

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

**REB**

Rwanda Education Board

**ENGLISH LANGUAGE ORDINARY LEVEL**  
**S1-S3**



Kigali, 2015

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**KIGALI, 2015**

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## **FOREWORD**

The Rwanda Education Board is honoured to provide syllabuses which serve as official documents and guide to competency 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 into society and make the best use of employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises 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 competencies they acquire, among them the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge based society and the growth of regional and global competition in the jobs 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 organised the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout.

**Mr GASANA I Janvier,  
Director General REB.**

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My thanks first go to the Rwanda Education Board staff who were involved in the conception and writing of the syllabus. I wish to extend my appreciation to teachers from pre-primary to university level for their valuable efforts during the conception of the syllabus.

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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 initiatives, co-operation and support significantly contributed to the successful production of this syllabus by the Curriculum and Pedagogical Material Production Department (CPMD).

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## Table of Contents

<b>FOREWORD .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>iii</b>
<b>1. INTRODUCTION.....</b>	<b>7</b>
<b>1.1. Background to the syllabus review .....</b>	<b>7</b>
<b>1.2. Rationale .....</b>	<b>7</b>
1.2.1. English and society .....	2
1.2.2. English and the learners .....	3
1.2.3. Competences .....	3
<b>2. PEDAGOGICAL APPROACH.....</b>	<b>5</b>
<b>2.1. Role of the teacher.....</b>	<b>7</b>
<b>2.2. Role of the learner .....</b>	<b>7</b>
<b>2.3. Special needs education and inclusive approach.....</b>	<b>8</b>
<b>3. ASSESSMENT APPROACH.....</b>	<b>9</b>
<b>3.1. Types of assessment.....</b>	<b>9</b>
<b>3.2. Record keeping.....</b>	<b>10</b>
<b>3.3. Item writing in summative assessment.....</b>	<b>11</b>
<b>3.4. Reporting to parents.....</b>	<b>12</b>
<b>4. RESOURCES.....</b>	<b>13</b>
<b>4.1. Material resources.....</b>	<b>13</b>
<b>4.2. Human resources .....</b>	<b>13</b>
<b>Skills required for the teacher of this subject .....</b>	<b>13</b>
<b>5. ORDINARY LEVEL SYLLABUS UNITS.....</b>	<b>15</b>
<b>5.1. Presentation of the structure of the English syllabus units.....</b>	<b>15</b>
<b>5.2. English Syllabus for senior one.....</b>	<b>16</b>
5.2.1. Key competences at the end of S1.....	16
<b>5.3 English Syllabus for senior two.....</b>	<b>40</b>
5.3.1. Key competences at the end of S2.....	40
<b>5.3.2 S2 English Syllabus Units .....</b>	<b>41</b>
<b>5.4 English Syllabus for senior three .....</b>	<b>62</b>

5.4.1. Key competences at the end of S3.....	62
<b>5.4.2 Senior Three Units .....</b>	<b>63</b>
<b>5. REFERENCES.....</b>	<b>83</b>
<b>6. APPENDIX.....</b>	<b>84</b>

## **1. INTRODUCTION**

### **1.1. Background to the syllabus review**

Vision 2020 and other recent policies of the Rwandan Government emphasise Rwanda's ambition to become a knowledge based and technology led economy. These policies stress the need for the generation, dissemination and acquisition of scientific skills and technological innovation, critical thinking, and positive values. The integration of these skills into the social and economic development of Rwanda is critical if this vision is to be realised. English is one of the official languages and medium of instruction in schools. As such 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 to shift towards a Competence Based Curriculum that focuses on developing the wholeness of the learner.

This wholeness can not only be achieved by providing knowledge and skills, but also requires 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 in order to fit into the East African and 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 content and activities that would lead to a higher level of 'learning achievement'.

Therefore, well thought-through learning activities and questions have been incorporated into the syllabus, as much as possible, in order to challenge students to think both independently and in groups. Accordingly, it is not just about the knowledge of language [the four skill areas] but how learners can work in English to reason, express themselves and solve problems across 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 Rwanda is no exception. Strong English skills will not only enable learners to pass their exams but will 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. Furthermore, it will be fully used as the language of instruction from Primary four onwards. Students at O' 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 students to achieve learning in other subjects as it is the medium of instruction at the ordinary level of education. As one of the official languages, English is also useful for learners to integrate into business and working situations in Rwanda.

As Rwanda is part of the East African Community and the Commonwealth, students with a mastery of the English language will be able to explore opportunities provided through these political and economic alliances and increase their competitiveness in the job market.

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

### **1.2.3. Competences**

A competency 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 the national aspirations, identify 'Basic Competences alongside the 'Generic Competencies' that will develop higher order thinking skills. Basic competences are addressed in the stated broad subject competences, in the objectives highlighted on a year on year basis and in each of the units of learning. The selection of types of learning activities must focus on how the learners are able to demonstrate the competences throughout and at the end of the learning process. A generic competency is a competence that is not specific to a particular subject or situation. Generic competencies are transferrable and applicable to a range of subjects and situations, including employment. The core competencies that must be emphasised and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help them acquire such skills.

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

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

Research: This will help learners find answers to questions based on existing information and concepts, and to explain phenomena based 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. This will help learners communicate clearly and confidently, convey ideas effectively through speaking and writing, and use the correct language structure and relevant vocabulary.

Co-operation, inter personal management and life skills: This will help the learner to cooperate with others as a team in whatever task is assigned, and to practise positive ethical moral values and respect for the rights, feelings and views of others. It will help learners perform practical activities related to environmental conservation and protection. It will also assist learners advocate for personal, family and community health, hygiene and nutrition, and respond creatively to the variety of challenges encountered in life.

Lifelong learning: The acquisition of such skills will help learners update knowledge and skills with minimum external support, and cope with the 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 Ordinary 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 they will develop higher order thinking skills which will help subject learning and the application of what has been learnt in a real life situation. Through experimentation, observations and the 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 as they 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 lesson sequences. 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. By the time they reach this level, a student is expected to have achieved the 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. This is essential as students learn well when they are actively involved in the learning process through a high degree of participation, contribution and production.

With strong language abilities at this level and continued teacher to student support, learners will be able to read more fluently and write more accurately. Teachers must also 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. This can be achieved 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 the 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, which will 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, and 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 organise 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 personalised, 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 textbooks and other resource materials in different ways e.g. 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.

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

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

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

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 nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education for them. The teacher therefore is requested to consider each learner's needs during the 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 document for teachers.

### **3. ASSESSMENT APPROACH**

Assessment evaluates the teaching and learning process through collecting and interpreting evidence of an individual learner's learning progress and makes a judgment about the learner's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. 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 has learned.

Assessment will be organised 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 the 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 competencies based 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 competencies 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 the competence or the 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. The results of summative assessment are also used to rank or grade 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 competencies.

Summative assessment 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 grades will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. Meaning that in the third year of the implementation of the new curriculum it will contribute 10% of the final grade, but will be progressively increased. Districts will be supported to continue their initiatives to organise a common test per class for all the schools to evaluate the performance and the achievement level of learners in each individual school. 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 work produced (such as papers and assignments), but also provide a record of the activities undertaken over time as part of student learning. 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. The results from the portfolio will contribute 50% of the summative assessment for each year.

### **3.3. Item writing in summative assessment**

When developing a question paper, a plan or specification of what is to be tested or examined the assessment task must 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 competency-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from the knowledge and comprehension level.

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

- Identify topic areas to be tested on from the subject syllabus.
- Outline the 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 memorisation or recall answers only but test for broad competencies as stated in the syllabus.

### **Structure and format of the examination for English Language:**

At Ordinary level there will be two papers:

Paper 1: English Language with four sections:

Section A: Comprehension and vocabulary,

Section B: Grammar and phonology,

Section C: Summary,

Section D: Composition,

### **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 a learners' progress with their parents. A single mark is not sufficient to convey the different expectations of learning that are outlined 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 the 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 textbooks, teachers' guides, audiovisuals, maps, and graphs for secondary school learners. It is also hoped that ICT 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. ORDINARY 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 lessons 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 one**

### **5.2.1. Key competences at the end of S1**

At the end of S1, the learner should be able to:

- Listen to and understand the detail in longer pieces of information and recognize different time references and tenses and peoples' points of view,
- Initiate and sustain a conversation and give a presentation, answering questions using verbal and non-verbal communication Ask questions to seek and clarify information,
- Read longer texts and recognize different time references and peoples' points of view selecting sentences and phrases to support their view. Use context, and knowledge of grammar to work out meaning,
- Write texts, simple reports, articles or stories on real and imaginary topics. Link sentences and paragraphs, structure ideas and adapt previously learned language for own purposes Convey opinions and points of view,
- Understand and use knowledge of English vocabulary,
- Recognise the sounds and letters and how they work together to read aloud and speak clearly,
- Communicate information texts using a variety of vocabulary, language structures and knowledge of different writing genres.

### 5.2.2 S1 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 1: My secondary school.		No of periods: 18
Key Unit Competence: To use language learnt in the context of my secondary school.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the present simple tense and questions with (WH)-Q words.</li> <li>- Identify school related vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe subjects studied and subject preferences.</li> <li>- In both speech and writing describe the school day.</li> <li>- In both speech and writing, describe a plan of the school.</li> <li>- Listen to texts about the school day or about friends.</li> <li>- Read a short text about the school day or about friends.</li> </ul>	<ul style="list-style-type: none"> <li>- Practise at home: read books and magazines in English about subjects that interest you.</li> <li>- Practise talking English in the community – when you go shopping, when you travel.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about subjects</b></p> <ul style="list-style-type: none"> <li>- We study maths etc. We have 4 lessons of maths per week. I like maths. My favourite subject is science. How many maths lessons do you have? What subjects do they study? What are your favourite subjects?</li> </ul> <p><b>Describing the school day</b></p> <ul style="list-style-type: none"> <li>- School starts at 7.30. We have 6 lessons a day. Lessons last 40 minutes. We have 2 breaks of 15 minutes each. We have lunch at home. It takes 1 hour to walk to school. When does school finish? How many lessons do you have per day? How long do lessons last? How many breaks do you have? When do you have lunch? How long does it take to walk to school?</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss in groups subjects they study and those they like.</li> <li>- Discuss the school timetable</li> <li>- Draw a plan of the school and talk about it in groups.</li> <li>- Listen to/read a dialogue between two students asking and answering questions about their school day. Focus on questions containing: how long, when, where, how many, etc.</li> <li>- Interview a learner in another class about their school day.</li> <li>- Write a short text about one's school day.</li> <li>- Read a text describing a friend focussing on their age, character, home, subject preferences, spare time activities, etc.</li> <li>- Write about a friend.</li> </ul>

	<p>- In both speech and writing describe a school friend.</p>		<p><b>Describing my school</b></p> <ul style="list-style-type: none"> <li>- This is a plan of the school. This is the school entrance. These are the classrooms. There are 40 students in my class.</li> </ul> <p><b>Describing friends</b></p> <ul style="list-style-type: none"> <li>- Keza is my friend. She is 12 years old. She lives in the next village. She likes science. She likes reading in her spare time. She's quiet and friendly. How old is she? Where does she live? What subjects does she like? What does she like doing in her spare time? What is she like?</li> </ul> <p><b>Vocabulary</b></p> <p><b>Subjects</b></p> <ul style="list-style-type: none"> <li>- Maths, science, social studies, etc</li> </ul> <p><b>School buildings/compound/facilities, etc.</b></p> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Present simple tense:</li> <li>- There is/are</li> <li>- It takes 3 hours to</li> <li>- Questions with when, how long, how many, how old, where, what, which.</li> </ul> <p>She likes + -ing</p> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop</li> </ul>	
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			vocabulary, spelling and pronunciation.	
<b>Links to other subjects:</b> <i>Kinyarwanda, French and Kiswahili: school, school day, subjects, and school friends.</i>				
<b>Assessment criteria:</b> <i>Can describe subjects studied and subject preferences, describe the school day, describe a plan of the school, describe a school friend.</i>				
<b>Materials:</b> <i>Timetable, pictures, drawing paper and pencils, etc.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 2: Food and nutrition.		No of periods: 18
Key Unit Competence: To use language learnt in the context of food and nutrition.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of relative pronouns, adverbs of frequency, countable and uncountable nouns, determiners of amount, present simple tense.</li> <li>- State vocabulary in relation to feeding, diet, and foodstuffs.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally describe mealtimes and favourite foods.</li> <li>- In both speech and writing classify foods into food groups and define food groups.</li> <li>- Describe a diet and judge whether it is balanced.</li> <li>- Listen to a short text about diet, food groups or mealtimes.</li> <li>- Read a short text about food groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Think critically and share about your diet: is it balanced?</li> <li>- Appreciate the importance of having a balanced diet.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about meals</b></p> <ul style="list-style-type: none"> <li>- I have 3 meals a day. I have breakfast at 6.00am. I have breakfast at home. How many meals do you have a day? Where do you have your lunch?</li> </ul> <p><b>Talking about likes and dislikes</b></p> <ul style="list-style-type: none"> <li>- I like potatoes. My favourite food is fish. What food do you like? What's your favourite food?</li> </ul> <p><b>Classifying food stuffs</b></p> <ul style="list-style-type: none"> <li>- Foods are divided into 3 types. Proteins are foods that help the body to grow. Milk contains proteins. Potatoes are energy-giving foods. What is the function of protein?</li> </ul> <p><b>Describing a balanced diet</b></p> <ul style="list-style-type: none"> <li>- He eats vegetables every day. She eats meat twice a week. I eat too many fruits. I don't eat enough meat. You should eat more cereals. You eat a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>- Match pictures with food words.</li> <li>- In groups discuss mealtimes.</li> <li>- In groups brainstorm favourite foods.</li> <li>- Read a short text about food groups, using which-clauses.</li> <li>- Classify food items according to groups.</li> <li>- Make a diagram of food groups with examples and talk and write about them.</li> <li>- Write definitions of food groups with support provided by the teacher, e.g. match groups with definitions.</li> <li>- Listen to a text about someone's diet, focussing on adverbs of frequency.</li> <li>- Discuss a diet using adverbs of frequency.</li> <li>- Write about a diet paying attention to adverbs of frequency.</li> <li>- Evaluate one's diet using expressions such as too much,</li> </ul>

	<ul style="list-style-type: none"> <li>- Read a recipe.</li> <li>- Write a recipe for a Rwandan dish.</li> <li>- Present the recipe orally to the class.</li> </ul>		<p>He eats a balanced diet. How many potatoes do you eat?</p> <p><b>Describing a recipe</b></p> <ul style="list-style-type: none"> <li>- You need 450g of goat meat cut into 1.5cm cubes. Mix the tomatoes. Cook for 3 minutes.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Types of Food:</b></p> <ul style="list-style-type: none"> <li>- Protein, carbohydrate, energy, diet, balanced, etc.</li> </ul> <p><b>Foods stuffs:</b></p> <ul style="list-style-type: none"> <li>- Potatoes, rice, bread, meat, milk, etc.</li> </ul> <p><b>Recipes:</b></p> <ul style="list-style-type: none"> <li>- Meat, tomatoes, mix, cook, peel, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Using relative pronouns: which, that, whom, whose, etc.</li> <li>- Adverbs of frequency: twice, every week, three times, never, always, etc.</li> <li>- Countable, and uncountable nouns.</li> <li>- Determiners of quantity: much, many, little, few, etc.</li> <li>- Present simple tense.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</li> </ul>	<p>too little, too few.</p> <ul style="list-style-type: none"> <li>- In groups read about and discuss a recipe and write it out.</li> <li>- Present a recipe to the class.</li> </ul>
<p><b>Links to other subjects:</b> <i>Biology: food, diet, recipe, and food types.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe mealtimes and favourite foods, classify foods into food groups and define food groups, describe diet and judge whether it is balanced, read and write a recipe.</i></p>				
<p><b>Materials:</b> <i>Recipes, photographs, pictures, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 3: Holiday activities.		No of periods: 20
Key Unit Competence: To use language learnt in the context of holiday activities				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of adverbs of frequency, time and duration, the past simple tense, and the present simple tense with future meaning.</li> <li>- Recognise the vocabulary of holiday activities and transport.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally describe holiday times and holiday activities.</li> <li>- In both speech and writing describe a past holiday.</li> <li>- Listen to /read texts about a past or planned holiday.</li> <li>- Write about holiday plans.</li> <li>- Read/write a holiday advertisement.</li> </ul>	<ul style="list-style-type: none"> <li>- Expand vocabulary: take time to use a bilingual dictionary.</li> <li>- Mutual respect and fairness in group discussions.</li> </ul>	<p><b>Language use</b>  <b>Describing holidays</b>  - I have holidays in October. We have 3 weeks holiday in November. When do you have holidays? How long do your holidays last?</p> <p><b>Talking about holiday activities</b>  - In the holidays I like playing sports. I sometimes visit relatives. What do you like doing in the holidays?</p> <p><b>Recounting a particular holiday</b>  - Last July we went to Butare. We went for 2 weeks. We went by bus. We visited my cousin. What did you do? Where did you go? How long did you go for?</p> <p><b>Describing a planned holiday</b>  - In July we are going to go to Gisenyi. We are going to stay for</p>	<ul style="list-style-type: none"> <li>- In groups, discuss holidays and favourite holiday activities.</li> <li>- Read a text about a past holiday, focussing on adverbs of duration (for 2 weeks).</li> <li>- Plan a short text about a past holiday focussing on the past simple tense and adverbs of duration.</li> <li>- Write the text and then evaluate it.</li> <li>- Listen to text about a planned holiday focussing on going to.</li> <li>- Write a description of a planned holiday paying attention to going to.</li> <li>- Write sentences about fixed holiday plans, paying attention to the present simple tense with future meaning.</li> <li>- Read an advertisement for a</li> </ul>

			<p>2 weeks. We are going to travel by bus. We are going to visit my relatives. What are you going to do? Where are you going to go? How long are you going to stay?</p> <p><b>Describing fixed holiday plans</b></p> <ul style="list-style-type: none"> <li>- We leave at 6.30am in the morning. We get the 8.00am bus to Gisenyi. We arrive at 2.25pm.</li> </ul> <p><b>Writing a tourist brochure for Rwanda</b></p> <ul style="list-style-type: none"> <li>- Come to Rwanda and see the gorillas. Travel to the north. Stay in a luxury five star hotel.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Holiday activities:</b></p> <ul style="list-style-type: none"> <li>- Go out with, invite, stay, visit, travel.</li> </ul> <p><b>Transport:</b></p> <ul style="list-style-type: none"> <li>- Car, bus, boat, plane, etc.</li> </ul> <p><b>Tourism adjectives:</b></p> <ul style="list-style-type: none"> <li>- Luxury, beautiful, peaceful, incredible, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Adverbs of frequency: sometimes, always, never, etc.</li> <li>- Adverbs of time: last week, month, etc.</li> <li>- Duration: for 2 weeks.</li> <li>- The past simple tense.</li> <li>- I like + -ing.</li> <li>- Future tense with: going to.</li> </ul>	<p>holiday in Rwanda focussing on adjectives.</p> <ul style="list-style-type: none"> <li>- Write and illustrate an advertisement for a holiday in Rwanda paying attention to adjectives.</li> </ul>
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			<ul style="list-style-type: none"> <li>- Present simple tense with future meaning.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</li> </ul>	
<b>Links to other subjects:</b> <i>Kinyarwanda, French and Kiswahili: holidays and plans.</i>				
<b>Assessment criteria:</b> <i>Can describe holiday times and holiday activities, describe a holiday in the past, write about holiday plans, and write a holiday advertisement.</i>				
<b>Materials:</b> <i>Photographs of Rwandan tourism, posters and pens</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 4: Clothes and fashion.		No of periods: 20
Key Unit Competence: To use knowledge learnt in the context of clothes and fashion.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the present continuous tense (wearing), (WH) clauses etc.</li> <li>- List clothing items.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe clothes, colour, length, material, pattern, shape, and thickness.</li> <li>- Read texts about wearing clothes on particular occasions.</li> <li>- Listen to dialogue about buying clothes.</li> <li>- Role play buying clothes.</li> <li>- Write about wearing clothes on</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and respond politely in paired discussion.</li> <li>- Practise pronunciation frequently.</li> </ul>	<p><b>Language use</b></p> <p><b>Saying what someone is wearing</b></p> <ul style="list-style-type: none"> <li>- I'm wearing a skirt. They are wearing trousers. What are you wearing? What is he wearing?</li> </ul> <p><b>Describing clothes</b></p> <ul style="list-style-type: none"> <li>- This is a blouse. These are trousers. The shirt is blue. It's a pleated skirt. It's made of cotton. What colour are they? What does it look like? What is it made of?</li> </ul> <p><b>Saying what you wear</b></p> <ul style="list-style-type: none"> <li>- For formal occasions I wear a jacket. When I visit my grandmother I wear a T-shirt. I like wearing trousers. I like my red jumper best. I prefer to wear a jacket. What do you wear when you go out? What do you like wearing? What do you like best?</li> </ul> <p><b>Buying clothes</b></p> <ul style="list-style-type: none"> <li>- I want a green skirt. Have you got a red T-shirt? How much are the trousers? The dress costs 35,000</li> </ul>	<ul style="list-style-type: none"> <li>- Match pictures of clothes with words.</li> <li>- Match pictures with words for material and colour.</li> <li>- In groups look at photographs and discuss what people are wearing.</li> <li>- Describe what classmates are wearing.</li> <li>- Quiz: who is wearing...?</li> <li>- Read a text about someone describing what she wears on particular occasions, focussing on when-clauses.</li> <li>- Write about what to wear on particular occasions, focussing on when-clauses.</li> <li>- Discuss the prices of clothes in town.</li> <li>- Describe the size of clothes.</li> <li>- Role-play situations in a clothes shop.</li> </ul>

	particular occasions.		<p>RWF. I take size 13. Can I have the yellow jumper?</p> <p><b>Vocabulary</b></p> <p><b>Colours:</b></p> <ul style="list-style-type: none"> <li>- Blue, black, red, etc.</li> </ul> <p><b>Adjectives:</b></p> <ul style="list-style-type: none"> <li>- For length, thickness, shape, and patterns.</li> </ul> <p><b>Material:</b></p> <ul style="list-style-type: none"> <li>- Leather, cotton, nylon, linen, wool, etc.</li> </ul> <p><b>Clothes:</b></p> <ul style="list-style-type: none"> <li>- Uniform, sweater shorts, shirt, gown, belt, traditional, modern etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- The present continuous tense.</li> <li>- When-clauses.</li> <li>- Adjectives for describing clothes.</li> <li>- Like + -ing.</li> <li>- How much?</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
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**Links to other subjects:** *Entrepreneurship: prices of commodities.*

**Assessment criteria:** *Can describe clothes, colour, length, material, pattern, shape, and thickness. Role play buying clothes, and describe wearing clothes on particular occasion.*

**Materials:** *Advertisements for clothes, pictures, photographs, realia, etc.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 5: Books and school work habits.		No of periods: 20
Key Unit Competence: To use language learnt in the context of books and school work habits.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of the present perfect simple tense.</li> <li>- State vocabulary of books, libraries, and group-work and of key school language functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe favourite books and discuss library use.</li> <li>- Describe a favourite book.</li> <li>- Read an extract from a work of literature.</li> <li>- Use notes to plan a short text .</li> <li>- Write texts and evaluate them from the viewpoint of grammar, punctuation,</li> </ul>	<ul style="list-style-type: none"> <li>- Keep time, communicate your plans and schedule for effective group work.</li> <li>- Read for pleasure and information.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about books</b></p> <ul style="list-style-type: none"> <li>- I like reading magazines. I never read novels. My favourite author is Achebe. The best book I have ever read is... What kinds of books do you like reading? Who is your favourite author? What is the best book you have ever read?</li> </ul> <p><b>Talking about libraries</b></p> <ul style="list-style-type: none"> <li>- We have a library in our school. I go to the library. I often borrow books from the library. Do you have a library in your school? Do you borrow books from the library? I'm looking for a book on gorillas.</li> </ul> <p><b>Reading stories</b></p> <ul style="list-style-type: none"> <li>- At night I left my cave and wandered in the woods. I was</li> </ul>	<ul style="list-style-type: none"> <li>- In groups, discuss favourite books.</li> <li>- Listen to/write texts about a favourite book.</li> <li>- Read an extract from a work of literature.</li> <li>- Bring a book into the class and present on it.</li> <li>- Practise working in groups, choosing a group leader, keeping time, reporting, etc.</li> <li>- Plan writing using notes.</li> <li>- Evaluate one's own and others' writing from the viewpoint of punctuation, grammar, etc.</li> <li>- Read short texts showing the key features of a few common school language functions.</li> <li>- Write a short text demonstrating the use of a common school language functions and evaluate it.</li> <li>- Practise writing short texts</li> </ul>

	and spelling.		<p>very miserable and I howled like a wild beast.</p> <p><b>Talking about a particular book</b>  - I have read...It is about...It is by... I liked it because... What have you read? What is it about? Who is it by? Why did you like it?</p> <p><b>Instructions for working in class</b>  - 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><b>Writing compositions</b>  - Plan your writing. Write notes. Write your text. Check your work. Evaluate the grammar.</p> <p><b>Recounting</b>  - The war ended in 1945.</p> <p><b>Explaining</b>  - It's because it's warmer in July. The reason is that plants need sunlight.</p> <p><b>Defining</b>  - A mammal is a vertebrate that has hair and feeds its young with milk.</p> <p><b>Contrasting</b>  - Natural light is not man-made, but human beings make artificial light.</p> <p><b>Vocabulary</b></p>	demonstrating a few school common language functions.
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			<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>- Fiction, non-fiction, story, novel, borrow, etc.</li> </ul> <p><b>Working in class:</b></p> <ul style="list-style-type: none"> <li>- Group, pair, report, chairperson, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Present perfect simple tense.</li> <li>- Features of key school language functions.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<b>Links to other subjects:</b> <i>Kinyarwanda, French and Kiswahili: books, libraries, and class work.</i>				
<b>Assessment criteria:</b> <i>Can describe favourite books and discuss library use, can describe a favourite book, read an extract from a simplified work of literature, plan a short text using notes.</i>				
<b>Materials:</b> <i>Books.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 6: Healthy Living.		No of periods: 20
Key Unit Competence: To be able to communicate in the context of healthy living				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of the first conditional, modal verbs.</li> <li>- List different types of diseases.</li> <li>- State prevention measures of diseases.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe diseases prevalent in Rwanda.</li> <li>- In both speech and writing describe disease symptoms.</li> <li>- Listen to/read texts on diseases, healthy diet or disease prevention.</li> <li>- Present and give recommendations on healthy diet and disease prevention.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate different food types and types of food preparation described in various books.</li> <li>- Express and show awareness on the role of hygiene in matters of health and body fitness.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing diseases</b></p> <ul style="list-style-type: none"> <li>- In Rwanda people can get malaria. I know someone who has had dengue fever. You can get malaria from mosquitoes. Do you know someone who has had malaria? How can you get malaria?</li> </ul> <p><b>Describing symptoms</b></p> <ul style="list-style-type: none"> <li>- If you have malaria, you have a temperature. What are the symptoms of malaria?</li> </ul> <p><b>Describing disease prevention</b></p> <ul style="list-style-type: none"> <li>- You can avoid malaria by using a bed net. You can avoid catching a cold by wearing warm clothes. How can you avoid catching a cold?</li> </ul> <p><b>Giving advice about a healthy diet</b></p> <ul style="list-style-type: none"> <li>- You need to eat more fruit. You don't eat enough fruit. You should eat a balanced diet. How much fruit do they eat?</li> </ul>	<ul style="list-style-type: none"> <li>- Name common diseases and describe how you can get them.</li> <li>- Read a short text naming and describing the symptoms of common diseases, focussing on if-sentences.</li> <li>- In groups, name and describe the symptoms of common diseases, paying attention to if-sentences.</li> <li>- Listen to a dialogue of a doctor giving advice on disease prevention to a patient.</li> <li>- Read a brochure about disease prevention, focussing on <i>you can</i> and <i>by +-ing</i> and <i>should</i>.</li> <li>- Write advice about diet and disease prevention paying attention to <i>you can</i>, <i>by +-ing</i> and <i>should</i>.</li> <li>- Listen to someone talking about how they keep healthy and the vaccinations they have had.</li> <li>- Write texts describing how you keep healthy and about vaccinations you should get.</li> </ul>

			<p><b>Giving advice on disease prevention</b></p> <ul style="list-style-type: none"> <li>- You can get cholera from dirty water. You can get worms if you don't wash your hands. You should always boil water. You shouldn't drink water if it is not boiled.</li> </ul> <p><b>Describing vaccination</b></p> <ul style="list-style-type: none"> <li>- I have been vaccinated for polio. Have you been vaccinated for polio?</li> </ul> <p><b>Talking about medical facilities</b></p> <ul style="list-style-type: none"> <li>- When I am ill I go to the medical centre. There is a medical centre in the town. Where is the nearest doctor?</li> </ul> <p><b>Vocabulary</b></p> <p><b>Diseases:</b></p> <ul style="list-style-type: none"> <li>- Polio, cholera, malaria, etc.</li> </ul> <p><b>Disease prevention:</b></p> <ul style="list-style-type: none"> <li>- Vaccinate, boil, wash, cover, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- First conditional</li> <li>- By +-ing</li> <li>- Modal verbs: should, need to, can, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<p><b>Links to other subjects:</b> <i>Biology: diseases, symptoms, and disease prevention.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe diseases prevalent in Rwanda, describe disease symptoms, and give advice on healthy diet and disease prevention in writing.</i></p>				
<p><b>Materials:</b> <i>Photographs, pictures, brochures, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 7: History of Rwanda.		No of periods: 20
Key Unit Competence: To use language learnt in the context of Rwandan history.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the past simple tense, adverbs of time, time clauses with the past simple tense and the past continuous tense.</li> <li>- Identify vocabulary of early Rwandan social history and colonial history.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe people's social roles and activities in Rwanda history.</li> <li>- In both speech and writing recount events in Rwandan history.</li> <li>- Read/listen to texts about Rwandan social or colonial history.</li> <li>- Listen to</li> </ul>	<ul style="list-style-type: none"> <li>- Be cautious about grammar and spelling when writing and reading.</li> <li>- Contribute confidently in group discussions.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about social history</b></p> <ul style="list-style-type: none"> <li>- Farmers used to grow cereals.</li> <li>- Warriors used to serve the king.</li> <li>- Women used to weave baskets.</li> <li>- What did women do?</li> </ul> <p><b>Talking about colonial history</b></p> <ul style="list-style-type: none"> <li>- In the 19th century, Europeans colonised Rwanda. Europeans wanted raw materials. In 1916 Rwanda became a Belgian protectorate. When did Rwanda become independent? When did the Europeans colonise Rwanda?</li> </ul> <p><b>Talking about post-colonial history in Rwanda</b></p> <ul style="list-style-type: none"> <li>- When the war ended, Rwanda became a member of the UN. After the king died, the heir to the throne was his son.</li> <li>- While the war was going on,</li> </ul>	<ul style="list-style-type: none"> <li>- Read texts about the social history of Rwanda focussing on habitual past with used to and other past tenses.</li> <li>- Match pictures with sentences about the social history of Rwanda focussing on used to and other past tenses.</li> <li>- In groups discuss the social history of Rwanda focussing on used to and other past tenses.</li> <li>- Write a short text on the social history of Rwanda paying attention to used to and other past tenses.</li> <li>- Read a short text about colonial history focussing on the past simple and adverbials of time.</li> <li>- Draw a timeline of key events in Rwandan colonial history.</li> <li>- Write texts about Rwandan</li> </ul>

	<p>traditional folktales.</p> <ul style="list-style-type: none"> <li>- Write a short text about Rwandan history during colonisation.</li> </ul>		<p>African soldiers fought for the Europeans.</p> <p><b>Vocabulary</b></p> <p><b>Colonial history:</b></p> <ul style="list-style-type: none"> <li>- Colony, colonialism, protectorate, independent, etc.</li> </ul> <p><b>Social history:</b></p> <ul style="list-style-type: none"> <li>- Warrior, weave, serve, king, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Used to.</li> <li>- Past simple tense.</li> <li>- Adverbials of time: in the 19th century, in 1939.</li> <li>- Time clauses with the past simple tense: when the war ended.</li> <li>- Time clauses with the past continuous tense: while the war was going on.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<p>history paying attention to the past simple tense and adverbials of time.</p> <ul style="list-style-type: none"> <li>- Listen to events in Rwandan post-colonial history focussing on when clauses with the past simple tense and while-clauses with the past continuous tense.</li> <li>- Write sentences about Rwandan history paying attention to clauses with the past simple tense and past continuous tense.</li> </ul>
<p><b>Links to other subjects:</b> <i>History and citizenship: events in history, social history.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe people's social roles and activities in Rwandan history, recount events in Rwandan history and write a short text about Rwandan history.</i></p>				
<p><b>Materials:</b> <i>Pictures, photographs, pencils and drawing paper.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 8: The physical environment.		No of periods: 20
Key Unit Competence: To use language learnt in the context of the physical environment.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice (present simple) with modal verbs, comparatives and superlatives.</li> <li>- Identify vocabulary in relation to physical features, natural resources, temperature and rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally describe the physical features of Rwanda.</li> <li>- In both speech and writing describe where natural resources are exploited.</li> <li>- Listen to texts on resources, temperature or rainfall in Rwanda.</li> <li>- Read texts on resources, temperature or rainfall in Rwanda.</li> <li>- Interpret rainfall and temperature graphs.</li> </ul>	<ul style="list-style-type: none"> <li>- Consciously practice particular sentence patterns in group work.</li> <li>- Be respectful of your classmates' contributions: listen and respond if you can.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing physical features</b></p> <ul style="list-style-type: none"> <li>- In the north there are mountains. In the south-west there is a plateau. Rivers provide water for drinking and irrigation. Fertile land allows us to grow crops.</li> </ul> <p><b>Describing resources</b></p> <ul style="list-style-type: none"> <li>- Minerals can be mined. Fish can be caught. Crops can be grown. Electricity can be generated.</li> </ul> <p><b>Comparing temperature</b></p> <ul style="list-style-type: none"> <li>- The average temperature in October is 25°C. It is warmer in July than October. In July it is warmer in Nyamagabe than in Kigali. The hottest months are June and July. In my village the average temperature in July is 23°C. What is the average temperature in Kigali in July?</li> </ul> <p><b>Comparing rainfall</b></p> <ul style="list-style-type: none"> <li>- The average rainfall in July in Kigali is 1 cm. The rainy season lasts from October to December.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss in groups physical features of Rwandan geography using a map.</li> <li>- Read a short text about where resources can be exploited, using a map. Focus on <i>can</i> and the passive.</li> <li>- Write about where resources can be exploited, using a map. Pay attention to <i>can</i> and the passive.</li> <li>- Listen to texts on temperature in Rwanda, focussing on comparative and superlatives. Show understanding by labelling a graph.</li> <li>- Work in groups and interpret a graph on temperature or rainfall, paying attention to comparatives and superlatives using support provided by the teacher e.g. a substitution table.</li> <li>- Write about a graph on temperature, paying attention to comparatives and superlatives using support provided by the teacher e.g. a substitution table.</li> </ul>

	<p>- Describe annual temperature and rainfall.</p>		<p>The driest month is July. It is wetter in October than in July. In July it is drier in Nyamagabe than in Kigali. In July the average rainfall in Kigali is lower than in Nyamagabe. In my town the average rainfall in July is 1 cm. What is the average rainfall in Kigali in July?</p> <p><b>Vocabulary</b>  <b>Physical features:</b>  - Mountain, lake, plateau, fertile, etc.</p> <p><b>Resources:</b>  - Minerals, fish, crops, electricity, etc.</p> <p><b>Temperature:</b>  - Hot, cool, cold, temperature, etc.</p> <p><b>Rainfall:</b>  - Dry, wet rainfall, etc.</p> <p><b>Language structure</b>  - The passive voice with can.  - Comparatives and superlatives.</p> <p><b>Sounds and spelling</b>  - Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>- Read a text about rainfall in Rwanda, using a graph, focussing on comparatives and superlatives. Write about temperature and rainfall in the locality.</p>
<p><b>Links to other subjects:</b> <i>Geography: rainfall, temperature, and Rwandan physical features.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe physical features of Rwanda, describe where natural resources are exploited, interpret rainfall and temperature graphs, and describe annual temperature and rainfall.</i></p>				
<p><b>Materials:</b> <i>Graphs, maps, photographs, pictures, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S1 English		Unit 9: Anti-social behaviour.		No of periods: 20
Key Unit Competence: To use language learnt in the context of anti-social behaviour.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of connectors, adjectives, and gerunds.</li> <li>- List vocabulary relating to anti-social behaviour, alcohol and drug abuse and their cause and effects.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe why people engage in anti-social behaviour.</li> <li>- Listen/read texts about why people engage in anti-social behaviour, or about its effects.</li> <li>- Dramatise why people engage in anti-social behaviour, or about its effects.</li> <li>- Write about the effects of anti-social</li> </ul>	<ul style="list-style-type: none"> <li>- Be careful about taking drugs, smoking, or drinking alcohol.</li> <li>- Advise against smoking, drug-taking and alcohol because they affect your health.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing anti-social behaviour</b></p> <ul style="list-style-type: none"> <li>- People join gangs because of social pressure. People join gangs due to ignorance. Gangs increase violence. Why do people join gangs?</li> </ul> <p><b>Discussing smoking</b></p> <ul style="list-style-type: none"> <li>- People smoke because they lack information about its bad effects. People smoke because they think it makes them relaxed. Smoking causes lung cancer. Why do people smoke?</li> </ul> <p><b>Discussing alcohol and drug abuse</b></p> <ul style="list-style-type: none"> <li>- An excess of alcohol is harmful. People take drugs because they don't mind the bad effects to their health. Drinking alcohol causes memory loss. Why do people drink alcohol?</li> </ul> <p><b>Describing why people engage in anti-social behaviour</b></p>	<ul style="list-style-type: none"> <li>- Match pictures of anti-social behaviour with sentences.</li> <li>- Read a text about why people engage in anti-social behaviour. Focus on clauses with <i>because</i>, and <i>help/make someone feel</i>.</li> <li>- In groups discuss why people smoke, drink, take drugs etc., using support, e.g. sentence starters.</li> <li>- Listen to/role play a dialogue with someone who drinks or takes drugs.</li> <li>- Read/write sentences about why people engage in anti-social behaviour. Pay attention to clauses with, <i>because</i>, <i>in order to</i> and <i>help/make someone feel</i>.</li> <li>- Read a chart about anti-social behaviour.</li> <li>- Write sentences about the effects of anti-social behaviour paying attention to <i>cause</i>.</li> <li>- Compose a chart with advice on</li> </ul>

	behaviour.		<p>- I took drugs because I was misled. I don't smoke because it can cause lung diseases.</p> <p><b>Describing the effects of anti-social behaviour</b></p> <p>- Smoking causes cancer. If you drink it can cause memory loss. Gangs cause fear amongst people.</p> <p><b>Vocabulary</b></p> <p><b>Anti-social behaviour:</b></p> <p>- Addiction, abuse, gang, pressure, etc.</p> <p><b>Alcohol and drug abuse:</b></p> <p>- Addict, high, take, drink, alcohol, memory, etc.</p> <p><b>Cause and effect:</b></p> <p>- Cause, effect, increase, etc.</p> <p><b>Language structure</b></p> <p>- Clauses with because, phrases with (in order) to.</p> <p>- Make, help someone feel + adjective.</p> <p>- Gerunds: smoking tobacco, drinking alcohol makes me feel bad.</p> <p><b>Sounds and spelling</b></p> <p>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	alcohol, smoking, or drug abuse.
<p><b>Links to other subjects:</b> <i>Kinyarwanda, French and Kiswahili: drug abuse, alcohol, smoking, and anti-social behaviour.</i></p>				
<p><b>Assessment criteria:</b> <i>Describe why people engage in anti-social behaviour, and write about the effects of anti-social behaviour.</i></p>				
<p><b>Materials:</b> <i>Posters, pictures, photographs, drawing paper and pencils, etc.</i></p>				

<b>TOPIC AREA: ORAL AND WRITTEN COMMUNICATION</b>				
<b>S1 English</b>		<b>Unit 10: Sources of wealth.</b>		<b>No of periods: 20</b>
<b>Key Unit Competence:</b> To use language learnt in the context of sources of wealth.				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice, present tense and connectors of time.</li> <li>- List agricultural products and minerals.</li> <li>- Name the production processes of agricultural products in Rwanda.</li> </ul>	<ul style="list-style-type: none"> <li>- In speech, writing and using a map describe where agricultural products and minerals are produced in Rwanda.</li> <li>- Read/listen to texts on agricultural or mineral production or about the production process.</li> <li>- Present on agriculture and related activities in</li> </ul>	<ul style="list-style-type: none"> <li>- Tables and graphs convey agricultural information in an interesting manner.</li> <li>- Researching for information on economic development enhances literacy skills.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing agriculture products</b></p> <ul style="list-style-type: none"> <li>- Coffee is grown in western Rwanda. It is grown by small producers. Tea is grown on large estates.</li> </ul> <p><b>Describing mineral resources</b></p> <ul style="list-style-type: none"> <li>- Gold is mined in Northern Province.</li> </ul> <p><b>Describing a process</b></p> <ul style="list-style-type: none"> <li>- Coltan is mined near Kamonyi. Then the ore is weighed. After that coltan is taken to factories.</li> </ul> <p><b>Interpret a table describing imports and exports</b></p> <ul style="list-style-type: none"> <li>- Coffee is exported to Germany.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Agricultural products:</b></p> <ul style="list-style-type: none"> <li>- Coffee, tea, cattle, pyrethrum, etc.</li> </ul> <p><b>Minerals:</b></p>	<ul style="list-style-type: none"> <li>- In groups discuss agricultural products in Rwanda.</li> <li>- Read/write texts about agricultural products in Rwanda using a map. Focus on the passive, and label the map.</li> <li>- In groups brainstorm minerals in Rwanda.</li> <li>- Listen to/write texts on minerals in Rwanda.</li> <li>- Match sentences and pictures describing the process of producing a mineral.</li> <li>- Sequence a set of sentences about the process of producing a mineral.</li> <li>- Write/interpret a table showing imports and exports paying attention to the passive voice.</li> </ul>

	<p>other economic sectors.</p> <ul style="list-style-type: none"> <li>- Write about a production process.</li> <li>- Interpret a table about imports and exports in speech and writing.</li> </ul>		<ul style="list-style-type: none"> <li>- Coltan, cassiterite, gold, wolfram, etc.</li> </ul> <p><b>Mining process:</b></p> <ul style="list-style-type: none"> <li>- Mine, ore, weigh, factory, export, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Passive voice present tense.</li> <li>- Connectors of time: first, the, after that, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<p><b>Links to other subjects:</b> <i>Entrepreneurship: imports, exports, agriculture, minerals, and production processes.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe where agricultural products and minerals are produced in Rwanda on a map, describe a production process, and interpret a table about imports and exports.</i></p>				
<p><b>Materials:</b> <i>Map, tables, pictures, and photographs.</i></p>				

## **5.3 English Syllabus for senior two**

### **5.3.1. Key competences at the end of S2**

At the end of S2, the learner should be able to:

- Recognize attitudes and emotions in spoken passages including some new material,
- Narrate events, tell a story, relate the plot of a book and give opinions about it using verbal and non-verbal communication, Respond to various questions,
- Read texts including some new material and recognize attitudes and emotions selecting sentences and phrases to support their views. Use context and knowledge of grammar to work out meaning,
- Compose formal and informal texts in appropriate style on a variety of topics expressing opinions and personal viewpoints,
- Edit and redraft work to improve accuracy,
- Use knowledge of sound patterns and features of words in English and other languages to improve spellings and build new vocabulary,
- Compose complex and descriptive texts using a variety of vocabulary, language structures and knowledge of different writing genres.

### 5.3.2 S2 English Syllabus Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 1: Heroes and citizenship.		No of periods: 20
Key Unit Competence: To use language learnt in the context of heroes and citizenship.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of the past simple tense and modal verbs.</li> <li>- State the vocabulary of citizenship and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe the life story of a famous leader.</li> <li>- Read/listen to texts about a famous person or about the roles of leaders or about the responsibilities of adults and children in the community.</li> <li>- Write about the life story of a famous person.</li> <li>- Write about the</li> </ul>	<ul style="list-style-type: none"> <li>- Show willingness and express a desire to take up responsibilities in the community.</li> <li>- Enjoy working in the community and encourage others to do the same.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about famous people</b></p> <ul style="list-style-type: none"> <li>- Martin Luther King was born in 1929.</li> <li>- King Rwabugiri ruled Rwanda from 1853 to 1895.</li> <li>- Ndabaga is famous in Rwanda because she became a warrior.</li> </ul> <p><b>Talking about leadership</b></p> <ul style="list-style-type: none"> <li>- Religious leaders are responsible for religion in the community. Political leaders are responsible for transport services. Religious leaders teach people about religion. Political leaders provide local services. What do political leaders do?</li> </ul> <p><b>Talking about citizenship</b></p> <ul style="list-style-type: none"> <li>- Adults have responsibilities in the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Match pictures with the names and achievements of famous leaders.</li> <li>- Read a text about the life of a famous person, e.g. Martin Luther King, Rwabugiri or Ndabaga.</li> <li>- In groups, have a discussion about the life of a famous person.</li> <li>- Write about a famous person paying attention to the past simple tense and adverbials of time.</li> <li>- Listen to a text about the roles of leaders. Focus on responsible for, and provide.</li> <li>- Read/write about the responsibilities of adults and children in the community, focussing on <i>must</i>.</li> </ul>

	responsibilities of adults and children in the community.		<ul style="list-style-type: none"> <li>- What responsibilities do children have?</li> <li><b>Vocabulary</b></li> <li><b>Citizenship:</b></li> <li>- Responsibility, tax, obey, rule, etc.</li> <li><b>Leadership:</b></li> <li>- Responsible for, provide, organise, etc.</li> <li><b>Language structure</b></li> <li>- The past simple tense.</li> <li>- Modal verb: must.</li> <li><b>Sounds and spelling</b></li> <li>- Use dictionaries and thesauruses to extend and develop vocabulary, spelling and pronunciation.</li> </ul>	
<p><b>Links to other subjects:</b> <i>History and Citizenship: leaders, leadership, and citizenship.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe the life story of a famous leader; describe the responsibilities of adults and children in the community.</i></p>				
<p><b>Materials:</b> <i>Pictures, photographs, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 2: Leadership and democracy.		No of periods: 20
Key Unit Competence: To use language learnt in the context of leadership and democracy.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice, present simple tense, comparatives and future tense for intentions.</li> <li>- Identify the vocabulary of democratic processes, elections and political objectives.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe the democratic and electoral processes.</li> <li>- In both speech and writing describe political objectives.</li> <li>- Listen to/read text about desired improvements in the community or about a political leader's day.</li> </ul>	<ul style="list-style-type: none"> <li>- Express concern about what people are saying about politics in the community. You will soon have a vote.</li> <li>- When you work in groups, before you report agree what your spokesperson will say to the whole class.</li> </ul>	<p><b>Language use</b>  <b>Describing democratic processes</b></p> <ul style="list-style-type: none"> <li>- People vote for their representatives. Elections are held every 5 years. Voters support candidates. All citizens who are old enough have the right to be a candidate.</li> </ul> <p><b>Describing political objectives</b></p> <ul style="list-style-type: none"> <li>- People want more schools. We want equal rights for people with disabilities. What do people want?</li> </ul> <p><b>Stating political objectives</b></p> <ul style="list-style-type: none"> <li>- We will increase incomes.</li> </ul> <p><b>Describing the role of a leader</b></p> <ul style="list-style-type: none"> <li>- The mayor of Kigali has a lot of work. He is in charge of all the activities in the City.</li> </ul>	<ul style="list-style-type: none"> <li>- Match sentences with pictures showing the electoral process.</li> <li>- Read/write a text describing the democratic and electoral process.</li> <li>- Listen to a dialogue describing what improvements people want to see in the community.</li> <li>- Write sentences about political objectives paying attention to comparatives.</li> <li>- Read a political leaflet about what a politician intends to do, focussing on <i>will</i>.</li> <li>- Discuss in groups improvements in school paying attention to <i>will</i>.</li> <li>- Write a leaflet about improvements in school,</li> </ul>

	<ul style="list-style-type: none"> <li>- Write/read leaflets promising improvements in school.</li> </ul>		<p><b>Vocabulary</b></p> <p><b>Democratic processes:</b></p> <ul style="list-style-type: none"> <li>- Support, right, equal, conditions, promote, leader, etc.</li> </ul> <p><b>Elections:</b></p> <ul style="list-style-type: none"> <li>- Vote, elect, representative, campaign, etc.</li> </ul> <p><b>Political objectives:</b></p> <ul style="list-style-type: none"> <li>- Equal rights, better conditions, higher salaries, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Passive voice present simple tense.</li> <li>- Comparatives.</li> <li>- Will for intentions.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<p><b>Links to other subjects:</b> <i>History and Citizenship: democracy, democratic processes, political objectives and intentions.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe the democratic and electoral processes, describe political objectives, and write a leaflet promising improvements in school.</i></p>				
<p><b>Materials:</b> <i>Pictures, photographs of a political leader, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 3: The media.		No of periods: 20
Key Unit Competence: To use language learnt in the context of the media.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of adverbs of frequency, the present perfect tense and the future tense.</li> <li>- List some media related vocabulary including news broadcasts.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe habits with regard to TV and radio, and use of newspapers and magazines.</li> <li>- Listen to a news broadcast.</li> <li>- Read an extract from a work of literature.</li> <li>- Read a newspaper report.</li> <li>- Write and orally report a TV news broadcast.</li> <li>- Write and orally report a</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoy listening to radio or watching TV news in English.</li> <li>- Read books and magazines about your favourite subjects in English.</li> </ul>	<p><b>Language use</b>  <b>Talking about newspapers and magazines</b>  - I often read newspapers. I read magazines once a day. Which newspapers do they read? How often do you read newspapers?</p> <p><b>Reading stories</b>  - At night I left my house and wandered in the forest. I was curious about wild animals.</p> <p><b>Talking about radio and TV</b>  - I sometimes watch TV. They listen to the radio once a week. How often do they listen to the radio?</p> <p><b>Talking about TV/radio programmes</b>  - We like music. Which kind of radio programmes do you like? I like ... (TV/radio programme).</p> <p><b>Role-playing a TV/radio broadcast</b>  - An accident has taken place in</p>	<ul style="list-style-type: none"> <li>- In groups, discuss habits with regard to TV and radio, and the use of newspapers and magazines.</li> <li>- Write sentences about habits with regard to TV and radio, and the use of newspapers and magazines.</li> <li>- Read an extract from a work of literature.</li> <li>- Read a newspaper report focussing on the present perfect tense.</li> <li>- Write sentences about a TV news broadcast, paying attention to the present perfect tense.</li> <li>- Role-play a TV news broadcast.</li> <li>- Write sentences about a weather forecast, paying attention to <i>will</i>.</li> <li>- Role-play the weather forecast, paying attention to <i>will</i>.</li> </ul>

	weather forecast.		<p>Musanze.</p> <p><b>Vocabulary</b></p> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>- Magazine, newspaper, radio, TV, programme, and watch.</li> </ul> <p><b>News:</b></p> <ul style="list-style-type: none"> <li>- Visit, prime minister, accident, and weather.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Adverbs of frequency.</li> <li>- The present perfect tense.</li> <li>- The future tense with will.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<p><b>Links to other subjects:</b> <i>Kinyarwanda, French and Kiswahili: news, weather forecast, and media.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe habits with regard to TV and radio, use of newspapers and magazines etc., read an extract from a work of literature, and write a TV news broadcast.</i></p>				
<p><b>Materials:</b> <i>Charts, textbooks, flashcards, songs, pictures and real objects.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 4: Education.		No of periods: 20
Key Unit Competence: To use language learnt in the context of education				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of conditional tense, infinitives, (WH) clauses and modal verbs.</li> <li>- State the vocabulary of education institutions and qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe educational aspirations.</li> <li>- In both speech and writing describe the education of family members and friends.</li> <li>- In both speech and writing describe the qualifications required by jobs.</li> <li>- Listen to/read texts about the education</li> </ul>	<ul style="list-style-type: none"> <li>- Think wisely and share the qualifications you might need after finishing school.</li> <li>- Develop the habit of researching new words read in texts.</li> </ul>	<p><b>Language use</b>  <b>Describing educational aspirations</b></p> <ul style="list-style-type: none"> <li>- I go to secondary school. I am in year 2. When I am 18, I will do my examination in order to go to university.</li> </ul> <p><b>Describing the education system in Rwanda</b></p> <ul style="list-style-type: none"> <li>- You go to primary school when you are 6. You go to secondary school when you are 12. After secondary school you can go to technical college.</li> </ul> <p><b>Expressing educational aspirations</b></p> <ul style="list-style-type: none"> <li>- I would like to go to vocational college. What would you like to do after secondary school?</li> </ul> <p><b>Describing the education of family members and friends</b></p>	<ul style="list-style-type: none"> <li>- In groups discuss educational aspirations, paying attention to when-clauses.</li> <li>- Write sentences and use a diagram to describe the education system in Rwanda.</li> <li>- Listen to a text of someone talking about the education of family members, focussing attention to the past simple tense.</li> <li>- Write about the education of family members.</li> <li>- Listen to an adult, who is invited into the class, talk about their education and qualifications.</li> <li>- Read a text about jobs and the qualifications they require, focussing on (in order) <i>to be</i> and <i>have to</i>.</li> <li>- In groups, discuss job aspirations</li> </ul>

	<p>of family members or about the qualifications required by jobs.</p> <ul style="list-style-type: none"> <li>- Present on the education of family members or about the qualifications required by jobs.</li> <li>- Write about education and job aspirations.</li> </ul>		<ul style="list-style-type: none"> <li>- My father went to primary school. My cousin went to technical college.</li> </ul> <p><b>Talking about qualifications</b></p> <ul style="list-style-type: none"> <li>- To be a doctor you have to go to university. To be a teacher you have to get a qualification. To be a doctor you have to study medicine.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Education institutions and qualifications:</b></p> <ul style="list-style-type: none"> <li>- University, college, examination, study, qualification, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Would like to, to + infinitive, modal verb: have to.</li> <li>- When-clauses with will, (in order) to be.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<p>and the qualifications they require. Pay attention to <i>be</i> and <i>have to</i>.</p> <ul style="list-style-type: none"> <li>- Write about education and job aspirations, paying attention to <i>would like to</i>.</li> </ul>
<p><b>Links to other subjects:</b> <i>Education: qualifications</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe educational aspirations, describe the education of family members and friends, describe the qualifications required by jobs, write about education and job aspirations.</i></p>				
<p><b>Materials:</b> <i>Guest speaker, pictures, photographs, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 5: Rwanda and East Africa.		No of periods: 20
Key Unit Competence: To use language learnt in the context of Rwanda and East Africa.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of comparatives and connectors of contrast and similarity.</li> <li>- State the vocabulary of compass points and imports and exports.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe Rwanda's position relative to its neighbours and compare and contrast it with its neighbours.</li> <li>- Read/listen to texts about Rwanda and its neighbours, or about international organisations or international trade.</li> <li>- Write about Rwanda's international</li> </ul>	<ul style="list-style-type: none"> <li>- Show ability to speak with clear pronunciation and correct grammar.</li> <li>- Tolerance with regards to classmates language mistakes, avoid criticising them as we all make mistakes.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about the position of Rwanda</b></p> <ul style="list-style-type: none"> <li>- Rwanda's neighbours are Tanzania and Uganda. The DRC is to the west of Rwanda. If you go north you get to Uganda.</li> <li>- Which countries are Rwanda's neighbours?</li> </ul> <p><b>Comparing Rwanda and its neighbours</b></p> <ul style="list-style-type: none"> <li>- Tanzania is bigger than Rwanda. Rwanda is landlocked, whereas Tanzania has a coastline. Rwanda is mountainous, but Kenya has lowlands. Rwanda exports tea.</li> </ul> <p><b>Describing transport routes</b></p> <ul style="list-style-type: none"> <li>- You can get to Tanzania by air. How can you get to Uganda?</li> </ul> <p><b>Describing international organisations</b></p> <ul style="list-style-type: none"> <li>- Rwanda belongs to the East African Community. Which international organisations does</li> </ul>	<ul style="list-style-type: none"> <li>- In groups brainstorm the position of Rwanda and its neighbours. Use a map, paying attention to compass points.</li> <li>- Read a text comparing Rwanda and its neighbours, focus on comparatives and connectors of contrast and similarity.</li> <li>- Write sentences about Rwanda and its neighbours, paying attention to connectors of contrast and similarity.</li> <li>- Read a text about Rwanda and international organisations.</li> <li>- Discuss in groups transport routes. Use a map.</li> <li>- Discuss and write about a visit to the market and describe what is sold.</li> <li>- Listen to a text about Rwanda's international trade.</li> <li>- Compile a table showing imports to and exports from other countries.</li> </ul>

	<p>trade.</p> <ul style="list-style-type: none"> <li>- Present on Rwanda and its neighbours, or about international organisations or international trade.</li> <li>- Describe goods sold at a local market.</li> </ul>		<p>Rwanda belong to?</p> <p><b>Describing local trade</b></p> <ul style="list-style-type: none"> <li>- People grow food and sell it. At the market people sell clothes. Do people sell books?</li> </ul> <p><b>Describing international trade</b></p> <ul style="list-style-type: none"> <li>- Rwanda imports electrical goods. Rwanda imports books from Kenya. Rwanda exports coffee to Germany. What does Rwanda export?</li> </ul> <p><b>Vocabulary</b></p> <p><b>Compass points:</b></p> <ul style="list-style-type: none"> <li>- North, south, north-west, etc.</li> </ul> <p><b>Imports/exports:</b></p> <ul style="list-style-type: none"> <li>- Building materials, electrical goods, import, export, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Comparatives.</li> <li>- Connectors of contrast and similarity.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<p><b>Links to other subjects:</b> <i>Geography: Rwandan geographical features, Entrepreneurship: neighbours of Rwanda, transport, international organisations, trade, imports and exports.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe Rwanda's position relative to its neighbours and compare and contrast it with its neighbours, describe goods sold at a local market and write about Rwanda's international trade.</i></p>				
<p><b>Materials:</b> <i>Maps, photographs, pictures, etc..</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 6: The environment.		No of periods: 20
Key Unit Competence: To use language learnt in the context of the environment.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of past tense, first conditional, determiners of quantity and modal verbs.</li> <li>- Identify vocabulary in relation to the environment and its protection.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing identify and classify natural resources and describe their uses.</li> <li>- In both speech and writing describe the exploitation of resources, the causes of pollution and environmental protection.</li> <li>- Read/listen to texts about the exploitation of resources, the causes of pollution and environmental</li> </ul>	<ul style="list-style-type: none"> <li>- Research information about damage to the environment and share this important topic with friends.</li> <li>- Discuss the environment and convince your family members to take action to reduce environmental damage.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about natural resources</b></p> <ul style="list-style-type: none"> <li>- Natural resources include: land, forests, rivers, lakes, plants, animals, and minerals. Renewable resources include: water, plants, animals and human resources. Non-renewable resources include minerals such as oil, gold, copper, and clay-sand. What are renewable resources?</li> </ul> <p><b>Talking about the uses of resources</b></p> <ul style="list-style-type: none"> <li>- Forests provide timber. Forests preserve water in the soil. Land is used for growing crops. Animals provide skins. Water is used for cooking food. What is land used for? What are forests used for?</li> </ul> <p><b>Talking about exploiting resources</b></p> <ul style="list-style-type: none"> <li>- We cut down too many trees. We put too much waste into rivers. We make too many fires. We build too few terraces. We catch</li> </ul>	<ul style="list-style-type: none"> <li>- Match pictures of resources with words.</li> <li>- In groups discuss types of resources and give examples.</li> <li>- Read/write a text about the use of resources.</li> <li>- Brainstorm pollution and the exploitation of resources.</li> <li>- Listen to a text about pollution and the exploitation and protection of resources. Focus on <i>too much, many</i> and <i>must, need to, have to, should</i>.</li> <li>- Write sentences about exploiting resources, paying attention to <i>too much, many</i>.</li> <li>- Read/write a text about causes of pollution, focussing on <i>if</i>-sentences.</li> <li>- Write about dangers to the environment and measures to protect it.</li> </ul>

	<p>protection.  - Write about dangers to the environment and measures to protect it.</p>		<p>too many fish.  <b>Talking about pollution</b>  - If we leave too much litter it will cause disease. If you leave stagnant water, it will breed mosquitoes. What will happen if we leave litter?  <b>Talking about protecting resources</b>  - We must protect water supplies. We must reduce industrial waste. We need to save water. We should recycle more materials. What do we have to do?  <b>Talking about protecting resources</b>  - We should avoid polluting water. We should stop cutting down trees.  <b>Vocabulary</b>  <b>Types of resources:</b>  - Natural, renewable, non-renewable.  <b>Resources:</b>  - Charcoal, firewood, erosion, skins, medicine, forestation, deforestation, etc.  <b>Pollution:</b>  - Litter, stagnant, reduce, waste, save, etc.  <b>Language structure</b>  - Used for + ing.</p>	
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			<ul style="list-style-type: none"> <li>- Avoid + -ing.</li> <li>- First conditional.</li> <li>- Determiners of quantity: Too few, little, many, much, etc.</li> <li>- Modal verbs: need, have to, should, must, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<b>Links to other subjects:</b> <i>Geography: pollution, environmental protection, and resources.</i>				
<b>Assessment criteria:</b> <i>Can identify and classify resources and describe their uses, describe the exploitation of resources, the causes of pollution and environmental protection, write about dangers to the environment and measures to protect it.</i>				
<b>Materials:</b> <i>Pictures, photographs, etc.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 7: Community services.		No of periods: 20
Key Unit Competence: To use language learnt in the context of community services.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of conditional tense, adverbs of frequency, comparatives and superlatives, and determiners of quantity.</li> <li>- State the vocabulary of forms of transport, accommodation and road users.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe how many people use different forms of transport and how frequent it is.</li> <li>- In writing describe road problems and their solutions.</li> <li>- In writing compare forms of transport.</li> <li>- Read/listen to texts about road problems or about comparing forms of</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the usefulness of doing homework and language practice.</li> <li>- Use a monolingual or bilingual dictionary in every lesson.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing transport facilities</b></p> <ul style="list-style-type: none"> <li>- We have road transport in our district. Many people travel by road. Some people use river transport for freight.</li> </ul> <p><b>Describing frequency of transport</b></p> <ul style="list-style-type: none"> <li>- The buses come every day. How frequent are the boats?</li> </ul> <p><b>Talking about road transport problems</b></p> <ul style="list-style-type: none"> <li>- Accidents cause problems on our roads. We should build better roads. How should we improve our roads?</li> </ul> <p><b>Comparing forms of transport</b></p> <ul style="list-style-type: none"> <li>- Air transport is less dangerous than road transport. Air transport is faster than road transport. River transport causes fewer accidents than road transport.</li> </ul> <p><b>Conducting a transport survey</b></p>	<ul style="list-style-type: none"> <li>- In groups discuss how many people use local transport, paying attention to <i>some, many, a few</i>.</li> <li>- Write sentences about how many people use local transport and how frequent it is. Pay attention to <i>some, many, and a few</i> and adverbs of frequency.</li> <li>- Match pictures of road problems with sentences.</li> <li>- Write sentences about how to solve road problems, paying attention to <i>should</i>.</li> <li>- Listen to a text comparing forms of transport, focussing on comparatives and superlatives.</li> <li>- Design a table to count road users on a local road in one hour.</li> <li>- Translate the road survey data into a graph to show percentages and explain.</li> </ul>

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 8: Measurements.		No of periods: 20
Key Unit Competence: To use language		To use language learnt in the context of measuring.		
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of comparatives and (WH) clauses to ask about sizes.</li> <li>- Identify vocabulary of measurement.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing measure height, weight, length, width, volume, and area and describe calculations.</li> <li>- Read a text on measurement or on comparing distances in Rwanda.</li> <li>- Listen to a text on measurement or on comparing distances in Rwanda.</li> <li>- Write a text</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the use of English as medium of instruction in maths.</li> <li>- Have confidence to speak even if your English is not quite right.</li> </ul>	<p><b>Language use</b>  <b>Weighing, measurements of length, volume, area, capacity, etc.</b></p> <ul style="list-style-type: none"> <li>- I weigh 40 kilos. She is heavier than me. Who is the heaviest? The chair weighs about 2 kilos. How much does he weigh? How heavy is it?</li> </ul> <p><b>Measuring people's height</b></p> <ul style="list-style-type: none"> <li>- He is 1m 20cm tall. How tall are you?</li> </ul> <p><b>Measuring height, width</b></p> <ul style="list-style-type: none"> <li>- The building is 3m high. How high is it? The road is 4m wide. This building is wider than that. The building is exactly 5m wide. The car is 3m long.</li> </ul> <p><b>Measuring size in shoes, clothes</b></p> <ul style="list-style-type: none"> <li>- I wear size 7 shoes. He wears a size 15 shirt. This size is bigger. What size shoes/shirt do you wear?</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups and measure people's height and describe your calculations.</li> <li>- Compare people's height.</li> <li>- Write sentences comparing people.</li> <li>- Quiz: who is 1m 20? Who is taller?</li> <li>- Discuss in groups weight and size in clothes.</li> <li>- Work in groups and measure the height and width of a classroom, of school buildings, width of a road etc., and describe your calculations.</li> <li>- Work in groups and measure the volume of water in a container.</li> <li>- Write sentences comparing the volume of containers.</li> <li>- Work in groups and measure the area of the classroom and the describe calculations involved.</li> <li>- Work in groups and measure</li> </ul>

	comparing measurements.		<p><b>Measuring volume</b></p> <ul style="list-style-type: none"> <li>- There are 3 litres of water. There are about 3 litres of water. The bottle holds 1 litre of milk. How much water is there? How much milk does it hold?</li> </ul> <p><b>Measuring area</b></p> <ul style="list-style-type: none"> <li>- The room measures 6m by 12m. How big is the school compound?</li> </ul> <p><b>Measuring distances on a map</b></p> <ul style="list-style-type: none"> <li>- It's 150km from Kigali to Gisenyi. It's further to Butare. How far is it from Kigali to Gisenyi?</li> </ul> <p><b>Vocabulary</b></p> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- Centimetre, litre, kilo, weigh, wide, long, hold, exactly, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Comparatives.</li> <li>- How high, long, wide, much, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	distances on a map, using a scale and write the results.
<b>Links to other subjects:</b> <i>Geography: maps. Mathematics: measurement and weight.</i>				
<b>Assessment criteria:</b> <i>Can measure height, weight, length, width, volume, area and describe calculations, and write a text comparing measurements.</i>				
<b>Materials:</b> <i>Ruler, map, containers, clothes, pictures, diagrams, photographs, etc.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 9: Health.		No of periods: 20
Key Unit Competence: To use language learnt in the context of health.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of modal verbs and if-sentences.</li> <li>- Identify the vocabulary of illness symptoms, HIV, and infection control.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing name illnesses and describe their symptoms.</li> <li>- In both speech and writing describe how we get and prevent illnesses.</li> <li>- Read/listen to texts about illnesses, symptoms, disease prevention or healthy living.</li> <li>- Write an advice brochure about healthy living.</li> </ul>	<ul style="list-style-type: none"> <li>- Show interest in acquiring and sharing information on infection prevention measures.</li> <li>- Use information and willingly explain to other people how to apply prevent infection.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing illnesses</b></p> <ul style="list-style-type: none"> <li>- The most common illnesses in Rwanda are malaria, HIV, etc. Many people get malaria. What are the most common illnesses?</li> </ul> <p><b>Describing symptoms</b></p> <ul style="list-style-type: none"> <li>- People with malaria have a high temperature. They vomit. People with typhoid have a high temperature, headaches and stomach pains. What symptoms do people with typhoid have?</li> </ul> <p><b>Discussing malaria</b></p> <ul style="list-style-type: none"> <li>- You can prevent malaria by clearing stagnant water.</li> </ul> <p><b>Discussing HIV</b></p> <ul style="list-style-type: none"> <li>- People can get HIV through unprotected sex with an infected person. You can get HIV by using dirty needles etc. How do people get HIV? How can we avoid HIV?</li> </ul> <p><b>Describing treatments</b></p> <ul style="list-style-type: none"> <li>- If you have malaria, the doctor gives you tablets. If you have typhoid, you have to rest</li> </ul>	<ul style="list-style-type: none"> <li>- In groups discuss common diseases in Rwanda.</li> <li>- Read/write a text about disease symptoms.</li> <li>- Match symptoms with disease.</li> <li>- Listen to a dialogue between a patient and a doctor.</li> <li>- Read about how we get diseases, e.g. malaria and HIV. Focus on <i>by</i> +-ing.</li> <li>- Brainstorm in groups how we get diseases, paying attention to <i>can</i> and <i>by</i> +-ing, with support, e.g. substitution table.</li> <li>- Listen to a text about disease prevention and treatment, focussing on <i>by</i> +-ing and if-sentences.</li> <li>- Discuss in groups about disease prevention, paying attention to <i>by</i> +-ing.</li> <li>- Write sentences about treatments, paying attention to <i>if</i>-sentences.</li> <li>- Read a health brochure with</li> </ul>

			<p><b>Describing how to keep healthy</b>  - You should have a balanced diet. Do they do sports? What do you do to keep healthy? She should use a bed net</p> <p><b>Talking about preventing infection</b>  - You should cover food. How can we prevent infection?</p> <p><b>Vocabulary</b>  <b>Illness:</b>  - Disease, illness, HIV, malaria, infected, prevention is better than cure, etc.</p> <p><b>Symptoms:</b>  - Fever, headache, etc.</p> <p><b>HIV:</b>  - Unprotected, needle, condom, etc.</p> <p><b>Infection control:</b>  Stagnant water, bednet, etc.</p> <p><b>Language structure</b>  - Modal verbs: can, should.  - By +ing.  - First conditional.</p> <p><b>Sounds and spelling</b>  - Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</p>	<p>advice about healthy living, focussing on <i>should</i>.</p>
<p><b>Links to other subjects:</b> <i>Biology: health.</i></p>				
<p><b>Assessment criteria:</b> <i>Can name illnesses and describe their symptoms, describe how we get and prevent illnesses.</i></p>				
<p><b>Materials:</b> <i>pictures, photographs, brochures, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S2 English		Unit 10: Gender.		No of periods: 20
Key Unit Competence: To use language learnt in the context of gender in Rwanda.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of past tenses and modal verbs, their negative form with adverbials of time and connectors of contrast.</li> <li>- Identify the vocabulary of jobs, gender and social roles and life stories.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing recount the lives of famous women.</li> <li>- In both speech and writing describe traditional gender roles in Rwanda.</li> <li>- In speech and writing compare traditional and modern gender roles.</li> <li>- Listen to/read texts about the life of a famous woman, or about</li> </ul>	<ul style="list-style-type: none"> <li>- Be sensitive and vocal about gender issues.</li> <li>- Confidently inform classmates about gender equality.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing famous women in Rwanda</b></p> <ul style="list-style-type: none"> <li>- Laura Kabasomi Kakoma is a singer/songwriter. She was born in Illinois USA. Odile Katese is a famous playwright and actor. She was educated in the DRC.</li> </ul> <p><b>Recounting the life story of famous women</b></p> <ul style="list-style-type: none"> <li>- Michelle Obama was born on January 17, 1964 in Chicago, Illinois. She attended Princeton University. She worked at a Chicago law firm, where she met her husband, President Barack Obama.</li> </ul> <p><b>Describing traditional gender roles</b></p> <ul style="list-style-type: none"> <li>- Women used to look after the home, fetch water, and cook food. Women were not allowed to run a business. Women could not open a bank account. Only men</li> </ul>	<ul style="list-style-type: none"> <li>- Read a text about famous Rwandan women.</li> <li>- In groups, discuss famous Rwandan women.</li> <li>- Listen to a text about the life story of a famous woman (e.g. Michelle Obama).</li> <li>- Sequence sentences for a life story, paying attention to adverbials of time.</li> <li>- Read/write a text about traditional and modern gender roles in Rwanda, focussing on <i>used to, could, couldn't, allowed to</i>.</li> <li>- Compare traditional and modern gender roles using connectors of contrast and support, e.g. match main and subordinate clauses.</li> <li>- Invite a local woman into the class to talk about her job and household roles.</li> <li>- Write opinions about jobs men, women, boys and girls should do and what household roles they</li> </ul>

	<p>traditional and modern gender roles.</p> <ul style="list-style-type: none"> <li>- In both speech and writing give opinions about the jobs men and women should do and the household roles they should carry out.</li> </ul>		<p>could plant trees. Men were allowed to name a child.</p> <p><b>Describing modern gender roles</b></p> <ul style="list-style-type: none"> <li>- Girls go to school and university. Women do many jobs in society. Today, women are the majority of the members of parliament. Women are ministers in the government.</li> </ul> <p><b>Comparing traditional and modern gender roles</b></p> <ul style="list-style-type: none"> <li>- Women were not allowed to run businesses, but today many women do so. Women used to work in the home.</li> <li>- Today women can be members of parliament; however, traditionally they couldn't.</li> </ul> <p><b>Giving opinions about gender roles</b></p> <ul style="list-style-type: none"> <li>- I think women should cook. I think men should not clean the house. I think women should be allowed to stand for parliament.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Jobs:</b></p> <ul style="list-style-type: none"> <li>- Playwright, businesswomen, actor, etc.</li> </ul> <p><b>Gender roles:</b></p> <ul style="list-style-type: none"> <li>- Fetch water, cook, look after the home, etc.</li> </ul> <p><b>Life stories:</b></p>	<p>should carry out, paying attention to <i>should, shouldn't</i>.</p>
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			<ul style="list-style-type: none"> <li>- Was born, studied, married, worked, etc.</li> <li><b>Social roles:</b></li> <li>- Member of Parliament, run, business, bank account, etc.</li> <li><b>Language structure</b></li> <li>- Used to.</li> <li>- Modal verbs: allowed to, could, couldn't, should, shouldn't.</li> <li>- Past simple tense.</li> <li>- Adverbials of time.</li> <li><b>Sounds and spelling</b></li> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	
<b>Links to other subjects:</b> <i>Kinyarwanda, French and Kiswahili: women, and gender roles.</i>				
<b>Assessment criteria:</b> <i>Can describe traditional gender roles in Rwanda, compare traditional and modern gender roles, give opinions about the jobs men and women should do and the household roles they should carry out.</i>				
<b>Materials:</b> <i>Pictures and photographs.</i>				

## **5.4 English Syllabus for senior three**

### **5.4.1. Key competences at the end of S3**

At the end of S3, the learner should be able to:

- Understand the gist of a range of authentic passages in familiar contexts,
- Take part in a debate on a chosen theme justifying points of view Respond to unprepared 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.

## 5.4.2 Senior Three Units

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 1: Careers.		No of periods: 22
Key Unit Competence: To use language learnt in the context of careers.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of relative pronouns and the present perfect continuous tense.</li> <li>- List job qualifications and skills.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe jobs and the daily activities they involve.</li> <li>- Describe job qualifications and skills.</li> <li>- Listen to/read a text recounting daily job routines, or educational and job experience.</li> <li>- Role-play job interview scenarios.</li> <li>- Read job advertisements.</li> <li>- Plan, write and</li> </ul>	<ul style="list-style-type: none"> <li>- Lifelong learning is important for all people.</li> <li>- Researching job advertisements and qualifications keeps people informed about careers and employment opportunities.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing jobs</b></p> <ul style="list-style-type: none"> <li>- A carpenter is a person who makes things out of wood. A nurse works in a medical centre. What does a nurse do?</li> </ul> <p><b>Describing daily routines</b></p> <ul style="list-style-type: none"> <li>- Ms Nyampinga works in a bank. Mr Mwesigye works on a farm. Every day she starts work at 7.30am. He feeds the cattle. What does Ms Nyampinga do?</li> </ul> <p><b>Describing job qualifications</b></p> <ul style="list-style-type: none"> <li>- If you want to be a doctor, you have to study medicine. What do you have to do if you want to be a doctor?</li> </ul> <p><b>Talking about job experience</b></p> <ul style="list-style-type: none"> <li>- Mr. Mwesigye has been studying for 3 years at university. Ms Nyampinga has been working in a</li> </ul>	<ul style="list-style-type: none"> <li>- Match pictures with names of jobs.</li> <li>- Match job name with definitions.</li> <li>- Write sentences defining jobs, paying attention to relative clauses.</li> <li>- Listen to/read a text about people's daily routines and jobs.</li> <li>- Read about job qualifications, focussing on if-sentences.</li> <li>- Discuss in groups about the qualifications and skills required for particular jobs.</li> <li>- Write about job qualifications, paying attention to if-sentences.</li> <li>- Interview people about their work experience.</li> <li>- Write about people's recent career experience, paying attention to the present perfect continuous tense.</li> </ul>

	edit job advertisements.		<p>factory for the last 2 years.</p> <p><b>Recounting a career</b></p> <ul style="list-style-type: none"> <li>- I went to primary school. I studied IT at a college of technology. I got a job as a journalist. I've been working as a journalist for 5 years.</li> </ul> <p><b>Describing a job in an advertisement</b></p> <ul style="list-style-type: none"> <li>- We are looking for an experienced secretary with good IT skills.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Jobs:</b></p> <ul style="list-style-type: none"> <li>- Lawyer, secretary, plumber, journalist, farmer, etc.</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>- Certificate, degree, examination, study, etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- IT, skill, experience, ability, capacity, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Relative pronouns.</li> <li>- If-clauses.</li> <li>- The present perfect continuous tense.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse a job advertisement, focussing on the vocabulary of skills.</li> <li>- Write a job advertisement.</li> </ul>
<b>Links to other subjects:</b> <i>Entrepreneurship: jobs, skills, and qualifications.</i>				
<b>Assessment criteria:</b> <i>Can name and describe jobs and the daily activities they involve, describe job qualifications, and read and write a job advertisement.</i>				
<b>Materials:</b> <i>Pictures, photographs, and job ads.</i>				

**TOPIC AREA: ORAL AND WRITTEN COMMUNICATION**

**S3 English**

**Unit 2: Running a business.**

**No of periods: 22**

**Key Unit Competence:** To use language learnt in the context of running a business.

Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the present simple tense.</li> <li>- State the vocabulary of profit and loss, buying and selling, and lending and borrowing.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe the costs of buying and selling, and profit and loss.</li> <li>- Role-play buying goods and items in a shop.</li> <li>- Describe budgets and explain budget calculations.</li> <li>- Describe borrowing and explain debt calculations.</li> </ul>	<ul style="list-style-type: none"> <li>- Communication skills are important when running a business.</li> <li>- Good literacy and numeracy skills help people manage their personal finances.</li> </ul>	<p><b>Language use</b>  <b>Talking about running a business</b></p> <ul style="list-style-type: none"> <li>- Mr Musoni sells vegetables. He buys potatoes for 200 RWF a kilo. Potatoes cost 240 RWF a kilo. The selling price is 240 RWF. He sells pineapples for ... RWF each. Pineapples cost ... RWF each. He makes a profit of ... RWF.</li> </ul> <p><b>Buying things</b></p> <ul style="list-style-type: none"> <li>- Can I have 3 kilos of rice? I'd like 3 kilos of rice. How much are potatoes? Potatoes cost 240 RWF a kilo. Bread costs 750 RWF for 500 grams. That makes 1000RWF. That makes 70 RWF change.</li> </ul> <p><b>Talking about budgets</b></p> <ul style="list-style-type: none"> <li>- Mr Musoni earns ... a month. He spends ... on clothes. Nanziri gets ... RWF a week. She buys... He has ... left over.</li> </ul> <p><b>Talking about pocket money</b></p> <ul style="list-style-type: none"> <li>- I get ...RWF pocket money. I spend ... on ... I have ... left over.</li> </ul>	<ul style="list-style-type: none"> <li>- Read texts about businesses, selling, buying, profit and loss</li> <li>- In groups discuss selling, buying, and profit and loss</li> <li>- In groups discuss the advantages of pocket money</li> <li>- Investigate local shops and compile a table with the costs of items. Compare them in class.</li> <li>- Listen to/read a dialogue about buying goods and items.</li> <li>- Role-play buying goods and items in a shop.</li> <li>- Read texts about different people's budgets and incomes.</li> <li>- Interview a family member about the weekly household budget.</li> <li>- Write a table depicting household expenses on food, utilities, fuel, clothes, rent, etc.</li> <li>- Write about household expenses</li> </ul>

	<ul style="list-style-type: none"> <li>- Read/listen to texts about buying and selling, or about job incomes.</li> <li>- Read/listen to a dialogue, about buying and selling or about job incomes.</li> <li>- Write about a household budget.</li> </ul>		<p><b>Describing incomes</b></p> <ul style="list-style-type: none"> <li>- A farmer earns about ... RWF a month. A lawyer earns about ... RWF a year. How much does a teacher earn? A lawyer earns more than a teacher.</li> </ul> <p><b>Talking about borrowing</b></p> <ul style="list-style-type: none"> <li>- Dr Ludigido needs ... RWF to buy a car. He borrows ... RWF at ... % interest. He owes ... RWF. He pays back the money at ... RWF per month.</li> </ul> <p><b>Vocabulary Profit and loss:</b></p> <ul style="list-style-type: none"> <li>- Buy, selling/buying price, profit, etc.</li> </ul> <p><b>Shopping:</b></p> <ul style="list-style-type: none"> <li>- Buy, sell, cost, that makes, change, etc.</li> </ul> <p><b>Lending and borrowing:</b></p> <ul style="list-style-type: none"> <li>- Owe, debt, borrow, interest, lend, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Present simple tense.</li> <li>- Comparatives.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- In groups discuss job incomes.</li> <li>- Write about paying debts focussing on comparatives.</li> <li>- Write about borrowing, debt and interest.</li> </ul>
<p><b>Links to other subjects:</b> <i>Entrepreneurship: debt, income, money, budgeting, household expenses, and buying and selling.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe the costs of buying and selling, profit and loss, role-play buying things in a shop, describe budgets and express budget calculations, describe borrowing and express debt calculations, and write about a household budget.</i></p>				
<p><b>Materials:</b> <i>Pictures, photographs etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 3: Folktales.		No of periods: 22
Key Unit Competence: To use language learnt in the context of folktales.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Identify the use of the past simple and past continuous tenses, and connectors of time.</li> <li>- List the vocabulary of folk tales and stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to/read traditional folk tales and stories.</li> <li>- Read extracts from works of literature.</li> <li>- Recount an incident in the past.</li> <li>- Write about an incident in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Folktales teach about our culture, heritage and history.</li> <li>- Universal folktales can help us appreciate cultural diversity.</li> </ul>	<p><b>Language use</b>  <b>Telling folk tales</b></p> <ul style="list-style-type: none"> <li>- Once upon a time, a rabbit/hare was running through the forest. A wolf saw him. Then the rabbit went into his hole. While the wolf was following him, he fell. What happened while the rabbit was running away?</li> </ul> <p><b>Reading stories</b></p> <ul style="list-style-type: none"> <li>- At night I left my cave and wandered in the wood. I was very miserable and I howled like a wild beast.</li> </ul> <p><b>Recounting a past incident</b></p> <ul style="list-style-type: none"> <li>- I was walking home. A child was standing in the road. When she was travelling to Kigali, she remembered that. What was she doing when she saw the child? While the bus was going along the main road, a car turned into</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to/read stories focussing on past simple and continuous tenses and sequence pictures.</li> <li>- Sequence sentences in the correct order.</li> <li>- Link sentences in past continuous with time connectors, <i>as, while, when</i>.</li> <li>- Work in groups and retell the story orally, with or without pictures. Pay attention to the past continuous with time connectors, <i>as, while, when</i>.</li> <li>- Read a story and number the pictures in sequence.</li> <li>- Complete sentences from the story using the past continuous.</li> <li>- Listen to an account of an incident containing past continuous sentences.</li> <li>- Match key events in the past simple with background events in</li> </ul>

			<p>the road. What happened as the bus was going along the road?</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to folk tales.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- The past simple and past continuous tenses.</li> <li>- Connectors of time: while, when, as, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<p>the past continuous.</p> <ul style="list-style-type: none"> <li>- Write about an incident in the past, using the past continuous and connectors.</li> <li>- Recount the incident in groups and/or in the whole class.</li> <li>- Read extracts from literature.</li> </ul>
<b>Links to other subjects:</b> <i>Folk tales</i>				
<b>Assessment criteria:</b> <i>Can listen to a story in the past, read a story in the past, recount an incident in the past, read an extract from a simplified work of literature.</i>				
<b>Materials:</b> <i>Pictures, photographs, storybook, etc.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 4: Diet and health.		No of periods: 22
Key Unit Competence: To use language learnt in the context of diet and health.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the past simple tense, determiners of quantity, countable, and uncountable nouns.</li> <li>- List the vocabulary of foods and nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing classify food and nutrients and assess a balanced diet.</li> <li>- Read food labels and ingredients.</li> <li>- Compare the contents of food products.</li> <li>- Read/listen to texts about nutrients, foods and balanced diet.</li> <li>- Write advice about a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading keeps you informed about important health studies.</li> <li>- Appreciate the importance of having a balanced diet.</li> </ul>	<p><b>Language use</b></p> <p><b>Classifying nutrients</b></p> <ul style="list-style-type: none"> <li>- There are five types of nutrients in our food. The function of fibre is to make roughage. The function of carbohydrates is to provide energy. Proteins grow and repair the body. Fats are used as fuel. Minerals build bones and carry oxygen. What do proteins do? What is the function of proteins?</li> </ul> <p><b>Classifying foods</b></p> <ul style="list-style-type: none"> <li>- Milk contains protein. Potatoes are energy-giving foods. Butter contains fat.</li> </ul> <p><b>Counting calories</b></p> <ul style="list-style-type: none"> <li>- Calories are the energy you need every day. Teenagers need between 2,000 and 3,000 calories a day. A 1 litre carton of milk contains 500 calories.</li> </ul> <p><b>Describing a balanced diet</b></p> <ul style="list-style-type: none"> <li>- He eats fish every week. She eats meat once a week. I eat a lot of rice. I don't eat enough protein.</li> </ul>	<ul style="list-style-type: none"> <li>- Match pictures of food with names and/or nutrients.</li> <li>- Match food names with the functions they perform.</li> <li>- Read food labels and compare calories per 100g, salt and fat.</li> <li>- In groups discuss and classify foods into 5 categories on a diagram.</li> <li>- Quiz: what does milk contain? What does butter contain?</li> <li>- Make a Venn diagram of proteins, carbohydrates and fats.</li> <li>- Compare the foods in writing, paying attention to <i>more, and most</i>.</li> <li>- In groups look at pictures of meals and discuss if they show a balanced diet. Explain why, or why not.</li> <li>- Read a text about a balanced diet.</li> <li>- Fill in a table of meals for the last 3 days and say if the diet is balanced (Pyramid of food items).</li> </ul>

			<p>We should eat more protein. He should eat less carbohydrate. She eats a balanced diet. How many potatoes do you eat? How much bread do you eat?</p> <p><b>Compiling and describing a food table</b></p> <ul style="list-style-type: none"> <li>- I ate bread every day. I drank water every day. I had green vegetables on two days.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Nutrients:</b></p> <ul style="list-style-type: none"> <li>- Protein, fibre, roughage, carbohydrate, etc.</li> </ul> <p><b>Food stuffs:</b></p> <ul style="list-style-type: none"> <li>- Milk, meat, fish, tomato, plantain, bread, eating habits, overeating, malnutrition, obesity, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- The past simple tense.</li> <li>- Comparatives, more, most, etc.</li> <li>- Determiners of quantity: much, many, little, few, etc.</li> <li>- Countable, uncountable nouns, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to/read a description of people's meals for the last 3 days and what they contained whether their diet is balanced.</li> <li>- Write advice about maintaining a balanced diet, paying attention to <i>should, more and less</i>.</li> </ul>
<b>Links to other subjects:</b> <i>Physical Education, biology and general studies: diet, nutrients, food labels, and a balanced diet.</i>				
<b>Assessment criteria:</b> <i>Can classify food and nutrients, assess a balanced diet, read a food label, compare the contents of foods, write advice about a balanced diet.</i>				
<b>Materials:</b> <i>Food labels, pictures, photographs, etc.</i>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 5: Human rights.		No of periods: 22
Key Unit Competence: To use knowledge learnt in the context of human rights.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of could, should, can, should be able to, and the passive voice.</li> <li>- List the vocabulary of rights, abuses, gender equality, and minority rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe human rights in writing.</li> <li>- In both speech and writing describe abuses of rights.</li> <li>- In both speech and writing describe the principle of gender equality.</li> <li>- Read a text on human rights, or the rights of the child, or child abuse, or women's rights.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate that all people have rights and responsibilities.</li> </ul>	<p><b>Language use</b>  <b>Describing rights</b></p> <ul style="list-style-type: none"> <li>- In Rwanda children have the right to education. People can get treatment in hospitals. Children should be able to read and write. Every child can have primary education. Every adult over 18 can vote.</li> </ul> <p><b>Describing children's rights</b></p> <ul style="list-style-type: none"> <li>- Children have the right to play. They have the right to freedom from abuse.</li> </ul> <p><b>Countering abuses</b></p> <ul style="list-style-type: none"> <li>- We need to fight racism. It is important to prevent children from abuse.</li> </ul> <p><b>Describing child abuse</b></p> <ul style="list-style-type: none"> <li>- Some children are beaten. Some children have to beg.</li> </ul> <p><b>Discussing gender equality</b></p>	<ul style="list-style-type: none"> <li>- Match pictures with rights.</li> <li>- Read texts about human rights.</li> <li>- Read sections from the UN charter on the rights of the child.</li> <li>- Complete sentences on human rights.</li> <li>- Discuss in groups/write about the rights of the child,</li> <li>- Listen to someone talking about human rights in Rwanda, focussing on <i>can</i>.</li> <li>- Read a text about child abuse, focussing on the passive and <i>have to</i>.</li> <li>- In groups discuss minority cultures, with support from the teacher.</li> <li>- Read texts on women's rights in traditional Rwandan society, focussing on <i>could, couldn't</i>.</li> <li>- Write sentences comparing</li> </ul>

	<ul style="list-style-type: none"> <li>- Listen to a text on human rights, or the rights of the child, or child abuse, or women's rights.</li> <li>- Write a charter of teenager's human rights.</li> </ul>		<ul style="list-style-type: none"> <li>- Traditionally, women could not own property. Only men could plant trees. Today women can run businesses and inherit property.</li> </ul> <p><b>Describing minority rights</b></p> <ul style="list-style-type: none"> <li>- Minorities have their own culture. They have the right to practise their own religion.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Rights:</b></p> <ul style="list-style-type: none"> <li>- Religion, practise, education, clean water, human rights' activist, etc.</li> </ul> <p><b>Abuses:</b></p> <ul style="list-style-type: none"> <li>- Sexual abuse, torture, slavery, etc.</li> </ul> <p><b>Gender equality:</b></p> <ul style="list-style-type: none"> <li>- Election, vote, business, pay etc.</li> </ul> <p><b>Minority rights:</b></p> <ul style="list-style-type: none"> <li>- Practise, culture, religion, beliefs, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Modal verbs: should, could, can, should, be able to, etc.</li> <li>- Passive voice (present tense).</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<p>women's rights in traditional and modern society, paying attention to <i>could, couldn't, can</i>.</p> <ul style="list-style-type: none"> <li>- In groups, discuss teenager's human rights, paying attention to <i>should, should be able to, and should have the right to</i>.</li> <li>- Write a short charter of human rights as they affect teenagers, paying attention to <i>should, should be able to, and should have the right to</i>.</li> </ul>
<p><b>Links to other subjects:</b> <i>History and Citizenship gender equity, rights of the child, human rights, and minority rights.</i></p>				
<p><b>Assessment criteria:</b> <i>Can use knowledge learnt in the context of human rights.</i></p>				
<p><b>Materials:</b> <i>Pictures, photograph, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 6: Religion, culture and arts.		No of periods: 22
Key Unit Competence: To use language learnt in the context of religion, culture and the arts.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice and connectors of time.</li> <li>- State the key vocabulary of religion, culture and the arts.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain key religions in Rwanda and key beliefs</li> <li>- Describe traditional arts and crafts in Rwanda and locate them on a map.</li> <li>- Read texts about religions, traditional arts, craft processes or legends.</li> <li>- Read/listen to texts about religions, traditional arts, a craft process or a legend.</li> <li>- Write about craft processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Respect other people's faiths and beliefs.</li> <li>- Appreciate that cultural diversity.</li> </ul>	<p><b>Language use</b>  <b>Talking about religions in Rwanda</b></p> <ul style="list-style-type: none"> <li>- In Rwanda we have Christians. Muslims worship in mosques. Christians believe in Jesus Christ.</li> </ul> <p><b>Describing traditional beliefs</b></p> <ul style="list-style-type: none"> <li>- People believe that certain animals should not be harmed.</li> </ul> <p><b>Talking about dances and arts</b></p> <ul style="list-style-type: none"> <li>- In Ngoma dances are slow and gentle. This style of dancing is called Imishayayo.</li> </ul> <p><b>Describing traditions</b></p> <ul style="list-style-type: none"> <li>- The Imandwe paint their faces and decorate their spirit huts. Healers use local plants to treat diseases.</li> </ul> <p><b>Describing crafts</b></p> <ul style="list-style-type: none"> <li>- People make pots. They make baskets in Butare. They are</li> </ul>	<ul style="list-style-type: none"> <li>- In groups discuss religions in Rwanda.</li> <li>- Read/write text about religions in Rwanda and what people believe.</li> <li>- Interview family members about their religious beliefs and report them in class.</li> <li>- Read texts about traditional arts in Rwanda and label a map to identify where the crafts are made.</li> <li>- Match pictures and photographs of traditional arts with sentences.</li> <li>- Write about traditional arts in Rwanda and where they take place.</li> <li>- Describe and demonstrate traditional dances.</li> <li>- Match pictures of a craft process with sentences, focussing on the passive.</li> </ul>

			<p>used for carrying goods. People sell them to tourists. What crafts do people make in Rwanda?</p> <p><b>Describing a craft process</b></p> <ul style="list-style-type: none"> <li>- First, sisal threads are extracted from the leaves. Then, the threads are washed. The sisal is stitched.</li> </ul> <p><b>Telling legends</b></p> <ul style="list-style-type: none"> <li>- Ryangombe ate a whole ox immediately after his birth.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Crafts:</b></p> <ul style="list-style-type: none"> <li>- Basket, weave, pot, clay, etc.</li> </ul> <p><b>Religions:</b></p> <ul style="list-style-type: none"> <li>- Christian, Muslim, traditional, believe in, belief, etc.</li> </ul> <p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>- Dance, drums, painting, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- The passive voice (present simple).</li> <li>- Connectors of time.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Write sentences to describe a craft process, focussing on the passive and connectors of time.</li> <li>- Listen to someone tell the story of Ryangombe.</li> <li>- Retell the story in groups.</li> </ul>
<p><b>Links to other subjects:</b> <i>History and Citizenship: traditional arts, religions, crafts, and legends.</i></p>				
<p><b>Assessment criteria:</b> <i>Can name key religions in Rwanda and key beliefs, describe traditional arts and crafts in Rwanda and locate them on a map, and write about a craft process.</i></p>				
<p><b>Materials:</b> <i>Pictures, photographs, map, realia, etc.</i></p>				

<b>TOPIC AREA: ORAL AND WRITTEN COMMUNICATION</b>				
<b>S3 English</b>		<b>Unit 7: Tourism and the environment in Rwanda.</b>		<b>No of periods: 22</b>
<b>Key Unit Competence:</b> To be able to communicate in the context of tourism and the environment in Rwanda.				
<b>Learning objectives</b>			<b>Content</b>	<b>Learning activities</b>
<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes and values</b>		
<ul style="list-style-type: none"> <li>- Identify the use of the past simple and past perfect tenses.</li> <li>- List the vocabulary of tourism, national parks, and threats to the parks.</li> </ul>	<ul style="list-style-type: none"> <li>- Locate tourist destinations and describe what they offer.</li> <li>- Read texts about tourist destinations, tourists describing a visit, and a tourist saying why they came to Rwanda.</li> <li>- Listen to a text about a tourist destination, a tourist describing a visit, a tourist saying why they came to</li> </ul>	<ul style="list-style-type: none"> <li>- Show concern for tourism as a means of sustainable development.</li> <li>- Appreciate the contribution of tourism to the local economy.</li> </ul>	<p><b>Language use</b></p> <p><b>Talking about tourism in Rwanda</b></p> <ul style="list-style-type: none"> <li>- Tourists like bird-watching. They come to see the gorillas.</li> <li>- A favourite tourist destination in Rwanda is Volcanoes National Park. Tourists come from Europe and other parts of the world. They pay a lot of money. They travel by air. They stay in luxury hotels.</li> </ul> <p><b>Talking about a tourist destination</b></p> <ul style="list-style-type: none"> <li>- The Nyungwe forest national park is in southwestern Rwanda. It covers 1000 square kilometres. It contains 300 species of birds. It is famous for its chimpanzees. Tourists view the animals and birds. They stay in campsites and luxury hotels.</li> </ul> <p><b>Talking about problems in our national parks</b></p> <ul style="list-style-type: none"> <li>- Farmers farm on national park land. Poachers sell animals.</li> <li>- People kill animals for meat. People take firewood from the forests.</li> </ul> <p><b>Suggesting solutions</b></p>	<ul style="list-style-type: none"> <li>- In groups discuss a map of Rwanda detailing national parks and what amenities are available.</li> <li>- Match pictures and sentences of what tourists like to see.</li> <li>- Listen to tourists and visitors describe why they came to Rwanda.</li> <li>- In groups discuss why tourists come to Rwanda, where they go and what they see.</li> <li>- Read and write about favourite tourist destinations in Rwanda.</li> <li>- Describe a tourist destination they have visited and what they did there.</li> <li>- Plan an account of a past visit to a national park, paying attention to the past simple and past perfect tenses.</li> <li>- Write about an account of a past visit to a national park, paying attention to tenses and evaluate</li> </ul>

	<p>Rwanda.</p> <ul style="list-style-type: none"> <li>- Write an account of a visit to a national park.</li> </ul>		<ul style="list-style-type: none"> <li>- Local people could be paid a part of the park's profits.</li> </ul> <p><b>Describing a visit to a national park</b></p> <ul style="list-style-type: none"> <li>- We visited Akagera National Park last year. We saw a wide variety of birds. We had prepared by studying the map. We had packed appropriate clothes.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Tourism:</b></p> <ul style="list-style-type: none"> <li>- Hotel, campsite, luxury, destination, etc.</li> </ul> <p><b>National parks:</b></p> <ul style="list-style-type: none"> <li>- Bird watching, hippopotamus, famous, view, etc.</li> </ul> <p><b>Threats to parks:</b></p> <ul style="list-style-type: none"> <li>- Poachers, meat, firewood, farming, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- The past simple tense.</li> <li>- The past perfect tense.</li> <li>- Modal verbs: could, must/had to, may, might, ought to, shall/should, will, would, etc.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Recognise and pronounce sounds and use rhythm and stress correctly. Spell correctly.</li> </ul>	<p>the account.</p> <ul style="list-style-type: none"> <li>- Read about problems in national parks.</li> <li>- In groups discuss threats to national parks and suggest solutions, with support, e.g. word banks.</li> <li>- Describe threats to national parks and possible solutions, paying attention to <i>could</i>.</li> </ul>
<p><b>Links to other subjects:</b> <i>Geography: national parks, wildlife, and tourism.</i></p>				
<p><b>Assessment criteria:</b> <i>Can locate tourist destinations and describe what they offer, and can write an account of a visit to a national park.</i></p>				
<p><b>Materials:</b> <i>Map, pictures, photographs, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 8: The internet and the media.		No of periods: 20
Key Unit Competence: To use language learnt in the context of the internet and the media.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise how the second conditional is used in writing.</li> <li>- List the vocabulary of media and communications and information technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe media and communications devices</li> <li>- Describe what can be done with the internet and with a mobile phone.</li> <li>- Read/listen to texts about the internet or about a teenager describing what electronic devices she uses.</li> <li>- Listen to texts about the internet or</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate how the internet and technology can provide us with information.</li> <li>- Think critically about the role of the media in our society.</li> </ul>	<p><b>Language use</b></p> <p><b>Discussing about using media</b></p> <ul style="list-style-type: none"> <li>- I read newspapers often. I like reading magazines. I use the internet every day. I use a mobile. Do you use the internet?</li> </ul> <p><b>Describing experience with the internet</b></p> <ul style="list-style-type: none"> <li>- I use the internet at an internet café. Where do you use the internet?</li> </ul> <p><b>Saying what you can do with the internet</b></p> <ul style="list-style-type: none"> <li>- I can send emails. It is easy to search the internet. You can find out a lot of information. What can you do?</li> </ul> <p><b>Saying what you would like to do</b></p> <ul style="list-style-type: none"> <li>- If I had email, I would contact my cousin abroad. If I had enough money I would buy a good computer. If I could search the internet, I would find out about</li> </ul>	<ul style="list-style-type: none"> <li>- In groups discuss media and communications devices and where you use the internet.</li> <li>- Read texts about the internet and what it provides.</li> <li>- In groups discuss the advantage and disadvantages of the internet.</li> <li>- Write about the advantages of the internet and mobile technology.</li> <li>- Listen to/read dialogues discussing the uses of electronic devices.</li> <li>- In groups discuss what you would like to do with the internet and a mobile Pay attention to the second conditional.</li> <li>- Write sentences about what you would like to do with a mobile or the internet. Pay attention to the second conditional.</li> <li>- Design a questionnaire about classmates' use of mobiles and</li> </ul>

	<p>about a teenager describing what electronic devices she uses.</p> <ul style="list-style-type: none"> <li>- Conduct a survey in English about the use of electronic devices and convert the data into percentages.</li> <li>- In both speech and writing interpret the data.</li> </ul>		<p>downloading music. If I had a mobile I would phone my friends.</p> <p><b>Describing experience with mobiles</b></p> <ul style="list-style-type: none"> <li>- You can discuss with friends. My father pays the bill on his mobile. You can learn subjects. My dad's mobile costs ... RWF a month.</li> </ul> <p><b>Conducting a survey about mobile and internet use</b></p> <ul style="list-style-type: none"> <li>- How often do you use a mobile? How many people use the internet? 52% of students use the internet once a week.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Media and communications:</b></p> <ul style="list-style-type: none"> <li>- Mobile, internet, newspapers, magazines, comics, etc.</li> </ul> <p><b>The internet:</b></p> <ul style="list-style-type: none"> <li>- Email, search, web, computer, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Can.</li> <li>- Second conditional.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<p>the internet.</p> <ul style="list-style-type: none"> <li>- Administer the questionnaire, note answers in a table.</li> <li>- Convert the data into percentages, discuss and write about use of electronic devices in the class.</li> </ul>
<p><b>Links to other subjects:</b> <i>Computer Science: electronic devices, mobiles, and internet.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe media and communications devices used, describe what can be done with the internet and with a mobile, conduct a survey in English about the use of electronic devices and convert the data into percentages and interpret the data in speech and writing.</i></p>				
<p><b>Materials:</b> <i>Mobile, computer, photographs, pictures, etc.</i></p>				

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 9: Traditional beliefs and practices.		No of periods: 20
Key Unit Competence: To use language learnt in the context of traditional beliefs and practices.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Recognise the use of the passive voice, <i>it is said</i>.</li> <li>- List the vocabulary of creation stories, spirits and ancestors, ceremonies, healing, and marriage.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe traditional beliefs and traditional cultural practices.</li> <li>- Read a text about traditional beliefs, traditional cultural practices, traditional healers or traditional marriage.</li> <li>- Listen to a text about traditional beliefs,</li> </ul>	<ul style="list-style-type: none"> <li>- Show tolerance for other's religious beliefs.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing creation stories</b></p> <ul style="list-style-type: none"> <li>- People believe in God. It is said that the king of heaven came to earth. He founded Rwanda. What do you believe?</li> </ul> <p><b>Discussing about spirits and ancestors</b></p> <ul style="list-style-type: none"> <li>- People respect their ancestors. Some people believe in spirits. It is said that spirits can bring bad luck and good luck. People believe that spirits leave our bodies and live under the earth.</li> </ul> <p><b>Describing ceremonies</b></p> <ul style="list-style-type: none"> <li>- Some people have a ceremony at harvest time. People celebrate coming of age. They dance and make music.</li> </ul> <p><b>Describing cultural practices</b></p> <ul style="list-style-type: none"> <li>- People have traditional dances. People eat traditional food and wear traditional dress. Parents</li> </ul>	<ul style="list-style-type: none"> <li>- Read texts about traditional beliefs.</li> <li>- In groups discuss traditional beliefs, with support, e.g. word bank, sentence starters. Pay attention to <i>I believe, people believe, it is said</i>.</li> <li>- Invite a person into the class to discuss traditional beliefs.</li> <li>- Listen to someone discuss traditional cultural practices.</li> <li>- Match pictures with sentences about traditional cultural practices.</li> <li>- Write about a traditional cultural practice.</li> <li>- In groups, recount a traditional cultural practice, with teacher support.</li> <li>- Listen to someone discuss traditional healers.</li> <li>- In groups discuss traditional healers.</li> </ul>

	<p>traditional cultural practices, traditional healers or traditional marriage.</p> <ul style="list-style-type: none"> <li>- Write about a traditional marriage ceremony.</li> </ul>		<p>tell their children traditional stories.</p> <p><b>Describing traditional healers</b></p> <ul style="list-style-type: none"> <li>- Traditional healers know about medicinal plants and herbs. People believe that fortune tellers can tell the future. It is said that a diviner can contact the spirits.</li> </ul> <p><b>Recounting a marriage ceremony</b></p> <ul style="list-style-type: none"> <li>- The groom officially asks for the bride. The dowry is presented. The wife is kept indoors.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Creation stories:</b></p> <ul style="list-style-type: none"> <li>- Creator, good, heaven, found, etc.</li> </ul> <p><b>Spirits and ancestors:</b></p> <ul style="list-style-type: none"> <li>- Spirit, ancestor, luck, etc.</li> </ul> <p><b>Ceremonies and cultural practices:</b></p> <ul style="list-style-type: none"> <li>- Harvest, celebrate, coming of age, naming ceremony, etc.</li> </ul> <p><b>Healing:</b></p> <ul style="list-style-type: none"> <li>- Healer, herb, medicine, diviner, etc.</li> </ul> <p><b>Marriage:</b></p> <ul style="list-style-type: none"> <li>- Groom, bride, dowry, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- It is said...</li> <li>- Passive voice (present simple).</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Read about a traditional marriage.</li> <li>- Match pictures of marriage ceremony with sentences.</li> <li>- Sequence sentences describing the steps in the marriage process.</li> <li>- In groups discuss a traditional marriage.</li> <li>- Write about a traditional marriage.</li> </ul>
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**Links to other subjects:** *History and Citizenship: religion, belief, tradition, ceremony, healing, and ancestors.*

**Assessment criteria:** *Can describe traditional beliefs and traditional cultural practices, can discuss and write about a traditional marriage.*

**Materials:** *Photographs, pictures etc.*

TOPIC AREA: ORAL AND WRITTEN COMMUNICATION				
S3 English		Unit 10: Prehistory.		No of periods: 22
Key Unit Competence: To use language learnt in the context of prehistory.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> <li>- Understand the use of the past simple tense, active and passive, and <i>could</i>.</li> <li>- Know the vocabulary of civilisations, achievements, a civilisation making process and related timelines.</li> </ul>	<ul style="list-style-type: none"> <li>- In both speech and writing describe the achievements of African civilisations.</li> <li>- In both speech and writing describe the skills of members of African civilisations.</li> <li>- Read a text about African civilisations or about an industrial, creative or construction process.</li> <li>- Listen to a</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate that the past is a link to our culture and heritage.</li> </ul>	<p><b>Language use</b></p> <p><b>Describing the achievements of African civilisations</b></p> <ul style="list-style-type: none"> <li>- In Egypt the great pyramids were built. In Ife, fine copper and terracotta art was created. In Zimbabwe, the royal palace of Great Zimbabwe was constructed. In Mali the great mosque of Denné was built and the great manuscripts of Timbuktu were written.</li> </ul> <p><b>Describing what the Malians could do</b></p> <ul style="list-style-type: none"> <li>- The Malians could build huge and beautiful buildings. They could write fine manuscripts. They could mine gold.</li> </ul> <p><b>Describing an industrial, artistic or construction process</b></p> <ul style="list-style-type: none"> <li>- To make a copper head in Ife, a rough clay base was first covered with wax. The wax was sculpted. A clay shell was created over the</li> </ul>	<ul style="list-style-type: none"> <li>- Read a text about the achievements of African civilisations, focussing on the past simple passive.</li> <li>- In groups discuss a map of Africa and locate civilisations on it.</li> <li>- Label a map with sentences describing achievements, paying attention to the past simple passive.</li> <li>- In groups, discuss what people could do, paying attention to <i>could</i>.</li> <li>- Write a text about what African peoples could do, paying attention to <i>could</i>.</li> <li>- Listen to a text about an industrial, construction or creative process.</li> <li>- Match pictures of an industrial or creative process with sentences, focussing on the past simple passive.</li> <li>- Sequence the sentences</li> </ul>

	<p>text about African civilisations or about an industrial, creative or construction process.</p> <ul style="list-style-type: none"> <li>- Write about the events that marked a given African civilisation.</li> </ul>		<p>wax and heated. The wax melted, leaving a space between the clay and the clay base. Bronze was poured in its place. The bronze cooled. The clay shell was broken. The head appeared.</p> <p><b>Describing timelines of the African civilisations</b></p> <ul style="list-style-type: none"> <li>- The Mali Empire lasted from 1230 to 1600. Mansa Musa lived from about 1230 to 1337. In 1324 he made a pilgrimage to Mecca.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Civilisations:</b></p> <ul style="list-style-type: none"> <li>- Ife, Mali, Egypt, Great Zimbabwe, etc.</li> </ul> <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>- Pyramid, mosque, manuscript, copper, etc.</li> </ul> <p><b>Carrying out the process:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary of the process.</li> </ul> <p><b>Timelines:</b></p> <ul style="list-style-type: none"> <li>- Last, finish, fight, travel, construct, invade, etc.</li> </ul> <p><b>Language structure</b></p> <ul style="list-style-type: none"> <li>- Could.</li> <li>- Passive voice past simple.</li> </ul> <p><b>Sounds and spelling</b></p> <ul style="list-style-type: none"> <li>- Use dictionaries and thesauruses to extend and develop vocabulary spelling and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Write about another process, paying attention to the past simple passive.</li> <li>- Read about African civilisations and construct timelines to show key events.</li> <li>- In groups discuss the timelines.</li> <li>- Plan a text about one or more of the timelines.</li> <li>- Write the text and evaluate it.</li> </ul>
<p><b>Links to other subjects:</b> <i>General Studies and history: African civilisations, Ife, Mali, Zimbabwe, the process of making something, and timelines.</i></p>				
<p><b>Assessment criteria:</b> <i>Can describe the achievements of African civilisations, can describe the skills of members of African civilisations, and write about the events that marked an African civilisation.</i></p>				
<p><b>Materials:</b> <i>Map, pictures, photographs, etc.</i></p>				

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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"> <li>• /æ/: map, cat, latter, tap, lack</li> <li>• /eɪ /: name, make, say, take, shake</li> <li>• /ɑ:/ before r or st/ss: far, part, barn, past, pass, scar</li> <li>• /eə/: before re: tare, care, fare, mare</li> <li>• /e/: ate, says, said</li> <li>• /ə/: a, an, about, again, ago, alive, apply</li> <li>• /ɪ/: village, passage, cabbage</li> <li>• /ɒ /: what, want, watch, wash</li> <li>• /ɔ:/: saw, law, flaw, water</li> </ul>
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"> <li>• /e/: let, get, pet, ten, when</li> <li>• /i:/: scene, complete, delete, compete</li> <li>• /ɜ:/ before r: perceive, serve, perfect</li> </ul>

			<ul style="list-style-type: none"> <li>• /ɪə/ before re: here, mere,</li> <li>• /eə/ before re there</li> </ul> <p>NB: ee is pronounced /i:/: beef, teeth, geese, feet, meet, seed</p>
S3	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 i /aɪ / is pronounced:</p> <ul style="list-style-type: none"> <li>• /ɪ /: it, visit, pick, tin, pill, fill</li> <li>• /aɪ /: fine, tie, mine, my, sigh</li> <li>• /ɜ:/: first, shirt, girl, bird, skirt</li> <li>• /aɪə/: higher, fire, tired, tire</li> </ul>
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"> <li>• /ɒ /: got, dog, on, wob</li> <li>• /əʊ/: so, alone, tone, gone</li> <li>• /ɔ:/ before r and re: port, short, worn, more, store</li> <li>• /w/: one, once</li> </ul> <p>NB: oo is pronounced:</p> <ul style="list-style-type: none"> <li>• /ʊ/: cook, look, shook, took, book, good, wood, foot, wool, shoot</li> <li>• /ʌ/: blood, flood</li> <li>• /u:/: room, food, noon, moon</li> </ul>
S5	Pronounce different letter sounds and letter blends and put stress where appropriate	Correspondence between letters and sounds; spelling and	<p>The letter u /ju:/ is pronounced:</p> <ul style="list-style-type: none"> <li>• /ʌ /: sun, dug, fun, luck</li> </ul>

		pronunciation of words containing vowels; English phonemic chart	<ul style="list-style-type: none"> <li>• /ju:/: tune, acute, tube, mule</li> <li>• /u:/: blue, lunatic, June, lukewarm</li> <li>• /ʊ/: put, bush, full, bull</li> <li>• /ɜ:/:church, hurt, burn, turn</li> <li>• /juə/: cure, pure</li> </ul>
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; English phonemic chart	<p>-The letter y /waɪ:/ is pronounced:</p> <ul style="list-style-type: none"> <li>• /j/: yell, young, yellow, yesterday</li> </ul> <p>NB: ew, eu are pronounced /ju:/: ewe, Europe, eunuch</p> <p>-The letter w /<sup>h</sup>dʌblju: / is pronounced:</p> <ul style="list-style-type: none"> <li>• /w/: wide, win, wet, dwarf</li> </ul> <p>- “ea” is pronounced:</p> <p>/i:/: eat, seal, heal, seat, meat</p> <p>/e/: heaven, bread, weapon, peasant</p> <p>/eɪ/: great, break</p> <p>/ɪə/: ear, near, fear, dear</p>

			<p>/eə/: bear, wear, tear</p> <p>/ɑ:/: heart</p> <p>/ɜ:/: learn, pearl</p> <p>-“ei” is pronounced:</p> <p>/i:/: receive;</p> <p>/aɪ/: height;</p> <p>/e/: heinous, deity;</p> <p>/eə/: heir;</p> <p>/e/: heifer</p> <p>-English Consonant Sounds</p>
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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																																																																										
			<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> <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"> <li>• eat            it</li> </ul> <p>/ɜ:/ and /ɑ:/</p> <ul style="list-style-type: none"> <li>• first            fast</li> </ul> <p>/ei/ and /e/</p> <ul style="list-style-type: none"> <li>• paper            pepper</li> </ul>
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			<p>/ɛə/ and /iə/</p> <ul style="list-style-type: none"> <li>• air            ear</li> </ul> <p>/æ/ and /ɑ:/</p> <ul style="list-style-type: none"> <li>• hat            heart</li> </ul> <p>/e/ and /æ/</p> <ul style="list-style-type: none"> <li>• blessed        blast</li> </ul> <p>/e/ and /ʌ/</p> <ul style="list-style-type: none"> <li>• beg            bug</li> </ul> <p>/ɔ:/ and /ɜ:/</p> <ul style="list-style-type: none"> <li>• awl            earl</li> </ul>
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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				
hat	up	far	on	hair	like	mouth				
p	b	t	d	tʃ	dʒ	k	g			
pea	boat	tree	dog	cheese	joke	coin	go			
f	v	θ	ð	s	z	ʃ	ʒ			
free	video	thing	this	See	zoo	sheep	television			
m	n	ŋ	h	l	r	w	j			
mouse	now	thing	hope	Love	run	we	you			
↗	↘	.	'	,	~	?	·	ə	ɜ	ɔ

Notes on sounds and letters

### The sounds of English

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

There is a system that 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 this way.

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/ these are the sounds of 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 /kætʃ/

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

### **Stress and syllable**

Stress are 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. Fr 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 ALLOCATION FOR ORDINARY LEVEL

Core subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1
Sub Total		41 periods	41 periods	41 periods

<b>II. Elective subjects: Schools can choose 1 subject</b>				
Religion and Ethics	4	2	2	2
Music, Dance and Drama	4	2	2	2
Fine arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2
Farming (Agriculture and Animal husbandry)	4	2	2	2
<b>III. Co-curricular activities (Compulsory)</b>				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
<b>Total number of periods per week</b>	<b>100</b>	<b>45</b>	<b>45</b>	<b>45</b>
<b>Total number of contact hours per week</b>		<b>30</b>	<b>30</b>	<b>30</b>
<b>Total number of hours per year (39 weeks)</b>		<b>1170</b>	<b>1170</b>	<b>1170</b>