



English

senior
3

Student's Book

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FOREWORD

Dear student,

Rwanda Basic Education Board is honored to present Senior Three English Language Student Book which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of Senior Three English Language 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 teachers' 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 teachers, whose role is central to the success of the learning, you will gain appropriate skills and be able to apply what you have learn't in real life situations. Hence, enabling you to develop certain values and attitudes allowing 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 teacher. 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/investigation by consulting printed/Online documents and resourceful people, and present findings;
- Ensure the effective contribution of each group member in assigned tasks through clear explanation 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. MBARUSHIMANA Nelson
Director General, REB

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Joan MURUNGI,

Head of Department CTLR



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**TOPIC AREA FOR ALL UNITS:
ORAL AND WRITTEN COMMUNICATION**

UNIT 1

CAREERS

Key unit competence:

To use language learnt in the context of careers

Introductory Activity

Picture observation and interpretation.

Observe these pictures and answer the questions below:

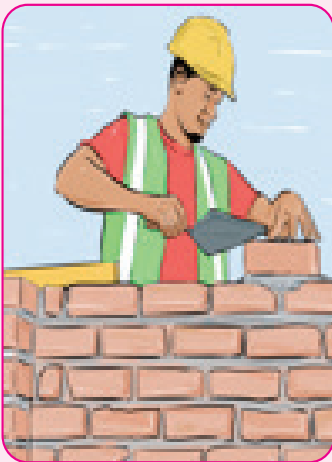


Fig 1: A mason.



Fig 2: Cooks.

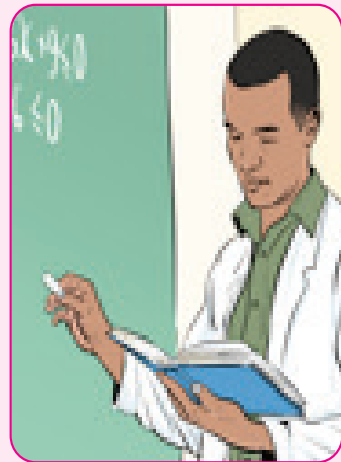


Fig 3: A teacher.

1. Describe the careers of people in the pictures above.
2. Why do people choose different careers?
3. What should people do before making a career decision?
4. Using the second conditional, explain what you would do if you chose a certain career.
5. Does it matter what kind of job one does in life? Give reasons for your answer.

1.1 DESCRIBING JOBS

1.1.1. Learning activities: Reading and text analysis

Pre-reading:

Read the story below and answer questions that follow:

When I was in senior three, I asked my teacher which career I should choose. Her answer was: "There are as many kinds of careers as there are people. They are like clothes, you have to choose the size and style that suits you"

At first I was confused. If there are as many careers as people, how come some people are unemployed? She told me that careers vary greatly in the type of work involved and in the ways they influence a person's life. I later came to learn that the career one chooses can determine the amount of money he/she can earn. One's career can also affect the way he/she feels about him or herself and the way other people act towards that person.

My teacher further advised me that, to make wise career decisions and plans, I needed as much information as possible. The more I knew about myself and career opportunities, the better able I would be to choose a satisfying career.

Maybe what worked for me will not work for you. People differ in what they want from a career. Many people desire a high income. Some work and hope for fame. Others want adventure. Still others want to serve people and make the world a better place. So, think about what you want to achieve in life before you make a decision.

Before you begin to search career fields, you should define your values, your interests, and your abilities. In our class, we had a boy who always said he wanted to be a doctor but he was poor in sciences. Do you think he knew his abilities? As a Rwandan, your values should be related to our history and culture. You should strive for peace, unity, reconciliation, integrity, self-reliance among others and you will be happy with a career that fits your values.

Personally, after knowing the importance of having values, I took a step to understand my values. I was told that one can develop an understanding of his/her values by asking him/herself what is most important to him or her and by examining his/her beliefs. For example, if you love helping others, being a social worker, teacher or medical personnel will make you satisfied.



Comprehension questions (Multiple choice exercise)

1. Choose the correct answer from the alternatives given

i. There are as many kinds of careers as:

- a) they are needed
- b) there are people
- c) decisions and plans

ii. The kind of career you have can:

- a) change your life completely
- b) affect your life in many ways
- c) affect the way you feel about yourself

iii. To make wise career decisions and plans you need:

- a) wise advice
- b) as much information as possible
- c) a lot of money

iv. The more you know about yourself and career opportunities:

- a) you will be more able to make friends
- b) the better you will be able to choose a satisfying career
- c) the better friends you make

v. Most people are happiest in jobs that:

- a) fit their financial well-being
- b) fit their values, interests and aptitudes
- c) fit their devotion to religion

vi. Each person has many values, such as:

- a) stealing
- b) integrity
- c) dependent on others

vii. People should understand their values before:

- a) asking for advice
- b) spending time with family
- c) making a career decision

viii. You can develop an understanding of your values by:

- a) examining your beliefs
- b) examining your interests
- c) examining your abilities

ix. The kind of career can determine:

- a) where you live and the friends you make
- b) The amount of money you will earn.
- c) your interests

x. If you value helping others, you can become:

- a) A mechanic
- b) An accountant
- c) A social worker

2. Discuss what would happen to a person who chooses a wrong career?
3. If your friend asked you to guide him/her on how to choose a career, which four important points from the passage would you give him or her?
4. Does it matter what kind of job one does in life? Give reasons for your answer.

Vocabulary Work**Match the words with the definitions and say if it is a noun, verb or both:**

- | | |
|---------------|--|
| 1. Work | a. An activity or task with which one occupies oneself. |
| 2. Job | b. It is total development of a person's professional life. |
| 3. Career | c. It is general efforts and activities done to accomplish a goal. |
| 4. Employment | d. A job requiring a high level of skill or training. |
| 5. Profession | e. It is a regular activity people do and receive money for. |
| 6. Vocation | f. The work or occupation which one is used to, and often paid. |
| 7. Occupation | g. A job one does as a calling such as a priest or teacher. |

Unit 1: Careers

II). Match the correct definition to the following professions

A	B
1. fire-fighter	a. a man or boy who acts in play or films
2. surgeon	b. a person who studies ancient societies
3. pilot	c. a person who is good at painting, drawing and making beautiful things
4. office manager	d. a person whose job is to stop fires burning
5. actor	e. somebody whose job is to manage part or all of a company or other organization
6. artist	f. a person who brings letters, parcels and telegrams
7. postman	g. a person who plays the piano
8. teacher	h. a person who teaches
9. archaeologist	i. a doctor who cuts into the body to remove diseased parts or to set right broken bones
10. pianist	j. somebody who flies an airplane
11. vet	k. a person who gets coal from under the ground
12. librarian	l. a person who checks in and out books and gives advice on what to read
13. chef	m. a person whose job is to cook in a restaurant
14. miner	n. a person whose job is to treat sick animals

1.1.2. Application Activities

Read the following dialogue

Career counsellor: How are you, Mbabazi?

Student: I am fine, thank you sir.

Counsellor: You are welcome to my office.

Student: Thank you counsellor.

Counsellor: How can I help you please?

Student: am going to fill in my form for "A" level but I don't know which combinations to choose. Can you help me?

Counsellor: Oh yes, that is what I am here for. To begin with, tell me about your interests in life.

Student: I like eating, dancing and sleeping.

Counsellor: That is good. But can you tell me what you like that is related to the subjects you study?

Student: I like biology and chemistry practicals in the lab. I feel happy when I get the correct results.

Counsellor: Wow! That is great. How about your values? Which things come first in your life? Praying, money, family, helping others ?

Student: Helping others and family come first in my life. I also like praying but I pray for my

family and friends. So, they come first.

Counsellor: Great. Now I want you to consider your ability in biology and chemistry, and your values to decide which career would be good for you.

Student: Can you please give me some options so that I can choose?

Counsellor: Okay, that is a good idea. Choose from a doctor, teacher, and chemist.

Student: I want to be a doctor because my mother is always sick and my father died because we didn't find a good doctor for him.

Counsellor: I think that is a good choice. Go and think about it more before filling in the form.



Activity 1: Dialogue Practice

1.1.2. Application Activities: (Roleplay, Presentation and Composition Writing)

- i). **Roleplay:** Practice a similar dialogue in which one of you is a counsellor and another a senior three student seeking advice on choosing a career.
- ii). **Presentation:** Present your dialogue to the class.
- iii). **Composition Writing:** Write a paragraph of about 100 words describing your future career.

1.1.3. Language structures: If Clauses

i). **Individually, do the exercise below and share with your neighbour how you got the answers**

- i. If $3x=9$, then $2x=$ _____
- ii. If a pen costs 100frw, then 10 pens will cost _____
- iii. If you bought five books and lost two, you would be left with _____
- iv. If you had built two houses of three rooms, your house would have _____ tenants.

If clauses- also called conditional clauses are used to describe a condition and a result of an action. For the result to be true, the condition must be fulfilled and vice versa.

Example:

Condition

If you get a well-paid job,

If you don't get a well-paid job,

Unless you get a well-paid job,

result

you will buy a car.

you will not buy a car.

you will not buy a car.

Generally, there are three conditional clauses. Sometimes there is a zero condition which is formed exactly like a conditional sentence but in terms of meaning there is no condition at all, making them four.

Unit 1: Careers

ii). Study the table below on how each conditional clause is formed.

IF	Condition	Result	Meaning
Zero	Present simple	Present simple	Fact/ reality
	you heat up water to 100°	it boils	
IF₀	it is in the morning	the sun rises	
	Present simple	future (will/shall/can)	future possibility
you study medicine	you will become a doctor		
IF₁	Rusagara retires	he will start a company	
	Simple past	Would+ main verb	Likelihood
IF₂	you were an architect	you would design the city	formal
	I was qualified for the job	I would apply for it	less formal
IF₃	Past perfect	Would have + participle	Impossible/dream
	I had had the right papers	I would have got the job	
	they had worked hard	they wouldn't have failed	

Remember: we can use “was” or “were” in If₂ depending on how formal we want to be.

We use “was” in less formal situations.

Example: If he was a true musician, he would sing without instruments.

We use “were” when we doubt or imagine the situation.

Example: If I were Ms. Mukandoli, I would immediately accept the job offer.

iii). Conversation exercise

Read the conversation below and fill in the gaps with the correct form of if₂.

Doctor: (smiling to teacher) What would you.....1..... (do) if you2..... (be/not) a teacher? You seem to be only good at playing with students.

Teacher: I would.....3..... (be) a doctor because we both heal the sick.

Doctor: Heal the sick! What do you mean?

Teacher: If there.....4..... (be/no) teachers, there would.....5..... (be/no) doctors. Besides, teachers heal doctors from ignorance.

Doctor: If I6..... (become) a teacher today, I7..... (start) with re-teaching teachers how to respect other professions.

Teacher: It is true sometimes teachers are proud. Don't you think they should be?

Doctor: I strongly agree. I personally feel , if it.....8..... (be/not) for the good teachers I had, I9..... (end up) a useless man. I thank my teachers who gave me good advice.

Teacher: Therefore, If I10..... (be/not) a teacher, I11..... (be) nothing else. I believe my career is the best of all. Teachers prevent diseases, doctors treat disease. So we are all important.

iii). Close reading exercise:

Fill in the gaps in the story with the correct forms of conditional clauses (IF₁, IF₂, and IF₃)

Once upon a time, there lived Mrs. Clever Cat who became a famous doctor. One rainy cold morning, as she came from visiting her patients she lost her glasses. She asked Mr. Cunning Hare,

“Mr. Cunning Hare, could you help me find my glasses?” Mr. Cunning Hare replied, “I.....1... (only /help) you if you...2.... (give) me your degree.

Mrs. Clever Cat then went to Ms. Hen,

“Ms. Hen, I lost my glasses, Mr. Cunning Hare said he.....3..... (only /help) if I4..... (give) him my degree, which is impossible. Ms. Hen replied, “That is too sad. I5..... (find) your glasses if you.....6..... (make) me your clerk. Unless you.....7..... (do) this, I8..... (not/help) you.

With a lot of anger and disappointment with fellow small animals, Mrs. Clever Cat decided to seek help from Mrs. Dog who was known for good sniffing. She presented her case as follows:

“Mrs. Dog, I count on you to find my glasses. Mr. Cunning Hare said he.....9..... (help/only) me if I.....10..... (give) him my degree. If I.....11..... (make) Ms. Hen my clerk, she12..... (find) my glasses. But I have no office. Could you help me find them please? Mrs. Dog who had been listening attentively replied, “I.....13..... (have/help) you if I.....14..... (have/eat) some meat. But the butcher did not work today. If you.....15..... (give) me one kitten from those you delivered, I16..... (immediately/ find) your glasses.

Mrs. Clever Cat ran away in fear and returned to Ms. Hen crying, “Please my friend, If I.....17..... (have/ have) an office, I18..... (have /make) you my clerk today. Help me. If19 I..... (get) the office, you.....20..... (be) my clerk.” Mrs. Hen accepted and started scratching and immediately the glasses were found. Today Mrs. Clever Cat and Mrs. Hen live in the same compound. Mrs. Hen keeps shouting her position; clerk, clerk, clerk..., especially when coming from her office of eggs.

Unit 1: Careers

1.2 DESCRIBING DAILY ROUTINES

1.2.1. Learning Activities: Reading and text analysis

Pre-reading

Share with a partner things you do on a daily basis. There might be some which you like doing and some you don't like. Explain to your partner why you like or don't like them and then share with the whole class.

Read the passage below and answer the questions that follow:

A doctor's day is not a simple one, as it requires both physical and mental preparation. She or he has to wake up early in the morning and return late at night. She/he has to do this to make sure people's lives are safe.

In an interview with Dr. Kayitesi, she told me that she wakes up at 5:00a.m every day to prepare her children to go to school. Their teacher is very strict on time and wants to teach all her children to learn to respect time too. Dr. Kayitesi has to make sure the children have gone to school when they have had breakfast before she prepares herself for work.

After making sure that the children have gone safely, she starts preparing herself. She has to bathe because as a surgeon the highest degree of hygiene is paramount. All her clothes have to be clean so that she does not infect her patients. This takes her two hours up to 7:00 a.m in the morning.



Dr. Kayitesi has to go to work which is at times another long day, depending on the number of patients she has attended to. As soon as she reaches the hospital, she greets her colleagues, checks on the list of patients to be operated on and changes into new clothes, which are disinfected.

On a daily basis, she operates on about three to four people, which is very tiring since it requires a lot of concentration. Most of her patients are pregnant women who have complications with delivering.

She says she does not complain because it is her duty to save lives. It is not only the day of a doctor that is hard. All professionals who care for the jobs they do have to work long hours every day. Examples of such professionals are teachers, engineers and lawyers.

Comprehension Questions

1. What makes Dr. Kayitesi's job difficult? Give at least three factors.
2. Why is the teacher of Dr. Kayitesi's children so strict on time? Do you support her reasons? Explain.
3. Why has Dr. Kayitesi got to maintain a high level of hygiene? What would happen if she didn't?
4. If Dr. Kayitesi had requested you to advise her on her daily schedule, which activities would you add or remove? Why?
5. What evidence from the text shows that Dr. Kayitesi loves her job? Give at least two.

1.2.2. Application Activities: Vocabulary, Listening, speaking and writing

Improve your vocabulary about routines

Vocabulary and expressions

What do the following words and expressions from the passage mean...?

- i. Strict
- ii. Surgeon
- iii. Disinfect
- iv.as a surgeon the highest degree of hygiene is paramount.
- v. not infect her patients
- vi. complications with delivering

Application Activities.

- i. It is advisable to have a balance between work and leisure. Imagine one of you is a doctor and help her/him to make a timetable, which is well balanced.

Use the table below:

.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8-9am							
9-10am							
10-11am							
11am-12pm							
12-1pm							
1-2pm							
2-3pm							
3-4pm							
4-5pm							

II. Friendly letter

Write an informal letter to a friend in another school, explaining daily routines both at school and at home. Use the information from the timetable above.

Unit 1: Careers

1.2.3. Language structures: The Present Perfect Continuous Tense

NOTE: 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.

We use the format: 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.

Remember: **Since** and **for** help us to know the time interval an action has taken.

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

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

Exercrcises:

- I). Study the information below and discuss what you have understood, then write a summary with personal information.

Usage:

We use the present perfect continuous 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*.**

E.g. She has been lecturing since she finished her university.

E.g. We have been waiting for the new manager for five months.

- c. **Drawing conclusions.**

E.g. 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.

- II). Fill in the gaps using the present perfect (continuous) tense.

The world of employment....1..... (change) since the advancement of technology. Many secretaries2..... (update) themselves on the use of computer programs in order to maintain their careers. However, as they3..... (update) themselves, software developers4..... (make) new ones while others have upgraded the existing ones.

I know of a neighbour who studied computer science but5..... (search) for a job in almost every office and has not got one up to now. He says they6..... (interview) him on programs he didn't study. Even those he studied, he7..... (not/practice) them; so he doesn't remember them well.

Another old man8..... (complain) to whoever he meets about his two sons. He says they finished studying but they9..... (look) for jobs all in vain. One son.....10..... (work) in a supermarket as a salesman yet he studied law. He is worried that he.....11..... (waste) his money on them. He is thinking of giving them capital to create their own internet café.

1.3 DESCRIBING JOB QUALIFICATIONS

1.3.1. Learning Activities: Reading and text analysis

Pre-reading

Discuss reasons for choosing a certain qualification, benefits of at least two qualifications and the risks involved in those qualifications.

Use the table below:

Qualification	Reasons for choosing the qualification	Benefits	Risks

Qualification Summary

Read the qualifications of the person below and answer the questions that follow:

Ms. Kagoyire is a graduate of Bachelor of Business Administration majoring in Finance from the University of Rwanda. She has now worked as a bank manager at Bank of Kigali for two years and she is one of the most successful bankers in the country.

While studying this course she was so practical. She started a savings and credit co-operative which has become a micro-finance organisations. It is mainly women that work in this co-operative. To get a job here, one has to be a qualified accountant with a bachelor's degree or a diploma.

When she was in secondary school, Ms. Kagoyire studied entrepreneurship and initiated projects related to business. One of her projects called "Smart Business Minds" won a national award and the certificate she got has made her popular in the business community. Other business people see her as a lady with great initiative and with plenty of ideas that can help their companies grow.

The courses she took at university included communication and marketing. She has demonstrated a history of meeting sales goals and producing accurate, timely reports which gave her promotions and awards such as the best employee of the year.

Ms. Kagoyire is a motivated, friendly business professional with eight years' work experience in communications and marketing. She has the ability to do multiple tasks, manage others, and effectively communicate while maintaining a high quality of work.

Comprehension Questions

1. What has Ms. Kagoyire studied throughout her education?
2. List three good qualities that Ms. Kagoyire has.
3. What is Ms. Kagoyire experienced in and for how long?
4. Give at least three achievements of Ms. Kagoyire in the paragraph.
5. What do you like/admire about Ms. Kagoyire?

Unit 1: Careers

Vocabulary Work

I). Crossword puzzle

Find the vocabulary related to the jobs done by the people below and fill in the crossword puzzle.

Across

- Someone who catches fish.
- Someone who digs for metal ore in the ground.
- A person who draws or paints pictures.
- A person who makes computer games.
- A person who helps a doctor.
- Someone who fixes teeth.
- A person who goes to outer space.
- Someone who helps sick animals.
- Someone who builds houses.
- Someone who cooks food.
- A person who protects a country.
- A person who tells us the news.
- A person who runs in field games.
- Someone who grows crops.



Down

- Someone who puts out fires.
- Someone who plays an instrument.
- Someone who helps sick people.
- Someone who catches criminals.
- A person who fixes toilets.
- A person who does research.
- A person who owns a ranch.
- Someone who takes care of buildings.
- Someone who stars in a movie.
- A person who drives a truck.
- Someone who fixes cars.
- Someone who delivers mail.
- A person who sings songs.
- Someone who flies aeroplanes.
- A person who serves food.

Note: You are free to enquire from various sources including the internet on a smart phone specifically for this lesson if possible.

II). Choose at least two careers from the crossword puzzle and talk about them for a few minutes

Follow the guidelines below:

- Start by describing the career and the qualifications/education needed to do that career.
- Talk about how much money people in that career earn.
- Briefly talk about other benefits people who do that career have, except money.
- Talk about the challenges met by people in that career.
- Finally give a comment or your opinion about that career. Example: whether you like it or not, if you can recommend a friend to do it etc.

Application Activities.

Summarising

Using the information from the previous listening activity, write a paragraph summarising your discussion.

1.3.3. Language structures: Defining and non-defining relative clauses

Study the table below and answer the questions that follow:

- I). Study the tables below and summarise the information in your own words to present to the class.

Table 1

Function in the sentence	Reference to				
	People	Things / concepts	Place	Time	Reason
Subject	who, that	which, that			
Object	(that, who, whom)	(which, that)	where	when	Why
Possessive	Whose	whose, of which			

Table 2

<p>RELATIVE CLAUSES 1 – DEFINING A clause is a part of a sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means. Example: The man who lives next door... (Who lives next door tells us which man) Try this</p> <ol style="list-style-type: none"> The man lives next door. He is very friendly. Where are the eggs? They were in the fridge. <p>Note: Sometimes who and which are objects of verbs.</p> <p>Example: This is the book which was bought.</p> <p>Try this</p> <p>A. a. The man – I wanted to see him- was away on holiday. b. Have you found the keys? – You lost them.</p>	<p>Prepositions in Relatives Example:</p> <ul style="list-style-type: none"> Do you know the girl (who) Tom is talking to? <p>Who (That) for People</p> <ul style="list-style-type: none"> We know a lot of people who live in London. <p>Which / That are used for things</p> <ul style="list-style-type: none"> I don't like stories that have unhappy endings. <p>Whose is used for His /Her /Their</p> <ul style="list-style-type: none"> We saw some people whose car had broken down. <p>Where for places The hotel where we stayed wasn't very clean. Remember: you cannot leave out <i>who</i> or <i>which</i> in defining clause sentences.</p>
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II). Join the sentences using a defining relative clause

- I like the dress. Ann is wearing it.
- We wanted to visit the museum. It was closed when we got there.
- I invited many friends to the party. They couldn't come.

Unit 1: Careers

4. We had fish for dinner. It was delicious.
5. I met a girl last week. She was my best friend in primary school.
6. I applied for a job. I didn't get it.
7. We wanted to travel on a flight. It was fully booked.
8. She is married to a man. He had been married twice before.
9. The house isn't in very good condition. I'm living in it.
10. I recently went back to the town. I was born there.
11. What was the man's name? His wife was taken to the hospital.
12. The place was really hot. We spent our holiday there.
13. They are the couple. Their luggage disappeared.
14. A stadium is a place. You can watch athletics there.
15. Is there a shop near here? I can buy some drinks there.

III). Complete the story below using appropriate relative pronouns.

Gasore, the man1.....works in our office, wanted to make a phone call to the manager, but instead he dialled a wrong number. The number2..... he dialled was answered by a woman3..... replied that,

"The number you are dialling is incorrect, please check the number and dial again."

Gasore tried another number,4..... was busy at the moment. The same voice of the woman.....5..... had received the previous call replied:

"The number you are calling is not available at the moment, please try again later"). Out of anger, Gasore answered back,

"Are you not the woman6.... received the first call? How can you say it is not available when you are speaking on it?" The secretary.....7..... had lent the phone to Gasore laughed her head off. Still angry, Gasore asked the secretary,

".....8..... are you laughing at? I wonder9.... office she sits in the company! She has no respect at all," The secretary informed him that the voice.....10..... he kept hearing is an automated voice not a real human being.



Notes:

Non defining relative clause

Study the sentences below and share with the whole class:

- The house at the end of the street, **which has been empty for five years**, has just been sold.
- Mrs. Robert, *whose son is in our class*, is an English teacher.

In these sentences the relative clauses (which has been empty ... and whose son...) do not tell us which person or thing the speaker means.

Remember:

- In these – non defining- relative clauses you have to use **who** for people and **which** for things.
- You cannot use **that** and you cannot leave out **who** or **which**.
- When you write clauses like this you have to put commas (,) at the beginning and the end of the clause.

IV). Put in relative pronouns and commas where necessary.

People1..... tell the truth about the properties they are selling should be given prizes for honesty. A house2..... is described as 'spacious' will be found to be too large. Words like 'enchanted', 'delightful', 'convenient', 'attractive'.....3..... are commonly used all mean 'small'. The words 'small' and 'picturesque'.....4..... are not frequently used both mean 'too small' A picturesque house is one with a bedroom.....5..... is too small to put a bed in and a kitchen.....6..... is too small to boil an egg in. My prize for honesty goes to someone....7..... recently described a house.....8..... he was selling in the following way: The house9..... is situated in a very rough area of Nyamirambo is really in need of repair. The house10..... has a very bad lounge and a tiny dining room also has three miserable bedrooms and a bathroom.....11..... is fitted with a leaky shower. The central heating.....12..... is expensive to run is unreliable. There is a handkerchief-sized garden.....13..... is overgrown with weeds. The neighbours14..... are generally unfriendly are not likely to welcome you. This property.....15..... is definitely not recommended is unreasonably overpriced at 8,000,000 Francs.

Adapted from: L.G. Alexander, *Longman English Grammar Practice*, 2012, Pearson Education limited

V). Punctuate the following sentences where necessary

1. my husband who is on a business trip to kampala all this week sent me a greetings card.
2. the person who told you that story didn't know what he was talking about.
3. will the driver whose vehicle had no brakes be charged for causing an accident.
4. the person you got that information from is my cousin
5. the doctor who treats eyes said that he was tired of advising people who don't listen.
6. my teacher who has taught mathematics for five year will resign next week.
7. the manager of the company which was ranked first last year has won an award.
8. the thief who has terrorised the city for many years has been caught.
9. my father who once worked as an engineer is now a pastor.
10. can the man whose car driver is moses take it away from the compound?

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1.4. TALKING ABOUT JOB EXPERIENCE

1.4.1. Learning Activities: Vocabulary work and role-play

Vocabulary Work

I). Use the words in the box below to complete sentences about writing a curriculum vitae.

Covering/application letter interview vacancy contract Curriculum Vitae
qualifications job advertisements training job offer application form
psychometric test

Stage 1: Study to obtain the necessaryand complete your vocational.....

Stage 2: Prepare your.....which summarises your skills, qualifications, training and work experience.

Stage 3: Search thefor a suitable in your chosen field.

Stage 4: Complete an or send your CV with a.....

Stage 5: Attend anand perhaps complete a.....

Stage 6: Receive a.....

Stage 7: Accept it and sign a

II). Matching exercise

Match the words in column A to the words in column B:

	Term (A)		Synonym (B)
1	fire	a	contract, hire, recruit, take on
2	meeting	b	dismiss, sack, let go, make (someone) redundant
3	employ	c	create, prepare, produce, develop, generate,
4	employee	d	Remunerate
5	job	e	duties, tasks, assignments
6	pay (verb)	f	talk, conference, get together
7	pay (noun)	g	worker, recruit, veteran, old hand
8	boss	h	post, position, role
9	responsibilities	i	wage, salary, benefits, income, perks
10	make	j	manager, superior, director, employer

1. Practice reading the dialogue below and present before the whole class.

Mr. A: Welcome to our engineering company.

Ms. B: I am glad for the chance to be interviewed.

Mr. A: What specific job did you apply for?

Ms. B: I am an electrical engineer with a degree from University of Rwanda College of Science and Technology. I applied to be an electrician as you advertised.

Mr. A: I see from your CV that you are very experienced.

- Ms. B:** Yes, I've worked as an electrical engineer for 10 years now with different companies.
- Mr. A:** Why did you leave your former company?
- Ms. B:** I wanted to increase my experience with a bigger company like this one.
- Mr. A:** Yes, our company is large and there is plenty of room for advancement.
- Ms. B:** So you'll give me the job?
- Mr. A:** Yes, but for the first month you will be on probation with half-pay. After that you will be a full employee of the company. Any questions?
- Ms. B:** What is the salary?
- Mr. A:** Five Hundred thousand Francs per month.
- Ms. B:** Sounds good. When do I start?
- Mr. A:** Report to the engineering department on Monday at 9 am.
- Ms. B:** Great, thank you.
- Mr. A:** I look forward to working with you.

2. Role-play: Job interview

Interview a partner on a job of his or her choice. Prepare both questions and answers together.

Application Activities.

Read the job adverts below. Discuss the qualifications and experience the applicants need and write a paragraph as an applicant.

CHEAP SALES
<p>Wants an accountant to work in their Kigali supermarket.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> • Keeping records of finances. • Controlling finances of other branches in the country. • Purchasing goods both locally and internationally. • Giving a report of monthly transactions. <p>Apply to: Cheap Sales Supermarkets, P.O Box 1232, Kigali, Rwanda.</p>

1.4.3. Language structure: Present perfect tense:

Individually complete the questions below with words in brackets. Ask a partner to give imagined or real-life answers.

1. What have you (do) in the past five years?
2. Who have you (help) in your job position?
3. What have you (forget) to do in your duties as an employee?
4. What have you (manage) during your work experience?
5. Where have you (go) as part of field work related to the organisation?
6. What have you (give) fellow employees that they will keep remembering you for?
7. How much money have you (lend) a friend?
8. What have you (achieve) in your career recently?
9. What habit have you (quit) that used to make you fail to achieve your goals?
10. How often have you (be) warned at your work place?

Unit 1: Careers

1.5. RECOUNTING A CAREER

1.5.1. Learning Activities: Reading and text analysis

A Reading Comprehension: Life of a cook

Comprehension questions

1. Why would you choose a particular career?
2. What would you do if you chose a career and found it too challenging?

Read the passage below and answer the questions that follow:

I was born in Kigali, Rwanda, and completed culinary art training in a TVET after which I went to Rubavu.

My work experience includes: Cook at Ryoherwa Hotel, Rubavu, chief cook at Serena Kigali and manager Goodlife Hotel, Kigali.

From a very young age, I spent a lot of time in the kitchen with my mother who loved cooking local meals for us. I knew it was going to take a lot of hard work to be a chef but I am passionate about food and enjoy cooking as part of my life.

My job involves managing a kitchen team, preparing for classes, teaching classes, television cooking demonstrations as required and some administration to ensure the smooth operation of the kitchen.

Doing something I love every day makes me feel happy. On top of that it is extremely rewarding to teach others. Also, demonstrating cooking on TV has made me so famous that everywhere I go people want me to stop and talk to them.

Despite all the good things about my job, there are also setbacks. I remember one time when my fellow cook put too much salt in the food and as the leader I had to explain how it happened. The work requires a lot of attention and time since we are dealing with high class people with different tastes, health issues and emotions.

At some point in the future I would like to run my own baking business - making wedding cakes from home or start my own cookery school. I advise all high school students to find something they love and are passionate about in life and go for it. The hard work will eventually pay off even though it may feel exhausting at times.

Comprehension Questions:

1. What did the speaker in the story study and from where?
2. Describe the nature of the speaker's work.
3. Why did the speaker choose this career and how has it benefited him/her?
4. Do you support the idea of the speaker starting his/her own business? Give two reasons.
5. What piece of advice would you give your friend regarding choosing a career after reading this story?

Vocabulary Work

Match the words from the story with their synonyms

	Vocabulary		Synonym
1	Culinary	A	Very
2	Passionate	B	Tiring
3	Demonstration	C	Cookery
4	Extremely	D	Zealous
5	Exhausting	E	Exposition

Text 2. A dialogue

Read the dialogue below taking turns and answer the question on it.

Akariza: Ngoboka. I just want you to know that I'm going to go to school to become an auto mechanic.

Ngoboka: Uh what? Does Dad know about this?

Akariza: Who cares? It's my life. I really enjoy working on cars.

Ngoboka: Oh, I get it. You want to study auto mechanics because of your new boyfriend. Listen, auto mechanics is a man's job.

Akariza: No, you are wrong. My boyfriend is studying electrical engineering. Do you think everyone wants to be like you? You can't even change a bulb.

Ngoboka: Hey, that's not fair.

Akariza: My boyfriend has actually decided to study something practical in addition to law. He is also taking cookery classes.

Ngoboka: Cooking? Cooking? That's a woman's job.

Akariza: I cannot believe you still think like that. A man can be a cook, and they can do the job just as well as anybody else.

Ngoboka: Uh. Let them but I won't cook for a woman.

Akariza: And are you saying that women can't be farmers, carpenters, or truck drivers?

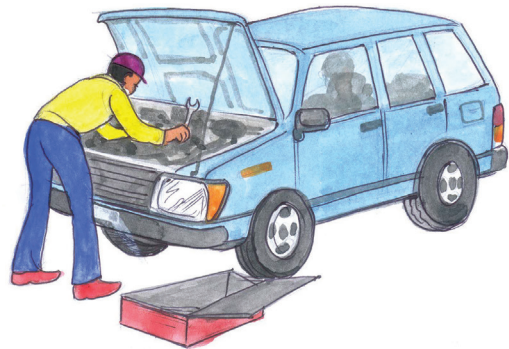
Ngoboka: Well, they can if they want to. I just think that women are better suited to be secretaries, waitresses, and piano teachers. You know.

Akariza: Man, you're stuck in the 18th century. No one will marry you.

Ngoboka: Oh, well, just forget this. But not to change the subject, I'm having a problem with my car, can you help me?

Akariza: Forget it. Start pushing!

Ngoboka: Ah! Forget the conversation and help me please?



Comprehension Questions

1. In the past, what kinds of jobs were mainly done by men or women in your community?
2. Is this still true today, or is this trend changing? Explain
3. What are the reasons for these changes: social, religious, or economic? Explain

Unit 1: Careers

Application Activities: Composition Writing

Choose one family or community member and recount his or her career.

Let each first choose the person, what he/she does, how long the person has done it, specific roles of the person in the job and evidence to show that the person likes the job etc.

1.6. DESCRIBING A JOB IN AN ADVERTISEMENT

1.5.1. Learning Activities: Reading and text analysis

Pre-reading activity:

Study a job advertisement format your teacher is going to give you and list the information required in a good job advertisement. When you finish, compare that information with what your partner has got.

A Job advertisement:

Read this job advertisement and answer the questions below.

Sharama Business Co. Ltd.
Sharama Business Company Limited seeks to recruit a highly qualified candidate to fill the vacant post of our new branch at Nyarugenge.

SECRETARY

Qualification

- Male, age 20-30 years.
- Bachelor's degree in secretarial studies or related field.
- Good command of English, French and Kinyarwanda.
- Computer literate in Microsoft Office, internet, email and adobe programs.

Experience

- A minimum of five years' experience working with international businesses.

Job requirements

- Attention to details and able to identify mistakes in documents easily.
- Ability to work extra hours.
- Organised in filing information.

Interested applicants can send their application letters, curriculum vitae and academic transcripts. Applicants should be Rwandans and attach a photocopy of their national ID and their recent passport photo.

Apply to: The Human Resource Sharama Business Company limited, P.O box 3434, Giporo-so, Kigali, at the company offices.

Comprehension Questions:

1. What is the vacant position?
2. Who advertised the job?
3. What does this position do?
4. What educational background is required?
5. What age is required? Why is age important when looking for an employee?
6. What sex is required and do you think this person is suitable for this post? Why?

7. What computer skills are required?
8. What language ability is required? What is the importance of language for this post?
9. How can an interested person apply for the job?
10. Where can an interested person apply for the job?

Vocabulary Work

Complete the sentences with the words **WORK, JOB, or CAREER**.

1. The reporter has done some excellent freelance _____ for us. We should give him a permanent _____.
2. John is an emergency doctor. He has a very demanding _____.
3. She went shopping with some friends from _____.
4. Being a janitor is a dead-end _____.
5. He has been on the _____ hunt for several months, but he hasn't found any vacancies.
6. If I were you, I wouldn't access Facebook when you are at _____.
7. His father retired last year after a brilliant _____.
8. Working with refugee children was one of the most rewarding _____ I've ever had.
9. They have been checking the _____ listings online and in the newspapers to find a _____.
10. My sister isn't home yet. She is still at _____.

Application Activities

I). Crossword puzzle

Find appropriate words to complete the crossword puzzle below:

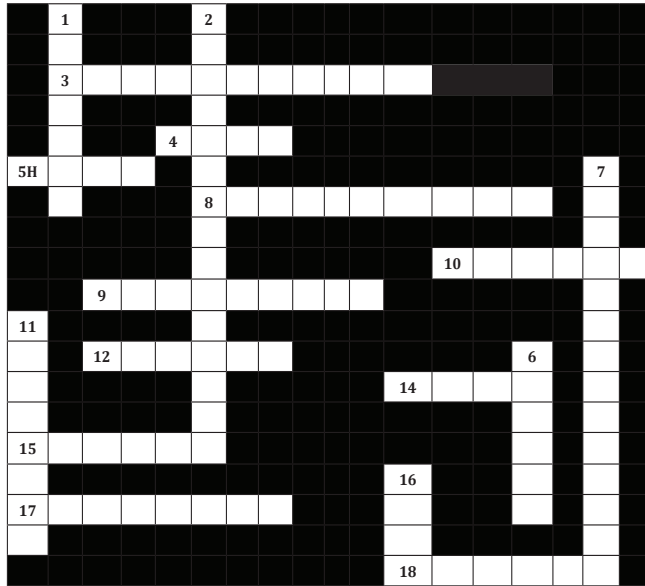
DOWN

- | | | |
|---|--------------------------------|------------------|
| 1. A new employee. | 2. A CV. | 16. The manager. |
| 13. An increase in an employees' salary. | 11. Someone who works for you. | |
| 7. Degrees, certificates, professional titles and so forth. | 6. Work-related tension | |

ACROSS

- | | | |
|--|--------------------------------|---------------------------|
| 3. A letter that accompanies your job application. | 10. Abilities. | 14. An unfilled position. |
| 4. To remove someone from your company. | 12. Responsibilities. | |
| 5. To employ someone. | 15. Where an accountant works. | |
| 8. Without a job. | 17. Someone you work for. | |
| 9. Ending an employees contract. | 18. Work-related tension. | |

Unit 1: Careers



Writing practice

Write a job advert for the position of a manager of a company. Follow the example in the reading comprehension above.

Unit summary

In this Unit, you have learnt about careers and making informed career choices. The choice of career one makes is very important because it determines what you will do for the rest of your life. If you make a bad choice, you will regret it, but when you make a good choice, it is the beginning of a happy life. As senior three students, you will choose combinations at advanced level. The knowledge of career choice will help you to make an informed and wise decision. In addition, the unit lessons have helped you to acquire reading, writing, listening and speaking skills about career choices through the activities given.

End Unit Assessment

I). Reading comprehension

Put each of the following words in its correct place in the text below (max. 12 points)

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

II). Vocabulary

Choose the correct word in the box below to complete the dialogue about career advice.

help improve money results well-paid designer beginning school jobs project plants do boss becoming intellectual outside interests good work farmer	<p>A: Good morning Miss. I have come for career advice.</p> <p>B: Hello John. Let's start from the1..... What are your examination2..... like?</p> <p>A: They're not very3.....actually. I don't think I am4..... and I don't like school.</p> <p>B: And what are your.....5.....?</p> <p>A: I like to be.....6.....and help my father to do my7....., I also like animals and.....8.....</p> <p>B: What sort of job would you like to9.....?</p> <p>A: I think I'd like to10.....outside and to be my own -.....11... ..</p> <p>B: What do you think about12..... a13....., a gar- dener, or a landscape ----14----?</p> <p>A: Why not, but I'd also like to earn a lot of15....., so I want a16..... job, you know.</p> <p>B: I'm afraid you will have to work on your17..... and -..... ..18.....your school19.....</p> <p>A: All right, anyway, thank you for your20.....</p>
--	--

Unit 1: Careers

III). Match the statement with the correct alternative given

- | | |
|---|---|
| 1. If you sell more than you did last year | 6. If Kabera doesn't change his behaviours soon |
| a) he'll be out on his ear. | a) you'll soon be on your way. |
| b) I'll buy you a new car. | b) your job here will be quite safe. |
| c) you'll be in big trouble. | c) you'll be in big trouble as his friend. |
| 2. If you take my advice | 7. If I see you standing around the coffee machine talking again without working |
| a) A motorcycle is faster than a car. | a) you'll be punished for wasting time |
| b) I'll buy two. | b) your job here will be quite safe. |
| c) you'll be in big trouble. | c) you'll be given a holiday to have fun with your friends |
| 3. If he doesn't accept our offer | 8. If you don't improve in your work skills |
| a) we'll have to withdraw. | a) your job here will not be safe. |
| b) he'll be out on his ear. | b) you'll soon be having a lot of work to do |
| c) you'll be in big trouble. | c) he'll employ you afterwards |
| 4. If you give me a 10 % discount | 9. Unless you do something really bad |
| a) you'll soon be on your way. | a) your job here will be quite safe. |
| b) your business will grow very fast. | b) you'll be in big trouble. |
| c) I will buy two. | c) he'll send you away from your job. |
| d) you'll be in big trouble. | |
| 5. If sales don't improve soon | |
| a) we'll have to lay off some workers. | |
| b) your job here will be quite safe. | |
| c) The business will be stronger. | |

IV). Writing

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.

UNIT 2

RUNNING A BUSINESS

Key unit competence:

To use language learnt in the context of running a business.

Introductory Activity

Picture observation and interpretation.



Fig 2.1: Barber service.

1. Explain the role of the small business in the economy of the country?

Unit 2: Running a Business

2.1 RUNNING A BUSINESS

2.1.1. Learning activities: Reading and text analysis

A: Reading comprehension: The body shop

Pre-reading:

Application Activities

Define the term entrepreneur in your own words and give four characteristics of an entrepreneur.

You can use a dictionary and then write your own definition the way you understand the term.

Inyarwanda clothes

Read through the text and answer the questions that follow:

It started when second hand clothes were in fashion in Rwanda a few years ago. One day, Ms. Mukandoli, a busy mum and a loving wife, went shopping for nice second hand clothes. After a few hours of searching, she came home exhausted and disappointed because everyone was struggling to pick nice ones.

In 2016, the government of Rwanda increased the price of second hand clothes, so many women found it hard to find the right outfit. "I will help them," – thought Ms. Mukandoli. With very little money, no connections in the fashion world and a community who laughed at her idea that it was not realistic, she persisted and decided to start up her own business.

Ms. Mukandoli designed her first collection of twenty clothing items, bought suitable material and a sewing machine. Ms. Mukandoli was a tailor herself. Her sitting room turned into a workshop. When the collection was ready, Ms. Mukandoli took them to fashion shops. To her surprise, they bought the whole collection at once.

When they asked her about the name of her company, Ms. Mukandoli looked at them, smiled and said: "Inyarwanda". Today many people have fallen in love with products from Ms. Mukandoli. She has hired other tailors and expanded her business. Other people have copied her and now clothes made in Rwanda are on high demand across the country.

Comprehension questions:

1. Why didn't Ms. Mukandoli manage to buy any clothes?
2. What three difficulties did Ms. Mukandoli face when starting up her business?
3. What special character traits helped Ms. Mukandoli succeed in her new career?
4. What did Ms. Mukandoli do in order to start her business?
5. Where did Ms. Mukandoli sew her first collection?

6. Why did Ms. Mukandoli decide to call her collection “Inyarwanda”?
7. What did Ms. Mukandoli do when she realised her clothes were in high demand?
8. What fact proves that “Inyarwanda” is a successful company?

2.1.2. Application Activities: Discussion, Composition writing

I). Present simple pronunciation

Give the present simple of the words below and their sounds of the -s or -es of the verbs (/s/, /z/, /iz/).

	Verb	Sound		Verb	Sound
1	Laugh		8	Rush	
2	Drop		9	Saw	
3	Drink		10	Wear	
4	Forget		11	Love	
5	Lose		12	See	
6	Manage		13	Pay	
7	Pass		14	Cry	

II). Discussion

One member thinks starting a business is difficult while another member thinks it is easy. Share and list ideas on this topic

III). Writing a dialogue

Use your own ideas to write a short dialogue about running a business.

2.1.3. Language structures: Present Simple Tense

i). The simple present tense in English is used to describe an action that is regular, true or normal.

POSITIVE FORM	NEGATIVE FORM
I / You / We / They eat He / She / It eats To make the third person singular (the he, she and it form), add -s to most verbs. <ul style="list-style-type: none"> • He plays the guitar. • We normally add -es to verbs that end in -ss, -o, -sh, -ch or -x. • She misses the bus every day! 	When we make negative sentences in simple present, we put “do not” or “does not” before the base verb. We do not add -s to the base verb. I / You / We / They do not (don’t) eat He / She / It does not (doesn’t) eat

Unit 2: Running a Business

ii). Match the sentences on the left with those on the right

Add *-s* or *-es* to the verb in B. Then match the sentences in A and B.

A	B
1. Timothy Mugabi is a fisherman.	a) She type letters all day.
2. Paul Kabera is a teacher.	b) He look after 123 cows!
3. Jackie Murekatete is an artist.	c) He work in a hospital.
4. Mbabazi Marie Rose is a secretary.	d) He go to the sea.
5. My uncle Butera is a farmer.	e) He teach at my school.
6. Karangwa James is a doctor.	f) She paint in a studio.
7. Antonio Turikubwimana is a chef.	g) He repair in a garage.
8. Jack is a mechanic.	h) He cook food in a restaurant.

iii). Use of the present simple tense

Read the information in the table below and present to class at least two uses of the present simple tense using your own examples.

<p>1. To talk about the present events</p> <ul style="list-style-type: none"> • They live in a small house near the sea. <p>2. For permanent truths</p> <ul style="list-style-type: none"> • Business people must take risks. <p>3. For habitual actions</p> <ul style="list-style-type: none"> • She plays tennis five times a week. <p>4. To talk about the jobs we do</p> <ul style="list-style-type: none"> • I'm a shop assistant. I work in a bookshop. <p>5. Observations and declarations</p> <ul style="list-style-type: none"> • I hope she doesn't make losses. 	<p>6. We often use the simple present with adverbs of time like never, sometimes and always to talk about our lives.</p> <ul style="list-style-type: none"> • I never eat meat. I'm a vegetarian. • He always eats meat. He's a butcher! <p>7. For future references (for timetables, etc)</p> <ul style="list-style-type: none"> • The shop opens at 7:00 a.m and closes at 10:00 p.m <p>8. For instructions</p> <ul style="list-style-type: none"> • First, you weigh the goods before selling them.
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iv). Fill in the gaps in the passage below about daily routines of a worker at Simba Supermarket.

Mr. Tumukunde works in an office in Simba supermaket-Kigali. Here he talks about what he does every day. Fill in the gaps with verbs from the box. The first one has been done for you.

are	arrive	brush	dream	drink	eat
feed	rest	leave	lives	look	make
put	read	shines	sleep	talk	telephone
watch	write				

At 7:21 My alarm clock rings and I wake up. I hate my alarm clock! It makes too much noise. I get up at 7:30 and (1) **make** my bed.

Then I (2) a shower and brush my teeth. I get dressed and have breakfast. I always (3) three eggs and bread. I (4) two cups of tea and then I (5) my teeth again. I (6) some milk in a bowl for my dog, and at 8:30am I (7) the house and catch the bus to work. I (8) at the shop

at about 9:00am and drink a cup of tea. I eat some biscuits and (9) out of the window. Then I have a rest.

At lunch time I eat matoke, sweet potatoes and meat and (10) the newspaper. At around 3:30 I take off my shoes and (11) for twenty minutes, sometimes twenty-five minutes, sometimes half an hour. I (12) two or three letters to customer or suppliers and (13) my sister who (14) in Australia. We (15) for fifteen minutes. She always tells me about the weather. There (16) three kinds of weather in Australia – hot, very hot and very, very hot!

I leave the shop at about 9:30. When I get home I (17) the dog and (18) TV. At 11:00, I take a hot bath and go to bed. Sometimes the moon (19) in the sky and I don't sleep well. I (20) about my vacation. Then at 7:21 my alarm clock rings.

2.2 BUYING THINGS

2.2.1. Learning Activities: Reading and text analysis

Application Activity:

imagine you have gone to a shop to buy textbooks for next term but you are not sure which one is better.

Let one member be the shopkeeper and advise the buyer so that he or she can go home satisfied.

Dialogue between Kubwayo and sales associate

- Kubwayo:** Hello, brother. I would like to buy some fruits.
- Sales associate:** Sure, sir. Which fruits would you like to buy? I have a variety.
- Kubwayo:** Do you have organically grown mangoes?
- Sales associate:** Yes, sir. Natural mangoes are the best
- Kubwayo:** How much does it cost per kilo?
- Sales associate:** It will cost you 150Frw per kilo
- Kubwayo:** Oh! That's too much. A few days ago I bought a kilo at the cost of 100Frw only.
- Sales associate:** That's true, sir. But the price of fruits is rising every day. Predicting the future is hard for us now.
- Kubwayo:** Anyway, can you give me a kilo in exchange of 130Frw?
- Sales associate:** You see, I have to pay taxes and transport costs. My profit will only be 20Frw.
- Kubwayo:** You are a skilful seller. I am convinced.
- Sales associate:** How many kilograms will you take?
- Kubwayo:** Let me take only one kilogram. I would take more but they are expensive.
- Sales associate:** Ok, I am giving you 1 kg. But can you take more please?
- Kubwayo:** (*taking the fruits*) Thank you for the positive impression about business.
- Sales associate:** You are welcome, we try hard sir.

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Comprehension Questions

1. What is the sales person's job?
2. What does the expression "making an impression" mean?
3. How can you make a positive impression on the customer?
4. What does the expression "predicting customer needs" mean?
5. What is the other way to say buying motive? what does it mean?

2.3.2. Application activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Using a dictionary, find out what the words below mean:

	Vocabulary		Meaning
1	Conscious	a	Making someone happy or excited.
2	Sales associate	b	Having the ability to do something well.
3	Skillful	c	Knowing or being aware of what is going on.
4	Furnishing	d	Being able to know what is needed by a customer.
5	Positive impression	e	A person who works in a store/shop selling goods.
6	Predicting	F	Providing with the necessary items

B: Listening and talking: Dialogue speaking practice

1. Read the dialogue above. Play the part of a seller and your partner that of a buyer, and vice versa. Choose any item you want to buy or sell.
2. Complete the dialogue below and read it aloud before the class. Use the words below to complete the dialogue:

style	material	size	colour	flavour
-------	----------	------	--------	---------

Customer: I don't like this dress. It makes me look too old.

Sales Assistant: What ___1___ of dress do you prefer?

Customer: This coat doesn't suit me. I hate green.

Sales Assistant: What ___2___ are you looking for?

Customer: These T-shirts are not good for my sons – they will get stained very easily!

Sales Assistant: What ___3___ do you like?

Customer: I don't think this washing machine is big enough for my family.

Sales Assistant: What ___4___ of washing machine are you looking for?

Customer: I need to order some ice cream for my party, but I don't like chocolate.

Sales Assistant: What ___5___ do you prefer?

C: Writing practice:

3: Summary

In not more than 100 words, write a one-paragraph summary of the article that you read about “Inyarwanda clothes”.

Use the following tips:

- a. **Shorten the text** in such a way that all facts are in the summary. Leave out examples, proverbs and explanations.
- b. **Skim the text.** You should find out what its main content is about.
- c. **Read the text again to understand more details.** You must have understood the whole text before you can summarise it.
- d. **Make notes** (use keywords). **Underline important words** in the text.
- e. Form sentences with the help of **your keywords**. These sentences should reflect the main content of the text.
- f. Connect the sentences **using suitable conjunctions**.
- g. Use the simple present or simple past tense. Write sentences in reported speech.
- h. Sometimes you have to change the person (1st, 2nd and 3rd person singular or plural)
- i. Check your summary. Watch out for **spelling mistakes**.

2.3 TALKING ABOUT BUDGETS

2.3.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

Discuss the following questions:

- a. What is a budget?
- b. Why is it important to make budgets?
- c. What would happen if someone started a business without a budget?

Activity 2: Read the passage about Mugabo and Murenzi and answer the questions that follow:

Mugabo and Murenzi are 18-year-old twins, they got excited when their parents agreed to let them choose suits that they could buy at the end of the year to celebrate the completion of their secondary education. The only problem was that they had to save enough money in seven months to buy the suits, and pay the tailor. Mugabo and Murenzi decided to go window shopping for suits at Kabatesi’s tailoring shop. Kabatesi herself helped them find reasonably priced suits for 30,000rwf each, an amount that they thought they could afford.

“Remember,” said Kabatesi, “You don’t have to buy the suits for another seven months. With inflation, similar suits will probably cost about 5% more, which means 31,500rwf. When you’re ready, I will be here to help you!”

“Now that we know what we want, how can we possibly come up with 31,500rwf?” wondered Mugabo.

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Murenzi had an idea: "Let's see where we stand and make a budget. Then we can make savings to make sure we have 31,500 rwf after seven months." Mugabo and Murenzi got down to work and made a list of the money they expected to receive and spend each month. After realising that they had a lot of expenses and their income was very little, they decided to ask for a loan from their parents. They thought they would get the loan interest free, but their parents said they were willing to lend them at an interest rate of 5% per month.

Mugabo and Murenzi decided to save by avoiding luxuries and buying only necessities. In the end, they bought the suits without taking out any loans.

Comprehension Questions

1. Why do you think Mugabo and Murenzi got excited at first when their parents told them they would buy suits?
2. Was it a good idea for their parents to ask them to buy the suits using their own money? Explain.
3. What lessons did they learn from this experience?
4. If you were either Mugabo or Murenzi, which expenses would you remove from your daily life? Why?
5. What is the importance of budgeting according to this story?

2.3.2. Application activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Matching exercise:

Match the following words from the story with their meanings:

	Term		Definition
1	Budget:	A	Money spent during a period of time to pay for goods or services.
2	Income:	B	A continued rise in the general level of prices for goods and services.
3	Expenses:	C	Money received during a period of time from wages, interest, and other sources.
4	Inflation	D	An estimate of expected income and expenses for a future period of time.
5	Window shop	E	The lending of money from one individual, organization, or entity to another individual, organization or entity.
6	Loan	F	Money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt.
7	Interest	G	To walk in front of shops and look at the products displayed in the windows without buying anything.

B: Listening and talking: Running a business

Activity 2: Conversation

Make a dialogue using the vocabulary in section B above about a time you went to buy something but found you had little money.

Consider:

- Your conversation with the shop attendant.
- The quality of the product you wanted.
- The price of the product.
- The amount of money you had which was not sufficient/enough.
- What you finally did to make sure you got the product.

C. Writing Practice

Activity 3: Budget writing

Imagine you are Mugabo and your partner is Murenzi. Write a budget so that you can save money to buy suits for your end of school leaving party. In your presentation you will explain why you gave some expenses more money than others.

Use the table below:

Total income per month _____

Expenses	Amount in Francs
Pocket money	
Transport	
Entertainment (movies)	
Communication (airtime)	
Snacks at school	
Gifts to friends	
Savings	
Miscellaneous (others)	
Total	

Note: If your expenses are more than your income per month, it means you will not save. To fix this problem, you have to go back to your budget and reduce on things that are not essential.

2.4 TALKING ABOUT POCKET MONEY

2.4.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading questions:

Pocket money is financial support given to students to buy things they need while at school.

- Why should students be given pocket money?
- Is it good to give a student a lot of money as pocket money?
- If you were given more pocket money at home than you need, how would you use it?

Activity 2: Read the passage below and answer the questions that follow:

I give Rukundo enough pocket money to eat at the school cafeteria.

Sometimes he would like to eat a little something special and he will ask for a little more and most times he gets enough for that as well. So far so good.

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There is a little kiosk at school that sells stationery. Recently he has been using his savings to buy these extras that he obviously doesn't need such as fancy pens, key holders and magazines. It was okay at first with some of these products for we thought he needed them and that they were for academic purposes. But recently, he started to buy the more expensive ones and this has led him to take more and more money to school! My wife is **as worried as** I am about the overspending.

We have spoken to him many times about it, but it has become something like an addiction to him. Every day, he will buy something from that kiosk. His desk at home is littered with more than enough stationery to last a few lifetimes.

Should we keep his savings? Reduce his allowance? He is 15 years old. Talking doesn't seem to help. We want him to grow up with good financial management skills so that if we are not there, he will be able to manage his life properly. We seek any ideas on how to help this boy out of this extravagance.

Comprehension questions:

Talk and write your answers to the questions below:

1. Do you get enough pocket money? Are you overspending? How?
2. Do you purchase extras that you don't need? Is it something you can't control? Why?
3. Which is more hard to get? Pocket money or the father's salary? Why?
4. The father is complaining about:
 - a) His son's overspending.
 - b) His son's bad school results.
 - c) His son's friends.
5. Write **True** or **False** after the statements below:
 - a. Rukundo always buys food from the school canteen.
 - b. Rukundo uses his savings to buy the extras that he needs.
 - c. Rukundo is aware of his addiction.
 - d. Rukundo's mother is more worried than his father.

2.4.2. Application activities: Vocabulary, listening, speaking and writing

A: Vocabulary, spelling and sound

Activity 1: Pronunciation, stress and meaning

Using a dictionary, find the phonological sounds and meanings of the following words:

Vocabulary	Rewrite and underline the stressed syllable of each word	Meaning
1. cafeteria		
2. stationery		
3. fancy		
4. addiction		
5. litter		
6. saving		
7. extrava- gant		

C: Listening and Speaking

Activity 4: Speaking

Move around the class asking students how they use their pocket money and make a list of the ideas you got. Share your ideas with other students.

D: Writing practice

Activity 5: A paragraph about pocket money

Compare your ideas with your partner’s and write a paragraph describing how students use their pocket money and give advice to those who misuse it.

2.5 LANGUAGE STRUCTURES: COMPARATIVES

2.5.1. Learning activities: Reading and text analysis

Pre-reading

Compare your life with that of your partner in terms of how you spend your pocket money. Talk about the amount you get, what you use it for, how much you save, how you use your savings. Write two sentences for each item and compare your answers.

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Comparatives and superlatives regular forms

Complete the table below and share with a partner what you have understood or what questions you have.

Adverbs	Adverb	Comparative	Superlative
1. Adverbs having the same forms as their adjectives add <u>-er/-est</u> .	Long fast early		
2. Two syllables or compound adverbs (adjectives+ <u>-ly</u> , e.g. careful-carefully) take <u>more/most</u> .	Often slowly quickly		

Activity 2: Regular comparative form

Choose the correct option for each of the following sentences.

e.g. He worked more efficiently than I did. (Efficiently, more efficiently, most efficiently)

- Her promotion was the _____ moment of her life. (proud, prouder, proudest)
- Rubavu is _____ from Huye than Musanze. (far, farther, farthest)
- This ring is too _____ for me to put on. (small, smaller, smallest)
- It is _____ to ask for help than to solve the problem by yourself. (easy, easier, easiest)
- Grace's work is _____, but Joan's is _____. (good, better, best)
- August is _____ than any other month. (hot, hotter, hottest)
- Do you support his _____ proposal? (late, later, latest)
- Prevention is _____ than cure. (good, better, best)
- He may be the _____ man in Rwanda. (rich, richer, richest)
- This pair of glasses is as _____ as that pair. (fashionable, more fashionable, most fashionable)

Activity 3: Irregular forms

Fill in the comparatives and superlatives of the irregular adverbs and adjectives in the table below:

Adjectives/Adverbs	Comparative	Superlative
good/ well		
bad/badly		
much/ many/ a lot of		
little		
far		

Usage

<p>1. <i>Well</i> is the adverb of <i>good</i>. e.g. He is a good cook. He cooks</p> <p>2. <i>further</i> (adj) = <i>more or additional</i> e.g. For information contact Mr Karenzi. <i>farther</i> (adv) = <i>longer</i> (in distance) e.g. He walked...../ than I did.</p> <p>3. <i>very</i> + adjective e.g. It is aexpensive product. It cost more than the one we bought last week.</p>	<p>4. most + adj/adv = very e.g. He was <i>most obliging</i>. = He was <i>very obliging</i>.</p> <p>5. <i>even/much/far/a bit</i> + comparative e.g. My sister behaved <i>even worse</i> than before. Kayezu is <i>much more patient</i> with children than Keza.</p> <p>6. <i>any</i> + comparative (used in negatives & questions) e.g. This budget was <i>not any better than</i> the previous one.</p>
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Comprehension questions:

Fill in each blank with the correct form – adjective/ adverb, comparative or superlative.

E.g. The manager is the most powerful man here. (powerful)

- Iron is _____ than other metals. (useful)
- My English teacher is as _____ as Mukarukundo. (beautiful)
- His Kinyarwanda is getting _____ and _____. (bad)
- The _____ he gets, the _____ he becomes. (old, wise)
- Ann does not swim as _____ as her coach claims. (quickly)
- Which is _____, grammar or vocabulary? (important)
- Staying at home is _____ than going on holiday abroad. (comfortable)
- The _____ money you spend, the _____ you can save. (little, much)
- This new job is the _____ I have had. (challenging)
- This mini-bus driver is much _____ than any other driver I have ever met. (kind)

Other types of comparison

Examples

<p>1. as ... (adj/adv) ... as not as ... (adj/adv) ... as such a(n) ... as</p>	<p>The sales person speaks <u>as calmly as</u> possible. It is <u>not as expensive as</u> it was yesterday. This is <u>not such an exciting film as</u> the last one.</p>
<p>2. the same as</p>	<p>Your shirt is <u>the same as</u> mine.</p>
<p>3. less ... (adj/adv) ... than the least ... (adj/adv) ... of/in</p>	<p>The red sofa is <u>less expensive than</u> the blue one, but the black one is <u>the least expensive of</u> all.</p>
<p>4. the + comparative ..., the + comparative</p>	<p><u>The earlier</u> you start, <u>the sooner</u> you'll finish.</p>
<p>5. comparative + and + comparative</p>	<p>Their life is getting <u>better and better</u>.</p>

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Activity 3: Other comparative forms 1

Study the first two sentence transformation examples and complete the others.

- I have never watched such a boring movie. I wish I had not wasted my money on it.
 - It is the most boring movie I have ever seen.
- He is taller than his sister.
 - His sister is not as 1 as he is/him. I wonder where he got that height from.
- If you work more, you will earn more because they say hard-work pays.
 - The 2 you work, the 3 you will earn.
- She is the fastest runner of all.
 - She is 4 any other runner.
 - No other runner is as 5 as she is/her.
- He is a terrible driver. He will soon make the owner lose the money that bought that car.
 - He drives 6.
- Jack has bought the same number of books as Peter.
 - Peter has bought as 7 as Jack.
- She hasn't made as many mistakes as last time.
 - She made fewer 8 last time.

Activity 4: Other comparative forms 2

Rewrite the following sentences using the words given, without changing the meaning.

e.g. No one else in the team plays better than he does. (best)
He is the best player in the team.

- No other dancer is as graceful as she is in the play. (most graceful) (Begin: She is.....)
- Susan dresses more smartly than Emily. (less smartly) (Begin: Emily.....)
- Tom is noisier than his brothers. (as noisy as) (Begin: Tom's brothers.....)
- If you try harder, you will do better. (the harder)
- Wealth is not as good as health. (better)
- Mr. Ngabo is younger than he looks. (old)
- It got darker and the situation became worse. (the darker)
- Sandra does not study as diligently as she did in the past. (less diligently)
- His father is the most capable man in the office. (as capable as)
- Losing weight is not as easy as putting on weight. (difficult)

2.6 DESCRIBING INCOMES

2.6.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

List the different sources of income for your family members or neighbours. Discuss how they use the money they earn. Compare your answers with your partner.

Activity 2: Read the text and do the following activities:

Karekezi works in a shoe factory and **earns** 1,000,000 FRW a year. His brother Paul is a **businessman** in Kigali and earns 6,000,000 FRW a year. Karekezi **saves** nearly all of his **wages** and **spends only** a little on food, but Paul **wastes** all his money on **gambling** such as sports betting, which he is not even good at. He loses most of the time and when he wins, he drinks all the money.

They **inherited** 2,000,000 FRW each from their grandfather who was killed during the genocide against the Tutsi in 1994. Karekezi **invested** his share in land. He bought plots of land and when their value had risen, he sold them off at a profit. Paul **lost** all his money on betting, expecting it to multiply.

He often **borrow**s money from Karekezi, but never **pays** him **back**. He thinks that it is his brother's duty to save him from financial problems. Now he owes him a fortune. Karekezi is really lucky. Last week, when he went to withdraw some money from a **cash point machine**, he found a 5000 Rwf note on the ground in the ATM. He invited Paul to his house to celebrate. Karekezi went outside to receive a phone call and left his jacket on the sofa. When he returned, he saw Paul stealing money from his wallet. Karekezi decided never to lend Paul money again.

Comprehension Questions:

1. What can you tell about Karekezi and Paul?
2. How did they get their first money? What had happened to the owner?
3. What did they do with the money inherited from their grandfather and who used it well? Explain.
4. Was it a good idea for Karekezi to call Paul to his house to celebrate?
5. Did Karekezi make a good decision never to lend money to Paul again? Why?
6. Have you ever borrowed money and never paid it back? What caused you not to pay?
7. Do you like to borrow / to lend money? Give reasons.



2.6.2. Application activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary: Fill-in exercise

Fill in the gaps with the correct verb, in the correct form

(not) earn, inherit, borrow, lend, steal, find, invest, waste, pay (back), owe, withdraw.

When I was younger, I _____ 1 _____ some money in land. It was a really good idea.

1. I was very sad when my grandfather died, but I used the money I _____ 2 _____ from him to study,

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and I think he would be very happy that I am a teacher now.

- Claire works as a nurse, but she _____3_____ much money, so her mum often has to _____4_____ her some.
- When I was a student I had to _____5_____ lots of money from the bank. I _____6_____ all the money back last year, so now I don't _____7_____ the bank anything.
- You should be careful when you _____8_____ money from a cashpoint/ATM machine because somebody might be behind you waiting to _____9_____ it from you.

B: Listening and talking: Saving money

Activity 2: Dialogue practice

Give a short talk about a man who went to a bank to save his money but didn't know the procedure and write down the dialogue of what happened.

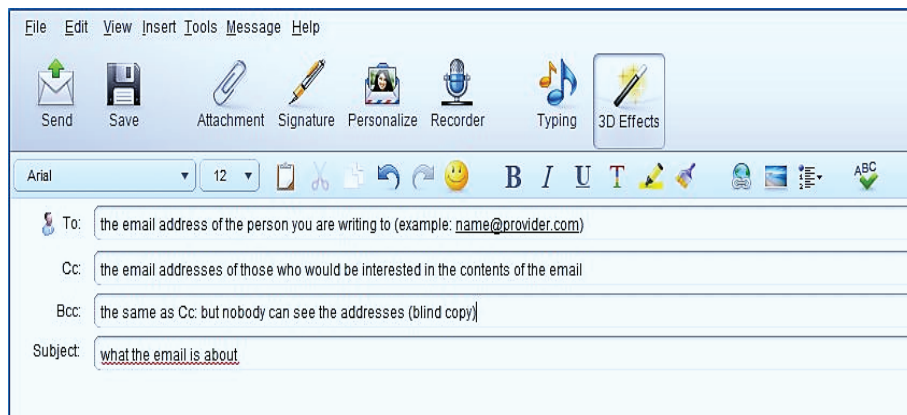
Consider the following ideas

- Name of the bank
- Conversation with the receptionist
- Information on the form you fill in to open the account.
- Depositing the money on the new account.
- Any other ideas you consider important.

C: Writing practice

Activity 3: Writing an email

Imagine you are Karekezi and you are writing to your brother Paul advising him to change his behaviour, follow the guidelines below to write him an email.



Components of the body of the email

<p>Greetings:</p> <ul style="list-style-type: none"> Dear + name; Hi + name; Hi; Hello + name; Hello; To whom this may concern <p>Opening sentences:</p> <ul style="list-style-type: none"> Following our recent telephone conversation, I'm attaching..... Please find attached the documents you requested..... With regard to Further to As we agreed at our meeting..... In response/reply to I am writing to..... This is to inform you that..... 	<p>Examples of closing sentences:</p> <ul style="list-style-type: none"> I look forward to hearing from you soon Please don't hesitate to contact me Thanking you in advance for... I await receipt of ... <p>Finish with:</p> <ul style="list-style-type: none"> Yours sincerely, Best Regards/Regards Best wishes <p>Don't forget:</p> <p>Your name, title and company name/web address, your email address and your telephone & fax number</p>
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2.7 TALKING ABOUT BORROWING

2.7.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading activity

Situation: One student has borrowed money and not paid it back. As a consequence, he has been reported to the school administration, He is sent back home to bring the money. On his way back from home, he gambles the money he had and it is all lost.

Discuss how you would help such a classmate clearly showing them that their actions are against Rwandan values.

Activity 2: Read the passage below and answer the questions that follow in your exercise book.

Unoka, for that was his father's name, had died ten years ago. In his days, he was lazy and improvident and was quite incapable of thinking about tomorrow. If any money came his way, and it seldom did, he immediately bought **gourds** of palm-wine, called round his neighbours and made merry. He always said that whenever he saw a dead man's mouth he saw the folly of not eating what one had in one's lifetime. Unoka was, of course, a debtor, and he owed every neighbour some money, from a few **cowries** to quite substantial amounts.

He was tall but very thin and had a slight stoop. He wore a **haggard** and **mournful** look except when he was drinking or playing on his flute. He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians brought down their instruments, hung above the fireplace. Unoka would play with them, his face beaming with blessedness and peace...

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That was years ago, when he was young. Unoka, the grown-up, was a failure. He was poor and his wife and children had barely enough to eat. People laughed at him because he was a loafer, and they swore never to lend him any more money because he never paid back. But Unoka was such a man that he always succeeded in borrowing more, and piling up his debts...

When Unoka died, he had taken no title at all and he was heavily in debt. Any wonder then that his son Okonkwo was ashamed of him? Fortunately, among these people a man was judged according to his worth and not according to the worth of his father.

Adapted from “*Things Fall Apart*” by Chinua Achebe, chapter one

Terms in the passage:

Gourds: any one of several types of fruits that have a hard shell and that are used for decoration and not for eating.

Cowries: kind of money

Haggard: looking exhausted and unwell, especially from fatigue, worry, or suffering.

Comprehension Questions:

Answer the statements below with true or false

1. Unoka died more than ten years ago.
2. He always got a lot of money and spent it on alcohol.
3. Unoka was sociable and shared with his neighbours.
4. He believed one should eat what he/she has before dying.
5. He owed only a few neighbours some money.
6. Unoka was a great musician and enjoyed playing the flute.
7. He was a very successful man in his life.
8. People loved Unoka so much that everyone wanted to lend him money.
9. He always paid back his debts that is why he succeeded in borrowing more.
10. His son Okonkwo was not ashamed of his father.

2.7.2. Application activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary

Choose from the words below to complete the sentences that follow:

Buy	Cost	Expensive	Cheap
Window shopping	Worthless	Priceless	Affordable
Worth	Second hand	Bargain	Sale
Spend	Shopping spree	Refund	Supply
Out of stock	Change/balance	Sell like hot cakes	Cash
Overpriced	Discount	Shop assistant	How much
Available	Save		

Sentences:

1. He would like to buy beer, but it is too _____ and he has little money.
2. These cheap drinks are selling like _____! Make sure you buy one because they are not like others which are _____ beyond the real price.
3. Are music instruments still _____? No, we have run _____.
4. These books are not for _____ you cannot buy it because it is the property of the government of Rwanda.
5. _____ is a piano? That's very cheap, only 2000 Francs!
6. You will have to _____ much money if you don't want to end up like Unoka.
7. Many people like to buy _____ materials because they are cheap but they can cause diseases.
8. I am _____! No amount of money can buy me. Stop wasting your time on me sugar daddy.
9. Whenever Unoka got money, he immediately went on a _____ of alcohol until all his money was finished.
10. Stop wishing for things you can't _____. Instead work hard to achieve them.
11. Ask the shop assistant if she can give a _____ on this instrument. I really would like to buy it.

B: Listening and talking

Activity 2: Discussion questions

Discuss the financial problems of Unoka and their causes.

1. Discuss the strength and weaknesses of Unoka given in the passage.
2. If you were Unoka's son or daughter, what piece of advice would you give him as your father?
3. Based on the information in the passage, Imagine all villagers have decided to hold a meeting to discuss Unoka's problems. Role-play the scenario before the whole class.

C: Writing Practice: Letter of advice

Activity 3: Formal letter writing

Imagine you are a loans officer in Bank of Kigali. You gave Unoka a loan which he has not paid back. Write a letter of advice to him on how he can pay back the loan.

2.7.3. Language structures: Pronunciation of the Present Simple Tense

- i. We pronounce -s as /s/ after these sounds: /f/ laughs, /p/ drops, /k/ kicks, /t/ creates/
- ii. We pronounce -s as /iz/ after /z/ loses, /dʒ/ manages, /s/ passes, /ʃ/ pushes, /tʃ/ stiches and /ks/ mixes.
- iii. We pronounce -s as /z/ after all other sounds: /b/ robs, /d/ adds, /g/ digs, /l/ fills, /m/ dreams, /n/ runs, /ŋ/ rings, after vowels-sees, after vowel + w or r- draws, stirs.

Unit 2: Running a Business

Activity 1: Pronunciation exercise

- a) Give the third person forms of the verbs in the sentences below.
 - b) Show whether you would pronounce the third person form as /s/, /z/ or /iz/
1. They sell a lot. He.....//.
 2. I often buy things. She..... //.
 3. We purchase cheap clothes. He.....//.
 4. They enjoy expensive luxurious goods. He//.
 5. We spend a lot of money on food. She//.
 6. The student incurs a lot of debts. He//.
 7. Cheap car sell like hot cakes. It//.
 8. Muteteri saves a lot from her pocket money. She.....//.
 9. Rugamba bargains for everything he buys. He.....//.
 10. They ask for a refund every time goods are damaged. She.....//.

Spelling

- i. Add -s to most verbs: work- works, drive-drives, play-plays, run-runs etc.
- ii. Add -es to verbs ending in- o: do-does, -s: miss-misses, -x: mix-mixes, -ch/sh: catches/pushes.

Unit summary

This unit explored issues related to financial literacy such as buying things, pocket money, saving, budgeting, income and borrowing. It also handled grammar such as comparatives and superlatives as well as pronunciation. Activities in this unit are designed to reflect what you probably see in your community or have heard about. The language skills in this unit are integrated and used in the context of the unit. Take time to go through each unit to remind yourself of what you learnt before attempting the unit test.

End Unit Assessment

Reading comprehension

My great idea of business

I am Mutabazi, a senior four student. I love business, especially in the domain of entertainment. This is my future dream. My idea is very simple, really. I already have a small music studio called Stereo Music Studio 1. Many of my fellow students at school come to put songs on their phones and buy CDs. I also hire out movies to students whom I trust can bring them back.

My teacher advised me to get movies that are not violent and without sex scenes in order to attract many parents to hire or buy movies from me. I already started with educational movies such “The Great Debaters” by Denzel Washington. I have also stocked movies from the Literature class at school and traditional songs for parents who admire our Rwandan culture.

I want to make the studio much bigger and my idea is to make it the best in Muhanga town. My big picture is to have branches in different parts of the country and start recording songs and movies concentrating on Rwandan culture which I realise is admired by many people. I am thinking of taking a loan to expand my studio but am still scared of how to use the money. What if I make losses? Thieves can steal the money. I am still confused.

I need about two months to think and consult my brother who has a business in Kigali. When I have all the information I need, I will start implementing step by step. I will invest some of the money from a loan in rearing pigs so that I don't risk all of it in one business.

Of course, I will continue with my studies because my combination is related to the business I am doing. I love this combination of Literature in English, French and Kinyarwanda (EFK). I will make sure my studio has entertainment in all languages.

Questions

1. What kind of business is Mutabazi talking about?
2. What advantage does he have which will help him become successful in his business?
3. What challenges is he likely to meet in this kind of business?
4. Would you advise Mutabazi to get a loan for this business? Give three reasons?
5. How does what Mutabazi is studying relate to his business and how is it related to your own future ambitions?

Unit 2: Running a Business

Improve your vocabulary

Choose the correct alternative for the statements given and write the answer in your exercise book.

<p>1. A small flat folding case made of e.g. leather, used for keeping paper money and credit cards:</p> <p>a. moneybags b. wally c. wallet</p> <p>2. A person who buys and sells things for other people:</p> <p>a. a beggar b. a burglar c. a broker</p> <p>3. A small flat piece of metal used as money:</p> <p>a. monetarist b. coin c. copper</p> <p>4. The money that an organization such as a bank lends and somebody borrows is a</p> <p>a. load b. loan c. loaf</p> <p>5. To receive money, property, etc. from somebody when they die:</p> <p>a. inhibit b. inherit c. inhabit</p>	<p>6. A piece of paper that shows how much money you have spent on something:</p> <p>a. recipe b. receipt c. recite</p> <p>7. A piece of paper that you can use for paying instead of using money:</p> <p>a. cheek b. cheque c. chess</p> <p>8. A legal agreement by which a bank lends you money to buy a house:</p> <p>a. mortgage b. borrowing c. housing benefit</p> <p>9. A strong metal box used for keeping valuable things, e.g. money or jewellery:</p> <p>a. safe b. shell c. boxer</p> <p>10. A person who has a lot of money, possessions, etc. is:</p> <p>a. wealthy b. healthy c. filthy</p>
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Listening and speaking

Complete table A below with phrases from table B to show the purpose of each phrase.

Table A

Opening a conversation	Directing a conversation	Showing interest	Closing a conversation

Table B: Phrases

a. Is that the time?	b. Hello again....	c. That reminds me....	d. Really?
e. It was nice talking to you	f. Excuse me....	g. I see.	h. We haven't met, I am...
i. Will you excuse me:	j. I must just...	k. Long time no see.	l. I'm afraid I have to be going...
m. I understand you	n. By the way...	o. Right	p. You must be Mr....

Language structures: Choose the correct alternative for the statement given

<p>1. Compaq computers. a) is making b) makes c) does</p> <p>2. H.P. a new advanced type of printer. a) is developing b) develops c) is taking</p> <p>3. The yen against the Franc a) is flying b) is falling c) falls</p> <p>4. The Rwandan Franc at 1.8 to the shilling. a) is growing b) grows c) stands</p> <p>5. I guess we shares of about 20%. a) are having b) have c) are in charge of</p>	<p>6. Times are hard so we 50 people unemployed. a) are making b) make c) are doing</p> <p>7. Gatete in his report later today. a) is coughing b) is sending c) sends</p> <p>8. The secretary often his reports in late. a) flies b) is sending c) sends</p> <p>9. Things are really great. Business a) is booming b) booms c) is thundering d) thunders</p> <p>10. Inflation quickly, I'm afraid to say. a) is sliding b) slides c) is growing d) grows</p>
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Writing Practice

Either

Write an essay with a title "My Future Business Plan"

Or

Write a formal letter applying for a loan from the Bank for your business.

UNIT 3

FOLKTALES

Key unit competence:

To use language learnt in the context of folktales.

Introductory Activity

Picture observation and interpretation.



Fig 1: Rwandan kingdom: Palace.

Discuss any folktale about Rwandan kingdom.

3.1 TALKING ABOUT FOLKTALES

3.1.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

1. Use a dictionary to find the definition of a folktale and then create your own definition.
2. What are the characteristics of folktales? Use the story of Sabizeze (if you don't know it, the teacher will tell it to you)

Activity 2: Read the story below and identify the characteristics mentioned above.

Rwandans recount Ryangombe's family affairs in great detail. His father was Babinga, described as the "King of the *Spirits*"; his mother, originally called Kalimurori, was a fear inspiring sort of person who had the power of turning herself into a lioness and took to killing her father's cattle till he forbade her to herd them, and sent someone else in her place.

She so much scared her first husband that he sent her home to her parents and separated from her forever. After her second marriage to Babinga, there seems to have been no further trouble. Maybe it was because he was King of ghosts. It is not clear how Babinga could have been "King of the Ghosts" while still living, but when he died his son, Ryangombe, announced that he was going to take his father's place. This was refused by one of Babinga's followers named Mpumutimucuni, and the two agreed to decide the question by a Rwandan board game (*igisoro*), which Ryangombe won narrowly.

As soon as Binego (Ryangombe's son) was old enough, his mother's brother sent him to herd the cattle; he speared a heifer the first day, a cow and her calf the next, and when his uncle objected he speared him too. He then called his mother, and they went to Ryangombe's place. On the way, Binego killed two men who refused to leave their work to guide him, and a baby for no particular reason.

When he arrived he found his father playing the final game with Mpumutimucuni. The decision had been allowed to stand over during the interval, and Ryangombe, if he lost this game, was not only to hand over the kingdom, but also to let his opponent shave his head—that is, take away the crown of hair which marked his royal rank. Binego who went and stood behind his father to watch the game, suggested a move which enabled him to win, and when Mpumutimucuni complained, Binego stabbed him. Thus he secured his father in the kingship, that he was about to lose and Binego was rewarded.

Source: <http://www.sacred-texts.com/afr/mlb/mlb10.htm>

Comprehension Questions:

1. Describe the following people and their relationships.
 - a. Ryangombe
 - b. Babinga
 - c. Kalimurori
 - e. Mpumutimucuni.
2. List four evils committed by Binego and suggest how he could have avoided each.
3. Which game is played in this passage? What was the purpose of the game?
4. Who won the game and how did he win it?
5. What would have happened if the person who won the game had lost it?
6. Which values did Binego lack and how would you help him to have them?

Unit 3: Folktales

3.1.2. Application Activity: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary:

1. What do the expressions below mean...?
 - a. ...took to killing her father's cattle...
 - b. ...he forbade her to herd...
 - c. ... the two agreed to decide the question by a Rwandan board game (*igisoro*)
2. Give other words related to the following words (synonyms, opposites etc)
 - i. Fear-inspiring ii. Lion iii. Forbade iv. Separated v. trouble vi. Behind
 - vii. War viii. secured

B: Listening and speaking

Activity 2: Discussion

Talk with your partner about the events that took place in the passage.

C: Writing Practice: Dialogue

Activity 3: Dialogue

Using the information from the passage write a dialogue summarising the conversation in the passage.

3.2. LANGUAGE STRUCTURES: PAST TENSES

When narrating or recounting a past event, we can use the past simple form of a verb by adding “-ed” if the verb is regular or other changes for irregular verbs.

We also use the past perfect with the verb have changed to “had” followed by the past participle with “-ed or -en” added to the main verb.

From the passage about the death of Ryangombe (3.3. Activity 1), write five sentences in the past simple and five in past perfect.

Example:

1. **Past simple:** His mother tried to dissuade him from going.
2. **Past perfect:** She had had four strange dreams.

The past simple and past continuous

Past tenses are often used to recount events or tell stories. Below are reasons for using the past continuous. Give two examples for each reason.

1. For temporary actions in progress in the past: I was studying in senior two last year.
2. For interruptions; actions which were in progress when something else happened: When I was leaving, the car got a mechanical problem.
3. For repeated actions with: always; We were always dealing with the wrong people.
4. To make polite inquiries: I was wondering whether we could meet tomorrow.
5. Actions in progress at the same time: While I was cooking, my mother was watching TV.
6. To set the scene at the beginning of the story. E.g.

It was Christmas when Moses and I decided to go shopping. The sun was shining brightly and dust was everywhere. The driver was driving very fast when he suddenly saw a lorry in front of us.

Activity 1: Context exercise:

Fill in the gaps using correct tense

Mrs. Kagabo, our school matron1..... (walk) along the corridor when she2..... (hear) noise from our dormitory. We3.....(celebrate) my best friend's birthday and yet the next day we ...4..... (have) a tour to Akagera National Park. The matron5..... (be) angry with us and6..... (start/shout) at us. She7..... (threaten) to cancel the trip but we ...8.... (plead) and finally she ...9..... (accept). Actually we10..... (be/surprise) when she11... (start/dance) and ...12..... (celebrate) with us. It...13..... (be) the most interesting party I have ever ...14..... (attend). The following morning, I15.....(wake up) feeling so tired, with a bad headache. I16..... (be/feel) so exhausted that I ...17....(get/worry) that I18.... (be)going to miss the best trip of my life. Fortunately, the school nurse ...19..... (give) me some tablets and I ...20..... (drink) a lot of juice which21..... (help) me to recover from the hangover of the previous day's celebrations. However, my best friend...22.... (not) make it to the trip because she23..... (be) seriously sick. The school nurse...24.... (advise) her to rest in bed for at least two days. She25.... (be) having stomachache, headache and nausea. She26... (miss) the trip and I too ...27.... (not) enjoy it because I ...28...(feel) so lonely during the entire trip as others...29.... (be/celebrate)

3.3 READING STORIES

3.3.1. Learning activities: Reading and text analysis

Notes:

Reading stories is a language skill which requires special attention. The same story can be read by different people but the listener will not enjoy them the same way. This is because there are some techniques that should be involved which include; voice, eye contact/facial expression, reading speed/pace, pronunciation etc.

General tips for Reading

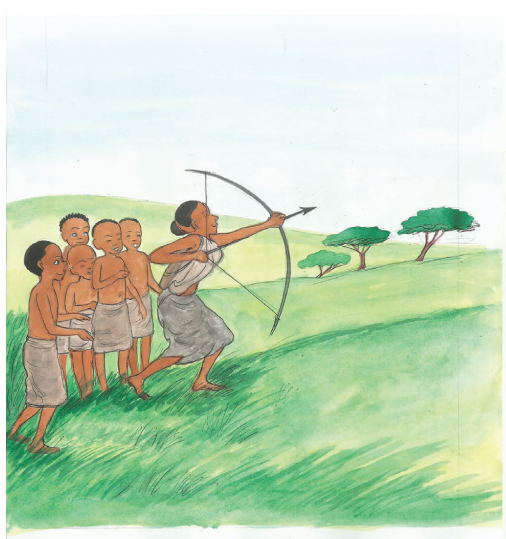
1. Try to read at the right level. Read something that is at your level and is interesting to you. If you read difficult books they will discourage you.
2. Make a note of new vocabulary. As you read, you will encounter some new words that require special attention. The best practice is to have a note book for vocabulary or use the back of your book.
3. Try to read regularly. Practice makes perfect as you read, don't just go through the story once. You may also read at different intervals, rest and continue.
4. Be organised. Have everything ready:
 - Something to read
 - A marker to highlight difficult words
 - A dictionary
 - Your vocabulary book
 - A pen to write down the new words

Activity 1: Reading aloud

Ryangombe's Death

Ryangombe went hunting one day, accompanied by his sons Kagoro and Ruhanga two of his sisters and several other spirits (*imandwa*). His mother tried to dissuade him from going, as during the previous night she had had four strange dreams, which seemed to her prophetic of evil. She had seen, first, a small beast without a tail; then an animal all of one colour; thirdly, a stream running two ways at once; and, fourthly, an immature girl carrying a baby without a baby sling.

She was very uneasy about these dreams, and begged her son to stay at home, but, unlike most Africans, who attach great importance to such things, he paid no attention to her words and set out. Before he had gone very far he killed a hare, which, when observed, was found to have no tail. His personal attendant at once shouted that this was the



fulfilment of Nyiraryangombe's dream, but Ryangombe only said, "Don't repeat a woman's words while after game."

Soon after this they met the second and third signs (the animal of one colour was a black hyena), but Ryangombe still refused to be impressed. Then they met a young girl carrying a baby, without the usual skin in which it is carried. She stopped Ryangombe and asked him to give her a baby sling (*ingobyi*). He offered her the skin of one animal after another; but she refused them all, till he produced a buffalo hide. Then she said she must have it properly dressed, which he did, and also gave her the thongs to tie it with. There upon she said, "Take up the child." He objected, but gave in when she repeated her demand, and even, at her request, gave the infant a name.

Finally, tired of her demands, he said, "Leave me alone!" and the girl rushed away, was lost to sight among the bushes, and became a buffalo. Ryangombe's dogs, sniffing the beast, gave chase, one after the other; and when they did not return he sent his man, Nyarwambali, to see what had become of them. Nyarwambali came back and reported: "There is a beast here which has killed the dogs." Ryangombe followed him, found the buffalo, speared it, and thought he had killed it, but just as he was shouting his victory recitation it sprang up, charged, and gored him. He staggered back and leaned against a tree; the buffalo changed into a woman, picked up the child, and went away.

At the very moment when he fell a bloodstained leaf dropped on his mother's breast. She knew then that her dream had in fact been a warning of disaster; but it was not till a night and a day had passed that she heard what had happened. Ryangombe, as soon as he knew he had got his death-wound, asked one hunter after another to call his mother and Binego.

One after another all refused, except the maidservant, Nkonzo, who set off at once, travelling night and day, till she came to Nyiraryangombe's house and gave her the news. The mother went at once with Binego, and found her son still alive. Binego, when he had heard the whole story, asked his father in which direction the buffalo had gone; after, he rushed off and overtook the woman, brought her back and killed her. He cut both with the child, cutting both in pieces. So he avenged his father.

Source: <http://www.sacred-texts.com/afr/mlb/mlb10.htm>

Comprehension Questions

1. What did Ryangombe's mother see that made her fear for her son's life?
2. What were the consequences of Ryangombe's refusal to listen to his mother?
3. According to the passage, how did Ryangombe die?
4. How did his mother know that her son had died?
5. How did Binego avenge his father's death?

Discussion:

What are the positive and negative values found in this story?

Unit 3: Folktales

3.3.2. Application activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Synonyms and antonyms

Using a dictionary, find the synonyms and opposites of the following words:

	Vocabulary	Synonym	Opposite
1	Accompanied		
2	Dissuade		
3	Immature		
4	Uneasy		
5	Refused		
6	Demand		
7	Victory		
8	Disaster		
9	Avenged		

B: Listening and speaking

Activity 2: Story telling

Identify a story from your own culture which involves animals, spirits and people and tell it to the whole class. Your story should be summarised.

C: Writing practice: Summarising

Activity 3: Summary writing.

In not more than 150 words, summarise the events that led to the death of Ryangombe. Use the information in the next section.

3.4 RECOUNTING A PAST INCIDENT

3.4.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

Tell a partner an incident which was very interesting or sad in your life, that you will not easily forget. What lesson did you learn from it?

Activity 2: Read the passage below and answer the questions that follow:

Once upon a time there lived a wise man by the name of Mamad. He never lied. All the people in the land, even the ones who lived twenty miles away, knew about him.

The king heard about Mamad and ordered his subjects to bring him to the palace. He looked at the wise man and asked:

“Mamad, is it true, that you have never lied?”

“It’s true.”

“And you will never lie in your life?”

“I’m sure of that.”

“Okay, tell the truth, but be careful! The lie is cunning and it gets on your tongue easily.”

Several days passed and the king called Mamad once again. There was a big crowd: the king was about to go hunting. The king held his horse by the mane, his left foot was already on the stirrup. He ordered Mamad:

“Go to my summer palace and tell the queen I will be with her for lunch. Tell her to prepare a big feast. You will have lunch with me then.”

Mamad bowed down and went to the queen. Then the king laughed and said:

“We won’t go hunting and now Mamad will lie to the queen. Tomorrow we will laugh at him.”

But the wise Mamad went to the palace and said:

“Maybe you should prepare a big feast for lunch tomorrow, and maybe you shouldn’t. Maybe the king will come by noon, and maybe he won’t.”

“Tell me, will he come, or won’t he?” - asked the queen.

“I don’t know whether he put his right foot on the stirrup, or he put his left foot on the ground after I left.”

Everybody waited for the king. He came the next day and said to the queen:

“The wise Mamad, who never lies, lied to you yesterday.”

But the queen told him about the words of Mamad. And the king realised, that the wise man never lies and says only that which he saw with his own eyes.

Comprehension questions:

1. Which test did the king give Mamad to prove that he never lied?
2. How did Mamad prove to the king that he doesn’t lie?
3. What was entertaining about this story?
4. How could you apply this story to your own life?
5. What did the story teach you about Rwandan cultural values?
6. In not more than 70 words, write a summary of the story.

3.4.2. Application activities: Vocabulary, listening, speaking and writing

Writing practice: A personal recount

Eyewitness report

In about 200 words, recount a memorable experience you witnessed which made you so happy that you will never forget it.

Recounts retell past events and focus on specific incidents. Recounts may be either personal, such as a report of a school trip, or impersonal, such as a newspaper report. All good recounts are written in the past tense and have:

- i. An introduction: An overview of the event introducing the participants, venue and time.
- ii. A series of key events detailed in chronological order.
- iii. An organised structure, using paragraphs describing a series of events that happened in the past.
- iv. The use of technical language relevant to the topic.
- v. A closing statement that connects on or evaluates the event stating personal comments of the writer on the story.

Language feature of a story

- Introducing personal participant; I, my group, etc.
- Using chronological connection; then, first, next, finally etc.
- Using linking verb; was, were etc.
- Using action verb; look, go, change, run, stop, jump etc.
- Using simple past tense.
- Differences between direct and indirect speech.

Follow the following guidelines:

- Plan your story; you may use a mind map to arrange your events.
- Select specific events for significance /interest.
- Use details to make your recount lively to the reader.
- Use specific names to make the recount sound original and real.
- Use direct speech if you are quoting exact words of the speaker.
- Use indirect speech – no speech marks.
- Use linking words to connect your events and paragraphs.
- Use a good conclusion to finalise your recount.

3.5 LANGUAGE STRUCTURES: CONNECTORS

Activity 1: Fill in the gaps in examples to make your own meaningful sentences

PURPOSE	LINKING WORDS	EXAMPLES
RESULT	So	It was late, so I decided to take a taxi home.1..... As a result.....2.....
	Consequently / As a result / Therefore	The storm was so terrible that the roofs were ripped off.
	So / Such (a)..... that3..... such a handsome man that4..... He didn't listen to advice.....5.....he died.
CAUSE AND REASON	Because / Since / As	Since we arrived late, all the best seats had been taken.
	Because of / Due to	We were unable to go too much rain. We were unable to go it was raining.
CONTRAST	Although / Even though / But6..... the car is old, it is still reliable.
	Despite / In spite of7..... the rain, I went for a walk.
	However / Nevertheless / On the other hand	Buying a house is expensive.8....., it is a good investment.
TIME	When / While / After / Before / As soon as / Until / By the time9..... I was driving home, I saw a terrible accident.
		He went out10..... he had finished work.
	11.....he came, we had finished hunting.
ADDITION	And / In addition / Furthermore / Moreover / Besides	I don't feel like going out tonight.12....., there is a good film on.
	In addition to / As well as	She writes novels.13..... she14..... writes poetry.
	Also / Too	They robbed a bank15..... a post office. They adore Indian food. I like Indian food.....
PURPOSE	In order (not) to / So as (not) to + inf	Anita phoned me.....16.....recommend a film she had just seen.
	So that + subject + modal verb + inf	I left early17..... I would meet Kagabo at the cinema on time.

Activity 2: Connectors exercise

Complete these sentences with a linking word

- We decided to go near the antelope, _____ he begged us not to because lions might attack us there.
- _____ lions look beautiful on the surface, they are the most dangerous animals in the park.

Unit 3: Folktales

3. Our tour guide told us, "You can borrow my binoculars _____ you bring them back after the tour.
4. _____ his strict explanations and orders, some students went where they were not allowed to go.
5. We took our umbrellas _____ it was raining heavily early that morning.
6. To start with, we received a briefing on how to conduct ourselves _____ we entered the park.
7. The tour went on very well _____ the bad weather.
8. We worked very hard _____ to pass the exam on field work after the tour.
9. We were told not to touch any animal _____ we were helped by one of the workers.
10. My brother bought the safari clothes _____ to look like a real tourist.
11. The teacher left us to go and shop _____ we were going to arrive at school late.
12. _____ she was working I didn't interrupt her.
13. I opened the window _____ it was too hot in the school bus.
14. All students at school waited _____ we came back.
15. _____ he was fully qualified at guiding students, he still found it difficult.
16. " _____ of all, I'd like to ask you some questions." Our head-boy said to the tour guide.
17. After long hours of learning and enjoyment, _____ we gathered to rest and have lunch.
18. The whole report I wrote was badly written _____, I had forgotten some information.
19. They wouldn't mind you being late back to school _____ it's not your fault.
20. We couldn't gather enough information _____ had to request another trip to Virunga National Park.

Unit summary

This unit is intended to help you know more about the traditional culture of Rwanda through stories about Ryangombe. These interesting stories are integrated with language skills and values of Rwandans, criticising the mistakes of the characters and appreciating the good acts they performed. You will also learn to recount your own stories as well as stories of others (autobiography and biography). The unit is integrated with history and culture, thereby encouraging more research and analysis competences.

End Unit Assessment

Reading comprehension

Instruction: Rearrange the mixed-up paragraph to make a meaningful text and rewrite your paragraph in your exercise books

Mixed-up story:

1. In summary, the trip was mostly enjoyable. Culture is very interesting to see in Rwanda Museum most especially stories of Ryangombe and Sabizeze.
2. Soon, after our arrival at Huye Museum, we got a general briefing. The head of the Museum gave some information about the history and culture of Rwanda. He gave us an explanation on how Rwandans lived in peace and unity in the past.
3. Culture at Rwanda Museum
4. Then, we began our tour of the Museum. We started early in the morning. Around 150 kilometers from Kigali, we started by seeing the King's palace in Nyanza. We all got excited to see beautiful huts and materials in them such as animal skins, spears and the chair on which the king used to sit.
5. Last month, we left school for a tour of the Rwanda Museum. We went there as members of a club called Rwandans at Heart, a club interested in Rwandan culture. Getting there was not quite easy as it required us to pay 3000 Frw each. It needed two hours by bus and we had to pack food to save on the costs of the trip.

Follow the criteria below:

Title	
Introduction	
Paragraph	
Paragraph	
Conclusion	

Unit 3: Folktales

Listening and speaking

Choose the correct pronunciation of “-ed” of past tense verbs

1. appointed a) / t / like worked b) / d / like arranged c) / id / like recruited	8. called back a) / t / like worked b) / d / like arranged c) / id / like recruited	15. asked a) / t / like worked b) / d / like arranged c) / id / like recruited
2. decided a) / t / like worked b) / d / like arranged c) / id / like recruited	9. designed a) / t / like worked b) / d / like arranged c) / id / like recruited	16. returned a) / t / like worked b) / d / like arranged c) / id / like recruited
3. started a) / t / like worked b) / d / like arranged c) / id / like recruited	10. wanted a) / t / like worked b) / d / like arranged c) / id / like recruited	17. visited a) / t / like worked b) / d / like arranged c) / id / like recruited
4. looked up a) / t / like worked b) / d / like arranged c) / id / like recruited	11. agreed a) / t / like worked b) / d / like arranged c) / id / like recruited	18. helped a) / t / like worked b) / d / like arranged c) / id / like recruited
5. negotiated a) / t / like worked b) / d / like arranged c) / id / like recruited	12. placed a) / t / like worked b) / d / like arranged c) / id / like recruited	19. accepted a) / t / like worked b) / d / like arranged c) / id / like recruited
6. suggested a) / t / like worked b) / d / like arranged c) / id / like recruited	13. travelled a) / t / like worked b) / d / like arranged c) / id / like recruited	20. delivered a) / t / like worked b) / d / like arranged c) / id / like recruited
7. photocopied a) / t / like worked b) / d / like arranged c) / id / like recruited	14. phoned a) / t / like worked b) / d / like arranged c) / id / like recruited	21. offered a) / t / like worked b) / d / like arranged c) / id / like recruited

Writing practice: Recount writing

Write a recount of the best day in your life when you experienced something good like a surprise birthday, baptism day, winning a scholarship etc.

- Write to answer; When, Where, Who, What, Why & How?
- Verbs must be past tense
- Opening sentence must have an interesting first sentence and tell the reader briefly about the party.

My last birthday party was

First

After.....

Later on.....

Finally.....

My birthday party was

By

Language skills

Fill the gaps with the correct tense. Use simple past, simple past perfect or passive voice.

1. In the 19th century, there (be) _____ colonialists who brought a new religion to Rwanda.
2. Rwandans were (not / allow) _____ freedom to pray according to their old religion as the colonialists (have) _____ problems of misunderstanding how Rwandan culture was organised.
3. That’s why during this time some people (leave) _____ their traditional religion.
4. In September 1924 for example, many Rwandans (stop) _____ believing in taboos because they (consider) _____ them to be satanic.
5. Before white men came, Rwandans (take) _____ their culture seriously.
6. By the mid-1990s, many Rwandans (already/ change) _____ to other religions.
7. Because many religions (come) _____, they (start) _____ competing for followers.
8. The Rwandan culture (consider) _____ evil, and those who (practice) _____ it (see) _____ as backward.
9. The colonialists (mislead) _____ Rwandans and (make) _____ them believe that anything from their culture was bad.
10. Cultural ceremonies such as the First Fruit Festival (*umuganura*) which (unite) _____ people were stopped yet in America they still celebrate Thanks-giving.

UNIT 4

DIET AND HEALTH

Key unit competence:

To use language learnt in the context of diet and health.

Introductory Activity

Picture observation and interpretation.

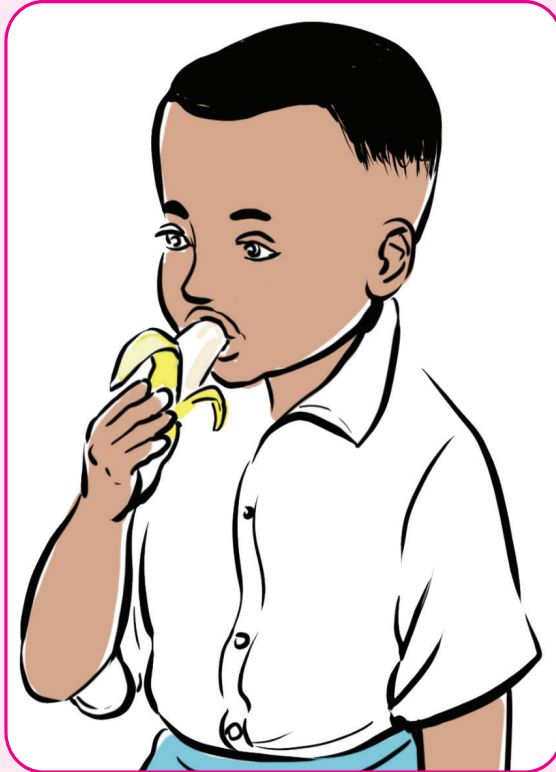


Fig 4.1: A child eating banana.

Explain the role of fruits in the balanced diet?

4.1 CLASSIFYING NUTRIENTS

4.1.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

1. Are you eating a balanced diet at home? Why or why not?
2. Are you eating the same foods everyday or do you sometimes change? Explain which ones.
3. List three things that you can do to improve your diet.

Understanding carbohydrate, proteins, and fats: The energy nutrients

All food provides energy in the form of carbohydrates, protein, and fat. These macro-nutrients are the building blocks for the body to use to make and repair cells and provide energy to function.

Carbohydrates (starch and sugar) breaks down into glucose, which the brain uses exclusively for fuel; it also serves as the primary energy source for muscles and organs. Because of its extensive use in the body, carbohydrates should be the primary energy source consumed in the diet. Grains, fruits, and vegetables are excellent sources of carbohydrates.

The foods above also come with fibre (especially whole grains) and lots of vitamins and minerals. Another place where we find carbohydrates is in milk and other dairy foods. They are rich in the sugar lactose, and also are good sources of proteins and calcium.

The body requires a smaller proportion of energy from fats and proteins. Therefore, foods that are high in proteins and fats can be consumed in smaller quantities. Protein is necessary for making and repairing cells, such as muscle and skin cells. High-protein foods include meats, poultry, fish, eggs, nuts, beans, and vegetables. Fat is important for protecting organs, for nerve function, and for transporting the vitamins A, D, E and K. Keep in mind that some fats are healthier than other fats. Unsaturated fat found in vegetable and fish oils is beneficial to health, whereas fat from animal sources (such as red meat and dairy) tends to be dangerous.

Adapted from: www.planet-health.org/pdf/lesson-3.pdf



Comprehension Questions

1. What is the importance of...?
 - a. Carbohydrates
 - b. Fats
 - c. Proteins
2. According to the passage, which foods can be dangerous?
3. Which natural foods found in Rwanda are healthy for families to eat?
4. Why do most people, despite studying biology and having knowledge of nutrition, still eat an unbalanced diet?

Unit 4: Diet and Health

5. Many foods cause diseases these days. Mention at least three diseases caused by poor diet and describe their symptoms.
6. Answer true or false for the statements below in your exercise book.
- Not all foods provide energy. Some are simply dangerous.
 - The function of food is to make and repair cells and provide energy.
 - The brain uses glucose produced from carbohydrates for fuel.
 - Milk does not produce fats and carbohydrates.
 - The body requires a lot of energy from fats and proteins.
 - Our skin cells are made and repaired by proteins.
 - The body does not need fat because it is dangerous to our health.
 - Fat from meat and pork is healthier than fat from vegetables and fish.
 - Red meat is meat eaten when it is not cooked.
 - Fats help to transport vitamins A, D, E and K.

4.1.2. Application Activity: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Matching exercise

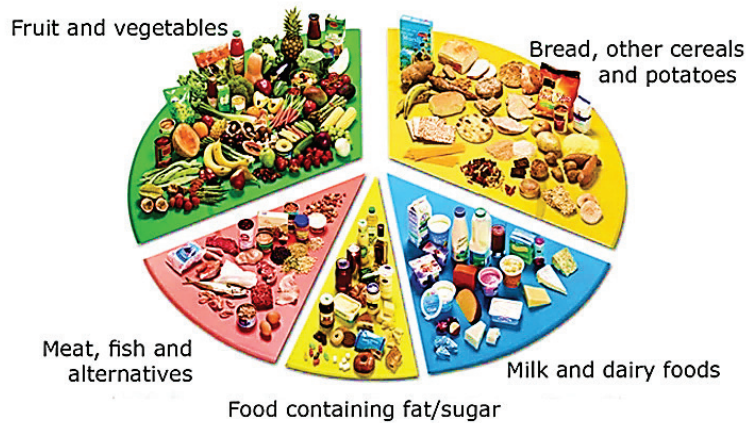
Match word with their meanings

Term		Meaning
1	Macronutrients	a Used or owned by only one person or group.
2	Exclusive	b It refers to birds that are kept for their eggs and meat.
3	Extensive	c It is a type of sugar and main source of energy for the cells.
4	Glucose	d Any of the food elements required in large amounts by living things.
5	primary	e Something that is of first importance.
6	Consume	f Is a soft white element found in bones and teeth.
7	Calcium	g Something that is extensive covers a large area.
8	Poultry	h It means to use it up or finish it.

B: Listening and talking about nutrition

Activity 2: Discussion

1. Explain what you know about the foods on the plate below:
2. Why do you think people may eat an unbalanced diet?



Adapted from: <http://savrsena.com/dash-dijeta-u-okviru-koje-se-zaista-jede/>

Present as follows:

- Group 1: fruit and vegetables Group 2: meat, fish and alternatives
Group 3: food containing fat/sugar Group 4: milk and dairy foods
Group 5: bread, other cereals and potatoes

C: Writing Practice: Letter about nutrition and hygiene

Activity 3: Letter writing

Your family is concerned that children are always getting sick. They have gone to the hospital and the doctor has prescribed a diet containing proteins, vitamins, and fat. They don't know which foods contain these nutrients. Write a letter of inquiry to the doctor asking for specific kinds of food the family should eat.

- The doctor's address is; Kigali Healthy Centre, P.O box 123, Kimironko, Kigali-Rwanda.
- Use an imaginary address for the sender's address.
- Use a correct block format of a formal letter.

Unit 4: Diet and Health

Complete the format below:

Your address

.....1.....

.....

.....

The doctor's address

.....2.....

.....

.....

Salutation,

Dear.....3.....

Reference title:

Re: _____ 4 _____

Introduction:

With reference to the medical prescription you gave to.....5..... on.....6....., I would like to.....7..... about8.....

Body:

You told us to eat a balanced diet containing.....9.....,10....., and11.....; which my parents did not understand. I therefore would like to know.....12.....

I also would like to find out about.....13.....the children are.....14..... and the kind of additional treatment they might need. Please give us a list of.....15..... and16.....

Conclusion:

We will be.....17..... For any questions, contact us on phone number18.....

Yours19.....

.....

.....

4.2 CLASSIFYING FOODSTUFFS

4.2.1. Learning activities: Reading and text analysis

Activity 1

Study the table below about food and answer questions that follow:

Food group categories

F = fruit, V = vegetable, G = grain, D = dairy, M/B = meat and beans, O = other (sometimes)

Foods	Food group					
	F	V	G	D	M/B	O
Spaghetti			X			
Fried fish					X	
Banana	X					
Low-fat yogurt				X		
Low-fat popcorn			X			
Whole grain cereal			X			
Cheese stick				X		
Peanut butter					X	
Apple sauce	X					
Fried eggplant						X
1% fat milk				X		
Broccoli		X				
Orange juice	X					
Cream cheese						X
Corn tortilla			X			

Adapted from: www.planet-health.org/pdf/lesson-3.pdf

Questions about the table

- Using the table above, list foods that belong to; fruit, vegetable, grain and dairy.
- Which group has the highest and least number of foods?
- Which food group is healthy and which one is not?
- According to the table, which group would be easy to afford at home and why?

Activity 2: Research activity

Homework.

Using a dictionary, teachers, internet or any other resource, find out what five of the foods listed in the table are common in your community and their healthy advantages.

Unit 4: Diet and Health

4.2.2. Application Activities: Vocabulary, listening, speaking and writing

A: Vocabulary, spelling and sounds

Activity 1: Sounds of questions.

Try to pronounce the sounds in questions and answers about food given below:

1. **Is there any** wine in the kitchen? /izther'eni/
2. **Are there any** onions? /arther'eni/
3. **There are only** a few bananas left. /ther'ar'rownli/

Activity 2: Pronunciation of long /u: / and short /u/

The words food, spoon, scoop etc have a long /u: /.

Read the sentences below and choose which words have a long /u: / or short /u/.

1. Velvet table mats feel very smooth.
2. He sat on a stool at the bar.
3. She wore a woollen jacket when they went out to eat.
4. There are no free rooms at the hotel.
5. The mango trees shook in the storm, so we can't have juice for the restaurant.
6. Students pack milk when they go to school.
7. After eating hard meat, my toothaches.
8. The bridegroom ate a lot and failed to lift the bride.
9. Gangsters entered the restaurant with hoods and left without paying.
10. I like having lunch at the poolside enjoying the water.

B: Listening and talking about food categories

Activity 3: Discussion about food

Prepare a dialogue or short talk discussing food and their groups in relation to your families.

You can talk about...

- a) Which foods you commonly eat at home.
- b) Which foods are new to you and whether you would love to try them or not.
- c) The foods that are healthier than others.
- d) Food groups with foods which cause diseases like hypertension, diabetes etc.
- e) Importance of the previous table of foods and their groups to you and your family.

C: Writing practice

Activity 4: Recipe

Choose foods from different groups in the table of foods and any other ingredients needed to make a recipe.

- Use connectors such as first, next, then, also, in addition, finally, lastly, last but not least etc.
- Also, use the imperative form.
E.g., Get one spoon of salt, boil for two minutes, and shake until it is ready...

4.3 LANGUAGE STRUCTURES: COUNTABLE AND UNCOUNTABLE NOUNS

Notes:

- Countable nouns are for things we can count using numbers. They have a singular and a plural form. The singular form can use the determiner “a” or “an”.
- If you want to ask about the quantity of a countable noun, you ask “How many?” combined with the plural countable noun.
- Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.).
- Uncountable nouns are used with a singular verb. They usually do not have a plural form.

Examples in questions and answers:

Questions <ul style="list-style-type: none"> • Is there any milk in the fridge? • Do you drink much water? 	Responses <ul style="list-style-type: none"> • Yes, there is. There is some milk. • Yes, I do. I drink water every day.
Follow-up Questions <ul style="list-style-type: none"> • How much milk is there? • How much water do you drink every day? 	Response <ul style="list-style-type: none"> • There is only a little milk. • I drink a little water everyday.

Activity 1: Asking and responding to questions

Use the information from the previous table to practice asking and responding in the positive.

Example: apple juice/in the fridge

- A. Is there any apple juice in the fridge?
 B. Yes, there is some apple juice in the fridge.
- a. potatoes/in the vegetable box
 b. bread/in the bread bin
 c. mushrooms/in the cupboard
 d. chicken/in the freezer
 e. eggs/in the fridge

Activity 2: The use of: ‘a little’ or ‘a few’

Choose the correct form - ‘a little;’ or, ‘a few;’ for each positive statement.

1. I only had a little/a few tofu.
2. They only brought a few/a little meat for the party.
3. There are only a little/a few oranges left to make juice.
4. I felt better after I ate a little/a few mushroom soup.
5. She only drank a few/a little wine but she was very drunk.
6. I’d like a few/a little more beans please.

Unit 4: Diet and Health

Activity 3: The use of 'much' or 'many'

Complete the negative sentences below with, 'much,' or, 'many.' i.e.

- They didn't have _____ beef stew.
 - They didn't have much beef stew.
1. I feel tired so I don't want to drink _____ beer tonight.
 2. There weren't _____ vegetables left when I got to the farmers market.
 3. She isn't going to bake _____ biscuits today.
 4. There isn't _____ ice-cream in the freezer.
 5. He never eats _____ for breakfast.

Activity 4: Dialogue

Ndongози is offering to help his mum with some grocery shopping. Read the dialogue and answer the questions that follow:

Ndongози: Mum, I'm going to town to meet some friends. Do you need anything from the supermarket?

Mum: Oh, yes please, Ndongози. I need some chicken for dinner tonight.

Ndongози: Okay. How much chicken do you want?

Mum: Well, there isn't any chicken in the freezer so I'll need about 500g.

Ndongози: Do you want chicken wings or some chicken breast?

Mum: Chicken breast please. Oh, and can you get one or two potatoes too? We only have a few left.

Ndongози: Got it. I'll buy some chicken breast and a couple of potatoes. Anything else? Do you need any bread or milk?

Mum: No, we have a loaf of bread and there are two cartons of milk in the fridge.

Ndongози: Alright. See you later.

Mum: Thank you Ndongози. See you later.

Questions

1. How much chicken is Ndongози going to buy?
2. How many potatoes will he get?
3. What do they have in the fridge?
4. What is the relationship between Ndongози and his Mum like according to this dialogue?
5. What is the family income status? Give evidence for your answer.

Activity 5: Plural forms

Supply the correct plural forms to complete the story below:

If you're dieting, there are certain (food)...1..... you really have to avoid. (cake).....2... and (biscuit)...3... are out for a start, but you can't live forever on (tomato)...4.....and ...5.....(orange).....6... . There are (man)...7 and (woman)...8..... who spend their entire (life)...9....counting the calories they take in each day. Some national (dish) ...10....make you fat. The (Japanese)...11....have a high protein diet, while the (swiss)...12..... eat a lot of milk (product)...13.... . personally, I'm lucky not to have to diet, but my friend, John, can't eat anything without looking it up in his calories chart.

4.4 COUNTING CALORIES

4.4.1. Learning activities: Reading and text analysis

Activity 1: Fill in

Read the story and fill in the gaps with the words below:

Love	Suggests	Damaging	Extra	Limit	Diets	Counting	Warning
Otherwise	See	Clear	Reducing	Rate	expert		

Report says extra cheeseburger a day is OK

There is good news for people who ___1___ their food. The advice about daily calories given by scientists for the past two decades may be wrong. A new report from Britain ___2___ we could eat 16 per cent more without ___3___ our health. This is the same as eating one cheeseburger, or an ___4___ 400 calories, every day.

For 18 years, dieticians have advised us that men should ___5___ their daily calorie intake to 2,500 and women to 2,000. The report from the Scientific Advisory Committee on Nutrition (SACN) means many healthy eating plans and ___6___ given to overweight people could be changed. The revised healthy calorie ___7___ is because researchers found a more accurate way of assessing how the body burns fats.

The committee did offer a ___8___ in its report. It said people should only eat more if they exercise more, ___9___ they will put on weight. Other experts disagreed with the SACN's findings. They fear people might ___10___ the report as a "licence" or "green light" to eat more. Britain's Food Standards Agency made it very ___11___ that people should eat less. It said most Britons needed to maintain a healthy bodyweight by ___12___ calories and exercising more. Doctors predict a third of British adults will be obese by 2012. They worry the new report could increase the ___13___ of obesity. Tam Fry, a British health ___14___, reminded the public that most male adults have double or treble the recommended calorie intake.

Adapted from: www.breakingnewsenglish.com/0911/091115-calories.html

Comprehension Questions:

Write true or false according to the information given in the passage.

- Scientists say people should eat at least one cheeseburger every day. T / F
- The scientists said cheeseburgers damage the health of under-16s. T / F
- Men can eat 500 calories a day more than women. T / F
- A new report has re-examined how our bodies burn fats. T / F
- A committee said if people eat more, they should also exercise more. T / F
- The new report is a green light to eat more. T / F
- Britain's Food Standards Agency advised people to reduce calories. T / F
- Most British males have around the recommended calorie intake. T/F

Unit 4: Diet and Health

4.4.2. Application Activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Synonym matching

Match the following synonyms from the article.

1. love	a. pace
2. damaging	b. level
3. limit	c. or else
4. overweight	d. harming
5. accurate	e. forecast
6. warning	f. suggested
7. otherwise	g. adore
8. predict	h. precise
9. rate	i. caution
10. recommended	j. obese

B: Listening and talking about calories

Activity 2: Talking about calories

Tell your partner what you have learnt about calories from the previous passage and ask questions about what you didn't understand. Ask others to answer your questions and you answer theirs. Use the table below to record your answers.

What I have learnt	What I want to know

C: Writing Practice: Article in the school magazine

Activity 3: Writing an article

Write an article to the editor of your school magazine advising students on the amount of calories they need to eat to stay healthy.

4.5 LANGUAGE STRUCTURES: DETERMINERS

General determiners include:

Singular countable nouns	<i>A / an; another; any; each; either; every; neither; no; whole</i>
Plural countable nouns	<i>All; any; both; enough; few; fewer; a lot of / lots of; many; more; most; no; other; several; some</i>
Uncountable nouns	<i>All; any; enough; less; little; a lot of / lots of; more; most; much; no; some</i>

Remember: These determiners can never be used with uncountable nouns:

A; an; another; both; each; either; every; few; many; neither; several; whole

Activity 1: Choosing one alternative

Choose the correct alternative to complete the sentences below:

1. There are.....envelopes on my desk. (much; some; any; a little)
2. There isn'tmoney in my pocket. (no; some; any of; any)
3. Have you gotgood computer games? (any; any of; a lot; many of)
4. Do you like Madonna? Have you gother records? (some; every of; any; all)
5. There isn'ttime before our flight leaves. (much; many; some; no)
6. I've gotidea where Clever is. (none; none of; no; any)
7. Do you knowpeople living in England? (much; many; much of; many of)
8. You've hadinteresting experiences. (any; a lot; much; a lot of)
9. Would you likemore milk? (little; a little; few; a few)
10.my friends want to see the concert. (No; Any of; None; None of)

Activity 2: Choosing 2

Choose the correct alternative.

1. He ate thecake by himself. (whole/all)
2.everyone ready to begin the exam? (Is/ Are)
3. You must signof these letters. (every/ each)
4. I've never met..... I like more than Jonathan. (no one/ anyone)
5. I've been working hard.....day and now I'm exhausted. (all/ every)
6.Sam or Jim will give you a lift. (Either/ Neither)
7.of those books is interesting. (No/ None)
8. I've been to Paris twice and I went to the Eiffel Towertimes. (both/ all)
9.Mary nor Sue went to the beach last Saturday. (Neither/ Either)
10. He was so thirsty that he drank.....water in one go. (the whole/ all the)

4.6 DESCRIBING A BALANCED DIET

4.6.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

List the categories of food and the importance of a balanced diet.



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Activity 2: Reading and comprehension

<p>Components of a balanced diet.</p> <p>Healthy eating is just one component of a healthy lifestyle. But it is one that affects so many aspects of our health, including growth and development, the ability to fight infection, risk of disease, cognitive function and even mood.</p> <p>Choosing the right mix of foods can promote health over a lifetime. Experts agree that a healthy diet includes grains (particularly whole grains), fruits, and vegetables as the base for all meals and snacks. These foods are balanced with relatively fewer servings of low-fat dairy and meat or protein foods, to minimise saturated fats in the overall diet.</p> <p>To help put nutritional research into practice, the U.S. <i>Dietary Guidelines for Americans</i> explain how to consume a balanced diet that can promote health, prevent disease, and maintain a healthy weight.</p> <p><i>Adapted from: www.planethealth.org/pdf/lesson-3.pdf</i></p>	<p>Balance and variety: The key to healthy eating</p> <p>So what should you eat to get all the macro- and micro-nutrients you need? Have you seen the magazine headlines in the supermarket checkout lines lately? Everyone seems to want to know.</p> <p>The secret to healthy eating is choosing the right mix of foods. As you probably realise, most foods can be classified into one of five food groups: grains, fruits, vegetables, dairy, and meat or beans (foods high in protein). Experts agree that you can achieve a healthy balance of nutrients by emphasising whole grains, fruits, and vegetables in your meals and choosing smaller amounts of lean meats, chicken, fish, eggs, nuts and seeds and low-fat dairy foods.</p> <p>Each food contains a unique set of nutrients, so to consume all you need, it's important to select foods from all the food groups and to eat a variety of foods within each group.</p> <p><i>Adapted from: www.planet-health.org/pdf/lesson-3.pdf</i></p>
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Comprehension Questions

1. From passage one, what are the components of a healthy diet?
2. From passage two, nutrients are categorised into two. What are they?
3. Explain in which ways a healthy diet affects our lives. Give evidence from passage one.
4. From paragraph two, what does the author mean by "choosing the right mix of foods"?
5. According to the first passage, which kinds of food should be minimised? Why?
6. What can Rwanda learn from the US in relation to healthy eating passage one?

4.6.2. Application Activities: Vocabulary, listening, speaking and writing

A: Vocabulary, spelling and sounds.

The sound /u:/ as in soup also have the following spellings

You, youth, group, route, routine, coupon, through, would and troupe.

The long /u:/ can also be spelt as u-e as in cube, -ue as in statue and -ew as in mew.

Note: some words have single 'o-e' to form the long /u/. E.g. move, prove, and lose.

Activity 1: Sound /u:/

Complete missing letters in words in sentences below;

1. Musicians play tunes on their fl___tes for people in big hotels.
2. Sometimes gl___ is used to fix broken plates in some hotels, which is wrong.

3. The commander returned the sal _____ from the chef of the hotel while eating.
4. It is rude to ch_____ gum in public places like church.
5. She thr_____ the ball thr_____ the window and it fell in people's food.
6. Is it tr_____ that crocodile are eaten?
7. He dr_____ the photo of the Lord's Supper.
8. We had dinner on the ship with all the cr_____.
9. I will incl_____ you in my list of party guests.
10. We had fr_____ salad as a desert.

B: Listening and speaking: A balanced diet

Activity 2: Discussion:

Eating disorders can result in a lot of physical and health problems;

- a) Discuss the problems resulting from eating disorders and suggest solutions for them.
- b) Do you support most youth today (especially) girls who get worried because they are becoming fat? Give reasons to support your choice.

C: Writing practice:

Activity 3: Summary writing

Write a summary of the two passages in not more than 100 words.

Remember:

- It should be brief and straight to the point (most often one paragraph)
- Should contain only important ideas
- It has to be written in your own words (not exactly as in the passage)
- Use reported speech and not direct speech.

4.7 LANGUAGE STRUCTURES: COMPARATIVES

4.7.1. Learning activities: Reading and text analysis

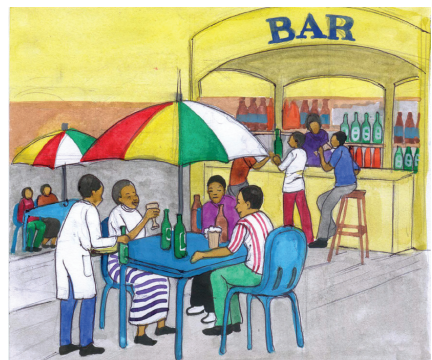
Activity 1: Reading a dialogue

Read the dialogue with your partner taking the roles of Rusagara and Antoine. Try to be as natural as possible.

Rusagara: Antoine, why are you eating that rubbish again? You're always eating processed food full of sugar. Don't you think it's time to go organic?

Antoine: I'd like to, but I just don't have the time, and I don't really have that much money. I can get a lot of tasty, salty food cheap and fast.

Rusagara: I've heard that argument a lot, that people don't eat natural foods because they're more expensive. But don't you think that if there was anything you were going to spend money on, it should be what you put in your body? It's much more nutritious.



Unit 4: Diet and Health

Antoine: My time is the most important thing to me. I'm always on the run. So whatever is fastest is where I'm going.

Rusagara: Do you like the way natural food tastes?

Antoine: Yeah, sometimes. It's alright. But, you know, a lot of times it's bland. Why, when did you become Miss Wholesome?

Rusagara: When I realised that feeling good is the greatest gift you can give yourself.

4.7.2. Application Activities: Vocabulary, listening, speaking and writing

Activity 2: Meaning of words

Define the following terms

Natural organic expensive on the run wholesome fast food processed food
convenient cheap

Activity 3: Comparatives and superlatives

List the sentences with comparatives and superlatives from the dialogue. Use the table below:

Comparatives	Superlatives

Activity 4: Writing a composition

Write a composition comparing traditional food and modern food. You should compare the taste, the cost, which one is healthy or not, preference and recommendation.

4.8 FOOD TABLE

4.8.1. Learning activities: Reading and text analysis

Activity 1: Presenting a dialogue

Read the dialogue below with your partner in front of the class

Waiter: Hi! Can I help you?

Customer: Can we have a table for two, please!

Waiter: Certainly. This way please. I'll show you to your table.

Waiter: Is this table Okay for you?

Customer: Could we have a table near the window?

Waiter: Here you are. Would you like anything to drink now?

Customer: What non-alcoholic beverages do you have?

Waiter: We have sodas, non-alcoholic wines, and Juice. What would you like to start with?

Customer: May I see the menu?

Waiter: Sure! We've got delicious buffet as well as snacks...

Customer: We want soup an appetiser. How long do we have to wait?

Waiter: Just two minutes. It's mushroom-with chicken. Anything else?

Customer 1: Could I have chicken curry?

Customer 2: Is there any flavour on the chicken?

Customer 1: What's in the 'Beef stew'? I see it on the menu.
Customer 2: What side dishes can you recommend?
Waiter: We don't have 'Beef stew' now. (*After serving*) Was everything alright with your meals?
Waiter: Would you like some dessert?
Customer 1: Excuse me! I've ordered boiled potatoes but these are fried.
Customer 2: This meat is overcooked. But we already ate and enjoyed it.
Waiter: I am so sorry for that. It will not happen again.
Customer 1: Can I have the bill, please?
Customer 2: Is service included?
Waiter: Yes Sir, It is included.
Customer 1: (*after paying*) The rest is yours. Keep the change.
Waiter: Thank you so much. Come again please!

Comprehension Questions:

1. Where do the customers want to sit?
2. What kind of drinks do the customers want?
3. Which food is on the menu but the hotel doesn't have it?
4. What did you like about the person serving these customers?
5. What mistakes did he make during service?

4.8.2. Application Activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Restaurant vocabulary

Write a sentence for each of vocabulary in the table below:

No	Vocabulary/ part of speech	Meaning	Example sentence
1	à la carte	items ordered from the menu as extra.	
2	à la mode	with ice cream	
3	alcohol, liquor (noun)	a distilled liquid such as rum or whiskey	
4	all you can eat	Customers pay one fee and can eat as much as they wish	
5	Appetiser (noun)	small snack before a meal	
6	Apron (noun)	a cloth covering worn over the clothes while cooking	
7	Bar (noun)	place in an establishment where people go to get a drink (especially alcoholic drinks)	
8	Bartender (noun)	staff member that mixes, pours and serves alcoholic beverages	
9	Beverage (noun)	drink	
10	bill, cheque, (noun)	the slip of paper that shows the customer how much to pay	

B: Listening and Speaking: Words with short /u/

- Those with just 'u' in the spelling form. E.g. Bush, push, pull, full, bull, butcher, true and truth etc.
- Those with "-ould" pattern in their spelling. E.g. would, could and should.
- Other words have 'o' spelling pronounced as short /u/. E.g. do, who, whose, whom.

Unit 4: Diet and Health

Activity 2: Words without short /u/

Choose the sound whose vowel sound is different from others.

1. a. Bush b. tooth c. booth d. both
2. a. Push b. loss c. choose d. booze
3. a. Pull b. tool c. cool d. coal
4. a. Full b. fool c. fall d. rule
5. a. Bull b. ball c. pull d. clue
6. a. Do b. go c. troop d. two
7. a. Who b. doom c. moon d. home
8. a. Flew b. true c. flu d. flow
9. Through b. threw c. thorough d. chew

C: Writing practice

Activity 3: Writing a poem

Use the Homophone of the /u/ sound to write a poem of one stanza.

Blue-blew	threw- through	wood-would	shoot- chute	chew-choose
crew-cruise	root-route	troop-troupe	loot-lute	flew-flu
				to-too- two

E.g

The beautiful blue bird flew
But left everyone one with bird flu.
I told the doctor it was true
But he asked for additional clue!
For he thought it was not true
Such a beautiful bird to cause flu.

4.9 LANGUAGE STRUCTURES: MODAL VERBS

Activity 1: Modal verb situations

Write a modal verb sentence for each of the following situations

1. Persuade someone to eat a meal you have proposed.
2. Ask someone to return food he/she has taken.
3. Get a noisy neighbour's child to keep quiet while eating.
4. Ask for directions to a table in a restaurant.
5. Explain to a waitress why you want food without salt.
6. Convince your friend to go to the movie you have chosen.
7. Explain to the teacher why you don't have your homework.

Unit summary

In this unit, you have learnt about classifying nutrients, classifying foods, countable and uncountable nouns, counting calories, determiners, describing a balanced diet, comparatives, making a food table, modal verbs. The organisation and language of this unit is intended to equip you with skills to be used to maintain a healthy lifestyle by knowing the right foods to eat and not eat. Your knowledge of Biology has been integrated in this unit. You will also learn what to say when you go to a public eating place or work in a restaurant or hotel. Review lessons in this unit to remember specific vocabulary and language skills used with food.

End Unit Assessment

Adolescence is the age which is midway between childhood and adulthood. At this age, physical and hormonal changes occur in the body putting increased demand of nutrients on the body. As a result, adolescents have a ravenous appetite at this age. As the child grows, there is greater demand for studies and other activities, which require more energy. Thus nutritional requirements of an adolescent becomes more as compared to a child or a grown up adult.

At this age, a growing child starts getting fussy about food and has his/ her own choices. They also like to eat with friends, thus one influencing another in the choice of food. The net result is that mostly they tend to fill their bellies with junk food with little nutritional value.

There are other issues which impede the intake of good nutritional food in adolescents. One is the desire to have a figure like a favourite model or film star, seeking which many adolescents avoid eating and go on crash diets. This problem affects young girls most. Then they consider their friend's personal experiences about food more important than the issue of nutrients. These food fads prevent taking nutritional food. Under peer pressure, an adolescent may start taking alcohol or drugs. This can impair their overall health as well their nutritional status. Little do these youngsters realise that proper nutrition taken at this stage of life strengthens the body not only presently, but for life.

Deficiency of necessary calories and nutrients causes behaviour changes in adolescents. Undue agitation or depression in them is at times due to malnutrition.

Iron requirements increase at this stage due to increased body mass and size. Girls start menstruation. If iron is not taken in adequate amounts, they tend to develop chronic anaemia. Maximum thickness of bones is obtained at this stage of life. This means additional requirements for calcium. Good optimum bone density achieved in adolescence prevents osteoporosis and pathological fractures in old age. Lack of adequate intake of calcium and physical inactivity prevent the bones from becoming as dense as required. The result can be, aches and pains in the joints from an early age and early softening of bones later in life.

Insufficient intake of green leafy vegetables tends to cause anaemia due to folic acid deficiency. It also causes the bowels to become sluggish. This forms the basis for digestive troubles and constipation from young adulthood. Lack of adequate physical activity augments the problem...

Adapted from: <http://www.newtimes.co.rw/section/read/206561/>

Questions:

1. What is adolescence according to the passage?
2. Why do adolescents need more nutrition when compared to adults and children?
3. What causes adolescents to eat junk food with no nutritional value?
4. Give two other issues that affect adolescents from eating nutritional food.
5. What are the effects of not having proper nutrients in the body?
6. Give three body changes that are experienced at adolescent stage?

Unit 4: Diet and Health

Vocabulary

Use a dictionary to find out what the following words and expressions mean according to the passage?

- i. peer pressure
- ii. Deficiency
- iii. a ravenous appetite
- iv. tend to fill their bellies with junk food.
- v. impede the intake of good nutritional food
- vi. menstruation

Writing Practice:

Write a letter to a friend telling him or her about the body changes an adolescent goes through and the importance of eating a good nutritional diet.

UNIT 5

HUMAN RIGHTS

Key unit competence:

To use the language learnt in the context of human rights.

Introductory Activity

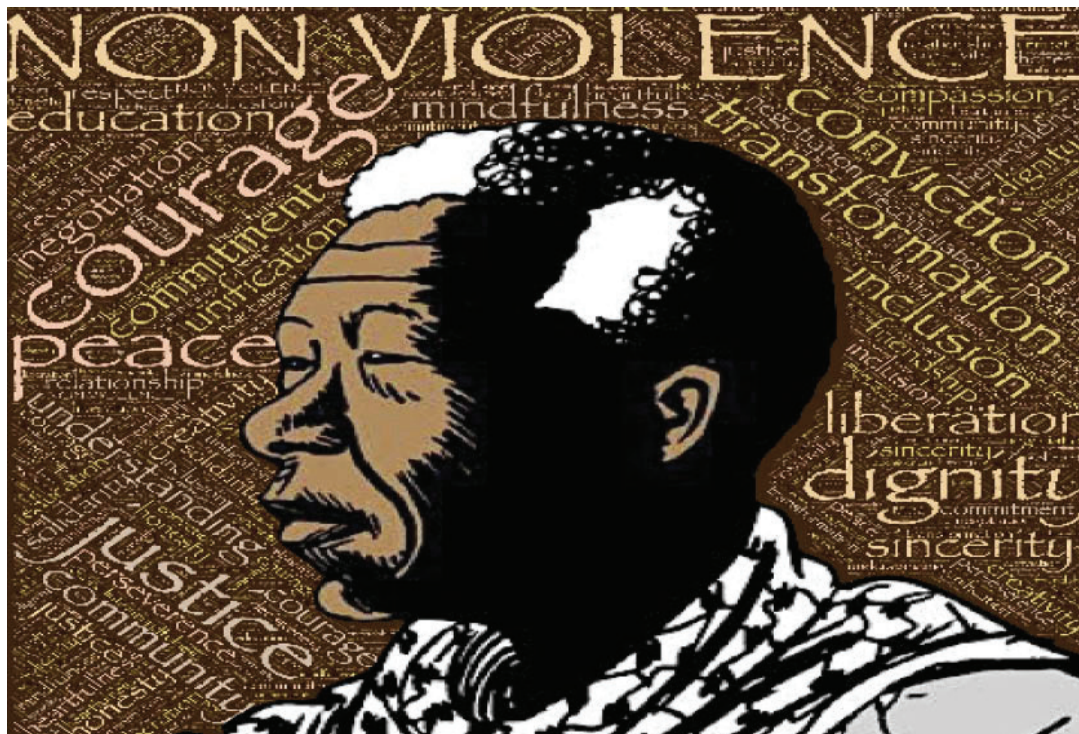
Picture observation and interpretation.



Fig 5.1: Immigrants.

1. Can you guess where these people are being kept?
2. Which human right is being violated?

5.1 DESCRIBING RIGHTS



5.1.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading discussion

1. What do human rights mean to you?
2. Are human rights respected in your community?
3. What are the common human rights issues in your country?
4. Give at least five human rights respected in your community.

Activity 1: Read information in the poster below and answer the questions that follow:

The Universal Declaration of HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

WE ARE ALL BORN FREE AND EQUAL EVERYONE IS ENTITLED TO THESE RIGHTS NO MATTER YOUR RACE, RELIGION OR NATIONALITY. EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY.

You have the responsibility to respect the rights of others. NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS.

No one has the right to hold you in slavery.

No one has the right to torture you.

You have the right to recognition everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

You have the right to seek legal help if your rights are violated.

No one has the right to wrongly imprison you or force you to leave your country.

You have the right to a fair and public trial.

Everyone is innocent until **PROVEN** guilty.

You have the right to privacy. No one can interfere with your reputation, family, home or correspondence.

You can travel wherever you want.

You have the right to seek asylum in another country if you are being persecuted in your own country.

Everyone has the right to a nationality.

All adults have the right to marriage and to raise a family.

You have the right to own property.

Everyone has the right to belong to a religion.

Freedom of Expression: You have the right to free thought and to voice your opinions to others.

Everyone has the right to gather as a peaceful assembly.

Democracy: You have the right to help choose and to take part in governing your country, directly or through chosen representatives.

You have the right to social security and are entitled to economic, social and cultural help from your government.

Workers' rights: Every adult has the right to a job, a fair wage and to join a trade union.

You have the right to leisure and rest from work.

Everyone has the right to an adequate standard of living for themselves and their family.

Everyone has the right to education.

Your intellectual property as an artist or scientist should be protected.

We are all entitled to social order so we can enjoy these rights.

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<http://www.undp.org/content/rbec/en/home/ourwork/democraticgovernance/human-rights/more-about-human-rights/>

Comprehension questions

1. What is the most important human right? Why?
2. Do you think that religions respect human rights?
3. Which human rights organisations do you know about?
4. Do you find it possible that everyone in the world will have the same rights in the future? Why/ why not?
5. What would the world be like if everyone respected the rights of others?

Unit 5: Human Rights

5.1.2. Application Activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary

Write sentences about human rights using these verbs.

	Vocabulary	Sentence about human rights
1	Speak	
2	Live	
3	Violate	
4	Associate	
5	Vote	
6	Abuse	
7	Torture	

B: Listening and speaking

Activity 2: Importance of human rights

Imagine your partner believes human rights are not important and you believe they are. Talk about the above view points and share with others.

Finally, hold a mini-debate on the issue by having all those who say it is not important on one side and those who say it is important on the other.

C: Writing Practice: Essay

Activity 3: Essay on the importance of human rights

Write an essay on the importance of human rights in your village. Use the correct format, language and realistic examples.

5.2 DESCRIBING CHILDREN'S RIGHTS

5.2.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

Write a short dialogue in which some of you believe children should be punished while others believe it is a violation of the rights of children.

Share your dialogue with your partner or others and compare your ideas/views.

Reading comprehension:

<p>Keza My brothers and I love playing football very much. There is a playground near our home and other children come and play with us. One day my brother broke his leg as he was playing. At first I was too scared to inform our parents, but in the end, I had to do so. When I told my mother what had happened, she denied us food that day and stopped us from playing again. However, I am on the school team, which requires me to do a lot of practice. I would like to be a famous footballer, but I am starting to lose courage.</p>	<p>Mugabo I live with my father, my step-mother and my two siblings. I am the oldest child in the family. My step-mother keeps telling me I am stupid and will never succeed in life. She punishes me for every little thing I do but never punishes my siblings because they are her own children. Last year when I came from school and shared food with my siblings, she made me spend a night outside. She said the food was not mine because I had not peeled the bananas before going to school. I felt like running away from home, but my teacher told me to be patient.</p>
<p>Bora I am 14 years old. At home we are poor. My parents cannot afford to hire someone to do domestic work, so they ask me to do most of it. I have to fetch water from a long distance using a big heavy can. Immediately I come from school, I have to go to work in the field, bring home the goats and making sure all the dishes are clean. By the time I go to sleep, I am too tired to study my notes. When I explain to teachers, some of them tell me it is not their problem. If I complain at home they beat me. I don't know what to do.</p>	<p>Furaha At school we have a human rights' club. Many students have joined the club because we share and discuss problems each one has faced and we try to find solutions. Some problems are so serious that we have to inform the authorities. Last week we had a girl who told us she was asked to have sex with her teacher to get good marks and she refused. The teacher keeps mistreating her in class and her grades have fallen. This club is very important to us and we encourage other schools to do the same. We have decided to report the matter to the headmaster.</p>

Activity 2: Comprehension

1. What are some of the forms of children's rights violations mentioned by teens above?
2. What should Keza do to achieve her goal of becoming a famous footballer?
3. If you were Mugabo, would you listen to your teacher's advice? Give reasons.
4. What is the importance of the Furaha's children's rights club?
5. Should children be asked to do any kind of work at home or school? Why?/Why not?
6. In your opinion, how can children's rights be protected in your community?

5.2.2. Application Activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary

Using a dictionary, find the meaning of the words below and give a synonym for each

i.	i. Urged	ii. shelter	iii. discrimination	iv. Trafficking
v. upbringing	vi. corporal punishments	vii. Defilement	viii. Genocide	
ix. grassroots	x. abuse			

Unit 5: Human Rights

B: Listening and speaking: a debate about corporal punishment

Activity 2: Debate

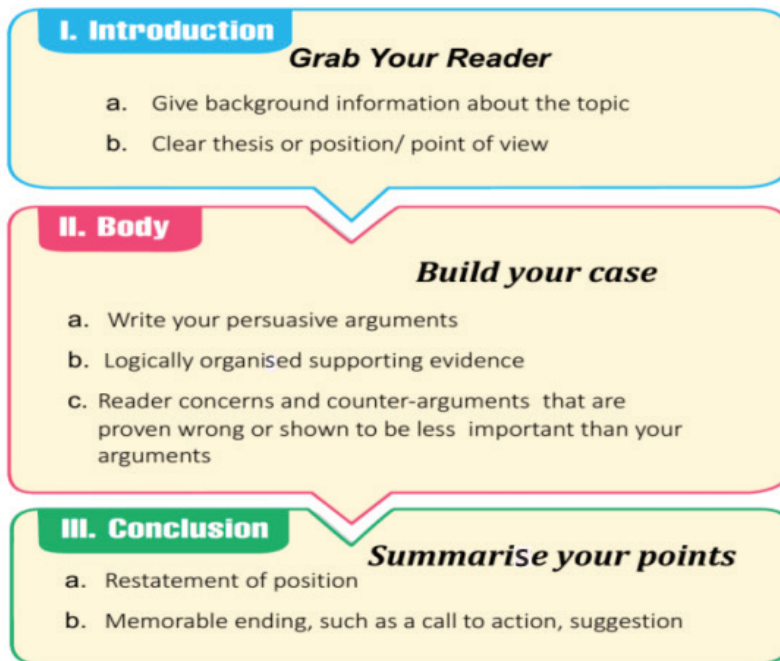
“Corporal punishment should be totally stopped in the whole country including schools and homes”
organise a debate on this topic.

D: Writing Practice: Argumentative writing

Activity 3: Argumentative writing

Using the ideas from the debate about stopping corporal punishment in the whole country, write an argumentative essay.

Guidelines for writing an argumentative essay



5.3 COUNTERING ABUSES

5.3.1. Learning activities: Reading and text analysis

Activity 1: Read the passage and answer questions that follow.

“Non-violence in the Civil Rights struggle has meant not **relying** on arms and weapons. It has meant non-cooperation with **customs** and laws which are institutional aspects of a regime of discrimination and enslavement”, said Martin Luther King in his 1965 speech. He added saying “Non-violence has also meant we do not want to instil fear to others or into the society of which we are part. It has meant that we don’t seek to win victory over anyone.

We seek to **liberate** our society and share in the self-liberation of all the people”.



Violence often brings **momentary** results. Nations have frequently won their independence in battle. But in spite of **temporary victories**, violence never brings permanent peace. It solves no social problems: it merely creates new and more complicated ones. "Violence is **immoral**," he said "It destroys community and makes brotherhood impossible."

According to Martin Luther King, practicing non-violence shows that we have reached a superior level, that we have escaped the blind fear that **arouses** panic and violence. Non-violence, for him, requires **courage** and self-denial. Martin Luther King exposes how useless and harmful violence is. It is **impractical** and immoral because it develops hatred and ends in **destruction** for all.

He pointed out that violence has come to be taken for granted as a means of solving problems. There ensues looting, pillaging, killing and setting fire everywhere. They might feel happy and victorious. But this violence engenders violence and it will never bring permanent peace. He also declared that we have to exchange ideas and opinions in peaceful **dialogues**. We have to set an **atmosphere** of understanding and tolerance, an atmosphere of goodwill and love.

Comprehension questions

Answer the following questions according to the text

1. Did Martin Luther King believe in non-violence to get one's rights? Give evidence.
2. Why is violence useless and harmful?
3. What are the effects of using violent means to get one's rights?
4. Give two example from your community of how people used non peaceful ways to solve problems.
5. What should we do to live in harmony with others?

5.3.2. Application Activities: Vocabulary, listening, speaking and writing

A: Vocabulary, spelling and sounds

Activity 1: Matching exercise

Match the words below with their synonyms. You will find these words in the above story.

1 Relying	A Feeling, mood, impression etc.
2 Customs	B Short lived, brief
3 Liberate	C Win, success, conquest etc.
4 Momentary	D Behaviours, habits, conduct...
5 Temporary	E Discussion, conversation, talk etc.
6 Victory	F Not practical, not reasonable, un workable etc.
7 Immoral	G Set free, release etc.
8 Arouse	H Provoke, stimulate, stir up etc.
9 Courage	I Short term, not permanent, brief etc.
10 Impractical	J Morally wrong, wicked, deprived etc.
11 Destruction	K Bravery, guts, daring etc.
12 Dialogue	L Damage, ruin etc.
13 Atmosphere	M Depending on something

Unit 5: Human Rights

B: Listening and speaking: pronunciation of /'s'/

Activity 2: Pronunciation of /'s'/

Classify the following words according to the pronunciation of their final 's'

victories results exposes reaches customs brings solves creates
makes destroys shows ensues engenders has
arms aspects others arouses requires develops

/ s /	/ z /	/ iz /

C: Writing Practice: Speech

Activity: Speech writing

Using information from the comprehension text above, write a speech encouraging people in your community to use peaceful means of solving problems and discouraging violence because of the negative effects it has.

Follow the guidelines below:

- Give your speech a title.
- In your introduction, say what you are going to tell the audience.
- In the body, tell them what you prepared to tell them.
- In your conclusion, tell them a summary of what you told them in the body.
- Read the comprehension and pick out important ideas to use in your speech.
- Give a colleague to read through and correct for you before submitting.

5.4 DESCRIBING CHILD ABUSE

5.4.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

- As a child, were your rights ever violated? Share your experiences.
- Which children's rights are violated most often in your community? Rank them using a graph.

Activity 2: Read the story below and answer the questions that follow:



When we were young, no one ever told us about our rights. Most children were badly beaten, denied food and education which every child should have. It didn't matter which offence you committed to be given such brutal and harsh punishments.

I remember the countless number of offences we were beaten for. One could be beaten for crying when you are beaten, they would beat you if you were punished and never cried. They would say you were a bad boy or a bad girl. You could be punished if you stood when elders

were sitting; beaten for sitting when elders were standing. They would punish you if you ate with visitors. Refusing to eat with visitors would lead to being punished too. We were beaten for almost everything and nothing we did.

During those days, the child belonged to the community. Everyone in the community had the right to punish you. I remember one day as we came from school; I was in primary five, when boys drew a line across the road and challenged me with another boy that whoever crossed the line would be a “man”. We stood on opposite sides and waited to see who would cross first. Because the other boy was older and bigger, he decided to cross first. No sooner had the fight begun than an old man we didn’t know arrived. What he did to us I have not forgotten till now.

The worst part is that when I reached home, I found the news already received and sticks were waiting for me. Today as an adult, I feel sometimes I was punished unfairly yet did nothing to stop it. Now that you know your rights, always remind whoever wants to punish you that you have rights and they should be respected. This does not mean you misbehave. You should also fulfill your responsibilities as a child.

Comprehension Questions

1. List at least three children’s rights not respected in the passage.
2. Which offences would children be beaten for?
3. What caused the two boys in the story to fight?
4. What were the consequences of their fighting?
5. What is your opinion of this community?

5.6.1. Application Activities: Vocabulary, listening, speaking and writing

A: Vocabulary, spelling, and sounds

Activity 1: Synonyms and opposites

Give a synonym and opposite of the words below

- i. committed
- ii. punishments
- iii. offences
- iv. misbehave
- v. responsibilities

B: Listening and speaking

Activity 2: Discussion

1. If your rights were abused, what would you do? Make a list of steps.
2. Should a child be punished by anyone in the community even if they are not related? Give reasons.

C: Writing practice

Activity 3: Writing a poster

Write a poster promoting human rights in your community. Include ideas, words and phrases from each member.

Unit 5: Human Rights

5.5 LANGUAGE STRUCTURES: PASSIVE VOICE IN THE PRESENT TENSE

Activity 1: Identifying passive sentences

Identify the sentences in the passive voice in the passage above and put them in the active voice. Use the table below:

Passive	Active
Example: Most children were badly beaten...	They beat most children badly...

Activity 2: Complete sentences

Complete the sentences below with either passive or active voice where applicable.

1. It is not clear how many human rights (abuse) __1__ by criminals.
2. It may be possible to tell whether a person (violate) __2__ the rights of others after the criminal (investigate) __3__.
3. These days, many cyber-criminal (use) __4__ the internet to disturb the privacy of others. This (do) __5__ by hacking emails and websites and getting information or blocking them.
4. If you (tell) __6__ that you have won money you did not compete for, know it is the first step to (rob) __7__.
5. Sometimes money (steal) __8__ from people's bank accounts using computers. If you (ask) __9__ to give your account number to people you don't know, please don't do it.
6. Some people (deny) __10__ their freedom of speech. They (tell) __11__ to shut their mouths in case they try to report abuses.
7. Many human right abuses (not/report) __12__. This is because people (not/inform) __13__ about their rights.
8. In Rwanda, training is (give) __14__ by many organisations and people (start) __15__ to know how to protect their rights.

5.6. DISCUSSING GENDER EQUALITY

5.6.1. Learning activities: Reading and text analysis

My mother does not eat eggs, pork, fish, goat meat and chicken or any other bird. She believes these are "dirty" foods not meant to be eaten by women. She always discouraged my sisters from sitting with legs stretched when peeling bananas. My sisters were often sung songs to discourage them from climbing trees, sitting on the pounding mortar and not allowing anyone to jump over a pregnant woman.

My sisters being educated have refused to accept everything my mother tells them. They eat all the foods my mother considers to be 'dirty'. However, they have retained some of the taboos like not climbing trees, stretching their legs and sitting on the pounding mortar and grinding stone.



In contrast, the boys were allowed to eat all the above. My mother knows to cook them very well without any complaint. As a boy, I was taught not to sleep away from home because I had to protect my sisters. I would be seriously punished if I fought with my sisters but it was not the same case for my brother. When he was involved, they would give us sticks to cane each other.

In terms of work, my mother didn't discriminate. Sometimes my sisters went to pray on Sunday and the boys would cook; that is when my father would not be around. My father never allowed girls to do any work that required physical energy. He also never punished girls seriously. I don't know why but that is how it was.

Comprehension Questions

1. List the differences between boys and girls in this case study.
2. Why do you think women were prohibited from eating certain foods or performing some actions?
3. Do you think the speaker's mother knew her rights as a woman? Give reasons.
4. Which statement shows that the mother of the speaker has accepted her position created by society?
5. How does the mother differ from the father in terms of gender?
6. Give five things women were prohibited from doing in Rwandan culture.
7. In your opinion, do you think it was right to prohibit certain things from women? Give reasons for your answer.

5.6.2. Application Activities: Vocabulary, listening, speaking and writing

A: Improve your vocabulary

Activity 1: Crossword puzzle

Use the following words to complete the puzzle after reading the statements.

Across:

Empower Traits Niece Equality evaluate Mother Responsive

Down:

Bias Literacy Gender Sister Equity Abuse Stereotype Sex.

2	1				4		8		1
		3							
2									
		3				5			
		5							
7									
4									6B
		6							
7									

Unit 5: Human Rights

Across

1. A female person who produces other people.
2. A daughter of your brother.
3. Making sure conditions and treatment of both males and females is the same.
4. Supporting women to raise their standards of living and other conditions.
5. Behaviours which are unique to a person and can define that person e.g social, polite etc.
6. Investigating the different experiences, knowledge and activities of women and men in a given context.
7. Taking action to correct gender unfairness so as to ensure equity and equality.

Down

1. A female person whom you share either or both a father and mother.
2. A situation where women or men are mistreated by being beaten etc.
3. Considering all women or men to be sharing a negative characteristic like laziness, immorality etc.
4. Being fair to men and women by providing what one lacks to be equal to another.
5. Ability to read and write. E.g. many women today are literate.
6. Making assumptions or stereotypes about behaviours, abilities, or preferences based upon gender.
7. The social and constructed differences in women's and men's roles and responsibilities.
8. Biological differences between men and women.

B: Listening and speaking

Activity 2: Talking about gender at school

Discuss issues of gender discrimination at school and present it to the whole class.

Include the following:

- a. Number of male and female teachers
- b. Examples used by teachers
- c. The nature of pictures and examples in the textbooks
- d. Availability of "girls' room"
- e. Any other issue

C: Writing practice:

Activity 3: Composition writing

Use the mind map below to plan and write a composition on gender in your community. The centre is the title. Each circle should include how those people practice gender.



5.7 DESCRIBING MINORITY RIGHTS

5.7.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

Minorities refer to a part of a population differing from others in some characteristics and often subjected to different treatment.

1. What kind of people considered minority?
2. Do you think they observe protection? If yes, why?

Different colour-one people

When I was young, I had never heard any other language except my mother tongue. I used to think all black people in the world spoke Kinyarwanda except whites. One day as I was walking to school, I met a man and woman speaking a language which up to today I do not know.

At first when I heard them, they sounded like they were calling my name. This drew my attention to them, only to realise they were talking to each other. When I listened further, they sounded like they were going to fight. To my surprise, they started laughing happily which made me laugh too. They came close to me and I ran very fast to tell my parents because they had told us some strangers were cannibals.

After reaching home, I told my parents that I had met two strange people who ran after me. My parents asked what the people I had met looked like and I described them. They told me those were our neighbours and were very nice people.

Today, it is not surprising to meet people from all walks of life in my village- Ugandans, Kenyans, Sudanese, Chinese, American; almost every country in the world is represented. Some people from the same country cannot speak and understand each other. There are many religions as well some with just a few people. I wonder if they pray to the same God.

Despite all these differences, we are living together in peace. As the UN recommends, nations must create favourable conditions for minorities to practice their culture, religion, customs and language when it does not violate national law. In fact, knowledge about the rights of those minorities in our village have helped us to be united and respect each other.

Comprehension Questions

1. Why did the writer run when strangers came close to him/her?
2. Did the writer respect the minority rights? Explain.
3. What are the examples of minorities in this story?
4. In which ways can minority rights be violated by the majority in society?
5. If you were the writer, how would you make sure the rights of minorities in the story are protected? Give four points.

Class discussion:

Do you think the 1994 genocide against the Tutsi was a violation of human rights?

Unit 5: Human Rights

5.7.2. Application Activities: Vocabulary, listening, speaking and writing

A. Improve your vocabulary

Activity 1: Meaning of words and phrases

What do you understand by the following phrases in the context of minority rights?

- i. indigenous people
- ii. marginalised
- iii. ethnic minorities
- iv. Linguistic minorities
- v. Crime of Genocide.

B. Listening and speaking

Activity 2: Role-play

Imagine there are people who have run away from their countries because of war and your community members want to send them away. You are asked to speak on their behalf to the village leader.

Prepare a dialogue of the conversation that happened and present it to the class.

C. Writing Practice

Activity 3: Minutes of a meeting

Your village has called a meeting to discuss problems faced by genocide survivors in Rwanda. You are asked to take minutes as the secretary. Write the minutes.

Make sure your minutes include:

- a. The minutes have a title containing the date and place where the meeting was held.
- b. Members who attended.
- c. Agenda/ items to be discussed e.g. Previous minutes, speech from chairman, problems faced by survivors etc.
- d. Body summarising ideas for each item on the agenda.
- e. Conclusion and time for the next meeting.

5.8 LANGUAGE STRUCTURES: DIRECT AND INDIRECT/REPORTED SPEECH

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words.

Activity 1: Complete sentences

Complete the exercise below with indirect speech. Use the following expressions

I was innocent	slow down	get married	to interpret for me	calm down	wait for me
Leave me	teach him everyday	buy newspapers for me	mind his own business		

1. Joseph was taking a long time to get ready, so I ***told him to hurry up***
2. Sarah was driving too fast, so I asked
3. Ms. Mukandoli was nervous about foreigners. I told.....
4. I couldn't understand their language alone, so I

5. The security guard looked at me suspiciously and
6. Tom was going to the shop, so I
7. The man started asking me personal questions, so I
8. John was in love with Marriam, so he
9. I didn't want to delay Helen, so I
10. Musoni wanted to learn English, so he.....

Activity 2: Direct and indirect speech

Student reporter

One student will be the reporter and the other will be someone interviewed such as: the mayor, Miss Rwanda, a rich entrepreneur, a cyclist who won a medal, etc...The interviewed person answers a 3-5 questions and the reporter reports back to the class:

Example:

Question: What will you do to make our city peaceful?

Mayor: I will get rid of crimes on our streets.

Reporter: In an exclusive interview, the mayor promised he would get rid of crime on our streets.

Activity 3: Read and report

Read the dialogue and write a report by getting answers from the dialogue.

Clever: "What are you doing here, Juliet? I haven't seen you since June."

Juliet: "I've just come back from my holiday in Ireland."

Clever: "Did you enjoy it?"

Juliet: "I love Ireland. And the Irish people were so friendly."

Clever: "Did you go to the Wicklow Mountains?"

Juliet: "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

Clever: "I must arrange a couple of things. But I am free tonight."

Juliet: "You might come to my place. What time shall we meet?"

Clever: "I'll be there at eight. Is it all right?"

Fill in the gaps with correct answers to report the dialogue.

1. Clever asked Juliet _____ . And he said _____ .
2. Juliet explained that _____ .
3. Clever wondered _____ .
4. Juliet told him that _____ and that _____ .
5. Clever wanted to know _____ .
6. Juliet said that _____ and that she _____ .
7. And then she asked him if _____ .
8. Clever explained that _____ .
9. But he added that _____ .
10. Juliet suggested that _____ and asked him _____ .

Unit 5: Human Rights

Unit summary

This unit discussed human rights and abuses. The content included; Describing Rights, Children's Rights, countering abuses, child abuse, passive voice in the present tense, gender equality, minority rights, direct and indirect/reported speech. You should have seen that some of the human right abuses exist in your community. This lesson is intended to help you stop human rights abuse and equip you with the language and skills to do that. More about his topic will be studied in general studies and communication skills at advanced level.

End Unit Assessment

A Reading comprehension

Read the article below and fill the gaps below:

Human Rights Day is one of the most important events in the United Nations calendar. It ___1___ place on the 10th of December every year. It was on this day in 1948 that the U.N created the declaration of Human Rights. Only 48 ___2___ initially agreed to the declaration. Of course, the ___3___ majority of countries accept it today. The High commissioner for Human Rights described the importance of this day: "On Human rights Day, it is my ___4___ that we all act on our collective responsibility to uphold the rights ___5___ in the Universal Declaration. We can only honour the towering vision of that inspiring document when its principles are fully ___6___ everywhere, for everyone."

The focus of the day is at the U.N. headquarters in New York City. There are ___7___ international conferences, meetings, cultural events and exhibitions all ___8___ with human rights issues. There is a different theme each year on Human Rights Day.

It is sad that we still need this day. It ___9___ seems we need it more as the decades ___10___. There are still too many countries that do not respect ___11___ the most basic of rights, including the right to life. As globalisation makes the world smaller, problems are getting bigger. There is still so much work to be done to guarantee the right to freedom ___12___ thought, to practice one's own religion, and the right to education.

Questions:

Choose the correct words from this table to fill in the article by circling the best alternative.

1	a taking	b taken	c takes	d took
2	a stated	b states	c stating	d statues
3	a vast	b mast	c last	d cast
4	a hoping	b hoped	c hopes	d hope
5	a shines	b shrinks	c enshrined	d shining
6	a apply	b applies	c applied	d Application
7	a various	b variety	c vary	d Varieties
8	a sealing	b dealing	c healing	d Pealing
9	a actuality	b actual	c actualise	d Actually
10	a past	b Pass	c parse	d Past
11	a even	b Never	c ever	d Evens
12	a by	b At	c on	d Of

B Improve your vocabulary

Match the following phrases from the article.

Paragraph 1

1	one of the most	A	Rights
2	48 states initially	B	important events
3	the vast majority of	C	Applied
4	our collective	D	agreed to the declaration
5	uphold the	E	Responsibility
6	its principles are fully	F	countries accept it
7	Cultural	G	the world smaller
8	as the decades	H	own religion
9	the most basic	I	Education
10	globalisation makes	J	Events
11	practice one's	K	of rights
12	the right to	L	Pass

Grammar:

Re-write the following sentences as instructed in the brackets.

Delphine answered the question. (Change the sentence to passive voice)

- The house will be built by the construction crew in five months. (Change the sentence to active voice)
- Many people know how to plant a flower, but not many people know how to make it grow. (Re-write this sentence usingvery few.....)
- You might achieve your goal if you put in some more effort. (Re- write using.....a little.....)
- She told me that her father was ill. (Re-write using of instead of.....that.....)
- Jane is beautiful. Chantal is not so beautiful. (Re-write as one sentence beginning: Chantal.....)
- You will miss the bus if you don't hurry. Begin: Unless.....)
- Possibly, they are children of good character. (Begin: It is.....)
- "Have you ever been told that scorpions are poisonous?" asked the teacher. (Re-write this sentence in reported speech)
- Hakizimana asked Maurice why he had gone to town the previous day. (Re-write this sentence in direct speech)

C Phonology/ pronunciation

In the following sentences find the word that has the same sound as the underlined word in the sentence

- There is a lot of light in the building.
A. Get B. Sight C. Pick D. Time
- He bought a bag of rice yesterday.
A. Hot B. Note C. Broke D. Boat
- I think she went to Karongi yesterday.

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- A. Three B. There C. These D. Sink
4. Please tie up your shoe laces.
A. Buy B. Sit C. Pot D. See
5. That metal has rust on it.
A. Rude B. Move C. Cute D. burst

D Writing Practice:

Write a speech you would give during community works (*Umuganda*) in your community, sensitising people about children's rights violations.

End Unit Assessment 2

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Human Rights are those rights which should be given to all persons irrespective of their religion, race, caste, gender, nationality or any of them. The UN General Assembly adopted the Universal Declaration of Human Rights on 10th December, 1948. This date is celebrated as the Human Rights Day. These rights include a number of civil, political, economic, social and cultural rights that every person is entitled to.

Of all the thirty rights, article one and two are very important and these are: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, colour, gender, language, religion, political or other opinion, national or social origin, property, birth or social status.

These article are very important because they give emphasis to the equality of all human beings and without these rights, there will be violence and conflict within and between societies and nations.

Human rights have a great impact on the Constitution of the world's countries. Many countries in the World including Rwanda have used in their constitution many of the rights found in the universal declaration of human rights.

There are many advantages of Human Rights such as stopping discrimination, because they are for everyone including marginalised groups like children and women, maintaining the minimum standard of living, stopping violence and related crimes like genocide. Human rights also bring peace and unity in society as well as promoting cultures of different people.

Despite the advantages of Human rights, many of them are violated which means individuals are denied basic rights. A few examples of human rights violation according to the Universal Declaration of Human Rights are: The Genocide against the Tutsi in Rwanda in 1994, the policy of 'apartheid' in

South Africa under which the blacks were ill-treated, human trafficking and child labour.

QUESTIONS:

1. Explain the term Human Rights.
2. When did the UN General Assembly adopt the Universal Declaration of Human Rights?
3. State the Articles 1 and 2 of the Declaration of Human Rights.
4. What is the importance of Articles 1 and 2?
5. State any two specific examples of human rights violations according to the Universal

Declaration of Human Rights.

6. Name two organisations which fight for human rights in Rwanda.
7. Give three examples of the importance of human rights.

Vocabulary:

Match words with their meanings

1. Race	a. Socially constructed roles that differentiated males from females.
2. Gender	b. The quality of being respected or valued.
3. Nationality	c. The feeling that people should treat one another like brothers.
4. Civil	d. Treating a certain group of people as low class.
5. Political	e. The status of belonging to a particular nation by birth or naturalization.
6. Dignity	f. Being ordinary citizens of a nation
7. Conscience	g. The supreme law of a country.
8. Brotherhood	h. Your views about social relationships involving authority or power.
9. Constitution	i. Feeling of shame when you do something immoral.
10. Marginalised	j. People who are believed to belong to the same genetic line.

Writing

In about 250 words, write a speech you would give to fellow students of S.3 to respect each other's rights.

UNIT 6

RELIGION, CULTURE AND ARTS

Key Unit Competence:

To use language learnt in the context of religion, culture and the arts.

Introductory Activity

Picture observation and interpretation.

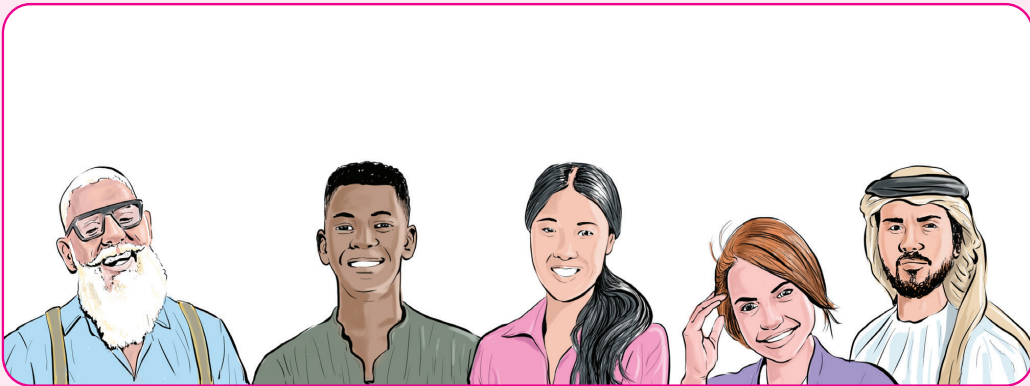


Fig 6.1: A Religious believers.

1. Is it possible for people of different religion background to live in harmony within the same culture?

6.1 RELIGIONS IN RWANDA

6.1.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

1. What do you think are the causes of religious intolerance; a situation where people of a certain religion don't associate with others of different religions?
2. Is religion important in society?

Activity 2: Gap fill

Use the words below to fill in the gaps in the story

Christianity messengers abstinence merchants supreme freedom Islam believers
religions built

Both ___1___ and ___2___ were introduced in the 19th century. Although both ___3___ demanded total ___4___ from the traditional religions at least $\frac{1}{4}$ of the people mixed their previous religion with their new one.

The mixture of the traditional religion and the new ones is discussed in "Things Fall Apart" by Chinua Achebe. A character called Akuna in his discussion with a missionary argued that both beliefs were similar. They both have a ___5___ God although called different names, both have ___6___ in form of angels for Christians and other small gods like "Ryangombe and Nyabingi for the case of Rwanda, who were also worshipped.

Islam was introduced by Arab Muslim ___7___ who came to carry out trade. Islam is more profound in trade routes and towns. The largest mosque is in Nyarugenge District of Kigali City. The current estimates put ___8___ to Islam at around 4.5 - 10 percent, depending upon different statistics.

The oldest Catholic Church in Rwanda is Save found in Gisagara District. It was ___9___ in 1900, after missionaries established themselves there. Later on, more religions kept coming such as the Protestants, Adventists, and Pentecostal. Today all Rwandans have the ___10___ to pray in a religion of their choice as long as they are established by law.



Comprehension Questions

Answer true or false according to the passage

1. Islam was the first religion to come to Rwanda.
2. People stopped their traditional religion when new religions came.
3. Both the traditional and new religions have similarities.
4. Islam was introduced by European traders.
5. The largest Mosque for Muslims is found in Nyamirambo, a suburb of Kigali.

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6. The oldest catholic cathedral is found in Kigali.
7. The missionaries established themselves in Save in 1900.
8. The oldest catholic church was built in the 1920s.
9. Today the catholic church is still the only church in Rwanda.
10. Religions not established by law are not allowed in Rwanda.

Activity 4: Discussion:

1. What were the positive and negative contributions of the coming of the new religions?
2. What should be done to stop Christians from being misled by those who lead them?

6.1.2. Application Activities: Vocabulary, listening, speaking and writing

A. Improve your vocabulary

Activity 1: Sentence construction

Write 5-10 sentences using the following words based on a Rwandan context:

Christianity	messengers	abstinence	merchants	supreme	freedom	Islam
believers	religions	built	missionary	profound	estimates	

B. Listening and speaking

Activity 2: Religious stereotyping

Stereotypes are beliefs or ideas that people have about different religions, cultures, or groups. There are good and bad stereotypes about every religion. Sometimes they are true, but usually stereotypes are untrue and unfair. Stereotypes can sound harsh, mean, or offensive in English.

Examples:

“All Catholics are rigid.” This sounds rude; you should therefore soften your language.

“I’ve heard that many have strict principles.” This sounds better.

Using the expressions below, discuss some stereotypes about religions below and share with the whole class. Write the answers in your exercise books.

- a) Muslims b) Catholics c) Pentecostals d) Adventists

1. I’ve heard that (some/many) ____. I was told that (some/many) ____. I read that (some/many) ____.
2. I don’t know if it’s true, but I heard that ____.

C. Writing practice

Activity 3: Writing a poster.

Write a poster discouraging religious stereotyping by different religious groups in your country.

6.2 TRADITIONAL BELIEFS

6.2.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

1. What is your opinion of traditional beliefs? Do you think they are important or not?
2. Do people's beliefs influence their development positively or negatively?

Rwandans' traditional beliefs

Rwandans traditionally have always believed in one Supreme Being, called Imana. Imana controls the entire world, but He comes back to Rwanda every night to rest, as Rwanda is His home. The name Imana is thought to have magical powers, and is invoked when naming children and when offering a blessing, comfort, or promise. Some of the names given to children include: Habimana - God is supreme Habarurema - the Creator is supreme Habiyakare - the One at origin is supreme Twagirimana - only God can save us.



Imana is inherently good, needs nothing, and rarely intervenes in people's lives. He does, however determine a person's destiny at birth. If a person becomes ill, acquires great debt, or has a failed marriage, you can determine that the person was created by Ruremakwaci, the name of Imana used to describe a time when He sets someone's destiny in a negative fashion.

There are numerous folktales which describe Imana giving great gifts and then taking them away due to greediness or disloyalty. Other names for Imana include Rugira (the Supreme); Rurema (the Creator); Iyakare (the One at origin); and Rugaba (the Generous Provider).

Imana is the creator of all people. There are several creation myths which try to explain the creation of the world and people. Though the stories about who was created in heaven and on earth differ, the important thing is that all believe Imana created everything.

When a woman wanted to get pregnant, she would often put a few drops of water in a pitcher each night. This is so Imana, who is called the Potter, would use the water to mix it with the clay of a woman's womb to create a baby.

Comprehension Questions

Answer according to the text

1. What is the importance of Imana? Give at least four things.
2. What are the children's names given in relation to Imana?
3. List the other names of Imana and their meanings.
4. Why are some people unlucky and others lucky? Relate to the role of Imana.
5. In your own words, what would a woman do to get a child?

Unit 6: Religion, Culture and Arts

6.2.2. Application Activities: Vocabulary, listening, speaking and writing

A. Improve your vocabulary

Activity 1: Matching vocabulary

Match the words with their synonyms

1	Entire	a	highest, utmost, ultimate
2	Invoke	b	many, frequent, various, several
3	Supreme	c	materialism, meanness, stinginess
4	Destiny	d	water jug
5	Numerous	e	betrayal, untrustworthy
6	Greediness	f	call upon
7	Disloyalty	g	luck, fortune, fate
8	Myth	h	molder, maker
9	Pitcher	i	whole, complete, total
10	Potter	j	falsehood, fairy story, legend

B. Listening and talking:

Activity 2: Talking about religious beliefs.

Discuss and write the answers in your exercise book

1. Do you believe in everything in the story above? Give reasons?
2. Many communities in East Africa have their own creation stories. In your opinion, why is there no one story like the Christian one?

C. Writing practice

Activity 3: Research

Find information about the story of Kigwa who descended from heaven and write about it in one paragraph.

6.3 LANGUAGE STRUCTURES: THE PASSIVE VOICE

The passive voice is used mostly in three ways;

1. When we don't want to take responsibility for something. E.g. The forest is burnt.
2. When we want to focus on what happened but not the one who did the action. E.g. The laws protecting the environment are broken every day. (We don't know by who)
3. When we want to avoid subjects which would make the meaning confusing. E.g. Kinyarwanda is spoken by everyone in Rwanda.

Note: we use "by" when we want to say who did the action with verbs like build, discover, destroy, invent, wash, cut, make, design, compose etc. (action verbs)

Activity 1: Gap fill

Use the correct tenses and passive forms of the verbs in brackets

Mermaids (see) ____1____ by sailors for centuries. The basis of all mermaid myths (suppose) ____2____ to be a creature called a Manatee: a kind of Walrus! Mermaids used (to show) ____3____ in funfair until recently. It all began in 1817 when a "mermaid" (buy) ____4____ for \$6,000 by a sailor in the South Pacific. She (eventually sell) ____5____ to the great circus owner Barnum. She (exhibit) ____7____ in 1842 as "The Feejee Mermaid". It (say) ____7____ that she earned Barnum \$1,000 a week! The thousands who saw this mermaid (must/disappoint) ____8____. She (cleverly make) ____9____ by a Japanese fisherman. A monkey's head (delicately sew) ____10____ to the tail of a large salmon. The job (so skillfully do) ____11____ that the join between the fish and the monkey was invisible. Real imagination (must/require) ____12____ to see this revolting creature as a beautiful mermaid combing her golden hair!



Extracted from: *Longman English Grammar Practice* by L.G. Alexander.

Activity 2: Sentence conversion

Describe what everyone does, changing each active voice sentence into a passive voice sentence:
 EX: John buys the food. The food *is bought* by John.

- | | |
|--|------------------------------------|
| 1. Rwamukwaya loves God. | God _____ by Rwamukwaya. |
| 2. Traditionalists believe in the gods. | The gods _____ by traditionalists. |
| 3. Arabs introduced Islam in East Africa. | Islam _____. |
| 4. The first missionaries introduced Christianity. | Christianity _____. |
| 5. African gods had many roles. | Many roles _____. |
| 6. God created Heaven and Earth. | Heaven and Earth _____. |
| 7. Africans also believed in the supreme God. | The Supreme God _____. |
| 8. Some communities worship animals. | Animals _____. |
| 9. In India they believe in Buddha. | Buddha _____. |
| 10. Our ancestors build shrines to worship from. | Shrines _____. |

6.4 TALKING ABOUT DANCES AND ARTS

6.4.1. Learning activities: Reading and text analysis

Activity 1: Pre-reading

One student thinks modern dance and arts are better than traditional ones while another one does not agree. Each should convince the other and outline the points you will share with the whole class.

Rwandan music and dance

Activity 2: Read the passage below and answer the questions that follow

Traditionally, family members gathered together in the evening. They danced, sang, and boasted about what they had accomplished during the day. Special troupe of dancers called “Intore” danced at the royal court to cheer up the king.

All events in Rwanda are embellished with traditional songs and dance: e.g. weddings, birth celebrations, traditional baptisms anniversaries, launching of new projects, political parties or the welcoming of important visitors.

Rwandan music and dance are unique.

What mostly distinguishes Rwandan music from other African music is the use of 5/8 rhythm. In addition, while dancers dance, members of the chorus clap their hands to give rhythm and to cheer, encourage, and support the dancers.

Rwandan dance comprises different categories, which include; a sort of war dance (Intore), which encourages those who wage war or hunt. Those who are part of this troupe are selected for their exceptional physical and moral qualities. During their training, not only do they learn to dance but they also receive education on moral values. These dancers are characterised by elegance, patience and humility. Another category is for farmers. This dance is a symbol of strength and stamina, specifically for cattle farmers, and is used to celebrate the harvest. The last dance is a soft one used to entertain spectators.

Rwandan instruments use materials available in the area to create music unique to the country. There is a traditional instrument similar to a guitar. It has 9 or 12 strings made from cowhide (*Inanga*). The drums and drumheads are made of cowhide. Another instrument is a single-string traditional instrument (*Umuduli*) and the Rwandan horn (*Amakondera*).



Comprehension Questions

1. Why did people gather in the evenings and what did they used to do?
2. Which musical instruments were used in Rwanda and how are they similar to modern ones?
3. Name the functions where music played an important role?
4. What makes Rwandan music different from other African music?

5. Describe each kind of dance and its purpose.
6. What character traits were expected of *Intore* dancers.

6.4.2. Application Activities: Vocabulary, listening, speaking and writing

A. Improve your vocabulary

Activity 1: Match the words with their meanings

	Vocabulary		Meaning
1	Elite	a	Something or someone special and different from others.
2	Anniversaries	b	Sequences of movement or steps in a dance.
3	Launching	c	People who are educated in a certain knowledge.
4	Unique	d	Regular beats like in music and poetry.
5	Rhythm	e	A dance group.
6	Choreography	f	Celebrations of an event like a birthday.
7	Troupe	g	The skin of a cow removed after slaughtering it.
8	Stamina	h	Something done with style or beautifully.
9	Elegance	i	Officially opening or starting something like a project.
10	Cowhide	j	Having energy or strength to accomplish a task.

B. Listening and speaking

Activity 2: Talking about ceremonies.

Use the information in the passage above to talk about how evening parties were conducted in Rwanda.

Consider the following:

1. Traditional music in Rwanda.
2. Kinds of ceremonies in Rwanda such as weddings and first fruit sharing.
3. Suggestions of what should be done to promote evening parties.
4. Conclude with appreciation of what has been done so far and call to action.
5. Carry out research to find this information from teachers, family members etc.

C. Writing practice

Activity 3: Summary writing

In not more than 100 words, summarise the importance of music and dance mentioned in the passage above.

Remember to follow the guidelines in Unit 2 section 3.

6.5 DESCRIBING TRADITIONS

6.5.1. Learning activities: Reading and text analysis

Stages of culture shock

Culture shock. You are lost, standing confused in a new place, unable to tell left from right, up from down, phone booths from waste bins or con-artists from friends. But this image of sudden shock isn't quite right. In reality, culture shock is a phenomenon that can take months to develop. Culture shock tends to move through four different phases: WONDER, FRUSTRATION, DEPRESSION, AND ACCEPTANCE.

The first stage is the **wonder phase**, also known as the "honeymoon" phase. It's often very positive. You're **fascinated** with the language, the people, and the food. The trip seems like the greatest thing you've ever done. It's an adventure and you enjoy everything!

The second is a difficult stage of culture shock called **frustration**, familiar to anyone who has lived abroad or travelled for a long time. You don't understand **gestures**. You get laughed at or you **offend** a little old lady without knowing why. You feel angry often and miss your own culture.

The worst stage of culture shock is **depression**. You are homesick and sad all of the time. It's hard to be so far away, **especially** if you're all by yourself. It feels like nothing will ever be fine again until you return home.

The forth is acceptance and comes after weeks and months of **struggling** through a thousand different emotions, **acceptance** finally arrives like a warm bath at the end of a hard day. Acceptance does not mean total understanding – it's almost impossible to ever completely understand another culture – but involves the **realisation** that you don't have to "get" it all. You find what makes you happy and **content** in your new **surroundings**.

Comprehension Questions

1. What is this article about?
2. Give at least four reasons why people leave their countries.
3. How many stages of culture shock are there? In two sentences, describe each stage in your own words.
4. How would you help a friend or family member who was experiencing culture shock? What would you say or do to make him/her feel better?
5. Write a paragraph of about fifty words about your experience or any other persons of these stages of culture shock.

6.5.2. Application Activities: Vocabulary, listening, speaking and writing

A. Improve your vocabulary

Activity 1: Matching vocabulary

1	Con-artist	A	extremely interested in something or someone
2	Sudden	B	an event or happening.
3	Phenomenon	C	a stage or a number of changes that will occur
4	Phase	D	a feeling of sadness that makes you think there is no hope
5	Wonder	E	someone who tricks people in order to get money from them
6	Fascinated	F	fighting to win when you are losing
7	Frustration	G	happening quickly
8	Gesture	H	more importantly, in particular
9	Offend	I	something that is unusual or difficult to understand/explain
10	Depression	J	Moving a part of your body to show meaning or feeling

B. Listening speaking

Activity 2: Cultural differences debate

In your class, some members believe it is not important to learn cultures of other people while others believe it is good. Discuss and share your ideas.

C. Writing practice

Activity 3: Friendly letter

Imagine a friend from another country wrote you a letter describing their culture and reply to him or her describing yours.

6.6 DESCRIBING CRAFTS

6.6.1. Learning activities: Reading and text analysis

Each community has its form of arts and crafts that symbolises the culture of the people. Arts and crafts not only bring beauty in the society but also communicates messages and attracts tourists who might have never seen such art.

In Rwanda house decoration is a popular art form traditionally made by women using local materials. It is in the black, white, green and red colours. Popular themes used include spiralling and geometric designs that are painted on walls, pottery, and works of art.

The images are produced using local materials which are put onto wooden boards in spiral and geometric designs. The materials are left to harden and are then decorated using colours made from other natural materials. The traditional colours are black, white, red, grey and beige-yellow but increasingly other colours are used.



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Traditionally geometric designs are produced but as the women artists have grown in confidence they have begun to experiment with more modern, innovative images that convey the spirit of the Rwandan landscape, its flora and fauna and its people.

The patterned art images were originally found in the Eastern Province inside the walls of huts as “magical” decorations during the 18th century.

Internal decoration has become popular both within the country and with tourists – its bright colours grace many hotels, restaurants and lodges and are in the homes of many visitors to Rwanda from around the world.

Comprehension Questions

1. What is the importance of arts and crafts to the community?
2. In your own words, describe how internal decoration is made?
3. How does the use of patterns in decorations express the idea of nationalism and patriotism in Rwanda?
4. Where is this form of art used today and for what purpose?

6.6.2. Application Activities: Vocabulary, listening, speaking and writing

A. Improve your vocabulary

Activity 1: Synonyms and antonyms

Match the vocabulary with the synonym and give the opposite of the synonym

	Vocabulary		Synonym	Opposite
1	Symbolise	A	Orderly	
2	Popular	B	Curved	
3	Geometric	C	Vegetation	
4	Spiral	D	Wildlife	
5	Flora	E	Represent	
6	Fauna	F	Beautifications	
7	Decorations	G	Common	

B. Listening and speaking

Activity 2: Role-play

Imagine a tourist has visited your craft shop and wants you to describe for him/her the items you have and how they are used before he or she can decide on what to buy.

Six or more, act out this scenario and present to the whole class.

C. Writing practice

Activity 3: Describing a craft process

i. After drying, the clay *is* totally crushed into a powder ii. Get a large flat stone and a stick to use a tool to beat the clay iii. Pour a little water onto the clay powder. Iv. Allow your clay to dry v. Finally, make a fire around your pot making sure the logs of fire do not touch the pot. Vi. Collect the clay from the valley vii. Put some clay flat and the rest make ropes viii. Make a clay ball out of the clay.

Using the information in the process above, write in clear paragraphs about the process of making any art or craft material of your choice.

6.7 LANGUAGE STRUCTURES: PROCESS DESCRIPTION

Activity 1: Gap fill.

Using the examples of language expressions used to give a process description, use the words to construct sentences for each category.

Using the passive voice	The imperative
<p>First, the papyrus reeds.....1..... (cut) Next, the outer part.....2..... (remove) After the outer part.....3..... (remove), it 4.....(dried) Then, the basket5..... (start) The products.....6..... (take) to a tourist shop. Tourists7..... (impress) by these crafts.</p>	<p>The imperative form is made by using the infinitive of the verb (the infinitive without 'to'). Use the following words to complete the sentences below: cut, complete, peel off, put, sprinkle, get, dry,</p> <p>a. ".....8..... the outer part ensuring it is smooth enough... " b. ".....9..... enough papyrus reeds or banana leaves ..." c. ".....10..... the sewer and start making the basket by making a knot ..." d. ".....11..... them in the sun to dry properly.." e. ".....12.....little water on the dry outer parts to smoothen them ..." f. ".....13..... the papyrus under the sun for two day.." g.14..... the process by putting designs on a finished basket.</p>
<p>Linking or sequence words</p>	
<p>Linking or sequence words normally used to describe a process include: First, second, next, then, after, before, finally etc. check and remove activity here.</p>	

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Activity 2: Make imperatives.

Arrange the sentences below to make correct imperative sentences.

Example: me/don't/alone/leave - Don't leave me alone.

1. the/you/ladder/will/fetch ?
2. him/it/try/let/again !
3. use/umbrella/do not/my/him/let !
4. first/the/take/on/right/the/turning !
5. mistake/us/not/make/let/a !
6. do/seatbelt/your/fasten !
7. quickly/it/you/will/do ?
8. about/protest/let's/don't/it !
9. car/my/in/jump !
10. tell/things/me/such/don't !
11. ask/it/do/about/her !
12. them/our/sleep/let/bedroom/in

Unit summary

This unit covers religions in Rwanda, traditional beliefs, passive voice, talking about dances and art, describing traditions, describing crafts, process description. In this unit, you gain attitudes and values which will help you to live a meaningful life.

End Unit Assessment

Reading and comprehension:

Read the text carefully then do the activities.

Multicultural situations are not a new phenomenon in the world history: in the Middle East and the Mediterranean world, a multiplicity of cultures coexisted in rural areas as well as in cities since ancient times. From the time of Alexander the Great, Greek speaking urban elites dominated lower groups relating to a wide variety of languages , religions and cultural traditions from Egypt to Central Asia or Northern India.

The Roman Conquest did not modify this pattern. With Islam, the religion and language of ruling groups changed, but the cultural mixture was not rubbed out. Diasporas played an important part in the religious and economic life of major kingdoms and empires since the ancient times.

Modern multicultural situations differ however in many ways from their antecedents.

The process of globalisation, which started at the time of the discovery, was dramatically speeded up in the second half of the 20th century by the new technologies of rapid transportation and telecommunication.

Because of the increased mobility linked with air travel, people in remote areas are discovering new styles of life through their contacts with tourists. International migrations develop and a growing number of foreign groups settle in the great cities of the developed or developing countries. Because of the new facilities of telecommunication, it is easy for migrants to maintain contact with their home countries: it gives to their cultures more chance to survive.

Contemporary multicultural situations differ also from their antecedents because of the rise of a new type of ideology: multiculturalism. In the past multicultural situations were tolerated by the ruling groups, but their aim was generally to integrate minority groups into mainstream cultures.

Questions:

1. **Are the following statements true or false**
 - a. Multicultural situations existed in ancient civilisation.
 - b. Contemporary multicultural situations are the same as the ancient ones.
 - c. The new technologies develop the process of globalisation.
2. **Answer the following questions according to the text:**
 - a. In what ways are the contemporary civilisations different from their past ones?
 - b. How can migrants maintain contacts with their home countries?

Match each word with its corresponding definition:

Word	Definition
1. Contemporary	a. liberalisation from world trade
2. globalisation	b. modern
3. rub out	c. preceding in time
4. antecedent	d. disappear

3. Rewrite the second sentence so that it means the same as the first one:
 - a. With Islam, the religion and language of ruling groups changed, but the cultural mosaic was not rubbed out.
Although ...
 - b. The religion and language of ruling groups hadn't changed until Islam entered.
After Islam ...

Unit 6: Religion, Culture and Arts

Improve your vocabulary

Fill in the gaps with one word to make the paragraph meaningful:

heritage these establishing developed

It is absolutely right that the understanding of the past gives us immense opportunities to enrich ourselves with the facts and encourage us to understand why our ancestors ...1..... various arts to succeed in ...2..... their proper identity in very hard times. ...3..... arts represent a cultural.....4..... that deserves respect.

Classify the following words according to the pronunciation of the final 'ed':

dominated rubbed speeded linked

Writing practice

Choose one of the following topics:

Topic 1: How the people of Rwanda maintain their culture.

Use these notes:

- i. Respect their customs
- ii. Organise exhibitions
- iii. Write books-organise regular festivals in various arts
- iv. Remind children of the glorious past of their ancestors

Topic 2: The study of the past teaches us many things. How? Explain

UNIT 7

TOURISM AND ENVIRONMENT IN RWANDA

Key unit competence:

To be use language learnt in the context of tourism and the environment in Rwanda.

Introductory Activity

Picture observation and interpretation.



Fig 7.1: Tourists visiting Rwanda.

1. Explain the importance of tourism for the economy of Rwanda?

7.1 TALKING ABOUT TOURISM IN RWANDA

7.1.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Discuss the following questions;

1. What is a national park?
2. Mention the national parks found in Rwanda and what we find there.
3. What is the importance of national parks to Rwandans?

Activity 2: Fill in

Fill in the gaps in the story with appropriate words in the box below.

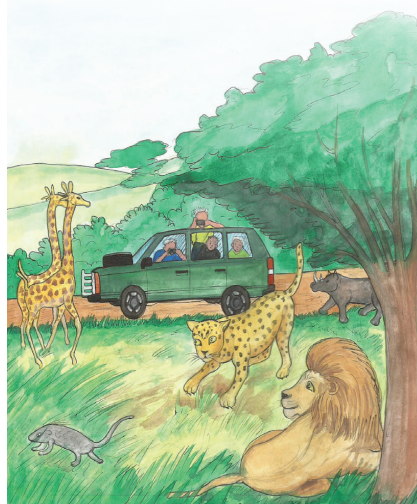
Parks all visit in which favourable natural on makes through helps
highest a number inhabited place located covered when loved thing the
source

One good reason to __1__ Rwanda would be the **numerous** national __2__. They cover almost __3__ different types of geographical **terrain** __4__ the country. The Volcanoes National Park is a **mountainrange** __5__ rises and is __6__ a volcanic mountain. Crowned with natural plants, __7__ it even one with __8__ number of tourists visiting it. There, __9__ of Gorillas, buffaloes and warthogs roam the forests.

Akagera National Park is __10__ in an entirely different terrain. It is found on the great plain, __11__ by a long stretch of **grassland**. It is __12__ by lions, antelopes, hyenas, etc.

Nyungwe forest is also a good __13__ to observe animals and plants. __14__ one drives up the middle of the mountain, he/she would pass __15__ great natural **jungles** and mountain forests all the way up to the top. Being covered by **giant** plants __16__ this place to be __17__ by **botanists**.

One more __18__ about Nyungwe forest is the view of __19__ of the Nile deep down in the valley. The climate of the place is also __20__ for both humans and other creatures. Neighbouring this forest are tea plantations, which look so __21__ creating a very **attractive** environment.



Comprehension Questions

1. What makes the features described in the passage beautiful?
2. Compare and contrast Volcanoes, Akagera National parks and Nyungwe forest. Use the Venn diagram below:
 - i. In each circle, put the characteristics not in others circle. In the intersections, show similarities between
 - ii. Akagera and Volcanoes
 - iii. Volcanoes and Nyungwe
 - iv. Akagera and Nyungwe
 - v. For all the three (Akagera, Nyungwe and Volcanoes)
3. What do both humans and non-human creatures benefit from natural forests?
4. List at least four countries that benefit from the River Nile and how they benefit from it.



7.1.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Vocabulary

Give the meaning of the following words used in the text.

- i. numerous
- ii. terrain
- iii. mountain range
- iv. grassland
- v. jungles
- vi. botanists
- vii. attractive

Spelling rules for the past simple of regular verbs:

- a. If a regular verb ends in **consonant + y** change **y** to **i** and add **-ed**:
Example: carry - carried, study - studied, fry - fried, try - tried
- b. If a one syllable regular verb ends in **consonant + vowel + consonant** double the final consonant and add **-ed**.
Example: Stop - stopped, plan - planned, rob - robbed, beg - begged
- c. **Example:** Stop - stopped, plan - planned, rob - robbed, beg - begged
- d. If a regular verb has more than one syllable and ends in **consonant + vowel + consonant**, we double the final consonant only if **the final syllable is stressed**. **Example:** preFER - preferred, regRET - regretted
- e. **Exception:** In British English verbs ending in **-l** have **-ll** before **-ed** whether the final syllable is stressed or not -travel - travelled

Activity 2: Spelling

Correct the spelling of the following past simple verbs

1. Cutted 2. Married 3. Prefer 4. Singed 5. Caryied 6. Leveled
7. Playied 8. Prayied 9. Cram 10. Drum 11. Trap 12. Bringed 13. Cryed
14. Fryed 15. Marvel 16. Stage 17. Unemployed 18. Beleived 19. Recieved
20. Transmited

B. Listening and speaking:

Pronunciation of final “-ed” (regular verbs):

- a. **After an unvoiced consonant sound (s/ s / ts/ p / k / f) we pronounce /t/:** wash (/sh/) - washed (/t/); kiss (/s/) - kissed (/t/); work (/k/) - worked (/t/); hope (/p/) - hoped (/t/); laugh (/f/) - laughed (/t/)
- b. **After a vowel and voiced consonant sounds we pronounce /d/:** phone (/n/) - phoned (/d/); judge (/dg/) - judged (/d/); turn (/n/) - turned (/d/); play (/ei/) - played (/d/); follow (/ou/) - followed (/d/)
- c. **After /t/ and /d/ sounds we pronounce /-id/:** visit (/t/) - visited (/id/); start (/t/) - started (/id/); need (/d/) - needed (/id/)

Activity 3: Pronunciation of (-ed)

Put the regular verbs below in the column which corresponds with their past tense sound in table B

Like	Wash	Live
Walk	Play	Watch
Look	Try	Enjoy
Listen	Pay	Jump
Talk	Paint	Faint
Chat	Study	Borrow
Arrive	Dance	Wade
Travel	Pick	Touch

Table B

/d/	/t/	/Id/

C. Writing Practice

Activity 4: Writing a brochure

Write a brochure advertising the beauty of national parks in Rwanda to tourists. Include the following:

- a. Main page with a title, pictures and introductory words.
- b. In other pages, show attractions like animals, birds, hotels etc
- c. Give a description of each picture in the brochure.
- d. Last page can include prices of products and services.

7.2 LANGUAGE STRUCTURES: THE PAST SIMPLE TENSE

When to use the simple past

USE 1 Completed Action in the Past

Use the Simple Past to express the idea that an action started and finished at a specific time in the past.

E.g. I **saw** a movie yesterday.

USE 2 A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past.

E.g. He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.

USE 3 Duration in Past

The Simple Past can be used with a duration which starts and stops in the past.

E.g. The man **lived** in the house for four years since 1990.

Activity 1: Context Exercise:

Put the verbs in the past simple tense of the events which took place yesterday.

It 1 (is) a nice day in town yesterday. The tourist 2 (sit) on a bench and 3 (play) her guitar. Others 4 (swim) a long distance in lake Kivu. Their tour guide Kabera 5 (buy) a greeting card to send to his friend in England whom he 6 (guide) the previous year. Two teenagers 7 (listen) to music. A young couple 8 (go) to see the gas factory on a boat. An elderly couple 9 (take) very nice photographs and 10 (share) them with other tourists. One guy called Smith 11 (ride) his bike around the hotels near Serena. A lady dressed in pink 12 (walk) with another tour guide and they looked so smart. Tom, the group leader 13 (watch) TV. He was enjoying a channel from Britain called BBC. Later that day, the lady in pink 14 (cut) a cake and 15 (distribute) it to all the tourists. Tom 16 (phone) his friend and he 17 (ask) him to come and play music for them. The old couple 18 (stand) and 19 (watch) as the young ones danced.

7.3 TALKING ABOUT PROBLEMS IN OUR NATIONAL PARKS

7.3.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Discuss with your partner the effects of climate change on wildlife

Activity 2: A Read the passage below and answer the questions that follow

If Earth's climate continues to change as scientists **predict** it will, the national parks will be impacted like the rest of the planet. Glaciers may melt away, as indeed they are at Glacier National Park in Montana. Fire seasons may grow in length and **severity**, and the landscapes may affect parks' wild residents. If nothing is done, the same **calamity** will befall other National Parks of many countries.

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Changes in temperature and rainfall can push species away from their previous natural habitats. When they move, they end up heading to places that are not protected and face the risk of being killed for various purposes.

Some parks are already feeling drier these days, due to increasing human demand for water supply on which **aquatic** species depend. Animals lack **sufficient** supply of water and migrate to neighbouring places with water.

Pollution of both air and water are another danger to our national parks. When human beings pollute the environment, animals end up becoming **victims**. The water drunk by animals will be contaminated hence causing diseases to animals.

Finally, human activities like cultivating, hunting, mining and road construction greatly affect National Parks. All these activities mean destroying part of the natural **habitat** for animals **inhabiting** them causing some to die and others to **migrate**.

Comprehension Questions

1. Outline the problems faced by National Parks.
2. Give two examples of National Parks in Rwanda already affected by these problems.
3. In your own words explain how human actions have affected the climate and National Parks?
4. How will Rwanda be affected in case animals like Gorillas migrate to neighbouring countries?
5. What should be done to stop the problems faced by national parks?

7.3.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Matching

Match words with their synonyms

Vocabulary		Synonyms	
1	Predict	a.	Harshness
2	Severity	b.	Water
3	Calamity	c.	Guess
4	Aquatic	d.	Contamination
5	Sufficient	e.	Home
6	Pollution	f.	Transfer
7	Victims	g.	Disaster
8	Habitat	h.	Live in
9	Inhabiting	i.	Sufferers
10	Migrate	j.	Enough

B. Listening and speaking

Reciting a poem about nature

Activity 2: Discussing poetry

Read the poem and discuss the characteristics about nature you have liked in the poem.

Poem: God the Artist

God, when you thought of a pine tree,
How did you think of a star?
How did you dream of the Milky Way
To guide us from afar.
How did you think of a clean brown pool
Where flecks of shadows are?

God, when you thought of a cobweb,
How did you think of dew?
How did you know a spider's house
Had shingles bright and new?
How did you know the human folk
Would love them like they do?

God, when you patterned a bird song,
Flung on a silver string,
How did you know the ecstasy
That crystal call would bring?
How did you think of a bubbling throat

And a darling speckled wing?
God, when you chiselled a raindrop,
How did you think of a stem,
Bearing a lovely satin leaf
To hold the tiny gem?
How did you know a million drops
Would deck the morning's hem?

Why did you make the moonlit night
With the honeysuckle vines?
How did you know Madeira bloom
Distilled ecstatic wines?
How did you weave the velvet disk
Where tangled perfumes are?
God, when you thought of a pine tree,
How did you think of a star?

By Angela Morgan

C. Writing practice:

Activity 3: Formal letter writing

Imagine you have received a letter from Kabatesi, an English teacher at GS Gahini, in Kayonza, Eastern province. In the letter, she explains that she and a group of her students are planning to visit the national museum in Butare, southern province. Because they want to see a variety of historical, cultural, natural, and recreational sites, they have decided to continue to Nyungwe forest. She and her students want to know what they should see and do in the different sites.

Write a response to her letter giving her and her students a clear description of what to see and do in one of the sites.

Requirements

- Introduce yourself and write a little about yourself.
- Give a detailed description of what she and her students should see and do in the site you choose.
- Answer the students' questions.
- Write at least 225 words or 25 sentences.
- You may want to mention your personal experiences if you have visited the place you choose to describe.
- You might also want to mention what the students should bring on their trip.

7.4 LANGUAGE STRUCTURES: MODAL VERBS

Modal verbs are used for various purposes. In this lesson, modal verbs are used for deductions and predictions of people's visit to the national park. The structure of modal verbs differs depending on the tense.

FORMAT

Rule	Examples
Present Simple: subject + modal auxiliary verb + verb bare infinitive Continuous: subject + modal auxiliary verb + be + verb-ing	It must be one of the most popular national parks. She might be having fun at Akagera. If Earth's climate continues to change, most animals might die.
Past Simple: subject + modal auxiliary verb + have + verb past participle Continuous: subject + modal auxiliary verb + have + been + verb-ing	They could have got in through the window when they saw a lion. They would have got a lot of money from tourism. They would have been tracking animals by now.

Activity 1: Matching

Match the halves of sentences on the left with those on the right:

Phrase with modal	Ending
a) You can get to...	1 ... by bus to Akagera because it's cheaper.
b) You could go by...	2 ... in the forex bureau in Akagera national park.
c) You can get...	3 ... ticket from the bus conductors but it's risky.
d) You can also buy a...	4 ... by taxi because it often takes longer than the bus.
e) You might want to change money...	5 ... bus because it's faster than taxi or motorcycle.
f) You can purchase bus tickets...	6 ... tickets from the bus station or from the Nyabugogo travel office.
g) You might want to travel...	7 ... from the bus station or from private bus operators.
h) You might not want to travel...	8 ... Akagera from any Rwandan city or town.
i) You can have...	9 ... in the volcanoes mountains.
j) You might want to go hiking...	10 ... lunch in a hotel around lake Kivu.

Activity 2: Gap fill

Fill in the gaps with the correct form of the modal from the list below. There may be more than one correct answer.

Should ought to must can might mustn't may could

Cooking healthy, flavoursome meals can be a fun and delicious experience. First you ___1___ start with fresh foods. Older foods ___2___ be used, but they don't have the same flavour, or they ___3___ be past the "use by/expiry" date and possibly dangerous.

When cooking meats, especially pork and chicken you ___4___cook them completely. Vegetables ___5___ be cooked until they have a texture you like, or they ___6___be eaten raw. While cooking, you ___7___leave the stove or oven unsupervised, as a fire ___8___ start, or food could be burned. Find a recipe that you want to try, and have fun. With practice you can create some fantastic food!

Activity 3: Function of modal verbs

Read the paragraph below, then answer the questions that follow.

I borrowed a video game from a friend last week. He told me I **needn't** give it back right away. I started playing it immediately, and I just **couldn't** stop! I'm still playing it now, although I really **should** be doing other things. I **can't** stop playing. My friends tell me that I **must** stop and study for a chemistry exam. I'm not so good at chemistry and I **might** fail the exam if I don't study. **Would** somebody please give me some advice? I **mustn't** fail my exam, or I **will** fail the course entirely, but I don't know how to control myself!

1. Which of the words in bold express(es):	2. Which of the words can be replaced by:
1. Possibility in the future	a) Wasn't able to
2. Lack of obligation	b) Ought to
3. Prohibition	c) May
4. A request	d) Has to
5. Ability (or lack of)	e) Isn't able to
6. Obligation	f) Didn't have to
7. Advice	g) Could
	h) Be prohibited from -ing

7.5 ANIMALS IN THE PARK

7.5.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

"Animals should not have rights. They should be killed and eaten." Given reasons to support and disagree with this statement.

Activity 2: Read the passage below and answer the questions that follow:

When the buffalo herd first started crossing the road in front of him, Moses couldn't believe his good luck. They looked charming and peaceful. Moses was on his vacation with his friend and his teacher Juliet. They were taking a long road trip through Akagera national park, eastern province. The trip had frankly been feeling boring and monotonous lately. Moses thought that getting the opportunity to observe wild buffaloes up close might be just what was needed to rescue today's drive from the unhappiness.

Watching the herd wander slowly across the road was breath-taking and a lot of fun for Moses and his company. None of them had ever seen a hairy, majestic beast up close before. They'd seen a few

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sad, moping specimens in a zoo once, but they'd been forced to observe those awkward animals from the far side of a massive paddock. There was more of a sense of immediacy today, more of a feeling of excitement.

After a few minutes, however, Moses had had enough. He was ready to get going once again. Unfortunately, the buffalo had other plans. They continued to walk across the road as slowly as snails. By the time the last of them had moved away from the road an hour later, Moses had seen enough buffaloes to last him a lifetime.

Comprehension Questions

1. Moses and his friends see the buffalo while
 - a. Driving to visit Moses' grand parents
 - b. On a road trip
 - c. Driving to the zoo
2. Why is Moses sick of the buffalo by the end of the story?
 - a. He has been forced to watch them for too long
 - b. He decides that they aren't so majestic after all.
 - c. He realizes that buffalo don't smell very good.
3. If something is monotonous, it is
 - a. Exciting and fast-paced
 - b. Tedious and boring
 - c. Overly long.
4. The first time Moses saw a buffalo he was
 - a. On a road trip with his family
 - b. At a buffalo farm
 - c. At a zoo
5. Based on the story, Moses seems to be the type of person who
 - a. Likes excitement
 - b. Prefers calm and relaxing activities.
 - c. Does not like animals.
6. Discuss how the encounter with buffaloes made Moses' journey bad.
7. Why do you think Moses and the friends were bored before meeting the buffaloes?

7.5.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Matching exercise

Using a dictionary, match the words with their synonyms

	Words		Synonyms
1	Bleak	a	Wonderful, awesome, amazing
2	Serene	b	Beautiful, attractive, amiable
3	Charming	c	Unwelcoming, miserable, uninviting
4	Boring	d	Take away, eliminate, eradicate
5	Remove	e	Quiet, non-violent, peaceful
6	Breath-taking	f	Countryside or village
7	Rural	g	Uninteresting, dull, tiresome
8	Unpolluted	h	Extraordinary, amazing, outstanding
9	Remarkable	i	Clean, pure, clear,

B. Listening and speaking

Activity 2: Discussion

1. What is the importance of Akagera National Park to the development of the country?
2. Do you think the government should spend a lot of money on the National Park or use the land for industries?
3. What should be done to stop people from killing animals?

C. Writing practice

Activity 3: Writing a leaflet

Make an information leaflet for people wanting to visit an area in the countryside.

You should include:

- Where it is located.
- What the local attractions are and information about them.
- What activities you can do there.

7.6 LANGUAGE STRUCTURES: DIRECT AND INDIRECT SPEECH

General points

There are two common ways to tell somebody (report) people's words, thoughts etc.

These are **direct speech and reported speech**. Direct speech is when we use the exact words that were said. Indirect speech is used when restating what another person said using one's own words.

Form of indirect speech

Statements	Questions
<ol style="list-style-type: none">1. Subject + reporting verb + direct object + (that) + clause2. Subject + reporting verb + (that) + clause3. Subject + reporting verb + to-infinitive4. Subject + reporting verb + verb-ing (gerund)	<ol style="list-style-type: none">1. Subject + reporting verb + (direct object) + if / whether + clause ?2. Subject + reporting verb + (direct object) + question word + clause ?
Remember: <ol style="list-style-type: none">1. We can't use direct speech for thoughts.2. We need to put a comma after the verb say.3. The words that someone used are put in inverted commas, '...' or "...". Double or single can be used. Single quotes are more common in British English; double quotes are preferred in American English.4. Direct speech is not very common in spoken English. It is more common to use reported speech.5. There is no comma after said.6. Changes in tense called one tense back rule.7. The word that is optional.	

Activity 1 Board game

Make reported speech of the questions in the board game below. You should be fast enough to complete the whole cycle. The group which finishes first and has all the answers correct is the winner.

START

Do you like going to the national park?

What are your favourite animals in a zoo?

Have you ever sung in public for tourists?

How long have you been learning English?

What did you do last weekend?

Do you think you will get married?

REPORTED SPEECH

Do you wish you were an animal like a lion or a buffalo?

What is the best place in Rwanda?

What do tourists bring in Rwanda?

Have you ever toured Akagera national park?

How long does it take to reach Virunga national park?

Did you see any Gorrilas during Kwita Izina?

Will you pay for me to go with you for a visit to the national park?

Do you wish you had enough money to visit zoos in Africa?

Are you inviting your friends tomorrow for the naming ceremony of the Gorillas?

Have you ever guided any tourists to an attractive place?

Did you enjoy your last holidays at Muhazi beach?

What were you doing in Nyungwe forest at 11:00 a.m.?

Will you visit a different country for your honey moon?

Do you wish you were rich enough to go anywhere you want in the world?

Do you like listening to music while on a trip?

Are you reading any good book about wild animals now?

How long have you been playing this board game?

FINISH

Questions



Unit 7: Tourism and Environment in Rwanda

When changing sentences from direct to reported speech, tenses are usually back-shifted. Answer the incomplete sentences in the table.

Direct Speech	Reported Speech
Simple present He said: "I am happy to visit Rubavu." Simple Past He said...	
Present Progressive He said...	Past Progressive He said that he was looking for his keys.
Simple Past He said: "I visited Kigali last year."	Past perfect He said...
Present Perfect He said...	Past Perfect He said that he had lived there for a long time.
Past Perfect He said: "They had finished the work when I arrived from the tour."	Past perfect He said...
Past Progressive He said...	Past Perfect Progressive He said that he had been playing football when the accident occurred.
Present Perfect Progressive He said: "I have been playing football for two hours."	Past Perfect Progressive He said ...
Past Perfect Progressive He said...	Past Perfect Progressive He said that he had been reading a newspaper when the light went off.
Future Simple (will+verb) He said: "I will open the door."	Conditional (would+verb) He said...
Conditional (would+verb) He said...	Conditional (would+verb) He said that he would buy a Mercedes if he were rich.

Note: When the reported sentence contains a time clause the tense of the time clause remains unchanged. Also when the verbs of the sentence is in unreal past (2nd and 3rd) condition the verbs remain unchanged.

Activity 2.

Change the sentences below from direct to indirect speech without changing the meaning.

- They said, "It will be hot tomorrow."
They said (that)...
- Mother said, "I am busy."
Mother said (that)...
- She told the police: "I have heard strange noises during the night."
She told the police (that)...

4. Mbabazi said, "I go to school by train."
Mbabazi said (that)...
5. Mushikiwabo said, "My father likes sweets."
Mushikiwabo said (that)...
6. She told me, "I have been on the phone with my friend for two hours."
She told me (that)...
7. Kabatesi said, "I have known the telephone number of my friend Mugisha but I can't remember it now."
Kabatesi said (that)...
8. Mugisha told me, "I will spend my holidays in Paris next year."
Mugisha told me (that)...
9. Bagabo told me, "I went to a birthday party last night."
Bagabo told me (that)...
10. Tom said, "I am revising for the history test."
Tom said (that)...

Place, demonstratives and time expressions

Direct Speech	Reported Speech	Direct speech	Reported speech
Time Expressions		Place	
Today	that day	Here	There
Now	Then	Demonstratives	
Yesterday	the day before	This	That
... days ago	... days before	These	Those
last week	the week before		
next year	the following year		
Tomorrow	the next day / the following day		

Activity 3

1. He told me, "We have been dancing all the time during the camp."
He told me (that)...
2. Mum asked me, "Have you seen my daughter anywhere near the hotel?"
Mum asked me...
3. He asked me, "Who has cleaned the swimming pool?"
He asked me...
4. Manirakoze said, "I always eat wild fruits in the morning when I visit Kinigi."

Unit 7: Tourism and Environment in Rwanda

Manirakoze said (that)...

5. He told her, "Give up smoking!"
He told her...
6. Father said, "Mum is tired now. She has climbed a high mountain."
Father said (that)...
7. Nyiramukwaya asked me, "Were you at the party, too?"
Nyiramukwaya asked me...
8. He said to me, "I have been waiting for you for an hour."
He said (that)...
9. Akariza asked Kate, "Did you really write this story?"
Akariza asked Kate...
10. Kayezu asked, "Who has taken my ruler?"
Kayeze asked...

Unit summary

This unit talks about the environment and tourism in Rwanda. The lessons in this unit are intended to help you appreciate the beauty of your country and how you can protect its environment. The effects of environmental damage are becoming a major concern in the world and require the effort of all of us. This unit also handled language expressions that will help you in subjects like geography and in the world of work related to tourism and environment.

End Unit Assessment

Earth Day is a day that is intended to inspire awareness and appreciation for the Earth's natural environment. On April 22, 1970, people all over the country made promises to help the environment—and the tradition continues. April 22, 2012 marked the 42nd anniversary of the first Earth Day. Earth Day is now coordinated globally by the Earth Day Network, and is celebrated in more than 175 countries every year.

There are so many ways to celebrate the Earth every day, but many like to take that extra step and do a little something more for the Earth on April 22 by planting a tree or participating in a community clean-up event. Planting trees helps to reduce greenhouse gas emissions, reduce pollution, secure the soil in place to prevent erosion, and provides homes for a lot of biodiversity. The San Diego County chapter of the Surf rider Foundation coordinates beach clean-ups three times a month, including a North County beach, Moonlight Beach and a beach in South County.

Appreciate the Earth everyday by recycling, starting a compost pile, take public transportation, carpool, replace light bulbs with energy efficient bulbs, donate old electronics instead of throwing them away, recycle as much as possible.

Questions

1. What is the aim of celebrating the Earth Day?
2. When did people start celebrating it?
3. How many countries celebrate it?
4. What can people do to protect the Earth?
5. What is the importance of planting trees?

Find the equivalent words/expressions among the underlined ones in the text.

1. Arrangement to share cars to and from work _____
2. Gradual destruction and removal of rock or soil by rivers, sea or weather _____
3. Act of making something clean _____
4. Heap of decayed plant materials used as organic fertiliser _____
5. Making something new from used materials _____
6. Gaseous compound that absorbs infrared radiation, and traps heat in the atmosphere _____

Fill in the gaps with given words to complete the story about an African Elephant.

largest / years / food / skin / larger / swim / fruit / huge / tusks / peaceful/ endangered / Africa / travel/ leaves / intelligent/ trunk/ long/months

The African elephant is the world's1..... living land mammal. It is2..... (in size). There are two kinds of African elephants – a savannah elephant and a forest elephant.

A male African Savannah elephant grows up to 3 and 4 metres, and weighs up to 4 – 7 tonnes. Males are usually3..... than females. Both female and male African elephants have4..... They use them for digging. Their5..... is very thick. An elephant has a trunk that is about 2 metres6.... A trunk is used for touching, smelling, lifting food and sucking up water. Elephants can make loud trumpet like noises. They can smell well but can't see well. They are very7..... animals.

African elephants live in many parts of Kenya, Tanzania, Botswana, Zimbabwe, Namibia, and South Africa. The suspected third species lives in both Savanna and forest in West Africa. African elephant is an8..... animal. Over the past 150 years, hunters have hunted them for their ivory tusks.

African elephants live wherever they can find enough9..... and water, somewhere away from people. They eat grass,10....., roots and herbs. They also eat,11..... and barks from a variety of trees. A female elephant is called a cow. It is pregnant for 2212..... Usually only one calf is born. A female African elephant gives birth every four years.

The average life span of an African elephant in the wild is 6013.....

Females and young males live in herds of about ten. Elephants14..... great distances in search of food. Believe it or not, an elephant can actually15.....

Improve your vocabulary

Word search

Search for at least five words related to national parks or the environment from the table below:

Word search

T T X W W S O A E F S T O J B
M N Z R D V G U B Q P T M U M
V A A R G N W O O D Y R F A S
H P I H U A R B R M C F Q L P
P B T R P R A N I M A L S F Y
Y A I F U E T J K L Y I O O Q
Y V R F Y G L O O M H O H R T
C E L K W A B E U M W N J E U
R A K R S K S X N R W K P S Y
H N A N H A S R E V I R U T K
I P Q S O U W G W S J S K S C
Y F R B O M Z B F H J I M I O
H H V E Y C I N A C L O V B R
V T T J B Q O Y Q K C Y Y O O
B F I S K X D X F Q Z R E D H

UNIT 8

THE INTERNET AND THE MEDIA

Key unit competence:

To use language learnt in the context of the internet and the media

Introductory Activity

Picture observation and interpretation.



1. How does the Internet contribute to the International cooperation?
2. Is social media help in the development of Rwanda?

8.1 DISCUSSING USING MEDIA

8.1.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Answer the questions below:

1. What is the internet?
2. What is the importance of the internet to a student?
3. Sometimes, the internet has negative effects on the community. Explain at least five effects of the internet.

Internet at school

Twenty years ago, students in school had never even heard of the internet. Now, I'll bet you can't find a single person in your school who hasn't at least heard of it. In fact, many of us use it on a regular basis and even have access to it from our homes! The 'net' in internet really stands for network. A network is two or more computers connected together so that information can be shared, or sent from one computer to another.

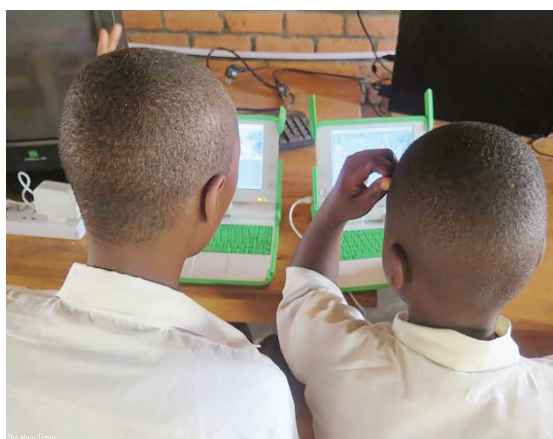
The internet is a vast resource for all types of information. You may enjoy using it to do research for a school project, downloading your favourite songs or communicating with friends and family. Information is accessed through web pages that companies, organisations, and individuals create and post.

It's like a place where the whole world meets! But since anyone can put anything on the internet, you also have to be careful and use your best judgment and a little common sense. Just because you read something on a piece of paper someone sticks on a notice board doesn't mean it is good information, or even correct, for that matter. So you have to be sure that whoever posted the information knows what they're talking about, especially if you're doing research! But what if you're just emailing people? You still have to be very careful. If you've never met the person that you're communicating with online, you could be on dangerous ground! You should never give out any personal information to someone you don't know, not even your name!

And just as you can't believe the information on every website out there, you can't rely on what strangers you 'meet' on the internet tell you either. Just like, you could make up things about yourself to tell someone else could do the same to you!

Comprehension Questions

1. What does the term 'net' in the word internet stand for?
2. What is a network according to the passage?
3. What can students use the internet for?
4. What can music lovers use the internet for?



5. How is information accessed on the internet?
6. Why should you not trust everything you find on the internet?
7. How can you decide if the information on the internet can be trusted?
8. What is ONE thing you should not do when communicating with someone you don't know online?

8.1.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Matching

Match the words on the left with the ones on the right.

1	Vast	a	Accept
2	Access	b	Moving data from one computer to another
3	Online	c	A collection of facts or data
4	Research	d	Enormous or huge
5	Personal	e	To get information
6	Downloading	f	To examine / investigate
7	Believe	g	Private
8	Information	h	Connected while on the computer

B. Listening and speaking

Activity 2: Discussion

1. "Students should be allowed to use mobile phones in the classroom in order to use the internet to do research." Do you agree or disagree with the policy? Give reasons.

C. Writing practice

Activity 3: Writing a poster

Write a poster to be put on the notice board sensitising the school community on the use of the internet.

Include the following:

- The title of the notice.
- The key points about use of the internet.
- A picture showing the effects of misuse of the internet.

8.2. DESCRIBING EXPERIENCE WITH THE INTERNET

8.2.1. Learning Activities: Reading and text analysis

Activity 1: Gap fill

A new report on the Internet and how we use it says that more of us are ___1___ social media. The Pew Research Centre's Internet and American Life Project surveyed 2,277 U.S. adults about their Internet ___2___. About two-thirds of Internet users now belong ___3___ social networking sites.

New reports indicate that ninety-three per cent of social network users have joined Facebook, up from 73 per cent in 2009. They continued ___4___ in Facebook's popularity contrasts with the decline of MySpace. Twenty-three percent of ___5___ questioned said they had a MySpace profile, down from 48 per cent in 2009. Twitter continues to attract more users, with 11 per cent of respondents saying they use it, ___6___ from 6 per cent in 2009.

The report showed big differences between how men and women use social media and how we manage our ___7___. Women are more ___8___ than men to delete friends. Sixty-seven per cent of women said they have deleted friends compared with 58 per cent of men.

The study reported that men are almost twice as likely as women to ___9___ posted messages, photos, or videos that they later ___10___. Fifteen percent of men said they have done this, compared to eight per cent of women. The study also showed women to be more cautious about whom they share information with. Two-thirds of women use the highest privacy settings, sharing data only with friends. Less than half of the men did so.



Choose the best option to fill in the gaps in the above passage:

1. (a) using (b) usage (c) used (d) used to it
2. (a) using (b) used (c) use (d) users
3. (a) of (b) to (c) by (d) as
4. (a) rise (b) rose (c) riser (d) arisen
5. (a) them (b) they (c) those (d) these
6. (a) increase (b) higher (c) rise (d) up
7. (a) private (b) privacy (c) privates (d) privation
8. (a) likely (b) liked (c) likelihood (d) likeable
9. (a) had (b) have (c) having (d) has
10. (a) regress (b) regale (c) regret (d) regale

Comprehension Questions

1. List the social media listed in this passage.
2. Which social media has the biggest number of subscribers?
3. What is the difference between how males and females manage their privacy?
4. Why do you think women are more cautious of those they send messages to?

5. Which social networks are commonly used in Rwanda? List them in order.
6. What are the problems caused by social networks like Facebook and WhatsApp in Rwanda?
7. Why do you think few women are on social networks in your community?
8. What are the advantages of belonging to social networks?
9. Suggest ways that social media can be used to benefit the society.
10. Answer true or false for the statements below:
 - i. A new report says women are more reluctant to join social media sites.
 - ii. A research centre questioned over 2,200 people about social media.
 - iii. Facebook is experiencing opposite success to MySpace.
 - iv. Eleven per cent of those questioned said they use Twitter.
 - v. It is more probable for a man to delete friends on social media sites than a woman.
 - vi. Men are more likely to have posted something they now regret.
 - vii. The report says women share information more freely than men.
 - viii. The report says men use more privacy settings than women.

8.2.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1: Matching

Match the words with their synonyms below:

1. Report	a. Increase
2. Surveyed	b. Removed
3. Rise	c. Fall
4. Decline	d. Handle
5. Attract	e. Questioned
6. Manage	f. Information
7. Deleted	g. Woo
8. Regret	h. Study
9. Likely	i. Feel sorry about
10. Data	j. Probable

B: Listening and speaking

Activity 2

Write five good questions about the internet in the table. Each student must write the questions in his/her own book and ask classmates to give answers.

Remember the correct formats of questions:

- Auxiliary + subject + (main verb) + predicate. E.g. Do you call friends every day?
- “Wh” word +auxiliary +subject/ predicate. E.g. What is a network?

Question	Student 1	Student 2	Student 3
Q.1 What do you use the internet for?			
Q.2			
Q.3			
Q.4			
Q.5			

Now return to your original group and share and talk about what you found out.

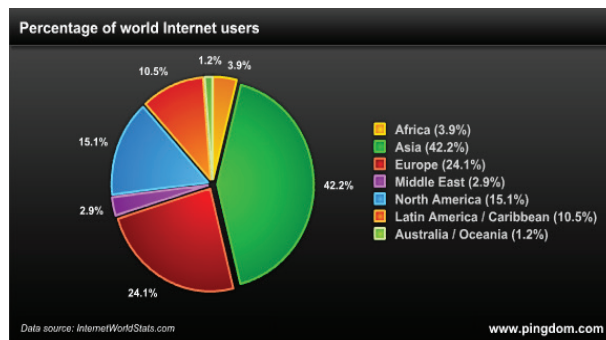
C: Writing Practice

Activity 3: Writing a survey report

Study the pie chart below and write a report on the use of the internet.

Follow the tips below:

- Write a title (what the pie chart shows).
- First paragraph, summarise the most important information.
- Paragraph two, compare in detail showing lowest and highest, differences etc. use expressions like “while....”, “whereas.....”, “however...”
- Conclude by giving predictions, opinions or suggestions based on the data.



8.3 WHAT YOU CAN DO WITH THE INTERNET

8.3.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Discuss how the internet makes work easy and the dangers of using the internet.

Read the story below and answer the questions about it

Mukandayisenga Peace is a journalist. She works for The Newtimes, a daily newspaper. It has internet and print versions in Rwanda published locally and is one of the most widely read newspaper in the country.

Peace writes on the gender page of the newspaper. She is studying her master's degree, so she doesn't work in the newspaper office every day. She works at home using her computer. Every morning she checks her e-mail messages. She switches on her computer and her modem and opens her Gmail. This is the e-mail program that Peace uses.

She downloads her e-mail messages. She usually receives about twenty messages every day. Most of the messages come from the ministry of Gender office, but she also gets messages from friends and colleagues around the world. They send messages to her e-mail address. Sometimes they send messages with attachments.

Peace can open these attachments and see the texts, pictures or listen to the recordings. Peace's e-mail address is peacemuka@gmail.com. If you have a good story on gender, which you want to publish, or anything you want to know, you can use her email address.

Comprehension Questions

1. What are the things one can do with the internet according to the passage?
2. In your opinion, how is the internet contributing to Peace's personal development?
3. Which problems would Peace face if she didn't know how to use the internet?
4. What are the social benefits of using the internet according to the text?
5. Many mothers are affected during maternity; how can the internet solve some of their problems?

8.3.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1. Matching

Match the words with their meanings

1	Journalist	a	A set of computers communicating using internet protocol.
2	Internet	b	Sociocultural division of people as male or female.
3	Gender	c	Files sent along with an e-mail.
4	E-mail	d	Someone who writes in the press, both print and online.
5	Download	e	To write in a publication like a newspaper.
6	Attachments	f	Reproductions of sound or video stored in a permanent medium.
7	Recordings	g	A device that encodes digital computer signals into analogue telephone signals and vice versa.
8	Publish	h	A system of transferring messages from one computer to another.
9	Modem	I	Writing composed of characters, symbols and sentences.
10	Texts	J	A file transfer to the local computer, especially one in progress.

B: Listening and speaking

Activity 2: Role of the internet

A member of your class believes the internet promotes immorality while another believes it does not. Take a few minutes talking about this with your partner one supporting the idea while another opposing that the internet promotes immorality and share your ideas with the class.

C: Writing practice

Activity 3: Formal letters

Use the words below to write a formal letter to the ministry of education advising them on how to promote the use of the internet among women in your community.

Free internet access increase coverage special computer trainings give smart phones to poor women put women into social networks for business
 sensitise husbands give literacy and numeracy lessons

Use the information below

	American Style	British Style
Address	According to the format but both sender and receiver usually aligned to the left.	The sender's heading is usually placed in the top right corner of the letter and receiver's to the left.
Date	<i>July 30, 2016 (month-day-year)</i> usually aligned to the left (two lines below the heading)	<i>30 July 2016 (day-month-year)</i> Usually placed one blank line below the heading.
Salutation	Dear Mr. /Ms. Smith: Dear Sir or Madam: <i>After the salutation, there is a colon (:)</i>	Dear Mr./Ms. Smith, Dear Sir or Madam, Dear Sirs, <i>After the salutation there is a comma (,)</i>
Complimentary close	Sincerely, Sincerely yours, Yours truly,	Sincerely, Yours sincerely, Yours faithfully,

8.4 LANGUAGE STRUCTURES: MODAL VERBS IN REPORTED SPEECH

Modal	Direct speech	Reported speech
Can	"I can do it."	He said he could do it.
May	"May I go out?"	He wanted to know if he could go out.
Must	"She must apply for a tourist visa."	He said that she must/had to apply for a tourist visa.
Will	"They will call you."	He told her that they would call her.

Exercise:

Change the direct question into an indirect question. Use 'Could you tell me':

1. Can she use the phone at school?
2. When can they come to see us?
3. Ought I go to work tomorrow yet it is public holiday?
4. Why must she be punished for using a mobile phone?
5. Must James call you whenever he wants to come?
6. Why should I give you my phone number?
7. How can one call an international number?
8. Will you help me and call my parents using your phone?
9. Can I use MTN or TIGO to call your parents?
10. Could you speak slowly when calling?

8.5 DESCRIBING EXPERIENCES WITH MOBILE PHONES

8.5.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

How could students increase their academic performance? Complete this table with your partner(s) by giving two points each. Change partners often and share what you wrote.

	Advantages	Disadvantages
Mobile phones		
Study groups		
Libraries		
Homework		
Websites		
Social media		

Activity 2: Read the article from "The Newtimes" and answer the questions that follow:

Dear Dennis,

Since cell phones have come into widespread use in the past two decades or so, many studies have been conducted on possible health hazards. Mobile phones work through radio waves. Thus keeping mobile phones over the body or holding them close to the body for a long time while talking for a long time, carries a potential risk of radio waves being absorbed by body and causing health hazards. The SAR is Specific Absorption Rates of electromagnetic radiation absorbed by the body while using a cell phone is a measurement of how safe a cell phone is. The safety limit as set by SAR measurements is said to be 1.5 Watts/Kg as in the US. This translates to talking for 6 minutes at one time and about 20 minutes a day. Mobile companies have been asked to display SAR on their phones but not all are complying with it.

Unit 8: The Internet and The Media

The principle risk of using mobile phones is said to be an increase in cancers, particularly brain tumours. However, some studies disprove it. Mobile phones can also cause muscular pains, cancers, dry eyes, glaucoma (increased pressure within the eyes) and damage to brain. Children are more prone to health hazards because of the developing immature body. Researchers also claim that it may cause infertility after long term use. The danger is not only with the mobile phones but towers as well. People living within 50-200 metres vicinity of a mobile tower are said to have greater risk of developing cancer, due to greater exposure to radiation.

Mobile phones add to noise pollution, which in turn can cause many health problems like tinnitus, dizziness, reduced hearing, irritability, early fatigue. A mobile phone may pass through many hands and thus become a source of spread of infections like flu, respiratory tract infections including TB and even skin diseases which are contagious.

The best way is to use the mobile phone discretely, i.e, only when necessary and not to carry it on your body if possible. It can be put in a bag or purse to be retrieved when needed.

Comprehension Questions

1. Give a suitable title to this article.
2. What makes mobile phones dangerous to human life?
3. Give one danger of mobile phones to the environment as mentioned in the article.
4. How do mobile phones cause cancer?
5. Which solution is suggested in this article?

8.5.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary

What do the following words mean as used in the article?

- i. widespread
- ii. decades
- iii. health hazards
- iv. muscular pains
- v. vicinity
- vi. respiratory tract infections
- vii. discretely

B: Listening and speaking

Activity 2: A survey about mobile and internet use

A survey is a list of questions aimed at getting specific data for a particular group of people. Surveys can be conducted by phone, internet or face-to-face. Surveys help us to have deeper understanding of what we are analysing. E.g one can count the number of cars on the street per hour to know the causes of traffic.

Choose questions from below or write five of your own survey questions. Then talk to five students and write their responses.

1. How many text messages do you send per day?
2. Do you like Facebook?
3. What do you use your mobile phone for mainly?
 - a. make phone calls
 - b. send text messages
 - c. connect to the Internet
 - d. other
4. What program or application do you like now?
5. Where do you upload photos (ie. Facebook, email etc)

Survey Table

Question	Student 1	Student 2	Student 3	Student 4
Q.1				
Q.2				
Q.3				
Q.4				
Q.5				

Write a short report after you have talked to five people.

For example:

Most students send about 5 text messages per day. Some students said they love Facebook and use it every day. A few students said Facebook is a waste of time. One student said ____, etc.

8.6 LANGUAGE STRUCTURES: IF CLAUSES

Activity 1: Context

Fill in the gaps with conditional type two of the words in brackets and present to the class.

Two tramps, Eugene and Sergio, were lying in the sun

Eugene: What (we/doing) __1__ if the sun (not/shining) __2__?

Sergio: Well, (we/not be) __3__ lying here for a start. But that’s not the important question. The important question is: What (we/do) __4__ if (we/be) __5__ rich?

Eugene: If (we/be) __6__ rich, we (can/travel) __7__ everywhere.

Sergio: True, but we travel everywhere already.

Eugene: Yes, but not in style. If (we/have) __8__ money, our chauffeur, James, (can/ drive) __9__ us around in our Rolls. Imagine, if (we/be) __10__ in that position! (we/return) __11__ to our fine mansion in the country.

Sergio: Yes, the butler (put out) __12__ fresh clothes for us, the cook (prepare) __13__ a fine meal for us. We (not) __14__ just be eating carrots all the time.

Eugene: Yes. If (we/own) __15__ a house like that, (we/also have) __16__ a fine swimming-pool.

Sergio: Yes! Yes! If (we/have) __17__ a fine swimming-pool, (we can/swim) __18__ as much as we liked.

Eugene: If (we/be) __19__ really rich, (we can/lie) __20__ in the sun!

Activity 2 IF2 context

Using the words in brackets, complete the text below with the appropriate conditional form of the verbs

Did you hear about that guy who won a lot of money on internet? If I (win) 1 that much money, I (quit) 2 my job the next day. I (travel) 3 around the world and (stay) 4 in the most interesting hotels and tour the whole world. If I (want) 5 anything, I (buy) 6 it. If I (see) 7 beautiful Mercedes that I wanted, I (buy) 8 it. If I wanted to communicate and signal (be) 9 off, I (buy) 10 the telephone company and force them to connect me. I (can) 11 do anything in the world if I won all that money. Oh, I am starting to sound a little materialistic... Well... I (do) 12 good things with the money as well. If anybody (need) 13 help, I (give) 14 them some money to help them out. I (donate) 15 money to orphanages and build houses for the elderly. I (give) 16 money to help support my country. If I (win) 17 that much money, I wouldn't keep it all for myself. I (help) 18 as many people as possible.

Unit summary

In this unit you have seen the use of information technology such as mobile phones and the internet for various purposes such as studying and doing business. The language used will help you have basic vocabulary used with ICT in everyday situations. In this unit you have also been cautioned on how to use the internet to avoid hackers and other bad things.

End Unit Assessment

Reading comprehension

The digital landscape has put increased pressure on teenagers today, and we feel it. There are so many social media channels: Facebook, Twitter, Instagram, Snapchat, Tumblr, you name it. I made a conscious decision to avoid Snapchat and Instagram because of the social pressure I saw them putting on my 14-year-old little sister. If my mum turned off the WiFi at 11pm, my sister would beg me to turn my phone into a hotspot. She always needed to load her Snapchat stories one more time, or to reply to a message that had come in two minutes ago because she didn't want her friend to feel ignored. If I refused, saying she could respond in the morning, I'd get the "You're ruining my social life" speech. Even as a teenager as well, I sometimes find this craze a little baffling.

A new study has found that teenagers who engage with social media during the night could be damaging their sleep and increasing their risk of anxiety and depression. Teenagers spoke about the pressure they felt to make themselves available 24/7 and the resulting anxiety if they did not respond immediately to texts or posts. Teens are so emotionally invested in social media that a fifth of secondary school pupils will wake up at night and log on just to make sure they don't miss out. Perhaps the worst thing about this is that teenagers need more sleep than adults do, so night-time social media use could be harmful to their health. A lack of sleep can make teenagers tired, bad-tempered, and depressed.

During the summer holidays, I lost my phone. And for the week that I was phoneless, it felt like a disaster. I love my phone. It gives me quick access to information and allows me to be constantly connected with my friends, to know exactly what is going on in their lives. So when I didn't have my phone for a week, I felt a slight sense of boredom. By the end of the week, I'd got used to not having a phone and I quite enjoyed the break from social media. But there was still a remaining sense of sadness at the back of my mind that there would be conversations I had missed, messages that had been sent, funny videos shared and night-time chats that I would probably never get to see.

By June Eric Udorie

QUESTIONS:

Read the text and write down

1. a. What teens usually use social media for?
b. The effects of night-time social media use on teens.
2. True or False? Quote from the text to justify your answers.
 - a. June doesn't understand her sister's obsession with social media at times.
 - b. Teenagers feel pressured to be constantly online.
 - c. June simply hated it when she was unable to log on for a week.
3. What effect has social media had on the girl mentioned in the text?
4. Why does the writer love his/her phone?
5. How did losing his/her phone help him or her?

Improve your vocabulary

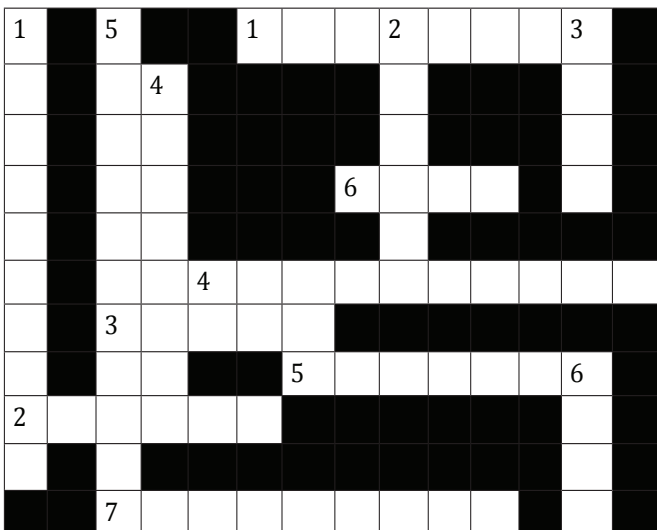
Complete the crossword puzzle below:

Across

1. A set of computers communicating using internet protocol.
2. Sociocultural division of people as male or female.
3. A device that encodes digital computer signals into analog telephone signals and vice versa.
4. Someone who writes for the press, both print and online.
5. To write in a publication like a newspaper.
6. Disk.
7. Software.

Down

1. Reproductions of sound or video stored in permanent medium.
2. A system of transferring messages from one computer to another.
3. Writing composed of characters, symbols and sentences.
4. A file transfer to the local computer, especially one in progress.
5. Files sent along with an e-mail.
6. Hint.



LANGUAGE STRUCTURES:

Rewrite the following sentences in the passive voice. Make any necessary changes.

- a) A friend of mine has just sent you a friend's request.
- b) Social websites are causing some potential harm to society.
- c) Students often use slang words on social networking sites.
- d) Parents should check on their children when they use the Internet.

Complete the gaps to give it a future meaning.

I've made up my mind. I (a. send) you a friend's request on Facebook. Done!

Nice. I..... (b. add) you in a minute. Do you know what? Tomorrow I (c. meet) someone I befriended on Facebook. Will you come with me?

I'm afraid I can't. By this time tomorrow I (d. visit) my grandparents.

Rewrite the sentences with "I wish". Make any necessary changes.

- a) My best friend spends too much time on Facebook.
- b) I am so addicted to social networks.

Writing practice

Using about 200-300 words, write an opinion text on the following.

Do social networking sites play an important role in your life?

UNIT 9

TRADITIONAL BELIEFS AND PRACTICES

Key unit competence:

To use language learnt in the context of traditional beliefs and practices.

Introductory Activity

Picture observation and interpretation.

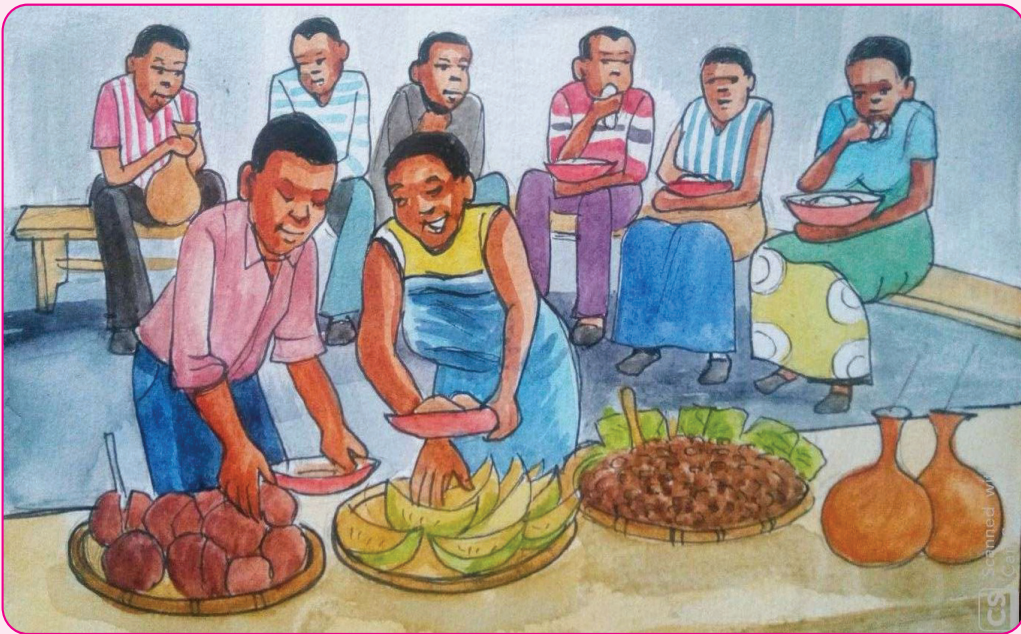


Fig 9.1: Traditional seasonal ceremony in Rwanda.

1. Describe the Traditional seasonal ceremony in Rwanda?
2. Tell why it is still celebrated in the Rwandan society?

9.1 DESCRIBING CREATION STORIES

9.1.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Move around the class asking two students their religion and why they belong to it. Compare your answers and write one paragraph about why people choose the religions they belong to.

Use the table below to compare religions

Catholics	Anglicans	Pentecostal	Adventists	Others

Traditional Africans believed in God

How the world and its people came into existence is a myth that Africans have not solved up to today. Every community has its own creation story which they strongly believe to be true. However, in most of the stories, there are similarities to Christianity which makes one conclude that maybe despite the differences, they are all talking about the same creator.

To begin with, in many communities the name given to their gods has a relationship with creation; an indicator that god created the universe and human beings. For example, one of the names of god in Rwanda is Gihanga- the creator, among western Uganda communities; god is called Ruhanga also meaning the creator.

The Boshongo, a Bantu tribe of Central Africa believes, in the beginning there was only darkness, water, and the great god Bumba. One day Bumba, in pain from a stomachache, vomited up the sun. The sun dried up some of the water, leaving land. Still in pain, Bumba vomited up the moon, the stars, and then some animals: the leopard, the crocodile, the turtle, and, finally, some men, one of whom, Yoko Lima was white like Bumba.

According to the Zulu people, The Ancient One, known as Unkulunkulu, is the Zulu creator. He came from the reeds and from them he brought forth the people and the cattle. He created everything that is: mountains, streams, snakes, etc. He taught the Zulu how to hunt, how to make fire, and how to grow food. He is considered to be the First Man and is in everything that he created.

It is therefore clear that Africans believe there is a creator of everything here on earth. Although as we have said they have different names for the creator, this could be simply because of different languages but the idea of a creator is the same. When Christianity came to Africa, all these beliefs were considered to be wrong and only the Almighty God is the creator.



Comprehension Questions

1. What is the similarity between African traditional creation stories and the Christian creation story?
2. How do the names given to God in many African communities relate to the creation?
3. Explain three things God created in different communities and how he created them?
4. Do you agree with the Zulu people that the creator was the first man and is in everything that he created?
5. Mention three things which make the creation stories above from different communities hard to believe.

9.1.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1: Crossword puzzle

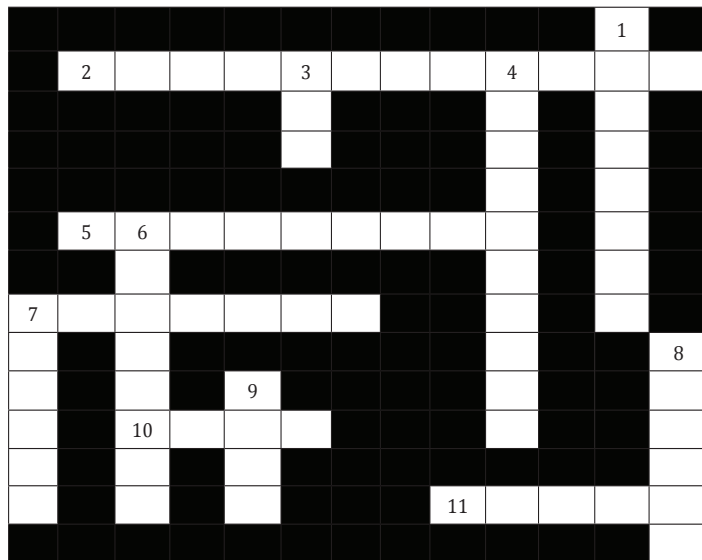
Use the words below to match them with statements and complete the puzzle.
(use a dictionary to guide you)

Belief, civilisation, culture, folktale, icon, law, norm, religion, tradition, technology, value

Down

1. A story or legend that is passed down orally or through artwork.
3. Written or spoken standard norms that regulate a group's conduct.
4. The methods, tools, and machinery that humans have developed.
6. Beliefs and practices regarding supernatural beings, powers, and forces.
7. A practice from the past that people continue to observe.
8. Ideas about the natural or supernatural world that are not supported by facts.
9. A rule or practice that defines what people should or should not do, think, or feel in any given social situation.

Cross-word puzzle



Across

2. An urbanised society with a large very complex social organisation.
5. A ritual, belief or object that began in the past that is passed down to the next generation.
7. The total way of life of a group of people.
10. A name, face, picture, or person readily recognised as having some well-known significance.
11. An idea about what is good, right, wise or can benefit someone.

B: Listening and speaking

Activity 2: Interview

Interview two or more students in the class about their beliefs in traditional religion and Christianity. Use the following questions to conduct the interview:

1. Do you believe in traditional religion or Christianity?
2. Why do you believe in it?
3. How many people in your family believe in traditional religion?
4. Are witch doctors needed in society? Why?
5. Why do you think people belong to different religions?

C: Writing practice

Activity 3: Speech writing

In your class, some students don't believe in the African traditional creation stories. You are asked to give a speech to persuade them to believe them. Write your speech.

9.2 LANGUAGE STRUCTURES: MIXED TENSES

Activity 1: Gap fill

Complete the sentences with the appropriate tense (past simple or progressive) of the words in brackets

1. They _____ (have) tea when the doorbell _____ (ring).
2. Father _____ (smoke) his pipe while mother _____ (read) a magazine.
3. While he _____ (mow) the lawn, it _____ (start) to rain.
4. He _____ (have) breakfast when the toaster _____ (blow) up.
5. When I _____ (come) into the office, my boss _____ (wait) for me.
6. When we _____ (see) Brian, he _____ (drive) a taxi.
7. Father _____ (wait) in the car while mother _____ (do) the shopping.
8. When he _____ (arrive), we _____ (have) dinner.
9. While they _____ (play) chess, we _____ (go) shopping.
10. They _____ (have) a party while he _____ (sleep).
11. He _____ (take) a photo when I _____ (feed) the ducks.
12. They _____ (play) football when the lights in the stadium _____ (go) out.
13. While George and John _____ (clean) their room, she _____ (do) the ironing.
14. Sam _____ (do) the ironing when Jack _____ (phone) her.
15. We _____ (wait) at Nyabugogo park when the bus _____ (arrive).

9.3 SPIRITS AND ANCESTORS

9.3.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

One student doesn't believe spirits and demons exist and another strongly believes they exist.

Write a short dialogue imagining you are one of the two students.

Consider the following:

- a. Where spirits of the dead go.
- b. People's testimonies of spirits.
- c. Christian belief in the Holy Spirit.
- d. Sacrifices carried out in old traditional families.

Activity 2: Read the story below and answer the questions below it:

Spirits and hero spirits

When most people hear the word "spirit" their minds immediately think of evil spirits. However, spirits can be evil or holy. In traditional Rwandan religion, spirits were always evil and people never wanted to be associated with them.

In Rwanda there are evil spirits. Evil spirits keep the name and personality of the person who has died, and live near where they lived when they were alive. It is believed that bad people left behind very bad spirits. In some families, a hut could be found behind their houses, for sacrificing to the spirits.

As earlier said, spirits are considered to be bad and can bring illness, poor harvests, and poverty, because they cannot enjoy the pleasures of life. They can only exercise this power over family members; therefore family members worship the evil spirits in order to please them. Worship of evil spirits consists of offering gifts or sacrifices. These gifts could be small, such as a few drops of milk, beer, or beans. For more important times sacrifices are more serious, such as a goat or a bull. These larger sacrifices were accompanied with singing because evil spirits can hear but not see. Sacrifices were made by the head of the family unless the spirit would not go away. In those cases a diviner was called.

In addition to evil spirits, there are also spirits of dead heroes called hero spirits. Hero spirits are very powerful and require special worship. The chief hero spirits is Ryangombe. More about this spirit is in unit 3 sub unit 1.

Another famous hero spirit is Nyabingi. Nyabingi was an unmarried woman who was murdered and made immortal by god. She is a rebellious spirit worshiped primarily by people in the north and north-western areas of Rwanda and Uganda. Nyabingi is served by priests, as opposed to god who has no rites performed for him, who act as intermediaries between her and her worshippers. The priest and priestesses receive sacrifices on behalf of Nyabingi.

Comprehension Questions

1. How are evil spirits named in Rwanda?
2. Which problems would be caused by evil spirits?
3. Describe in your own words how evil spirits were worshipped in traditional Rwanda.
4. What is the difference between hero spirits and evil spirits? Give at least three.
5. Describe the character of Nyabingi and how she was worshipped.
6. **Answer True or false questions**
 - i. Rwandan evil spirits were both good and bad.
 - ii. Evil spirits can be both living and dead people who are generally bad.
 - iii. Evil spirits were worshipped because of fear of family members from being attacked.
 - iv. Sacrifices were offered according to seriousness of the matter.
 - v. Only the family heads would make sacrifices in order for the spirits to go.

9.3.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary

Directions: Write the vocabulary terms in the 'new words' column you found in the text. Next, brainstorm what you already know about the word in the 'my previous knowledge column'. Finally, after you have read the text, complete the 'after reading' column with new information you obtained from the reading.

New words	My previous knowledge	New meaning after reading

B: Listening and speaking

Activity 2:

- i. Take turns to talk to your partner about what you know or have ever heard about spirits.
- ii. Make a list of the items of information you have got.
- iii. Consult your History or Kinyarwanda books for any information to help you.

C: Writing practice

Activity 3:

Write a report about spirits and ancestors

- You should have an introduction, body and conclusion.
- Use direct and reported speech. E.g. Musa said, "....." most of them said that..... etc.

Fill in this table to make your research simple:

Another idea, by (author/source) _____ (date _____) is _____
_____ fact 1 _____
fact 2 _____ fact 3 _____
_____ fact 4 _____
_____ fact 5 _____
____ (You can add more facts as you find them.)
In conclusion _____ says _____

9.4 LANGUAGE STRUCTURES: PASSIVE VOICE

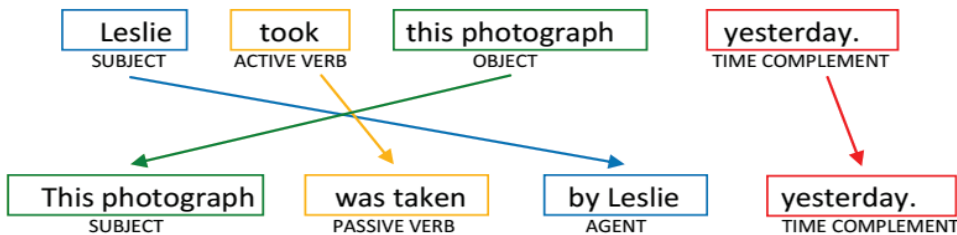
Review of the passive voice present and past.

Form

Basic steps to form the passive voice:

- i. The object of the active becomes the subject of the passive sentence.
- ii. We add the auxiliary “to be” – “**is/are**” when the main verb of the active is present, and “**was/were**” when it is past.
- iii. In negative or interrogative sentences the auxiliary “to do” is replaced by “to be”:
 - **do(n’t) / does(n’t) become is(n’t) / are(n’t);**
 - **did (n’t) becomes was(n’t) or were(n’t).**
- iv. We turn the main verb of the active into the past participle.
- v. If we need or want to add the agent of the passive, we must use “by”.

Example:



Activity 1: Context exercise

Fill in the gaps with the correct form of passive voice

It was said that a certain man was very good in the whole village. Many good things1..... (say) about him, but the most interesting is that when he died, he ...2.... (mourn) by all creatures including animals. His body3.... (carry) by Gorillas, the wreaths ...4.... (fly) by birds and flowers...5.... (offer) to perfume the atmosphere. After burying him, his spirit...6.... (see) playing with babies. Elders7..... (scare) by this beautiful yet terrifying image. Food8...(leave) by women cooking, doors...9.... (tight/close) and windows.....10.... (hear) banging. A soft voice11.... (hear) coming from the spirit saying. I ...12...(treat) well by all of you, no one13..... (harm) by this peaceful spirit. On hearing this, every one ...14..... (excite) and wanted to see for themselves but the spirit15.... (take) by the soft wind. Their eyes16..... (fill) with tears of both joy and sadness. This is the last time he17..... (see) in the neighbourhood.

Activity 2: Scenario

Rewrite the following passage in the Passive.

Our school is organising a contest. The teachers will choose the best project about religion. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a T-shirt as a reward. Experienced teachers will judge the project. Advanced students will help the teachers to judge.

Use

- We use the passive voice when we are more interested in the action itself rather than in “**who**” or “**what**” did the action.

The agent can be:

- Unimportant** – “These shoes are made in Indonesia.” (the action is more important than who made the shoes)
- Unknown** – “The windows were broken yesterday.” (somebody broke the windows and we don’t know who did it)
- Implicit** – “He was arrested.” (most certainly by the police)

Remember:

Some verbs have no object. They are called intransitive verbs. We cannot use the passive voice with these verbs below:

Agree	Die	Look	Seem
Arrive	Fall	Occur	Sleep
Be	Go	Rain	Stay
Become	Happen	Remain	Work
Come	Live		

Language Note:

- Some verbs that use two objects are:

bring	lend	pay	serve	teach	give	offer	sell
show	tell	hand	owe	send	take	write	

- With these kinds of verbs, the indirect object comes first and we normally use the preposition “to”. However, it is also possible to use the direct object without using “to” and “for”.

Activity 3: Two objects in passive voice

Construct five active voice sentences containing two objects using the verbs in the language note above and change them into passive voice sentences.

Example:

Active: Ms. Mukandoli is bringing me my books from the library.

Passive: My books are being brought from the library by Ms. Mukandoli.

I am being brought my books from library by Ms. Mukandoli.

9.5 DESCRIBING PRACTICES**9.5.1. Learning Activities: Reading and text analysis****Activity 1: Pre-reading**

Discuss the importance of one of the following cultural practices and how it is carried out:

- i. Naming ceremony of the newly born baby.
- ii. Initiation ceremony (circumcision in some communities).
- iii. Traditional marriage ceremony.
- iv. Last funeral right.
- v. Traditional worshipping.

Each group should discuss one of the practices

In case you are not sure, consult other groups or your teacher.

Use 10 minutes for this activity.

Importance of cultural and civic training centre (*Itorero*) in Rwanda

One of the most important traditional practices was cultural and civic training. The cultural and civic training centre was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defence. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values.

Cultural and civic trainers planned daily activities according to different priorities and every newcomer in training had to undergo initiation, known as orientation. The common belief was that Youth trainees were different from the rest of the community, especially in matters of expression and behaviour because they were expected to be experts in social relations, quick thinkers and knowledgeable. Each cultural and civic training centre included 40 to 100 participants of various age groups and had its own unique name. The best graduates would receive cows or land as rewards.

The cultural and civic training centres provided formative training for future leaders. These community leaders and fighters were selected from youth trainees (individuals who took part in traditional

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school) and were trained in military tactics, hand to hand combat, jumping, racing, javelin, shooting and endurance. They were also taught concepts of patriotism, the Rwandan spirit, wisdom, heroism, unity, taboos, eloquence, hunting and loyalty to the army.

Cultural and civic training centres were found at three levels of traditional governance, family, chief, and the king's court. At the family level, both girls and boys would be educated on how to fulfil their responsibilities as defined by the expectations of their communities. For example, the man was expected to protect his family and the country, while the woman was expected to provide a good home and environment for her family. Adults were also asked to treat every child as their own in order to promote good behaviour among children.

At the chief level, a teenage boy was selected by either his father or head of the extended family to be introduced to the chief so he could join his cultural and civic training centre. Selection was based on good behaviour among the rest of his family and his community.

At the king's court level, the person selected to join this highest level of traditional school could either be the son of a man who went through the king's traditional school or a young man who distinguished himself while in the chief's traditional school. The king could also select the young man who would join his traditional school based on his own observations of the candidate in action.

Comprehension Questions

1. What was the purpose of the traditional school?
2. Which personality characteristics did people expect from school participants?
3. Which skills were learnt by the young men and women who attended traditional school?
4. How were candidates selected to join the three levels of traditional school?
5. Which lessons have you learnt from this story that you would wish to practice?

9.5.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1: Vocabulary

What do the following words and phrases mean according to the context of the passage above

- i. patriotism,
- ii. explore
- iii. priorities
- iv. military tactics
- v. javelin
- vi. endurance
- vii. taboos
- viii. eloquence

B: Listening and talking

Activity 2: Cultural practice change

Talk about how culture has changed in Rwanda focusing on marriage, language and music.

C: Writing practice

Activity 3: Friendly letter writing

Imagine you have attended traditional school and came among the best for which you were rewarded with a cow. Write a letter to your family thanking them for selecting you and telling them the things you learnt from the training. Use information from the passage above.

9.6 TRADITIONAL HEALERS

9.6.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

One member of your group believes herbalists and diviners should be stopped in Rwanda while another one believes they should be registered and allowed to work officially. In your group of about four, choose someone to support and the other to oppose and finally write a dialogue.

Start like this:

Gakuba: I strongly suggest that herbalists and traditional healers should be stopped.

Kabera: I don't agree with you, instead they should be given a license to operate officially.

Healers or killers!

In Rwanda, there are two kinds of traditional **healers**: the herbalist and the diviner. The **diviners** are called the traditional healers. They receive their special powers from the ancestral spirits. Their power is **hereditary** and runs in families through **initiation** or dreams.

The traditional healers try to heal people by working with their spiritual, mental and physical aspects whereas a western doctor simply aims to cure the physical body. Diviners can often **foresee**

the problem by contacting the **ancestors**. To contact the ancestors, the traditional healers may cast stones. He may dance, play drums or smoke a pipe or blow a horn. He may also throw bones, seeds or sticks and read the patterns formed. He has special powers to interpret the patterns. The traditional healers may also prescribe herbal **remedies**.

The herbalist is similar to the western ones. The herbalist gives medicine made from natural things like herbs and plants. However, the herbalist does not have any special powers like the traditional healers. He has no relationship with the spirits of the ancestors and only makes herbal medicine.

Today, as a result of modern medicine and religion, many people fear to visit traditional healers because they associate them with evil spirits. They also consider them to be **harmful** people who cause sickness so that they can get money. However, some people still believe in herbalists and sometimes even doctors privately recommend herbal medicine.



Comprehension Questions

1. Who are the two kinds of traditional healers in Rwanda and what does each do?
2. Should both modern doctors and traditional healers be accepted? Give two reasons.
3. Find the opposite of the following words in the passage :
 - a. traditional
 - b. problem
 - c. special
 - d. natural
 - e. sickness

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4. Using a dictionary, find out what part of the body the following specialists work with:
 - a. A Cardiologist
 - b. A Dermatologist
 - c. A Paediatrician
 - d. An Optometric
 - e. A Chiropractor
5. What can the government of Rwanda do to promote traditional medicine so that people stop seeing it as evil?

9.6.2. Application Activities: Vocabulary, Listening, speaking and writing

A: Improve your vocabulary

Activity 1: Matching

Match words with their synonyms

	Term		Synonym
1	Healer	A	Inborn
2	Diviner	B	Prophecy
3	Hereditary	C	Medication
4	Initiation	D	Spiritualist
5	Foresee	E	Relatives
6	Ancestors	F	Introduce
7	Remedy	G	Dangerous
8	Harmful	H	Curer

B: Listening and talking

Activity 2: Comparing

Use the table below to compare traditional healers and western doctors

The traditional healers	"A Western Doctor"
1. How they became doctors:	1. How he became a doctor:
2. How they heal people:	2. How he heals people:
3. How people perceive them:	3. How people perceive him.

C: Writing practice:

Activity 3: Minutes of a meeting

A person got sick in your village and visited a traditional healer; unfortunately she died after getting the medication. The family members have accused the traditional healer of killing their relative and a meeting has been called.

Discuss what you think happened in this meeting and finally use the ideas recorded by the secretary to complete the sentences in the table below with the reporting verbs given.

Report what was said

When you take minutes of a meeting, it is useful to report the ideas, rather than every sentence. To do this, you need to use a variety of reporting verbs.

Here's a list that you might find useful:

Mentioned = ".....mentioned punishing the herbalist."

Reported = "The chairman reported on"

Promised = ".....promised to find out more."

Recommended = "..... strategies were recommended."

Explained = ".....explained the reason for"

Emphasised = ".....emphasised that"

Discussed = ".....issues were discussed."

Decided = "It was decided to"

Agreed = "Everyone agreed on the proposal.""

agreed to" "Everyone agreed with"

Brought up = "The issue of pay was brought up."

Asked = "The Chairman asked to see a copy of the report."

wondered = wondered if there would be extra

stressed = "..... stressed his commitment to the project."

complained = "..... complained about the delays."

Suggested = "..... suggested raising the budget."

9.7 LANGUAGE STRUCTURES: IT IS SAID...

The form above is used as an impersonal passive voice because there is not a person as a subject of the sentence.

Study these examples:

- They say that in India it is the girl who pays the dowry.
- It is said that in India the girl is the one who pays the dowry.

This type of passive is called **impersonal** because we use the impersonal form "it is..." This is only possible with verbs of perception (e. g. say, think, know, claim, understand, suppose, expect, report, acknowledge, assume, estimate, consider ...)

Examples:

- It is said that...
- It is thought that...
- It is believed that...
- It is known that...etc.

It is also common that we start the passive form of these sentences with the subject of the "that-clause"

Examples:

- They say that virgins were paid a lot of cows. The virgins were said to be paid a lot of cows.
- They think that women suffer more than men. Women are thought to suffer more than men.

Activity 1: Rephrasing sentences

Rephrase the sentences to make them more formal.

1. People know that drugs from traditional healers are dangerous.
It is.....
2. They believe that a lot of evil spirits are involved.
Evil spirits.....
3. They think that traditional healers are also killers.
Traditional healers.....
4. People said that the doctor uses more intelligence than traditional healers.
It is
5. People acknowledge that diviners are talented.
Diviners are.... .
6. The newspapers reported that he won a medical award.
He was .
7. They think that your skills come from ancestors and gods.
It is .
8. Everybody says the old culture will collapse.
The old .
9. People think that the newly married man is a good speaker.
It is
The newly married..... .
10. They report that the divorced couple is together again.
The divorced couple.....
It is
11. People don't expect that the girl should pay bride price.
It isn't
The girl is
12. The police say that domestic violence is becoming common these days.
It is
Domestic violence is..... .
13. The elders know that marriage involves wisdom and culture.
It is
Marriage is..... .

9.8 RECOUNTING A MARRIAGE CEREMONY

9.8.1. Application Activities: Vocabulary, Listening, speaking and writing

Activity 1: Pre-reading

Define the following terms using a dictionary, in your own words and outline the characteristics of each.

Use the table below:

Relationship terms

Dictionary meaning	When	Characteristics
a. Friendship b) Courtship c) Bride price/ dowry d) Wedding		

Write your answers in your exercise books using this kind of table.

Activity 2: Read the passage below and answer the questions that follow:

There is nothing as interesting as a part of marriage ceremonies in Rwanda called “introduction and dowry giving ceremony”. This ceremony happens shortly before the church wedding or civil marriage. It is made up of many activities and each is full of fun, tension and wit. As a result, the function is a detailed cultural event and a test of traditional wisdom.

The ceremony begins with two elders from each side (the bride’s and groom’s side) having a dialogue. The elder from the bride’s side welcomes his fellow elder from the groom’s side by sharing alcohol or a symbol. During this part they discuss how potent the drink is, and then the grooms’ side also give theirs they have brought.

The elder from the bride’s side then asks what the visitors have come for. An elder from the groom’s side begins by building rapport; identifying those he knows and then comes to the point in quite an indirect manner. This session also involves a lot of challenging each other before they can agree that the girl they have come to marry is actually from that family. Sometimes they say she has gone somewhere or she became a nun, but all these are tricks.

The next part is negotiating the bride price or dowry to be paid by the groom’s side. The dowry is always in terms of cattle but today even money is involved. The bride’s side give all justifications for getting many cows because their daughter is so valuable, beautiful, educated among other things. The elder from the groom’s side also tries to bring the number of cows down until they reach an agreement.

After agreeing on the cows, a lot of traditional entertainment takes place. The boys who are sent to see the cows brought have to return naming them in an interesting manner through a chant. The herds-man from the groom’s side also praises his cows. Celebrations continue including dancing, eating and drinking till the groom’s side returns.

Comprehension Questions

1. What are the characteristics of the introduction and dowry giving ceremony?
2. List four activities performed during the ceremony above.
3. In your opinion, which activity is the most important and why?
4. What do you think is the purpose of lying that the girl is away or became a nun?
5. Cows are seen to be a very important part of this ceremony. Give other three importances of cows in Rwandan culture.
6. **Answer by True or False**
 - i. The ceremony of “introduction ceremony and dowry giving” is the first stage in marriage.
 - ii. Two elders are selected according to their wisdom and knowledge of culture.
 - iii. Alcohol must be drunk even when one of the families don’t drink.
 - iv. Sometimes the girl becomes a nun by the time a boy goes to pay bride price.
 - v. When a girl is not beautiful or has not studied they don’t pay bride price.
 - vi. This function happens before the wedding in church and sector.
 - vii. There are other activities after the chant.
 - viii. The chant is for the purpose of entertaining the audience and culture.

9.8.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Crossword puzzle

Fill in the words below to the statements that correspond with them.

Across:

gown, heels, train, bride, matron, spinster, maids, bachelor, anniversary, crush, fiancé,

Down:

vows, honeymoon, sore, knot, engagement, wedding, nails, suit, marry, pastor, rings,

Crossword puzzle

Across

1. She really likes him. She has a _____ on him.
2. They are engaged. He is her _____.
3. She’s not married, but don’t call her a _____.
4. She’s getting married. She will be a beautiful _____.
5. Her sister will be her _____ at her wedding.
6. Tomorrow is their _____. They will have been married for 15 years.
7. All of her friends from school were her _____ at her wedding.
8. He’s not married. He’s still a _____.
9. The bride wore a white _____.
10. She fell head over _____ in love with him.
11. After the party they will go by _____

Down

1. They wrote and exchanged their own _____ for their wedding.
2. After the reception they are going on their _____.
3. The wedding is tomorrow and the groom is nervous. He's got _____ feet.
4. They finally tied the _____. They got married in Kigali last week.
5. They are going to be married. They just announced their _____.
6. If he thinks a girl is cute he will try to _____ with her.
7. After the wedding there will be a _____ with dinner and dancing.
8. The _____ tossed flower petals down the church aisle.
9. Part of the ceremony includes the bride and groom exchanging _____.
10. After the _____ they will be married.
11. He spent a lot of money for her _____.
12. The groom wore a _____.

Use the answer for the statements above to complete the puzzle below. Use the hints given.

1C				2H					4K		10W		5E	
						2F								
	6M													
8B														
				5M										
			9G											
									4B					
	3S				12S				8P					9R
1V										7P		11N		
	R		7M											
10H									11T					
6A														

B: Listening and talking

Activity 2: Dialogue

Play a scene of “introduction and dowry giving ceremony”, where by the family of the groom have come to pay bride price.

C: Writing practice:

Activity 3: Poem

Imagine you have gone for a traditional introduction ceremony; write your own chant for cows.

- You can first write it in Kinyarwanda and then interpret it with the help of the teacher.
- Try to apply your knowledge of poetry such as similes, metaphors and personification.

Unit summary

In this unit, you have learnt about traditional Rwandan culture and the English vocabulary related to culture. The language has been used in context that is why you have found some Kinyarwanda words we couldn't translate for cultural purposes. All the language skills are developed in this unit with a special focus on the culture of Rwanda.

End Unit Assessment

Read the passage below and answer the questions that follow:

Kamegeri's Rock

A long time ago, a friend of the King was accused of treason. The betrayal of this friend, who had been very close to the King, deeply upset him. The King called all of his advisers together and asked them to think of a punishment appropriate for the worst crime they could imagine.

The advisers, eager to earn the King's favour, started talking all at once, each trying to be heard over all the others. While they came up with all manner of terrible punishments, Kamegeri held his tongue and waited for them to finish. As silence fell in the King's hut, Kamegeri cleared his throat.

"Your Majesty," he said, "this is what you should do. First, send your servants to fetch 400 bundles of firewood. Place bundles of firewood around the base of a large rock and stoke a great fire. When the rock is glowing red-hot, bring the criminal out and chain him up against the rock. This is the only punishment fitting of such a serious crime."

The King looked at Kamegeri for a long moment, and then ordered it to be done. Firewood was fetched and stacked up around a rock nearby the King's palace. Smoke billowed thickly as the servants stoked the fire and the day became dark in the shadow of that smoke. Throughout all this, the King and Kamegeri stood by and watched. Soon the rock began to glow, tinting the bottom of the clouds of smoke a deep red.

The King ordered the traitor to be brought, and his friend was hauled out in chains. Waves of heat radiated from the rock even though the fire had by now burned down. The heat forced the guards escorting the prisoner to stop a few yards from the rock. They began to ready the chains to bind the man to the rock, but the King was suddenly struck by the horror of the punishment he was about to deliver to his one-time friend.

"Kamegeri, I have asked you to think of a punishment for the most terrible crime you can imagine, did I not?" Asked the King.

"Yes your majesty," the adviser answered.

The King looked at the glowing rock, and then looked back at Kamegeri. "I cannot think of a worse act than condemning a man to death in this manner," he said quietly to his adviser. He then ordered Kamegeri to be strapped to the rock alongside the traitor for having invented such a torturous punishment, and from that day forward this rock has been known as Kamegeri's Rock.

Questions:

1. How is the title of this story related to its meaning?
2. Why were all the advisors eager to give their suggestions of punishing the traitor?
3. Why was the king so upset with his friend? What do you think he had done to cause the king to become angry like this?
4. Was the king right to punish Kamegeri using the same punishment he had invented? Give reasons.
5. What shows that the king was a sympathetic and loving man? Give evidence from the story.
6. If you were the king, what would you do to a friend who betrays you? Explain your answer.

UNIT 10

PREHISTORY

Key unit competence:

To use language learnt in the context of prehistory.

10.1 ACHIEVEMENTS OF AFRICAN CIVILISATIONS

10.1.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Did you know?

- Classroom oral quiz about African civilisation. You are going to divide the class into two groups.
- Each group is going to receive questions randomly (anyone can be chosen to answer).
- Other members can support the person who asked a question.
- The side which answers many questions correctly becomes the winner.

Questions

1. Where were the first human skulls found?
2. Two of these kingdoms/empires were found in West Africa?
a) Ghana b) Rwanda c) Mali D. Zimbabwe
3. In which country can pyramids be found?
4. Mansa Musa was the ruler of.....?
5. The first ancient West Africa Empire and the name of a modern day country, as well is.
a. Nigeria B. Mali C. Ghana D. Morocco
6. Who was the last king of Rwanda?
7. West Africa rests on the Nile Valley.
True or False
8. What were the main items traded in West Africa? Choose all that apply.
a) Gold b) radios c) Salt d) rice
9. Barter trade is the exchange of goods for money or other goods True or false
10. The leader of Mali who travelled to Mecca giving gold out all along the way was?
a. Samory Toure b. Nelson Mandela c. Kofi Annan d. Mansa Musa

Activity 2: Read the story below and answer the questions that follow:

Civilisations in Africa

Civilisation is not something new to Africa. There is a lot of evidence to show that African civilisation started a long time ago. The very first human skulls to be discovered in world history were in Tanzania in a place called Olduvai Gorge. Many empires and kingdoms were very civilised and successful before the coming of colonialism.

One of the greatest empires was Axum/Aksum Empire (Ethiopia, in present time). They developed a trade route that stretched from Asia to Africa and back. People in the trade route travelled along the Red Sea. This affected the Axum Empire in many ways. It helped them to gain wealth because it was a great trade point and from it, religions were introduced; that is Christianity and Islam.

Another great empire was called the Kingdom/Empire of Ghana in Western Africa. This kingdom became one of the richest civilisations due to commerce. It is said gold was worn by the people and silver by the dogs.

There was also a kingdom called Mali that broke off from the Ghana Empire. At this time they had embraced the religion of Islam and had been under the great rule of Mansa Musa. This Empire became very rich through trade and gold. Their leader was a very generous man and it is believed everyone received a sum of gold. The kingdom had enough food for the people, a well-equipped army and an organised taxation system.

In the present Mozambique, there was a great city of Sofala. It was a great trade point and one of the largest. It became one of the greatest trade centres because it was easy to travel to and from that city.

This achievement of the Empires can be attributed to good leadership of great Kings of the time who did not think of themselves but of the good of their people. As a result of these civilisations, communities were socially, politically and religiously organised. Morals were very high in that, despite the wealth they had, corruption was not as it is today.

Comprehension Questions

1. What shows that possibly Africans were the first human beings to exist?
2. Outline achievements of African empires and kingdoms.
3. What made the kingdom of Mali successful? Give two factors.
4. Which values did the people of ancient kingdoms have that we miss today?
5. If you became a leader today, which traditional practices from ancient kingdoms would you bring back? Why?

10.1.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Word search

Find the terms related to kingdoms and civilisation in the word search below:

A C H R I S T I A N I T Y N A S G
 R P S J T L L S S O N G H A I O S
 B O Z I K E M L S A D T H E B V U
 U Q C O R N S A T A E O U A L N P
 H O O K W O R M M F N E T N N U P
 A R W E I I P A A R T P K N O A L
 C L R E T H S L L I U S U R T U Y
 G S I E D K N I A C R Q B M R M A
 O I E E F A J Q R A E A M N A E N
 L T S D O X C U I R D R I J D L D
 D N Y L S U O O A T S N T T E S D
 E U A W E M F I R O E K U I R K E
 D E A N C L F V T B R O N Z E S M
 A Y R E V A L S U E V I L O O J A
 E S X R B U E G U M A R A B I C N
 A K O R I E S R T W N L F A H N D
 U V O A Z I Y E X A T G E S A L T
 F R W M A N S A M U S A E S C T H
 M E R C A N T I L I S M E D N I L

B. Listening and Speaking

Activity 2: Knowledge about Africa

Directions: Fill in the outline below with everything you know about Africa:

History: What do you know about Africa's past	Culture: How Africans live and express themselves	Current events:

C. Writing practice

Activity 3: Five paragraph essay

Write a five paragraph essay comparing the information in the passage above with what you know about the Kingdom of Rwanda.

Five-paragraph essay rubric

Part	Attributes	Rating (1-5)
Introduction	Has at least three sentences. Has three separate main ideas. Contains a thesis statement.	
Main Idea 1	Expresses a main idea that is mentioned in the introduction and that supports the thesis statement.	
Main Idea 2	Expresses another main idea that is mentioned in the introduction and that supports the thesis statement.	
Main Idea 3	Expresses the last main idea that is mentioned in the introduction and that supports the thesis statement.	
Conclusion	Sums up the most important elements of the main argument, without just repeating what’s already been stated. Overall argument is clear, well-reasoned, and convincing.	

10.2 LANGUAGE STRUCTURES: COULD

Modal verb could

“Could”, as a modal verb, is used to express possibility or past ability as well as to make suggestions and requests. It is also commonly used in conditional sentences as the conditional form of “can.”

Examples:

- Ghanaians could trade with other West Africans. **PAST ABILITY**
- Malians could still achieve great things. **POSSIBILITY**
- Africans could choose to work hard or remain poor. **SUGGESTION**
- If Mansa Musa lived today, Malians could become the richest in the world. **CONDITIONAL**
- Could I borrow your history book to read about achievements of Africans? **REQUEST**

Exercise

Complete the sentences using the words listed in the box below. Don't forget to capitalise when necessary. Some gaps may have more than one correct answer.

can	could	have to	must	might	should
-----	-------	---------	------	-------	--------

1. Mansa Musa travelled along distances to Mecca. He _____ have been exhausted after such a long journey. He _____ have preferred to rest but his determination _____ not allow him.
2. If you want to get a better feeling for how beautiful the city Giza is, you _____ walk on foot to see it properly.
3. Travelling for many days _____ be dangerous if you were not prepared for hostile tribes. You _____ read about the different tribes before you set off.
4. When Axum prospered so much, they _____ have thought about protection. Some people _____ have got jealous of their success.
5. _____ Ghanaians trade with Mali or they became permanent enemies after separating?
6. The coming of religion in African Empires was an excitement. It _____ have brought a lot of blessings.
7. People in ancient kingdoms _____ have had a lot of food. If they had little, they _____ all have died during travelling and wars.
8. He _____ speak Arabic fluently when he was a child in his Kingdom in Mali.
9. Stories about African civilisations seem so strange but we _____ listen to them if we want to develop.
10. What _____ have happened that caused great empires to collapse?

10.3 WHAT THE MALIANS COULD DO**10.3.1. Learning Activities: Reading and text analysis****Activity 1: Pre-reading**

Read the poem and answer the questions that follow

Mali, such a beautiful city that thrived.
 Sometimes it seems like it was before its time.
 Mali, a place where gold was abundant and the Mansa ruled.
 Camel caravans transported goods.
 Mali, customs were to throw dirt upon one's self
 When the Mansa spoke to you.
 Mali, such a peaceful nation.
 There was no racial hating.
 Mali, so fascinating, so calm.
 I hope that you will never fall.

By Aisha Taylor on 14th Century Mali

Questions

1. List four things which characterised Mali you find in this poem?
2. What evidence does the author have about the beauty of Mali?
3. Compare the beauty of Mali to that of Rwanda.
4. Who is Mansa Musa in the poem above?
5. Do you think the speaker loves Mali? Explain.

Activity 2: Read the passage below and answer the questions that follow:

Works of art in most of Africa serve to support life-sustaining activities, physical as well as spiritual life. We think of these activities as agriculture, religion, human fertility and well-being, education, governance and authority.

The rural peoples living in the areas of the ancient empires were mainly farmers and herders who lived in self-governing communities. Each community or ethnic group had its own artists and crafts people to create works of art for rituals and secular activities and objects for daily use, such as farming tools, pottery, furniture or clothing.

The sculptures from the country of Mali were created sometime between the 13th and 15th centuries. The equestrian and archer hold the distinction of being among the oldest works in the museum's collection. We do not know how they were used. The primary reason for the survival of this sculpture is the permanence of the material--fired clay or terracotta. Unlike wood, fired clay does not deteriorate over time, although it can be broken. Although both sculptures have sustained some damage, enough of their original forms remain for us to recognise the subject matter and appreciate the artistry.

They were unearthed near Djenné in the Inland Delta region of the Niger River, the heart of the Mali Empire between the 13th and 16th centuries. Archaeological evidence indicates that this region had highly developed urban centres as early as 200 B.C.

These sculptures represent warriors dressed in military gear. They are equipped with quivers (cases to hold arrows) on their backs and knives strapped to each of their left arms. The horse is equipped with a bridle and ceremonial adornment around its neck.

The equipment and adornment on these sculptures provide evidence of another kind. Mansa Musa's cavalry was reported to have been 100,000 men strong. The manufacture of all this equipment requires a prosperous economy with access to a wide variety of materials, either through indigenous production or through trade to supply the craftsmen with the materials to make the equipment.

Comprehension Questions

1. Which activities were ancient people involved in as mentioned in the passage?
2. What was the purpose of art in African ancient Kingdoms?
3. Compare art made from wood and one made from clay.
4. How many years have the Malians passed since the sculptures from Djenne were unearthed?
5. Give three evidences to show that the Kingdom of Mali was rich and developed.

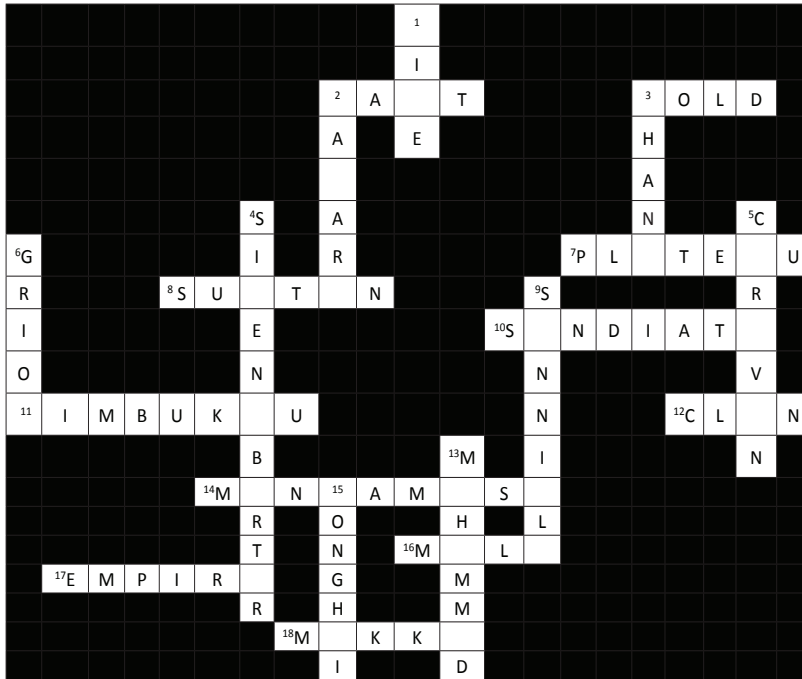
10.3.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Crossword puzzle

<p>Down:</p> <ol style="list-style-type: none"> 1) The longest river in the world 2) The largest desert in the world 3) One of the first empires developed in West Africa 4) Used in west Africa where a trader trades something without contacting directly 5) Grouped camels and a trade in a larger quantity 6) African storytellers 9) The leader of Songhai who took over Timbuktutu 13) Prophet of Islam and proclaimer of Quran 15) Replaced Mali and is the third west african empire 	<p>Across:</p> <ol style="list-style-type: none"> 2) Another rare resource found in the desert 3) One of the rare resources found in rain forests 7) An area of elevated flat land 8) Muslim king or leader 10) Warrior-king of Mali of Ghana 11) A trading city in Africa 12) A group of people descended from the same ancestor 14) The last strong king of Mali 16) The second empire that took over Ghana 17) Songhai, Mali, and Ghana were all_____. 18) The birthplace of Muhammad and located in islam. You have to make a pilgrimage there
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Puzzle:



B. Listening and speaking

Activity 2: Comparing Kingdoms

Discuss the similarities and differences between Rwanda during the time of Kingdoms and the Mali Empire.

C. Writing Practice:

Activity 3: Summary

In about 150 words, summarise the above passage focusing on activities of Malians, their art and its importance and evidence of their civilisation.

Remember to follow the guidelines in Unit 2 sub-unit 3.

10.4 DESCRIBING AN INDUSTRIAL, ARTISTIC OR CONSTRUCTION PROCESS

10.4.1. Learning Activities: Reading and text analysis

Activity 1: Pre-reading

Think about a process of making one popular object in your community such as a basket, mat, dress etc and outline the process used to make it.

A Reading comprehension

Activity 2: Read the passage. Then answer questions about the passage below.

There are houses all over the world. Some houses are large. Some are small. Some are made of wood. Some are made of rock. Some are made of mud. Some are made of cloth. In cold places, some houses are made of *ice* – frozen water! People usually build their houses with something that is easy to find. For example, there are many trees in a forest. So people who live there might build a house made of logs.

Some houses have one room. Some houses have many rooms. There is usually a bedroom for sleeping. There is often a *kitchen* for cooking. There is usually a bathroom. There is often a living room for sitting and talking. Some houses have basements. The basement is under the main part of the house. Some houses have attics.

The *attic* is above the main part of the house. Most houses have a door so people can enter and exit the house. Most houses have windows so the people can look outside. Windows also let air into the house from outdoors. Some houses are *fancy*. They are painted bright colours, and are very decorative. Some houses are not fancy -- they are plain and simple. Houses look very different in different parts of the world. But, people who live in a house probably all *agree* that there is no place like home!

Comprehension Question

- 1) Why are many forest houses made of logs?

A. There are many logs in the forest.	B. Trees are easy to find in the forest.
C. There is a lot of wood in the forest.	D. All of the above
- 2) Why do houses have bedrooms?

A. For sleeping	B. For cooking
C. For relaxing	D. For building things
- 3) Where is the basement of a house?

A. Beside the house	B. Above the house
C. Under the house	D. None of the above
- 4) Houses have doors...

A. so people can enter and exit.	B. so people can sleep.
C. so people can cook and eat.	D. Both A and B are correct.
- 5) Houses have windows to...

A. let people go outside.	B. let people look outside.
C. let air into the house from outdoors.	D. Both B and C are correct.

10.4.2. Application Activities: Vocabulary, Listening, speaking and writing

A. Improve your vocabulary

Activity 1: Vocabulary for a house

Name the parts of a house and use the vocabulary to write a paragraph describing it.

Bathroom windows front door kitchen roof study stairs bedroom
living room chimney attic ceiling



B. Writing practice

Activity 2: Process writing

The ideas below about building a house are mixed up. Arrange them and write the process of building a house.

Making the foundation/base of the house, levelling the ground, designing a plan of your house, building the frame/walls, buying materials and hiring labour, wiring and plumbing, putting the roof on, finishing the walls and floor, choosing and buying the land/site.

As we saw in the previous units, describing a process of how something is made or done requires a step by step approach using passive voice, imperative and linking words.

Paragraph 1 introduces the topic. Write two sentences. They should say what you are going to do.

- In this essay, I will describe how bricks are made.
- I will now explain how a brick making machine works.
- Building a house is a long process, but it can be divided into six main stages; the foundations, the walls, wall-plate, roofing, closing and finishing.

Paragraph 2 will explain the process or procedure. This paragraph requires the use of the imperative, linking words and passive voice.

- The first stage in building a house is ... In this stage, the ground is levelled...Next....After that....In the final stage, the house is ready to enter.

Paragraph 3 is the conclusion. It will summarise your ideas. Write a few sentences as this will simply be a summary.

- As you can see, building a house is a difficult process. If you follow the steps described then you will be successful.
- As I have described, there are many steps involved in building a house. By using the step by step approach outlined above you can make sure you are successful in building your house.

10.5 LANGUAGE STRUCTURES: PASSIVE VOICE

Study the example of constructing passive sentences and fill in the gaps in the descriptions of processes below:

Simple Past passive voice

Type of sentence	Subject	Verb	Object
Active example :	Egyptians	Built	the great pyramids.
Passive example:	The great pyramids	were built	by Egyptians.

As you can see above the subject changes to an object and “were” is used as a helping verb.

Activity 1: How is glass made?

Glass ___1___ (make) by melting a mixture of sand and other minerals in a furnace at a temperature of 1700 degrees Celsius. Silica in the form of sand is the main ingredient of glass, and this ___2___ (combine) with soda ash and limestone in special pots which ___3___ (place) into the furnace. Broken, recycled glass known as ‘cullet’ ___4___ (add) to the ingredients to speed up the melting process. Other materials can ___5___ (add) to produce different colours or properties. For example, adding the minerals cobalt or sulphur will produce coloured glass. While it is still molten (a hot liquid), glass can ___6___ (manipulated) by glass blowers to form bottles and decorative articles. They blow air into the liquid glass through a long pipe.

Glass ___7___ (make) since the times of the Ancient Egyptians, about 3000 years ago. The Egyptians made glass beads and used them as jewellery.

In factories today, bottle blowing machines produce bottles and jars by pressing and blowing the molten glass inside a mould. Flat glass ___8___ (make) by floating the molten glass onto flat beds of tin. Glass can also be coated, heat-treated, engraved or decorated. It ___9___ (use) to make optical fibres for use in medicine and making parts for modern communications.

Activity 2: The glass recycling process

The glass ___1___ (throw) into a recycling bin by the end user. Glass ___2___ (take) from the bin to a glass treatment plant. The glass ___3___ (sort) by colour and ___4___ (wash) to remove any impurities. Then, the glass ___5___ (crush) and ___6___ (melt). After that it ___7___ (mould) into new products such as bottles and jars. Or it may ___8___ (use) for alternative purposes such as brick manufacture or decorative uses. The glass ___9___ (send) back to the shops ready to be used again. Glass does not degrade through the recycling process, so it can ___9___ (recycle) again and again.

Simple past passive voice “yes/no” questions

Form of be	Subject	past participle	Rest	Yes/No	Subject	Auxiliary (+ n't)
Was	the gold	taken	to Mecca by Mansa Musa?	Yes, No, No,	it it it	was. was not. wasn't.
Were	all the Malians	enriched	with gold?	Yes, No, No,	they they they	were. were not. weren't.

Simple past passive voice “wh” questions

Question word	Form of be	Subject	past participle	Rest	Answer
Where	was	the gold	taken?		The gold was taken to all places Mansa Musa passed.
Why	were	all the Malians	taught	at home?	All Malians were taught at home because there were no schools.

Activity 3: Passive questions

Construct five sentences in the passive voice questions by combining words from list A and B.

List A

new bank speech	The President scholarship	English	bone	my construction company mouse
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List B

children	foreign students	accountants	dog	tests	cat	athletes	teachers
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Unit summary

Did you know that up to this day the oldest skulls of human beings are found at Oduvai Gorge in Tanzania? You should have heard about the pyramids of Egypt and great empires like Mali, Songhai and Ghana. The Kingdom of Rwanda was another. It was highly organised in terms of administration, agriculture, the military and entertainment. This unit shows you that Africa was civilised before the coming of the colonialists. You have learnt all the language skills incorporated with African civilisation which will help you in understanding history.

SAMPLE EXAMINATION: PAPER 1**Comprehension and vocabulary (30 marks)**

Read this passage and answer the questions that follow.

I did most of the domestic work because my sister and brother were still small. My uncles were considered too big. I woke up 4:30 in the morning to make fire in a brazier formed out of an old lavatory bucket. I washed, made breakfast coffee for the family and tea for my grandmother as she did not take coffee.

After coffee, which we often had with mealy- meal porridge from the previous night's leftovers, we went to school. Back from school, I had to clear the house as Aunt Dora and grandmother did the white people's washing all day. Fire had to be made, meat had to be bought from an Indian butchery in the Asiatic Reserve. We were so many in the family that we had to cook porridge twice in the same big pot. We hardly ever bought more than a pound of mutton in weight. On weekdays, supper was very simple, just porridge and meat. When there was no money we fried tomatoes. We never ate vegetables except on Sundays. We never had butter and custard except when we had a visitor. And then I don't remember ever seeing a pound of butter. We bought trickery's three pence worth - when we did. On such days we, the children, made a queue to have Grandmother smear a thin layer of butter on the only slice of the bread.

At breakfast, bread was cut up. The grown-ups were given their first slice on a saucer. Then I rationed the remainder in slices and bits of slices. Our youngest uncle, not older than I, picked his first which was the greatest quantity. Then I followed, and then my brother, then my sister. We ate supper out of the same plate, we children; and meat was divided into varying sizes and the ritual was repeated. We never sat at table. Only a visitor was treated to such modern ideas.

On Monday mornings, at about four O'clock, I started off for the suburbs to fetch washing for Aunt Dora. Thursday and Friday afternoons I had to take back the washing. If I was lucky enough I borrowed a bicycle from a tenant of ours. If I couldn't get a bicycle for the morning or afternoon I carried the bundles on my head and walked- about seven miles for a single journey.

When I came back, I went to school. I could never do my homework until ten o'clock at night when I had washed and everybody else had gone to bed. We all slept in the same room which had boxes of clothing and a kitchen dresser. My aunt and her husband slept in the room which had a table and chairs.

Because we were so many in the family, there was only one bedstead- a narrow double bed occupied by Grandmother and Aunt Dora's children. The wooden floor of the room we slept in had large holes. There was always a sharp young draught coming in from underneath the floor. Coupled with this, our heads were a playground for mice, which also attacked food and clothing.

(Slightly adapted from: 'Down Second Avenue' by Ezekiel Mphahlele)

Answer the questions according to the passage:

1. Why was the writer the one to do all the domestic work? Was it fair? Explain **3 pts**
2. What did the writer do after coming from school? **3 pts**
3. Which food stuff did they eat and which did they not always eat? **6 pts**
4. Give evidence to show that visitors were specially treated. **3 pts**

Answer questions by selecting the best of the four choices provided for each question.

5. The ritual mentioned in paragraph three was
 - a. the order in which people got their food.
 - b. the cutting up of bread into varying sizes.
 - c. the dividing up of the meal into varying sizes.
 - d. letting the younger uncle to get his food first.
6. They never sat at the table because
 - a. this was reserved for the grown-ups.
 - b. this was kept for special occasions only.
 - c. there were too many of them to fit round the table.
 - d. it was reserved for visitors.
7. The writer did his homework after 10 o'clock at night because
 - a. this was when he finished the washing up and had nothing else to do.
 - b. he had finished his domestic duties and everyone was out of the way.
 - c. there was not enough room until everyone had gone to bed.
 - d. there was too much noise until everyone had gone to bed.
8. The writer seems to suggest that he would have been more comfortable at night
 - a. if the holes in the floor had been blocked up.
 - b. if the mice had been kept out.
 - c. without the draught and the mice
 - d. in a proper bed
9. According to the passage, the writer
 - a. Complains about his domestic duties
 - b. boasts about his domestic duties
 - c. enjoyed his domestic duties
 - d. accepted his domestic duties.
10. Give the meaning of the following words and phrases as they are used in the passage:
 - i. lavatory bucket
 - ii. leftovers
 - iii. mutton
 - iv. made a queue
 - v. The grown-ups

Focus on skills (40 marks)

Complete the conditional sentences with the correct form of the verbs in brackets (10 marks)

1. I don't think she's worried about us. If she (be) worried, she (phone) or do something else.
2. I have an appointment at 3.30 tomorrow. If I (manage)..... to finish before 4.30, I (do) the shopping on my way back.
3. Tom missed his flight. He (get) to the airport on time if he (not oversleep).....
4. If I (have) such a large house as yours, I (invite) all my friends for the weekend.
5. If the child (not be playing)..... with matches, he (not burn) himself. Now he's in hospital.

Fill in the blanks with the correct form of the verb within brackets. The first one has been done for you. (10 marks)

Dear Sir or Madam,

I am writing (write) with regard to the job advertisement that appeared in the times newspaper last Sunday. I (1) _____ (be) interested in applying for the post of agriculture trainer.

I (2) _____ (finish) training in the same field last month I (3) _____ (receive) my A-level results – three passes in Biology, Chemistry and Maths. I (4) _____ (not / expect) to get low grades since I had studied a lot. I (5) _____ (get) a six month training in Agriculture during my vacation. At the moment I (6) _____ (work) part-time at Busogo institute of Agriculture.

With the training I (7) _____ (follow) and my passion for agriculture, I believe I will be of great help to your organisation. I like (8) _____ (train) people and I (9) _____ (not / despise) jobs that require using my hands.

I have attached a copy of my CV as well as a reference from my previous employer.

I (10) _____ (look) forward to hearing from you. Please do not hesitate to contact me if you need further information.

Yours faithfully,

kagaborob

Robert Kagabo

Rewrite the sentences beginning with the words given

1. She didn't bring her umbrella so she became wet. If _____
2. He doesn't pay attention so he makes a lot of mistakes in the exam. If he _____
3. "Don't go alone. It's is dangerous. The policeman told us _____
4. "Moses, were you at school last Saturday?" The teacher asked Moses _____
5. "Where did you study when you were a child?" Mr. Ruganzu asked me _____
6. She helped me in my studies. I _____
7. They are building shelters for the homeless people here. Shelters _____

8. They will invite her as a guest. She _____
9. Mary is very intelligent but she doesn't get good marks. Although _____
10. The team played well; however, they lost the match. In spite of _____

Phonology

The words below are divided into syllables. Choose the syllable which is stressed and underline it. (10 Marks)

1. re fu sal
2. pho to graph y
3. mar ket ing
4. bad tem pered
5. cli mat ic
6. won der ful
7. sec ond class
8. poi son ous
9. dic tate (verb)
10. quan ti ty

Summary writing

Write a summary between 100 and 120 words about how people in the comprehension story ate and slept.

Writing (20 Marks)

Write between 180 and 200 words on ONE of the following:

1. Write a dialogue which starts as follows:

Mark: Hi Amanda! What's wrong? You look terrible.

Amanda: Hi! I feel terrible, actually. My tooth is aching and I have to go to the dentist.

2. Write a short story for your school's monthly newsletter titled Adventure at Lake Kivu.
3. You have recently bought an expensive mobile phone which stopped working properly soon after. Write a letter to the manager of the shop from which you bought the phone complaining about the situation and asking for a full refund or a new phone.

SAMPLE EXAMINATION: PAPER 2

Reading Comprehension and vocabulary (30 Marks)

Read this passage and then answer the questions that follow.

Clearly if we are to participate in the society in which we live we must communicate with other people. A great deal of communication is performed on a person-to-person basis by the simple means of speech. If we travel in buses, stand in football match queues, or eat in restaurants, we are likely to have conversations where we give information or opinions, receive news or comments and very likely have our views challenged by other member of the society.

Face to face contact is by no means the only form of communication and during the last 200 years the art of mass communication has become one of the dominating factors of contemporary society. Two things, above others, have caused the enormous growth of the communication industry. Firstly, inventiveness has led to advances in printing, telecommunications, the transmission and reception of communications so that local news often takes a back seat to national news, which often is eclipsed by international news. The Israeli raid on Entebbe Airport, Uganda, in 1976 was followed by six books about the subject and two films within months of the events!

No longer is the possession of information confined to a privileged minority. In the last century, the wealthy man with a library of his own was indeed fortunate, but today there are public libraries. Forty years ago, people used to flock to the cinema, but now far more people sit at home and turn on the television to watch a programme that is being channelled into millions of homes.

Communication is no longer merely concerned with the transmission of information. The modern communications industry influences the way people live in society and broadens their horizons by allowing access to information, education and entertainment. The printing, broadcasting and advertising industries are involved with informing, educating and entertaining.

Although a great deal of the material communicated by the mass media is very valuable to the individual and to the society of which he is a part, the vast modern network of communications is open to abuse. However, the mass media are with us for better, for worse, and there is no turning back.

Source: (A complete course for the new Cambridge Certificate for students (1986) by Judy Garton-Springer and Simon Greenall)

Questions:

1. Give three cases where we use person-to-person communication. **3 pts**
2. Explain three benefits of person-to-person communication? **6 pts**
3. Give one other form of communication apart from person-to-person. **2 pts**
4. Why would people go to the cinema in the past more than today? **2 pts**
5. Apart from information, what other material is communicated by mass media? **4 pts**
6. In your own words, say what the opinion of the writer is at the end. **3 pts**
7. What do the following words or phrases mean in the context of the passage? **2 pts**
 - i. Person-to-person
 - ii. Inventiveness
 - iii. Eclipsed

- iv. Contemporary
- v. Channelled

Grammar and phonology

Rewrite each sentence according to the instructions. Do not change the meaning of the original sentence.

1. David didn't enjoy the film as much as Anne (Rewrite using... more.....)
2. I do not go out very often. (Begin: I seldom...)
3. The boy is three years younger than I am. You see him across the road.(Join using, whom)
4. All you needed to do was to keep quiet. He would not have found you out.(Rewrite as one sentence using: If only)
5. It is not my fault that we failed.(Begin: I am not responsible...)
6. I found it very difficult to believe my brother's story.(Rewrite using: ...hardly...)
7. He wants to leave but he is afraid of his mother.(Begin: If...)
8. She told me that her father was ill.(Use:of.... instead of...that...)
9. It is a wonderful day for us all.(Begin: What)
10. Simon is handsome. John is not so handsome.(Rewrite as one sentence beginning: John.

Complete the sentences with the most suitable answer among the given alternatives.

1. The Biology teacher tried to dissuade John..... offering Biology at A' level.
A. from B. at C. in D. for
2. He leaves home in the morning and.....school after break.
A. arrives to B. reaches at C. reaches to D. arrives at
3. When the Minister visited our church, he was..... a blue suit.
A. dressing B. wearing C. putting D. dressed
4. The politician gave such..... speech that the audience wasn't impressed.
A. a good B. a tolerant C. an ignorant D. a boring
5. We never go there at all.....
A. neither does she. B. she neither does C. neither she does D. she can't either
6. Jane always takes an extra inkpot with her..... she runs of ink.
A. in case if B. in case C. if in case D. in case not
7. I..... the play if only I had known about it at the time.
A. liked to have seen B. should like to have seen
C. should like to see D. would have liked to see
8. I was not sure.....
A. whose party was he supporting. B. of whose party he was supporting.
C. whose party he was supporting. D. the party of which was he supporting.

9. Peter showed no objection..... us to the disco hall.
 A. of accompanying B. to accompanying C. to accompany D. for accompanying
10. Change the following sentence into indirect speech: "Do you have a driving licence?" the policeman asked. "No." I replied.
- A. The policeman asked me if I had a driving licence and I answered, no.
 B. The policeman asked me if I have a driving licence and I said, no
 C. The policeman asked me if I had a driving licence and I said I didn't
 D. The policeman asked me if I had a driving licence and I said I hadn't.

Write the verb in parentheses in the past tense. (5 Marks)

1. Mukandoli (want) something exciting to happen on her street.
2. A whole week (pass) with nothing for her to do.
3. Mutoni's friend (whisper) to her that someone was coming to visit.
4. Her friend (warn) Mutoni not to get too excited.
5. She (hope) that what she really liked would happen soon.

Put a circle around the noun or nouns that are spelled correctly in each row. (5 Marks)

1. a) mouses b) wolves c) womens
2. a) bluffs b) wifes c) zooes
3. a) radioes b) deers c) moose
4. a) geese b)studioes c) lifes
5. a) doeses b) oxen c) mans

Summary writing

In not more than 100 words, summarise the importance of different forms of communication.

Phonology (10 Marks)

The words below are divided into syllables. Show which syllable is stressed by underlining it.

Adjectives

- 1 de cide
- 2 thor ough
- 3 rem e dy
- 4 fic tion al
- 5 su rren der

Nouns

- 1 ta ble
- 2 re ward
- 3 com pa ny
- 4 di rec tion
- 5 cat a ract

Composition writing

Each of your compositions should be 250 to 300 words

- Write about a real or imaginary problem when you were short of food or water and say:
 - where you were,
 - why you were short of food or water,
 - How you were feeling,
 - what you were thinking,
 - what happened,
- How can accidents on our roads be reduced?
- Describe the role of two of following people in the family.
 - Father
 - Mother
 - Grandfather
 - Grandmother
 - Aunt
 - Uncle
- You have been chosen by your schoolmates to write to the headmaster proposing changes to the school regulations. Write a letter showing how such changes would be good for the school.
- How would you help a friend of yours who is a drunkard and takes drugs to change these behaviours?

Glossary of commonly confusing words

<i>Confusable</i>	<i>Meanings</i>	<i>Confusable</i>	<i>Meanings</i>
accept except	to agree to receive or do not including	exercise exorcise	physical activity; to do physical activity to drive out an evil spirit
adverse averse	unfavourable, harmful strongly disliking; opposed	fawn faun	a young deer; light brown a mythical being, part man, part goat
advice advise	recommendations about what to do to recommend something	flaunt flout	to display ostentatiously to disregard a rule
affect effect	to change or make a difference to a result; to bring about a result	flounder founder	to move clumsily; to have difficulty doing something to fail
aisle isle	a passage between rows of seats an island	forbear forebear	to refrain an ancestor
all together altogether	all in one place, all at once completely; on the whole	foreword forward	an introduction to a book onwards, ahead
along a long	moving or extending horizontally something of great length	freeze frieze	to turn to ice a decoration along a wall
aloud allowed	out loud permitted	grisly grizzly	gruesome, revolting a type of bear
altar alter	a sacred table in a church to change	hoard horde	a store a large crowd of people

amoral immoral	not concerned with right or wrong not following accepted moral standards	imply infer	to suggest indirectly to draw a conclusion
appraise apprise	to assess to inform someone	loath loathe	reluctant, unwilling to hate
assent ascent	agreement, approval the action of rising or climbing up	loose lose	to unfasten; to set free to be unable to find
aural oral	relating to the ears or hearing relating to the mouth; spoken	meter metre	a measuring device a metric unit; rhythm in verse
balmy barmy	pleasantly warm foolish, crazy	militate mitigate	to be a powerful factor against to make less severe
bare bear	naked; to uncover to carry; to put up with	palate palette	the roof of the mouth a board for mixing colours
bated baited	in phrase 'with bated breath' bait attached or inserted	pedal peddle	a foot-operated lever to sell goods
bazaar bizarre	a Middle Eastern market strange	pole poll	a long, slender piece of wood voting in an election
berth birth	a bunk in a ship, train, etc. a baby coming from the womb	pour pore	to flow or cause to flow a tiny opening;
born borne	having started life carried	practice practise	the use of an idea or method to do something repeatedly to gain skill;
bough bow	a branch of a tree to bend the head; the front of a ship	prescribe proscribe	to authorise use of medicine; to officially forbid something
brake break	a device for stopping a vehicle; to stop a vehicle to separate into pieces; a pause	principal principle	most important; the head of a school a fundamental rule or belief
breach breach	to break through, or break a rule; a gap the back part of a gun barrel	sceptic septic	a person inclined to doubt infected with bacteria
broach brooch	to raise a subject for discussion a piece of jewellery	sight site	the ability to see a location
canvas canvass	a type of strong cloth to seek people's votes	stationary stationery	not moving writing materials
censure censor	to criticise strongly to ban parts of a book or film; a person who does this	storey story	a level of a building a tale or account
cereal serial	a grass producing an edible grain; a breakfast food made from grains happening in a series	titillate titivate	to arouse interest to make more attractive

chord cord	a group of musical notes a length of string; a cord-like body part	tortuous torturous	full of twists; complex full of pain or suffering
climactic climatic	forming a climax relating to climate	wreath wreathe	a ring-shaped arrangement of flowers etc. to surround or encircle
coarse course	rough a direction; a school subject; part of a meal	yoke yolk	a wooden crosspiece for harnessing a pair of oxen the yellow center of an egg
Complacent complaisant	smug and self-satisfied willing to please	discreet discrete	careful not to attract attention separate and distinct
complement compliment	to add to so as to improve to praise or express approval; an admiring remark	disinterested uninterested	impartial not interested
council counsel	people who manage or advise advice; to advise	draught draft	a current of air a first version of a piece of writing
cue queue	a signal for action; a wooden rod a line of people or vehicles	draw drawer	an even score at the end of a game a sliding storage compartment
curb kerb	a control or limit (in British English) the stone edge of a pavement	dual duel	having two parts a fight or contest between two people
currant current	a dried grape happening now; a flow of water, air, or electricity	elicit illicit	to draw out a reply or reaction not allowed by law or rules
defuse diffuse	to make a situation less tense to spread over a wide area	ensure insure	certain that something will happen to provide compensation if a person dies or property is damaged
desert dessert	a waterless, empty area; to abandon someone the sweet course of a meal	envelop envelope	to cover or surround a paper container for a letter

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