

REPUBLIC OF RWANDA

Ministry of ducation
NATIONAL CURRICULUM
DEVELOPMENT CENTER
P.O.BOX 622 KIGALI

ORDINARY LEVEL ENGLISH PROGRAMME FOR ANGLOPHONE

Kigali, August 1998

INTRODUCTION

As an official and international language, English is to be taught in Rwanda so as to facilitate National world Communication for sharing experience and for personal development.

English, as one of the official languages in Rwanda, serves the different purposes :

- It is a means of communication with the national and international world of politics, diplomacy, business, science and technology.
- It is one of the mediums of instruction.
- The knowledge of English contributes to better understanding of other peoples and cultures.
- It is an intergating factor for the present Rwandan society, made up of people coming from a wide range of cultural and linguistic backgrounds.

The present programme is intended for the students of Ordinary level of Secondary school (Tronc Commun) with the knowledge of Grammar and enable them to have elementary literally skills, which will help them to continue with their studies in the Advanced level (A level). At this level students are to be reinforce in mastering the four skills of language learning i.e. LISTENING, SPEAKING, READING and WRITING.

As a tool of communication, English is to develop the spirit of dialogue, promote tolerance and the culture of peace. Therefore, the main role of the teacher is to help the students acquire communicative competence using appropriate methods and approaches, develop materials themes and topics that are related to the above values.
It should create awareness of dangers of sexually transmitted deseases such as Aids and other deseases resulting from the lack of hygiene.

GENERAL OBJECTIVES

At the end of three years the learners should be able to :

1. Listen with understanding and speak fluently in English in a variety of contexts
2. Should have develop the skills of reading intensively and extensively.
3. Write clearly and correctly.
4. Use effectively the main structures of English by writing logically and coherently on given topic.
5. Understand a passage by following its content, arguments and narrative sequence and be able to infer meaning attitudes.
6. Use correctly and effectively a wide range of vocabulary mastered during the course.
7. Demonstrate habits both in spoken and written communication.
8. **Relate** literature to their everday experience
9. **Make effective** use of English in the study of other subjects in the curriculum and in the development of further learning.
10. **Appreciate the importance** of English as a tool of fostering understanding among peoples.

Form I

SKILL TO BE DEVELOPED : LISTENING AND SPEAKINGSPECIFIC OBJECTIVES

- Recognize points of articulation
- Recognize manner of articulation
- Produce sounds and sound combinations
- Listen consciously
- Speak interestingly/logically
- Perceve the relationship between sound and meaning

- Recognise points of articulation
e.g. stress intonation
- Produce of sounds and sound combinations
e.g. vowels, consonants, dictionary entries.
- Listen consciously e.g. conversation
- Speak interestingly e.g. debates, story telling
- Perceive the relationship between sound and meaning
e.g. intensive reading, group discussions.

ACTIVITIES AND SUGGESTED - METHODS.

- Stress, intonation
- Vowels, consonants, dictionary entries
- Conversation, exercises in stress rhythm and intonation
- Debates, reports, story telling
- Individual and choral recitation
- Intensive listening
- Class or group discussions.
- Conversational drills
- Imitation
- Simple plays (dramatisation)
- Story telling
- Class readers
e.g. Oral poetry (singing songs and Reciting poems)
- Story telling (oral narratives)

SKILL TO BE DEVELOPED : READING

SPECIFIC OBJECTIVES

1. Improving reading speed.
 - To increase reading speed to about 120 W.P.M.
 - Improve reading habits
 - Adjust reading speed to appropriate reading materials and purpose.
 - Recall important elements of a passage.

2. Reading for enjoyment and Information
 - Talk and write about what one has read
 - Make reading a preoccupation during a leisure time

3. Study of language in context
 - Show and write about what one has read
 - Infer the meaning of unfamiliar words and expressions from the context
 - Recognize and use words and expressions in their formal situations.

ACTIVITIES AND METHODS SUGGESTED

- Eye movement training exercises
- Comprehension questions on **timed reading**
- Extensive reading
- Skimming, scanning, extensive and intensive
- Reading techniques.
- Extracts from novels
- Use of dictionaries/encyclopaedias

- Easy novels, newspapers, Magazines

- Excerpts and short works
- Grammar (see structures)

- Reading a loud (choral work elocution exercises, dramatized excerpt)

SPECIFIC OBJECTIVES

- Search for and use the most appropriate word, Expression
- Perceive deeper meaning

Developing and exercising the student's sense of value

- Identify character traits
- Assess a character portrait
- Distinguish fact from opinion
- Exploit the dictionary

Mastering the study techniques and practical reading skills

- Exploit the dictionary

ACTIVITIES

- Writing exercises
- Discussions
- Easy novels
- Interpretation of tables, graphs and charts.

SKILL TO BE DEVELOPED : WRITING

SPECIFIC OBJECTIVES

ACTIVITIES

- | | |
|---|---|
| <p>1. Improving the descriptive skill</p> <ul style="list-style-type: none"> - Make accurate observation - Describe concrete objects and situations | <ul style="list-style-type: none"> - Letting student's view, feel, hear, smell, provoking students to anger, laughter. - Visits to place useful for observation |
| <p>2. Improving narrative technique</p> <ul style="list-style-type: none"> - Determine a message or purpose for writing - Sustain a plot - Sustain tense sequence - Exploit plain language for effective narration - Employ punctuation and paragraph structure. | <ul style="list-style-type: none"> - Discussion (class, group, teacher, pupil, pupil- pupil) - Exercises in plot making - Writing exercises on drama. |
| <p>3. Developing the skill of characterisation</p> <ul style="list-style-type: none"> - Create a convincing character. (credible, typical...) | |

TOPICS

- Colours, personal belongings

- Invitations, suggestions, polite requests, giving orders, thanking and acknowledging thanks

II. Structures

1. Article
2. Nouns

3. Pronouns

CONTENTS

- What colours is your shirt ? It's.....
- The main colours
- Possessive adjectives (our, Your, their)
- Qualifying adjectives.
- Position of adjectives.
- Imperative affirmative and negative.
 - open your books (please) !
 - Don't open your books (please) !
- May I open the window, please ?
- Thank you
- You're welcome, not at all, don't mention it.

- The, a, an.
- Plural of nouns :
 - regular nouns
 - irregular nouns
- Personal pronouns
 - subject : I, you, he, she, it, we, they.
 - object : me, you, him, her, it, us, they.
- Demonstrative pronouns : this/that, these/those
- Possessive pronouns : mine, yours, his, hers, its, ours, yours, theirs.
- Interrogative pronouns : who, what, whose, which.

FORM 1

TOPICS

1. Punctuation
2. Parts of Speech
3. Sentence usage
4. The Articles
5. The use of past tenses
6. The uses of direct/indirect speech
7. Conditional tenses Type 1 & Type 2

SUB-TOPICS

- Capital letters, comma, fullstops, inverted comma etc...
- E.g. Nouns, Pronouns, Verbs, Adverbs, adjectives, Conjunctions, Prepositions, Interjections.
- 1) a) statements
b) requests
c) questions and commands
d) clauses.
- a) indefinite articles e.g. a, an
b) definite article e.g. the
c) zero article Ø e.g. We climbed (-) MUHABURA
- Simple past, Past continuous, habitual past + Negative,
- Interrogative, conversational tags/short answers.
- ex: Direct speech :
e.g. a) He said, "I did it myself"
b) He said that he had done it himself
- TYPE 1 :
- If he comes, I will go with him
- If she cries, I will give her some milk

TOPICS

8. Comparative & superlative Forms :

9. TENSE

- Present perfect tense and
- Present continuous

- Future tense (expression)
(in present cont.)

use of will/shall.

SUB-TOPICSTYPE 2 :

e.g. If he came here, he would miss her.
If he were me, I would give the answer.

e.g. er..... than
more than

special cases

good-----better-----best

little-----less -----least

most/est e.g. - James is the most handsome boy in the his class.
- He is the tallest girl in our village.

A. Present continuous tense

e.g. a) I am running Quickly (rapidly)
b) She is cooking some food(s)

B. Present perfect tense :

e.g. a) He has finished his work.
I have completed my homework.

ex. I will go home tomorrow
I am going to London early next year

SKILLS TO BE DEVELOPED : LISTENING AND SPEAKING

SPECIFIC OBJECTIVES

- Produce sounds and sound combinations peculiar to English
- Listen consciously
- Develop the art of conversation.
- Use the appropriate register.
- Use figurative language
- Recognize idiomatic spoken language
- Use the correct stress, rhythm and intonation
- Sensitively perceive the relationship between sound and meaning
- Sensitively relate sound to meaning in his own performance.
- Judge and interpret the effectiveness of oral communication.

ACTIVITIES

- Exercises of the sounds in longer utterances : Sentences, rhymes....
- Exercises in listening to live or recorded speech.
- Language games
- Riddles, proverbs, tongue-twisters
- Telephone conversation, informal conversations
- Class or group discussions of oral performances
- Speeches (moods, emphases overtones...)



SPECIFIC OBJECTIVESACTIVITIES1. Improving reading speed.

- Increase reading speed from 200 W.P.M. to about 300 W.P.M.
- Improve reading habits.
- Adjust reading speed to appropriate reading materials and purpose.

- Eye movement training exercises
- Very extensive reading (newspapers, magazines periodical, literature set books and other literary works)
- Skimming, Scanning, extensive and intensive reading techniques

2. Reading for enjoyment and information

- Talk and write about what one has read
- Make reading a preoccupation during leisure time
- Show command of an extensive active vocabulary.

- Book reports ...
- Book reports
- Sharing new interesting information discovered through reading.

3. Close examination of language in context

- Show clear understanding of plain sense
- Infer the meaning of unfamiliar words and expressions from context.

- Study of Excerpts and short works
- Elocution exercises, dramatised excerpts

SPECIFIC OBJECTIVES

- Recognize and use words and expressions in their formal situations
- Search for and use the most appropriate word/expression
- Perceive deeper meaning
- Perceive the effect of punctuation on meaning
- Recognise the register

4. **Developing and exercising his sense of values**

- Assess a character portrait
- Assess group character
- Evaluate and pass Judgement on moral issues, character, and situations.

5. **Formation of own opinion**

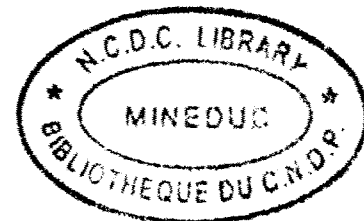
- Distinguish fact from opinion
- Judge opinion

6. **Mastering study techniques and practical reading skills.**

- Exploit a dictionary fully
- Utilize reference material
- Read for note-making and summary.
- Study effectively and independently

ACTIVITIES

- Collocations, argument markers, Idioms
- Drama
- Exposure to writings on current affairs.



SPECIFIC OBJECTIVES

1. Improving the students descriptive skill

- Make detailed and accurate observation as a basis for effective description
- Vividly and appropriately describe concrete objects and situations

2. Improving the student's narrative techniques

- Determine a message or purpose for writing
- Sustain a plot
- Sustain tense sequence.
- Exploit both plain and figurative language for effective narration.
- Employ punctuation and paragraph structure to narrative writing.

3. Developing the students skill of characterisation

- Create a convincing character (credible, typical)
- Project character through direct description

ACTIVITIES

- Practical observation and motivation exercises
- Exercises, petting the student view, feel, hear, smell
- Exercises provoking the student's anger or laughter
- Mapping out skeleton of story
- Tenses
- Writing exercises
- Character study in reading
- Dramatic activity
- Controlled and uncontrolled observation

SPECIFIC OBJECTIVES4. Assisting the student to acquire the skill of writing in dialogue / speech form

- Handle the language and mechanisms of the dialogue/speech form: Contractions, questionstags exclamations, direct speech
- Make speech appropriate character and or situation (determine purpose, using appropriate register...)

5. Assisting the student to master a variety of fields of discourse in writing.

- Handle the essential features of discussion and argument : introduction, defining terms, and constructing logical statements.
- Handle at a rudimentary level, the style appropriate to argument/discussion

6. Assisting the student to master the skills of note-making

- Summarise - Identifying the main points
- Identifying the supporting detail
- Implify

ACTIVITIES

- Extensive practice in direct speech and punctuation.

- Oral discussion/argument

- Exposure to reading in discussion/argument form

- Summary of Ideas



Form IITOPICSSUB-TOPICS

1. Tenses

- Past Tenses.

+ Negatives, Interrogatives, Passive, conversational tags/short answers.

2. Prepositions

- Compound prepositions

eg. among of, in front of, instead of, before, beside.

- Phrasal prepositions

eg. according to, along with, inspite of etc.

3. The use of relative

Ex: Who, whom, whose. where, that when etc..

4. The use of result clauses

e.g. So..... that, suchthat, enough to,
too.....to etc...

5. Active/Passive voice

e.g. Active voice/passive voice

ACTIVE

PASSIVE

1. Kalisa Teaches this class
2. Kalisa is teaching this class
3. Kalisa taught this class
4. Kalisa shall teach...
5. Kalisa has taught...

1. This class in taught by kalisa
2. This class in being taught by kalisa
3. This class was taught by kalisa
4. This class shall be taught...
5. This class has been taught....

TOPICS6. **The uses of comparatives**7. **Modal verbs :**

verbs (have) (be) in sentences

SUB-TOPICS

e.g. A. Equals : As.....as

- ex : a) The Elephant is as big as Rhinoceros
 b) Juma is as tall as Peter.

B. Unequals :

- er than, more....than,
- less....than.

C. Degree of difference (superlative form)

- the.....est, the most, the least.

D. Parallel increase__er and__er

E. Gradual increase

-er and-er.

e.g. Would, could, should, might, have to, used to etc...

(be) (be, being is, are, was, were) (have) (have, has, had)

TOPICS

8. The use of conditionals :
TYPE 1-----TYPE 3 :

9. Direct & Indirect speech

10. Adverbs of frequency, Manner and Degree :

11. The use of co-ordinators and linking words :

12. The use of concession clauses & Phrases

SUB-TOPICS

Type 1 : If-clauses.

e.g. Unless, when, until, after, whenever, as soon as
ex.: Unless she comes tomorrow, I will tell her.

Type 3 : (I) If I had known of your arrival, I should have **met you**
(ii) If he had gone to the hospital, I would have **seen the**
doctor.

e.g. 1. a) He said, "I have already read the book"
b) He said that he had already read the book.

2. a) Juma said, "I have recently visited GITARAMA"
b) Juma said that he had recently visited GITARAMA.

a) Frequency
e.g. She comes here twice a week
b) Manner :
e.g. He walks slowly
c) He is very intelligent.

e.g. : Either/or, neither/nor, both/and, not only/but also.
Linking words : Therefore, however, **on the other hand**,
nevertheless etc.

e.g. Although, Despite, Inspite of.....

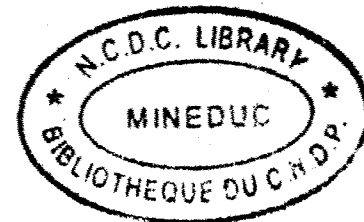
Form III.

SKILLS TO BE DEVELOPED : LISTENING AND SPEAKING.**SPECIFIC OBJECTIVES**

- Develop the art of conversation
- Use appropriate speech e.g. in register
- Speak audibly with the right articulation
- Use figurative language
- Recognise the features of spoken language
- Use the right grammar
- Convey the intended message
- Sort out the essential features of a discussion and argument
- Summarize a presentation
- Sensitively perceive the relationship between sound and meaning.
- Sensitively relate sound to meaning in his own Performance
- Judge and interpret the effectiveness of oral communication

ACTIVITIES

- Conversation and dialogues
- Panel discussions.
- Formal exercises in listening and responding to live or recorded speech.
- Formal, structural exercises in stress, rhythm and intonation using prose and poetry.
- Presentations, book reports...
- Drama role play
- Summaries
- Class or group discussions of oral performances
- Analysis of recorded speeches
- Discussions.



SPECIFIC OBJECTIVES**1. Improving the student's descriptive skills**

- Vividly and appropriately describe abstract ideas (emotions : love, anger....., sensations : coolness, warmth....., concepts : beauty, virtue...)

2. Improving the student's narrative technique

- Order in time and place credible incidents and events.
- Sustain a plot (coherence)
- Sustain tense sequence

ACTIVITIES

- Exercises for distinguishing between synonyms
- Short exercises in writing prose or poetry devoted to description
- Examination of incredible narrative
- Exercises in mapping out skeleton of story
- Exercises in clothing up in detail the skeleton of story.

SKILL TO BE DEVELOPED : WRITING

SPECIFIC OBJECTIVES

- Exploit both plain and figurative
- Employ punctuation and paragraph structure appropriate to narrative writing
- Convey the intended message with an appropriate impact

3. Developing the student's skill of characterization :

- Create a convincing character (credible, typical, balanced, distinct....)
- Project character through : direct description,
- Make the character develop.

4. Assisting the student to acquire the skill of writing in dialogue speech form.

- Handle the language and mechanisms of the dialogue/speech form

ACTIVITIES

- Composition (few passages)
- Summary
- Writing exercise
- Creative writing
- Ability to sustain tense sequence
- Discussions at various levels; class, groups, teacher-pupil.
- Pupil-pupil.

- Dictation

SPECIFIC OBJECTIVES

5. **Assisting the student to Master a variety of fields of discourse in writing :**
- Handle the features of discussion and argument :
Statement of fact or opinion, comparing/contracting facts, explanation of points, giving and evaluating evidence, drawing conclusions.
6. **Assisting the student to master the skills of note-making**
- Make summaries.

SKILL TO BE DEVELOP : READINGOBJECTIVE

1. **Improving reading Speed**
- Increase reading speech from 300 W.P.M. to 350 W.P.M.
 - Improve reading habits
 - Adjust reading speed to appropriate reading materials and purpose

N.B. 300 W.P.M. (300 words per minute)

ACTIVITIES

- Exposure to reading in discussion/argument form

ACTIVITIES

- Eye movement training exercises
- **Comprehension** questions on timed reading
- **Very extensive reading**
- **Skimming, scanning, extensive and intensive reading techniques**

SPECIFIC OBJECTIVES**2. Reading for enjoyment and Information**

- Talk and write intelligently about what one has read
- Manifest spontaneously ones reading experience
- Make reading a preoccupation during leisure time
- Show command of an extensive active vocabulary

3. Study of language in context

- Show clear understanding of plain sense
- Infer the meaning of un familiar words and expressions
- Recognize and use words and expressions in their formed situations
- Search for and use the most appropriate word/expression
- Perceive deeper meaning
- Perceive the effect of punctuation on meaning
- Recognize the register (formal, informal)

4. Developing and exercising his sense of values :

- Assess character portrait
- Assess group character
- **Evaluate and pass judgement on certain issues and situations**

ACTIVITIES

- Graded reading material
- Discussions
- Book reports
- Sharing information on books read (3000 Words)

- Study of excerpts and short works
- Reading aloud (dramatised excerpts to facilitate study of character or effect of sound on meaning)

- Discussions
- Drama
- Addresses by people of varying views - writing on current affairs.

Form 3

TOPICS

1. Tenses

2. Punctuations

3. Advanced use of clauses and phrases

4. Participle clauses

5. Word formation

6. Advanced use of countables/uncountables

SUB-TOPICS

- Past perfect continuous

e.g. a) I had been working for twelve years.

- Past perfect

e.g. We have cooked some food (regular verb)

- construction of sentences using irregular verbs

e.g. She has hit the soor.. etc..

- e.g. Words in opposition.

Greetings

Possessives, titles and ranks, titles of books, Plays.

- Ex. : - Relative clauses :

e.g. i) Defining and Non-defining clauses

ii) Omission of the relative pronoun who/whom

iii) Use of adverbials : whose, with whom, of which, of whom

- e.g. a) Hearing the noise, the baby woke upb) Walking down the street, I met my friend- Prefixes ex: Know - Unknown- Suffixes ex: Rehabilitate - Rehabilitation

a) Use of articles : a, an, some/any, the + Uncountables

i) "a" followed by "piece of".

a piece of information

a piece of advice

a piece of news



TOPICS7. Inversion of sentences :SUB-TOPICS

ii) The zero article Ø, some + Un countable
 e.g. I need advice
 I need some advice

iii) The definite article in general statements :
 e.g. The news was good today
The wisdom was helpful

b) Use of “some and “any” with uncountable nouns

- | | |
|--------------------------|-------------------------|
| - affirmative statements | - affirmative questions |
| - negative statements | - negative Questions |

c) Subject - verb agreement (concord)
 + countable collective nouns.
 e.g. - The committee has adjourned
 - The staff is meeting now.

e.g. - No sooner had.....than
 - Hardly had.....than
 - Were.....
 - Had/should.....

If she had come yesterday, I would have told her

wishes : If he were
 I wish I were....

SUGGESTED METHODOLOGICAL GUIDELINES

1. Reading is the heart of the course and it should be given a big share of time and it should be at three degrees of intensity in accordance with the three years of Ordinary level.

- a) Intensive reading of short passages will be used to extract all the detailed meaning and to study how the meaning is created by vocabulary and structure.
- b) Extensive reading of class readers to gain experience of language in long stretches, to learn how books are put together, how themes are integrated, how argument is developed and illustrated. Each year there should be at least three books among the novels, plays and poetry.
- c) Very extensive reading of literary books aims at reading fast for the main gist of the book. This intends to build confidence and familiarise the students with reading so as to achieve high in their examination.

2. Correct speech should be practised in the three year course. This can be extended to the out-class activities, drama, debate clubs, talks etc...

- a) The sentence stress and intonation patterns of the language will be practised through individual and choral repetition drills.
- b) Colloquial conversation plus the various gambits, such as "well, you see", actually, Really, it was like this, etc. will be taught through dialogues.
- c) Attention must be given to articulation of consonants so that by the end of Form 1 errors in the pronunciation of consonants should be mere accidents to be corrected by the pupil himself / herself.
- d) Since the teacher cannot deal with correction of every vowel and consonant, he can just give good sentence stress and intonation to cover up for his deficiency.

3. The students must be guided in writing skill by building confidence in themselves. However the committed errors in language can be eliminated gradually through the following main lines.

- a) The students must be allowed to write freely e.g. daily writing helped by the teacher.
- b) Guided compositions should be encouraged to the learners and they can play a big role in grammar remedial work.
- c) There must be progression of writing starting from easier to difficult ones. These may range from chronological report, description and argument writing.
- d) Note-making is needed for content subjects and summary. They should be used for
 - i) Easy well ordered information
 - ii) Textbook passages especially those dealt with in the subject class
- e) Grammar drills should be based on textbooks as well as on the teacher's ideas
- f) Reading aloud is only recommended for these case : -
 - To arouse interest
 - Poetic appreciation
 - Confident readers to be done as model.

1. TEACHING TECHNIQUES AND PROCEDURES

Presenting new language (vocabulary or structure)

The teacher's job at this stage of the lesson (aided by materials he is using) is to present the students with clear information about the new language item (vocabulary or structure). He must show :

- a) what the new language item means (meaning)
- b) How the new language item is used (use)
- c) How it is formed, i.e., how it is said or written (form)

Suggested procedure

- i) Show meaning of new language either visually i.e., using things the students can see (objects, the classroom, yourself, the students themselves, drawings, pictures) or through a real or an imaginary situation.
- ii) Present the new language item in a model sentence and get the students to repeat it chorally and individually.
- iii) Write the new language on the board and show how it is formed
- iv) Ask students to use it in new situations.
- v) Write examples on the board and practice them.
- vi) Have students copy examples on their notebooks
- vii) If necessary explain the grammar rule

Note : If students don't understand a word or a piece of grammar and the teacher can't think hour's to explain, it could be sometimes necessary to quickly translate it in order to save the time.

2. THE TEACHING OF READING OR LISTENING TEXTS IN CLASS

Suggested procedure

- a) Present new vocabulary but not all new words because students can guess the meaning of many words from the context. Explain only the words which would make it very difficult to understand the text.
- b) Introduce (do not say too much!) the text, by giving them some idea of what the text- they are going to read or listen - is about.
- c) Before the students read or hear the text, give 2 or 3 guiding questions (either orally or written) for students to answer as they read or listen. The guiding questions should be concerned with the general meaning or with the most important points of a text, and not focus on minor details; they should be fairly easy to answer and not too long.
- d) The students then read or listen to a text to answer the guiding questions. The answers are to be checked.
- e) The text is read or listened to for the second time. Then the students are asked detailed comprehension questions.

At elementary levels, the questions could also be answered afterwards in pairs, or the answers written in class or for homework.

- f) At this stage, the teacher may organise some kind of follow-up task related to text, such as :

Activities for vocabulary development (expansion)

Reproduction of the the text

Gap-filling exercises

Discussion, debate, role-play, acting out etc....

3. THE TEACHING OF THE SPEAKING SKILL

At earlier stages, students will mainly be involved into controlled practice activities, i.e., whose aim is to get the students to use the language they have recently learned. But as far as possible the use of language in those activities will approximate real life and will be as much like genuine communication as the limitations of the activity permit.

1. Oral drills : Repetition-substitution-Imitation Transformation
2. Information gap activities - in which students are given bits of information . They can complete a task.
3. Games : (e.g. 20 questions - simon says etc..)
4. Personalisation and localisation : where students (within limits) make true statements about their lives, for example, the place they live in.
5. Oral activities : aimed at encouraging practice of specific language in an enjoyable and active way.
e.g. Find someone who likes and dislikes questionnaires.
6. Oral compositions
7. Discussion about familiar and simple topics.



4. THE TEACHING OF WRITING

Students will start with very mechanical exercises towards less controlled activities which require them to think and write something of their own. But exercises should remain controlled at this stage, so that students do not make many mistakes. They will aim principally at mastering basic skills of sentence writing. Here is sample of writing exercises.

- a) Copying sentences from substitution tables
- b) gap-filling and completion exercises
- c) substitution and transformation exercises
- d) correcting facts
- e) reproducing a text from memory
- f) writing sentences, short texts (about oneself) following a given model.

EVALUATION

The teacher has to control the work of each student, the progress already realized and the students. The grading by numbers is one of the ways to evaluate the students, but advice and encouragement from the teacher are better to stimulate the students in their work.

Gaps and errors either collective or individual must not be followed by a new lesson before they are corrected.

Grade assignments should be done in this way :

- Oral quizzes on the previous lesson will have to be given frequently.
- Written quizzes of 5 or 10 minutes on a well defined point of the previous lesson will be given regularly.

- A minimum of 2 supervised assignments done in class and 2 homework assignments corrected and marked by the teacher is required each term, but homework assignments, not necessarily to be marked, will be given as frequently as possible. For beginners, those assignments can consist in application exercises or comprehension questions on a text (or dialogue). It's up to the teacher to find other various exercises which would be suitable at this level.
- Two general tests on the main points of the material already covered will be done each term.
- Finally, a comprehensive term exam will evaluate the whole work of the students.

Besides these graded assignments, the teacher can give all sorts of exercises not necessarily to be graded, for example:

- a) **Dictations** : The teacher will read three times the sentences he has selected : the first time at normal speed, the second time slowly enough so that the students have enough time to write and after a two minutes break a third time so that they can check what they have written.
- b) **Questions asked orally by the teacher** :

The teacher asks questions orally and the students answer orally or in writing. In the first term the questions should be easy, in the third term they should be naturally more difficult.
- c) **Answers given by the teacher (orally or in writing), and the students give appropriate questions (orally or in writing)**
- d) **Transformation of exercises** : The teacher can help the students to use tenses in giving some sentences to be transformed e.g. "He goes to Kigali everyday" can be transformed in "He went to Kigali yesterday". According to this example, the students can transform sentences like "She sees me everyday" etc...
- e) **Sentences to complete**
- f) **Use of pictures** : The teacher shows a picture or draws one himself on the blackboard. He can then say to the class : "Make two, three, four... sentences about this picture".

- g) Multiple choice questions : the teacher can give three or four possible answers and the student has to write the only one he thinks to be correct.
- h) Minimal pairs : the teacher pronounces two words which are only different by one sound, the students must write down those two words; or the teacher writes on the blackboard two words which are only different by one sound, the students must show the one which the teacher pronounced.

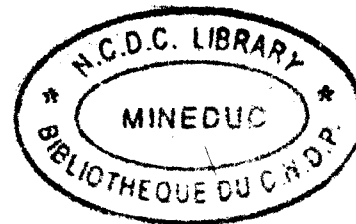
READING

- Oral questions is the normal way of conducting intensive reading. Normally short questions in a written tests are useful from time to time. Normally a short passage is prepared for testing intensive reading. Test items should contain questions about content and the meaning of items of vocabulary and structure.
- Extensive reading can be tested orally or in writing. Tests can either be short answers or short compositions> Multiple choice items can be used sparingly but largely for public examination. The short composition type of test in important mainly in the later stages of Form 3.
- The weekly piece of writing should be used as evaluation for the weeks work. It should include only things/items done in that week. This writing should be marked by the teacher taking into account of correct usage creative ones, and the flow of thoughts.

RECOMMENDATIONS

For this programme to be successfully implemented in our schools, some prerequisites should be fulfilled :

1. Availability of qualified, competent and motivated teachers who will be undergoing in-service training/education on a regular basis.
2. Provision of appropriate course books preferably written by a team of national specialised in teaching materials developing.
3. Provision of teaching aids such as readers series, newspapers, listening materials (tape-recorder/audio-tapes) reference books, audio-video equipment.
4. Setting up extracurricular activities in schools with the aim of maximising opportunities for the students to improve their knowledge of the language :
 - English clubs
 - Drama groups
 - Film shows
 - Literary competitions
 - Talks etc...



REFERENCES

Recommended textbooks for English language

1. N.J.H. Grant and C R wangombe, English in use 1, 2, 3, 4.
2. Ogundipe T Practical English 1, 2, 3.
3. Ronald Forrest : Revision English
4. Barbara Martin and Jan's Mwosa, Goel An English course for Secondary Schools 1, 2, 3, 4.
5. A.J. Thomson et A V Martine, Practical English Grammar
6. National English Panel (Secondary) the intergrated English course 1, 2, 3.

Simple story books for year I

- Coral Island
- Theasure Island
- Hawa :
- The bus driver by : Richard S. Mabala
- Kalulu the Hare :
- By Frank warthington
- Mabala the farmer
- By-Richard S. Mabala.

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Landon : Longman Group Ltd.

Okech J.G. and A.J. Asiachi (1992): Curriculum Development for School. Nairobi : ERAP

Rivers W.M. (1968) : Teaching Foreign-Language skill. Chicago : The University of chicago Press.

Rivers W M and MS Temperley (1978) A Practical guide to the Teaching of English as a second of Foreign Language.
New YORK : OUP.

ENGLISH (ANGROPHONE)

Members of the team.

Chair man	:	RWAMASIRABO	Georges
Vice Chair man	:	MUZUNGU	Innocent
Secretary	:	SIBOMANA	Joseph
Members	:	- GAKUBA	John
		- NSABIMANA	Justin
		- MURANGIRA	Amran Manasse'

Appendix



Ordinary level leaver's profile

Upon completion of the O'level of secondary Education, the student should have acquired basic knowledge, skills and attitudes which :

- i) will enable him/her to reason scientifically and logically,
- ii) will enable him/her to reason objectively without succumbing to undue influence on his/her thinking.
- iii) will enable him/her to understand and use the official languages (English, French and Kinyarwanda)
- iv) will help him/her to possess basic knowledge of Mathematics, Science and Technology.
- v) will help him/her to acquire appropriate civic, religious or moral values and physical fitness.
- vi) will develop in him/her a sense of curiosity and creativity.
- vii) will enable the student to fit in the international community.
- viii) will enable him/her to acquire artistic skills and aesthetic values.
- ix) will familiarize him/her with good habits of hygiene with particular emphasis on dangers associated with unsafe sex-for example AIDS.
- x) help him /her to acquire basic knowledge of elementary accounts commerce and agriculture.

Weekly time-Allocation for Ordinary Level (Tronc commun)

SUBJECT	1 st form	2 nd form	3 rd form
1. Religion or Ethics	1	1	1
2. Kinyarwanda	2	2	2
3. French	6	6	6
4. English	6	6	6
5. Maths	6	6	6
6. Physics	2	2	2
7. Chemistry	2	2	2
8. Biology	2	2	2
9. Geography	2	2	2
10. History	2	2	2
11. Artistic Initiation	1	1	1
- Music			
- Drawing			
12. Initiation to Economy	2	2	2
- Commerce and accounts			
- Domestic Economy			
- Agri livestock			
13. Political Education	2	2	2
14. S.P.E.	1	1	1
TOTAL : 14 SUBJECTS	37	37	37