poem.

a. Learning objectives:

Knowledge and understanding:

- Talking about different literary poetic devices
- Identifying the setting, the themes in the poem

Skills:

- Analyzing a poem in depth.
- Composing a poem on a topic of your choice involving some poetic devices.

Attitudes and values: appreciate the language used in the works of poetry.

b. Teaching and learning resources:

Anthologies of poems, CDs or audio visual CDs, flip charts, picture

10.4.1. Learning activities: Reading and poem analysis

Answers for activity 10.4.1

Possible answer to the question about the poems

“ I love you my gentle one” and “**Fair ones**”

This question is open and ended. For example the student teacher looks at the tone, plot, atmosphere and mood used by the two poets and then compares them. They may say that in the first poem “I love you my gentle one,” the poet uses a loving tone, cheerful, and happiness. While in the second poem “Fair Ines” the tone is sad, melancholic, sorrowful.

10.4.2. Application activity: Characterizing plot, tone, voice, mood/ atmosphere, setting and theme in a poem.

Answers for activity 10.4.2

Possible answers to the application activity questions

- a) The effect of tone in a poem is the attitude it creates to the reader or audience that the poet wants to invoke. Tone can be playful, humorous or regretful. Tone suggests the readers’ attitude.
- b) Setting is important in poems because it explains where and when the events take place. Setting helps to create mood and set the tone for the literary piece.
- c) How mood/ atmosphere affects the reader of a poem. Mood helps in creating an atmosphere in a literary work by means of setting, theme, diction, and tone. Mood evokes various emotional responses in readers, and thus ensures their emotional attachment to the poem they read.

Atmosphere evokes a particular kind of feeling or emotion in the reader of the poem.

NB: the tone, mood and atmosphere of a poem are the product of many factors, including the poets’ choice of word, the imagery used, the rhythm patterns established, the sound effects created through features such alliteration and onomatopoeia.

Plot: it motivates the characters to affect the story, and connects the events in an orderly manner. The plot creates a desire for the reader to go on reading by absorbing them in the middle of the story, ensuring they want to know what

happens next. Plot is the cause and effect sequence of events in a story.

10.5. Drama

a. Learning objectives

Knowledge

- Identify different literary periods in the development of English literature.
- Assess the role of drama in literature world
- Discuss the message and language used in drama

Skills:

- Organize a literary based talent drama for formation and information

Attitude and values:

- Watch, listen and act one piece of drama that you have appreciated and draw its meaning and relevance for study.

b. Teaching and learning resources:

Costumes, props, CDs, audio visual plays, play books, dramatic pictures.

10.5.1. Learning activity: Observing and interpreting pictures

Answers for activity 10.5.1

Possible answers to the learning activity questions

- The student teachers observe the pictures and describe what is happening.
- The student teachers in groups describe the setting and period of drama as observed in the pictures.

European Drama. The roots of European drama and theatre are to be found in ancient Greece, in the religious celebrations of the god of wine and madness, Dionysus, costumed and masked choruses (a group of singers) presented lyrics honouring him to the accompanying music of an aulos

10.5.2. Application activity: Analysing an extract of act 1 in “An enemy of the people by Henrik Ibsen

Answers for activity 10.5.2

Possible answers to the drama extract questions

1. The setting of the extract is at night and at Dr. Stockmann’s house.
2. The theme is vice vs virtue
3. Peter stockman is brave for he fights for the people. He is the voice of the majority.
4. The main features of drama:

Drama is a piece of writing, it is artistically presented mainly in form of dialogue. Its features are:

- a) Theme
- b) Plot
- c) Characters
- d) Dialogue
- e) Setting

10.6: Themes and messages in drama

a. Lesson objectives:

Knowledge and understanding

- Use some literary devices learnt to write a play
- Compare different figures of speech in a given text

Skills:

Critically assess the role played by local dramatists in the play, authors of novels and poets

Attitude and values:

Share the lessons learnt in any given text you have ever read.

b. Teaching and learning resources:

Plays, films audio visual video plays, props, costumes, extracts. Etc.

10.6.1. Learning activities: Reading and extract analysis

Answers for activity 10.6.1

Possible answers to the questions on the extract from the play “ The Lion and the Jewel by Wole Soyinka”.

1. The theme in the extract is marriage and love.
2. The message is love and paying dowry(bride price).
3. The phrase means being a talk of everyone.

10.6.2. Application activity: Reading and extract analysis

Answers for activity 10.6.2

Possible answers to the questions on the extract “Enemy of the people” by Henry Ibsen.

1. This is an open ended question. The tutor should guide Student teachers to help them answer this question critically.
2. The strongest man in the world is he who stands most alone.
3. The theme is vice vs virtue.
4. This is an open ended question. Student teachers are supposed to give the characteristics of the African drama and the European Drama.
5. African drama includes oral literature. Oral literature may be in prose or verse, poetry often sung. While European drama is characterized by its unique subject matter like the romanticism of the poor, the strict depiction of real life and the use of symbols, imagery and metaphor.

10.7. Additional information: Other literary devices

Explaining the following literary words

1. Tone: a musical or vocal sound with reference to its pitch, quality and strength
2. Meter: a stressed and unstressed syllabic pattern in a verse, or within the lines of a poem
3. Metaphor: a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
4. Personification: the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.

5. Apostrophe: a figure of speech sometimes represented by an exclamation such as; oh!
6. Connotation: an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.
7. Assonance: resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed vowels, but not consonants
8. Consonance: a stylistic literary device identified by the repetition of identical or similar consonants in neighbouring words whose vowels sounds are different.
9. Hyperbole: is a figure of speech that uses extreme exaggeration to make a point or show emphasis.
10. Stanza: is a division of four or more lines having a fixed length, meter or rhyming scheme. Stanza in poetry are similar to paragraphs in prose.
11. Symbol: literary device that contains several layers of meaning, often concealed at first sight, and is representative of several aspects, concepts or traits than those that are visible in the literal translation alone.
12. Simile: a figure of speech that makes a comparison, showing similarities between two different things. Simile draws resemblance with the help of the words “like” or “as”.

10.7. Different literary periods in the development of English Literature

Answers for activity 10.5.2

Possible answers to Application activity 10.7.2.

1. Open-ended.
2. Open-ended. The tutor guides Student teachers on how to write short notes on the following literary periods showing the connection between society, history and literature.
 - a) The old English (450AD-1066AD)
 - b) The middle English (1066AD-1500AD)
 - c) The Renaissance (1500-1600)
 - d) The Elizabethan period (1558-1603)
 - e) The Jacobean period (1603-1625)
 - f) The Caroline period (1625-1649)
 - g) The Puritan period (1649-1660)

- h) The Restoration period (1660-1700)
- i) The Augustan period (1700-1785)
- j) Romantic period (1785-1830)
- k) The modern period (1830-1925)
- l) The inter-war period (1925-1939)
- m) The mid-20th century (1939 onwards)

10.8. Language structure: Use of tenses for past, present, and future.

Guide student teachers on how to use tenses.

10.9. Sounds and spelling

Guide student teachers on how to use a dictionary and thesauruses to check the spelling and pronunciation of the following words:

- | | |
|--------------------|---------------|
| 1. Tone | 7. Assonance |
| 2. Meter | 8. Consonance |
| 3. Metaphor | 9. Hyperbole |
| 4. Personification | 10. Stanza |
| 5. Apostrophe | 11. Symbol |
| 6. Connotation | 12. Simile |

10.5. End unit assessment

Possible answers to the questions on poem “today women”

- **Comprehension questions:**

1. The student teachers refer to the poetic devices studied and relates them to the poem above.
2. The poem is about a modern woman
3. Student teacher looks at how the poet uses symbols to bring out the effect or meaning of a poem.
4. The poet’s concern on women is the way women today dress and behave. For they no longer have respect/ give themselves respect in the eyes of society. Modern life has overtaken them.
5. (Open ended question) student teachers depict moral lessons they learn from the poem.
6. (Open ended question) the student teachers recite the poem and describe the atmosphere/ mood aroused in them.

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