

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION



ENGLISH LANGUAGE ADVANCED LEVEL
S4-S6

Kigali, 2015

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KIGALI, 2015

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FOREWORD

The Rwanda Education Board is honoured to avail syllabuses which serve as official documents and guide to competence-based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that 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 the syllabus, teaching and learning and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competences they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and available instructional materials. The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competence-based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB and its staff who organized the whole process from its inception.

Special appreciation goes to the development partners who supported the exercise throughout.

Any comment or contribution would be welcome for the improvement of this syllabus.

Gasana I. Janvier,
Director General REB

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I express my sincere gratitude to different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations such as CNLG, AEGIS trust, Itorero ry'Igihugu, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right to Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and Local and International consultants. Their respective initiative, cooperation and support were basically responsible for the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1 Background to the syllabus review

Vision 2020 and other Rwanda Government's recent policies emphasizes the ambition to become a knowledge based and technology led economy and stresses the need for the generation, dissemination and acquisition of scientific skills and technological innovations, critical thinking, and positive values; the integration of these skills into social and economic development of Rwanda is critical. English is one of the official languages and medium of instruction in schools. It plays an important role in the achievement of this vision.

1.2 Rationale

Since Rwanda is an English speaking country and a member of the East African Community and Commonwealth the teaching of English requires a Competence Based Curriculum. Indeed, the curriculum of any country acts as its guiding light. The basis of this English curriculum review is the need in Rwanda to shift towards a Competence Based Curriculum that focuses on developing the wholeness of the learner. This wholeness would not only be achieved by giving knowledge and skills, but also through cultivating and inspiring certain attitudes as well as creating occasions and activities during the teaching-learning process that would enable learners to think critically and be able to compete favourably and fit into East Africa and the wider global community. This global outlook has underpinned the adoption and use of English as the language of instruction in Rwandan schools. One of the most important elements of this curriculum review was to organise and provide contents and activities that would lead to a higher 'learning achievement'.

Therefore well thought-through learning activities and questions have been designed in the syllabus as much as possible to challenge students to think independently as well as in groups. So, it is not just about knowledge of language [the four skill areas] but how learners can work in English to reason, express themselves and solve problems in a wide range of situations.

1.2.1 English and society

Communication sits at the very base of every development trend in any country and particularly in Rwanda. Learning good English will not only enable learners to pass their exams but also place them in a better position once they have finished school, to transact business with ease and exploit opportunities at local and international levels where the knowledge of English is a key pre-requisite. For this very reason, English will be taught as a subject from nursery through to university, whereas it will be fully used as the language of instruction from Primary four onwards. Students at A' Level will be building on the solid language foundation they should have acquired from pre-primary and primary up to this level.

Before engaging English as both an official language and the language of instruction in Rwanda schools, Rwandans could not effectively relate with, transact and fully exploit business and other opportunities in East Africa, the Commonwealth and the rest of the English speaking world. With the introduction of English in Rwanda, those problems will be solved.

1.2.2 English and the learners

English language is crucial for the students to achieve learning in other subjects as it is the medium of instruction from Primary four onwards. As one of the official languages, English is also useful for learners to integrate in business and working situations in Rwanda.

Also Rwanda being part of East Africa Community and the Commonwealth, students with mastery of English Language will be able to explore opportunities provided through these political and economic alliances especially and become competitive at the job market.

Finally, English has become a global language, especially in the science and technology fields. Students with higher educational goals will benefit from English learning in Rwanda to access education abroad.

1.2.3 Competences

A competence is the ability to perform a particular task successfully, resulting from having gained an appropriate combination of knowledge, skills and attitudes. The national policy documents, based on national aspirations, identify 'basic Competences alongside the 'Generic Competences' that will develop higher order thinking skills. Basic competences are addressed in the stated broad subject competences and in objectives highlighted year on year basis and in each of the units of learning. The selection of types of learning activities must focus on what the learners are able to demonstrate such competences throughout and at the end of the learning process. A generic competence is a competence that is not specific to a particular subject or situation. Generic competences are transferrable and applicable to a range of subjects and situations including employment. The core competences that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire such skills.

Critical thinking and problem solving skills: The acquisition of such skills will help learners to think imaginatively and broadly to evaluate and find solutions to problems encountered in all situations.

Creativity and innovation: The acquisition of such skills will help learners to take initiatives and use imagination beyond knowledge provided to generate new ideas and construct new concepts.

Research: This will help learners to find answers to questions basing on existing information and concepts and to explain phenomena basing on findings from information gathered.

Communication in official languages: Teachers, irrespective of not being teachers of language, will ensure the proper use of the language of instruction by learners which will help them to communicate clearly and confidently and convey ideas effectively through speaking and writing and using the correct language structure and relevant vocabulary.

Cooperation, inter personal management and life skills: This will help the learner to cooperate with others as a team in whatever task assigned and to practise positive ethical moral values and respect for the rights, feelings and views of others. Perform practical activities related to environmental conservation and protection. Advocating for personal, family and community health, hygiene and nutrition and responding creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfilment in areas that need improvement and development.

- **Broad English syllabus competences**

The syllabus competences listed below describe the educational purposes of a course based on this syllabus. It outlines the educational context in which the syllabus content should be viewed. These competences are the same for all learners and are not listed in order of priority. Some of these competences may be delivered by the use of suitable local, international or historical examples and applications, or through collaborative experimental work.

The students at A' Level should be able to:

Communicate information, ideas and feelings appropriately and effectively in a range of different social settings and cultural contexts,

Listen attentively and read fluently both for information and for pleasure,

Demonstrate an adequate command of vocabulary and language patterns in more complex texts to enable them to learn and communicate in English in different situations,

Listen to and understand English as it is spoken around them in authentic situations.

- **English and developing competences**

These basic competences alongside the generic competences are stated in such a way that will develop higher order thinking skills and this will help the subject learning and application of what has been learnt in real life situation. Through experimentation, observations and presentation of information during the learning process, the learner develops not only deductive and inductive skills but also communication, critical thinking and problem solving skills in trying to make inferences and conclusions.

2. PEDAGOGICAL APPROACH

Since each learner is an individual with his/her own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured sequences of lessons. However, learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Teachers will find useful suggestions to implement the child centred and interactive learning approach in the activities and methodology columns of this curriculum.

Language learning is a process. But by this time, a student is expected to have achieved English language basics. When they make errors, the teacher should support them accordingly but also accept their attempts to use the language correctly.

At this stage, students are also encouraged and expected to further develop the culture of reading for both information and enjoyment.

Schools should provide a conducive environment for students to practise their English by participating in different clubs such as debating, drama and music because students learn well when they are actively involved in the learning process through a high degree of participation, contribution and production.

With stronger language abilities at this level and with continued teacher to student support, learners will read more fluently and write accurately. Teachers must bear in mind that students learn in different ways and at different rates.

Teachers need to provide a variety of learning experiences to support all learners. The classroom should be a safe and friendly place in which to learn and experiment with the language by:

Ensuring constant access by students to the library and encouraging them to read and write within and beyond the framework of the curriculum with comprehension,

Writing accurately for both functional and creative writing purposes,

Integrating into other English speaking communities with sufficient command of English language characterised by adequate competences, knowledge and attitudes.

2.1 Role of the teacher

The change to a competence-based curriculum is about transforming learning, ensuring that it is deep, enjoyable and habit-forming. The teacher ought to shift from the traditional method of instruction to adopt a facilitator role, to allow learners' active involvement in the teaching-learning process.

The teacher must identify the needs of the learners, the nature of the learning to be carried out, the means to shape learning experiences through challenging level appropriate situations in order to enhance critical thinking and problem solving skills. The role of the teacher is to organize learners in and outside the classroom and engage them while using participatory and interactive methods throughout the learning process. Tasks can be given to individuals, pairs and groups. This ensures that learning is personalized, participative and co-operative. The teacher will design and introduce tasks to the class to perform [as in role play] or for immediate discussion. The role of the teacher will be to guide the learners in constructing their own knowledge and to translate that knowledge into set competences.

Learners should be taught how to use the textbooks and other resource materials in different ways: to search for and make use of information in expressive, denotative and connotative contexts.

2.2 Role of the learner

The activities of the learner are indicated in each learning unit and reflect appropriate engagement in the learning process.

The teaching and learning processes will be tailored towards creating a learner friendly environment based on learners' capabilities, needs, experience and interests.

The learning activities will be organized in a way that encourages learners to construct their knowledge, either individually or in groups, in an active and engaging way.

Learners work on key competences in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitude.

In practical lessons learners will work in groups where the availability of the apparatus will not permit working individually but they will be encouraged to do simple project work individually.

2.3 Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education to them. The teacher

therefore is requested to consider each learner's needs during teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Detailed guidance for each category of learners with special education needs is provided for in the guidance for teachers.

3. ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the new competence-based curriculum assessment must also be competence-based; whereby a learner is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

Assessment will be organized at the following levels: School-based assessment, District examinations, National assessment (LARS) and National examinations.

3.1 Types of assessment

3.1.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavioural changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following: (a) observation (b) pen and paper (c) oral questioning.

3.1.2 Summative assessment (assessment of learning)

When assessment is used to record a judgment of a competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved and to use the results for the ranking or grading of

learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences.

It can be internal school based assessment or external assessment in the form of national examinations. School based summative assessment should take place once at the end of each term and once at the end of the year. School summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grade will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques and in the third year of the implementation of the new curriculum. This means that it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiative to organize a common test per class for all the schools to evaluate the performance and the achievement level of learners in individual schools. External summative assessment will be done at the end of P6, S3 and S6.

3.2 Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Assessment procedures generate data in the form of scores which will be carefully recorded and stored in a portfolio. These scores will contribute to remedial actions and alternative instructional strategies. They will also be used to provide feedback to the learner and their parents to check learning progress and to provide advice, as well as be used in the final assessment of the students.

This portfolio is a folder (or binder or even a digital collection) containing the student's work as well as the student's evaluation of the strengths and weaknesses of their work. Portfolios reflect not only the work produced (such as papers and assignments), but also serves as a record of the activities undertaken over time as part of student learning. The portfolio output (formative assessment) will be considered only as enough for three years of Advanced level. It will also serve as a verification tool for each learner that he/she attended the whole learning activity before he/she undergoes the summative assessment for the subject.

3.3 Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of Bloom's taxonomy and the marks allocation for each question. In a

competence based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but testing broad competences as stated in the syllabus.

Structure and format of the examination for English Language:

At Advanced Level there will be one paper with four sections:

Section A: Comprehension and vocabulary

Section B: Grammar and phonology

Section C: Summary

Section D: Essay writing/report writing

3.4 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what students are doing well and where they need to improve.

4. RESOURCES

4.1 Material resources

Teaching and learning of English language is presented in context in order for the learners to practice the language. The successful implementation of this curriculum requires appropriate teaching aids including text books, teachers' guides, audio visuals, maps, graphs for secondary school learners, It is hoped that ICT also will help in this language learning process.

4.2 Human resources

Skills required for the teacher of this subject

- Engage students in variety of learning activities;
- Use multiple teaching and assessment methods;
- Adjust instructions to the level of the learner;
- Creativity and innovation;
- Makes connections/links with other subjects;
- Should have a high level of knowledge of the content;
- Effective discipline skills;
- Good classroom management skills
- Good communicator;
- Guide and counsellor;
- Passion for children teaching and learning;

5. ADVANCED LEVEL SYLLABUS UNITS

5.1. Presentation of the structure of the English syllabus units

English language is taught from pre-primary onwards.

English language subject is structured in Topic Areas that are oral and written communication that apply to all education levels.

English language subject is taught in different contexts/situations that make learning units.

Units are characterised by the following features:

1. Each Unit shows the number of corresponding periods in it.

2. Each Unit has a key unit competency that is based on an elaborate subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. Through these activities with adequate methodologies and techniques the key competences are hence achieved.
3. In each unit there are stated learning objectives including knowledge and understanding, skills and attitudes and values. These have been developed based on Bloom's taxonomy that is from lower order thinking level to higher order thinking level.
4. Each Unit has a detailed content referred to as Language use.
5. Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
6. Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

5.2. English Syllabus for senior four

5.2.1. Key competences at the end of S4

At the end of S4, the learner should be able to:

- Identify the main points of authentic spoken texts or conversation involving one or more speakers,
- Give a presentation on a chosen theme organizing ideas and responding spontaneously to questions,
- Read and understand a range of texts involving more complex language, analysing meaning and summarizing in speech or writing,
- Communicate ideas on a range of topics and in an appropriate style of writing for the task. Argue and justify a point of view,
- Develop vocabulary through the use of reference materials including dictionary and a range of subject texts,

- Construct explanatory and procedural texts using a variety of vocabulary, language structures and knowledge of different writing genres.

5.2.2 Senior 4 Units

Topic Area: Oral and written communication

S4 English		Unit 1: Geography of Rwanda		No of periods: 14	
Key unit competence: To use language in the context of geography of Rwanda.					
Learning objectives			Content	Learning activities	
Knowledge and understanding	Skills	Attitudes and values			
<p>Recognise the use of the present perfect tense passive and active voice with <i>since</i>.</p> <p>Identify present simple), the use of paragraphs, headings and numbering.</p> <p>List the vocabulary of physical geography, population, farming, trade.</p>	<p>Describe the geography of the local province and of Rwanda, the climate and population of Rwanda.</p> <p>Read and listen to texts about the geography of Rwanda, agriculture, population or trade in Rwanda.</p> <p>Write texts about aspects of Rwandan geography, climate, population, trade, showing textual organisation.</p>	<p>Appreciate the beauty and physical features of your country.</p>	<p>Language use</p> <p>Describing our province Our province is called Northern Province. The main provincial town is Musanze. The neighboring provinces are Eastern and Western Provinces. There are lakes in the north. The main river is called the Nyabarongo. What's the name of your province?</p> <p>Describing geography The vegetation in Rwanda includes grassland and savanna. Wildlife includes gorillas, chimpanzees, storks and cranes. The height of the land rises to 4500 metres. How high is the land? What is the vegetation like?</p> <p>Describing the climate Average monthly temperature is between 25 and 27°C. The highest rainfall is about 190 mm in April.</p>	<p>Discuss in groups the province using a map.</p> <p>Read texts about the geography of Rwanda, containing paragraphs, numbering and headings.</p> <p>Show understanding of paragraphs, headings and numbering, e.g. by filling in a table.</p> <p>In groups, interpret a graph of temperature and rainfall.</p>	

			<p>What is the lowest temperature?</p> <p>Describing livestock, agriculture and fishery Cattle are reared in the grasslands. Tea is grown in the highlands. Fish are caught in Lake Kivu.</p> <p>Describing the population The population was about 12 million in 2014. The population is growing by about 2.6%. Since 2002 the population has increased by 2%. Since 1995 the death rate has fallen by 3%. How many babies have been born per annum since 2005? Has the population decreased since 2009?</p> <p>Describing trade Rwanda exports tea and coffee. Machinery and electrical goods are imported. Coffee and tea account for 80% of agricultural exports. What does Rwanda export? What is imported from Europe?</p> <p>Vocabulary Physical geography: grassland, savanna, mountainous, etc Population: rise, fall, birth, increase, etc Farming: rear, grow, grasslands, etc Trade: export, account for,</p>	<p>Write about temperature and rainfall.</p> <p>Read about agriculture in Rwanda, focusing on the passive voice.</p> <p>Discuss in groups about agriculture, paying attention to the passive</p> <p>Write sentences about agriculture, paying attention to the passive</p> <p>Listen to texts about population in Rwanda, focussing on <i>since</i>, with the present perfect Write sentences about population paying attention to <i>since</i> with the present perfect</p> <p>Read about Rwandan trade,</p>
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			<p>machinery, etc</p> <p>Language structure</p> <ul style="list-style-type: none"> • Present perfect tense (passive) with since • Passive voice (present simple, present perfect tense) • Paragraphing, headings and numbering. <p>Sounds and spelling</p> <p>Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</p>	<p>focussing on the passive</p> <p>Write about trade in Rwanda paying attention to the passive voice.</p> <p>Plan texts about geography in Rwanda, with several sections.</p> <p>Write and evaluate texts about geography, climate, agriculture and population in Rwanda showing paragraphs, headings and numbering and paying attention to the present perfect tense and the passive voice.</p>
Links to other subjects: population, wildlife, trade, agriculture...				
Assessment criteria: Can describe the geography of the local province and of Rwanda, the climate and population of Rwanda, write a one page text about aspects of geographical features in Rwanda, climate, population, trade, showing textual organisation.				
Materials: maps, diagrams, photographs, pictures...				

Topic Area: Oral and written communication

S4 English	Unit 2: Education and personal development		No of periods: 15
Key unit competence: To use language learnt in the context of education and personal development.			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Identify the use of the first conditional, second conditional and <i>could</i>.</p> <p>List the vocabulary of work and jobs.</p>	<p>Describe educational ambitions and discuss job opportunities in speech and writing.</p> <p>Speculate about job possibilities in speech and writing.</p> <p>Read texts about educational ambitions and job opportunities, an educational and job career or a discussion of job opportunities.</p> <p>Listen to texts about educational ambitions and job opportunities, an educational and job career or a</p>	<p>Appreciate the importance of education in our lives.</p> <p>Lifelong learning support personal development.</p>	<p>Language use.</p> <p>Describing the ability at school I'm not good at maths. My grades in maths are good. I must improve my grades in maths. What subjects are you good at? Are you good at history?</p> <p>Describing educational ambitions I'm interested in being a doctor. I'd like to work as a journalist. If I went to university I would study biology. I would like to get experience in banking. What job are you interested in doing? What would you like to do professionally? If you went to university, what would you study?</p> <p>Discussing career opportunities There are many jobs in Rwanda for skilled craftsmen. It is difficult to get a job as a journalist. A teacher earns about 45,000 Rwf a month. If you want to be a doctor, you have to have qualifications in medical science. If</p>
<p>Discuss in groups ability in subjects.</p> <p>Listen to a dialogue about educational ambitions and career opportunities, focussing on <i>I'd like, I'm interested in, if-sentences with you have to</i></p> <p>Discuss in groups educational ambitions and career opportunities, paying attention to <i>I'd like, I'm interested in, if-sentences with you have to</i></p>			

	<p>discussion of job opportunities.</p> <p>Write about one's own educational and job aspirations.</p>		<p>you want to be a lawyer, it is useful to get experience in a law office. How easy is it to get a job as a journalist? What experience do you need if you want to be a doctor? How much does a teacher earn?</p> <p>Describing career development I studied at school and then went to university. I got a degree in biology. I then applied for a job as a laboratory technician. I got experience doing lab tests</p> <p>Discussing job possibilities If I was a teacher, I would earn about 45,000 Rwf a month. If I had a science degree, I could be a doctor. If I had experience in business, I could be a manager. If I studied biology, I would be able to get a job as a doctor. If I was good at maths, I could be an accountant. If I had good computer skills, I could be a secretary. What would you have to study if you wanted to be a doctor? What would you earn if you were a farmer?</p> <p>Vocabulary Work: experience, study, skills, earn, profession, skilled, etc Jobs: manager, journalist, accountant, teacher, etc</p>	<p>Write sentences about educational ambitions and career opportunities, paying attention to <i>I'd like, I'm interested in, if-sentences with you have to.</i></p> <p>Read job advertisements and find out about qualifications, experience and earnings.</p> <p>Find out what people earn in different jobs, make a table.</p> <p>Discuss and write about the table.</p> <p>Listen to texts by a person describing her educational and job career.</p> <p>Read texts about a</p>
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			<p>Language structure First conditional: if you want to get a job you have to study Second conditional: If you studied hard, you would/could get a job.</p> <p>Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>young person speculating about jobs, focussing on the second conditional and <i>could</i>.</p> <p>Discuss in groups and speculate about jobs, paying attention to the second conditional and <i>could</i>, with support, e.g. sentence starters.</p> <p>Write about one's own educational and job aspirations, paying attention to the second conditional and <i>could</i>.</p>
Links to other subjects: jobs, qualifications, earnings in Entrepreneurship and General Studies				
Assessment criteria: Can describe educational ambitions and discuss job opportunities, discuss job possibilities, write about one's own educational and job aspirations.				
Materials: photographs, pictures, job advertisements ...				

Topic Area: Oral and written communication

S4 English	Unit 3: Ancient Egypt		No of periods: 15
Key unit competence: To use language in the context of ancient Egypt.			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Recognise the use of the past simple, past perfect tenses, the passive voice.</p> <p>State the vocabulary related to historical ancient Egypt, prehistoric Egypt the pyramids and expertise.</p>	<p>Describe the achievements of the Egyptians in speech and writing.</p> <p>Describe a construction process in the past in writing</p> <p>Describe the relationship between knowledge and achievement in the past.</p> <p>Read texts about the achievements of the Egyptians, about how the pyramids were built, or about the knowledge the Egyptians possessed.</p> <p>Listen to texts about the achievements of the Egyptians, about</p>	<p>Appreciate the contribution of Ancient Egypt to our learning, knowledge and culture.</p>	<p>Language use Describing ancient Egypt The ancient Egyptian pharaohs ruled over a large country for 3 centuries. The Egyptian civilization started 5000 years ago and finished in 332BC. The Egyptians built huge and beautiful buildings. They built the pyramids. They made beautiful objects. They wrote about philosophy, life and death. They had scientific and medical skills. When did they rule? What did they do?</p> <p>Use of habitual past with “used to” Before that the early Egyptians had been farmers. They had herded cattle. Before they developed agriculture, they had fished in the Nile. They had had stone tools. They had made pots. Until the Egyptians built their palaces, the prehistoric Egyptians had not had large buildings.</p> <p>Describing processes in the past The area was leveled. The space was measured. Blocks of stone were cut in</p>
			<p>Read texts about the achievements of the Egyptians.</p> <p>Discuss in groups about the achievements of the Egyptians.</p> <p>Read texts about Egyptians in prehistory, focussing on the past perfect tense.</p> <p>Write sentences focussing on the past perfect tense.</p> <p>Listen to texts about how the pyramids were built, with diagrams, focussing on the past simple passive.</p>

	<p>how the pyramids were built, or about the knowledge the Egyptians possessed.</p> <p>Write texts about hypothetical situations in the past.</p>		<p>quarries. The blocks were dragged into place using ramps and levers. Where were the blocks found? How were they put in place?</p> <p>Describing ability in the past The Egyptians could write using hieroglyphs. They were able to make beautiful paintings. They were able to build large buildings. They could understand mathematics</p> <p>Describing cause and effect Their knowledge of the stars allowed them to site the pyramids. Expertise in structural engineering enabled them to construct complex chambers.</p> <p>Describing hypothetical situations in the past If they had not understood astronomy, they wouldn't have built the pyramids. If they hadn't had slaves, they would not have been able to move the stone blocks.</p> <p>Vocabulary Ancient Egypt: pyramid, scientific, rule, civilization, etc Prehistoric Egypt: herd, too, stone, pot, etc</p> <p>The pyramids: level, block, quarry, drag, etc</p>	<p>Write texts about a process paying attention to the past simple passive.</p> <p>Read texts about the knowledge and abilities of the Egyptians focussing on <i>could</i> and on abstract nouns with <i>allowed them to, enabled them to</i> and the third conditional.</p> <p>Discuss in groups the knowledge of the Egyptians, paying attention to the third conditional.</p> <p>Write a short text in the past tense about knowledge and its advantages, paying attention to <i>could</i> and to abstract nouns with <i>allowed to, enabled to</i>.</p>
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			<p>Expertise: engineering, astronomy, literacy, etc</p> <p>Language structure Past simple tense Past perfect tense Passive voice in the past simple tense Could, be able to Cause and effect: lead to, allow to, enable to Third conditional</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</p>	Write a short text about hypothetical situations in the past paying attention to the third conditional.
Links to other subjects: Ancient Egypt in History				
Assessment criteria: Can describe the achievements of the Egyptians, describe a construction process in the past, describe the relationship between knowledge and achievement in the past and write texts about hypothetical situations in the past.				
Materials: pictures, diagrams, photographs...				

Topic Area: Oral and written communication

S4 English	Unit 4: Ecology and mathematics		No of periods: 14	
Key unit competence: To use language in the context of science and mathematics				
Learning objectives			Content	
Knowledge and understanding	Skills	Attitudes and values	Learning activities	
<p>Recognize when to use abstract nouns, the passive voice (present simple) and countable and uncountable nouns.</p> <p>State the vocabulary of plant types and parts of plants.</p>	<p>Describe soil components and contents and soil erosion, in speech and writing.</p> <p>Describe the parts of a plant and their functions in speech and writing.</p> <p>Classify plants in speech and writing</p> <p>Read texts about the components and .contents of soil, about the parts and functions of plants or about the classification of plants.</p> <p>Listen to texts about the components and contents of soil, about the parts and</p>	<p>Appreciate the importance of mathematics and science in daily life.</p>	<p>Language use</p> <p>Describing soil components and contents Soil is made up of several things. Bacteria help to break down organic matter. Bacteria are necessary for breaking down organic matter. The function of bacteria is to break down organic matter. Air in the soil provides oxygen.</p> <p>Describing soil erosion The loose particles are carried away by moving water. The topsoil is deposited on flood plains. The river bank is washed away. What happens to the river bank?</p> <p>Describing plants Plants have roots. This is the stem. The function of the roots is to absorb water. The function of the root is the absorption of water. The function of the leaves is to produce food. The function of the leaves is the production of food. What is the function of the leaves?</p>	<p>Discuss in groups about a diagram of the soil.</p> <p>Read texts about soil, focussing on the passive, and label a diagram.</p> <p>Write a description of soil and its components and contents, using gap-filling.</p> <p>Sequence pictures about soil erosion and match them with sentences.</p> <p>Sequence sentences.</p> <p>Discuss in groups about soil erosion.</p> <p>Read texts about</p>

	<p>functions of plants or about the classification of plants</p> <p>Listen to texts and make notes</p> <p>Write about a survey of plants</p>		<p>Talking about plant types Plants can be classified into trees, herbs etc. There are four types of plants. Trees are tall and live a long time. They have hard stems. Eucalyptus is an example of a tree. What is sorghum? Does it have a soft stem?</p> <p>Conducting a plant survey We saw mango trees. There were four kinds of grass. We saw a lot of rice. We saw few sweet potatoes. We didn't see much rice. How much rice did you see? 27% of the plants we saw are herbs. About two thirds of the plants we saw are trees.</p> <p>Vocabulary Soil erosion: carry away, moving, topsoil, deposit, etc Percentages and fractions: percent, two thirds, average, etc</p> <p>Plant types: herb, tree, grass, shrub, etc Plant parts: stem, leaf, root, flower, etc</p> <p>Language structure Describing function: to; help to Use of abstract nouns to describe function Passive voice (present simple) Countable and uncountable nouns</p>	<p>plants, focussing on the use of abstract nouns to describe function, and label a diagram.</p> <p>Match sentence beginnings and endings to describe function</p> <p>Listen to texts classifying plants describing the characteristics of each class; make notes in a table</p> <p>Discuss your notes, and how to make simple notes, with a group, the teacher</p> <p>Discuss in groups, classify a number of plants and justify the classification</p> <p>Classify a number of plants and justify the classification in writing</p> <p>Go into the school</p>
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			<p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>grounds, bring in a plant, draw it and label it</p> <p>Conduct a survey of an area of vegetation and compile a table of the classes and species of plants seen.</p> <p>Talk and write about the survey using percentages.</p>
<p>Links to other subjects: soil, plants, soil erosion in Geography statistics and percentages in Mathematics</p>				
<p>Assessment criteria: Can describe soil components and contents and soil erosion, describe the parts of a plant and their functions, classify plants, write about a survey of plants.</p>				
<p>Materials: realia, pictures, diagrams, photographs...</p>				

Topic Area: Oral and written communication

S4 English	Unit 5: Friendship		No of periods: 14	
Key unit competence: To use language learnt in the context of friendship				
Learning objectives			Content	
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize when to use formal and informal language</p> <p>State the vocabulary of politeness: describing people, safe sex</p>	<p>Describe friends and friendship in speech and writing</p> <p>Use reported speech in speech and writing</p> <p>Express politeness, offers and requests in speech</p> <p>Read texts about safe sex</p> <p>Listen to texts about safe sex</p> <p>Write about relationships between the sexes and about safe sex</p>	<p>Appreciate the different relationships we have in our lives</p>	<p>Language use</p> <p>Describing friends I have several good friends. Mutesi lives in Butare. She is 16. He is about 140 cm tall. Her mother is a secretary. We meet every day. We do our homework together. He likes reading. She is good at science. I like him because he is funny</p> <p>Recounting activities On the weekend Jotham and I played football. After that we went to his house</p> <p>Reporting speech Yesterday Mutesi said that she was going to visit her aunt. She told me that it was her birthday. He said he would like to play football. She said she wanted to be a doctor.</p> <p>Getting on with people How are you today? Are you OK? I'm fed up because I've lost my mobile</p>	<p>Listen to someone talking about a friend and make notes about the person in a table.</p> <p>Discuss in groups friends, maybe using a photo, and describe them, using categories, e.g. age, name, height, etc</p> <p>Write a description of a friend.</p> <p>Read some reported speech and analyse in groups how the grammar of reporting works.</p> <p>Write a report of</p>

			<p>Making offers and requests May I help you? Can I carry that for you? I'll open the door for you. Let me help you with that. Shall I open the door? Do you want me to help you carry your bag? Yes thanks. That's kind of you. Could you help me with this bag? Sure. Would you like to play football with me? Yes I would. I would but I'm afraid I can't. I have to help in the house.</p> <p>Talking about boy- and girlfriends and safe sex Say 'No' to pre-marital sex. A condom is important for preventing STDs. People should be faithful to their partners. It's Ok to find someone attractive. It is not good to force someone to do what they don't want. It's important to respect the other person.</p> <p>Vocabulary Politeness: may, can, could, kind, sure, etc Describing people: honest, funny, tall, good at, etc Safe sex: respect, attractive, condom, safe sex, faithful, etc</p> <p>Language structure Reported speech</p>	<p>some direct speech.</p> <p>Listen to someone talking about a planned event and report their conversation in speech and writing.</p> <p>Listen to a dialogue between friends focussing on politeness, offers, requests</p> <p>Role-play a dialogue with a friend being polite, making offers and requests.</p> <p>Discuss in groups about what is good or not good in relationships between the sexes.</p> <p>Write a short text about relationships between the sexes.</p>
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			<p>Shall I? May I? Can I? Could you? I'll, let me.</p> <p>Sounds and spellings</p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
Links to other subjects: safe sex in Biology, Languages friendships, describing people, politeness in Citizenship				
Assessment criteria: Can describe friends, use reported speech in speech and writing, express politeness, offers and requests orally, write about relationships between the sexes and about safe sex.				
Materials: pictures, photographs...				

Topic Area: Oral and written communication

S4 English	Unit 6: Study skills and writing		No of periods: 15
Key unit competence: To use language in the context of study skills and writing			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
<p>Recognize how to work in groups, plan and evaluate writing, make notes and write a summary, use connectors in key language functions.</p> <p>List the vocabulary of key school language functions.</p>	<p>Read an extract from a simplified work of literature.</p> <p>Work in groups and organize the work of the group.</p> <p>Plan a short text using notes.</p> <p>Write a short text and evaluate it from the viewpoint of grammar, punctuation, spelling.</p> <p>Listen to a short text exemplifying a common school language function.</p> <p>Read a short text exemplifying a common school</p>	<p>Appreciate how planning and organisation can help you study.</p>	<p>Language use Instructions for working in class Work with a partner. Answer the questions. Choose a group leader. You have 5 minutes. Get ready to report in English. Tell the class what you said.</p> <p>Reading extracts from literature A man with a great iron on his leg seized me by the chin. "O! Don't cut my throat, sir," I pleaded in terror. "Don't do it, sir."</p> <p>Writing compositions Plan your writing. Write notes. Write your text. Check your work. Evaluate the grammar.</p> <p>Making notes Read the text. Select the main points. Write headings and numbers for the main points. Write simple notes under the headings.</p> <p>Writing a summary Read the text. Select the main points.</p>
			Learning activities
			<p>Read an extract from a simplified work of literature.</p> <p>Read texts and select the main points; compare them with others.</p> <p>Write headings and numbers and write notes under them. Compare them with others.</p> <p>Write a short summary and give it to others to evaluate.</p> <p>Practise working in groups, choosing a group leader, keeping time, reporting etc</p>

	<p>language function.</p> <p>Write a short text demonstrating the use of a common school language function.</p>		<p>Write headings and numbers for the main points. Write simple notes under the headings. Write a short text using the notes.</p> <p>Recounting World War II ended in 1945</p> <p>Explaining It's because it's warmer in July. The reason is that plants need sunlight.</p> <p>Defining A mammal is a vertebrate which has hair and feeds its young with milk</p> <p>Giving examples Natural sources of light are Celestial bodies/some insects which give out their own light. For example, stars are natural sources of light.</p> <p>Contrasting Natural light is not man-made, but human beings make artificial light.</p> <p>Listing Soil has three main layers. Firstly, there is the topsoil. Secondly, there is the subsoil. Thirdly, there is the parent soil.</p> <p>Vocabulary Working in class: group, pair, report, chairperson etc</p>	<p>Plan writing using notes</p> <p>Evaluate one's own and others' writing from the viewpoint of punctuation, grammar, etc</p> <p>Read short texts showing the key features of a few common school language functions</p> <p>Practise writing short texts demonstrating a few common language functions</p>
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			<p>Making notes and writing summaries: select, points, headings, numbering, notes, etc</p> <p>Language structure Features of key school language functions Connectors of example, contrast, explaining, listing etc</p> <p>Sounds and spelling Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</p>	
Links to other subjects: study skills, groupwork				
Assessment criteria: Can work in groups and organize the work of the group, read an extract from a simplified work of literature, plan a short text using notes, write a short text and evaluate it from the viewpoint of grammar, punctuation, and spelling, write a short text demonstrating the use of a common school language function.				
Materials: pictures, photographs...				

Topic Area: Oral and written communication

S4 English	Unit 7 : Leadership and famous people		No of periods: 14
Key unit competence: To use language learnt in the context of leadership and famous people			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Identify when the use of the past simple tense, <i>and</i> clauses State the vocabulary of leadership styles, character.</p>	<p>Describe a famous Rwandan leader in speech and writing.</p> <p>Describe leadership styles and exemplify them in speech and writing.</p> <p>Write texts containing examples.</p> <p>Describe the life story of a famous person in Rwanda in speech and writing.</p> <p>Read texts about a famous leader in Rwanda, about leadership styles, or about a famous person in Rwanda.</p> <p>Listen to texts about a famous leader in Rwanda, about</p>	<p>Appreciate the role of a good leader in the development of society.</p> <p>Apply effective leadership, management and governance skills in society.</p>	<p>Language use</p> <p>Talking about a famous Rwandan leader</p> <p>Rwabugeri ruled from 1853 to 1895. He was Rwanda’s most powerful king. He established an army. He expanded the kingdom. Rwabugiri built royal residences. He set up provinces with an administrative structure. What did he do? Why is he famous?</p> <p>Talking about leadership styles</p> <p>Some leaders are authoritarian. They exert control. They don’t like opposition. Some leaders are democratic. They involve people, share ideas.</p> <p>Giving your opinion about leaders</p> <p>Leaders should be courageous. For example, they should fight terrorism. They should be fair. For example, they should treat people equally. What are the characteristics of a good leader?</p> <p>Talking about a famous person in</p>

	<p>leadership styles, or about a famous person in Rwanda.</p> <p>Make notes on a written text.</p> <p>Plan, write and evaluate texts.</p> <p>Write the life story of a famous person.</p>		<p>modern Rwanda King James is a famous singer. He was born in Gisenyi in 1985. He lives in Kigali. He plays with a band. He went to university. He first became famous in 1998, when he released his first album. He is well-known because he appears on TV a lot. When was he born? Where does he live? Why is he famous?</p> <p>Talking about character King James is unpretentious. King Rwabugeri was authoritative. What was King Rwabugeri like?</p> <p>Vocabulary Leadership styles: tolerant, authoritarian, violent, democratic, etc</p> <p>Character: simple, unpretentious, good-natured, reserved, etc</p> <p>Language structure Past simple tense When-clauses, because-clauses Example sentences</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>styles and give examples of what they did which exemplifies they style.</p> <p>Read about a famous person in Rwanda, focusing on <i>when-</i> and <i>because-</i>clauses.</p> <p>Make notes about their life story and compare your notes with other learners.</p> <p>Discuss in groups about another famous person in Rwanda, describing their life story, paying attention to <i>when-</i> and <i>because-</i>clauses.</p> <p>Write a plan of texts about a famous person, dividing the text into paragraphs.</p> <p>Write and evaluate</p>
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				the text, paying attention to the past simple tense and to <i>when</i> - and <i>because</i> -clauses.
Links to other subjects: Leadership, leadership styles , famous Rwandans in History, Geography, General Studies and Citizenship				
Assessment criteria: Can describe a famous Rwandan leader describe leadership styles and exemplify them, write texts containing examples, describe the life story of a famous person in Rwanda, plan, write and evaluate texts, write the life story of a famous person.				
Materials: pictures, photographs.				

Topic Area: Oral and written communication

S4 English	Unit 8: Business		No of periods: 15
Key unit competence: To use language learnt in the context of business			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Recognize the use of <i>if, unless, need to, be able to, have to, must, the third conditional.</i></p> <p>List the vocabulary of entrepreneurship, costs, production, marketing Defining.</p>	<p>Describe entrepreneurship orally.</p> <p>Define business terms in speech and writing.</p> <p>Read texts, make notes and make a summary.</p> <p>Read texts about entrepreneurship, running a business, a small business in Rwanda, or an interview with a business person.</p> <p>Listen to texts about entrepreneurship, running a business, a small business in Rwanda, or an interview with a business person.</p>	<p>Appreciate the role of entrepreneurs in their contribution to the economy.</p> <p>Entrepreneurship skills can be applied to our daily lives.</p>	<p>Language use</p> <p>Describing entrepreneurship To be an entrepreneur, you need to be an innovator. You have to be able to take risks. You should also be able to manage people. You must be capable of communicating. Unless you take risks, you will not keep ahead of the market. If you cannot communicate, you will not persuade people.</p> <p>Defining costs Materials costs are defined as the costs of tools, materials and shipping. We define sales costs as what it costs to sell products. Overheads refers to utilities, rent, insurance etc.</p> <p>Making a business plan A business description details who runs the business, the market and the competition. A financial management plan explains how you will make a profit and pay off debt.</p> <p>Describing production</p>
			<p>Read texts about entrepreneurship and make notes; compare your notes with others.</p> <p>Discuss in groups entrepreneurship, paying attention to sentences with <i>if...not, unless.</i></p> <p>Complete sentences <i>with if ...not, unless</i> Read texts about running a business.</p> <p>Talk about the text in groups and look for all the terms which explain and define (e.g. are defined as, involves, etc.)</p> <p>Invite and listen to</p>

	<p>Write hypothetically about a time or incident in the past and discuss on outcomes.</p>		<p>Production involves keeping control over production costs. It means scheduling production and understanding the supply chain.</p> <p>Describing marketing Marketing includes branding and advertising. Branding means appearing in the media, sponsoring local events. Advertising includes print advertising and online advertising.</p> <p>Describing a business Rwanda fashion is a fashion business in Kigali. It was founded by It creates fashionable clothing for Rwanda. They employ 22 people.</p> <p>Recounting the development of a business I took risks. If I hadn't taken risks, I would not have built up the business. I controlled expenditure. If I hadn't controlled expenditure, I would have gone bankrupt.</p> <p>Vocabulary Entrepreneurship: risk, communicate, control, innovator, etc Costs: utilities, rent, overheads, sale, etc Production: schedule, supply, chain, production, etc Marketing: brand, advertise, sponsor,</p>	<p>a business person talking about aspects of running</p> <p>Read about a small business in Rwanda and make notes. Compare your notes with others. Write a short summary of the text.</p> <p>Read an interview with a businessperson, focusing on the third conditional.</p> <p>Write sentences about a business, paying attention to the third conditional, with support, e.g. match main and subordinate clauses.</p> <p>Write about a time or incident in the past and speculate, paying attention to the third</p>
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			<p>online, etc</p> <p>Defining: refers to, means, is defined as, involves, explains, etc</p> <p>Language structure If...not, unless Need to, be able to, have to, must Third conditional</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	conditional.
Links to other subjects: business, business plans, developing a business, entrepreneurship in Entrepreneurship				
Assessment criteria: Can describe entrepreneurship orally, define business terms, read texts, make notes and make a summary, write hypothetically about a time or incident in the past and speculate on outcomes.				
Materials: pictures, photographs...				

5.3. English Syllabus for senior five

5.3.1. Key competences at the end of S5

- At the end of S5, the learner should be able to:
- Understand the main points of authentic texts and conversation in a range of different contexts,
- Give presentations on a range of themes and argue a particular point of view,
- Read, comprehend and analyse a wide variety of factual and imaginative texts expressing different points of view issues and concerns including some formal and official material. Summarize the main points,
- Write coherent text in on a wide range of topics in different styles to interest, persuade and /or entertain different readers
- Building on prior knowledge,
- Recognize and analyse new vocabulary, expressions and language structures,
- Communicate complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres.

5.3.2 Senior Five Units

Topic Area: Oral and Written Communication

S5 English	Unit 1 : Myself and my community		No of periods: 14	
Key Unit Competence: To use language in the context of myself and my community.				
Learning objectives			Content	
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize when to use: of can, may, have to, paragraphs, more, fewer, no.</p> <p>State the vocabulary of hobbies, internet use, reading habits, local facilities, local government.</p>	<p>Describe leisure time activities, internet use, reading habits, facilities in the community, the structure of local government and the provision of social services, in speech and writing.</p> <p>Compare facilities, jobs and transport in town and country in speech and writing.</p> <p>Read an extract from a simplified work of literature.</p> <p>Read texts about the provision of social services, the structure of local government, or the comparison of</p>	<p>Show readiness to execute one's role and responsibility as a community member.</p>	<p>Language use Describing hobbies and leisure time I like searching for information on the internet. She plays sports with her friends. What do you like doing in your spare time?</p> <p>Recounting activities Last weekend we went to the library. He helped his father in the fields. What did you do on Sunday?</p> <p>Describing internet activity I use the internet at an internet cafe. She uses the internet at a friend's house. They send emails. Do you search the web?</p> <p>Describing reading habits I read magazines about cars. She reads stories from literature. What do you read?</p> <p>Reading extracts from literature A man with a great iron on his leg</p>	<p>Discuss in groups about leisure time activities and internet use.</p> <p>Discuss in groups about reading habits.</p> <p>Write about leisure time activities, internet activities and reading habits.</p> <p>Read an extract from a simplified work of literature.</p> <p>Discuss in groups about community facilities and which exist in the locality.</p> <p>Read texts comparing facilities, jobs, transport, etc in town</p>

	<p>facilities in town and country.</p> <p>Listen to texts about the provision of social services, the structure of local government, or the comparison of facilities in town and country.</p> <p>Write a comparison of facilities in town and country.</p>		<p>seized me by the chin. "O! Don't cut my throat, sir," I pleaded in terror. "Don't do it, sir."</p> <p>Describing facilities in the community At a bank you can draw money out. At a bus stop you can get a bus. At a health centre you can get treatment if you are ill. There isn't a bank in our community. There are shops. What can you do at a health centre?</p> <p>Comparing facilities in the country/town. In the country there are fewer facilities. There are often no banks There may be a church. You can't easily send letters. You often have to travel to town. You can buy things in a town. What facilities are there in the country?</p> <p>Comparing jobs in the country/town In the country many people are farmers. They earn their money by selling food. In the town people work as teachers. They get salaries. Incomes are higher in the town. How do people earn their money in the country?</p> <p>Comparing transport in the country/town In the country people travel on foot. In</p>	<p>and country, focussing on <i>can, there may be, have to, more fewer,</i> etc</p> <p>Discuss in groups about facilities, jobs, transport, etc in town and country, paying attention to <i>can, there may be, have to, more fewer,</i> etc</p> <p>Write a comparison of facilities, jobs, transport, etc in town and country, paying attention to <i>can, there may be, have to, more fewer,</i> etc</p> <p>Read texts about the provision of social services, focussing on paragraph structure</p> <p>Make notes on the text, under topic headings. Compare your notes with others</p> <p>Talk about the provision of local social services, using a</p>
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			<p>the town people often travel by public transport</p> <p>Describing social services. The government provides services such as education and healthcare. Non-governmental organisations provide services such as food, sports or religion. The government gets money from taxes. The local government funds education. Non-governmental organisations get money from donations. What services does the government provide?</p> <p>Describing local government processes The people vote in local elections and elect local representatives. There is a local council. People can attend local meetings and give their opinions.</p> <p>Talking about responsibility We all have the responsibility to keep our community clean. The government is responsible for providing healthcare. What responsibilities do parents have?</p> <p>Vocabulary Hobbies and internet use: search, internet, sports, library Reading habits: literature, story, magazine, etc Facilities: bank, bus stop, health</p>	<p>diagram of providers, paying attention to <i>provide, fund</i>.</p> <p>Invite someone from the local council to talk about the provision of local services.</p> <p>Listen to someone talking about the structure of local government.</p> <p>Talk about the structure of local government, using a diagram.</p> <p>Write about the provision of services in local government, using a diagram.</p>
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			<p>centre, hair salon, etc</p> <p>Social services: education, healthcare, roads, transport, etc</p> <p>Local government: council, vote, meeting, attend, etc</p> <p>Language structure</p> <p>Modal verbs: can, may, have to</p> <p>Paragraphs</p> <p>Quantity words: some, any, many, more, fewer, none etc.</p> <p>Sounds and spellings</p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
Links to other subjects: town, country, local government, social services in Citizenship and General Studies				
Assessment criteria: Can describe leisure time activities, internet use, reading habits, facilities in the community, the structure of local government and the provision of social services, in speech and writing, compare facilities, jobs and transport in town and country in speech and writing, write a comparison of facilities in town and country.				
Materials: diagram, photographs, pictures.				

Topic Area: Oral and Written Communication

S5 English	Unit 2: Climate change and wildlife protection	No of periods: 14
Key Unit Competence: To use language in the context of climate change and wildlife protection.		
Learning objectives	Content	Learning activities

Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of the present continuous tense, the perfect simple and continuous tenses with <i>since, for, ought to, must, may, might, could, when</i>-clauses, <i>although, despite, in spite of, more, fewer</i>.</p> <p>List the vocabulary of climate change, greenhouse effect, species decline, wildlife protection.</p>	<p>Describe climate change and its effects in speech and writing.</p> <p>Describe changes in numbers of wildlife species in speech and writing.</p> <p>Read texts on climate change, species increase and decrease, or on wildlife protection.</p> <p>Listen to texts on climate change, species increase and decrease, or on wildlife protection.</p> <p>Plan, write and evaluate texts on wildlife protection, containing paragraphs.</p>	<p>Show concern for protection and proper use of the environment.</p> <p>Appreciate the relationship between climate and human activities.</p>	<p>Language use</p> <p>Describing climate change The climate is changing. The global temperature is rising. The temperature has been rising for several years. The glaciers have been melting for a long time. In the last few years the sea level has been rising</p> <p>Describing climate change The average temperature of the earth has risen in the last decade. Since the last century, the snow on Mount Kilimanjaro has reduced. Has the temperature gone up?</p> <p>Predicting the effects of climate change It could be more difficult to grow crops. There might be more droughts.</p> <p>Describing change in wildlife populations Since 2007 the population of gorillas has increased by about 25%. Species have decreased because of poaching and grazing. Species of birds have declined. Why have numbers of species decreased?</p>	<p>Read texts about climate change, focussing on the present continuous and the perfect simple and continuous.</p> <p>Discuss in groups about climate change paying attention to the present perfect continuous.</p> <p>Write sentences paying attention to the present perfect continuous.</p> <p>Discuss in groups and predict the effects of climate change, paying attention to <i>may, could, might</i>.</p> <p>Listen to someone describing the decline in species in Rwanda, using graphs and tables and focussing on the present perfect simple.</p>

			<p>Describing causes One cause of species decline is increased grazing. Poaching leads to the decline of species</p> <p>Describing contrasts Although species are declining, the gorilla population is increasing. The snow on Kilimanjaro has recently increased despite the global increase in temperature.</p> <p>Describing wildlife protection NGOs are trying to restore biodiversity. The government is establishing ecotourism. The government is helping local communities to find alternative sources of income.</p> <p>Making suggestions about preserving the environment We must use bicycles more. We ought to use fewer fossil fuels</p> <p>Vocabulary Climate change: temperature, global, warming, ozone layer, melt, greenhouse effect, pollution, etc</p> <p>Species decline: increase, decrease, poach, graze, etc Wildlife protection: ecotourism, income, biodiversity, etc</p>	<p>Present data orally in class on species decline using a graph and paying attention to the present perfect simple</p> <p>Read texts on species increase and decrease, including <i>although, despite, in spite of</i> Write sentences paying attention to <i>although, despite, in spite of</i></p> <p>Read texts on species increase and decrease, including paragraphs. Make notes under paragraph headings.</p> <p>Read texts on wildlife protection and suggesting solutions, including paragraphs.</p> <p>Discuss in groups and suggest solutions to wildlife problems, paying attention to <i>must, ought to</i>.</p>
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			<p>Language structure Present continuous tense Present perfect simple and continuous tenses with since, for Ought to, must May, might, could When-clauses Although, despite, in spite of More, fewer Presenting using graphs</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>Plan texts on wildlife protection, with paragraphs.</p> <p>Write and evaluate the text, paying attention to paragraphs.</p>
Links to other subjects: climate change, wildlife, biodiversity in geography and biology				
Assessment criteria: Can describe climate change and its effects, describe changes in numbers of wildlife species, plan, write and evaluate texts on wildlife protection, containing paragraphs.				
Materials: pictures, photographs, graphs...				

Topic Area: Oral and Written Communication

S5 English	Unit 3: Traditional family life		No of periods: 15
Key Unit Competence: To use language in the context of traditional family life.			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Identify when to use, connectors of time .</p> <p>List the vocabulary of extended family, birth, death, wedding customs and gender roles.</p>	<p>Describe family relationships in speech and writing.</p> <p>Describe a family ceremony in speech and writing.</p> <p>Read texts about traditional family customs, about a wedding or about traditional and modern gender roles in the household.</p> <p>Listen to texts about traditional family customs, about a wedding or about traditional and modern gender roles in the household.</p> <p>Write about gender roles in one's family.</p>	<p>Appreciate the importance of the role of the family in our lives, culture and heritage.</p>	<p>Language use</p> <p>Describing one's extended family My grandfather is my mother's father. I like my aunt, because she encourages me. We have close links with our cousins. Our grandparents support us. Does your family belong to a clan? Do you like your grandfather?</p> <p>Describing a family tree My cousin got married when she was 19. My grandmother married a boy from the same village.</p> <p>Describing traditional birth customs Eight days after a child is born, the naming ceremony takes place. The family prepares food and drinks.</p> <p>Describing death customs The men prepare the grave and the burial takes place within two days of the death. Everyone is expected to join in. Then the traditional priests say special prayers.</p> <p>Describing a traditional wedding The groom finds out about the family of his future bride. After that the groom takes a cow to the bride's</p> <p>-Discuss in groups about extended families and define terms. -Discuss in groups about people they like in their extended family and why. -Draw a family tree -Discuss with a partner about your family tree. -Write about a family tree and describe some of the relationships. -Read texts about traditional family customs. -Discuss in groups about a ceremony, e.g. a birth or death. -Invite someone into class to talk about their wedding. -Listen to someone</p>

		<p>family.</p> <p>Talking about modern weddings A man and a woman get engaged. They can have a civil or religious wedding.</p> <p>Recounting a wedding My brother got married to... in...</p> <p>Talking about work distribution in the family(gender roles) Men used to clear the land. Women used to stay at home doing household chores. Now women and men share household roles.</p> <p>Vocabulary Extended family: mother-in-law, cousin, niece, etc Birth: born, naming, baby, etc Death: grave, burial, prayers, etc Wedding: groom, bride, dowry, etc Gender roles: clean, fetch water, plant, earn, etc</p> <p>Language structure Used to Connectors of time</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>describing their wedding.</p> <p>-Discuss in groups a wedding.</p> <p>-Write an account of a wedding, paying attention to time connectors.</p> <p>-Read texts about traditional and modern gender roles in the family, focussing on <i>used to</i>.</p> <p>-Discuss in groups about gender roles in their family.</p> <p>-Write about gender roles in one's family.</p>
Links to other subjects: wedding, birth, death, gender roles, extended family in General Studies and Citizenship			
Assessment criteria: Can describe family relationships, describe a family ceremony in speech and writing, write about gender roles in one's family.			
Materials: drawing paper and pencils, family tree, pictures, photographs...			

Topic Area: Oral and Written Communication

S5 English	Unit 4: Fractions and percentages		No of periods: 15
Key Unit Competence: To use language in the context of fractions and percentages			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Identify when to use of maths phrases.</p> <p>State the vocabulary of fractions, percentages, economy.</p>	<p>Do calculations on fractions and percentages, write in numbers and talk through the working orally.</p> <p>Read calculations, or texts on the Rwandan economy.</p> <p>Listen to calculations, or texts on the Rwandan economy.</p> <p>Plan, write and evaluate texts on the Rwandan economy, containing paragraphs, numbering and headings.</p>	<p>Appreciate the role of mathematics and science in our daily lives.</p>	<p>Language use</p> <p>Calculating with fractions Three quarters, two fifths. 3 over 4, 2 over 5. The top number is called the numerator. The highest common factor of 21 and 28 is 7. The decimal 0.75 is equivalent to the fraction three quarters.</p> <p>Calculating with percentages 3 percent means 3 in a hundred. You can write 20% as 20 over 100 or 0.2. 15% is 15 divided by 100. To find 15% of a number, multiply the number by 15 divided by 100. Work out 20% of 125.</p> <p>Describing the Rwandan economy 9 out of 10 people in Rwanda work in agriculture. 90% of people in Rwanda work in agriculture. 94% of people in Rwanda live in rural areas. Around 6000 people work in the fishing industry. Coltan was worth 41.5million dollars of exports in 2001. What percentage of people work in industry?</p>
			<p>Read texts on the Rwandan economy, focussing on percentages.</p> <p>Discuss in groups and do calculations on percentages.</p> <p>Complete sentences on fractions by gap-filling.</p> <p>Discuss in groups about the Rwandan economy, paying attention to percentages.</p> <p>Write sentences on the economy, focussing on percentages.</p> <p>Plan texts on the</p>

			<p>What fraction of Rwanda's exports does tea account for?</p> <p>Vocabulary Fractions: quarter, fifth, denominator, decimal, etc Percentages: percent, divide, multiply, etc Economy: worth, account for, export, import, industry etc</p> <p>Language structure Maths terms/phrases: out of, equivalent to, account for, even/odd numbers, set, sides, figures... Paragraphs, numbering and headings.</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>economy, including paragraphs, numbering and headings, paying attention to percentages.</p> <p>Write and evaluate the text.</p>
Links to other subjects: economy, fractions, percentages in Mathematics				
Assessment criteria: Can do calculations on fractions and percentages, write in numbers and talk through the working orally, read calculations, plan, write and evaluate texts on the Rwandan economy, containing paragraphs, numbering and headings.				
Materials: graphs, calculations...				

Topic Area: Oral and Written Communication

S5 English	Unit 5: Discoveries and inventions			No of periods: 14
Key Unit Competence: To use language in the context of discoveries and inventions.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Identify when to use the future perfect tense, the third conditional, phrases for cause, textual organisation.</p> <p>List the vocabulary of discoveries and inventions.</p>	<p>Describe famous discoveries and inventions, showing impact, in speech and writing.</p> <p>Speculate about what would have happened in the absence of discoveries and inventions, in speech and writing.</p> <p>Speculate about future discoveries and inventions, in speech and writing.</p> <p>Read / listen texts about a discovery or invention, or about African scientists, or about what would have happened in the absence of discoveries and inventions, or about future</p>	<p>Appreciate how African scientists and inventors have contributed to the world of science and our daily lives.</p> <p>Value the importance of critical thinking, creativity and innovation and problem solving.</p>	<p>Language use</p> <p>Recounting a famous discovery In 1796 Edward Jenner discovered vaccination. He injected the son of his gardener with cow pox.</p> <p>Describing a famous invention Orville and Wilbur Wright invented the aeroplane. They were the first to make a successful human flight with a craft that was powered by an engine and was heavier than air.</p> <p>Describing a famous scientist Alexander Fleming was born in Scotland in 1881. In 1928 he discovered the world’s first antibiotic penicillin.</p> <p>Describing African scientists Professor Gebisa Ejeta discovered the relationship between sorghum and a parasite. This means that sorghum is more resistant to the parasite. In Togo, Afate Gnikou built a 3-D printer out of computer waste. The invention could lead to better use of waste. Professor Tebello Nyokong in South Africa invented a laser treatment for cancer. This could have an impact on cancer</p>	<p>Read texts about important discoveries and inventions.</p> <p>Discuss in groups about famous inventions and discoveries.</p> <p>Read about some famous African inventors and scientists, focussing on language of cause.</p> <p>Write about inventions and discoveries, paying attention to the language of cause, e.g. <i>impact on, lead to, etc</i></p> <p>Research famous African scientists. They present basic information about their scientist orally in</p>

	<p>discoveries and inventions.</p> <p>Plan, write and evaluate texts about a discovery or invention and the impact it has had, showing signals of textual organisation, e.g. paragraphs, numbering, headings, and bullets.</p>		<p>deaths.</p> <p>Speculating about the future If Alexander hadn't have discovered antibiotics, many people would have died.</p> <p>Predicting discoveries and inventions in the future In 30 years time we will have cured cancer. In 100 years we will have built a city on the moon. In 30 years we will have invented robots which.</p> <p>Vocabulary</p> <p>Discoveries and inventions: invent, discover, discovery, etc</p> <p>Language structure</p> <p>Future perfect tense Third conditional Phrases for cause: lead to, have an impact on, mean Textual organisation: paragraphs, numbering, headings, bullet points.</p> <p>Sounds and spelling</p> <p>Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>class.</p> <p>Write sentences speculating about what would have happened without specific discoveries and inventions, paying attention to the third conditional.</p> <p>Read texts about possible discoveries and inventions in the future, focusing on the future perfect and containing some signals of textual organisation, e.g. paragraphs, numbering, headings, and bullets.</p> <p>Write about possible discoveries and inventions in the future, paying attention to the future perfect.</p> <p>Plan texts about a discovery or invention and the impact it has had, highlighting some</p>
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				<p>signals of textual organisation, e.g. paragraphing, numbering, headings, bullets.</p> <p>Write and evaluate texts discovery or invention and the impact it has had, paying attention to signals of textual organisation, e.g. paragraphs, numbering, headings, and bullets.</p>
Links to other subjects: Famous scientists in History				
Assessment criteria: Can describe famous discoveries and inventions, showing impact, speculate about what would have happened in the absence of discoveries and inventions, speculate about future discoveries and inventions, plan, write and evaluate texts about a discovery or invention and the impact it has had, showing signals of textual organisation, e.g. paragraphs, numbering, headings, bullets.				
Materials: photographs, pictures...				

Topic Area: Oral and Written Communication

S5 English	Unit 6: Natural and industrial processes		No of periods: 14	
Key Unit Competence: To use language in the context of natural and industrial processes.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize when to use the passive voice, connectors of time and cause/effect.</p> <p>List the vocabulary of processes, cause/effect phrases.</p>	<p>Describe a natural, biological, environmental, industrial or mining process.</p> <p>Read texts describing a natural, biological, environmental, industrial or mining process.</p> <p>Listen to texts describing a natural, biological, environmental, industrial or mining process.</p> <p>Plan, write and evaluate texts describing a process, paying attention to paragraphs, headings and numbering.</p>	<p>Respect natural and industrial processes role in Rwanda’s economic development.</p>	<p>Language use</p> <p>Describing a natural process The Sun heats water in oceans and seas. Water evaporates as water vapour into the <u>air</u>. Rising air currents take the vapour up into the atmosphere where cooler temperatures cause it to condense into clouds.</p> <p>Describing a biological process Photosynthesis is the process by which plants make energy. The sun, water, nutrients from soil and carbon dioxide are all absorbed by the plant. This enables the plant to use these to make glucose. Glucose is the food for the plant.</p> <p>Describing an environmental process Acid rain reacts with metals and rocks such as limestone. Buildings and statues are damaged as a result. Acid rain damages the waxy layer on the leaves of trees and makes it more difficult for trees to absorb the minerals they need for healthy growth. They may die as a result.</p> <p>Describing an industrial process A tall column is fitted above the mixture, with several condensers coming off at different heights. The column is hot at the</p>	<p>-Read texts about a process, with a diagram, focussing on connectors of time or cause and effect.</p> <p>-Discuss in groups a diagram and describe the process, paying attention to connectors of time or cause and effect.</p> <p>-Match a sequence of pictures with a sequence of sentences, describing a process.</p> <p>-Write a sequence of sentences describing a process, with a diagram, paying attention to connectors of time or cause and effect.</p> <p>-Make notes while listening or reading, under headings. Use the notes to write a summary of the text.</p> <p>-Plan texts describing a</p>

		<p>bottom and cool at the top. Substances with high boiling points condense at the bottom and substances with low boiling points condense at the top.</p> <p>Describing a mining process Cassiterite deposits are brought to the surface. The ore is cleaned. Then it is dried.</p> <p>Describing greenhouse effect Greenhouse gases like carbon dioxide trap heat in the atmosphere. As a consequence, the temperature of the atmosphere rises. When we burn fossil fuels we make greenhouse gases.</p> <p>Vocabulary Vocabulary of processes Cause/effect phrases: leads to, as a result, causes to, enable to, etc Language structure Passive voice Connectors of cause/effect: consequently, as a consequence, etc Connectors of time: then, subsequently, finally, etc Summary Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>process, paying attention to connectors of time or cause and effect, and to paragraphs, headings and numbering</p> <p>Write and evaluate the text</p>
<p>Links to other subjects: natural processes, industrial processes in Geography,</p>			
<p>Assessment criteria: Can describe a natural, biological, environmental, industrial or mining process, plan, write and evaluate texts describing a process, paying attention to paragraphs, headings and numbering.</p>			
<p>Materials: diagrams, pictures, photographs...</p>			

Topic Area: Oral and Written Communication

S5 English	Unit 7: Globalisation and global citizenship		No of periods: 15	
Key Unit Competence: To use language in the context of globalisation and global citizenship				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize when to use the present perfect tense and the present perfect passive voice.</p> <p>State the vocabulary of multinational companies and trade and multinational organisations.</p>	<p>Describe class family connections with and visits to a foreign country in speech and writing.</p> <p>Describe Rwanda's international trade and sources of income in speech and writing.</p> <p>Read texts about Rwanda's international trade, about Rwanda's income or about an interview with the CEO of a multinational company in Rwanda.</p> <p>Listen to texts about Rwanda's international trade, about Rwanda's income or about an interview with the CEO of a multinational</p>	<p>Appreciate the contribution of all cultures to the creation of a common global society</p>	<p>Language use Talking about making global connections People migrate to other countries. People use the internet. How do you make global connections? Do you speak foreign languages?</p> <p>Describing international trade Rwanda exports pyrethrum to Germany. Rwanda imports machinery from France.</p> <p>Describing international organisations Rwanda belongs to international organisations such as the UN. The objective of the AU etc is to build an integrated prosperous and peaceful Africa. What is the objective of the Commonwealth?</p> <p>Describing sources of income Rwanda borrows money from banks. Rwanda receives foreign aid from countries such as the USA.</p>	<p>Discuss in groups family connections with and visits to other countries.</p> <p>Conduct a survey of family connections with and visits to another country and present the results in a table.</p> <p>Write about the class's family connections with and visits to other countries.</p> <p>Read texts about Rwanda's international trade, with pie charts showing countries and goods.</p> <p>Discuss in groups about the pie charts. Write about the pie</p>

	<p>company in Rwanda.</p> <p>Plan, write and evaluate texts about a multinational company, with headings, paragraphs and numbering.</p>		<p>Multinational trade In the past decades, the volume of world trade has grown. Tariffs on manufactured goods have been cut. Some countries such as those in Europe and Japan, have benefited. Other poor regions, such as Africa have been left behind.</p> <p>Describing multinational companies More and more goods are produced by global multinational companies with production plants around the world. This enables them to take advantage of cheaper labour. It also gives them better access to local markets.</p> <p>Describing a multinational company in Rwanda It is a multinational corporation operating in Rwanda. It employs 1000 people. It produces...</p> <p>Vocabulary Multinational companies and trade Multinational organisations</p> <p>Language structure Present perfect tense Present perfect passive voice</p> <p>Sounds and spelling Use dictionaries and thesauruses to</p>	<p>charts, using percentages and fractions.</p> <p>Listen to someone talking about Rwanda's income, with a pie chart showing sources.</p> <p>Discuss in groups about the pie chart.</p> <p>Write about the pie chart, using percentages and fractions Practise skimming and scanning a texts about multinational companies and trade.</p> <p>Read an interview with the CEO of a multinational company in Rwanda, describing the company's operations.</p> <p>Discuss in groups a multinational company and its operations.</p>
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			extend and develop vocabulary spelling and pronunciation.	Plan texts about a multinational company, with headings, paragraphs and numbering. Write and evaluate the text
Links to other subjects: international trade, multinational companies in Entrepreneurship and Economics, global citizenship in General Studies				
Assessment criteria: Can describe class family connections with and visits to a foreign country, describe Rwanda's international trade and sources of income, plan, write and evaluate texts about a multinational company, with headings, paragraphs and numbering.				
Materials: pie charts, pictures, photographs...				

Topic Area: Oral and Written Communication

S5 English	Unit 8: Living in a foreign country		No of periods: 14
Key Unit Competence: To use language in the context of living in a foreign country.			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Recognize when to use the future continuous present continuous present perfect continuous tenses, <i>going to, might, may, could.</i></p> <p>List the vocabulary of living in another country, leisure activities cultural differences, emotions.</p>	<p>Describe recent activities, current activities, possibilities, plans and future activities, in speech and writing.</p> <p>Compare cultures and describe emotions in speech and writing.</p> <p>Read a letter from someone staying in a foreign country, or describing plans, or about Rwandan customs and customs in another country.</p> <p>Listen to texts about someone staying in a foreign country, or describing plans, or about Rwandan customs and customs in another country.</p> <p>Write a letter describing</p>	<p>Appreciate that customs and rituals are important: and help shape the community.</p>	<p>Language use</p> <p>Describing recent activities I've been living in London for a month now. I've been staying with our cousin. He's been exploring the city. Since last week I've been sharing a small flat in East London.</p> <p>Describing current activities I'm studying at Imperial College.</p> <p>Describing possibilities I might stay in London. I could study in York. I may rent a room at the university.</p> <p>Describing plans Next week I'm going to visit a friend in Scotland.</p> <p>Describing future activities I'll be climbing mountains in Scotland. She'll be having a drink with her friends.</p> <p>Comparing cultures The English always say 'sorry'. They queue up for buses.</p> <p>Describing cultures In Rwanda we always shake hands when we meet. Rwandans are rather tactful and restrained.</p> <p>Talking about emotions I miss you all. I sometimes feel lonely</p>
			<p>-Read a letter from someone staying in a foreign country, focusing on the present perfect continuous and the present continuous tense.</p> <p>-Discuss in groups the letter, paying attention to the present perfect continuous tense.</p> <p>-Listen to someone saying what they might do while staying in a foreign city or country, focussing on <i>may, might, could.</i></p> <p>-Read a letter from someone describing plans focussing on <i>going to</i> and future activities focussing on the future continuous.</p> <p>-Plan a letter from someone staying in a foreign country or in Rwanda, to friends, including recent</p>

	<p>the experience of living in a new country.</p>		<p>without my family. I'm happy while exploring new places. I get depressed when I don't know anyone. I'm curious to find out about the country.</p> <p>Vocabulary Living in another country: study, stay, rent, share, explore, etc Leisure activities: drink, climb, stay, etc Cultural differences: shake, tactful, queue, etc Emotions: sad, depressed, happy, curious...</p> <p>Language structure Future continuous tense Present continuous tense Going to Might, may, could Present perfect continuous tense Letters.</p> <p>Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>activities, current activities, possibilities, plans and future activities.</p> <p>-Write and evaluate the letter paying attention to the present perfect continuous and present continuous tenses, <i>may, might, could, going to</i> and the future continuous tense.</p> <p>-Read about Rwandan customs and customs in another country.</p> <p>-Discuss in groups and compare Rwandan customs and customs in another country.</p> <p>-Write comparing Rwandan customs and customs in another country.</p> <p>-Listen to someone talking about their feelings when living in a new place.</p> <p>Discuss in groups feelings when living in a new place.</p> <p>Write about feelings when in a new place.</p>
<p>Links to other subjects: foreign countries, customs in Geography and Citizenship</p>				
<p>Assessment criteria: Can describe recent activities, current activities, possibilities, plans and future activities, compare cultures and describe emotions, write a letter describing the experience of living in a new country.</p>				
<p>Materials: pictures, photographs...</p>				

5.4. English Syllabus for senior six

5.4.1. Key competences at the end of S6

- At the end of S6, the learner should be able to:
- Identify the majority of points and infer the meaning of a range of authentic texts and conversations spoken at or near to, native speaker speed,
- Participate in discussions relating to a variety of situations and topics, taking the initiative where appropriate
- Understand a range of authentic texts of some degree of complexity,
- Make connections and comparisons. Paraphrase to feedback essential points,
- Write extended texts on a range of topics using a wide range of language and a variety of styles and registers,
- Building on prior knowledge,
- Explore and analyse new vocabulary, expressions and language structures,
- Communicate complex and descriptive texts using varied vocabulary, language structures and knowledge of different writing genres.

5.4.2 Senior Six Units

Topic Area: Oral and written communication

S6 English	Unit 1: Rwanda and the region: geology.		No of periods: 15
Key unit competence: To use language in the context of geology of Rwanda and the region.			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	
<p>Recognize the use of the passive voice present simple.</p> <p>Identify when-clauses and where-clauses</p> <p>List the vocabulary of the location of Rwanda, its geological features, lake and rivers, volcanoes.</p>	<p>Describe maps</p> <p>Describe geological features and events.</p> <p>Read texts about maps of Rwanda, about geological features or about a geological event.</p> <p>Listen to a text about a map of Rwanda, about geological features or about a geological event.</p>	<p>Reading at home with your family promotes a reading culture and lifelong learning.</p> <p>Reading widely on topics enhances vocabulary and understanding of other subject areas.</p>	<p>Language use</p> <p>Describing maps</p> <p>Rwanda has large neighbours: Tanzania is large; Burundi is small. Some neighbouring countries have a coastline; others are landlocked. Uganda is to the north of Rwanda. If you travel south of Rwanda you reach Burundi. The distance from Bujumbura to Kigali is about 290 km. Rwanda is south of the equator. The line of latitude 2°S etc of the equator goes through Rwanda. The line of longitude 30°E etc goes through Rwanda. Where is Rwanda in terms of latitude and longitude? Which countries are to the south etc of Rwanda?</p> <p>Describing geological features</p> <p>Rwanda has volcanoes. Mountains and valleys are formed by faulting. When the land is pushed upwards it forms a block mountain. When pressure acts on the rock from each side, folding occurs. What happens when the land is pushed</p>
Learning activities			
<p>-Read text about the location of Rwanda on the map, focussing on compass points, latitude and longitude.</p> <p>-Discuss maps of Rwanda, paying attention to compass points, latitude and longitude.</p> <p>-Listen to / read texts about geological features and mountain formation, focussing on the passive voice, present simple and when-clauses</p> <p>-Discuss in groups diagrams of mountain formation, paying attention to the passive voice, present simple and when-clauses.</p> <p>-Listen to / read texts</p>			

		<p>upwards?</p> <p>Describing lakes and rivers The river Nyabarongo first flows north, then south-east. Rivers form when streams join together. Lakes form where there is a depression. Crater lakes form when a volcano erupts. How do lakes form?</p> <p>Describing a geological event When a volcano erupts, it releases ash/lava. When the rock is forced upward, a volcano is formed. What happens when a volcano erupts?</p> <p>Vocabulary Location: landlocked country, latitude, equator, etc Geological features: fault, valley, block, fold, etc Lake and rivers: lake, crater, form, stream, etc Volcanoes: push, erupt, ask, release, etc</p> <p>Language structure The passive voice present simple When-clauses, where-clauses...</p> <p>Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>about rivers, with a map, focussing on when- and where-clauses.</p> <p>-Write about rivers, illustrating with a map. -Listen to / read texts about geological events, e.g. the eruption of volcanoes, focussing on when-clauses and the present simple passive voice.</p> <p>Sequence diagrams of a geological event Match the diagrams with sentences. Discuss groups about the diagrams. -Write about a geological event, with diagrams, paying attention to when-clauses and the present simple passive voice.</p>
Links to other subjects: volcanoes, geology, map work in Geography			
Assessment criteria: Can describe maps, describe geological features and events, and write about a geological event.			
Materials: map, diagrams, photographs, pictures ...			

Topic Area: Oral and written communication

S6 English	Unit 2: Newspapers and reporting		No of periods: 15
Key unit competence: To use language in the context of newspapers and reporting.			
Learning objectives			Content
Knowledge and understanding	Skills	Attitudes and values	Learning activities
<p>Recognise the use of the past perfect continuous tense and non-defining clauses.</p> <p>State the vocabulary of Newspapers and magazines.</p>	<p>Skim and scan a newspaper or magazine article for key information.</p> <p>Describe an event in the past and the background to it and speculate on causes, events etc,</p> <p>Report speech in the past.</p> <p>Listen to / read texts from a newspaper or magazine reporting past events speculating on causes, events etc</p> <p>Write an article for a local newspaper about past events, describing the background.</p>	<p>Newspaper and magazine are useful sources of information.</p> <p>Reading newspapers and magazine helps people stay informed of current events.</p>	<p>Language use Reading newspapers and magazines Skim the article. Look at the headline. Scan and find the information. Describing a scene The manager had been taking money from the company. A burglar had been trying to break into the house. The lion had been eating an antelope. The car had been emerging into the main road when the accident took place. Reporting speech The newspaper reported that the manager had intended to take a large proportion of the profits. The policeman said that the man had broken a window and had been searching house for valuables. The ranger said that the lion had been disturbed and had run off. The witness said that the driver had been talking on his mobile phone and had not seen the truck approaching. Expressing probability on a past event The manager must have thought no one knew what he was doing. He might have taken much more money if he had not been caught. The burglar must have thought no one was</p>
<p>-Read articles from a newspaper or magazine reporting on an event. Practise skimming and scanning the article.</p> <p>-Read / listen to a description of an event, focussing on the background to the scene and on the past perfect continuous.</p> <p>-Discuss in groups events in the past and the background to it, paying attention to the past perfect continuous.</p> <p>-Write about an event in the past and the background to it, paying attention to the past perfect continuous.</p> <p>-Read articles reporting what someone said about an event, focussing on reporting the past simple and continuous tenses. Write sentences reporting speech in the past</p> <p>Read dialogues speculating on a past</p>			

			<p>at home. He might have murdered someone if he had found them. The lion must have been frightened off. He might have seen people approaching. The driver must have been distracted. He might have survived if he had been looking at the traffic.</p> <p>Restrictive and non-restrictive clauses The manager, who had worked for the company for five years, was convicted of embezzlement. The burglar, who was aged 23, was sent to jail. The lion, which was familiar to the ranger, was later seen at a water hole. The driver, who leaves a wife and two children, was buried on Monday.</p> <p>Vocabulary Newspapers and magazines: article, headline, skim, scan, etc Language structure Past perfect continuous tense Modal verbs: might have, must have Non-defining clauses</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>event, focussing on <i>might, must have</i> -Compose texts using <i>might, must have</i> -Discuss in groups about an event in the past and speculate, paying attention to <i>might, must have</i> -Write about an event in the past, reporting what someone said and speculating about the event, paying attention to <i>might, must have</i> -Read articles containing non-defining clauses -Write texts paying attention to non-defining clauses. -Write an article for a local newspaper about a past event, describing the background, reporting speech and speculating about the event.</p>
Links to other subjects: reporting, newspapers, magazines in French, Kinyarwanda and Kiswahili				
Assessment criteria: Can skim and scan a newspaper or magazine article, describe an event in the past and the background to it and speculate on causes, events etc, report speech in the past, write an article for a local newspaper about a past event, describing the background, reporting speech and speculating about the event.				
Materials: newspapers, magazines...				

Topic Area: Oral and written communication

S6 English	Unit 3: Cultural diversity		No of periods: 14	
Key unit competence: To use language in the context of cultural diversity.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of <i>can</i>, <i>ought to</i>, cause and effect language, <i>because</i> clauses.</p> <p>State the vocabulary of immigration, cultures and customs, migration stories, causes of migration, cultural diversity.</p>	<p>Describe local and foreign customs.</p> <p>Describe the causes of migration.</p> <p>Read texts about the experiences of migrants, comparing local and foreign cultures and customs, the causes of migration or cultural diversity.</p> <p>Listen to / read texts about the experiences of migrants, comparing local and foreign cultures and customs, the causes of migration or cultural diversity.</p> <p>Plan, write and evaluate a short</p>	<p>Appreciate and respect cultural diversity that other people live other lives.</p>	<p>Language use Describing being in a new country I have been in the USA since the 1980s. I came from Mexico. We came across the border illegally.</p> <p>Comparing cultures In France, people kiss each other when they meet. In the UK, people like gardening. Rwandans appreciate a sense of humour.</p> <p>Describing customs People sometimes have special food. People sometimes have different languages. They sometimes tell special legends. People sometimes behave towards each other in special ways. They sometimes have special rules about marriage. Does your family have special music? Does your family tell special stories?</p> <p>Describing traditional Rwandan culture In Rwanda we often eat sorghum. We drink sorghum beer. Owning cattle is a</p>	<p>Discuss in groups about people who have migrated.</p> <p>Read a text about the experiences of a migrant.</p> <p>Read / listen to dialogues comparing local and foreign cultures and customs.</p> <p>Discuss in groups about local and foreign customs.</p> <p>Write about local customs.</p> <p>Read texts about immigration.</p> <p>Read texts about the causes of migration and make notes focussing on cause and effect</p>

	<p>essay on the need for tolerance, paying attention to structure and paragraphs.</p>		<p>symbol of status. Families often live close to their extended family. Women often carry children on their backs for the first year. Children are named eight days after birth. Rwandans shake hands when they meet someone. Traditional healers are common</p> <p>Reporting a migration story Chantal immigrated to the USA in 2009. She left because she wanted to study. She studied at the University of Pennsylvania. She got a job as a journalist. She sends money back to her family in Rwanda. She may come back to Rwanda sometime. When did Chantal emigrate?</p> <p>Describing the causes of migration Push factors cause people to migrate. People migrate to find work. People migrate to escape poverty. People migrate because they want a better life. Why do people migrate?</p> <p>Discussing cultural diversity Community groups can have different traditions. Community groups can share the same beliefs. They can fight over cultural differences. They should celebrate diverse traditions. We should encourage tolerance.</p> <p>Vocabulary</p>	<p>language and because-clauses.</p> <p>Discuss in groups about migration causes and relate them to migrants they know.</p> <p>Write about migration causes and about migrants they know, paying attention to cause and effect language and because-clauses Read a text about cultural diversity and the need for tolerance, focussing on <i>should</i>, <i>ought to</i></p> <p>Discuss in groups about tolerance, paying attention to <i>should</i>, <i>ought to</i></p> <p>Plan a text on the need for tolerance, paying attention to paragraphs and <i>should</i>, <i>ought to</i></p> <p>Write and evaluate the text, paying attention to structure and</p>
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			<p>Immigration: border, legal, immigrant, etc</p> <p>Cultures and customs: humour, food, legend, dress, etc</p> <p>Migration stories: emigrate, study, job, etc</p> <p>Causes of migration: pull, poverty, job, escape, etc</p> <p>Cultural diversity: belief, tradition, celebrate, tolerance, etc</p> <p>Language structure Modal verbs: can, should, ought to Cause and effect language; because clauses</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>paragraphs</p> <p>Others read and evaluate the essay, paying attention to structure and paragraphs.</p>
Links to other subjects: migration, immigration, cultural diversity, customs in General Studies and Communication Skills				
Assessment criteria: Can describe local and foreign customs, describe the causes of migration, plan, write and evaluate a short essay on the need for tolerance, paying attention to structure and paragraphs.				
Materials: pictures, photographs...				

Topic Area: Oral and written communication

S6 English	Unit 4: Myself and my ambitions		No of periods: 14	
Key unit competence: To use language in the context of myself and my ambitions.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of the first conditional, <i>have to, need to</i>.</p> <p>Identify the present perfect tense in CV format.</p> <p>List the vocabulary of personal qualities, qualifications, job titles.</p>	<p>Describe leisure time activities, internet use, reading habits, job ambitions and qualifications.</p> <p>Read texts about job ambitions, skills and qualifications,</p> <p>Read / listen to texts about job ambitions and qualifications, about the qualities of an employee, a CV, a reply to a job ad.</p> <p>Write a curriculum vitae.</p> <p>Read a job advertisement and write a reply.</p>	<p>Planning for the future is important.</p> <p>Accurate and descriptive language is important when.</p>	<p>Language use</p> <p>Describing hobbies and leisure time I like searching for information on the internet. She plays sports with her friends. What do you like doing in your spare time?</p> <p>Recounting activities Last weekend we went to the library. He helped his father in the fields. What did you do on Sunday?</p> <p>Describing internet activity I use the internet at an internet cafe. She uses the internet at a friend's house. They send emails. Do you search the web?</p> <p>Describing reading habits I read magazines about cars. She reads stories from literature. What do you read?</p> <p>Talking about what you want in professional life I would like to have a well-paid job. She would like to work in farming. I would like to get qualifications in medicine. What kind of job do you want?</p> <p>Talking about what you need to</p>	<p>Discuss in groups about leisure time activities and internet use.</p> <p>-Discuss in groups about reading habits.</p> <p>-Write about leisure time activities, internet activities and reading habits.</p> <p>-Read extracts from a simplified work of literature.</p> <p>-Listen to people talking about job ambitions and qualifications.</p> <p>-Discuss in groups job ambitions, paying attention to <i>want to, would like to</i> and about qualifications, paying attention to <i>if-sentences</i>.</p> <p>-Write about job ambitions, paying attention to <i>want to, would like to</i> and about</p>

			<p>achieve If I want to get a well-paid job, I will have to get qualifications. If I want to get a qualification in IT, I will need to study it at university. If she wants to go to university, she will need to pass her examinations. What will you have to do if you want to go to a technical college?</p> <p>Talking about a good worker A good worker is a hard-working person. Responsible workers care for their job and for other workers. Experienced workers have done the job for some time. Committed workers do a job properly. What is a good worker?</p> <p>Writing a CV I have good maths skills. I have completed secondary education. I have qualifications in IT. I have specialised in engineering. I have a degree in law.</p> <p>Talking about qualities I am disciplined. She is hard-working. I need to be more creative. What are his best qualities?</p> <p>Job advertisements We are looking for an experienced editor. Qualified lawyer required. Should be committed, hard-working.</p> <p>-Vocabulary Hobbies and internet use: search, internet, sports, library</p> <p>Reading habits: literature, story, magazine, etc</p>	<p>qualifications, paying attention to if-sentences Listen to / read texts about the qualities of an employee</p> <p>Invite employers into class to discuss about what s/he looks for in an employee</p> <p>Read a CV and discuss its format and language</p> <p>Discuss in groups about writing a CV, focussing on appropriate language</p> <p>Make notes for a CV under headings</p> <p>Write a CV, focussing on appropriate language.</p> <p>Others read the CV and evaluate them by reference to format, language etc</p> <p>-Analyse job advertisements and</p>
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			<p>Personal qualities: diligent, honest, creative, etc</p> <p>Qualifications certificate, high school diploma, bachelor's degree, etc</p> <p>Job titles: journalist, editor, air hostess, lawyer, actor, etc</p> <p>Language structure First conditional Modal verbs: have to, need to Present perfect tense CV format</p> <p>Sounds and spelling Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>make notes under headings of what they require.</p> <p>-Discuss in groups about a job ad and plan what to say in response, paying attention to headings and appropriate language.</p> <p>-Read a response to a job ad.</p> <p>-Plan a response to a job ad and make notes under headings, focussing on appropriate language</p> <p>-Write a response to a job ad, paying attention to structure, headings and appropriate language.</p> <p>-Others read the responses and choose the best candidate.</p>
Links to other subjects: jobs, qualifications, CV, personal qualities in Entrepreneurship				
Assessment criteria: Can describe job ambitions and qualifications, write a curriculum vitae, read a job advertisement and write a response.				
Materials: job advertisements, pictures, photographs...				

Topic Area: Oral and written communication

S6 English	Unit 5: Space travel		No of periods: 15	
Key unit competence: To use language in the context of space travel.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of <i>could, might, will have to</i>, the past simple tense and the present perfect continuous tense with <i>since, for</i>, the passive voice (present perfect) with <i>since, for</i>.</p> <p>Identify the vocabulary of space travel, the solar system, the international space station, the future of space travel, dimensions and percentages.</p>	<p>Describe the history of space travel, the solar system and the international space station, in speech and writing.</p> <p>Predict the future of space travel in speech and writing.</p> <p>Read texts about space travel, the solar system, the international space station, or possibilities and future of space travel.</p> <p>Listen to texts about space travel, the solar system, the international space station, or possibilities and future of space</p>	<p>Practise using the language of maths and science, so that you can study these subjects better in English.</p> <p>Remember to expand your vocabulary: in every text find three words which you think are useful and use them in speech and writing repeatedly over the next few days.</p>	<p>Language use</p> <p>Describing the history of space travel Yuri Gagarin was the first human being to travel in space in 1961. John Glenn made the first US orbital flight in 1962. China was the third nation to succeed in space flight in 2003. Men first landed on the moon in 1969. Who was the first person to fly in space? When did men first land on the moon?</p> <p>Talking about the recent history of space travel Human beings have been travelling in space since 1961. People have been living on the ISS for several years. Since when have human beings been travelling in space?</p> <p>Describing the solar system The solar system comprises the planets. Mercury is composed of rock. The solar system contains the asteroid belt. The planets orbit the sun. Venus is approximately ... miles from the sun. The Sun contains 99.86% of the solar system's known mass. The Sun is</p>	<p>Read texts about space travel and make a timeline of space travel milestones.</p> <p>Discuss about the timeline, paying attention to the present perfect tense with <i>since, for</i>.</p> <p>Write about key events in space travel, paying attention to the present perfect tense with <i>since, for</i>.</p> <p>Listen to / read texts about the solar system, focussing on dimensions, percentages etc. And label the diagram.</p> <p>Discuss in groups the diagram paying attention to</p>

	<p>travel.</p> <p>Plan, write and evaluate an essay about the possibilities and future of space travel.</p>		<p>composed of roughly 98% hydrogen and helium. The distance from Earth to the Sun is 150,000,000 km. How far is Venus from the sun? What is the sun made of?</p> <p>Describing the dimensions of the international space station The International Space Station is almost four times as large as the Russian space station Mir. It measures 357 feet end to end. It weighs almost one million pounds. It has a wingspan of 240 feet. It has a volume of 32,333 cubic feet. Solar panels supply 75 to 90 kilowatts of power for the ISS.</p> <p>Describing the development of the international space station The space station has been continuously inhabited for 15 years. Since 2000, the space station has been visited by 214 individuals. Since 2000, 57,361 orbits around the Earth have been made. How many orbits have been made?</p> <p>Discussing possibilities of space travel We could build a colony on Mars. We might grow food there. They could have powerful enough rockets. They might find drinking water. Could we find drinking water?</p> <p>Predicting the future of space travel</p>	<p>percentages and dimensions.</p> <p>Write a diagram of the solar system paying attention to percentages and dimensions.</p> <p>Read a text about the International Space Station focussing on dimensions and the present perfect continuous passive and fill in a table.</p> <p>Discuss in groups about the ISS, paying attention to dimensions and the present perfect continuous passive.</p> <p>Make an oral presentation to the class about an aspect of the International Space Station, using a diagram.</p> <p>Write about the International Space Station, paying attention to dimensions</p>
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			<p>We will have to spend billions of dollars to go to Mars. They will have to grow food in greenhouses. What will they have to do?</p> <p>Vocabulary Space travel: launch, astronaut, land, orbital, etc Solar system: Saturn, rock, orbit, composed of, etc International space station: measure, pounds, wingspan, supply, etc Dimensions and percentages: cubic feet, kilowatt, pound, etc The future of space travel: billion, greenhouse, rocket, colony, etc Language structure Modal verbs: could, might, will have to Past simple tense Present perfect continuous tense with since, for Passive voice (present perfect) with since, for Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.,</p>	<p>and the present perfect continuous passive.</p> <p>Listen to a text about the possibilities and future of space travel, focussing on <i>might, could, will have to</i>. Discuss in groups about the possibilities and future of space travel, paying attention to <i>might, could, will have to</i>. Plan a short essay about the possibilities and future of space travel, focussing on paragraphs and paying attention to <i>might, could, will have to</i>. Write and evaluate the essay. Read classmates' essays and choose the best.</p>
Links to other subjects: space travel, international space station, the solar system in Geography				
Assessment criteria: Can describe the history of space travel, the solar system and the international space station, predict the future of space travel, plan, write and evaluate an essay about the possibilities and future of space travel				

Topic Area: Oral and written communication

S6 English	Unit 6: Money		No of periods: 15	
Key unit competence: To use language in the context of money.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of could, should have, the second and third conditionals.</p> <p>Identify the vocabulary of income, budgeting and debt.</p>	<p>Define types of income in speech and writing.</p> <p>Describe budgeting and debt in speech and writing.</p> <p>Read and summarise texts on money.</p> <p>Read texts on income, budgeting, debt or government debt.</p> <p>Listen to texts on income, budgeting, debt or government debt.</p> <p>Speculate about what to do with a sum of money.</p>	<p>Hard work and perseverance are required to earn a living.</p> <p>Use financial terms confidently.</p>	<p>Language use</p> <p>Describing types of income Earned income is defined as the salary you receive as an employee. Self employed income is the income you pay yourself in your own business. We define work income as the income you receive from your business. The income you receive from investments is referred to as investment income. What is income?</p> <p>Describing incomes She earns...per month. His average income is... per year. He pays ... % in tax. What do you pay in tax? What is his average income?</p> <p>Describing tax You pay tax on your income. Companies pay tax on profits. You pay income tax at 10%. How much income tax does she pay?</p> <p>Talking about budgeting Income includes wages, state benefits. Expenses include housing, housekeeping, electricity, water,</p>	<p>Read texts about income.</p> <p>Define the key terms of income and write definitions.</p> <p>Discuss in groups about income and tax within a family learners know.</p> <p>Write about income and tax within a family.</p> <p>Listen to someone talking about budgeting.</p> <p>Invite someone to come and talk to the class about budgeting.</p> <p>Look at figures for a family budget. Discuss and write about them.</p> <p>Read texts about</p>

			<p>telephone expenses. Debts are money you owe, for example, loans.</p> <p>Talking about savings She should have saved more money. She shouldn't have spent so much on rent. She could have been more careful with her money. He shouldn't have borrowed so much</p> <p>Talking about avoiding debt If she had saved more money, she wouldn't have been in debt. If he had spent less, he would have had more money in reserve. If she hadn't spent so much on rent, she would have saved more. If she had been more careful with her money, she wouldn't have owed so much. If he hadn't borrowed so much, he wouldn't have been in debt.</p> <p>Describing government debt and annual government deficit. Government debt is defined as the <u>debt</u> owed by a <u>central government</u>. Annual <u>government deficit</u> refers to the difference between government earnings and expenditures in a single year.</p> <p>Talking about possibility If I had 500,000 RWF, I would buy... What would you do if you had 50,000</p>	<p>someone in debt, how it arose and could have been avoided, focussing on <i>could have, should have</i> and the third conditional.</p> <p>Discuss in groups someone who is in debt, paying attention to <i>could have, should have</i> and the third conditional.</p> <p>Write about a real or imaginary person who is in debt, paying attention to <i>could have, should have</i> and the third conditional.</p> <p>Read texts about government debt, make notes under headings.</p> <p>Write a brief summary of the text.</p> <p>Discuss in groups about what they would do with a sum of money, paying attention to the second conditional.</p>
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			<p>dollars?</p> <p>Vocabulary Income: self-employed, salary, investment, employee, etc Budgeting: wages, benefits, pension, expenses, debt, etc Debt: save, owe, borrow, deficit, etc Defining: is referred to as, is defined as, we define, refers to.</p> <p>Language structure Modal verbs: could, should have Second conditional Third conditional.</p> <p>Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	Write sentences using the second conditional.
Links to other subjects: debt, income, tax, budget in Entrepreneurship and General				
Assessment criteria: Can define types of income, describe budgeting and debt, Read and summarise texts on money, speculate about what to do with a sum of money.				
Materials: tables, graphs, pictures, photographs				

Topic Area: Oral and written communication

S6 English		Unit 7: Development trends in Rwanda		No of periods: 14
Key unit competence: To use language in the context of development trends in Rwanda.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of the past simple tense, the present perfect tense passive with <i>since, for, aim/expect to</i>.</p> <p>Identify the vocabulary of economic development, economic goals, economic achievement.</p>	<p>Describe economic development, goals and achievements in speech and writing.</p> <p>Read texts about economic development, goals, or achievements.</p> <p>Listen to texts about economic development, goals, or achievements.</p> <p>Plan, write and evaluate an short essay on economic goals and achievements, paying attention to paragraphs and using graphs and other statistics.</p>	<p>Is Rwanda developing at the rate you would want and expect?</p> <p>Do you have a responsibility for supporting that development forward? What can you do?</p>	<p>Language use</p> <p>Describing economic development By mid-2014 mining in the rural areas employed more than 33,000 persons. The economy grew from 4.7% in 2013 to 7.4% in early 2014. In 2014 the annual income for miners was almost Rwf 200,000. The World bank forecast a growth rate for Rwanda of 5.7% in 2014.</p> <p>Describing economic development Since 2001 7,200 areas of marshland have been rehabilitated. Nearly 30,000 hectares of hillsides have been sustainably developed. Since 2010 maize yields have improved from 1.6 tons per hectare to nearly 5 tons per hectare.</p> <p>Describing economic goals The government expects poverty to be reduced by 30% by 2017. The government expects to transform Rwanda from a low-income agriculture-based economy to a knowledge-based service-orientated economy. The economic plan aims to increase gross</p>	<p>-Read texts about economic development, with diagrams, and make notes under headings.</p> <p>-Summarise texts about economic development</p> <p>-Interpret a diagram in writing.</p> <p>-Listen to texts about economic or agricultural development, focussing on the present perfect passive, and make notes in a table.</p> <p>-Discuss in groups about data on economic or agricultural development, paying attention to the present perfect passive.</p> <p>-Write about economic or agricultural development, paying</p>

			<p>domestic product per capita to \$1,000 by 2018. The economic plan aims to reduce the poverty rate to below 30% by 2018.</p> <p>Describing economic achievements Between 2001 and 2013 real GDP growth averaged about 8% per annum. The poverty rate dropped from 59% in 2001 to 45% in 2011. Inequality measured by the Gini coefficient reduced from 0.52 in 2005 to 0.49 in 2011.</p> <p>Vocabulary Economic development: mining, economy, grow, income, etc Economic goals: poverty, low-income, knowledge, service, etc Economic achievement: growth, rate, inequality, measure, etc</p> <p>Language structure Past simple tense Present perfect tense with since Aim/expect to</p> <p>Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation</p>	<p>attention to the present perfect passive.</p> <ul style="list-style-type: none"> -Read texts about economic goals and achievements, focussing on <i>expects</i>, <i>aims to</i>, and make notes. -Discuss in groups economic goals and achievements, paying attention to <i>expects</i>, <i>aims to</i>. -Plan a short essay on economic goals and achievements, paying attention to <i>expects</i>, <i>aims to</i> and to paragraphs and using graphs and other statistics. -Write and evaluate the essay
Links to other subjects: economic development, statistics in Geography and Economics				
Assessment criteria: Can describe economic development, goals and achievements, plan, write and evaluate a short essay on economic goals and achievements, paying attention to paragraphs and using graphs and other statistics.				
Materials: graphs, table, charts...				

Topic Area: Oral and written communication

S6 English	Unit 8: Writing and examinations		No of periods: 14	
Key unit competence: To use language in the context of writing and examinations.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<p>Recognize the use of the language of examination questions and answers, features of key language functions.</p> <p>Identify the vocabulary of topics, reading skills, essays, connectors, examination questions.</p>	<p>Find information in textbooks using table of contents, index.</p> <p>Find information in texts using skimming and scanning.</p> <p>Read an extract from a work of literature.</p> <p>Understand examination questions and write examination answers.</p> <p>Plan an essay using notes.</p> <p>Write an essay and evaluate it from the viewpoint of grammar, punctuation, structure, spelling, etc</p>	<p>Get lots of practice in answering examination questions.</p> <p>Be familiar with a range of common ways of writing things about subjects, e.g. listing, contrasting etc. You will need them in examinations.</p>	<p>Language use</p> <p>Finding information in books Skim the text and find out what it is about. Scan the text and find out what happened in 2010. Look up the information in the index. Find the topic in the table of contents.</p> <p>Reading extracts from literature A man with a great iron on his leg seized me by the chin. "O! Don't cut my throat, sir," I pleaded in terror. "Don't do it, sir."</p> <p>Writing essays Plan your writing. Write notes under headings. Write your text. Check your work. Evaluate the text from the point of view of grammar, spelling, structure, etc</p> <p>Recounting World War II ended in 1945</p> <p>Explaining I think it's because it's warmer in July. The reason is that plants need sunlight.</p>	<p>Practise skimming and scanning texts.</p> <p>Practise looking up information in tables of contents, indexes.</p> <p>Read an extract from a work of literature.</p> <p>Discuss how to plan an essay and to evaluate it.</p> <p>Read and discuss the meaning of examination questions.</p> <p>Practice writing simple examination questions and/or answers.</p> <p>Classmates read answers and judge which is best.</p> <p>Read short texts showing the key</p>

	<p>Listen to short texts exemplifying common school language functions.</p> <p>Read short texts exemplifying common school language functions.</p> <p>Write short texts demonstrating the use of common school language functions.</p>		<p>Defining A mammal is a vertebrate which has hair and feeds its young with milk.</p> <p>Contrasting Natural light is not man-made, but human beings make artificial light.</p> <p>Listing Firstly, poaching reduces the number of species. Secondly, increasing farmland reduces habitat.</p> <p>Showing cause and effect Deforestation leads to soil erosion.</p> <p>Showing time sequence First, the sun heats the sea. Secondly, water evaporates.</p> <p>Understanding instructions in examinations Fill in the blanks. Underline. Answer the question. Put the words in the correct order. Classify. Write an essay.</p> <p>Responding to instructions in examinations In paragraph 2 the writer says... The reason is... There are three reasons; firstly... There are four types of... I think... The reporter said: "..."</p>	<p>features of a few common school language functions.</p> <p>Practise writing short texts demonstrating a few common language functions</p> <p>Listen to a short text showing the key features of a common school language function</p> <p>Plan writing using notes</p> <p>Evaluate one's own and others' writing from the viewpoint of punctuation, grammar, structure, etc.</p>
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			<p>Vocabulary Reading: skim, scan, table of contents, index</p> <p>Composition: plan, compose, notes, check, evaluate, etc</p> <p>Connectors: firstly, for example, however, another reason is</p> <p>Examination questions: underline, classify, explain, define, etc</p> <p>Language structure Language of examination questions and answers Features of key language functions</p> <p>Sounds and spellings Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	
Links to other subjects: examinations, using books, essays in French, Kiswahili and Kinyarwanda				
Assessment criteria: Can find information in textbooks using table of contents, index, find information in texts using skimming and scanning, Read an extract from a work of literature, understand examination questions and write examination answers, plan an essay using notes, write an essay and evaluate it from the viewpoint of grammar, punctuation, structure, spelling, etc , write a short text demonstrating the use of a common school language function.				
Materials: books, examination papers...				

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7. Appendix

ENGLISH LANGUAGE CURRICULA (S1-S6) PHONEMIC INPUTS

Year	Learning Objectives (skills)	Content	Learning Activities
S1	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter a /eɪ / is pronounced:</p> <ul style="list-style-type: none"> • /æ/: map, cat, latter, tap, lack • /eɪ /: name, make, say, take, shake • /ɑ:/ before r or st/ss: far, part, barn, past, pass, scar • /eə/: before re: tare, care, fare, mare • /e/: ate, says, said • /ə/: a, an, about, again, ago, alive, apply • /ɪ/: village, passage, cabbage • /ɒ /: what, want, watch, wash • /ɔ:/: saw, law, flaw, water
S2	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter e /i:/ is pronounced:</p> <ul style="list-style-type: none"> • /e/: let, get, pet, ten, when • /i:/: scene, complete, delete, compete • /ɜ:/ before r: perceive, serve, perfect • /ɪə/ before re: here, mere, • /eə/ before re there <p>NB: ee is pronounced /i:/: beef, teeth, geese, feet, meet, seed</p>
S3	Pronounce different letter sounds and letter blends and put	Correspondence between letters and	<p>The letter i /aɪ / is pronounced:</p> <ul style="list-style-type: none"> • /ɪ /: it, visit, pick, tin, pill, fill

	stress where appropriate	sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<ul style="list-style-type: none"> • /aɪ /: fine, tie, mine, my, sigh • /ɜ:/:first, shirt, girl, bird, skirt • /aɪə/: higher, fire, tired, tire
S4	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter o /əʊ/ is pronounced:</p> <ul style="list-style-type: none"> • /ɒ /: got, dog, on, wob • /əʊ/: so, alone, tone, gone • /ɔ:/ before r and re: port, short, worn, more, store • /w/: one, once <p>NB: oo is pronounced:</p> <ul style="list-style-type: none"> • /ʊ/: cook, look, shook, took, book, good, wood, foot, wool, shoot • /ʌ/: blood, flood • /u:/: room, food, noon, moon
S5	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing vowels; English phonemic chart	<p>The letter u /ju:/ is pronounced:</p> <ul style="list-style-type: none"> • /ʌ /: sun, dug, fun, luck • /ju:/: tune, acute, tube, mule • /u:/: blue, lunatic, June, lukewarm • /ʊ/: put, bush, full, bull • /ɜ:/:church, hurt, burn, turn • /juə/: cure, pure
S6	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and pronunciation of words containing semivowels and consonants; minimal pairs; syllable and stress pattern;	<p>-The letter y /waɪ:/ is pronounced:</p> <ul style="list-style-type: none"> • /j/: yell, young, yellow, yesterday <p>NB: ew, eu are pronounced /ju:/: ewe, Europe, eunuch</p> <p>-The letter w /^ldʌblju:/ is pronounced:</p> <ul style="list-style-type: none"> • /w/: wide, win, wet, dwarf

		English phonemic chart	<p>- “ea” is pronounced: /i:/: eat, seal, heal, seat, meat /e/: heaven, bread, weapon, peasant /eɪ/: great, break /ɪə/: ear, near, fear, dear /eə/: bear, wear, tear /ɑ:/: heart /ɜ:/: learn, pearl</p> <p>- “ei” is pronounced: /i:/: receive; /aɪ/: height; /e/: heinous, deity; /eə/: heir; /e/: heifer</p> <p>-English Consonant Sounds</p>
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			<table border="1"> <tr> <td>b</td> <td>buy</td> <td></td> </tr> <tr> <td>d</td> <td>die</td> <td></td> </tr> <tr> <td>g</td> <td>guy</td> <td></td> </tr> <tr> <td>p</td> <td>pie</td> <td></td> </tr> <tr> <td>t</td> <td>tie</td> <td></td> </tr> <tr> <td>k</td> <td>kite</td> <td></td> </tr> <tr> <td>w</td> <td>why</td> <td></td> </tr> <tr> <td>j('y')</td> <td>—</td> <td></td> </tr> <tr> <td>l</td> <td>lie</td> <td></td> </tr> <tr> <td>r</td> <td>rye</td> <td></td> </tr> <tr> <td>m</td> <td>my</td> <td>ram</td> </tr> <tr> <td>n</td> <td>nigh</td> <td>ran</td> </tr> <tr> <td>ŋ</td> <td></td> <td>rang</td> </tr> <tr> <td>f</td> <td>fie</td> <td></td> </tr> <tr> <td>θ</td> <td>thigh</td> <td></td> </tr> <tr> <td>s</td> <td>sigh</td> <td></td> </tr> <tr> <td>ʃ</td> <td>shy</td> <td>mission</td> </tr> <tr> <td>h</td> <td>high</td> <td></td> </tr> <tr> <td>v</td> <td>vie</td> <td></td> </tr> <tr> <td>ð</td> <td>thy</td> <td></td> </tr> <tr> <td>z</td> <td>Zion</td> <td>mizzen</td> </tr> <tr> <td>ʒ</td> <td></td> <td>vision</td> </tr> <tr> <td>tʃ</td> <td>chime</td> <td></td> </tr> <tr> <td>dʒ</td> <td>jive</td> <td></td> </tr> </table> <p>-Pronunciation of consonant clusters: pr, pl, br, bl, tr, dr, kr, kl, ks, kt, gr, gl, gz, fθ, ksθ, ʃsl, sk, sm, sn, sp, st, str, sw, tw</p> <p>-Different words have different stress patterns (patterns of stressed and unstressed syllables):</p>	b	buy		d	die		g	guy		p	pie		t	tie		k	kite		w	why		j('y')	—		l	lie		r	rye		m	my	ram	n	nigh	ran	ŋ		rang	f	fie		θ	thigh		s	sigh		ʃ	shy	mission	h	high		v	vie		ð	thy		z	Zion	mizzen	ʒ		vision	tʃ	chime		dʒ	jive	
b	buy																																																																										
d	die																																																																										
g	guy																																																																										
p	pie																																																																										
t	tie																																																																										
k	kite																																																																										
w	why																																																																										
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n	nigh	ran																																																																									
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h	high																																																																										
v	vie																																																																										
ð	thy																																																																										
z	Zion	mizzen																																																																									
ʒ		vision																																																																									
tʃ	chime																																																																										
dʒ	jive																																																																										

			<p>Oo: April, thirty, morning, Sunday, coffee</p> <p>oO: July, midday, thirteen, today, defy, degree, agree, event</p> <p>Ooo: Saturday, thirtieth, yesterday, holiday, seventy</p> <p>oOo: September, tomorrow, eleventh, committee,</p> <p>ooO: afternoon, seventeen, twenty-one</p> <p>-minimal pairs</p> <p>/i:/ and /ɪ /</p> <ul style="list-style-type: none"> eat it <p>/ɜ:/ and /ɑ:/</p> <ul style="list-style-type: none"> first fast <p>/ei/ and /e/</p> <ul style="list-style-type: none"> paper pepper <p>/ɛə/ and /iə /</p> <ul style="list-style-type: none"> air ear <p>/æ/ and /ɑ:/</p> <ul style="list-style-type: none"> hat heart <p>/e/ and /æ/</p> <ul style="list-style-type: none"> blessed blast <p>/e/ and /ʌ/</p> <ul style="list-style-type: none"> beg bug <p>/ɔ:/ and /ɜ:/</p> <ul style="list-style-type: none"> awl earl
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The Phonemic Chart

V O W E L S	i:	ɪ	ʊ	u:	ɪə	eɪ		
	green	pink	wood	blue	clear	grey		
	ɛ	ə	ɜ:	ɔ:	ʊə	ɔɪ	oʊ	
	red	silver	purple	fawn	pure white	turquoise	yellow	
	æ	ʌ	ɑ:	ɒ	ɛə	aɪ	aʊ	
	black	rust	khaki	orange	fair	sky blue	brown	
C O N S O N A N T S	p	b	t	d	tʃ	dʒ	k	g
	Poland	Burma	Thailand	Denmark	China	Germany	Korea	Greenland
	f	v	θ	ð	s	z	ʃ	ʒ
	France	Vietnam	South Africa	The Philipines	Singapore	Zambia	Russia	Malaysia
	m	n	ŋ	h	l	r	w	j
	Mexico	Norway	Hong Kong	Hungary	Laos	Romania	Wales	Yugoslavia

Cathy Votano © NSW TAFE Commission 1993

English Phonemic Character Keyboard

i:	ɪ	ʊ	u:	ɪə	eɪ	/
sheep	ship	book	shoot	here	wait	
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ
left	teach er	her	door	tourist	coin	show
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ

h <u>a</u> t	u <u>p</u>	f <u>a</u> r	o <u>n</u>	h <u>a</u> ir	l <u>i</u> ke	mo <u>u</u> th				
p	b	t	d	tʃ	dʒ	k	g			
p <u>e</u> a	bo <u>a</u> t	tr <u>e</u> e	do <u>g</u>	ch <u>e</u> e <u>s</u> e	jo <u>k</u> e	co <u>i</u> n	go			
f	v	θ	ð	s	z	ʃ	ʒ			
f <u>r</u> ee	vi <u>d</u> eo	th <u>i</u> ng	th <u>i</u> s	s <u>e</u> e	zoo	sh <u>e</u> ep	televi s <u>i</u> on			
m	n	ŋ	h	l	r	w	j			
mo <u>s</u>	no <u>w</u>	th <u>i</u> ng	ho <u>p</u> e	lo <u>v</u> e	ru <u>n</u>	we	yo <u>u</u>			
↗	↘	.	'	,	~	?	˙	ə	ɜ	ɹ

Notes on sounds and letters

The sounds of English

When writing English we use the **26 letters** of the alphabet. Spoken English has more than **26** sounds though. There are roughly **44 different sounds**. Therefore it's not very easy only to use the letters of the alphabet to show the pronunciation of English.

There is a system which uses a group of **symbols**. Some of these symbols look the same as letters and some are very different.

You can use these symbols to write out the pronunciation of words and in many dictionaries for English learners you will see the pronunciation written out.

To show that what is written are **sounds** and **not letters** the transcriptions are written between slashes, / /. For example, the pronunciation of the word 'pet' is written: /pet/.

In this example the sound symbols look exactly the same as the letters. You can only tell we are talking about pronunciation rather than spelling because of the / /. However, some words look very different when you see their pronunciation. /tʃɜːtʃ/ is the word 'church'.

Sounds and letters

Vowel sounds are not the same as vowel letters. The word European begins with the vowel letter 'E' but the first sound is actually a consonant sound /j/. So, when speaking the word European will be preceded by the article 'a' and not 'an'.

Sounds and spelling

It's important to note that the spelling of a word is not always an accurate guide to how it is pronounced. Similarly the pronunciation of a word is not always helpful when working out how that word should be spelt.

There are 26 letters in the English alphabet but there are many more sounds in the English language. This means that the number of sounds in a word is not always the same as the number of letters.

For example, the word 'CAT' has three letters and three sounds but the word 'CATCH' has five letters but still only three sounds.

If we write these words using sound symbols, we can see exactly how many sounds they have.

CAT is written /kæt/

CATCH is written /kæʧ/

In 'CATCH' the three letters TCH are one sound represented by one symbol /ʧ/

Stress and syllable

Stress could be roughly described as the relative strength of a syllable. We can study stress from the point of view of production and of perception. The production of stress is generally believed to depend on the speaker using more muscular energy than is used for unstressed syllables.

A syllable is a very important unit. We can divide a word into one or more syllables. For example *mum* has one syllable, *mother* has two syllables and *grandmother* has three syllables. A syllable is a group of one or more sounds. The essential part of a syllable is a vowel sound (V). Some syllables are just one vowel sound. For example, these words have one syllable, and the syllable is just one vowel sound: eye or I /aɪ/, owe /əʊ/, ear /ɪə/. A syllable can have consonant sounds (C) before the V: go, my, know, weigh, after the V: if, egg, ice, eight or before and after the V: ten, nose, mouth, knife

SUBJECTS AND WEEKLY TIME ALOCATION FOR A'LEVEL

Subjects in Secondary 4-6	Number of periods per week (1 period = 40 min.)		
	S4	S5	S6
1. Mathematics	7	7	7
2. Physics	7	7	7
3. Computer Science	7	7	7
4. Chemistry	7	7	7
5. Biology	7	7	7
6. Geography	7	7	7
7. History	7	7	7
8. Economics	7	7	7
9. Literature in English	7	7	7
10. Kinyarwanda major	7	7	7
11. Kiswahili major	7	7	7
12. French major	7	7	7
13. Religion major	7	7	7
14. Entrepreneurship	6	6	6
15. General Studies and Communication	3	3	3

16. Subsidiary Mathematics		3	3	3
Electives Subjects	17. English minor	4	4	4
	18. French minor	4	4	4
	19. Kinyarwanda minor	4	4	4
	20. Kiswahili minor	4	4	4
Co-curricular Activities	Religious activities	2	2	2
	Sports/ Clubs	2	2	2
	Computer/library	2	2	2