ENGLISH FOR TTC SCHOOLS

STUDENT BOOK

FOR TTC

YEAR ONE

OPTION: SSE AND SME

FOREWORD

Dear student,

Rwanda Education Board is honoured to present TTC Year One English Student Book for Social Studies; and Science and Mathematics options. This serves as a guide to competence-based teaching and learning to ensure consistency and coherency in the learning of the TTC Year One English content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

In addition, such active learning engages you in doing things and thinking about the things you are doing and you are encouraged to bring your own real experiences and knowledge into the learning processes. In view of this, for the efficiency use of this textbook, your role is to:

- Develop knowledge and skills by working on given activities which lead to the content;

- Communicate and share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, on internet or outside;

- Participate and take responsibility for your own learning;

- Carry out research or investigation by consulting printed or online documents and resourceful people, and present findings;

- Ensure the effective contribution of each group member in assigned tasks through clear explanations and arguments, critical thinking, responsibility and confidence in public speaking;

- Draw conclusions based on the findings from the learning activities.

- Etc

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

Dr. NDAYAMBAJE Irénée

Director General, REB

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Joan MURUNGI,

Head of Department CTLR

TABLE OF CONTENT

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

Introductory Activity | Picture observation and interpretation

1. Look at these pictures of national parks in Rwanda and discuss about them and answer questions that follow.

Fig1: *Mountain gorillas in Volcanoes National Park*

Fig2: *Giraffes in Akagera National Park*

2. Look at these ladies and discuss their professions

Fig3: *A female civil engineer*

Fig4: *The first Rwandan female pilot*

After observing the above pictures, answer the following questions:

1. Why do you think people visit national parks?

2. Do you think there are gender differences in occupational employment? Explain

3. What is the daily occupation of the person in fig 3? Is it suitable for women? Explain.

4. If you were a parent, would you spend money to take your children to explore new places? Justify your answer.

1.1. Introducing oneself and others

1.1.1. Learning activity
Reading and exploitation of the text

Text: A conversation between schoolmates

Read the conversation below and answer the questions that follow:

Kalisa: Hello, my name is Kalisa. Welcome to our school.

Isimbi: Hi, I am Isimbi. This is Ineza. She is my best friend.

Kalisa: Hello Ineza. Nice to meet you.

Ineza: Nice to meet you too.

Kalisa: Where are you from Isimbi?

Isimbi: I am from Kayonza, how about you?

Kalisa: I'm from Musanze.

Isimbi: How is Musanze?

Kalisa: Musanze is very cold and mountainous. It harbours the largest part of the Volcanoes National Park.

Isimbi: Wow! You must have seen mountain gorillas.

Kalisa: Yes, my mother took me to the National Volcanoes Park one day. It was the day of naming baby gorillas.

Isimbi: How does it look?

Kalisa: I think it is the most famous destination in Rwanda. It is a forest of the great volcanic massif called the Virunga Mountains, encompassing six active and three extinct volcanoes.

Isimbi: What does your mum do?

Kalisa: My mother is an engineer. She plans and builds public buildings, roads and bridges. What do yours do?

Isimbi: Mine works at the bank.

Kalisa: Ineza, why are you so quiet?

Ineza: Sorry, I was thinking of the place my dad took me to visit during holidays.

Isimbi: Which place did you visit?

Ineza: We went to Akagera National Park.

Isimbi: Did you enjoy it? How is Akagera National Park?

Ineza: It is quite a remarkable eco-system. It is hot and dominated by

swamps and small lakes with flow in the wake of River Akagera. All the water sources work together to create a piece of spectacular scenery.

Isimbi: The bell rings, it's time to go to class. It was nice talking with both of you.

Kalisa: Thank you! Have a good class.

Comprehension questions

1. Are the two speakers (Kalisa and Isimbi) meeting for the first time or not? Justify your answer.
2. Did Isimbi and Ineza know each other before?
3. What does Kamali's mother do?
4. From the dialogue, discuss the parts of speech reflected and provide examples.
5. Identify differences in the places that the two speakers visited.

1.1.2. Application activities: Vocabulary and essay writing

1. Find the meaning of the following words as they are used in the above conversation. (the words are highlighted in the text)

- a. Mountainous
- b. Harbours
- c. Massif
- d. Active volcanoes
- e. Extinct volcanoes.
- f. Engineer
- g. eco-system
- h. scenery

2. Write a 300 word composition describing a tourist destination of your choice. Use present simple tense to show the importance of tourism on the economy of the country.

1.2. Narrating about different places

1.2.1. Learning activity — Reading and exploitation of the text

Text: My three Day excursion in Rwanda

This three day Rwanda chimpanzee trekking safari gave me an intimate experience of tracking chimpanzees in Nyungwe forest national park. Nyungwe forest national park is located in south western Rwanda with great scenic views surrounded by tea plantations. Nyungwe forest is one of the few remaining intact tropical forests in Africa. It is home to the Chimpanzees and the largest troops of colobus monkeys.

The first day I departed to Nyungwe forest from Kigali was in the early morning after my breakfast. This was to have enough time for stopover at the ethnographic museum in Huye. The journey took us through Nyanza district and eventually Huye. The ethnographic museum which is also the national museum of Rwanda showcases the historic and cultural aspects of Rwanda through the ages.

It has materials and guides to take you through the rich Rwandan culture and history. I had lunch after the museum experience before continuing on my journey to Nyungwe forest. The roads to Nyungwe after Huye were mostly winding which gave me amazing views of the famous 'thousand hills'. I arrived at my lodge not too far from the Nyungwe forest later that evening ready to take on the chimpanzee trekking the next day.

The second day Chimpanzee trekking in Nyungwe forest national park started very early in the morning and so this required me to leave my lodge as early as 5.00 am to make it to the briefing area at the Uwinka overlook. Nyungwe forest has two main trail heads where Chimpanzee trekking happens i.e. Uwinka trail and another at Cyamudongo section. The forest is rich in botanical diversity hosting over 200 species of trees and flowering plants, 13 species of primates including, colobus monkeys, vervet monkeys, red-tailed monkey, 300 bird species with several Albertine rift endemics and several species of butterflies.

After the briefing, we were advised on which trail to take. I chose Cyamudongo and it required us to drive out for a certain distance and my driver guide transferred me to the starting point. After the chimp trekking, there was a canopy walk or return to the lodge for the needed time of relaxation and take the canopy walk later in the afternoon. I couldn't miss that canopy walk.

In addition, I had forest hikes to waterfalls and birding. This particular tour was organised specifically for chimpanzee trekking and canopy walk. However, depending on the available time on the last day I chose to add two extra activities before traveling back to Kigali.

The third day after my breakfast, I started my journey back to Kigali from the amazing 3 day chimpanzee trekking safari. I had an option of staying there one more day but I had an appointment with someone in Kigali. I will never forget the three days I spent in Rwanda. I took a lot of photos of the beautiful Nyungwe forest and I'm still viewing them.

Comprehension questions

1. Where is Nyungwe forest national park located?
2. Why did the narrator depart from Kigali early morning after his breakfast?
3. Which touristic destination did the narrator visit before reaching Nyungwe Forest?
4. Mention two activities the narrator did on the second day.

5. What prevented him to stay one more day?

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

Vocabulary	Meaning
Trekking	
Intimate	
scenic views	
Stopover	
Ethnographic	Related to ethnography. Ethnography is a branch of anthropology dealing with the scientific description of individual cultures.
Showcases	
Briefing	
Primates	

2. Use each of the above words in your own sentences.

1.3. Comparing people according to their gender and occupations

1.3.1. Learning activity   Reading and exploitation of texts

Text1: **Gender differences in the occupation of employment**

Read the passage below and answer the questions that follow:

The differences in employment distributions among women and men have been, and continue to be, a prominent feature of the labour market. Researches indicated a high degree of difference that remained fairly constant from the early 1900s up until about 1970. The 1970s were a

watershed period in occupational desegregation, as indicated by significant declines in measures of occupational differences.

The advances of the women's movement, the enactment of laws prohibiting sex discrimination, increases in female enrolment in higher education and professional schools, the steady increase in women's labour force participation, and reductions in gender stereotyping in both education and employment all contributed to this trend. Women continued to make inroads into male-dominated occupations in the 1980s, although the pace of change slowed.

The degree to which the jobs that women and men hold differ, reflecting a number of factors including: the amount and types of education that workers have completed; the types of jobs that have expanded or declined; personal preferences; societal attitudes about gender roles, which can affect both the kind of work that men and women choose and how family responsibilities enter into work decisions; and, in some cases, discrimination. Data that are available for broad occupational groups for the past two decades clearly indicate two major points. First, the gender distribution of many occupations has shifted substantially. Second, despite these shifts, women and men still tend to be concentrated in different occupations: women are highly overrepresented in clerical and service occupations, for example, while men are disproportionately employed in craft, operator, and labourer jobs.

Women generally have moved most rapidly into those occupational groups in which employment has been expanding over the past two decades. This is not surprising; because there is a greater demand for workers in faster growing occupations, so that growth could lower barriers to entry, such as gender discrimination. During 1975 to 1995, overall job growth was fastest among managers and professionals and slowest among machine operators, helpers and labourers, and farming occupations. Over this period, women increased their representation significantly among managerial and professional specialty occupations: in 1995, women accounted for 43 percent of managerial and related employment, nearly double their share in 1975 (22 percent); and women's share of employment in professional occupations also rose over this period, from 45 percent to 53 percent. By contrast, women made few gains in employment share among a number of occupations that posted little or even negative growth during this period. For example, among operators, fabricators, and labourers, women's share of

employment remained unchanged between 1975 and 1995, at 24 percent.

Currently, women and men are most equally represented among managers and professionals; in 1995, women held about half of such jobs. Employment of technicians and sales occupations also was about evenly split between women and men. Gender differences were still pronounced, however, among workers in other major occupational groups. For example, women held 4 out of 5 administrative support jobs. Women also were represented heavily in services occupations, particularly private household occupations (in which they account for 96 percent of employment) and service occupations, except private household and protective services (65 percent). Men, by comparison, were much more likely than women to work in the precision production, craft, and repair occupational group—which includes construction trades— holding 9 out of 10 such jobs in 1995. Men also continued to account for the large majority of employment in protective service (84 percent); farming, forestry, and fishing (80 percent); and operating, fabricating, and labouring occupations (76 percent).

By Barbara H. Wootton(1997)

Comprehension question

1. Describe the distribution of job occupations between men and women from the early 1900s to 1970.

2. State five factors or elements that contributed to the trend of watershed period in occupational desegregation in 1970s.

3. Using an example explain how societal attitudes about gender roles can affect people's careers.

4. The gender distribution of many occupations has shifted substantially but still, women and men tend to be concentrated in different occupations. What do you think causes this?

5. Why is the writer not surprised to see women moving most rapidly into new occupational groups (craft, operator)?

6. Explain how the distribution of jobs between men and women was in 1995, as far as employment of technicians and sales occupations is concerned

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

Vo cabulary	Meaning
Watershed	
Enactment	
Desegregation	
Discrimination	Treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit
craft	
Expanded	
Disproportionately	

2. Write a 200 word composition explaining how societal attitudes about gender roles can affect people's occupational employment.

Text2: Rwanda's first female commercial pilot, Esther Mbabazi,

Read the following passage and answer questions that follow

During her childhood, Esther's family would move on a regular basis due to her father's work as a pastor. But her desire to take to the skies never wavered, even after her father passed away in a plane crash in the Democratic Republic of Congo, when the passenger aircraft he was traveling on overshot the runway and hit some terrain.

When Esther Mbabazi was 5, she looked up and watched an aeroplane cut across the sky. She thought to herself, "I want to be the one flying that plane." The fact that there were no female pilots in her native country Rwanda—and never had been before— didn't occur to her.

"You know what? I'm going to fly," she said, "and that's what motivated me my entire life, that idea I had as a young child."

At 24, Esther became the first female commercial pilot in Rwanda. It shocked a lot of people because her father died in a plane crash when she was a young girl. But Esther refused to be deterred from her dream.

"I love the adventure," she says. "Every day is different. I would wake up today and even though I'm going to the same destination I was going to yesterday, something is going to be different. That's what I enjoy about my job: Every day brings its own uniqueness."

Esther refuses to believe that being a woman negatively affects her career. "It's a modern world. I have no fear of heights and I like machinery," she says, refusing to bow to the stereotypes about women that she's come across.

But she has experienced some negative response. One day, a male passenger stepped onto the plane. When he saw Esther, he said that if she was the one flying, he wouldn't stay on the plane.

"I feel like even though there's just that one person, there's a thousand more that are excited and are happy about where the world is going for women," she says.

Esther's achievement is remarkable, but being a woman in a traditionally male-dominated field isn't an **anomaly** in Rwanda.

"Of course, I'm sure everyone knows we have the highest number of women in the parliament in the world," Esther says, citing Rwanda's remarkable achievement in gender **parity**. Half of Rwanda's Supreme Court is also women, and an equal number of boys and girls attend school in the country.

"You know a lot of leadership roles are taken by women in Rwanda," Esther says. "I think Rwanda is doing really a good job training women and supporting women in all aspects."

Today, she gets dozens of letters from young girls who want to be a pilot someday. "Everything starts with a dream," she says, and encourages those young girls to study math and ignore the naysayers. She also asks them to think about what will come between them and their dream—and then she encourages them to completely ignore it.

"If they are girls, people will tell them "Oh, if you're a pilot, it will be hard for you to have a family, to find a husband," Esther says. "But those opinions don't really matter."

"Overall, it's a job that requires passion. Whether you're a man or a woman, you just have to have passion."

Adapted from https://www.one.org/international/blog/meet-esther-the-first-female-commercial-pilot-in-rwanda/

Comprehension questions

1. Why were people astonished to see Esther becoming a pilot?
2. What makes her enjoy her job?
3. What is the Esther's position as far as sex discrimination in job occupations is concerned?
4. Using an example from the passage, explain how there are still negative societal attitudes towards job distribution between men and women.
5. Which advice does Esther give to young girls who want to be a pilot someday?

1.3.3. Application activities: Vocabulary and sentence writing

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

Vocabulary	Meaning
Wavered	

passed away	
Aircraft	A vehical capable of atmospheric flight due to interaction with air.
Overshot	
Runway	
Deterred	
Bow	
Anomaly	
parity	

2. Use each of the words above in your own sentence.

1.4. Language structure

1.4.1. Present simple and past simple tenses

A. Present simple tense

Present simple tense, also known as simple present tense or present indefinite tense is used to describe an action that is regular, true and normal. It could equally be used to describe what is happening currently.
Present simple tense can be used for the following:

1. Repeated actions- For example:
   - She **walks** to work every day.
   - The train **leaves** the railway station daily.
2. Habits,
   - They **swim** every evening.
   - I usually **get** up early.
3. Things which are generally true.
   - They **speak** Ikinyarwanda at home.
   - It **shines** a lot in summer.
4. Facts
   - They **come** from Rwanda.
   - Birds **have** wings.

5. Something fixed in the future.

- The school choir **leaves** at 7:00pm next Monday evening.

- She performs her traditional song tomorrow morning.

6. To talk about past actions when we are summarising a book, film or play

Example:

Okwonko is moved although he remains unstoppable with his mission to become a Lord of his clan. He is disappointed by Nwoye but maintains great love for his daughter Ezinma, his child by his second wife Ekwefi. Ekwefi has begotten ten children but only Ezinma has survived. He loves the girl so much…

Extract from Things Fall Apart by Chinua Achebe
The table below shows how the simple present tense can be used.

Positive or affirmative	In a sentence
I am	I am sick
She is	She is present
It is	It is clean
They are	They are always late for school.

Rules:

✓ We use <u>do or does</u> for interrogative and negative sentences in the present simple and we specifically employ <u>does</u> for the third person singular.

✓ For third person singular, (she, he, it) we add 's' to the verb.

✓ Often, adverbs of frequency such as sometimes, usually, seldom etc. are used with the present simple.

✓ Do and does can be used with some of the 'WH' words such as where, when, what. Example, when does Nzeyi clean his room?

However, "<u>who</u>" does not use <u>do</u> or <u>does</u> as seen in the example below:

Who lives in Huye?

1. Construct (10) grammatically well-structured sentences using the present simple tense.

2. Narrate an experience you encountered at a college using the present simple tense.

B. Past Simple tense

The past tense is formed by adding 'ed' at the end of the verb. This is very applicable for only regular verbs in their past form. Such verbs in their base include play, laugh, clean, pray etc. while the irregular verbs like Catch, sweep, bring, carry have no defined formula to include for their past form.

Uses of the simple past tense:
   ✓ To talk about something that happened once in the past

Examples:
   1. We <u>met</u> at the market last evening.
   2. We<u> carried</u> the books back to the library yesterday.
   ✓ When talking about a thing that happened several times in the past

Examples:
   1. We<u> sang</u> a lot while we were in school.
   2. They always<u> enjoyed</u> playing the piano.
   ✓ **For expressions with *ago*, we also use simple past**

Examples:
   1. I<u> met </u>my family twenty years *ago*.
   2. Kevin <u>finished</u> his assignment two days *ago.*
   ✓ **When something was true for some time in the past**

Examples:
   1. She <u>prayed</u> a lot when she was sick.
   2. I <u>worked</u> in Rwanda for fifteen years.

Examples of verbs with their past form

Irregular verbs	
Base verb	Past simple
Sleep	Slept
Bring	Brought
Buy	Bought
Sweep	Swept
Fight	Fought
Come	Came
Sit	Sat

Regular verbs	
Base verb	Past simple tense
Walk	Walked
Borrow	Borrowed
Spray	Sprayed
Play	Played
Peel	Peeled
Cook	Cooked
Wash	Washed

1.4.2 Nouns: Proper nouns, Common nouns, Collective nouns, Abstract nouns Countable and uncountable nouns

- **Definition**

A noun can simply be defined as a word that names a person, place, thing or an idea. There are different types of nouns, but our focus will be on proper, common, abstract, collective also known as mass nouns, countable or uncountable nouns.

Abstract nouns: These are nouns that denote an idea, quality, or state rather than a concrete object.. Examples are among others politeness, intelligence, truth, danger, happiness, etc.

Collective nouns: These are used to represent a group of things, people and animals. Examples include a <u>flock</u> of sheep, a <u>gang</u> of thugs, a <u>crowd</u> of people, a <u>fleet</u> of trucks etc.

Common nouns: These are also termed as general nouns and do not provide a specific name. Common nouns surround us. When seated in a class, you find that you are surrounded by <u>tables</u>, you are seated on a <u>desk</u>, at the front of the class there is a <u>black</u> or <u>white board</u>

Proper nouns: They are names of particular people, places, organizations, months, days of the week and some religious events. These are spelled or written with a capital letter. We also use capital letters for festivals such as Easter, Christmas, Iddi etc.

Countable and uncountable nouns: Countable nouns are those that can be counted for example bottles, books, cups while uncountable are those types of nouns that cannot be counted. Examples include Air, sand, wind etc.

1.4.3. Pronouns:

These are: Personal, indefinite, interrogative, demonstrative, relative, reflexive, reciprocal and possessive pronouns

They are words that are used in the place of a noun. In other words, they substitute for a proper name of a person, place, country etc. We normally use pronouns to limit repetition of the nouns that they refer to. The types of pronouns include, personal, indefinite, interrogative, demonstrative, relative, reflexive, reciprocal and possessive pronouns. This unit will therefore exploit personal, possessive and demonstrative pronouns.

Note:

There are many types of pronouns. They include; personal, indefinite, interrogative, demonstrative, relative, reflexive, reciprocal and possessive pronouns.

1. Personal pronouns are divided into subject and object pronouns

Subject pronouns	Object pronouns
I	Me
You	You
He	Him

She	Her
It	It
We	Us
You	You
They	Them

2. Possessive pronouns. These show that something belongs to someone.

Examples include theirs, his, hers, mine, yours.

3. Demonstrative pronouns. They are kinds of words that are used to directly point at something specific within a sentence. They are very few and include:

This, that, those, these, none, neither, such,

etc.

1.4.4. Articles: Indefinite articles, Definite articles

An article is a word that accompanies a noun to specify its grammatical definiteness. Articles include **a**, **an** and **the**. They can be *definite* or *indefinite*.

Indefinite articles

Indefinite articles are **a** and **an.** They are used in several ways:
1. We use the indefinite articles (**a** and **an**) when we refer to any person or thing and not a particular one. For example

     a. She gave me *a radio.*

     b. Kamali is afraid to use *an* escalator.

Note

   The words "*radio"* and " *escalator*" in the examples above are referring not to particular but to general items.

2. We also use indefinite articles when we mention something for the first time. Look at the examples below.

     Example: A farmer approached *an* officer with *a* petition. *The* farmer felt a bit scared because he did not know how *the* officer would react to *the* petition.

3. We use the indefinite article **an** when the word that follows it begins with a vowel sound. **A** is used when the word that follows it begins with a consonant sound. Look at the examples below.

a. Her fiancé gave her _a_ ring.

b. The girl gave _an_ answer.

c. I prefer working in _a_ university.

> _The choice between a and an depends on pronunciation not on spelling. Therefore, we say a university, a useful thing, an hour, an honest man… and indefinite articles are only used with singular countable noun._

Definite articles

The definite article **the** _is used to refer to particular things or persons. It is used in the following ways:_

1. It can be used with both singular and plural nouns, unlike the indefinite articles.

Singular		Plural	
A lorry	The lorry	Lorries	The lorries
An idea	The idea	Ideas	The ideas
An umbrella	The umbrella	Umbrellas	The umbrellas

2. It is used when we mention something that we had mentioned before.

Example: A farmer approached _an_ officer with _a_ petition. _The_ farmer felt a bit scared because he did not know how _the_ officer would react to _the_ petition.
3.

We don't put an article before the name of a country, languages, sports, and academic subject unless it starts with "_united_", for example, _the_ United States of America or _the_ United Kingdom; or its name contains the word "_Republic_" or "_Union_", for example, _the_ People's Republic of China.

1. Eg: Mary speaks French well.

   Eddy plays volleyball well

   Ann explains me mathematics once a week.

2. When referring to languages, we use _the_ in the following ways: we say "_the English language_" and not "~~English language~~"; We say "_fluent in English"_ and not "_~~fluent in the English~~"_

3. Before the nouns like chapel, church, market, college, school, hospital, court, prison, work, and bed the article "the" is not used when are used for their primary purpose.

eg: we go to church every Sunday (the primary purpose of church is praying then this sentence means that we go to pray every Sunday)*6.* Pronunciation of "the"

"the" has two pronunciations:/ðə/ and/ði/.

- "the" is pronounced /ðə/ when it precedes a consonant sound
  Eg: the person / ðə pɜ:sən/
     The university / ðə ju:nivɜ:slti/

- "the" is pronounced /ði/ when it precedes a vowel sound
  Eg: the apple / ði æpl/

1.4.5. Conjunctions: Whereas, While, When, Where

Read the following sentences carefully and explain the role of the highlighted words.

1. A home is generally defined as a place **where** one lives permanently

2. The term nuclear family refers to the family group consisting of parents and children, **while** extended family includes all those with kinship ties.

3. Nuclear family is composed of parents and siblings, **whereas** extended family is made up of all people from the same ancestors.

Notes:

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions are considered to be invariable grammar particle. Below are some conjunctions that are used to contrast two similar things.

a. Whereas

Whereas is a conjunction which is used to highlight an important difference between two similar things or facts.

When *whereas* comes at the beginning of a subordinate (dependent) clause, we put a comma before it.

Examples

1. Nuclear family is composed of parents and siblings, **whereas** extended family is made up of all people from the same ancestors.

2. The term nuclear family refers to the family group consisting of parents and children, ***whereas*** extended family includes all those with kinship ties

3. People say 'fries' in America, **whereas** in Britain they call them ‹chips›

Notes:

When the clause with *whereas* comes before the main clause, we put a comma after that main clause.

Examples:

1. Whereas extended family is made up of all people from the same ancestors, Nuclear family is composed of parents and siblings.

2. Whereas Bugesera has very hot summers, Musanze summers are sometimes quite cold.

3. Whereas street children don't get affection, children in families get enough care.

b. While

While can be used instead of *whereas*

Examples

1. Nuclear family is composed of parents and siblings, whereas/while extended family is made up of all people from the same ancestors.

2. Children in orphanages are sometimes sad, whereas/while children in families are usually happy.

While can also be used to express time. In that case it introduces a time clause and means "*at the same time*" or "*during the time*".

Examples

1. While the kids were having a nap, the mom could have a relaxing bath.

2. I remembered I had forgotten to buy food **while** I was just leaving the market.

c. When

When can be used in different ways, but when it is used as a conjunction it means "at the time that". The clause with when is a subordinate clause (sc) and needs a main clause (mc) to complete its meaning. If the when-clause comes before the main clause, we use a comma. When can be used to talk about the past, present or future as explained below.

✓ **Talking about the past**

Examples:

1. When I was younger, there were no houses here.
2. Nobody spoke when she came into the room.

✓ **Talking about the present**

Examples:

1. **When** a new baby is born, there is a lot of joy in family.
2. There is a lot of joy in family **when** a new baby is born.

✓ **Talking about the future**

Notes:

In references to the future with **when**, we use the present simple or the present perfect in the when-clause, not the future with *shall* and *will*:

Examples:

1. **When** the new park *opens*, my father will take me there.

   Not: ~~When the new park will open, my father will take me there.~~

2. **When** *I've finished* my homework, I'm going to phone my dad.

   Not: ~~When *I'll finish* **my homework, I'm going to phone my dad.**~~

We can also use when to mean "considering that".

Example:

What's the point in going out **when** we have to be home by eleven o'clock?

d. Where

Where is used as a conjunction to mean 'in the place that' or 'in situations that'. The clause with where is a subordinate clause and needs a main clause to complete its meaning. If the "where clause" comes before the main clause, we use a comma.

Examples:

1. **Where** you find a lot of water, you will also find these beautiful insects.
2. **Where** you have to pay a deposit, be sure to get a receipt.

1.4.6. Application activities: Using conjunctions and articles in sentences

Choose the right words from the brackets to fill in gaps in each of the sentences below.

1. Kariza, will you lay the table……. I help your sister with her maths exercise, please. (whereas/while)

2. The twins are very different: Kalisa is shy and reserved……. Kamana is outgoing.(whereas/while)

3. My aunt Sophie is a doctor…………….. Uncle Pete is a dentist. (whereas/where)

4. I remembered my keys…………….. I had left. (while/when)

5. Dad would like to have a holiday in Spain……….. Mom would prefer Italy. (whereas/when)

6. Why carrying bed covers in Musanze…………….we have to sleep in a hotel. (where/when)

7. A home is generally defined as a place……………..one lives permanently. (where/when)

8. When my mother ……………… I will tell her that you didn't mop your room. (comes, will come)

*ii. Use **a**, **an** or **the** to fill the blanks in the following sentences. The first one has been done for you.*

1. My mother considered it **an** hour to receive **the** reward promised by the President.

2. Your car is very nice. Does it have ---------DVD player?

3. Kamali rested at home in --------------garden-------------whole meaning.

4. Kalisa found --------cat. --------- cat belongs to his neighbour.

5. Keza has got -------job in ---------bank in Kigali.

6. She is --------useful person most of -------time.

1.5. Vocabulary: Word and Sentence Formation

Vocabulary is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. This is the main tool that will help you attempt to use English effectively. You will first find meanings of words and then use them in your own sentences.

1.5.1. Application activity: Vocabulary

Copy words in column A in your exercise book and match them with their meanings in column B

A. Word	B . Sentence
Kinship	legally made the son or daughter of someone other than a biological parent
Adopted	the process by which plants and animals give rise to offspring
Lineage	the relationship between members of the same family.
Society	a group of individuals tracing descent from a common ancestor.
Reproduction	a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.

1.5.2. Application activity: Sentence writing

Use each of the words above in your own sentence.

1.6. End unit assessment

i. Complete the sentences with the correct form of the verbs in brackets.

1. Kamali and Kalisa often……..to parties yesterday. (go)
2. Jenny sometimes …………Monica. (meet)
3. In summer, children usually…………… in the garden. (play)
4. Kalisa ……………the board every day. (clean)
5. My sister……………blue eyes. (have)
6. Bill…………..the window at night for it is always hot here. (open)
7. They all……………….dark blue pullovers when it is cold. (wear)
8. He always……………..the housework himself. (do)
9. My mum……………..shopping every Friday. (go)
10. I never……………TV in the morning. (watch)

11. Fred…………..football last week. (play)

12. Hannah and Betty often…………….pizza. (eat)

13. Frank ………. Watching TV. (like)

ii. Decide whether to use a, an, or the for each of the following sentences.

1. _____ flowers he gave me are beautiful.

2. Her dad sings her _____ song each night before she goes to bed.

3. Have you ever eaten _____ raw egg before?

4. Excuse me, do you have _____ time?

5. He had _____ exciting day today.

6. Bob forgot to bring _____ cake he baked.

7. Can you please return _____ records you borrowed?

8. Fred met _____ wonderful group of people last night.

9. _____ people Scott met were also nice. Tell me _____ story!

iii. Write a 200 word composition explaining how desegregation can help boost national economy.

Key Unit Competence: To use language learnt in the context of careers and choices

Introductory Activity
Picture observation and interpretation

Fig1: An interpreter at work

Fig2: Agriculture machine

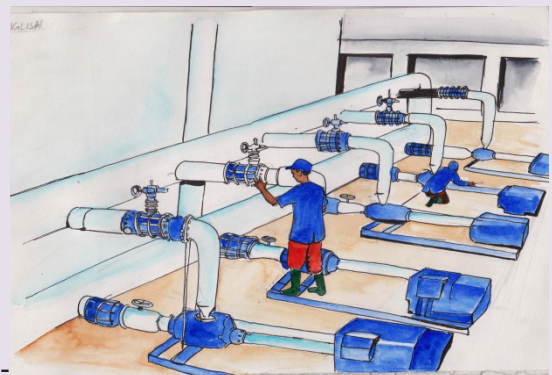*Fig3: Young civil engineers*

Fig4: A plumber

1. What is the job occupation of the person in **fig1**? Which qualifications are required to do that job?

2. What is the use of the tool in **fig2**?

3. What is the job occupation of the people in **fig3**? Which qualifications are required to do that job?

4. Do you think a person needs to go to schools to be a plumber? Justify your answer

Suggest any other job occupation, and describe tools and qualifications required to do it.

2.1 Describing different types of careers and specific jobs

2.1.1. Learning activity   Reading and exploitation of the text

Text: Agriculture and Natural Resources careers

If you would like to **harness** the power of nature to ensure the safety and stability of the environment and people's food supply, you might be in interested in working in agriculture or natural resources. These jobs run the gamut from learning how to manage the earth's resources to producing the food people eat.

The first career you can pursue in Agriculture and Natural Resources is Agricultural Food Science. As an agricultural food scientist, you would analyse methods of crop production and farming practices. The results of such studies can be used to **heighten** crop yield and food quality.

The second is Conservation Science - The main duty of a conservation scientist is to manage land use in compliance with government regulations so that **ranchers** or farmers can make good use of natural resources without causing harm.

The third career in Agriculture and Natural Resources is Environmental Engineering. Environmental engineers draw the fields of chemistry, soil science, engineering, and biology to solve environmental problems such as pollution and the disposal of **hazardous waste**. Environmental engineering technicians implement the plans that environmental engineers devise.

The fourth career one can pursue in this filed is Environmental Science - The work of environmental scientists ranges across multiple scientific disciplines, including **ecology**, biology, chemistry, soil science, and geology. They study how earth's ecosystems and non-living elements come together to impact the environment.

The fifth career is Farming or Ranching - With increasing demand for healthy food choices, you might be able to make a living as a farmer who grows or raises food, including **beef**, **pork**, **poultry**, or vegetables. You could also be a rancher, which involves raising **livestock** and maintaining the land and facilities where the animals are kept.

The sixth career in Agriculture and Natural Resources is Food Science and food technology. Food scientists draw on sciences such as biology and chemistry to conduct studies about the biochemistry and makeup of food. Food science technicians apply the knowledge gained by food scientists to develop new kinds of food, test food to make sure nutritional labels are correct, and ensure that food is free from bacterial contaminants.

The seventh career is Forestry - Foresters engage in a wide variety of duties that involve the conservation and management of forests. If you become a forester, you might do any of the following: harvest timber, enforce laws pertaining to forestry, or oversee activities that take place in forests such as hunting and recreation.

The eighth and ninth careers to pursue in Agriculture and Natural Resources are related to landscaping and grounds keeping. Landscaping careers include landscape architecture and landscape design. In both of these careers, you will deal with outdoor environments like gardens, highways, and parks. Groundskeepers are responsible for maintaining the outdoor environments designed by landscapers and keeping the areas clean and free of debris.

The tenth career in this field is Zoology. If you love animals, you might want to become a zoologist. The job involves studying animals and their behaviours, growth, and development. You'll also study diseases that affect animals and analyse how different species of creatures interact with one another.

Comprehension questions

1. List ten careers that one can pursue in Agriculture and Natural Resources.
2. What can make you know that you may be good at working in agriculture or natural resources?
3. What is the duty of a conservation scientist?
4. What do you understand by "make good use of natural resources without causing harm"?

5. Which career can one pursue if they want to solve environmental problems such as pollution and the disposal of hazardous waste?

6. Compare the duties of a conservation scientist and the duties of a environmental scientist.

7. Differentiate a groundskeeper from a landscaper

2.1.2. Application activities: Vocabulary and sentence writing

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

Vocabulary	Meaning
Harness	
Heighten	
Ranchers	
hazardous waste	
Ecology	
Beef	
Pork	
Poultry	birds, such as chickens, that are bred for their eggs and meat:
Livestock	
forestry	
Groundskeep- ers	
Landscapers	
Debris	

2. Write a short composition describing a career of your choice and qualifications required in order to be successful in that career.

2.2.Talking about qualifications

2.2.1 Learning activity: Reading and exploitation of texts

Text: **Important qualifications in Engineering**

How far you want your career to progress will determine what qualifications you will need and the **timeframe** it will take for you to reach your goal. For instance, if you have a secondary school certificate in construction, but you see yourself as a Chief **Engineer** someday, you need to be prepared to learn new skills and improve your qualifications.

Even if you have some knowledge, however, you will need to be prepared to study further in order to have a successful career in engineering.

If you take the **non-graduate** route into engineering, the entry point is on an apprenticeship scheme. Here you will work as an operator and be expected to study towards an engineering degree as part of your apprenticeship.

If you are a secondary school certificate holder, and want to an engineer, you must join university and enrol on a higher apprenticeship in order to qualify to undertake a bachelor's degree in engineering. The graduate route will see you recognised as a member of one of the three main professional institutions; Institution of **Civil Engineers**, Institution of Mechanical Engineers, or Institute of Electrical Engineers .

Professional qualifications are important in the industry and will increase your earning potential, improve your career prospects and will raise your professional credibility. There are different categories of employment in engineering. For example, in the United Kingdom, the Engineering Council recognises three main categories of employment, all of which have their own professional qualifications: **Chartered** Engineers, Incorporated Engineers and Engineering Technicians.

To become an engineering technician you need a National Certificate, Diploma or equivalent qualification, combined with initial professional development (IPD), which can be achieved through an advanced **apprenticeship**.

Incorporated engineers require an engineering related degree or for those without a degree, alternative routes can include a High National Diploma or Foundation Degree followed by structured professional training.

Regardless of sector, the most sought after positions are generally accredited to chartered status. To become a Chartered Engineer in the United Kingdom, graduates study a four-year Mechanical Engineering degree accredited by one of the major engineering institutes.

If you are unsure what avenue is right for you, seek out potential work experience opportunities. Approach employers directly and volunteer for an unpaid work placement. This will give you an insight into the industry and if you prove your value to the organisation, you could end up with a job offer.

Adapted from *https://www.monster.co.uk/career-advice/article/what-qualifications-are-important-in-engineering*

Comprehension questions

1. Can a secondary school certificate holder work as engineer? Explain.
2. What post can the non-graduate person occupy in a company?
3. State three main categories of employment recognised by Engineering Council.
4. What do you understand by "Regardless of sector, the most sought after positions are generally accredited to chartered status"?
5. Which advice is given to people who are not sure of what avenue is right for them?

2.2.2 Application activities: Vocabulary and composition

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

Vocabulary	Meaning
Timeframe	
Engineer	A person whose job is to design or build machines, engines or electrical equipment, or things such as roads, railways or bridges, using scientific principles.
non-graduate	
Civil Engineers	
Chartered	
Apprenticeship	

2. Write a short composition explaining qualifications required for a primary school teacher.

2.3. Describing ways of finding jobs

2.3.1. Learning activity   **Reading and exploitation of texts**

Text: **Different Ways to Find a New Job**

The old days of finding a job right out of school and sticking with it until retirement are certainly in the past. In these modern times, people have become more adept at locating new job opportunities. But some of the more traditional tactics have started to fade in popularity**. People are no longer looking primarily at the newspaper want-ads to find their dream jobs. Job seekers are becoming more creative and utilizing new strategies in moving their careers forward. Those strategies include:** networking, referrals, job boards and career websites, company websites, cold calling and temping or internships.

Networking can be done both in person and online. It is said that the majority of job vacancies are never advertised, often referred to as the "hidden job market." To land these jobs, seekers will need to find a way to get a foot in the door. Networking can go a long way in locating job opportunities; even if no one you know directly has knowledge of a job opening, there's a chance they know someone who does.

Referrals also come from individuals you know, however, this method may get you an invitation to apply for a position without actually searching for a new job. Some employers offer incentives to their employees for referring a successful candidate to their company – a win-win situation for everyone. You get a new job, and your contact gets a finder's fee for attracting a top-notch employee.

Job Boards and Career Websites help many people to find jobs. Job boards were traditionally just that – boards posting vacancies and employment opportunities. Though some of these boards may still exist in a literal sense, many job boards have moved toward a virtual format. You can also use job search engines on the internet or the vast number of career-related websites that post job openings, such as umurimo.com, jobinrwanda.com or Rwanda recruitment portal.

Company Websites can also help you find a job. If you already have your dream employer in mind, why not go directly to the career section of their website? If you watch for openings on their site, there's a chance you'll find just the opportunity that you've been waiting for. Create a list of employers that you'd like to work for and visit their websites often. If you're really set on working for a specific company it may take some time to find just the opportunity that fits your skill set. But if you've got the luxury of time, this might be the optimal method for finding your dream job.

Cold Calling is another method you can use to find a job if even if it is not always well received. If you don't see any job listings posted for a company you're particularly interested in, you might consider making a cold call. You can use the telephone or email to contact individuals within an organization by finding their contact details on the company website or by inquiring with a receptionist.

As for Temping or Internships, you should know that sometimes temporary employment or internships can lead to permanent positions. If you're without work, finding a temporary position with a great company is a great way to get a foot in the door, or provide you with useful business contacts to call upon in the future.

In the modern job market, finding the very best job opportunities often requires a combination of methods. Always keep in mind that there are a variety of methods available for finding job opportunities, all with their own strengths and weaknesses, so don't be shy to experiment with a variety of techniques.

https://www.investopedia.com/financial-edge/0711/9-different-ways-to-find-a-new-job.aspx

Comprehension questions

1. What are the six strategies to find new job mentioned in the passage.
2. Mention two ways through which networking can be done.
3. Is it worth asking someone about job if he or she has no direct knowledge of a job opening? Explain
4. What do you understand by "many job boards have moved toward a virtual format"?
5. Discuss advantages and disadvantages of "**Cold Calling**" as a technique of finding a job.
6. Explain how temping or internship can help a person to find a job.

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

Vocabulary	Meaning
job opportunities	
Retirement	
Networking	
Incentives	something that incites or has a tendency to incite to determination or action
a win-win situation	
Websites	
search engines	
Openings	
Temping	
Internships	

2. Use each of the above words or phrases in your own sentence.

2.4. Recounting a career

2.4.1 Learning activity: reading and exploitation of the text

Text: A day in the life of an interpreter

Being an **interpreter** is a demanding job: it takes years of experience, skill, discipline and hard work. What's more, professional interpreters often deal with difficult or emotional situations and have to maintain professionalism whilst consecutively thinking and speaking in different languages.

One of Manchester based interpreters, Carmen, who has been interpreting for almost 10 years, was asked what it is like to work as an interpreter. Her principle languages are English and Romanian and she holds a Diploma in Public Service Interpreting (DPSI). She answered the following questions.

Journalist: What is it like to be a **professional** interpreter?

Carmen: I really do love my job, including its challenges! Through the course of what I do, I'm lucky to meet some very interesting people and it doesn't feel like going to work. For me it feels as if I'm meeting someone new, someone vulnerable who, through working with brilliant, multidisciplinary support teams, I'm helping to get the right outcome and enabling them to live a better life.

Essentially, my job is to facilitate communication between the non-English speaker and the relevant professionals.

On a daily basis I see how important my role is and because of that, I get great job satisfaction. Don't get me wrong, the role of an interpreter is an **impartial** one, I never offer my own opinion or advice. I interpret for the various qualified professionals who are working with the person or family in question.

Journalist: What are the biggest challenges in interpreting?

Carmen: I once worked on a case with a Romanian family whose children were taken into foster care. This was simply due to their non-English speaking mother not understanding the standards of care here in the UK. Different cultures have different ways of doing things. The children and their mother were distressed and working alongside social services, I saw them a number of times. **Ultimately**, the children were settled in with their new **foster care** and we helped to educate the mother. Happily, and thanks to the work of the great social services team, Mum gained a solid understanding of what she needed to do and the children were returned to her.

It felt very rewarding to play a role in bringing this family back together in happier circumstances.

Journalist: What skills and qualifications are needed to be an interpreter?

Carmen: Obviously, it's important to be a good listener, and be alert at all times during the appointment. If you miss the slightest word or sentence, it could have a detrimental impact. You'll often have to deal with stressful or emotional situations, and you need to be able to cope in these circumstances, and demonstrate patience and compassion.

The level of **qualification** depends on your language pair – the level that most companies usually require vary from Community Interpreting Level 3

to DPSI level.

Comprehension questions

1. What makes interpretation very demanding?
2. Describe the experience of the interviewee?
3. Does interpretation work profession bore Carmen? Explain.
4. What makes Carmen get great job satisfaction?
5. Does Carmen give her own view while interpreting?
6. Which qualification is needed to be an interpreter by most companies?

2.4.2. Application activities: Vocabulary and composition writing

1. Match each vocabulary with its meaning

Vocabulary	Meaning
interpreter	Treating all parties, rivals, or disputants equally; not biased; fair
professional	Indicating the most important action.
impartial	one who listens to a speaker in one language and relates that utterance to the audience in a different language
Ultimately	an ability or attribute that aids someone's chances of qualifying for something; specifically, completed professional training
foster care	Pertaining to, or in accordance with the high standards of a profession, expert
qualification	A formal system by which a child is cared for, in a foster family, by people other than its own parents, but without being adopted

2. Write a 200 word composition "A day in the life of a secondary school student.

2.5. Language structure: The Present Perfect and Present Perfect Continuous

2.5.1. Present prefect tense

This tense connects the past with the present: completed or unchanging actions or events. It cannot be used to make a reference to a particular point or period (like last week, in January, at 2.am, etc.)

It is used for:

- ✓ Completed actions or events at some time before now(no particular time given)
- ✓ Actions or events in periods of time not yet finished
- ✓ Achievements
- ✓ Actions with ever, and never referring to any time up to now
- ✓ Unchanging situations in periods of time up to now
- ✓ Series of completed actions up to now
- ✓ Future actions after some conjunctions: after, before, as soon as, until, for, since, this week/month/year, etc.

Generally, The present perfect tense is used when talking about:

a) actions which took place in the past, but whose time is not precise or mentioned.

e.g. Have you been to Kigali?

b) experience.

e.g. Have you ever travelled by plane?

→ Yes, I have. No, I haven't.

→ No, but I'm planning to.

c) news.

e.g. Our country has sent an Ambassador to DRC.

2.5.2. The use of since and for with the present perfect tense

a) *Since*

Examples:

1. The population of DRC has increased since 1970.
2. Rwanda has been independent since 1962. (this means that Rwanda became independent in 1962 and that it is still independent).
3. His Excellence the President of the Republic of Rwanda, Paul KAGAME, has ruled the country since 2000.
4. You have been students here since January 2011.

b) *For*

- We are in 2019, thus, Rwanda has been independent for 57 years.
- You have been students here for one month.
- Our English teacher has taught us English for one month.
- Generally, when making the present perfect tense, we take the subject + the auxiliary verb have/has + the past participle of the main verb.
- We use the present perfect tense with since to indicate the beginning of a period of time.
- We use the present perfect tense with for to indicate the duration of a period of time.

The use of just, almost, already and yet

Question: Have you written the other letter?

Different answers may be given:

- Yes, I have already written it.
- Yes, I have just written it.
- I have almost written it.
- No. I haven't written it yet.
- No. I haven't yet written it.
- I am still writing it.

2.5.3. The uses of the present perfect continuous

The present perfect continuous talks about an action which started before now and is still continuing. The main concern is the time the action started.

The following format can be used: Subject + auxiliary verb (have) + been + verb (ing)

Example: We have been studying to become lawyers.

They have been doing this job for three years now.

Note:

Since and for help to know the time interval an action has taken.

Compare: Gahizi has been teaching since 2000. (Begun teaching this year up to now)

Gahizi has been teaching for fifteen years. (Has spent these years teaching)

When is the present perfect continuous used?

The present perfect continuous is used to talk about;

a. An action which began in the near past and is still continuing. It does not matter how long the near past is.

E.g. He has been working as a doctor for a very long time. (He still works as a doctor)

b. The time interval and length of an action up to present using since and for.

Examples:.

- She has been lecturing since she finished her university.
- We have been waiting for the new manager for five months.

c. Drawing conclusions.

Examples:

His eyes are red. It is clear he has been crying after that difficult job interview.

Look at his hands. He must have been cultivating for his entire life.

Task:

Study the information above and discuss what you have understood, then write a summary with personal information.

2.6. End unit assessment

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

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

It is very important for everybody to make the right choice of 1) _____. And it is no wonder because there are a lot of honourable professions to choose from, for example, the profession of a teacher, a doctor, a computer-operator, an 2) _____, a journalist, an agronomist, a miner, a fitter, etc. It is difficult for the young people of seventeen to give a definite 3) _____. There are lots of people who take 4) _____ about their professions and their career very easily. It is a matter of fact that only few of them become successful in their careers and their 5) _____. Such people don't gain much success in their professions and their careers. The next point is that there is a big difference between 6) _____ and career. Job is just a place to work in and to earn your living while 7) _____ involves planning out the journey, picking up the necessary skills along the way to be successful, and purposely deciding what your 8) _____, skills and work values are. Choosing a career is a hot question for school-leavers. I know that leaving school is the beginning of my independent life, the beginning of a far more serious examination of my abilities and 9) _____. My parents and school teachers helped me to 10) _____ my future profession. I would like to become a teacher as my parents are. This profession is to my liking though I understand that it is a difficult job, but I like people and my long-term dream is to bring up and teach children. Some people never pick a career. They continue drifting from job to job, without considering where the drifting will lead. 11) _____ may change their career interests or goals over time, but a well-chosen career usually leads to more advanced and challenging opportunities. And let's face it –

you're likely to be working most of your life, so why not enjoy what you're doing. Finally I'd like to advise you to choose your career carefully and then you will be happy and 12) _____ in your future life.

Source: https://en.islcollective.com/resources/printables/worksheets_doc_docx/writing_ comprehension_career/preintermediate-a2-worksheet/65054

2. Many youths in Rwanda disrespect certain jobs that require using physical energy. Write an article in your school magazine advising such students to give value to all jobs.

3. Choose the correct answer.

1) I love this writer's books. I (have been reading/ had been reading) them for years.

2) His clothes were dirty because he (has been working/ had been working) in the garden.

3) Where have you been? We (had been waiting /have been waiting) for you for ages.

4) He hasn't decided on a career yet, but he (has been thinking/had been thinking) about it lately.

5) After she (has been playing/ had been playing) the violin for ten years, she joined an orchestra.

4. Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous or the Past Perfect Continuous.

1. Mike has never had an accident and he .... (drive) for years.

2. She had no idea it was so late because she .... (not /watch) the time.

3. " .... (you/take) your medicine regularly, Mrs Smith?" "Yes, doctor."

4. They eventually found the dog after they .... (look) for it all night.

5. How long .... your father .... (work) for the company when he retired?

5. Complete the sentences with a suitable word or expression from the following:. for, by tomorrow, so far, the week before, since

1. Our TV hasn't been working ....last week.
2. The Browns invited us to dinner although we had only met ....
3. They will have finished painting the house ....
4. We had been writing ....nearly an hour when the bell rang.
5. They have interviewed three suspects ....

Key Unit Competence: To use language learnt in the context of Social cohesion

Introductory Activity — Picture observation and interpretation

Fig1: Rwanda soldiers with citizens in umuganda

Fig2: *Girls helping each other hike up a mountain.* **Fig3**: *First aid during the commemoration of 1994 genocide against Tutsi.*

1. Explain the importance of the activity in **Fig1**.

2. Describe what is going on in **Fig2** and explain how it can help in building a cohesive society.

3. What is happening in **Fig3** and how does it help to improve social cohesion?

3.1 Talking about personal values that enhance social cohesion.

3.1.1 Learning activity: reading and exploitation of the text

Text: The meaning of social cohesion within the Rwandan context

Within the official political **discourse** of the Rwandan government, the idea of social **cohesion** occupies a central place; it forms part of the set of national objectives of the Republic. Rwanda's National Unity and **Reconciliation** Commission (NURC) defines social cohesion in terms of belonging, interpersonal trust and common values which are the "glue that bonds society together". Similarly, a representative of the National Commission for the Fight against Genocide (CNLG) described social cohesion in terms of "bringing back what did not exist any longer after genocide and about the capacity of Rwandans to redevelop unity". Official discourse hence draws on social psychological definitions.

Aegis[1] relies on a similar normatively infused definition of social cohesion: the Aegis Rwanda Youth Department coordinator summarised its meaning as an "understanding, [an] **opening up** to another person, what they have been through, and what they feel at the moment, like pain", and the moral rules of '**do's and 'don't's** of a society. He equally drew on an empathy-based and normative value based approach. The Director of Aegis Rwanda also described social cohesion's value as "bringing two broken entities back together", by teaching skills on "how to live together", and how to **foster** a common understanding of "how the memory of the past informs the present and supports change in the future". This is understandable in the specific context of a post-conflict setting. Peace building relies on the positive transformation or restoration of broken relationships between the people in conflict, "where divides are bridged and other negative relational attitudes and behaviours are broken in favour of positive ones"

At no surprise, many ordinary citizens have **internalised** this type of social psychological definition of social cohesion. Secondary students from Muhanga believe that social cohesion means "mutual respect, living in peace, having harmonious relationships in the community and families, helping and loving each other, having security and being co-dependent". Kigali university

students equally refer to "good relationships and trust between members of a community, **getting along** with others, living together, united and in harmony, and working together to build the country […] to work together and to achieve common goals despite the genocide history".

Aegis Youth Programme participants emphasise the specificity of the post-conflict context where one needs to look "beyond the past" in order to rebuild society: "We are more than our past, our tribe. We are just people at the end of the day, there is more than our background […]an environment [that] everybody feels part of [and] feels they belong…and which is peaceful, [a society] that views people as people, that embraces difference. A society [in which] people feel accepted".

As the Executive Secretary of the National Unity and Reconciliation Commission, Habyarimana, emphasises "Rwandans have to be united in order to have a cohesive and peaceful society". According to the Rwandan government, reconciliation entails "the formation or restoration of **genuine** peaceful relationships between societies that have been involved in intractable conflict, after its formal resolution is achieved"

By Nora Ratzmann

Adapted from http://www.genocideresearchhub.org.rw/app/uploads/2018/09/Nora-working-paper.pdf

Comprehension questions

1. What do you understand by "the idea of social cohesion occupies a central place"?
2. How does the representative of the National Commission for the Fight against Genocide define social cohesion?
3. What is *social cohesion's value,* according to the Director of Aegis Rwanda?
4. Why do you think all definitions of *social cohesion* in Rwandan context keep repeating the idea of restoring broken relationships or bringing back what did not exist any longer?
5. Enumerate at least 3 values that can enhance social cohesion.

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

Discourse	
Reconciliation	
opening up	Starting to talk more about yourself and your feelings:
'do's and 'don'ts	
Foster	
Internalised	
getting along	
Genuine	

2. Write a 300 composition detailing economic impacts of social cohesion.

3.2 Elaborating on peace and unity

3.2.1 Learning activity: Reading and exploitation of texts

Text: Peace is the foundation for prosperity in Rwanda

Read the following article and answer questions that follow:

This week**,** at the Kigali Genocide Memorial, Aegis Trust hosted one hundred national and international **experts** to discuss the role of Peace and Values Education in preventing conflict and mass atrocity. On 23 February 2017,*The New Times* sat down with Aegis Trust Country Director, **Yves Kamuronsi**, to find out more about the work of the organisation and why teaching peace is essential for Rwanda's development.

What is the Aegis Trust? Tell us about the work that you do.

Aegis Trust works in Rwanda and around the world to prevent genocide and educate the next generation of **champions** for humanity. For more than ten years, Aegis has supported Rwandans to build lasting peace through education programmes that teach about the history of the Genocide against the Tutsi and share stories that promote unity and social cohesion**.**

Why is peace and values education important?

Peace and stability are **vital** to the development of every community, city and country. If we live together in harmony, free from the fear of violence, then, we are able to create the prosperous lives we want and deserve.

In Rwanda, we know the terrible consequences of **hatred** and **violence**. The Genocide against the Tutsi was the result of a systematic campaign of **dehumanisation** and division over many years. Just as people were taught to hate one another, we can also teach people to love one another. When we teach peace, we develop a generation of peacemakers.

While much progress has been made over the last 23 years, building peace is an on-going process and everyone needs to be involved – young and old. Whichever way you look at it, peace is the foundation for **prosperity** in Rwanda.

What impact is peace education having on the lives of Rwandans?

Put simply, peace education is changing lives. We have seen Rwandans who harboured resentment against others begin the process of forgiveness and reconciliation.

For example, young people trained by Aegis Trust set up peace clubs and went door to door in their communities helping to solve family problems. One of these 'Peace Champions' in Gasabo District, Rameaux, was so inspired by what he learnt that he helped set up six other peace clubs and has run peace education workshops with more than 1,000 young people and community members.

What is your advice to young Rwandans wanting to build peace at home, school or in their communities?

You don't need to be a grown up to be a champion for peace. It's just about standing up for your values and what you believe in. For example, if a classmate is being bullied at school you can help them by telling the bully to stop it.

I would also encourage every young Rwandan to talk with their parents, teachers and friends if they see something they know isn't right and work together to find a solution that works for everyone.

If anyone wants more support, they can visit the Peace School at the Kigali Genocide Memorial and talk to one of our team members.

Adapted from *https://www.newtimes.co.rw/section/read/208285*

Comprehension questions

1. Why did one hundred national and international experts gather at the Kigali Genocide Memorial?

2. In not more than two lines, explain what the conversation between *The New Times* and Yves Kamuronsi was about.

3. Describe the duties of Aegis Trust.

4. How does peace and stability contribute to the development of every community?

5. In which way does Kamuronsi think we can develop a generation of peacemakers?

6. In one sentence explain how peace education changed the lives of Rwandans.

3.2.2. Application activities   Vocabulary and essay writing

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

Vocabulary	Meaning
Experts	
Champions	
Vital	
Hatred	
Violence	Actions or words which are intended to hurt people.
Dehumanization	
Prosperity	

2. Write a one page essay to explain the role of peace in the lives of people wherever they are. Include one paragraph in which you focus on the case of Rwandan people.

3.3. Language structure: Some forms of the verb

3.3.1. Active and passive voice

- **Preparatory activities**

1. Justify the statement below using examples.

"In academic writing, People show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence."

2. Study the following tables and answer the questions that follow

Active voice	Passive voice
Kalisa does the homework.	The homework is done by Kalisa.
Mukamana cares the lion.	The lion is cared by Mukamana.
Ruremesha has completed the assignment.	The assignment has been completed by Ruremesha.
She was reading a novel.	A novel was being read by her.
I was waiting for Shema.	Shema was being waited by me.
He will be doing a test tomorrow	A test will be being done by him tomorrow

Active voice	Passive voice
Do it.	*Let it be done*
Call in the doctor	*Let* the doctor *be called* in
Never *tell* a lie	*Let* a lie *be never told*
Shut the door	*Let* the door *be shut*
Do not starve the cow	*Let* the cow *not be starved*
Stand up	*You are ordered to* stand up
Kindly lend me some Money	*You are requested to lend* me some money.

1. Identify the rules used to change active sentences into passive voices.

2. Why should we use the forms identified in the second column?

Notes

I. "By" is used in the passive voice when we want to mention the doer of the action.

Example: "Love addicted" was sung by Vamps.

II. Passive voice is used to show that we are not interested in the doer of the action.

Example: The streets are cleaned every day.

III. Passive voice is used when we do not know who performed the action.

Example: the answers have been filled in.

       Ray's calculator was made in Germany.

IV. Passive voice is used when we do not wish to mention the doer of the action.

Example: many problems have been ignored for too long.

> **Rules**

1. The places of subject and object are interchanged i.e. the object shifts to the place of subject and subject shifts to the place of object in passive voice.

Example:

 Active voice: I eat a banana.

 Passive voice: A banana is eaten by me.

> Subject (I) of sentence shifted to the place of object (banana) and object (banana) shifted to the place of subject (I) in passive voice.

2. Sometimes subject of sentence is not used in passive voice. Subject of sentence can be omitted in passive voice, if without subject it can give enough meaning in passive voice.

Example:

Passive voice: Animals are killed every day.

3. 3rd form of verb (past participle) is always used as main verb in sentences of passive voice for all tenses. The base form of verb or present participle will be never used in passive voice.

The word "by" is used before the subject in sentences in passive voice.

Example:

Active voice: He writes a sentence.

Passive voice: A sentence is written by him.

4. The word "by" is not always used before the subject in passive voice.

Sometimes words "with, to, etc" may also be used before the subject in passive voice.

Examples:

Active voice: The water fills the tub.

Passive voice: The tub is filled with water.

Active voice: He knows me.

Passive voice: I am known to him.

3.3.2. Imperative Sentences

A. Definition

A sentence that expresses either a command, a request, a piece of advice, an entreaty or desire is called imperative sentence.

B. Characteristics of Imperative Sentences

1. The object "you" is generally missing in Imperative Sentences. The structure of such sentences in Passive Voice is: Let + object + be/not be + V3

2. In sentences which express request, advice and order, such phrases as, you are requested to, /advised to /ordered to are used,

3. Word kindly /please is dropped.

3.3.3 Modal verbs: must, should

- **Preparatory activities**

1. Describe some modal verbs that may be used with obligation or something that a person has to do and when providing pieces of advice.

2. Fill in the blanks using should, must and shouldn't.
  - a. I feel sad and lonely. You _____ see a doctor.
  - b. I have no money. You _____ work harder.
  - c. All schools in Rwanda _____ create peace and unity clubs.
  - d. We _____ do our homework because it's important.
  - e. Jason has missed the train He _____ be late next time.
  - f. In England all children _____ wear uniforms at school.
  - g. Parents or guardians _____ teach their children Rwandan values.

Notes

Modal verb	Usage	Example
Must	you have to do it	You must obey the law
	it's very logical or very likely to happen	They left so early, they must be home by now.
must not or mustn't	you are not allowed to do it	You mustn't smoke in here.
	the right thing to do	She should call the police.
	Advice	- What should I do? - You should stop thinking about it.
Should	what is likely or expected to happen	We should be back by midnight.

Should	obligation (partial)	You should tell your friends the truth.
	logical conclusions (weaker than "must")	He left half an hour ago, I believe he should be there already.
Must	obligation (full)	You must tell the police the truth.
ought to	obligation (partial) (less common)	You ought to tell your friends the truth.
Must	logical conclusions (stronger than "should")	He left an hour ago, so he must be there already.

3.4. End unit assessment

1. In about 250 words, write a speech you would give to fellow student teachers of Year one about their responsibilities to build a cohesive society.

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

Words	Meaning
1. Cohesion 2. Conflict 3. Diversity 4. Peace education 5. Peace 6. Tolerance	a. The ability of a person or society to recover quickly from difficult situations b. The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with. c. Where all groups in a society have a sense of belonging, participation, inclusion, recognition and legitimacy. d. The tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members. e. Understanding that each individual is unique, and recognizing individual differences.

6. Socially cohesive society	f. A real or perceived state of being incompatible in opposition, or in disagreement.
7. Resilience	g. Identification with or understanding of thoughts, feelings, or emotional state of another person.
8. Empathy	h. An attempt to design a process that focused, unity based, educative and reflects
	i. The absence of personal or direct violence and the presence of social justice.

3. Complete the gaps with appropriate phonetics or words

Words	Phonetics
a. Tolerance	1. /ˈtɒl(ə)r(ə)ns/
b. Conflict	2. --------------------
c. ------------------	3. /kə(ʊ)ˈhiːʒ(ə)n/
d. Peace	4. --------------------
e. ------------------	5. /ˈvaljuː/
f. Connection	6. --------------------
g. ------------------	7. /dʌɪˈvəːsɪti,dɪˈvəːsɪti/

Key Unit Competence: To use language in the context of Personal finance and development.

Introductory Activity

Picture observation and interpretation

Fig1: *Chequebook*

Fig2: *A billing machine*

Fig3: ATM machine

Fig4: ATM card

1. Do you think it is necessary to inquire a receipt after buying goods? Explain.

2. Explain the importance of using electronic billing machines in the economy of the country.

3. What is the use of the tool in **Fig3** and **Fig4**?

4.1 Describing financial tools

Text: **Different financial tools**

As a child, I used to watch in amazement while my mom balanced the family **chequebook**. She used a handheld calculator, a chequebook register and a stack of bills and **receipts** to keep our finances in order. She had to call her broker to invest money in her company. She consulted a paper **mortgage amortization** schedule when making extra payments towards the debt.

Even when we first got a computer and my dad started using Quicken, he still entered everything from his check register and then reconciled it with his bank statements. For those who don't know what Quicken is, Quicken is a line of personal finance software that provides users with a computerized maintenance and documentation system to efficiently manage a variety of tasks. The primary purpose of the software is to give everyday people the tools necessary to manage their own finances. Quicken is a part of Intuit, which also developed Quickbooks and other tax planning software. I loved watching my parents with their money, but at the same time, I don't want to spend hours keeping track of everything.

Luckily, today, you don't need to labour for hours every week to keep your financial house in order. If you use these five *three* financial tools (Personal Capital, Credit Karma and fidelity)   , you can manage your financial life in just a few minutes per week.

Personal Capital is an **application** that allows users to connect all their assets (checking, savings, retirement, brokerages etc.) and their liabilities (student loans, credit cards, mortgages, etc.) to the application. The application then uses an encrypted connection to read and analyse your data. Personal Capital analyses your spending, and shows the spending in helpful **pie** and bar charts.

Managing your asset allocation across multiple **platforms** may be the most difficult part of modern investing. Thankfully, Personal Capital makes it easy to monitor your asset allocation no matter how many accounts you have. Remember if you can't measure your management, you can't improve it.

Credit Karma also makes it easy to understand how you can increase your credit score over time. One of the most **overlooked** areas of financial management is tracking your credit score. A clean credit report is vital to getting a mortgage, earning credit card rewards, or refinancing your student loans. Even if you hate debt, you still need to monitor your credit report to ensure that you aren't the victim of identity theft.

Fidelity makes it easy to open retirement accounts, fund your accounts, research investment options and place orders. Fidelity is my favourite discount **brokerage** because of the amount of investing options you have (especially the large amount of free options), the great service, and the ease of getting started. Even active traders will find low prices for equity and options trading. On top of that, Fidelity offers 24or7 phone support, live chat support and more.

Adopted from https://thecollegeinvestor.com/19733/5-free-financial-tools-everyone-needs/

Comprehension questions

1. Which financial tools was the mother of the narrator using to keep her finances in order?
2. Does the narrator enjoy spending time tracking his or her finances?
3. What are the electronic financial tools mentioned in the passage?
4. Explain how personal capital facilitated people to manage their asset allocation across multiple platforms.
5. State other financial tools you know which were not mentioned in the passage?
6. Why does the narrator call Fidelity her favourite discount brokerage?
7. Which electronic financial tool can one use to track his or her credit score?

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

Cheque book	
Receipts	
Mortgage	
Amortization	
Application	An application in a software program which enables you to perform a range of useful tasks
Pie	
Platforms	
Overlooked	
Brokerage	
Billing machine	
Automated Teller Machine (ATM)	
Bank slip	
Deposit slip	

2. Use each of the six last words or phrases above in your own sentence.

4.2. Talking about financial terms

4.2.1. Learning activity   Reading and exploitation of texts

Text: Financial terms

Business owners who struggle with finances should definitely hire an **accountant**, or utilize accounting software to make things easier.

However, while it may be wisest to depend on expert help, it's still important to have at least a basic understanding of the inner workings of your company's finances. As such, there are some basic financial terms every **entrepreneur**

should know as their business grows. These terms include assets, liabilities, expenses, accounts receivable, cash flow, profit and loss, income statement and net profit.

First on the list of financial terms, assets are the economic resources a business has. In a broad sense, assets include everything your company owns that has some economic value.

If assets are the resources your company owns that contribute to its economic value, liabilities are its exact opposite. In fact, liabilities are just that — things your company is responsible for by law, especially debts or financial obligations. For example, any debt **accrued** by a business in the course of starting, growing, and maintaining its operations is a liability. This could include bank loans, credit card debts, and monies owed to **vendors** and product **manufacturers**. Liabilities, like assets, can be divided into subcategories.

As for expenses, business expenses are any cost that is "ordinary and necessary" to run a business or trade. These expenses are the costs your company **incurs** each month in order to operate, and include things like rent, **utilities**, legal costs, employee salaries, contractor pay, and marketing and advertising costs. To remain financially solid, businesses are often encouraged to keep expenses as low as possible.

Accounts receivable (A/R) is the amount that clients owe to a business. Usually the business notifies the client by **invoice** of the amount owed, and if not paid, the debt is legally enforceable. On a business's balance sheet, accounts receivable is logged as an asset.

As far as cash flow is concerned, cash flow is the overall movement of funds through your business each month, including income and expenses. The example here can be cash flows into your business from clients and customers who purchase your goods or services directly, or through the collection of debts in the form of accounts receivable. On the other hand, cash flows out of your business to pay expenses like rent, utilities, taxes, and accounts payable.

To remain financially healthy, a business must regularly generate more revenue from the sale of its product or service than it costs to make that product or service. Say it costs a company Frw 2000 to make a T-shirt, but that company sells the T-shirt for Frw 5000.

In this case, the company's profit is Frw 3000. On the other hand, a loss is money that a company, well, loses. For instance, if a T-shirt is stolen or destroyed and can no longer be sold, it would be counted as a loss.

The income statement is where you analyse your company's profits and losses. As such, it should come as no surprise that the income statement is also commonly referred to as the "profit and loss statement."

In accounting jargon, your net profit might also be referred to as net income or net earnings. And because it's usually found on the last line of a company's income statement, it's often also called the bottom line. But just what is it? Well, this is the total amount a business has earned or lost at the end of a specified accounting period, usually a month.

Adapted from https://quickbooks.intuit.com/r/financial-management/15-financial-terms-every-business-needs-to-know/

Comprehension questions

1. What can an entrepreneur do to have at least a basic understanding of the inner workings of their company's finances?
2. Differentiate assets from liabilities.
3. Give at least four examples of expenses.
4. Define the term "accounts receivable" as related to finance.
5. What do you understand by "to remain financially healthy" as used in the 7th paragraph?

4.2.2 Application activities: Vocabulary and paragraph writing

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

Vocabulary	Meaning
Accountant	
Entrepreneur	
Accrued	

Vendors	A vendor is a person or company offering something for sale, especially a trader in the street.
Manufacturers	
Invoice	
Incurs	
Utilities	

2. Write a paragraph explaining why it is important to know language used in finance.

4.3 Talking about finance related idioms

4.3.1 Leaning activity: Studying some finance related idioms

Notes

A table of finance related idioms with their definitions.

Study these idioms and internalize their definitions for use in daily life.

Idioms	Definitions
A pretty penny	very expensive
A penny for your thoughts?	what are you thinking about?
A quick buck	money which was easy to make
Cash cow	a business or product which generates a stable flow of income or profit
Daylight robbery	obvious, unfair overcharging
From rags to riches	from poverty to wealth
He who pays the piper calls the tune	the person who provides the money should choose how it is spent
I don't have two nickels or pennies to rub together	I am very poor

If I had a nickel or penny for every time this happened	this happens a lot
In for a penny, in for a pound	involved in seeing an undertaking through no matter how much money, time, or effort it requires
Mint condition	perfect condition
Money doesn't grow on trees	money isn't easy to acquire
On the money	right about something or someone
One man's trash is another's treasure	what is worthless to one person might be valuable to another
Other side of the coin or two sides of the same coin	an opposing view or two people with opposing views
Penny pincher	a frugal person
Strapped for cash	short of money
Ten a penny or dime a dozen	very common
To cash in your chips	to die or to sell something to gain whatever profit you can because you suspect its value will fall
To cut your losses	to abandon a plan or project which is clearly going to be unsuccessful before circumstances become worse
To earn a living	to make money enough money to live comfortably
To feel the pinch	to experience financial hardship
To foot the bill	to pay for everyone
To get off scot free	to escape punishment or injury
To give someone a run for their money	to be a challenging competitor
To go bust	to become bankrupt
To Have money burning a hole in your pocket	to have money which you are eager to spend

To have the penny drop	to finally realise or understand something
To make big bucks	to make a lot of money
To spend a penny	to go to the toilet
To struggle to make ends meet	to struggle to survive on the money you earn
To take someone to the cleaners	to cheat someone out of their money or possessions
To turn up like a bad penny	to turn up where you are not wanted
Two cents	an opinion on an issue
Worth their or its weight in gold	to be extremely useful or valuable

Definition:

An idiom is a group of words established by usage as having a meaning not deducible from those of the individual words. Because idioms don't always make sense literally, you'll need to familiarize yourself with the meaning and usage of each idiom. That may seem like a lot of work, but learning idioms is fun.

Learning to use common idioms and expressions will make your English richer, therefore, it's necessary to master them.

Adopted from *https://www.spellzone.com/blog/Thirty_Five_Idioms_about_Money.htm*

N.B. The word penny means a British bronze coin and monetary unit equal to one hundredth of a pound. It can also mean a small sum of money.

4.3.2 Application activity: Sentence formation

Use ten of the idioms from the above table to make own sentences.

4.4 Describing financial institutions

Text: different types of financial institutions

In today's financial services marketplace, a financial institution exists to provide a wide variety of **deposit**, **lending** and **investment** products to individuals, businesses or both. While some financial institutions focus on providing services and accounts for the general public, others are more likely to serve only certain consumers with more specialized offerings. The major categories of financial institutions include central **banks**, retail and commercial banks, internet banks, credit unions, investment banks, investment companies, brokerage firms, insurance companies, and **mortgage** companies

Central banks are the financial institutions responsible for the **oversight** and management of all other banks. In the Rwanda, the central bank is the National Bank of Rwanda, which is responsible for conducting monetary policy and supervision and regulation of financial institutions.

Traditionally, retail and commercial banks offered products to individual consumers while commercial banks worked directly with businesses. Currently, the majority of large banks offer deposit accounts, lending and limited financial advice to both demographics.

A newer **entrant** to the financial institution market is internet banks. Internet banks work similarly to retail banks. They offer the same products and services, but they do so through online platforms instead of brick and mortar locations.

Credit unions serve a specific **demographic** per their field of membership, such as teachers or members of the military. While products offered resemble retail bank offerings, credit unions are owned by their members and operate for their benefit.

Investment banks do not take deposits; instead, they help individuals, businesses and governments raise capital through the issuance of securities. Investment companies, more commonly known as mutual fund companies, pool funds from individual and institutional investors to provide them access

to the broader securities market.

Brokerage firms assist individuals and institutions in buying and selling securities among available investors. Customers of brokerage firms can place trades of stocks, bonds, mutual funds, exchange-traded funds (ETFs), and some alternative investments.

Financial institutions that help individuals transfer risk of loss are known as insurance companies. Individuals and businesses use insurance companies to protect against financial loss due to death, disability, accidents, property damage, and other misfortunes.

Financial institutions that originate or fund mortgage loans are mortgage companies. While most mortgage companies serve the individual consumer market, some specialize in lending options for commercial **real estate** only.

Comprehension questions

1. What are the major categories of financial institutions mentioned in the passage?
2. Name three products that are generally common to today's financial institutions.
3. Which financial institution is responsible for the oversight and management of all other banks?
4. Which financial institution is the most recent on the financial institution market?
5. What do you understand by "brick and mortar locations"?
6. Explain how credit unions work.
7. Assess the role of insurance companies in people's life.

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

Vocabulary	Meaning
Deposit	
Lending	
Investment	A monetary asset purchased with the idea that the asset will provide income in the future or will later be sold at a higher price for a profit.
Banks	
Mortgage	
Oversight	
Entrant	
Demographic	
Real estate	

2. Write a short composition explaining the role of financial institutions in social and economic development of Rwandans.

4.5 Language structure: Quantifiers

4.5.1. A little, little, a few and few

A little and little are used with uncountable nouns while a few or few are used with plural countable nouns.

When we say a little or a few, we mean a small amount, but that doesn't mean the quantity isn't enough.

Examples:

- Okay. I have a little money but enough for me to go to the cinema at least.

- There are <u>a few</u> good candidates that have applied so I'm sure we'll find someone for the job.

- We stayed in Spain <u>a few</u> days before going on to France.

On the other hand, "little" or "few" usually give us a different impression. These also mean a small amount, but this time the amount is almost nothing. If the noun is something that we want (like money or friends) then using 'little' or 'few' means that we don't have enough.

Examples:

- Sorry, I have little money. I really can't afford to go out. (money is not enough)

- The play made **little** sense to me, but I'm glad you enjoyed it. (sense is uncountable) = the play didn't make much sense.

- There are **few** people that I think would be qualified for the job. (people is countable) = the number of people qualified for the job is not enough.

4.5.2 Much vs. many

Much and many are known as "quantifiers". They are used to talk about quantities, amounts or degrees. **"Many"** is used with plural, countable nouns while much is used with singular, uncountable nouns.

Examples:

1. There are many chequebooks on your desk. (Chequebooks are countable)

2. Many ATM cards were lost this year. (ATM cards are countable)

3. There isn't much light in this room so let's open the curtains. (light is uncountable)

4. Too much money was spent on his wedding day. (money is uncountable)

4.5.3 Some vs. any

The words some and any are used when the exact number or amount of something is not known, or when it's not important. Some and any are both used to refer to an indefinite quantity or number. Although some and any are both used to describe an indefinite number, they are used in different ways; some is generally used in positive sentences while any is used in negative sentences and in questions.

Examples:

1. I have borrowed some money from the bank. (positive)

2. I have ordered some chequebooks. (positive)

3. I don't need any help with my homework because I can do it on my own. (negative)

4. There isn't any milk in the fridge so we'll have to have black coffee. (negative)

5. Do you have any brothers or sisters? (interrogative)

6. Do you have any plans for the summer? (interrogative)

Application activity:

Fill in the blanks with "little", "*a little*", "few" or "*a few"*

a. I have…… water left. There's enough to share.

b. I have………. good friends. I'm not lonely.

c. He has ………..education. He can't read or write, and he can hardly count

d. There are………..people she really trusts. It's a bit sad

e. We've got…………..time at the weekend. Would you like to meet?

Fill in the blanks with "*much*" or "*many*.

a. How…………..players are in a handball team?

b. How……….pocket money do you get per week?

c. How……………time is left?

d. How……………sisters does Ella have?

e. How……………….coins did you find yesterday?

Fill in the blanks with "*some*" or *"any*.

f. I have seen…………….nice postcards in this souvenir shop.

g. There aren't………………..folders in my bag.

h. I have…………….magazines for you.

i. There are…………apples on the table.

j. Pam does not have…………pencils on her desk.

1. Fill in the blank space using the right word or phrase from the brackets

   a. …………………is a printed form, used instead of money, to make payments from your bank account. (a bank/a cheque)

   b. ……………………………..is a book of cheques with your name printed on them which is given to you by your bank to make payments with (a chequebook/ a cheque)

   c. ………………..is an organization where people and businesses can invest or borrow money, change it to foreign money, etc., or a building where these services are offered. (a bank/a currency)

   d. ……………….is a special plastic card given to you by a bank, that allows you to take money out of your bank account using a cash machine. (a credit card/ATM card)

   e. A piece of paper which proves that money, goods or information have been received is called……………………(a chequebook/ a receipt)

2. Fill in the blanks with "little", "*a little*", "*few*" or "*a few*"

   a. Julie gave us……………. apples from her garden. Shall we share them?

   b. She has………………..self-confidence. She has a lot of trouble talking to new people.

   c. There are …………………women politicians in the UK. Many people think there should be more.

   d. It's a great pity, but the hospital has…………..medicines. They can't help many people.

   e. I've got ……………..cakes to give away. Would you like one?

   f. There's……………….milk left in the fridge. It should be enough for our coffee.

   g. …………….children from this school go on to university, unfortunately.

3. Fill in the blanks with "*much*" or "*many.*

   a. How……….water is in this bottle?

   b. How………….crosswords did she solve correctly?

   c. How…………milk do they have for breakfast?

   d. How………..bikes were stolen last year?

   e. How……….coffee do your parents drink per day?

4. Fill in the blanks with "*some*" or "*any.*

     a. We need……………bananas.

     b. You can't buy…………posters in this shop.

     c. We haven't got………….oranges at the moment.

     d. Peter has bought………….new books.

     e. She always takes…………sugar with her coffee.

5. Write a 300 word composition detailing social and economic importance of insurance companies.

Key competence: To use language learnt in the context of health and sanitation

Introductory Activity — Picture observation and interpretation
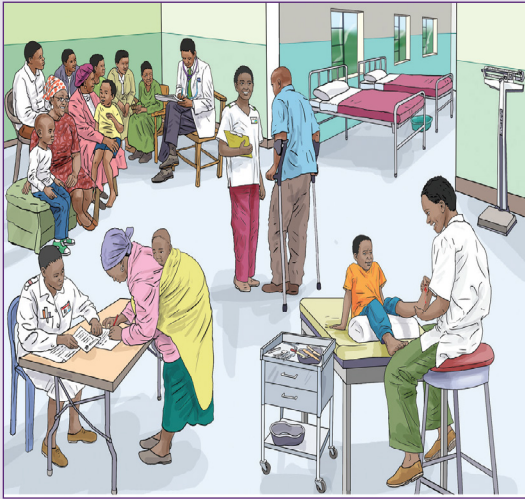

Fig1: Patients at the hospital
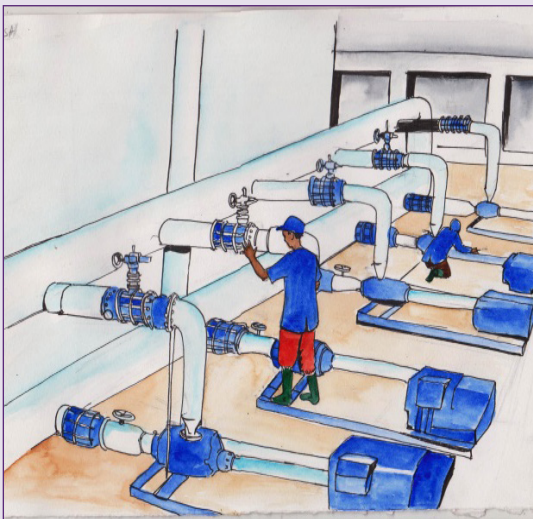

Fig2: mosquito

Fig3: water plant

fig4: an obese person

Look at the pictures above and answer the questions below:

1. What are the most common illnesses in Rwanda?
2. State at least three communicable diseases.
3. Which sickness can be caused by the insect in **fig2**?
4. What do you think is described in **fig3**?
5. Mention at least one coronary disease you know.
6. The man in **fig4** is very fat. Do you think it is a health related problem? Explain.

5.1. Describing illnesses and diseases and pandemics

5.1.1 Learning activity: Reading and exploitation of texts

Text: Types of diseases in Rwanda

There are different types of diseases in Rwanda. Some diseases **affect** the majority of Rwandans. Others affect only a small number of the population. The most common diseases in Rwanda today are malaria, HIV/AIDS, tuberculosis, typhoid or typhoid fever. Many Rwandans also suffer from amoebic dysentery, Hepatitis B and C and the common cold.

Some **communicable diseases**, like typhoid and amoebic dysentery, are **waterborne**. This means you get these diseases when you drink water that is not clean and boiled. Diseases like tuberculosis and the common cold are **airborne**. The **bacteria** or **viruses** are ejected into the air via coughs or sneezes. When you breathe in this air, you become infected.

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

Communicable diseases are caused by causative agents. Typhoid, amoebic dysentery and tuberculosis are caused by bacteria. Hepatitis B and C, HIV/AIDS and the common cold are caused by viruses. Malaria is caused by a parasite called plasmodia.

Other diseases are sometimes referred to as lifestyle diseases. These are steadily increasing in Rwanda. The best examples are coronary disease, cancer, diabetes, obesity and mental illnesses.

Coronary diseases, diabetes, obesity and mental illnesses can be caused by a combination of genetics and lifestyle. Cancer results from the malfunctioning of body cells. The substances that cause cancer are called carcinogens. A carcinogen may be a chemical substance, such as certain molecules in tobacco smoke. The cause of cancer may be environmental agents, viral or genetic factors. We should bear in mind, though, that in the majority of cancer cases we cannot attribute the disease to a single cause.

Comprehension questions

1. List three of the most common diseases in Rwanda.
2. What are communicable diseases?
3. What is a 'causative agent'?
4. What causes malaria?
5. How can you avoid getting typhoid fever or amoebic dysentery?
6. How can you avoid getting Hepatitis B or C and HIV/AIDS?
7. Which diseases are steadily increasing in Rwanda?
8. Name two lifestyle diseases.
9. What is meant by 'lifestyle diseases'?
10. What disease is caused by body cells that malfunction?

Vocabulary activities:

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

Vocabulary	Meaning
disease	
Waterborne	
Airborne	
Bacteria	
virus	
malaria	a disease common in hot countries that is caused by an infected mosquito when it bites you.
cancer	
infected	
symptoms	
fever	an illness or medical condition in which you have a very high body temperature
headache	
unprotected	
needle	
condom	a thin sheath that a man wears for protection during sex
stagnant	
communicable diseases	

2. Write one sentence for each word or phrase to illustrate how they are used.

1. Write a paragraph explaining what *communicable diseases* are and how they can be prevented.

Notes

- A paragraph is normally a body of sentences developing one main point. Thus, each sentence of the paragraph should explain more on the main point. They shouldn't raise a different point.

- Every paragraph should have a topic sentence. A topic sentence gives the main idea of a paragraph. It usually occurs as the first sentence of the paragraph.

- Every sentence in a paragraph must be grammatically correct.

- After explanatory sentences which give details about the main topic, there is always need to have a closing sentence. This should sum up the topic in the paragraph.

- A good paragraph must focus on the main idea, presented logically and should have a sense of coherence and completeness.

2. Debate on the following motion:

Schools should conduct mandatory HIV testing on their students.

> **Definition of debate**

A debate is a structured contest in form of oral arguments about an issue or a topic. A formal debate involves two teams expressing their arguments on the topic. Normally, there is a team which proposes or argues in support of the topic while the second team is on the opposition side. Each team consists of two or more main speakers.

> **The rules of debate**

The debate is always governed by a number of rules as explained below:

Each team is expected to advance two or three arguments, and two to three rebuttal speeches.

The proposing team gives its argument first, followed by the rebuttals from the opposing team. There is always a winding up speech or summarised argument by a selected member of each team.

The first speaker on each side is supposed to define the key words or terms of the motion as the basis of advancing his or her points.

If the opposing side challenges the correctness of a definition advanced by the proposer, the opposing team provides its view on the matter.

Each team of the class debate must advocate or argue in support of his or her view on the topic.

In order to establish an assertion, a team must support its arguments with enough evidence and logic to convince the judges. Facts must be accurate. Visual materials are permissible to convince the judges.

In case of a query, the question should be clear and relevant to the motion of the debate.

As a matter of procedure, each speaker is expected to respond to questions as soon as he or she concludes his or her presentation speech. The speaker concerned may respond to the question personally, although any other member of his or her team can come in to assist.

If anyone, whether in the audience or among the main speakers, feels unconvinced by a speaker's argument, he or she is at liberty to interrupt the speaker by raising a point of information. However, the chairman of the debate is also at liberty to either permit or object to the point of interruption.

The decision about the winning side will be entirely based on the arguments made and points awarded by a team of juries or judges.

Adapted from George H.W. Wilson (1957) Competitive Debate: Rules and Techniques, New York: McCoy Musgrave http://homepage.ntu.edu.tw/~karchung/ debate1.htm retrieved on September 5th, 2019

➢ **Important prerequisites and tasks for debate**

Team members should:

  i.   Research on the topic and prepare logical arguments.
  ii. Gather supporting evidence and examples to back their arguments.
  iii. Anticipate counter arguments and prepare rebuttals or responses.
  iv. Plan the order and ideas or points with which to argue and support their points of view.

5.2 Talking about sanitation and related tools

5.2.1. Learning activity: Reading and exploitation of texts

Read the text below and answer the questions that below:

Text: Water and sanitation as human rights.

Sanitation refers to conditions relating to public health, especially the provision of clean drinking water and adequate sewage disposal. Universal access to safe water, sanitation and **hygiene** services is a priority in Rwanda. Washing hands is critically linked to improved nutrition, good health, gender equality, economic growth, and environmental management.

Poor sanitary conditions promote diarrhea and intestinal parasites and environmental **enteropathy** and have complex and reciprocal links to malnutrition in children. Existing evidence demonstrates that poor sanitation and hygiene conditions can affect a child's nutritional status via at least three direct pathways (i) diarrheal diseases; (ii) intestinal parasites; and (iii) environmental enteropathy. **Malnutrition** weakens the body's defenses and makes children more vulnerable to diseases. At the same time, diarrhea and intestinal parasites contribute to malnutrition by causing decreased food intake, impaired **nutrient** absorption and direct nutrient losses.

In Rwanda, only 57 per cent of the population access safe drinking water that is within 30 minutes of their home. When children are forced to spend time collecting water, it keeps them out of school. This is an issue especially for girls, who are often expected to take on the majority of household tasks.

Even if water is available near the home, that water is often not safe to drink. When children drink **contaminated water**, they risk severe illness and even death from **water borne** diseases.

Basic sanitation means that every household has its own toilet and does not share with another household. These toilets should also keep human waste out of contact with people. Only 64 per cent of the population in Rwanda has access to these sanitation services.

Just 5 per cent of households in Rwanda have a place for family members to wash their hands with soap. Hand washing with soap at critical moments is essential for good health, especially in children.

As a solution UNICEF's WASH programme in Rwanda aims to ensure that more households and communities use safe and sustainable water and sanitation services, and that children and families practice good hygiene.

UNICEF supports the Government of Rwanda to ensure that every household: Uses safe and clean water near the home, a hygienic and private **latrine** and practices hand washing with soap, especially after using the toilet and before handling food.

Adapted from https://www.unicef.org/rwanda/water-sanitation-and-hygiene

Comprehension questions
1. How do you think hand washing can be linked to improved nutrition?
2. Explain the consequences of using dirty water.
3. Which consequences school children who don't have water near their home are likely to face?
4. What does "basic sanitation" mean?
5. What are the critical moments of washing hands?

5.2.2 Application activities: Word and sentence formation

➢ **Vocabulary activities**

1. Give the meaning of the following words as used in the above passage.
   a. …hygiene… (paragraph one)
   b. … enteropathy…(paragraph two)
   c. …malnutrition…(paragraph two)

d. …nutrient…(paragraph two)

e. …contaminated water…(paragraph four)

f. …latrine… (paragraph seven)

2. Write one sentence for each of the words above to illustrate how they are used.

5.3 Language structure: Conditionals

Notes:

Conditionals are sometimes called 'if clauses'. They describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past). They are made using different English verb tenses. There are four main kinds of conditionals: The zero, first, second and third conditional

5.3.1. The zero conditional

(if + present simple, ... present simple)

Example: If you heat water to 100 degrees, it boils.

This conditional is used when the result will always happen. So, if water reaches 100 degrees, it always boils. It's a fact.

Here are more examples:
- If children drink dirty water, they get sick.
- If you touch a fire, you get burned.
- If bacteria get into the body, they cause infection.

5.3.2. The first conditional

(if + present simple, ... will + infinitive)

Example: If you don't wash your hands properly you will fall sick.

The first conditional is used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

Here are more examples:

- If it *rains*, I *won't go* to the park.
- If I *study* today, *I'll go* to the party tonight.
- If I *have* enough money, *I'll buy* some new shoes.
- She*'ll be* late if the train *is* delayed.
- She*'ll miss* the bus if she *doesn't leave* soon.
- If I *see* her, I'*ll tell* her.

5.3.3. The second conditional

(if + past simple, ... would + infinitive)

Example: If my hands **were** clean, I **would** test this food.

In formal writing 'were' is used instead of 'was' with 'I' and 'he or she or it'.

The second conditional has two uses:

First, we can use it to talk about things in the future that are probably not going to be true. If one is imagining some dream for example.

- If I *won* the lottery, I *would buy* a big house.(I probably won›t win the lottery)
- If I *met* the Queen of England, I *would say* hello.
- She *would travel* all over the world if she *were* rich.
- She *would pass* the exam if she ever *studied*.(She never studies, so this won't happen)

Second, we can use it to talk about something in the present which is impossible, because it's not true. Have a look at the following examples:

- If I *had* his number, I *would call* him. (I don›t have his number now, so it›s impossible for me to call him).
- If I *were* you, I *wouldn't go* out with that man.

5.3.4. The third conditional

(if + past perfect, ... would + have + past participle)

Example: If they *had taken* Kalisa to hospital on time he *would not have died*.

The third conditional talks about the past. It's used to describe a situation that didn't happen, and to imagine the result of this situation.

- If she *had studied,* she *would have passed* the exam (but, really we know she didn›t study and so she didn›t pass)
- If I *hadn't eaten* so much, I *wouldn't have felt* sick (but I did eat a lot, and so I did feel sick).
- If we *had taken* a taxi, we *wouldn't have missed* the plane
- She *wouldn't have been* tired if she *had gone* to bed earlier
- She *would have become* a teacher if she *had gone* to university
- He *would have been* on time for the interview if he *had left* the house at nine

5.3.5. Inversion in conditional sentences

Conditional sentences with inversion are more formal than those that follow the usual word order.

1) In real conditionals inversion is found with the modal verb should, but it is only used in formal language.

Examples: If you need more information, call our office in REB.

If you should require any further information, please contact us at our office in REB. (formal)

Should you require any further information, please contact us at our office in REB. (more formal than the previous example)

2) In unreal conditionals it is common to find inversions in formal language.

Examples: -Were the negotiations to fall through, it would bring about unforeseen problems. (If the negotiations were to fall through,...)

-Had I known about Mr Simon's behaviour sooner, I would have fired him immediately. (If I had known about Mr Simon's behaviour sooner,...)

3) In negative clauses with inversion, we don't use contracted forms:

Example: Had the people not been informed, the situation would have been much worse.

Complete the Conditional Sentences using the correct form of verbs in brackets. Decide whether to use first, second or third condition.

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

5.4 Spelling and pronunciation

Use a dictionary and thesaurus to look up the missing pronunciation of the words or phrases in the table below. Copy the table into your book and fill in the blank spaces and practise reading them.

Vocabulary	Pronunciation(phonologic transcription)
disease	/ dɪˈziːz/
Waterborne	
Airborne	
Bacteria	
virus	
malaria	
cancer	orˈkænsəor
infected	
symptoms	/ˈsɪmptəms/
fever	

headache	
unprotected	
needle	/ˈniːdl/
condom	
stagnant	

5.5 End unit assessment

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

2. If we <u>meet</u> at 9:30, we………..plenty of time. (have)

3. Lisa <u>would find</u> the milk if she………..in the fridge. (look)

4. The zookeeper <u>would have punished</u> her with a fine if she…………. the animals.(feed)

5. If you <u>spoke</u> louder, your classmates………………you. (understand)

6. Dan…………safe if he <u>drove</u> slowly. (arrive)

7. You……………..no trouble at school if you <u>had done</u> your homework. (have)

8. If you………………in this lake, you<u>'ll shiver</u> from cold. (swim)

9. The door <u>will unlock</u> if you………………the green button. (press)

10. If Keza……………..her teacher, he<u>'d have answered</u> her questions. (ask)

11. I…………….the office if I <u>were</u> you. (call)

i. *Choose the right word to fill in blanks in the following paragraph*

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

i. *Write a 200 word composition on a person you saw who got a communicable disease and use conditional sentences to explain what they would have done to avoid that communicable disease.*

Key Unit Competence: To use a language learnt in the context of cultural heritage

Introductory Activity — Picture observation and interpretation

Fig1: people visit King's palace museum.

Fig2: Cow dung painting

Fig3: Intore dance.

Fig4: Inyambo

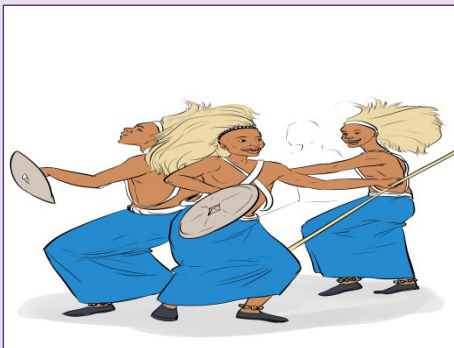1. Why do you think the people spent their time and money to visit the King's palace museum, **Fig1**?

2. What is the role of cow dung painting in preserving cultural heritage?

3. How does intore dance contribute to the preservation of cultural heritage?

In this modern era where cows are reared for the quantity of milk they produce, do you think we still need to rear inyambo? Justify your answer.

6.1 Talking about cultural heritage

6.1.1. Learning activity: Reading and exploitation of texts

Text: Rwanda cultural heritage

Heritage refers to the idea of a **legacy** of past generations which we must transmit **intact** onto future generations. In other words, heritage is any object or collection, whether natural or cultural, **tangible** or intangible, recognized by a community for its values of testimony and historical memory hence the need to protect, preserve, enhance and transmit it onto descendants. It therefore goes beyond the mere personal property. To **preserve** our cultural heritage, the government established cultural heritage sites. Rwanda's cultural heritage sites comprise Rwanda genocide memorials, National Museums, Ruganzu's foot, Ndaba and Kamegeri's rock, among others.

National Museums include the National Liberation Museum Park which tells the story of the Rwandan Liberation struggle which brought an end to the Genocide against the Tutsis, **Ethnographic** Museum located in Huye, the National Art Gallery located in Nyanza district (Rwesero), The king's Palace Museum based in Nyanza (Rukari), The presidential palace Museum located in Kigali (Kanombe), The Natural History Museum in Kigali which is also known as Kandt House and it's only 10km from Kigali airport and finally the Museum of Environment located in Karongi district in the western province.

Ndaba's rock is about a two hour drive from Kigali and is one of Rwanda's most historical tourist sites which attract both locals and foreigners interested in its mythical stories. The rock is legend to be **dripping** with honey which was used to attract all the people of the surrounding forest, including Ndaba, the **greedy** hunter who is said to have perished at the bottom of the rock in the basin of honey.

Ruganzu's foot is the King Ruganzu's **footprint** left on many rocks in Rwanda. Ruganzu, the winner is well known in the Rwandan history due to his winning character, daily live signs on rocks visible even today at many places where he stayed and so many mysterious war techniques today hardly believable.

Kamegeri's rock was named so after Kamegeri suggested to his king that this rock could be used to punish criminals, by heating it with firewood until it was red-hot, then **strapping** the person to the rock to be baked to death.

The king seemed pleased with the idea, and ordered it to be done. Once the rock was **unbearably** hot, the king surprised everyone by ordering not the criminal, but Kamegeri himself to be burnt on the rock, to **rid** the kingdom of a man who would suggest such a cruel **fate**.

Apart from Rwanda's cultural heritage sites, there are other cultural arts and activities that help in preserving culture. Those activities include the art of cow **dung** painting. Cow dung painting is an art form popular in Rwanda, traditionally made by women using cow dung often in the colours black, white and red. Popular themes include spiral and geometric designs that are painted on walls, pottery, and canvas.

The images of cow dung paintings are produced using cow dung which is put onto wooden boards in spiral and geometric designs. The dung is left to harden and is then decorated using colours made from organic material. The traditional colours are black, white, red, grey and beige-yellow but increasingly other colours are used.

Comprehension questions

1. In your own word define the term "cultural heritage".
2. What did the Government do to preserve Rwandan cultural heritage?
3. Enumerate the cultural heritage sites mentioned in the passage.
4. Mention three National Museums located in Southern Province.
5. State two National Museums located in Kigali city.
6. What killed Ndaba?
7. Would you like to see Ruganzu's foot or recommend someone to see it? Justify your answer.
8. Asses the King's decision on Kamegeri's advice.
9. What do you think is the role of cow dung paintings in preserving culture?

Vocabulary

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

Vocabulary	Meaning
Legacy	
Intact	
Tangible	
Preserve	
Ethnographic	
Dripping	
Greedy	
Footprint	The impression left by a foot or shoe on the ground or a surface.
Strapping	
Unbearably	
Rid	
Fate	
Dung	

2. Write a paragraph explaining the role of National Museums in preserving cultural heritage. You can look at the notes on paragraph writing in unit 5 of this book.

6.2 Talking about the importance of cultural preservation and national cultural heritage

6.2.1. Learning activity: Reading and exploitation of texts

Text: Importance of preserving cultural heritage

Before the colonial era, Rwanda was, unquestionably, a nation-state with a people sharing the same religious beliefs, the same traditions, same customs, speaking the same language, Kinyarwanda, in short, having a same culture. To consolidate their power, colonizers and missionaries have, from the outset, sought to blot out the identity and collective memory of Rwandans. Thus, many traditional cultural practices were described as wild and pagan, and in some places trees and sacred places were destroyed.

The Constitution of the Republic of Rwanda of 4 June 2003, as amended to date, reaffirms Government's commitment to protecting sound traditional and cultural practices based on Rwandan philosophy and culture in general. The Constitution stipulates that Government has the obligation to ensure preservation of its cultural heritage, memorials and sites of genocide. Some may think traditions are archaic and no longer relevant, and that they are unnecessary during these modern times. Perhaps for some, they aren't; but for others, exploring cultural heritage offers a robust variety of benefits.

Cultural heritage gives people a connection to certain social values, beliefs, religions and customs. It allows them to identify with others of similar mind-sets and backgrounds. Cultural heritage can provide an automatic sense of unity and belonging within a group and allows us to better understand previous generations and the history of where we come from.

Another benefit that comes from preserving cultural heritage as a whole is the communal support. People who identify strongly with a certain heritage are often more likely to help out others in that same community.

In addition to communal support cultural heritage helps us in the process of finding and incorporating culture into our lives, if we wish to do so. It begins with understanding the culture.

Only then may we begin to value it. From there, we can learn to care for a culture and eventually enjoy it. If cultural heritage sites are preserved people

who visit them will want to learn and understand the culture more with more enjoyment.

Along with incorporating culture into our lives, cultural heritage through cultural heritage sites improve tourism industry. Tourism no doubt brings with it tremendous economic value for a country. It touches and impacts several industries directly and many more indirectly. Tourism industry goes beyond attractive destinations, to being an important economic growth contributor.

On top of tourism, cultural heritage sites are one of the important sources of employment. Many people get jobs in cultural heritage site. In Rwanda, these sites have many employees among whom women who wave baskets and others who do cow dung paintings. So, let cultural heritage be preserved for they contribute to our welfare and to the economic development of the country.

Comprehension questions

1. Describe how the pre-colonial Rwanda was as far as culture is concerned.
2. What did colonizers and missionaries do to consolidate their power?
3. Explain what Rwandan Government did to protect cultural practices.
4. State three importance of preserving cultural heritage mentioned in the passage.
5. Explain how cultural heritage can improve tourism.

6.2.2 Application activity: Vocabulary and sentence writing

Vocabulary

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

Vocabulary	Meaning
Era	a period of time that is marked by particular events or stages of development:
Customs	

Sacred	
Stipulates	
Archaic	
Robust	
Eventually	

2. Construct one sentence for each of the words in the above table.

6.3. Traditional school of culture

6.3.1. Learning activity: Reading and exploitation of texts

Text: Traditional school of culture: Itorero

Itorero is one of Rwanda's Home Grown Solutions in the governance cluster and is regarded mainly as a cultural-centred programme. It is a **holistic** training system that includes **civic education** exercises, cultural values, patriotism and social political development of Rwandans.

Itorero was **initiated** during the reign of King Ruganzu I Bwimba at around 1312 A.D. The traditional Itorero was a cultural school where Rwandans would learn about their language, their history, social relations, sports, dancing, songs, **patriotism** and national defense. This school was for boys only; girls were trained in traditional weaving school. Itorero was created so that people acquire a good and deep understanding of their culture. The participants were encouraged to critically discuss, explore and analyse Rwandan cultural values. The tradition of Itorero also provided formative training for future leaders.

From 1924 to 1994, Itorero was banned by the colonial rule and further by the post-independence regimes. Itorero lost its significance which resulted in **distortions** of the Rwandan culture and breakdown of Rwandan social fabric, mutual support and selfless service to the nation. These distortions are **indubitably** among the main causes of the 1994 Genocide against the Tutsi which devastated the Rwandan society.

In the aftermath of the 1994 Genocide against the Tutsi and in an effort to rebuild the country, Itorero was **revived** in 2007 under the new political

dispensation that values the Home Grown Solutions. In order to achieve the objective of Itorero, the National Itorero Commission (NIC) set the following goals:

The first goal was to train Rwandans in order to better understand their shared values. These values are supposed to allow them to be good and active citizens who are patriotic and who actively contribute to national development. They also allow them to be *Intore* (chosen ones) who are worthy Rwandans at all levels of society and to be catalysts for positive change. It is also through these shared values that they acquire the culture of **volunteerism** in national service.

The second goal was to promote respect for positive cultural values as a basis for coexistence and national development; the third was to collaborate and consult with other public and private institutions and nongovernmental organizations with similar objectives; and the fourth one was to prepare and monitor volunteerism through national service.

The main activities of Itorero include physical activities along with lessons on history of Rwanda in a bid to educate Rwandans on positive cultural values which had been lost during colonization. During Itorero sessions, trainings are adapted and tailored to needs of particular participants. For example, teachers and health workers cover activities related to their profession while local leaders are trained in public service delivery and good governance.

Comprehension questions

1. In not more than three lines, explain what itorero is today.
2. When was Itorero initiated?
3. Could girls attend the traditional Itorero? Explain.
4. Explain why the traditional Itorero was created.
5. What happened to Itorero during colonial and post-independence period?
6. When and why was Itorero revived?
7. State two main activities of today's Itorero.

Vocabulary

Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below. The words are bolded in the above passage Copy the table into your book and fill in the blank spaces.

Vocabulary	Meaning
Holistic	
Civic education	
Initiated	
Patriotism	The feeling of loving one's country and being proud of it.
Distortions	
Revived	
Dispensation	

6.3.2 Application activity: Composition writing

Write a short composition explaining the differences between today's Itorero and traditional Itorero.

6.4 Talking about the role of a language in a culture

6.4.1. Learning activity: Reading and exploitation of texts

Text: Role of languages in culture

Languages play an important role in various means through different cultures **interact** with each other and with others. This medium of social interact is universal and has been passed on for centuries like a **legacy**, thus it is imperative that the purity of it is kept within each framework of **heritage**. In multicultural societies, it is often the dominant language that represents a country in front of others and becomes the means of interaction with minority cultures.

These minority cultures, however, keep their heritage intact and converse with one another through their own language. It is through these minorities that cultures are built, and that's because of the importance they place on the significance of culture. An example of the role of language in different

cultures is how ancient civilizations made up of **cavemen** and women came to realize that verbal communication was the only way to move forward. Without language, they were not able to form a good understanding of one another and as civilizations evolved, the need for it gradually increased.

Learning an **alien** language can be a mean **feat**, and if achieved fully it can be one of the most rewarding experiences, as by learning the language one becomes familiar with the culture. Members of a social group are responsible for constructing the entire framework that goes into making and creating identification for languages, and gradually **anthropology** becomes an important science that goes hand in hand with linguistics.

The aspects of language that sociolinguistics study can easily make connections between the origins of a nation and their language and speaking habits. There are ethnic minorities that have languages of their own and are considered to be the **backbone** of a culture, for example, the Aboriginals in Australia.

Cultures determine the means in which people process and cope with information, as they provide the frame of reference as per the concepts and objectives that make a language. Meanings of particular words also depend on the historical relation that is ascribed to the object being described.

Every language can represent the role of culture through its own reflection of reality it presents. The versions differ as every nation has had to face a different set of problems to arise at their current state. There are different set of values and beliefs attached to each version, and as far as language is concerned, they are all equally important. The role of language and its bearings as per its evolution are highly significant and felt every day in each culture.

Adapted from http://www.mydaily.news/2017/03/role-of-languages-in-culture/

Comprehension questions

1. What is "the medium of social interact" being talked about in the first paragraph?
2. Building on the information provided in the second paragraph, give an example of the role of language in different cultures.
3. What is the importance of learning an **alien** language according to the writer?

4. Explain how cultures determine the means in which people process and cope with information.

5. Why do you think all Rwandans are said to have almost the same culture while many other countries are said to have different cultures?

Vocabulary and composition writing

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

Vocabulary	Meaning
Interact	
Legacy	Something that is a part of your history or that remains from an earlier time. (Something transmitted by or received from an ancestor or predecessor or from the past)
Heritage	
Cavemen	
Alien	
Feat	
Anthropology	
Backbone	

2. Write a 300 word composition explaining the role of Kinyarwanda language in preserving Rwandan culture.

6.5. Language structure: Past simple tense and the verb "used to".

We have already seen past simple in unit 1. In this unit we are going to focus on interrogative and negative forms.

6.5.1. Past Simple Interrogative

The **past simple of both regular and irregular** verbs in its **interrogative form has this structure:**

Did + subject + verb + …?

Remember **did is the past form of the verb do.**

Examples:

1. Did I bake delicious biscuits yesterday?
2. Did he study a lot for the exams?
3. Did she do any exercise last Monday?
4. Did they travel around the world last year?

The interrogative form of the verb to be in **past simple tense has this structure:**

Were/was+ subject + verb + …?

Example:

1. Were you sick?

6.5.1. Application activity: interrogative form

Change the following sentences into interrogative form

Example: She opened the window. - Did she open **the window?**

1. He took a shower.
2. Kamaliza finished her homework yesterday.
3. They visited their grandparents.
4. The girls jumped into the lake.
5. He looked after his younger sister.
6. Isimbi bought new jeans.
7. Murenzi worked the whole night.
8. They were very tired last night.

6.5.2. Past Simple Negative

The past simple **of both** regular **and** irregular verbs in its negative **form has this structure:**

Subject+ Didn't or did not +verb

Examples:

1. I did not go to the bank. / I didn't go to the bank.
2. You did not order a new chequebook. /You didn't order a new chequebook.

The negative form of the verb to be in past simple tense **has this structure:**

> Subject+ were/was+ not + verb

Examples:

1. Our teacher was not sick./ Our teacher wasn't sick
2. They were not around. / They weren't around

6.5.2. Application activity: negative form

Change the following sentences into negative form

1. They looked at me.
2. My wife became a pilot.
3. Semana finished his homework yesterday.
4. They visited their grandparents.
5. Their children were very happy.
6. The girls jumped into the lake.
7. He looked after his younger sister.
8. Keza brought chewing gums for everyone.
9. Peter slept in the kitchen.
10. They were very excited.

6.5.3. The use of "used to"

"Used to" can be used as an adjective. In that case it means to be accustomed to.

Examples

1. I can study with the TV on. I <u>am used to</u> **it. (This means that I am accustomed, adjusted, or don›t mind having the TV play while I›m studying)**
2. Tim had a hard time living in Tokyo. He <u>wasn't used to</u> **so many people. Tim didn›t have experience being with big crowds of people before.**

"Used to" can be used as a verb which is always in past. In that case it is followed by an infinitive to mean something that happened in the past but doesn't happen anymore.

Examples

1. When I was young I <u>used to</u> **sleep in my parents 'room. (This means that I no longer sleep in my parents 'room.)**

2. When Kalisa was a child, he <u>used to</u> **climb trees. (Now he doesn›t climb trees anymore)**

6.5.3. Application activity: use of used to

Study the way "used to" is used in the following sentences. Say whether it is an adjective or verb and explain what it means.

Example:

I <u>used to</u> hike when I was young. (*Used to* is used as a verb and it means that I don't hike anymore).

1. Karen <u>used to</u> play with dolls.

2. Sheila <u>wasn't used to</u> having to cook for herself.

3. I <u>used to</u> get up so late.

4. His dog is <u>used to</u> staying home alone all day.

5. I wonder if you will ever be <u>used to</u> working so hard.

6. Herbert <u>used to</u> play basketball after school.

7. They are <u>used to</u> staying out so late.

6.6. End unit assessment

1. Fill in the blanks using words from brackets

Cultural heritage is the……………… (privacy/legacy) of physical artifacts and intangible attributes of a group or……………..(society/individual) that are……… (prevented/inherited) from past generations, maintained in the…… (present/past) and bestowed for the benefit of future generations.

Tangible heritage includes…………. (feelings/buildings) and historic places, monuments, artifacts, etc., which are considered worthy of………(rejection/

preservation) for the future. These include objects significant to the………
(philosophy/archaeology), architecture, science or technology of a specific
culture.

*2. Use the words in brackets to complete each of the following sentences. All
the sentences must be in the past simple.*

     a. (you/see) ……….Martin yesterday?

     b. I (last/see)………. him two days ago.

     c. He (not/be)……………. at the meeting on Monday because he was
        away on business.

     d. Where (she/go)…………………for her holidays?

     e. How long (it/take/you)……………to drive from Amsterdam to Paris?

     f. (you/enjoy)…………...your holiday in Italy?

     g. I (see)…………………a great film on TV last night.

     h. I (not/eat)………..the food because I wasn't hungry.

     i. Why (you/not/get)…………………..up earlier? You're going to be
        late.

     j. Why (you/not/be)………………at work yesterday? Were you ill?

3. Change the following sentences into negative form

    a) We listened to our favourite CD

    b) They played tennis last Saturday.

    c) She made breakfast yesterday.

    d) They were at school last night.

    e) She passed the National examination.

    f) He was very sad last week.

    g) The boys worked hard.

    h) She got up early this morning.

*4. Write a short composition explaining how Itorero can help Rwandans to
preserve their culture.*

Fig1: natural vegetation

Fig2: A leopard.

Fig3: Sabyinyo mount.

Fig4: Lake Burera and Lake Ruhondo.

1. Do you think natural vegetation should be protected? Justify your answer.
2. Do you think that leopards and other dangerous wild animals have any importance for us? Explain.
3. State physical elements of environment in the pictures above.

7.1. Talking about physical elements of environment

7.1.1. Learning activity: Reading and exploitation of texts

Text: **The Physical elements of environment**

Human life is **surrounded** by physical environment. It is this physical environment that makes life possible on earth. These physical elements of environment are **tangible** and people can touch or feel them. For the safe survival of life on earth these natural resources should be protected and preserved. They comprise of the basic elements like climate, vegetation, water, air, soil among others.

Climate is a combination of various dimensions like temperature, rain, humidity and air. Climate changes with respect to the place, situation, region and location. In a colder region the climate is generally healthy, but increase in the humidity offers a favorable condition for the growth of **microorganisms** and spread of respiratory problems, and disease related to the bones.

Natural vegetation is affected by the climate and temperature of the region. Thus natural vegetation is the outcome of the local environment. Vegetation provides food to human beings. It is the combination of sun, water and soil, which produces rich vegetation. A good forest can and does produce enough material to sustain human habitation. It is of great advantage to have agricultural fields in the vicinity of a forest.

Soil is also on one of the most important physical elements of environment. The top layer of land is soil, which is of various types. The chemical composition of the soil gives nutrition to plants and trees to increase the productivity. Sandy Soil, rocky and clay will affect the environment and climate vegetation. Clay has lot of **moisture** in it and keeps the water level high in which disease producing bacteria and virus grow. Sandy soil contains sand particles, which can damage the eyes and spread diseases like Trachoma, intestinal worms and other disease-producing microorganisms.

In addition to soil, water is physical element of environment of a great importance.   Human beings get water from rivers, ponds, well, spring, lakes and seas. The drying-up and **replenishment** of water from all these sources is a natural process. Underground water in wells and tube well replenish water from the rainwater **seepage**.

Water is utilized for a variety of functions by various bodies, such as, household water consumption, industrial institutions, and local bodies like municipalities, fire extinguishers, different improvement trusts, in hotels, parks, and hospitals among others.

Adapted from *http://www.preservearticles.com/articles/what-are-the-basic-elements-of-our-enviroment/7929*

Comprehension questions

1. What are the physical elements of environment mentioned in the first paragraph?
2. State three factors that govern climate change mentioned in the passage.
3. Explain advantages and disadvantages of a colder region.
4. What do you understand by "natural vegetation is the outcome of the local environment"?
5. What is the role of natural vegetation in human life?
6. Explain how soil types affect the environment and climate vegetation.
7. Mention at least three utilizations of water.

7.1.2 Application activities: Vocabulary and sentence formation

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

Vocabulary	Meaning
Surrounded	
Tangible	Real or not imaginary; able to be shown, touched or experienced.
Microorganisms	
Moisture	
Replenishment	
Seepage	

2. Use each of the words in the table above in your own sentence.

7.2. Describing environmental features and their roles

7.2.1. Learning activity: Reading and exploitation of texts

Text: The role of environmental features

Life on Earth is possible primarily because there are environment **features** that allow it to **flourish**. These features are part of our physical environment and part of our everyday experience. Some people may not be thinking about the role these environment features play in our life. From the food we eat to the oxygen we breathe, environment features play irreplaceable role. Those environment features include water, trees and animals.

Water is one of the most important substances on earth. All plants and animals must have water to **survive**. If there was no water there would be no life on earth. Apart from drinking it to survive, people have many other uses for water. These include: cooking, washing their bodies, washing clothes, washing cooking and eating utensils; such as saucepans, crockery and cutlery, keeping houses and communities clean, recreation; such as swimming pools keeping plants alive in gardens and parks. Water is also essential for the healthy growth of farm crops and farm stock and is used in the manufacture of many products.

Trees are an important part of every community. Our streets, parks, playgrounds and **backyards** are lined with trees that create a peaceful, **aesthetically** pleasing environment. Trees increase our quality of life by bringing natural elements and wildlife habitats into urban settings. We gather under the cool shade they provide during outdoor activities with family and friends. Many neighborhoods are also the home of very old trees that serve as historic landmarks and a great source of town pride. Using trees in cities to deflect the sunlight reduces the heat island effect caused by pavement and commercial buildings.

Trees contribute to their environment by providing oxygen, improving air quality, climate amelioration, conserving water, preserving soil, and supporting wildlife. During the process of photosynthesis, trees take in carbon dioxide and produce the oxygen we breathe. According to the U.S. Department of Agriculture, one acre of forest absorbs six tons of carbon dioxide and puts out four tons of oxygen. This is enough to meet the annual

needs of 18 people. Trees, **shrubs** and **turf** also filter air by removing dust and absorbing other pollutants like carbon monoxide, sulfur dioxide and nitrogen dioxide. After trees intercept unhealthy particles, rain washes them to the ground.

Animals, from ants to elephants, represent a natural resource of great significance for most forest-dwelling communities, as well as for those living in many other rural contexts. In spite of this, most development projects ignore their role in subsistence as well as non-subsistence rural economies. The contribution of wildlife to rural livelihoods should not be undervalued. Wild animal **species** have other values that are non-consumptive in nature. These include religious and spiritual values, values due to the willingness of tourists to pay to see them, biotic function values, and ecological values in the equilibrium of their habitats.

Comprehension questions

1. What are the three environment features mentioned in the first paragraph?
2. Mention at least six uses of water.
3. Apart from water, trees and animals, state at least other three physical elements of the environment that are mentioned in the passage.
4. Can trees play a historic role? Justify your answer.
5. Using information got from the passage discuss the following statement: "Trees are lungs of human beings".
6. On top of consumptive role, mention at least other four roles (importance) of animals.

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below as used in the above passage. Copy the table into your book and fill in the blank spaces.

Vocabulary	Meaning
Features	
Flourish	
Survive	To continue to live or exist, especially after coming close to dying or being destroyed or after being in a difficult or threatening situation.
Backyards	
Aesthetically	
Shrubs	
Turf	
Species	

2. Write a short composition explaining how animals play an important role in the equilibrium of ecological habitats.

7.3. Describing different ways of protecting environment

7.3.1. Learning activity Reading and exploitation of texts

Text: Environment protection in Rwanda

As a country that aspires to rapid economic growth, Rwanda has set a broad and **inclusive** national target, known as Vision 2020. The idea is to bring all Rwandans into the country's development journey, integrating green growth and climate resilience strategies. For more than a **decade**, Rwanda has taken a **proactive** approach and put environment and climate change at the heart of all the country's policies, programmes and plans. The measures taken include banning plastic bags, forest cover, landscape **restoration**, the green fund and green politics.

As far as banning plastic bags is concerned, Rwanda was the first countries to **ban** plastic bags. Rwanda's mission to maintain a clean and healthy environment has been going since 2008 when it banned the use of non-biodegradable plastic bags and packaging materials. To date, Rwandans use only bags made from paper, cloth, banana leaves and papyrus, among other biodegradable materials. It has made a difference. The plastic-bag ban has earned the country a reputation as one of the cleanest countries in Africa. In 2008, Rwanda's capital, Kigali, was declared one of the cleanest cities in Africa by UN Habitat. It also created opportunities for entrepreneurs who invested in alternative packaging materials (cloths, papers, banana leaves and papyrus).

As for forest cover, Rwanda is determined to achieve its goal of increasing forest cover to 30% of total land area by 2020, Rwanda has embarked on massive reforestation and tree-planting **drive**, and new measures such as agro-forestry and training schemes in forest management are being implemented. These efforts, along with the plastic-bag ban, earned the nation a Future Policy Award from World Future in 2011.

In addition to forest cover, Rwanda resorted to landscape restoration. Rwanda's commitment to conserve the environment has been seen through the protection and restoration of degraded **ecosystems** such as wetlands, lakes and natural forests. Forests such as Nyungwe, Gishwati and Mukura have been restored and upgraded into national parks. The promotion of these parks, home to a vast variety of flora and fauna, has contributed to the growth of the tourism sector that is currently the principal generator of foreign currency.

Along with landscape restoration, Rwanda established The Green Fund. This **fund** supports the best public and private projects that have the potential for transformative change and that support Rwanda's commitment to building a green economy. The fund has mobilized around $100 million to date and is a leading example of the impact that well-managed climate financing can have.

On top of The Green Fund, Rwanda adopted green politics. As a fast-growing nation, Rwanda has the opportunity to bypass old technologies and environmentally destructive development and build an economy that can **withstand** a changing climate and that provides prosperity for generations to come.

For a country to achieve sustainable development, environmental sustainability must be taken into consideration. This applies to policies, legislation and programmes alike. Over the past years, the government has taken measures to ensure national development is in harmony with the protection of the environment.

Adapted from https://www.weforum.org/agenda/2016/05/5-ways-rwanda-is-leading-on-green-growth/

Comprehension questions

1. What is the objective of Vision 2020 as far as the environment is concerned?
2. State four measures taken to protect environment in Rwanda.
3. Which of the measures made Rwanda earn a reputation as one of the cleanest countries in Africa?
4. Explain the economic role of banning plastic bags.
5. Which actions has Rwanda taken in favour of forest cover?
6. Explain the role of The Green Fund in protecting environment.

7.3.2 Application activities: Vocabulary and paragraph writing

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below as used in the above passage. Copy the table into your book and fill in the blank spaces.

Vocabulary	Meaning
Inclusive	
Decade	
Proactive	
Restoration	
Ban	
Drive	Energy and determination to achieve things.
Ecosystems	
Fund	
Withstand	

2. In one paragraph, explain the role of tree-planting in protecting environment.

7.4. Language structure: Expressions of purpose

1. Identify the phrases used for expressing the purpose of actions in the following sentences:

  a. Ntwali planted many trees at home so that he may have fresh air.

  b. World citizens should avoid smokes to protect ozone layer.

  c. We dig terraces so as to avoid landslides.

  d. For a country to achieve sustainable development, environmental sustainability must be taken into consideration.

  e. Over the past years, the government has taken measures to ensure national development is in harmony with the protection of the environment.

  f. This key is for opening the front door, and that one is for the back.

  g. Keep on planting trees in order to attract the rain and enjoy the flesh environment

Notes

Use of expressions of purpose:

Affirmative   to + infinitive

  • We dig terraces so as to avoid landslides

  • We avoid smokes to protect ozone layer.

  • Negative: so as not to + infinitive

  • I'll take a taxi so as not to be late.

  • Take your shoes off so as not to wake them up.

Two subjects: so that + subject + can

  • I'll open the door so that he can enter.

  • She covered the hole so that water couldn't come in.

 NB. Could is used when the main clause is in the past. Instead of can/could you may also find: may/ might, will/would/ should.

The following sentence structure is more colloquial(informal):

for + subject + to

Examples:

(+) I'll open the door for you to enter.

(-)   I'll close the door for you not to go out.

General purpose (definitions)   for + -ing

Examples:

  a. A tin opener is something for opening tins.

  b. That's for peeling potatoes.

After prepositions and conjunctions -ing form is used, but when talking of a particular use of something <u>for</u> can't be used.

Example:

I need a tin-opener to open this tin.

7.4.1. Application activity:

Choose the correct expression of purpose I. Choose the correct phrase for the following:

1.   They planted many trees........they may have a fresh air.
    a.   To
    b.   So as to
    c.   so that

2.   When we arrived at Huye, we stopped..........see monkeys.
    a.   To
    b.   So as to
    c.   In order to

3.   This oven is used..........bread.
    a.   for make
    b.   to make
    c.   for making

I. Complete the following sentences using an appropriate word or phrase.

1. I woke up early ....study for exams.
a. for   b. in order to   c. so

2. When I reached his home I stopped .... talk to him.
a. so   b. for   c. to

3. We stopped at the pub .... a drink.
a. for   b. for having   c. to

4. I went to Canada .... my brother.
a. to see b. for seeing   c. Either could be used here

5. Sort your rubbish .... recycling.
a. to   b.   for   c. so

6. I took the phone back to the store .... a replacement.
a. to get   b. for getting c. Either could be used here

7. We started early .... we wouldn't be late.
a. so   b. so that c. Either could be used here

8. You need to be over 18 .... that film.
a. for watching b. to watch

c. Either could be used here

9. I am leaving early today .... the rush hour traffic.
a. for avoiding b.   to avoid c. Either could be used here

II. Spelling and pronunciation

Use a dictionary and thesaurus to look up the missing pronunciation of the words or phrases in the table below. Copy the table into your book and fill in the blank spaces and practise reading them.

Vocabulary	Pronunciation	Meaning
Protection		
Environment	/ɪnˈvaɪərənmənt/	the air, water and land in which people, animals and plants live
Ecosystems		
Restoration		
Features		
Shrubs		
Turf		
Species		
Microorganisms		
Replenishment		

III. Write short notes on the following questions:

    a. Why is it important to protect our resources?

    b. Why do people cut down trees?

    c. What happens to the soil when too many trees are cut down?

    d. How do lakes become polluted?

IV. Using expressions of purpose, write a short composition describing different ways of protecting environment.

Key Unit Competence: To use a language learnt in the context of education and personal development.

Introductory Activity — *Picture observation and interpretation*
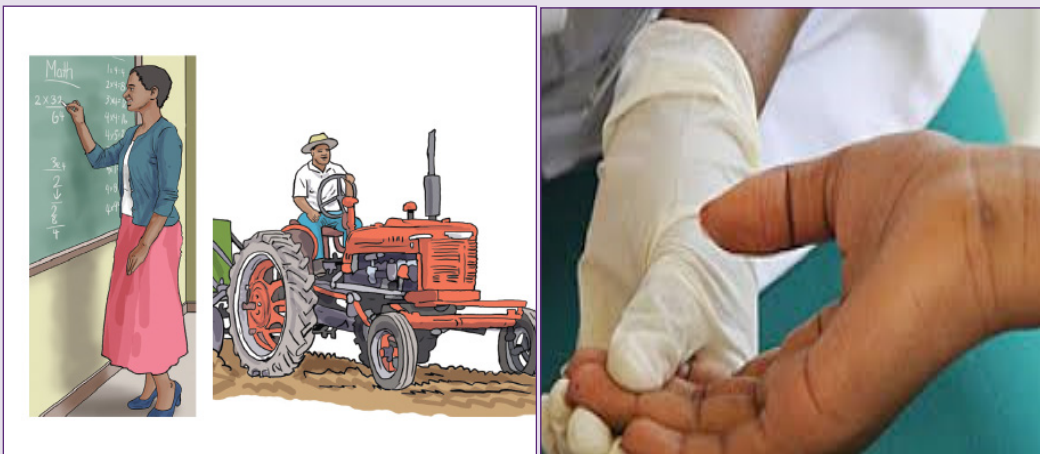

Fig1: A teacher and a farmer

Fig2: HIV testing

1. Discuss the two types of jobs illustrated in Fig 1.
2. Compare the impact of each job on the lives of their respective practitioners.
3. If you were to choose between the two types of job, which one would you prefer? Justify your choice.
4. Do you think everyone should go for an HIV testing? Which behaviour can make a person contract HIV/AIDS?

8.1. Describing the ability at school

8.1.1. Learning activity: Reading and exploitation of texts

Read the following dialogue and answer questions that follow.

Text: Dialogue between two schoolmates.

Habibu : Hello Jane, How do you do?

Jane : Fine, thank you. Why are you looking so sad?

Habibu : Actually I'm worried about my **ensuing** exam. What about your preparation for the examination?

Jane : I am also worried about my exam.

Habibu: But you are very brilliant; everyone knows. I don't know why you are **upset**.

Jane : You know I'm good at mathematics and chemistry but I'm weak in English. I'm trying to have a detailed revision in English. I must improve my **grades** in English.

Habibu : Are you reading grammar books?

Jane : Yes. But I read textbooks very carefully. I want to be familiar with answering comprehension questions. They are so challenging. Did you pass chemistry?

Habibu: Yes, my grades are good in chemistry but I have not yet seen the results of mathematics. That's why I'm **anxious**.

Jane: I would suggest you to always borrow books from the library.

Habibu   : I see. I must start working with the text book. What do you think?

Jane   : Yes. I think it'll be helpful not only in Mathematics but also in other subjects.

Habibu   : Thank you for your supportive suggestion. I wish you good luck.

Jane   : You're most welcome.

Comprehension questions

1.   Do two speakers know each other?
2.   Why is Jane worried about her exam?
3.   Which subjects is Jane good at?
4.   Why do you think textbooks are more helpful in revision?
5.   Which subject is Habibu good at?

8.1.2. Application activity: Vocabulary and composition

1. Give the meanings of the following words as they are used in the above dialogue.

a. Ensuing
b. Upset
c. Grades
d. Anxious

2. Compose a dialogue in which two speakers talk about their abilities in different subjects.

8.2 Describing educational ambitions

8.2.1. Learning activity: Reading and exploitation of texts

Text: **Educational ambitions**

An ambition is an earnest desire for some type of achievement or distinction, such as power, honour, fame, or wealth, and the willingness to strive for its **attainment**. We are often presented with the idea that we should dream big. Sayings like "shoot for the stars", "the sky is the limit", and other celestial-themed sayings are **prominent** in our inspirational vocabulary. What these sayings suggest is that our dreams should only be **bound** by our imagination of what and who we can become. If you're considering higher education, you'll need to decide what subject, course type, and course provider is right for you. You can become a doctor, a teacher, a banker and so on.

To become a doctor, one has to study medicine at university. Given the **prestige** associated with the medical professions, and the extremely challenging nature of most medical careers, it's unsurprising that getting into medical school is extremely competitive. In order to gain a place at a medical university, it's necessary to demonstrate exceptional grades in science subjects, especially chemistry and biology, as well as showing evidence of commitment to the field. This will usually mean gaining work experience, perhaps at a local healthcare centre, private **consultancy** or a hospital.

In order to become a primary school teacher in Rwanda, one needs to get a secondary school certificate from Teacher Training Colleges (TTCs). If one wants to become a secondary school teacher he has to study education at university. In Rwanda, you may get a bachelor's degree or a diploma in education. One reason to become a teacher is to **impact** the education system. If you recognize the need to improve the quality of education in this country, then you may become a teacher to affect change. There is a lot of work to be done, but it is the collective effort of thousands of **dedicated** teachers that will make the most difference.

Banking jobs are an excellent fit for people interested in economics, business, and maths. If you are studying MEG (Mathematics, Economics and Geography) or other combinations with Economics you can become a banker. Mathematics is very important in banking, that's why HEG (History.

Economics and Geography) students should not overlook mathematics. If you like the idea of working in an office environment and working with numbers, you may want to try a career in banking.

Comprehension questions

1. What do you understand by "the sky is the limit"?
2. What does one have to study in order to become a doctor?
3. Mention two subjects that one has to be good at in order to be eligible for medical studies at university.
4. Which education qualifications should one have in order to become a secondary school teacher?
5. Which subjects should one be good at in order to become a banker?
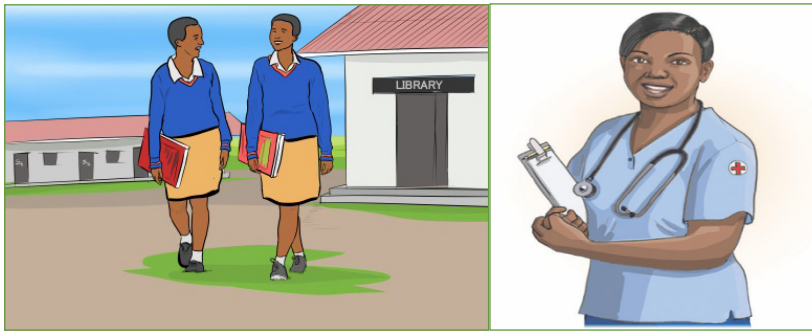
8.2.2 Application activities: Vocabulary and Composition writing

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below. The words are highlighted in the above passage. Copy the table into your book and fill in the blank spaces

Vocabulary	Meaning
Attainment	
Prominent	
Bound	
Prestige	Widespread respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.
Consultancy	
Impact	
Dedicated	

2. Write a 200 word composition explaining your education ambitions.

8.3 Talking about education and society

8.3.1. Learning activity: Reading and exploitation of texts

Text: The impact of education on society

As one **caveman** taught another how to use the wheel, **carts** were built, and it made transport easier. This decreased work load and made time for other activities, such as drawing. It also connected one group to another. Therefore, the mere transfer of knowledge caused society to **evolve** into civilized groupings. One of the main arguments for public education is that, when individuals in a society become more knowledgeable, the entire population benefit.

Education is a powerful driver of development and one of the strongest instruments for reducing poverty and improving health in society. It enables people to be more productive, to earn a better living and enjoy a better quality of life, while also contributing to a country's overall economic growth. Education is critical for breaking the poverty cycle and its importance is reflected in the commitments of the Millennium Development Goals (MDGs) and Education for All (EFA).

Yet, **nowadays**, in many regions of the continent, governments continue to fail those who are systematically left on the margins: women, girls, children and many more. Luckily in Rwanda, free, compulsory, basic education is now a right of every child be it a girl or a boy. Rwandan government has known that if people are not raised to be active from their childhood on, to be responsible participants in their communities and to participate in the activities needed towards achieving development, then it is less likely that any form of peace will be **sustainable** in the long term. And peace is a key ingredient to meaningful progress in society.

Education is becoming one of the most important factors to a person's success in today's society. Whether a person is living in poverty or among the wealthiest in the world, education is necessary to advance in any situation. If you are from a poor family, you will need to go to school in order to get a job or to start your own business. If you are from a rich family you will still need to be educated so as to be able to manage your family's companies.

People who are educated are significantly healthier than those who are not. A child who is born to an educated mother is 50 percent more likely to survive past the age of five. Such mothers have the basic knowledge on **nutritious** food, **hygiene** and health. Another area in which health could improve with education is decreasing the cases of HIV/AIDS. Educated people are likely to have more access to programs that are designed to improve knowledge and awareness about HIV/AIDS.

Malnutrition is a severe problem that many poor countries are facing today. Education has the potential to decrease malnutrition in these countries. Education can provide people with new and more effective farming techniques, which can increase crop production and decrease malnutrition.

Therefore, in order for any society to see steady economic growth, education must be a priority, for every year of education, a person's average earnings increase significantly. This means that the GDP could increase every year if all citizens receive a quality education. No country in history has seen a steady economic increase without at least 40 percent literacy rate.

Adapted from https://www.slideshare.net/TasneemKhokhar/the-impact-of-education-on-societies

Comprehension questions

1. Detail the benefit of making transport easier?
2. Explain how education helps in reducing poverty and improving health in society.
3. Do girls and boys have the same right as far as access to education is concerned? Explain.
4. Does a child from a rich family have to go to school? Justify your answer.
5. People who are educated are significantly healthier than those who are not. Explain.

6. Explain the role played by education in decreasing the cases of HIV/AIDS.

7. How can education help to reduce malnutrition?

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below. The words are highlighted in the above passage. Copy the table into your book and fill in the blank spaces.

Vocabulary	Meaning
Caveman	A prehistoric man who lived in caves.
Carts	
Evolve	
Nowadays	
Sustainable	
Nutritious	
Hygiene	
Malnutrition	

2. Use each of the words in the above table in your own sentence.

8.4 Sexual behaviour

8.4.1. Learning activity: Reading and exploitation of texts

Text: Sexual behaviour and HIV/AIDS in Rwanda

In Rwanda as in many other countries, different interventions have been implemented to fight against new **infections** of the Human Immunodeficiency Virus (HIV). Generally, one of the main objectives of such interventions is to improve general knowledge of HIV. Around the world, local and international efforts have led to successful HIV **prevention** programs in terms of improving HIV knowledge and awareness. However, HIV transmission is not decreasing as rapidly as desired, especially when considering the large amount of money and many other efforts spent on its prevention.

As HIV transmission is **propelled** by behavioural factors, sexual behaviour is the most significant factor in the spread or prevention of the HIV and Aids. It is therefore important to understand the relationship between HIV knowledge and risky sexual behaviour (RSB), and the different components of HIV knowledge that are positively associated with the reduction of risky sexual behaviour (RSB).

Since 1987, the government of Rwanda has been making substantial efforts in the fight against HIV/AIDS. Activities related to HIV/AIDS prevention and treatment has been carried out through different structures such as the National Program for the Fight against AIDS (PNLS), the National AIDS Commission (CNLS), the Treatment and Research AIDS Centre Plus (TRAC Plus), and the district AIDS committees (CDLS). Different strategies used in the fight against AIDS are also found in the Rwandan National AIDS strategic Plan. These include Information, Education, and Communication (IEC) strategies, which target mainly sexually active men age 15-59 and women age 15-49.

These efforts have resulted in the achievement of two objectives: first, increased **awareness** of the existence of HIV as well as its transmission. Data indicate that the proportion of men who have heard of HIV/AIDS was virtually universal, both in 2005 and 2010. The second objective is increased awareness of ways to prevent HIV infection.

Under this objective, information related to the "ABC" **strategy** (abstinence, being faithful, using a condom) has been widely disseminated. Condoms have also been distributed free of charge in different strategic places or sold at very low cost, from the cities to the last small shop in villages.

Despite a satisfactory situation in terms of knowledge of HIV prevention and availability of condoms, many people still engage in RSB. RSB can be defined in different ways. The U.S. Centres for Disease Control and Prevention (CDC) defines RSB as behaviour that increases one's risk of **contracting** sexually transmitted infections and experiencing unintended pregnancies. Risky behaviours are measured through a number of elements that include having sex at an early age, having multiple sexual partners, having sex while under the influence of alcohol or drugs, and having unprotected sex. Many authors include in their definitions of RSB two main elements: one, having sexual intercourse with a casual **acquaintance** without using a condom; two, having multiple sexual partners.

Comprehension questions

1. Considering the large amount of money and many other efforts spent on HIV prevention, should we be satisfied with the speed at which HIV transmission is decreasing?

2. What is the primary cause of HIV transmission?

3. What do you understand by "risky sexual behaviour"?

4. Through which structures activities related to HIV/AIDS prevention and treatment has been carried out since 1987?

5. What does the term "ABC strategy" refer to?

6. Does a satisfactory situation in terms of knowledge of HIV prevention and availability of condoms prevent people from engaging in risky sexual behaviour?

8.4.2. Application activities: Vocabulary and composition writing

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below. The words are highlighted in the above passage. Copy the table into your book and fill in the blank spaces.

Vocabulary	Meaning
Infections	
Prevention	
Propelled	
Awareness	Knowledge or perception of a situation or fact.
Strategy	
Contracting	
Acquaintance	

2. Write a short composition explaining why people engage in risky sexual behaviour.

8.5 Language structure: Fist and Second conditional

Notes:

Definition

Conditionals are sometimes called 'if clauses'. They describe the result of something that might happen (in the present or future) or might have happened but didn't (in the past). They are made using different English verb tenses.

8.5.1. The first conditional

(if + present simple, ... will + infinitive)

Example: If you want to get a job you have to study.

The first conditional is used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

Here are more examples:

- If you don't get good grades in sciences, you won't be a doctor.
- If I *study* biology, *I'll become a lab technician*.
- If you don't engage in sexual risk behaviour, you won't get HIV/AID.

8.5.2 Application activity:　using the first conditional

Complete the conditional sentences using the first conditional. Use the verbs in brackets.

1. If Kalisa and Kamali **(prepare)………………. the salad,** Mukamana (decorate)………the house.
2. If Keza **(cut)………the onions for the salad,** Isimbi (peel)………… the mushrooms.
3. Muhizi **(**hoover)…………..the sitting room if Shema and Tom (move)………. the furniture.
4. If Gashugi **(tidy)………..up the kitchen, Anita (clean)……………….** **the toilet.**

5. Mugabo (buy)…………the drinks if somebody (help)………….him carry the bottles.

8.5.3. The second conditional

(if + past simple, ... would + infinitive)

Example: If I had a degree in education, I **would** apply for this post.

In formal writing 'were' is used instead of 'was' with 'I' and 'he/she/it'.

The second conditional has two uses:

First, we can use it to talk about things in the future that are probably not going to be true. If one is imagining some dream for example.

a. If I met the president, I would thank him. (I probably won't meet him)

b. If I got a visa, I would go to UK to watch the match. (I probably won't get a visa)

Second, we can use it to talk about something in the present which is impossible, because it's not true. Have a look at the following examples:

a. If he had a sweater, he would put it on. (He doesn't have the sweater now, so it's impossible to put it on).

b. If I had a degree, I would apply for this post. (I don't have a degree now, so it's impossible to apply).

8.5.4. Application activity: using the second conditional

Complete the conditional sentences using the second conditional. Use the verbs in brackets.

1. We (help)…………….you if we (know)………..how.
2. My brother (buy)………….a sports car if he (have)………..money.
3. If I (feel)……….better, I (go)………….to the cinema with you.
4. If you (go)…………..by bike more often, you (be/ not)…………so flabby.
5. She (not /talk)…………..to you if she (be)……………mad at you.

8.6 Spelling and pronunciation

Use a dictionary and thesaurus to look up the missing pronunciation of the words or phrases in the table below. Copy the table into your book and fill in the blank spaces and practise reading them.

Vocabulary	Pronunciation(phonologic transcription)
Infections	
Prevention	
Propelled	
Awareness	/əˈweənəs/
Strategy	
Contracting	
Acquaintance	
Ambition	

8.7 End unit assessment

1. Complete the Conditional Sentences using the correct form of verbs in brackets. Decide whether to use first or the second conditional.

1. If we had a yacht, we (sail)………..the seven seas.
2. If they all do their best, the party (be)……………… great.
3. If he (have)………….more time, he would learn karate.
4. If they (tell)………..their father, he will be very angry.
5. If she spent a year in the USA, it (be)………..easier to get a green card.
6. If I lived on a lonely island, I (run)………….around naked all day.
7. We would help you if we (know)………..how.
8. My brother will buy a sports car if he (have)………..the money.
9. My brother would buy a sports car if he (have)………..the money.
10. If I (feel)………..better, I will go to the cinema with you.
11. If you went by bike more often, you (be or not)…………so flabby.
12. She (not or talk)…………to you if she were very sad.
13. If Ineza **cuts the pumpkins for the salad,** Djamila **(peel)………….the carrots.**

14. Jane (clean)………. the bedroom if Aaron and Tim move the furniture.

15. If Bob (cook)………….., Irene will wash clothes .

16. The headmaster will congratulate us if we (win)…………….the competition.

17. If Rukundo and Mbarushimana **prepare the food, Mary and** Gahizi **(make)…….the sandwiches.**

18. If Nyiramana **looks after the baby,** Kamaliza (mop)……………the house.

19. Frank (not/be)……………………..sad, if he had money to buy new clothes.

20. Alan will mix the drinks if Jane (give)…………… him some of her cocktail recipes.

2. Choose the right word from the brackets to fill in blank space.

Research on adolescents' sexual……………….(behaviour/focus) carried out in other countries has shown that a range of factors including lack of reproductive……..(health/capacity) and HIV/AIDS information and services contribute to heightened……………..(risk/behaviour) of HIV among young people. However, the single most important determinant of HIV infection among young people in Africa is having……………(Ambition /unprotected) sex with a person who is infected. To quote the Measure Evaluation program, "Any number of other factors may influence who has sex with whom and whether they use condoms, but the act that spreads the………….(bacteria/ virus), in the overwhelming majority of cases, is an act of unprotected sex".

Many factors have been proposed to explain why adolescents do not use condoms. In spite of ……………..(negligence/efforts) by national HIV prevention programs to reduce or eliminate the cost of condoms in many African countries, adolescents still report affordability as a reason for…………..…..(non-use/use). Negotiation to use condoms is also difficult since suggesting the use of condoms is often seen as a sign of (trust/mistrust) in a sexual relationship. Furthermore, the ability by female adolescents to negotiate the use of condoms is made……………… (possible/difficult) if they have received gifts or money. Other reasons for non-use of……………..(condoms/pills) among adolescents include………. (like/dislike) of condoms, and (embarrassment/pride) to purchase or ask for condoms from adult providers.

HIV programs that are designed to improve knowledge and………. (awareness/ignorance) about HIV and sexually transmitted infections (STIs) are often based on the premise that greater knowledge among adolescents will lead to changes in their……..(sexual/marital) behaviour. However, some studies have reported the lack of association between HIV knowledge and sexual behaviour. On the other hand, social and cultural barriers, attitudes and practices seem to be the major determinants of adolescents'………. (safe/risky) sexual behaviour.

3. Write a short composition explaining how education can help to fight against malnutrition.

UNIT9:

SCIENCES AND TECHNOLOGY

Key unit competence: To use language learnt in the context of Sciences and Technology

Introductory Activity — *Picture observation and interpretation*

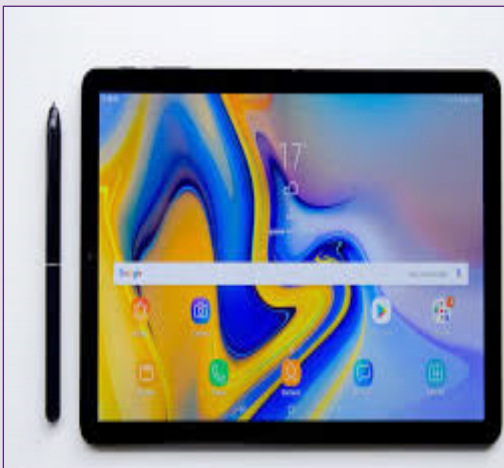*Fig1 : A flash disc*

Fig2: Smartphone addiction

Fig3: A tablet

Fig4: A scientist using microscope

1. Discuss the use of the device in **fig1.**

2. The people in fig2 are around the table sharing a drink but they are not talking to one another because they are busy chatting. Do you think it is a good practice? Explain.

3. Explain the use of the device in **fig3**

4. Explain the use of the device in **fig4**

5. Suggest and discuss other names of tools associated with science and technology

9.1. Talking about words and expressions used in the context of science and technology

9.1.1. Learning activity: Reading and exploitation of texts

Text 1: Technology is changing the World of Medicine

Read the passage below and answer the questions that follow:

A large number of digital innovations are revolutionizing **healthcare** and **technology** in **medicine** is here to stay. Numerous innovations and new solutions are already on the market and they have all improved healthcare drastically. Today, multiple medical issues such as **congestive heart failure**, diabetes, medication noncompliance, even stressful isolation, are researched and solved with remarkable new technologies. The following are some areas researchers are targeting: The first area targeted by researchers is heart failure. One of the most common and costly diagnoses is that of heart failure, with a mortality rate closer to cancer. It includes three types of sensors – wristband, necklace and watch – which are used for testing. This type of diagnosis gives both patients and doctors continuous information on how a compromised heart is functioning.

The second area targeted by researchers is 3D printing. These days, medical researchers are considering the potential of 3D printing in medicine. For example, Kaiser Permanente's Los Angeles Medical Center is perfecting the use of 3D printers to replicate multidimensional models of problematic areas inside patients. Surgeons can handle the models and simulate **a variety of possible operation replicas before performing the actual surgery. Alternatively, 3D printing can be used in reproducing bones or other organs in the human body.**

The second area targeted by researchers is the area of mobile applications. Today, mobile applications are available for everything. In the healthcare

sector, this is especially true. Doctors and patients are discovering new ways to use technology to monitor personal health. Nowadays, tracking daily sleep patterns, counting calories, researching treatment options, and even monitoring heart rate is possible.

Thirdly, remote monitoring technology is one of the most useful and practical innovations in recent years. The systems can be used by patients in the comfort of their homes to reduce the time and financial cost of recurring visits to the doctor. By using a small device designed to measure a particular health issue, doctors can analyse a patient's data remotely without the need for them to come down to the hospital.

This must be the reason why the Government of Rwanda recognized that there is a need to strengthen science, technology and research and is engaged in many National and Regional initiatives to help build this capacity.

Adapted from https://www.hunimed.eu/news/technology-changing-world-medicine/

Comprehension questions

1. State four medical issues that are researched and solved with remarkable new technologies.
2. What are the three areas targeted by researchers mentioned in the passage?
3. State and explain the use of the three types of sensors mentioned in the passage.
4. Explain how 3D printing technology helps surgeons in their work.
5. Evaluate the use of mobile applications in healthcare sector.
6. Assess the importance of remote monitoring technology in healthcare sector

Vocabulary activity

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

Vocabulary	Meaning
Technology	
Congestive heart failure (CHF)	a chronic progressive condition that affects the pumping power of heart muscles. It is often referred to simply as "heart failure"
Noncompliance:	Failure or refusal to comply. In medicine, the term noncompliance is commonly used in regard to a patient who does not take a prescribed medication or follow a prescribed course of treatment.
Wristband	
Diagnosis	
Patient	
3D printing	the action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.
Simulate	
Replicas	
sleep patterns	there are basically the stages of sleep that we go into from the moment that we nod off at night to waking up at first light.
Calories	
heart rate	
Device	

Text2: Body systems

Read the passage below and answer the questions that follow:

Our bodies consist of a number of biological systems that carry out specific functions necessary for everyday living.

The job of the **circulatory system** is to move blood, nutrients, oxygen, carbon dioxide, and hormones, around the body. It consists of the heart, blood, **blood vessels**, arteries and veins.

The **digestive system** consists of a series of connected organs that together, allow the body to break down and absorb food, and remove **waste**. It includes the mouth, oesophagus, stomach, small intestine, large intestine, rectum, and anus. The liver and pancreas also play a role in the digestive system because they produce digestive juices.

The **endocrine system** consists of eight major glands that secrete hormones into the blood. These **hormones**, in turn, travel to different tissues and regulate various bodily functions, such as **metabolism**, growth and sexual function.

The **immune system** is the body›s defence against **bacteria, viruses** and other **pathogens** that may be harmful. It includes lymph nodes, the spleen, bone marrow, lymphocytes (including B-cells and T-cells), the thymus and **leukocytes**, which are white blood cells.

The **lymphatic system** includes lymph nodes, lymph ducts and lymph vessels, and also plays a role in the body›s defences. Its main job is to make and move lymph, a clear fluid that contains white blood cells, which help the body fight infection. The lymphatic system also removes excess lymph fluid from bodily **tissues**, and returns it to the blood.

The **nervous system** controls both voluntary action (like conscious movement) and involuntary actions (like breathing), and sends signals to different parts of the body. The central nervous system includes the brain and **spinal cord**. The peripheral nervous system consists of nerves that connect every other part of the body to the central nervous system.

The body's **muscular system** consists of about 650 muscles that aid in movement, blood flow and other bodily functions.

There are three types of muscles: skeletal muscle which is connected to bone and helps with voluntary movement, smooth muscle which is found inside organs and helps to move substances through organs, and **cardiac** muscle which is found in the heart and helps pump blood.

The **reproductive system** allows humans to reproduce. The male reproductive system includes the penis and the testes which produce sperm. The female reproductive system consists of the vagina, the uterus and the ovaries which produce eggs. During **conception**, a sperm cell fuses with an egg cell, which creates a fertilized egg that implants and grows in the uterus.

Our bodies are supported by the **skeletal system**, which consists of 206 bones that are connected by tendons, ligaments and cartilage. The skeleton not only helps us move, but it's also involved in the production of blood cells and the storage of calcium. The teeth are also part of the skeletal system, but they aren't considered bones.

The **respiratory system** allows us to take in vital oxygen and expel carbon dioxide in a process we call breathing. It consists mainly of the trachea, the diaphragm and the lungs.

The **urinary system** helps eliminate a waste product called urea from the body, which is produced when certain foods are broken down. The whole system includes two kidneys, two ureters, the bladder, two sphincter muscles and the urethra. Urine produced by the kidneys travels down the urethras to the bladder, and exits the body through the urethra.

The skin, or **integumentary system**, is the body's largest organ. It protects us from the outside world, and is our first defence against bacteria, viruses and other pathogens. Our skin also helps regulate body temperature and eliminate waste through **perspiration**. In addition to skin, the integumentary system includes hair and nails.

Adapted from https://www.livescience.com/37009-human-body.html

Comprehension questions

1. What are biological systems mentioned in the passage?
2. Which biological system helps oxygen to move around the body?
3. What is the role of the liver and pancreas in the digestive system?
4. Which biological system regulates metabolism, growth and sexual function?

5. Which biological system protects from falling sick?

6. Do you think our nervous system has anything to do with our sight? Justify your answer.

7. State the three types of muscles and explain their functions?

8. What is the role of urinary system?

9. What is the body's largest organ?

10. Hair and nails belong to which biological system?

9.1.3. Application activity: Vocabulary and Composition writing

➢ Vocabulary activity

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

i. Hormones

ii. Metabolism

iii. Bacteria

iv. Viruses

v. Pathogens

vi. Leukocytes

vii. Tissues

viii. Spinal cord

viii. Cardiac

ix. Conception

x. Perspiration

1. Have you ever been in a hospital? Write a short composition describing a technological tool you saw there. If you never went there, you can describe a tool you have heard of or read about.

2. Write a short composition on the importance of physical exercise for our body systems.

9.2. Describing the role of ICT devices and their side effects

Advantages and disadvantages of ICT

Read the passage below and answer the questions that follow:

As it is known from time immemorial that everything in life is like the two side of a coin, there is always a positive and negative side of every **phenomenon.** But whether the effect is positive or negative the effects of Information Communication Technology (ICT) is far reaching and cannot be **overemphasized.** The Effects of ICT **lens** looks at how our lives have been changed, for better and for worse, by the impact of ICT. It includes both positive effects and negative effects.

One of the positive effects of ICT is access to **information**. Possibly the greatest effect of ICT on individuals is the huge increase in access to information and services that has accompanied the growth of the **Internet.** Some of the positive aspects of this increased access are better, and often cheaper communications, such as phone calls and Instant messaging. In addition, the use of ICT to access information has brought new opportunities for **leisure** and **entertainment**.

Another positive effect of ICT is easy access to education. With ICT there are new ways of learning, such as interactive multi-media and **virtual reality.** ICT has also created new job opportunities, such as flexible and mobile working, virtual offices and jobs in the communications industry among others.

ICT can be used for processes that had previously been out of the reach of most individuals, such as photography, where digital cameras, photo-editing software and high quality printers have enabled people to produce results that would previously require a photographic studio.

ICT can be used to help people overcome disabilities. For example screen magnification or screen reading software enables partially sighted or blind people to work with ordinary text rather than Braille.

As far as negative effects are concerned, ICT has caused Job loss, reduced personal interaction and reduced physical activity.

As for **Job loss**, one of the largest negative effects of ICT can be the loss of a person's job. This has both economic consequences, loss of income, and social consequences, loss of status and self-esteem. Job losses may occur for several reasons, including the replacement of **manual operations** by **automation**. This can happen when, for example, robots replace people on an assembly line. People can also lose jobs due to **Job export**. This is when Data processing work is sent to other countries where operating costs are lower. Multiple workers can also be replaced by a smaller number of people who are able to do the same amount of work using machines.

Personal interaction and physical activity have also been negatively affected by ICT. Being able to work from home is usually regarded as being a positive effect of using ICT, but there can be negative aspects as well. Most people need some form of social interaction and physical exercise.

Adapted from https://ajahana.wordpress.com/2012/06/27/the-positive-and-negative-impacts-of-ict-5/

Comprehension questions

1. What do you understand by "everything in life is like the two side of a coin"?
2. What strengthened the huge increase in access to information?
3. Explain how ICT has created new job opportunities.
4. Using an example, explain how ICT has enabled people to do processes that had previously been out of the reach of most individuals.
5. In which ways can ICT make people lose their jobs?

Vocabulary activity

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

a. phenomenon

b. Overemphasized

c. Lens

d. Information

e. Internet

f. Leisure

g. Entertainment

h. Virtual reality.

i. Manual operations

j. Automation

k. Job export

1. Use each of the above words in a sentence of your own to illustrate how they are used.

2. Writer a 100 word composition on smartphone addiction.

3. Debate

Referring to notes on debating techniques in unit 5, debate the following motion.

"This house believes that ICT has done more harm than good"

9.3. Language structure: Word formation

Introduction:

In linguistics (particularly morphology and lexicology), *word formation* refers to the ways in which new words are made on the basis of other words or morphemes. This is also called *derivational morphology.*

Most English vocabulary arises by making new lexemes out of old ones. This can be done either by adding an *affix* to previously existing forms, *altering* their word class, or *combining* them to produce compounds. Below are some types of word formation processes.

9.3.1. Derivation

Derivation is the creation of words by modification of a root without the addition of other roots. Often the effect is a change in part of speech.

Examples

• Empty-emptiness (adjective was changed into a noun)

9.3.2. Affixation

(This is like a subtype of derivation)

Affixation is the process of adding a morpheme or affix to a word to create either a different form of that word or a new word with a different meaning; affixation is the most common way of making new words in English. An affix is a word element of English grammar used to alter the meaning or form of a word and comes in the form of either a prefix or a suffix. There two primary types of affixation are prefixation, the addition of a prefix, and suffixation, the addition of a suffix.

A Prefixation

Prefixation is a morphological process whereby a bound morpheme is attached to the front of a root or stem. The kind of affix involved in this process is called a prefix. Prefixes include examples like "un-," "self-," and "re-,"

Example:

The prefix un- attaches to the front of the stem *selfish* to form the word *unselfish*.

Other examples include:

Prefix	Meaning	Examples
a-, an-	Without, lack of, not	Moral= amoral
Ante-	Before, earlier, in front of	Date =antedate
Anti-	Against, opposite of	Aircraft= antiaircraft

B Suffixation

Suffixation is a morphological process whereby a bound morpheme is attached to the end of a stem. The kind of affix involved in this process is called a suffix. Suffixes come in the form of ending elements like "-hood," "-ing," "-ness,", "-ed…"

- **Communicate-communicator**

Think of the 26 common suffixes in the table as clues to the meanings of words. Keep in mind, though, that the meanings of words are best determined

by studying the contexts in which they are used as well as the parts of the words themselves.

Noun Suffixes

Suffix	Meaning	Examples
-acy	state or quality	privacy, fallacy, delicacy
-al	act or process of	refusal, recital, rebuttal
-ance, -ence	state or quality of	maintenance, eminence, assurance
-dom	place or state of being	freedom, kingdom, boredom
-er, -or	one who	trainer, protector, narrator
-ism	doctrine, belief	communism, narcissism, scepticism
-ist	one who	chemist, narcissist, plagiarist
-ity, -ty	quality of	inactivity, veracity, parity, serenity
-ment	condition of	argument, endorsement, punishment
-ness	state of being	heaviness, sadness, rudeness, testiness
-ship	position held	fellowship, ownership, kinship, internship
-sion, -tion	state of being	concession, transition, abbreviation

Verbs suffixes

Suffix	Meaning	Examples
-ate	Become	regulate, eradicate, enunciate, repudiate
-en	Become	enlighten, awaken, strengthen
-ify, -fy	make or become	terrify, satisfy, rectify, exemplify
-ize, -ise	Become	civilize, humanize, socialize, valorise

Verbs can end with either *-ize* (the American spelling) or *-ise* (the British spelling). Examples include *finalize/finalise* and *realize/realise.*

Adjective Suffixes

Suffix	Meaning	Examples
-able, -ible	capable of being	edible, presentable, abominable, credible
-al	pertaining to	regional, grammatical, emotional, coastal
-esque	reminiscent of	regional, grammatical, emotional, coastal
-ful	notable for	fanciful, resentful, woeful, doubtful
-ic, -ical	pertaining to	musical, mythic, domestic, chiastic
-ious, -ous	characterized by	nutritious, portentous, studious
-ish	having the quality of	fiendish, childish, snobbish
-ive	having the nature of	creative, punitive, divisive, decisive
-less	Without	endless, ageless, lawless, effortless
-y	characterized by	sleazy, hasty, greasy, nerdy, smelly

The examples above are adopted from https://www.thoughtco.com/common-suffixes-in-english-1692725

Application activity

1. *Use prefixes to find the opposite of these verbs:*

a. Use

b. Agree

c. Engage

d. Behave

e. Understand

f. Fold

g. Spell

h. Connect

i. Close

2. the sentences by writing the correct prefix from the table below in the blank spaces. You can use a dictionary to help you

dis-	in-	mis-	re-	un-	under-

I just can't believe it! The story is _____believable!

    a. No, that answer is _____correct. It is wrong.

    b. Let's look at this information again. We should _____view it before the test.

    c. I saw Kalisa just a moment ago, but now I can't find him! It seems that he _____appeared!

    d. Oh, I'm sorry, I didn't hear you correctly. I _____understood you.

    e. The subway does not go over the land like a normal train. It moves _____ground.

    f. *3. Put the words in brackets in the appropriate form (use prefixes or suffixes):*

    g. He was acting in a very……………… way. (child)

    h. She looked……………..She started to cry. (happy)

    i. He passed his exam. He was……………..for the second time. (succeed)

    j. The team that he supported was able to win the……………… . (champion)

    k. I couldn't find any……………………in his theory. (weak)

    l. He wants to be a……………………………when he grows up. (mathematics)

    m. There were only a……………………….of people at the match. (hand)

    n. The road was too narrow, so they had to……………………it. (wide)

    o. I think that you should……………………….your decision. It may not be the best thing to do. (consider)

    p. You need a……………………..of motivation, organization and hard work to realize your dreams.(combine)

Use a prefix or a suffix to make a new word out of the word in brackets. Complete the sentence with it.

PREFIXES	SUFFIXES
dis-, un-, im-, re-	-ing, -ed, -ance, -ful, -able, - ly, -ous, -er

i.   I can't answer this question. It's……………..(possible).

ii. Don't stand near the water. It's too………… (danger).

iii. I don't like this fish. It's not very well…………….. (cook).

iv. Kate started crying because she was so………….. (happy)

v.   If you have a haircut it will change your………………………(appear)

vi. Paul never waits in queues. He is too…………….(patient)

vii. Thank you for your advice. You have been very…………(help).

viii.   Stealing other people's money is………………(honest)

ix. Our science………………is very young. (teach)

x.   Harry didn't think the book was very……………..(interest).

xi. A million pounds was given to the hospital by an…………..person (known)

xii. When you………….this paragraph, make it a bit shorter (write)

xiii.   That was a great film. It was really…………….(enjoy)

xiv.   Mary was wearing a/an………………..hat (usual)

xv. I like this town. The people are very………………(friend)

xvi.   I don't think you're right. I…………with you completely (agree)

1.   Identify at least five words formed through the process of affixation in the following paragraph.

One of the positive effects of ICT is access to information. Possibly the greatest effect of ICT on individuals is the huge increase in access to information and services that has accompanied the growth of the Internet. Some of the positive aspects of this increased access are better and often cheaper communications, such as phone calls and instant messaging. In addition, the use of ICT to access information has brought new opportunities for leisure and entertainment.

2.   Write a 200 word composition on advantages and disadvantages of social media in society.

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