

# ENGLISH

**FOR TTC**

STUDENT BOOK

**YEAR 1**

OPTIONS:

**Early Childhood & Lower Primary Education**

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## FOREWORD

Dear student,

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

Inline with efforts to improve the quality of education, the government of Rwanda emphasises 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 specific content, the quality of tutors' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to activities that facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, whose role is central to successful learning, you will gain appropriate English language skills and be able to apply what you have learnt in real life situations, especially in your teaching trainings and career. 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 tutor. In regard of competence-based curriculum, learning is considered as a process of active building and development of 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 what 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 efficient 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 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 organised 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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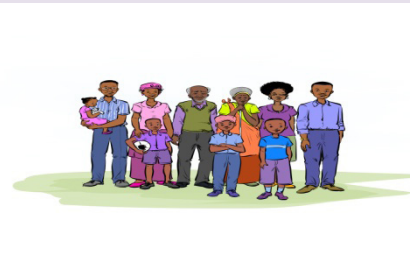
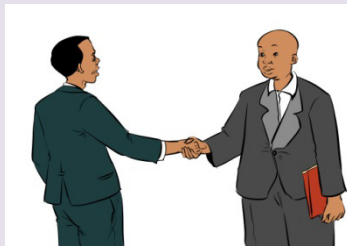
# UNIT 1

## PEOPLE AND PLACES

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

### Introductory Activity

*Picture observation and interpretation*



*Observe the above pictures and respond to the following questions:*

1. Describe what is taking place in different figures from the pictures above.
2. Which places do you think people of different ages mostly like to visit and why?
3. What makes people different? Give a reason.

4. Describe people in your home using present simple tense.
5. How do you differentiate nuclear family and extended family? Provide some examples.
6. If you were a parent, would you spend money to take your children to explore new places where they play with toys or see interesting animals?  
Justify the relevance of your choice.

## 1.1. Introducing oneself and others

### 1.1.1. Learning activities: *Reading and Textt analysis*

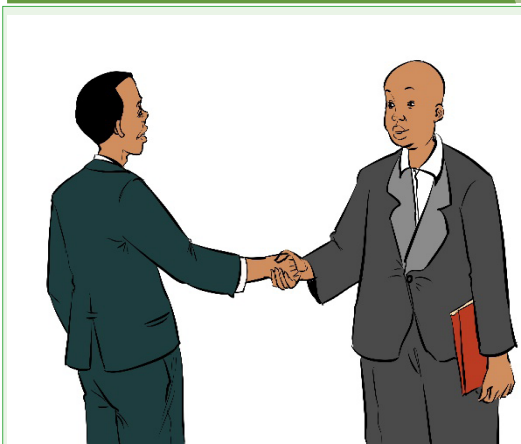


Fig.1



Fig: 2

*Observe the pictures and discuss.*

1. Answer these questions:1) What is taking place in fig 1-2?
2. Why is it important for your head teacher/mistress to introduce a new nursery school teacher or any other new employee to other staff members?
3. Is it necessary to talk about your personal life information or your friend's personal life during introduction? If yes or no, give a reason.
4. Suggest some pieces of advice to the people who forget to introduce their friends when together they meet new people.

*Text 1. Audio script between two teachers of nursery school*

*Read the dialogue below and answer the questions that follow:*

**MONICA AND LUCILLE**

**Monica:** We're talking today with Lucille; she comes from a family of three kids. Lucille, I hear you have a younger sister.

**Lucille:** Right. Five years younger?

**Monica:** And a sister?

**Lucille:** That's right.

**Monica:** And you and your sister are twins. Is that right?

**Lucille:** That's true. She was born eight minutes before me. I was the little one.

**Monica:** Well, tell us a bit about her name, by the way?

**Lucille:** Her name's Laura.

**Monica:** Laura! So, Lucille, do you both resemble?

**Lucille:** We do, actually. A lot of people can't tell us apart.

**Monica:** Really?

**Lucille:** But I wear glasses all the time. She only wears them for reading.

**Monica:** I see. Some people say twins like the same things. Is that true for you two?

**Lucille:** Well, we both love Mexican food. We always have the same thing when we go to restaurants. And let's see... we like the same kinds of movies.

**Monica:** Anything else?

**Lucille:** Well, this is kind of funny. Sometimes we buy almost the same clothes. Not because we want to. It just happens by accident. I go to visit her and she's wearing a shirt like mine. It's always a surprise.

**Monica:** So how are you different from each other?

**Lucille:** Well, Laura's a great dancer. And me, I can't dance at all.

**Monica:** Anything else? Let's see... her favourite colour is green; mine's blue. She loves football and I love baseball... I could go on and on.

**Monica:** Well, how about musical tastes?

**Lucille:** Oh yeah, I love classical music. But she really prefers pop. I actually play piano, but she doesn't play any musical instrument. I'd say she's really more of a dancer than a musical person.

**Monica:** And how about your own marriages and families? Are they similar in any way?

**Lucille:** Well, we both have two kids. I've got a boy and a girl. She has got two boys and they are all studying in the same nursery school. But our husbands are completely different, not at all alike.

**Monica:** Really! Well, thank you, Lucille Kennedy, for talking with us today about you and your twin sister.

**Lucille:** Thank you. That was fun!

*Adopted from: <https://dl.pearson.co.jp/resources/9780133810516/teachers.pdf>*

• **Comprehension questions**

1. How many people are speaking in the audio dialogue?
2. Does Lucille have a brother? Is he older than her or younger?
3. What is the name of the twin sister of Lucille?
4. Which things do those twins have in common?
5. Do you think the above conversation helped Monica to know Lucille? Why?

*Text 2. Two different dialogues in two different situations*

*Provide the meaning of the words highlighted as instructed below:*

In these two situations, people are introducing themselves to each other. In the first situation, it is two strangers at a conference. In the second situation, an employee is introducing himself to a new employee in an office. From the context, find those which are formal and informal among the words/phrases in **bold**.

### *Situation 1*

David: 'It's a very good conference this year.'

Lisa: 'Yes, I'm really enjoying it. I think it's better than last year's. Did you come last year?'

David: 'No, I didn't. But I came the year before and that was good, but not as good as this year.'

Lisa: 'It was good last year, but the speakers this year are a much better.'

David: 'Allow me to introduce myself. My name's Gary Smith.'

Lisa: 'Pleased to meet you Gary. My name's Lisa Rodgers.'

(Handshake)

David: 'Pleased to meet you too. For how long are you at the conference?'

Lisa: 'I'm here for 5 days. And you?'

David: 'I'm here for only 3 days. I'm leaving the day after tomorrow.'

Lisa: 'What do you do?'

David: 'I'm a sales manager at Time box plc. And yourself?'

Lisa: 'I'm the director of marketing for an internet company called 'Travelquick.com.'

### *Situation 2*

Christine: Hi

Paul: Hello

Christine: 'I don't think we've been introduced. My name's Christine.'

Paul: 'Nice to meet you Christine. My name's Paul.'(Handshake)

Christine: 'Hello Paul, nice to meet you too. How is everything?'

Paul: 'It's going very well. There is a lot to learn, but this job seems similar to my last job. The people here seem very friendly. Do you work in the sales department?'

Christine: 'Yes, I do.'

### 1.1.2. Application activity:

*Essay writing*

Write a one-page essay explaining the importance of self-introduction and introducing other people.

## 1.2. Describing people and places

### 1.2.1. Learning activity:

*Reading and Text analysis*

- **Text: A good friend**

I have a friend with a beautiful name Lucy. She is low on growth, brown-eyed and black-browed. She has on her pale face barely visible freckles. Big brown eyes are framed with long fluffy eyelashes. She always grins with her amazing smile. When she laughs, her little nose wrinkles so funnily. She is very tidy. Her dresses are always ironed. Lucy is a sincere friend. Between us, there are never secrets. Together we read books, go to the library, prepare home tasks. When I am sick, she always comes to me after classes, talks about school and about her adventures. But the most interesting she talks about the new books she read. I want to listen to her every day, listen without end. Lucy doesn't avoid work. She just comes home from school immediately and cleans up the room. I love my friend for her sensitivity, kindness and spiritual purity.

Recently, my friend wanted to know about a very important place to me and of course what came to my mind was a place which is meaningful to me because it is part of the county I loved, is part of the country where I grew up and is part of my childhood. This place is in the country in an old region named Appalachia, a small piece of the [Appalachian Mountains](#), in a town named Pikeville. Pikeville is a polluted town because of the [coal industry](#).

People live in apartment or condominium buildings because of its little space available. I grew up in one of the many buildings in Pikeville

admiring from my bedroom window the beauty of the mountains, always exploring with my eyes the forest or the meadows, looking for a clean and quiet place. And, I found one on a hill in the back of the town. It is about 100 feet square, it has seven old trees, wild flowers and a lot of bugs and ants during summer time. I used to go there to sit down on a rock and watch the town and my trees. There was a very old tree, a maple tree, with a huge trunk.

The others were smaller, three in the back, three on my left side and the old maple tree on my right. There were flowers, many kinds, white, yellow, purple and blue. It was nobody's place. Nobody owned that hill, but it was beautiful and peaceful and I dreamed many times about a white house over there. Let us not deceive each other and love others as they are, because we are not all the same. And finally, not forget to beautify our places to attract other people.

*Adopted from: <http://bigessaywriter.com/blog/descriptive-essay-on-a-person-my-perfect-essay>*

#### • **Comprehension questions**

1. What is the name of a person who is being described in the passage?
2. Describe her the way the author did it in the passage.
3. Why does the author love her friend?
4. Give reasons why the author likes the old region named Appalachia.
5. How did the author describe that place?
6. Which advice did the author give to people who are friends?

#### **1.2.2. Application activity:**

*Word meanings and paragraph writing*

*1. Find the meaning of the following words as they were used in the above text using your dictionaries:*

- Deceive
- Beautify
- Huge
- Cheerful person
- Childhood



- Freckles
- Adventures
- Brown eyes

2. Write a paragraph describing the people you love and important places to you.

### 1.3. Talking about people at home

#### 1.3.1. Learning activity:

*Reading and Text analysis*

##### • Text 1

Look at the picture, and read the passage below. and answer the questions that follow.



#### *My family*

There are 6 people in my family. I have two brothers and one sister. I am the second born. My Dad goes to work every day from 8 am to 8 pm. His job is to communicate with Vietnamese people. My mom doesn't work outside the home. She stays at home and takes care of the house. She also raises the kids and cooks every day. My oldest brother is 23 years old. He doesn't work or go to school. He just stays at home and only does what he wants. He also spends a lot of money from what our dad earns. My younger brother is just the opposite. He is 18 years old. Every day he goes to school and sometimes he goes to work. He also helps my parents when he has free time. He got a diploma from high school and now he is enrolled at the University. My parents are proud of him very much. Finally, my sister is 11 years old and a cute girl. She is in the fifth grade. I think she is a very smart girl. I love her and my parents very much.

It was at 2.00 o'clock in evening on January 6th 2000. I came to the U.S. When I got off the airplane I entered the airport and looked around, Oh!



It looked big and very luxurious! I had never seen that before and all the words were in English, no more Vietnamese. And also, the people were strangers. It made me a little scared because I didn't speak English well. After one hour waiting for the customs officer to process my paper, I met my husband and my parents-in-law and also my two uncles; they welcomed me to the U.S. I felt happy but a little tired, because I didn't sleep very well on the plane.

After that, my husband drove me home. On the way home, I saw the big! big! streets with a lot of cars. They did not look like those in Vietnam where you find motorbikes and motorcycles. They drive there with no lanes. Also, the trees had no leaves "What happened "that I thought. So, I asked my husband. He said "Because in the winter time the weather is cold, and snow makes all the leaves fall off. "Oh, I see "Isaid.

*Adopted from: <http://www.instruction.greenriver.edu/esol/activities/projects/families/xuyenproject.htm>*

- **Comprehension questions**

1. How many members does the above family have? How many boys and girls?
2. What does the father and the oldest brother do and when?
3. Which challenge did the author face in the journey?
4. Why parents are proud of the young brother of the author?
5. What did her husband comment on the reason why trees had no leaves?

**1.3.2. Application activity:**

*Paragraph writing*

*Write a short paragraph explaining how a good family would look like. (Refer to notes on paragraph writing in unit 5, page....)*

## 1.4. Narrating about different places

### 1.4.1. Learning activity:

#### *Reading and Text analysis*

*Read the following text and answer questions that follow:*

- **Text:** Visit to an exhibition of Birds

Last Sunday, an exhibition on birds was held in our locality at Salt Lake. I visited the exhibition with my parents. The exhibition started from 11 a.m. in the morning. It was held in the Salt Lake Stadium. One part of the ground was surrounded with barricade made of tin. The ground was decorated with colourful lights. Many stalls were set up for displaying the birds.

These stalls were made with wooden frames. The main attraction of the exhibition was our Chief Minister. She came and cut the ribbon in the opening ceremony. There were many species of birds. Birds like sparrows, parrots, kakatua,



pigeon and many more were kept there for display

From the afternoon people crowded all over the stalls. Some of them were buying birds, some were only watching and some were busy bargaining with the bird sellers. It was quite exciting to see the reactions of the children in the fair. They were so thrilled that they were running all over the ground. They were very happy to see so many colourful birds together. It was very nice to see the talking parrot. A bird trainer was making the parrot talk. There were many food stalls. Different types of snacks were also sold at the fair.

Children were mostly buying ice-creams and popcorns. Many people were seen carrying cages in their hands on their way home. It was truly a nice exhibition to visit. It is becoming more and more popular every year. We saw so many rare birds from close but I prefer to see them in their natural habitat. When I go for holidays with my parents, we watch out for birds all around us. In my next trip, I wish to request my parents to permit me to go to a place heard from my classmates called safari of Nandankanan from Purithat is also wonderful. They told me that they went to Chilka which is famous for dolphins. They sat in a boat and went a far distance into the sea. They have heard that dolphins are human's friends, so they also wanted to make friends with them. But unfortunately, they could not see a dolphin. In Chilka red crabs and prawns are found. This is about all their experience in Puri which they think is the ideal place for all visitors. They plan to go to Puri this year again and hopefully, I will go with them and have lots and lots of fun.

*Adopted: <http://www.arked.co.in/birds-in-an-exhibition.html>*

• **Comprehension Questions**

1. Vocabulary

*Using dictionary and thesaurus, find the meaning of the following words as they are used in the above passage. (the words are highlighted in the text):*

- a. exhibition
- b. habitat
- c. stalls
- d. crowded
- e. barricade
- f. ribbon
- g. species
- h. snacks
- i. popcorns
- j. bargaining

2. When did the exhibition of birds take place?

3. Where is the story/exhibition happening?
  - a. Mention who the main guest in this exhibition was.
  - b. Why were the children much attracted by this exhibition?
  - c. What made this fair become more and more popular?
4. Which place was the writer planning to visit during her next free time?
5. Why were the writer and mates intending to visit a new site?

#### 1.4.2. Application activity:

*Sentence writing*

*Use each of the above words from the vocabulary in your own sentences.*

### 1.5. Comparing people according to their gender and occupation

#### 1.5.1. Learning activity:

*Reading and Text analysis*

##### • Text: A man in the kitchen

In Rwanda, a man in the kitchen is an unusual sight in most places, be it urban or rural. This is often accompanied by sarcastic comments, mocking laughter or shaking of heads in disapproval, from men as well as women. Patriarchy has been a widely accepted social norm; gender roles are clearly divided into how men are supposed to act and how women have to behave. However, in most rural areas in Rwanda all this has started to change and men have miraculously accepted to step foot into the kitchen to cook and serve their children and wives.

In the village of Kayonza, a group of men were found preparing beans together with women in the kitchen. “It is so surprising to see my husband assist me in sorting out beans for cooking. This has never happened since we were married 32 years ago,” said Gertrude Mukagatare, a 56-year-old resident of Rwinkwavu in Kayonza district. Jean Damascene Ntabanyurwa is the 60 year-old husband of Mukagatare who has become a role model and earned respect for his change in attitude. “I was initially ridiculed by other men for doing work traditionally reserved for women,” said Ntabanyurwa, “but I have quickly become a role model, earned respect and courage to do things differently.”

Hile Jennifer in her book, 'Stereotypical Naturism: Understanding Discrimination Based on Stereotypes Prejudice,' noted the impeccable need to understand the nature of stereotypes. "Understanding the nature of stereotypes, generalizations, prejudice and discrimination is the first step in cultivating tolerance. Every person has prejudices since, it is simply human nature. People should, however, in the interest of intellectual honesty, consider that fairness is compromised when they discriminate against others because of personal prejudices."

"Many people believe that every human being deserves respect and freedom to practice unhindered, activities that make life more meaningful for them as long as there is no harm done to others. After all, personal freedom is one of the hallmarks of democracy," Hile stated. Rwandan women have been an important and increasingly visible part of the modern Rwandan society. Women are successfully and continuously fighting patriarchy and discriminative male dominance. Claudette Nyiramasoni is a 38-year-old local leader in Kirehe district who said that through involving a change in attitude and perception, they crossed over the very boundaries which had constructed leadership as a male preserve.

"Our presence in administration and general politics indicates our rejection of the women's traditional and marginalized status which has been met with resentment and resistance. Rwanda's development is bound to change as the society recognizes that women are a driving force that is needed to change the course of this country".

*Adopted from: <https://www.newtimes.co.rw/section/read/16632>*

• **Comprehension questions**

1. What caused sarcastic comments, mocking laughter or shaking of heads in disapproval, from men as well as women?
2. What is gender according to the text?
3. Compare people's perception of gender in both rural and urban places.
4. Who stated that personal freedom is one of the hallmarks of democracy?
5. What shows marginalization status among women today than in the past?
6. Suppose you are a head teacher in a school x, what will you do to change people's prejudice on women?

### 1. Question related to gender awareness

- a. At what extent do you think gender awareness has reached?
- b. Where do you find areas of improvement?
- c. What is your role?

#### 1.5.2. Application activity

Debate on the following topic, “Women occupations should be the same as men’s occupations.” Read the instructions on how to carry out a debate activity in unit five of this book.

### 1.6. Language structure

#### • A. Present simple tense

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

Present simple tense can be used for the following:

1. Repeated actions- For example:
  - She walks to work every day.
  - The train leaves the railway station daily.
2. Habits,
  - They swim every evening.
  - I get up early every day.
3. Things that are generally true.
  - They speak Ikinyarwanda at home.
  - It shines a lot in summer.
4. Facts
  - They come from Rwanda.
  - Birds have wings.
5. Something fixed in the future.
  - The school choir leaves at 7:00pm in the evening.
  - She performs her traditional song tomorrow morning.

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

*Example:*

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

(Extract from Things Fall Apart by Chinua Achebe)

The table below shows how the simple present tense can be used.

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

**Rules:**

- We use do/does for questions in the present simple and we specifically employ does for the third person singular.
- For third person singular, (she, he, it) we add 's' to the verb.
- Often, adverbs of frequency such as sometimes, usually, seldom etc. are used with the present simple.
- We also use do/does to make interrogative clauses and negative sentences in the present simple.
- Do and does can be used with some of the 'WH' words such as where, when, what. Example, when does Nzeyi clean his room?

However, who does not use do or does as seen in the example below:

Who lives in Huye?

## Exercises

1. Construct (10) grammatically well-structured sentences using the present simple tense.
2. Narrate an experience you encountered at college using the present simple tense.

### B. Past Simple tense

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

#### Uses of the past tense:

- ✓ To talk about something that happened once in the past

#### *Examples:*

1. We met at the market last evening.
2. We carried the books back to the library yesterday.

- ✓ When talking about a thing that happened several times in the past.

#### *Examples:*

1. We sung a lot while we were in school.
2. They always enjoyed playing the piano.

- ✓ For expressions with ago, we also use simple past

#### *Examples:*

1. I met my family twenty years ago.
2. Kevine finished her assignment two days ago.

- ✓ When something was true for some time in the past

#### *Examples:*

1. She prayed a lot when she was sick.



2. I worked in Rwanda for fifteen years.

*Examples of verbs with their past form.*

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

Irregular verbs	
Base verb	Past simple
sleep	slept
bring	brought
buy	bought
sweep	swept
fight	fought
come	came
sit	sat

## C. Nouns

### 1. Definition

A noun is a word that names a person, place, thing or an idea.

### 2. Types of Nouns

There are different types of nouns: Proper nouns, Common nouns, Collective nouns, Abstract nouns, Countable and Uncountable nouns.

Our focus will be on proper, common, abstract, collective (also known as mass nouns), countable or uncountable nouns

#### *a. Abstract nouns*

These are nouns that.

Examples could be habits such as politeness, intelligence.

### *b. Collective nouns*

These are used to represent a group of things, people and animals.

Examples include a flock of sheep, a gang of thugs, a crowd of people, a fleet of trucks etc.

### *c. Common nouns*

A word used to name general thing, people, places, ideas, events, or people: class, tables, desk, board

### *d. Proper nouns:*

The name of a particular person, place animal or thing and some events.

They always begin with a capital letter.

e.g. Gatesi, Nyanza, Rwandair, January, Friday, Easter, Christmas, Id El Fitr, etc.

### *e. Countable and uncountable nouns*

#### • **Countable nouns**

They are nouns we use to name people, animals or things that can be counted using numbers: e.g. bottles, books, cups, boys, girls, etc.

#### • **Uncountable nouns**

They are noun used to name people, animals or things that cannot be counted like air, sand, wind, crowd, herd, etc.

## **D. Pronouns**

### I. Definition

Pronouns are words that are used to replace nouns. They act like nouns; they are nouns substitutes.

We normally use pronouns to limit repetition of the nouns that they refer to.

### **Types of Pronouns**

The types of pronouns include personal, indefinite, reflective, demonstrative, relative, reflexive, reciprocal and possessive pronouns. This unit will however exploit personal, possessive and demonstrative pronouns.

### 1. Personal pronouns include:

They replace names of people, animals, things or ideas acting as subjects or objects within sentences.

Examples: Mutesi likes wild animals. She visits them during holidays.

Subject singular	Object singular
I	Me
You	You
She/he	Him/he
It	It
Subject plural	Object plural
We	Us
You	You
They	Them

### 2. Possessive pronouns.

They show that something or someone belongs to something or someone they include: mine, yours, hers, his, ours, theirs.

e.g. Elisabeth and Catherine have their books.

Mine is on the desk. Jacob left his home.

Rosemary gave hers to Noah.

Samuel and colleagues, do you have yours?

### 3. Demonstrative pronouns

They are words that are used to designate something specific within a sentence. They are very few and include: this, that, those, these, none, neither, such, etc.

e.g. a. Neither of you did the homework.

b. None knew about the road.

c. Students from poor families drop out of school so early.

Such students need help.

## E. Articles

### I. Definition

An article is a word that accompanies a noun to specify its grammatical definiteness. Articles include **a**, **an** and **the**.

### II. Types of Articles

There are two main types of Articles: the definite and the indefinite.

#### a. Indefinite Articles

Indefinite articles include **a** and **an**. They are used in several ways:

1. We use the indefinite articles (**a** and **an**) when we refer to any person or thing and not a particular one; i. e. a/an means any.

**Example:** - She gave me a radio.

- Kamali is afraid to use an escalator.

- **Note:** Here the words “radio” and “escalator” in the examples above are referring not to particular but to general items.

2. We also use indefinite articles when we mention something for the first time: a/an means a certain.

**Example:** A farmer approached an orange tree with an axe.

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

**Examples:** -Her fiancé gave her a ring.

- The girl gave an answer.

- I prefer working in a university.

### III. Pronunciation of articles:

The choice between **a** and **an** depends on pronunciation not on spelling. Therefore, we say **a** university, **a** useful thing, **an** hour, **an** honest man... and indefinite articles are only used with singular count noun.

#### IV. Definite articles

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

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

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

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

**Example:** The farmer approached the pine tree with the axe he bought yesterday.

3. We don't put an article before the name of a country unless it starts with united, for Example, the United States of America or the United Kingdom; or its name contains the word Republic or Union, for example, the People's Republic of China.
4. When referring to languages, we use *the* in the following ways: we say *the* English language and not English language; We say fluent in English and not fluent in the English
5. Pronunciation of *the*:
  - 'the' is pronounced | Òe | before nouns beginning with a consonant sound or articulated/sounded letter like 'h'.

Example: *the climate*, *the beach*, *the museum*, *the trade-fair*, *the lake*, *the harbour*, *the hotel*, *the hyena*

- But *the* is pronounced | Ói | before nouns beginning with a vowel sound and silent letters like h.

**Examples:** *the exhibition*, *the orange*, *the honest man*,

### III. Zero article

We call Zero article the non expression of either a definite or indefinite article before a noun phrase.

#### 1. Generic/indefinite reference (mass and plural nouns)

(1) generic mass noun: Happiness is contagious.

(2) generic plural noun: Parks are beautiful places to visit.

They (People) want equal rights.

#### 2. Indefinite reference with both plural and mass nouns.

(1) indefinite mass noun: I drink coffee.

(2) indefinite plural noun: I saw cars.

#### B. Conjunctions: Whereas, While, When, Where

The sentences below have been taken from the text above. Read them carefully and explain the role of the words highlighted.

1. A home is generally defined as a place where one lives permanently
2. The term nuclear family refers to the family group consisting of parents and children, while extended family includes all those with kinship ties.
3. Nuclear family is composed of parents and siblings, whereas extended family is made up of all people from the same ancestors.

#### Notes:

A conjunction is a part of speech that is used to connect words, phrases, clauses, or sentences. Conjunctions do not change in number, neither do they in person. They are invariable grammar particles. Below are some conjunctions that are used to contrast two similar things.

##### a) **Whereas**

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

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

### *Examples*

1. Nuclear family is composed of parents and siblings, whereas extended family is made up of all people from the same ancestors.
2. The term nuclear family refers to the family group consisting of parents and children, whereas extended family includes all those with kinship ties
3. People say 'fries' in America, whereas in Britain they call them "chips".

### **Notes:**

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

### *Examples:*

1. Whereas extended family is made up of all people from the same ancestors, Nuclear family is composed of parents and siblings.
2. Whereas Bugesera has very hot summers, Musanze summers are sometimes quite cold.
3. Whereas street children don't get affection, children in families get enough care.

### b) **While**

While can be used instead of whereas

### *Examples*

1. Nuclear family is composed of parents and siblings, whereas/ while extended family is made up of all people from the same ancestors.
2. Children in orphanages are sometimes sad, whereas/while children in families are usually happy.

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

### *Examples*

1. While the kids were having a nap, the mom could have a relaxing bath.
2. I remembered I had forgotten to buy food while I was just leaving the market.

### c) When

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

✓ Talking about the past

#### *Examples:*

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

✓ Talking about the present

#### *Examples:*

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

✓ Talking about the future

#### **Notes:**

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

#### *Examples:*

1. When the new park opens, my father will take me there.  
Not: ~~When the new park will open, my father will take me there.~~
2. When I've finished my homework, I'm going to phone my dad.  
Not: ~~When I'll finish my homework, I'm going to phone my dad.~~

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

#### Example:

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



#### d) Where

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

#### *Examples:*

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

### Exercises

#### *Using conjunctions and articles in sentences*

- i. Choose the right words from the brackets to fill in gaps in each of the sentences below.
  1. Kariza, will you lay the table..... I help your sister with her maths exercise, please. (whereas/while)
  2. The twins are very different: Kalisa is shy and reserved..... Kamana is outgoing. (whereas/while)
  3. My aunt Sophie is a doctor...Uncle Pete is a dentist. (whereas/where)
  4. I remembered my keys...I had left. (while/when)
  5. Dad would like to have a holiday in Spain... Mom would prefer Italy. (whereas/when)
  6. Why carrying bed covers in Musanze...we have to sleep in a hotel. (where/when)
  7. A home is generally defined as a place...one lives permanently. (where/when)
  8. When my mother ... I will tell her that you didn't mop your room. (comes, will come)
- ii. Use a, an or the to fill the blanks in the following sentences. The first one has been done for you.
  1. My mother considered it an hour to receive the reward promised by the President.
  2. Your car is very nice. Does it have ... DVD player?

3. Kamali rested at home in ... garden ...whole morning.
4. Kalisa found ... cat. ... cat belongs to his neighbour.
5. Keza has got ... job in ... bank in Kigali.
6. She is ... useful person most of ... time.

➤ **Notes**

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

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

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

**Exercises**

Use each of the words above in your own sentence.

## 1.8. End unit assessment

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

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

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

1. \_\_\_\_\_ flowers he gave me are beautiful.
2. Her dad sings her \_\_\_\_\_ song each night before she goes to bed.
3. Have you ever eaten \_\_\_\_\_ raw egg before?
4. Excuse me, do you have \_\_\_\_\_ time?
5. He had \_\_\_\_\_ exciting day today.
6. Bob forgot to bring \_\_\_\_\_ cake he baked.
7. Can you please return \_\_\_\_\_ records you borrowed?
8. Fred met \_\_\_\_\_ wonderful group of people last night.
9. \_\_\_\_\_ people Scott met were also nice. Tell me \_\_\_\_\_ story!

c. Re-arrange the following conversation about self-introduction and others to be meaningful.

- Nice to meet you too.

- I'm an engineer.
  - Mrs. Smith, what do you do for a living?
  - I work for Pentax International. What do you do?
  - Oh. Where do you work?
  - I teach English.
  - Hi. Nice to meet you.
  - Thank you. It was nice to talk to you!
  - What do you teach?
  - I'm a teacher.
  - Robert, this is my friend, Mrs. Smith.
- d. Write a 100 word composition explaining why living in a family is better than living in an orphanage.

## UNIT 2

### CAREER AND CHOICES

**Key unit competence:** To use language in the context of Career and Choices

#### Introductory Activity

Observe and discuss activities taking place in figures 1-4



*Questions for discussion*

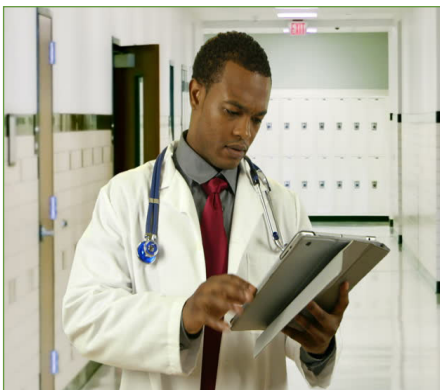
1. Identify different activities that are taking place in each figure.
2. Why do you think people do different jobs?
3. What would you do if you chose a career and found it too challenging?
4. Do you think qualifications and skills are necessary? Discuss.
5. Recommend some pieces of advice for young people to choose a good career.

## 2.1. Describing different types of careers and specific jobs

### Pre-reading activity

#### *Question:*

In our country, people do different activities from different institutions. Based on that experience, discuss different types of jobs and specific careers.



### 2.1.1. Learning activities: Reading and Text analysis

- **Inspired professions**

#### *2.1.1.2. Reading and exploitation of texts*

- **Text 1: Describing different professions and specific jobs**

“There are as many kinds of professions as there are people. They are like clothes; you have to choose the size and style that suits you”

There are five **professions** which I admire most. First and foremost is the profession of teaching. A teacher is a nation builder. He is a role model for his students. In the modern materialistic age, the teachers have lost the high status they used to enjoy in society. Still, one can say, teaching is the noblest of all professions.

The second profession I admire most is the profession of a doctor. There is no doubt many doctors have these days grown very greedy. They try to fleece the poor helpless patients. But I'm here talking about an ideal doctor only. Such a doctor has the milk of human kindness in him. He considers service to mankind his mission. He charges moderate fees and works wholeheartedly to mitigate the sufferings of the ailing humanity.

The third profession which I admire most is the profession of a soldier. A soldier is the saviour of the country and its people. He is ready to sacrifice his life for the sake of his country. He must be given due respect, regard and status in society. The fourth profession I admire most is the profession of a farmer. A farmer supplies food to all the people. Nobody can live without food. So, all of us depend for food on the farmer.

The farmer must be given better treatment and facilities. The fifth profession I admire most is that of a politician. This may seem strange as the politicians are condemned everywhere. The reason for their condemnation generally is because they are mostly corrupt.

But I'm talking here about an ideal politician only. Such a politician is a model of service to society, country and mankind. Before independence, we had such great politicians as Mahatma Gandhi, Jawaharlal Nehru, Balgangadhar Tilak, Gopal Krishna Gokhale and others. I wish we had such great selfless leaders and politicians now also.

*Adopted from: <http://www.shareyouessays.com/essays/311-words-short-essay-on-five-professions-i-like-most/3065>*

• **Comprehension questions:**

1. What are the jobs that the writer admires most?
2. Why is teaching a noble profession according to the writer?
3. Mention the qualities of a professional doctor as described in the passage.
4. Why some politicians are condemned?
5. Compare the person who did different jobs within different professions with the person who only had one profession in life.



### 2.1.2. Application activities:

### Word definition and composition writing

1. 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

2. Choose one profession and write two paragraphs describing its benefits and related challenges.

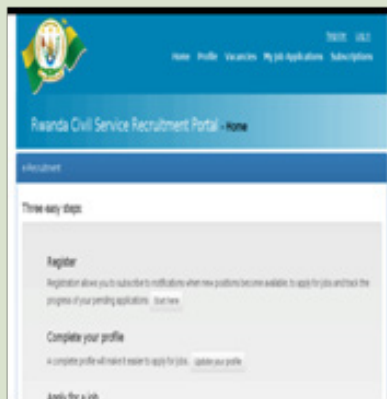


## 2.2. Describing ways of finding jobs

### 2.2.1. Learning activities

*Reading and Text analysis*

*Observe and interpret these pictures.*



*After observing the pictures, answer the following questions:*

1. Describe different activities that are taking place in the figure above.
2. Identify some ways of finding a job in Rwanda.
3. What is the importance of professional internship and volunteerism?
4. Suggest an advice to teachers about their responsibilities in classrooms in relation to ways of finding jobs.

**Text 1:** An interviewer and an interviewee

*Read the interview conducted and answer questions that follow:*



- Interviewer: Welcome to ABC Controls, David. I am Tom.
- Interviewee: Hello, it's nice to meet you.
- Interviewer: Nice to meet you too, how are you doing today?
- Interviewee: I am doing well, and you?
- Interviewer: Great, thanks. I hope we didn't keep you waiting for long?
- Interviewee: No, I had the chance to talk to one of your engineers while waiting.
- Interviewer: That's good. David, shall we start?
- Interviewee: Yeah, sure.
- Interviewer: First of all, let me introduce myself. I am the manager of our engineering department here and we have an open position, so we have been interviewing applicants to fill the position as quickly as possible.
- Interviewee: Yes Sir, I read about the position on your website, and I think I am a good fit.
- Interviewer: We currently have several ongoing projects and the team is working hard. We are hoping to keep busy for a long time.
- Interviewee: What are the essential qualifications required for the position?

Interviewer: This is an entry-level engineering position; we do provide a lot of training here. But we do require that you have at least a bachelor's degree in computer engineering. Previous experience in the field is a plus.

Interviewee: What kind of experience would you count as a work in the field?

Interviewer: Even though we provide training, it would be great if you had some hands-on programming experience, knowledge of database systems or skills on developing applications.

Interviewee: My final school project was actually developing a mobile application, so I am fairly competent in developing mobile and web applications.

Interviewer: That's good to hear, which school did you graduate from?

Interviewee: I was a student at DEF University, and I graduated with a bachelor degree in computer science.

I worked as a computer lab tutor in school for about 2 years. Guiding students through their projects helped me get experience in several programming languages.

Interviewer: What are you looking for in a job?

Interviewee: The job should definitely help me grow in my career. I will be happy to learn and grow as I work in a passionate company like yours.

Interviewer: You are right. There is plenty of room for advancement in our company. What are your strengths? Why should I hire you?

Interviewee: I am a diligent person and a fast learner. I am very eager to learn. My friends also find me very easy to work with.

Interviewer: Very well. Now, do you mind working overtime?

Interviewee: No, I do not.

Interviewer: Because, sometimes we get overwhelmed with heavy workload.

Interviewee: I understand that's the nature of the job. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week. And, I handled that situation very well.

Interviewer: Do you have any questions for me?

Interviewee: No, I think I have a pretty good understanding of the requirements. I believe that I can handle it with ease, and the fact that you provide all the training sounds excellent. I hope to have the opportunity to work for you.

Interviewer: David, it is nice to meet you. I can tell that you are a good candidate. Expect to hear from us within a week or so about the job.

Interviewee: Nice meeting you too. Thank you for your time.

Interviewer: Thank you for coming.

### Comprehension questions

1. What is the names of both interviewer and interviewee?
2. Which institution would like to recruit an employee and for which position?
3. Where did the applicant get the information and what were the requirements?
4. Identify the interviewee working experience as described.
5. Give the reason given by the applicant/interview about why he was looking for that job.
6. Have you learnt any lesson from the interview read. Justify your answer.

### Text2. Finding jobs

*Read the text below and answer comprehension questions:*

Growing up in school, students are constantly reminded that a college education is necessary to make a decent salary. Over the years, it has become evident to many young adults that this statement is indeed true. However, as the need for jobs increases, so does the necessity of being more competitive in a work field. Since our generation has grown up knowing that graduating from college is a necessity, a college education is no longer enough to be competitive in the **job market**; therefore, our generation has

given birth to a new requirement to find the right job after college. This requirement is known as an **internship**.

There are many people who are currently working in fields where they never thought they would work. Their plans in life didn't work out the way they wanted and they are now living under what they once labelled "**Plan B**". Companies can be sure that interns are dedicated and truly interested in the field that they are working in.

If you're considering a new career, volunteering can help you get experience in your area of interest and meet people in the field. Even if you're not planning on changing careers, volunteering gives you the opportunity to practice important skills used in the workplace, such as teamwork, communication, problem solving, project planning, task management, and organization. You might feel more comfortable stretching your wings at work once you've honed these skills in a volunteer position first.

Volunteering offers you the chance to try out a new career without making a long-term commitment. It is also a great way to gain experience in a new field. In some fields, you can volunteer directly at an organization that does the kind of work you're interested in. For example, if you're interested in nursing, you could volunteer at a hospital or a nursing home. Your volunteer work might also expose you to professional organizations or internships that could benefit your career.

Finally, for finding jobs graduates either secondary students or University students apply and when their application are accepted, they may sit for written exams and interviews. Examples of channels include and not limited to Job in Rwanda, Rwanda Civil service Recruitment portal and Umurimo.com.

*Adopted from: <https://www.helpguide.org/articles/healthy-living/volunteering-and-its-surprising-benefits.htm>*

*<https://www.bartleby.com/essay/The-Importance-of-Internships-F3YA5TSCFRS5>*

### Comprehension questions

1. Which different ways of finding jobs are mentioned in the passage above?
2. Explain the relationship between professional internship and career opportunity.
3. Do you think volunteerism can help someone to find a job? Explain.
4. How do people apply through Rwanda recruitment portal and job in Rwanda?
5. Find the meaning of the following words used in the passage,

using dictionaries and thesauruses.

- a. Internship
- b. Job market
- c. Plan B
- d. Volunteering
- e. Professional

## 2.3. Recounting a career

### 2.3.1. Learning activity: Reading and Text analysis

**A text:** Teaching is not only a career but also a vocation

Teaching is not always the first job for many teachers, but it is the last for Janice. One of her first jobs is to work at a call centre of a cellular phone company. She made \$9 per hour then. She worked graveyard shifts, and she complained that the schedule and target goals were very stressful and exhausting. After only three months, she decided to shift to becoming a pre-school teacher. She finished BS Mathematics and she enjoyed it. But she realized that she wanted to also become a pre-school teacher. For the next three years, she took Early Childhood and Education programs.

After she finished the programs, she applied for a public school in our community and she got hired. Right now, she is still a pre-school teacher and loving her job. She makes around \$30,000 every year. She is now pursuing her MA in Early Childhood Education. Teachers are not superheroes; they are human beings with likes and dislikes in this world. She said that as a girl, their family had two dogs, three cats, two rabbits, and two hamsters. The most special pet for her was Britney, their white cat with blue eyes and bunny tail. She is special, because she seems to be aware of her limits as a pet. Janice said: "Brit is the sweetest cat ever, and she never pounces on food, unless it is given to her. And you can just feel that she loves you so much, when she brushes on your legs." Like other people, Janice tries to avoid some things, but she ends up doing them.

She said that some of the things that she is doing that she said she would never do are eating another slice of chocolate cake, and spending more time playing Castle Ville than originally planned. She admitted being "partially addicted" to both. Janice stresses that she hates long lines,

traffic, and young people who disrespect their parents. Some of the best things that Janice loves about her life right now are that she can do anything she wants, because she is still single and she does not have to be encumbered with the responsibilities of being a wife and a mother.

She plans to have a family someday, but maybe in her mid-thirties. Being a teacher requires sacrifices, love, and dedication. Janice's long-term goals are about her career as a teacher and the benefits she can get from it. She is working hard to save money and to buy her own house. She also plans to finish her Master's degree in two years. For her, these goals require sacrifices, like delaying marriage and cutting back on numerous expenses. When asked about her strongest and weakest attributes, she said: "My strongest attribute is my dedication to public service and teaching. My weakest is that I have a hard time saying no to people." People can easily know that she is a teacher by heart, because when asked the question: If you could go back in history and meet anyone, who would it be and why? She answered that she wants to meet Jesus Christ. She stressed: "I want to listen to his stories and to learn from his goodness. I want to learn from the most awesome teacher of all time." Janice is like any other human being, with goals, dreams, strengths, and weaknesses. Her life is centred on being a good person and being the most "engaging and loving teacher" for her classes. For her, she is a teacher in and out. For her students, she is their second Mom.

*Adopted: <https://studentshare.org/education/1599364-interview-essay>*

#### • **Comprehension questions**

1. What was the first job of Janice?
2. When did Janice decide to shift from one job to another?
3. Which combination did Janice do after shifting from the first one?
4. Mention the qualities of a teacher and long term goals of the writer.
5. What are the weakest time to Janice? And on what did she say her life was centered?
6. Why do you think Janice was like a mother to her students?

#### **2.5.2. Application activity :**

*Role play*

Role play recounting a career in classroom and explain some benefits of



the career recounted.

## 2.4. Talking about Qualifications and skills

### Pre-reading questions

Write about the following topic:

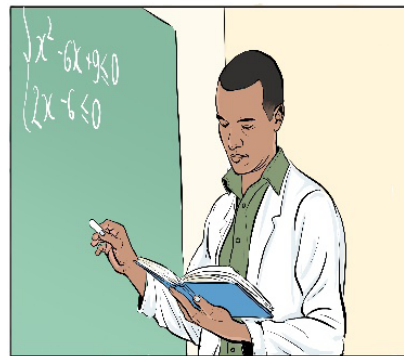
Some people believe that educational qualifications will always bring success in life. Other people say that educational qualifications do not necessarily bring success.

1. Discuss both views and give your opinion.
2. Give reasons for your answer and include any relevant examples from your own experience or knowledge.

*Observe the pictures and read the text that follows and then answer the questions below:*







**Text:** Why I want to become a special school teacher:

When I was little, I wanted to have superpowers. I thought that strength or ability to fly and be invisible would give me a chance to fight crime. That was my way of making the difference in the world.

Now, that I grew up and stand on a way of making important decisions I realize that I want to be a Special Education Teacher. Now I believe that this is really the best way to make a difference in the world we all live in.

Why do I choose this path? There are a handful of reasons.

First of all, I love kids. Being around them, coming up with ways to make

school programs interesting for them and investing in their personalities, not only their intelligence, are all among my biggest passions in life. I am never bored with all the daunting responsibilities like administrative tasks or paper work.

As a schoolgirl, I used to work as an assistant Teacher at my parents' private school. And I know for sure what I am talking about when it comes to overwhelming responsibilities. I saw my parents at work, and I helped them with some of those tasks. And I want to do that one day too.

Besides, I am a go-getter in nature. This means that coming up with brilliant ideas, organizing schedules and running competitions will be of no problem for me. I like adventures, and it will be a real pleasure to turn an ordinary study process into an exciting adventure with the kids.

Also, I am creative and curious, and I am always ready to share my discoveries with kids. And that is a key to successful training and education.

And finally, I want to work as a Special Education Teacher meaning that I won't be around ordinary kids. I will work with extraordinary ones. I believe that each of the students I will be lucky enough to train is special in so many different ways. I realize the hardships of this work, but they don't scare or burden me. I find this job opportunity a real blessing. But to get there, I have to start my education first. And that is why I am applying to your college.

I hope one day after I graduate, I will find my own Special Education Establishment where kids would come not only to gain valuable knowledge but also find friends, rediscover their passions, and fulfil their bravest dreams. And all this is possible with my potential and your college's knowledge base. *Adopted: <https://chiefessays.net/2-career-goals-essay-examples/>*

#### Comprehension questions

1. What was the dream of the author?
2. Why did the author like the profession mentioned in the passage?
3. Which category of children did the author wanted to work with?

4. Give reasons why the author wanted to have his establishment.

**Text 2:** Job advertisement

### 1. Pre-reading activity

Study the below job advertisement format and identify the information required in a job advertisement.

2. Read this job advertisement and answer questions that follow:

Inyange Nursery School

Inyange Primary school seeks to recruit a highly qualified candidate to fill the vacant post of Head teacher.

**The head teacher vacancy requirements:**

#### 1. qualification

- Professional teaching certificate of secondary in Early childhood and lower primary Education.

#### 2. Skills

- Good command of English, French and Kinyarwanda.
- Computer literate in Microsoft word, Excel and PowerPoint
- Organizational skills
- Interpersonal communication

#### 3. Experience

- Have a minimum of two years working experience.

#### 4. Qualities

- Team management
- Working under pressure
- Paying attention to details

Applicants should be Rwandans, and should attach to the letter of application photocopies of their academic certificates, national ID and recent passport photos.

Interested applicants can send their application letters, curriculum vitae

and academic papers to the following email: [Inyange.nursery12@gmail.com](mailto:Inyange.nursery12@gmail.com). For further information, call us on the following number: 25267201

### Comprehension questions

1. What is the vacant position?
2. Who advertised the job?
3. What educational background is required?
4. Identify the computer skills required?
5. Why is important for the applicant to have organizational and interpersonal communication skills?
6. How can an interested person apply for the job?
7. Where can an interested person apply for the job?

**Text 3:** Relationship between qualifications and Labour market

### Pre-reading activity

*Read the following text and answer questions that follow*

#### **Write about the following topic:**

*Some people believe that educational qualifications will always bring success in life. Other people say that educational qualifications do not necessarily bring success.*

1. Discuss both views and give your opinion.
2. Give reasons for your answer and include any relevant examples from your own experience or knowledge.

*Read this text and answer the questions that follow:*

Some people find academic degrees or other training essential milestones for future success, while others believe that this does not guarantee future success and there are other relevant factors just as crucial. Personally, I take the opinion that success is not guaranteed.

On the one hand, gaining educational qualifications is certainly a method with which to gain success in certain areas of life. With regards to a career, it makes a person more competitive as employers will generally seek people who are well-qualified for the best and most richly rewarded positions in their company. This is true for all types of work, be it as an accountant or lawyer; or work in the building trade. It can also be viewed

as bringing success in terms of one's own development, as for some people gaining more educational qualifications is not for work but instead leads to a sense of personal accomplishment and fulfilment.

On the other hand, it is not certain that success will follow. In terms of work, many people study hard to become well-qualified but then fail to reach the heights of success that they expected. This is because in today's world there is a high level of competition for many jobs and a high number of graduates or qualified people. Not only this, there are other skills needed aside from qualifications. 'People skills' are also very important and so regardless of the level of qualifications, those who cannot get along well with others may be less likely to achieve the success they desire.

In my opinion, therefore, educational qualifications can bring success in life for many people, yet there are no guarantees this will be the case. Other factors such as the current job market and personal skills are also factors of importance.

*Adopted from: <https://www.ieltsbuddy.com/educational-qualifications-and-success-essay.html>*

#### • **Comprehension questions**

1. Which method should be deployed in order to gain future success described by the writer?
2. Do you think having academic success guarantees a job well done?
3. Compare academic qualifications and job market as discussed in the passage above.
4. Mention other factors in addition to qualification that can ensure success in the job.

## **2.5. Language structure: The Present Perfect, Present Perfect Continuous and past perfect**

### **A. Present perfect tense**

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

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

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

mentioned.

e.g. Have you been to Moscow?

b) experience.

e.g. Have you ever travelled by plane?

→ Yes, I have. No, I haven't.

→ No, but I'm planning to.

c) news.

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

It is used for:

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

## **B. The use of since and for with the present perfect tense**

### **a) *Since***

*Examples:*

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

### **b) *For***

Rwanda has been independent for 57 years in 2019.

You have been students here for one month.  
Our English teacher has taught us English for one month.

### **Formation and Usages of the Present Perfect:**

have + past participle of the main verb.

- We use the perfect tense with *since* to indicate the beginning of a period of time.
- We use the present perfect tense with *for* to indicate the duration of a period of time.
- The use of *just*, *almost*, *already* and *yet* can be used with the present perfect to show how an action/event is related to present.

Question: Have you written the other letter?

Different answers may be given:

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

### **C. Formation and uses of the present perfect continuous**

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

#### **a. How to form the present perfect continuous tense**

The present perfect continuous is formed using this formula: have/has (Present simple of the verb to have) + been + main verb in (ing) form.

*Examples:*

- We have been studying to become lawyers.
- They have been doing this job for three years now.
- She has been waiting for her mother since yesterday!

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

**Compare these sentences:**

- Musafiri has been teaching since 2000. (Begun teaching that year up to now.)
- Musafiri has been teaching for fifteen years. (Has spent fifteen years teaching)

**b. When to use the present perfect continuous**

The present perfect continuous is used when talking about:

- 1) 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)
- 2) The time interval and length of an action up to present using since and for.

*Examples:*

- She has been lecturing since she finished her university.
- We have been waiting for the new manager for five months.
- 3) The present perfect continuous tense is also used when drawing conclusions

*Examples:*

- His eyes are red. It is clear he has been crying after that difficult job interview.
- Look at his hands. He must have been cultivating for his entire life.

*Task:*

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

**D. Past Perfect Tense**



### *Examples*

The past perfect tense is used to show that something happened before another action in the past. It can also be used to show that something happened before a specific time in the past.

#### **a. How to form the Past Perfect Tense:**

Had (past simple of have)+ Past participle of the main verb

#### *Examples:*

- She had met him before the interview
- The plane had left by the time I got to the airport.
- I had written the email before he apologized.
- Kate had wanted to see the movie, but she did not have money for the ticket.

#### **b. When to use the past perfect tense**

The present perfect continuous is used in several situations. When talking about:

An action that happened before another in the past:

#### *Examples:*

- She stayed up all night because she had received bad news.
- They lost many of the games because they had not practiced enough.
- You had studied Italian before you moved to Rome.

When using the past perfect tense in this case, the most important thing to consider is that one action happened before another in the past. The order of events does not matter since the tense used shows clearly which event happened first.

An action that happened before a specific time in the past:

- She had established her company before 2008.
- They had gotten engaged before last year.
- I had fallen asleep before eight o'clock.”

An action in reported speech.

*Examples :*

- The teacher asked if we had studied for the exam.
- The boss had said it would be a long meeting.

An action showing dissatisfaction with the past.

*Examples:*

- We wished we had purchased the winning ticket.
- She wished she had seen her friend.
- The boy wished he had asked another question.

An action that took place slightly before another action in the past. In this case the word “just” is used.

*Examples:*

- She had just left the scene when the ambulance arrived.
- The bus had just left when we got to the stop.
- I had just gone outside when it started to rain.

Other cases in which the past perfect tense is used:

- I had got the letter before new recruitment.
- He understood the math test because he had been tutored all week.
- I did not have any cash because I had lost my purse.
- I had been to Mexico once.
- If I had seen him, I would have told him the news about his employees.
- Before he did his homework, he had stayed after school for help.
- She had lived in California before moving to Texas.
- She had visited several doctors before she found out what the problem was with her hand.

## 2.6. End unit assessment

*I The majority of the youth nowadays aren't minding about skills, they only wish to have degrees and go to the job market. Based on this statement,*

*Write a composition comparing qualifications and skills for labour market.*

II. Choose the correct answer.

1. We love this writer's books. We(have been reading / had been reading) them for years.
2. Her clothes were dirty because she (has been working / had been working) in the garage.
3. Where have you been? We (had been waiting / have been waiting) for you for ages.
4. He hasn't decided on a career yet, but he (has been thinking / had been thinking) about it lately.
5. After she (has been playing / had been playing) the violin for ten years, she joined an orchestra.

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

1. How long ... your father...(work) for the company when he retired?
2. Mike has never had an accident and he ....(drive) for years.
3. She had no idea it was so late because she .... (not / watch) the time.
4. " ... (you / take) your medicine regularly, Mrs Smith?" "Yes, doctor."
5. They eventually found the dog after they ...(look) for it all night.

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

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

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

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

It is very important for everybody to make the right choice of 1) \_\_\_\_\_. And it is no wonder because there are a lot of honourable professions to choose from, for example, the profession of a teacher, a doctor, a computer-operator, an 2) \_\_\_\_\_, a journalist, an agronomist, a miner, a fitter, etc. It is difficult for the young people of seventeen to give a definite 3) \_\_\_\_\_. There are lots of people who take 4) \_\_\_\_\_ about their professions and their career very easily. It is a matter of fact that only few of them become successful in their careers and their 5) \_\_\_\_\_. Such people don't gain much success in their professions and their careers. The next point is that there is a big difference between 6) \_\_\_\_\_ and career. Job is just a place to work in and to earn your living while 7) \_\_\_\_\_ involves planning out the journey, picking up the necessary skills along the way to be successful, and purposely deciding what your 8) \_\_\_\_\_, skills and work values are. Choosing a career is a hot question for school-leavers. I know that leaving school is the beginning of my independent life, the beginning of a far more serious examination of my abilities and 9) \_\_\_\_\_. My parents and school teachers helped me to 10) \_\_\_\_\_ my future profession. I would like to become a teacher as my parents are. This profession is to my liking though I understand that it is a difficult job, but I like people and my long-term dream is to bring up and teach children. Some people never pick a career. They continue drifting from job to job, without considering where the drifting will lead. 11) \_\_\_\_\_ may change their career interests or goals over time, but a well-chosen career usually leads to more advanced and challenging opportunities. And let's face it – you're likely to be working most of your life, so why not enjoy what you're doing. Finally, I'd like to advise you to choose your career carefully and then you will be happy and 12) \_\_\_\_\_ in your future life.

*[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/writing\\_comprehension\\_career/preintermediate-a2-worksheet/65054](https://en.islcollective.com/resources/printables/worksheets_doc_docx/writing_comprehension_career/preintermediate-a2-worksheet/65054)*

## UNIT 3

## SOCIAL COHESION

### Key unit competence:

To use language in the context of social cohesion

### Introductory Activity

Observe the following pictures and discuss



In your discussion, include answers to the following questions:

1. What is happening in the above pictures?
2. What can make people to work together as shown in those pictures?
3. What do we call the harmony and good relationship among members of community?

## 3.1. Talking about personal values that enhance social cohesion

### 3.1. 1. Learning activities: *Reading and Text analysis*

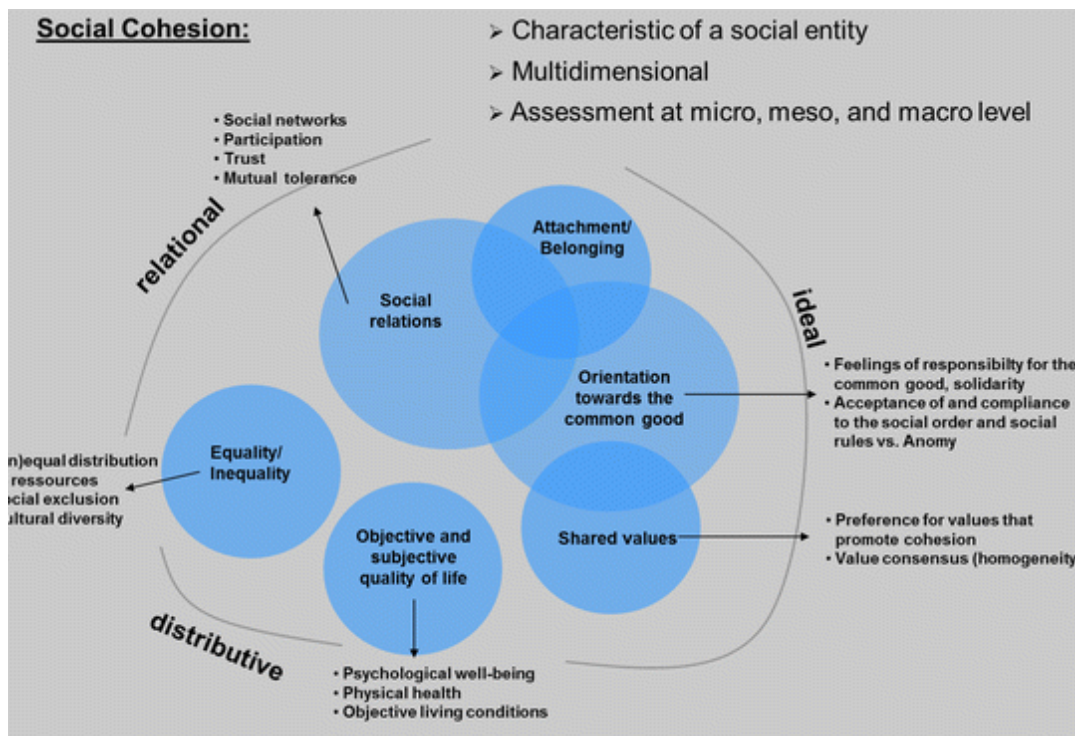
#### Pre-reading activity

##### *A case study:*

Suppose you are travelling home from school. On the way, an old woman gets into the bus and finds all seats occupied. You are the only young person in that bus. How would you react to this situation?

#### • The diagram on social cohesion

Observe the diagram below and discuss



*After interpreting the above diagram, answer the following questions*

1. Identify different values presented in the diagram.
2. What are the values grouped under social relations?
3. Which objective and subjective quality of life is mentioned in the diagram?
4. Based on different values described in the diagram, identify some personal values that can enhance social cohesion.
5. Why do you think personal values can help in the enhancement of social cohesion?

• **Text: Enhancing Social cohesion**

What balances individual rights against those of society and appreciates that a good relationship enables people to respect each other's values is known as social cohesion. This works towards the well-being of all its members and acts as a **bond** linking people together for better growth. For the society to achieve it, individual values play a big impact as discussed within the following sections.

Firstly, let's talk about Empathy which involves the ability to emotionally understand what another person is experiencing. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling. When you see another person suffering, you might be able to instantly envision yourself in the other person's place and feel sympathy for what they are going through. While people are generally pretty well-attuned to their own feelings and emotions, getting into someone else's head can be a bit more difficult. The ability to feel empathy allows people to "walk a mile in another's shoes," so to speak. It permits people to understand the emotions that others are feeling.

For many, seeing another person in pain and responding with indifference or even outright hostility seems utterly incomprehensible. But the fact that some people do respond in such a way clearly demonstrates that empathy is not necessarily a universal response to the suffering of others. Secondly, there are just a few elemental forces that hold our world



together. The one that's the glue of society is also called trust. Its presence cements relationships by allowing people to live and work together, feel safe and belong to a group. Trust in a leader allows organizations and communities to flourish.

However, the absence of trust can cause fragmentation, conflict and even war. That's why we need to trust our leaders, our family members, our friends and our co-workers, albeit in different ways. We may not show it outwardly, but we are less likely to tell the formerly trusted person that we are upset, to share what is important to us or to follow through on commitments. As a result, we pull back from that person and no longer feel part of their world. This loss of trust can be obvious or somewhat hidden especially if we pretend to be present but inwardly disengage. And those who have done something to lose our trust may not even know it.

Lastly by no means of least, It is about the action or process of forgiving or being forgiven. When you are forgiven, you feel free to relate with the person who forgave you. When you do it, you release yourself from bitterness and therefore you can embrace those who had wronged you. This fosters good relationship among members of the society thereby fostering social cohesion.

*Adopted: <https://www.forbes.com/sites/dennisjaffe/2018/12/05/the-essential-importance-of-trust-how-to-build-it-or-restore-it/#5157440864fe>*

*<https://www.test-english.com/explanation/a2/much-many-little-few-some-any/>*

#### Comprehension questions

1. Based on the author's views, what do you understand by social cohesion?
2. Which Personal values can enhance social cohesion as described by the author?
3. Using clear examples, explain some reasons as why the described personal values may enhance social cohesion.
4. What can happen in the absence of trust among people?
5. Which moral lesson have you drawn after reading the above text?



### 3.1.2. Application activity :

### *Picture interpretation*

#### *1. Observe the picture and answer questions*

1. What religions are represented in the pictures below?
2. What are some of the common religious values advocated by the two religions?
3. How can these religious values promote unity among members of the society?



*II. Match the following words with their definitions*

A	B
a. Positive values	1. It refers to the act or quality of being kind to others. Such person is kind and helpful to others. He/she strives to meet the needs of others without expecting anything in return. In Activity 10 above, you have given examples of people who helped without asking for any compensation or favor.
b. Empathy	2. This balances individual rights against those of society and appreciates that a good relationship enables people to respect each other's values. Therefore, it works towards the well-being of all its members and acts as a bond linking people together for better growth.
c. Social cohesion	3. It is defined as a compass direction: they help point the way to critical and logical thinking. We often demonstrate it in different ways. For example, by solving problems that affect others, helping those in need, having a sense of responsibility in what we do, being honest or even being caring to others.
d. Benevolence	4. This refers to the ability to understand and share the feelings of others. This makes the person feel valued and cared for even when little help has been given to them. As a result, they get close to those showing empathy.
e. Forgiveness	5. It is the action or process of forgiving or being forgiven. When you are forgiven, you feel free to relate with the person who forgave you. When you do it, you release yourself from bitterness and therefore you can embrace those who had wronged you. This fosters good relationship among members of the society thereby fostering social cohesion.

III. Your village has called a meeting to discuss about personal values that enhance social cohesion among people.

You are asked to take minutes as the secretary. Write the minutes and present them to the public.

**Notes:**

The minutes should include:

- a. A title containing the date and place where the meeting was held.
- b. A list of members who attended the meeting.
- c. Agenda/ items to be discussed e.g. Minutes of previous meeting, speech from chairman, problems that may arise if some values are lacking among people.
- d. Body summarizing ideas for each item on the agenda.
- e. Conclusion and date for the next meeting.

### 3.2. Elaborating on Peace and Unity

#### 3.2.1. Learning activities

*Reading and Text analysis*

- **Picture interpretation**



Fig.1



Fig.2

1. Which activity does Fig.1 represents and why is it important?
2. What is the role of justice in peace building and Unity?
3. At what extent do you measure peace and unite in Rwanda? Give clear examples.

- **Text 1: Building peaceful Rwanda**

April 22 2014: Rwandan peace builder Jean de Dieu Basabose looks at the commemorative events for the 20th anniversary of the Rwanda genocide, and explains the importance of peace education in preventing future genocides in Rwanda and beyond.

On 7 April 2014, Rwanda commemorated the 20th anniversary of the genocide committed against Tutsi in 1994. The theme for this year's commemoration was: Remember, Unite, Renew. The preparations for the commemoration were marked by a series of events taking place in Rwanda and around the world. One of the noticeable preparatory events was the tour of the 'Flame of Remembrance' which was carried across the country's 30 districts. This event symbolizes courage, reconciliation and hope for an enlightened and promising future.

The anniversary events create opportunities to publicly honour the memory of the victims of the genocide and to offer emotional support to the survivors and advocate for their recovery and well-being. The annual events are also an opportunity to bring people together, nationally and internationally, in order to reflect on their role in preventing the reoccurrence of genocide or other mass atrocities across the globe. The commemoration calls on the world to reaffirm our commitment to never let this happen again and shows that reconciliation through shared human values and human resilience are possible. It is our responsibility to nurture and promote our interconnectedness, restore human values and build a just and peaceful human society for everyone.

### **The role of peace education in rebuilding a peaceful Rwanda**

I work for Shalom Educating for Peace, a peace education organization operating in Rwanda. Peace education can play a key role in building a just future for Rwanda. In the run up to the commemorations in Rwanda we hosted the third African Alliance for Peace Summit. The conference was held in Kigali from 16-19 February. The dates were chosen deliberately to take place during the period of 100 days before the 20th commemoration of the genocide. The conference was aligned with the commemoration's preparatory events and operated with the objective of bringing together people to discuss ways to avoid the reoccurrence of an atrocity such as the genocide.

The theme of the summit was "Promoting Peace Education in our Communities," and brought together 62 participants from 11 countries including Rwanda, Burundi, DR Congo, Sierra Leone, Ethiopia, Kenya, Cameroon, Uganda, Zimbabwe, and South Africa.

The purpose of the event was to examine how to prevent violence, wars, genocide, and xenophobia by promoting peace education and sustaining peace infrastructures, but it also enabled participants from different parts of Africa and beyond to learn about what happened in Rwanda in 1994 and how Rwandans have responded to the tremendously challenging post-genocide context. The summit left its participants with the conviction that genocide can be prevented with the development of an effective peace education system. As a contribution to the prevention of violence on the continent, participants at the summit formulated the 'Kigali Declaration' in order to call on all African countries to invest in educating its people for peace.

The summit participants reflected on the necessity of building strong and effective infrastructures for peace and promoting peace education within our communities as a way to prevent the reoccurrence of the deplorable past and to work proactively for a tangible “never again”.

If we take a look at the 100 days leading up to the genocide, it is clear that Rwanda suffered from the lack of education and other infrastructure for peace. Youth were over-equipped with killing instruments traditional arms, machetes, guns, etc. Violent meetings were organized around the country. The media broadcasted violent messages, and hatred was spread around the country. There were warning signs about a possible genocide, and youth were indoctrinated in divisive and genocidal ideology. Unrest, disorder, prejudice, despair, and instability were the common characteristics of our communities.

The period of terror that ensued lasted just 100 days, from April to July. During those 100 days, Rwanda became a bloody land and more than one million Rwandans perished. Ashamed of what happened in the country, the world couldn't repeat the “Never Again” slogan.

In the aftermath of the genocide, it was clear that Rwanda didn't die. Instead, Rwandans have demonstrated the power of human resilience. Firm recovery efforts have been made to rebuild the country. Anti-genocide and pro-peace strategies have been established and adopted by the people.

*Adopted from: <https://reliefweb.int/report/rwanda/peace-education-post-genocide-rwanda>*

- **Comprehension questions**

1. Who explained the importance of peace building and when was it reported?
2. What was the theme when the commemoration reported take place?
3. Explain the role of media in genocide against Tutsi as reported in the above extracted.
4. After reading the above extract from the newspaper, why do you think youth should be encouraged to visit memorial sites our country and participate in commemoration dialogues.

- **Text 2. A poem: Ancestral Honour**

We come together in **unity**,  
as one big community,  
finding **commonality** in our shared **humanity**,  
dancing and singing the traditional songs  
that once lit the fires of our **ancestors'** dreams,  
as we spark our own shining out **hope**.

Our elders carried dreams  
deep within their hearts,  
perhaps, left unrealized in their time.

They worked to **pave** the way  
that we might know a better life.  
They risked their lives and **livelihoods**  
so that we might know tastes of paradise.

We carry with us this dream  
of a brighter future  
for our families,  
of a world where all peoples  
may live in **peace**.

That lives filled with **hardship**  
may be one day transformed  
into a **society** based on **love**,  
purpose, and progress.

No matter our origins,  
our parents and grandparents  
all passed down **wisdom** and traditions  
gleaned from holy texts and personal experience.

For it is our **rituals** and holidays that **connect** our peoples,  
and the **values** we learn from those that came before us  
that form the foundations of our **identities**  
upon which we can build an understanding of the world  
and in what ways we can change it for the better.

*Adopted from: <http://poetrybook.com/2017/09/10/unity-day-poems/>*

- **Comprehension questions**

1. What do we have in common?
2. According to the poet, where do we get the traditional songs?
3. Why did the ancestors risk their lives?
4. What was the main reason for ancestors?
5. Where do we build our understanding of the world?

### 3.2.2. Application activity :

- **Vocabulary: Spelling and pronunciation**

*Using dictionary, provide the meaning and pronunciation of the words given in the table below, the first one is done for you:*

Words	Pronunciation	Meaning
1. <b>unity</b>	/'ju:nɪt	It is being together or at one with someone or something. It's the opposite of being divided.
2. <b>ancestors</b>		

3. Pave		
4. livelihoods		
5. wisdom		
6. Connect		
7. values		
8. rituals		
9. Identities		
10. values		

### 3.3. Talking about national services programs in Rwanda

#### 3.3.1. Learning activities: Reading and text analysis

- **Pre-reading activity**

National Service is a continuation of the spirit of promoting positive values among Rwandans, especially the youth. With this spirit, many activities are done and play a big role in the development of our country in all sectors.

Task: Identify different done in National Service programs and suggest some techniques that the government can use to benefit more people.

- **Text: The graduates we want**

National Service in higher learning institutions, published on October 02, 2014 by the New times, stated that the National Service is a continuation of the spirit of promoting positive values among Rwandans, especially the youth. The values include unity, patriotism, selflessness, integrity, responsibility, volunteerism, humility, among others. Speaking



at the launch, Prime Minister Anastase Murekezi said there is need to maintain national service for the development of the country.

“Let values you have learnt in Itorero help you build Rwanda rather than betraying it,” Murekezi said, cautioning the youth against drug abuse and other anti-social behaviour. The premier reaffirmed government’s commitment to financing education of poor students while encouraging banks to offer loans to bright students. Education minister Silas Lwakabamba said his ministry will do everything possible to make sure that students graduate with the values they can stand by and defend wherever they are. Prof. Lwakabamba said today’s graduate should be far different from the graduate in the colonial period, which he said produced graduates who failed to fight for the values shared by all Rwandans.

“They instead allowed themselves to be manipulated and the outcome was the atrocities that befell our nation; the 1994 Genocide against the Tutsi,” the minister said. “We do not want a graduate that is disconnected from these values, the society and the family; we want graduates who will lead by example and be a model to society wherever they will be. This is the meaning of our theme, ‘Let me work well so that others may learn from me’” The minister said his ministry recognises the role of higher learning institutions in developing the right graduates.

“Conventional knowledge that the education system provides cannot be useful to our nation if it is not complemented by instilling Rwandan values in our young people. That is why we have invested a lot of effort in revising the primary and secondary school curricula so that the knowledge we provide our youth is one that transforms the whole person,” he said. The minister appealed to heads of higher learning institutions to provide full support to National Service and ensure that it is institutionalized and functional.

*Adopted from: <https://www.newtimes.co.rw/section/read/181538>*

• **Comprehension questions**

1. What positive values are mentioned by the reporter in the above extract?
2. Which disruptive behaviors did the former Prime Minister talked about in the news as reported?
3. Give reasons that was given by the Minister for changing the curriculum.
4. Explain the importance of National Service in Rwanda.

### 3.3.2. Application activity:

### Composition writing

*Write a composition on the role of National Service programs in the reduction of drugs use among the youth. Read the guidelines of writing a composition in unit five of this books.*

## 3.4. Language structure: Some forms of the verb

### Active and passive voice

- Preparatory activities

1. *Using examples, justify the statement below.*

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

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

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

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

1. Identify the rules used to change active sentences into passive voices.
2. Why should we use the forms identified in the second column?

### Notes

I. “By” is used before the subject in the passive voice to introduce the doer of the action.

*Example: “Love addicted” was sung by Vamps.*

II. The passive voice is used without by if the doer of the action is not known.

### Examples:

- The streets are cleaned every day.
- The policeman was murdered.
- A new departmental store is being built.
- The cloth is sold in yards.

### Rules:

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

Active voice: I write a letter.

Passive voice: A letter is written by me.

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

### *Exceptions:*

1. Sometimes by is omitted in the passive voice when there is no subject in the sentence used in passive voice because the doer of the action is not known or when there is no need to know the doer of the action.

*Example:* The streets are cleaned every day.

A policeman was murdered.

2. The word “by” is not always used before the subject in passive voice.

Sometime words like with, to, etc.” may also be used before the subject in passive voice.

### *Examples:*

Active voice: The water fills the tub.

Passive voice: The tub is filled with water.

Active voice: He knows me.

Passive voice: I am known to him.

## **B. Imperative Sentences**

### *Definition*

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

### **Characteristics of Imperative Sentences**

1. The object “you” is generally missing in Imperative Sentences.

The structure of such sentences in Passive Voice is: Let + object + be/ not be + V3

*Example:*

- Imperative sentence: Finish the work by tomorrow
- Passive voice: Let this work be done by tomorrow.

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

Words like kindly/please are dropped.

*Example:*

- Imperative form: work harder please!
- Passive form: You are advised to work harder.

### C. Modal verbs: must, should

#### Preparatory activities

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

2. Fill in the blanks using should, must and shouldn't.

- a. I feel sad and lonely. You ... see a doctor.
- b. I have no money. You ... work harder.
- c. All schools in Rwanda ... create peace and unity clubs.
- d. We ... do our homework because it's important.
- e. Jason has missed the train He ...be late next time.
- f. In England all children ... wear uniforms at school.
- g. Parents or guardians ... teach their children Rwandan values.

#### Notes

Modal verb	Usage	Example
must	you have to do it it's very logical or very likely to happen	You must obey the law They left so early, they must be home by now.
must not/ mustn't	you are not allowed to do it	You mustn't smoke in here.

should	the right thing to do	She should call the police.
	advice	- What should I do? - You should stop thinking about it.
	what is likely or expected to happen	We should be back by midnight.

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

### 3.8. End unit assessment

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

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

Words	Meaning
1. Cohesion	a. The ability of a person or society to recover quickly from difficult situations
2. Conflict	a. The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
3. Diversity	b. Where all groups in a society have a sense of belonging, participation, inclusion, recognition and legitimacy.
4. Peace education	c. The tendency for a group to be in unity while working towards a goal or to satisfy the emotional needs of its members.
5. Peace	d. Understanding that each individual is unique, and recognizing individual differences.
6. Tolerance	e. A real or perceived state of being incompatible in opposition, or in disagreement.
1. Socially cohesive society	f. Identification with or understanding of thoughts, feelings, or emotional state of another person.
2. Positive values	g. An attempt to design a process that focused, unity based, educative and reflects
3. Resilience	h. The absence of personal/ direct violence and the presence of social justice.
4. Empathy	

3. Complete the gaps with appropriate phonetics or words

Words	Phonetics
a. <b>Tolerance</b>	1. /'tɒl(ə)r(ə)ns/
b. <b>Conflict</b>	2. -----
c. -----	3. /kə(ʊ)'hi:z(ə)n/
d. <b>Peace</b>	4. -----
e. -----	5. /'vælju:/
f. <b>Connection</b>	6. -----
g. -----	7. /dʌr'və:sɪti,dɪ'və:sɪti/

4. Vocabulary activity: Choose the right words to fill in gaps

Love, Values , Cohesion, relationship, belonging, peace and unity, conflict, responsibility , social cohesion, caring

Social ----1-----balances individual rights against those of society and appreciates that a good ---2----- enables people to respect each other's-----3----- . Therefore, it works towards the well being of all its members. For example, it fights exclusions and marginalization and creates a sense of-----4----- . It also offers members of the group or society the opportunity for upward mobility. This promotes and-----5----- results in both individual and national development. We often demonstrate positive values in different ways. For example, by solving problems that affect others, helping those in need, having a sense of -----in what we do, being honest or even being caring to others. All these positive values contribute to ----- . Finally, sensitize people to-----one another.



### Key unit Competence:

To use language in the context of personal finance and development.

### Introductory Activity

1. *Observe the pictures and discuss*



Picture 2

While interpreting the above pictures, answer the following questions:

1. What is taking place on both figures above?
2. What do you think the seller is doing and why?
3. Do you think that the following activities have a relationship with personal finance? Justify your answer.

## 4.1. Describing financial tools

### 4.1.1. Learning activity:

*Reading and Text analysis*

*Observe the pictures and discuss*



*In the discussion try to answer the following questions:*

1. Identify different tools used in finance.
2. What is the difference between chequebook and credit card?
3. How do you measure the effectiveness of bank services using electronic tools?
4. Do you think there is any challenge of using financial tools? Justify your answer.

- **Text 1: Financial tools a key to quick service**

Finance and investment jobs are perhaps some of the world's most mind-crunching careers. These professions carry with them a lot of complicated processes and activities. A lot of terms and formulas are so hard that they can quickly be forgotten. One can easily get lost somewhere in the middle. That's why, over time, financial tools are being made to make things easier. They either aid in creating dynamic worksheets or maybe as simple as helping professionals in monitoring market developments. As a child, I used to watch in amazement while my mom balanced the family check book. She used **a handheld calculator, a checkbook register and a stack of bills and receipts** to keep our finances in order. She had to call her broker to invest money in her business. She consulted a paper **mortgage amortization** schedule when making extra payments towards the debt.

Even when we first got a computer and my dad started using Quicken, he still entered everything from his check register and then reconciled it with his **bank statements**. I loved watching my parents with their money, but at the same time, I don't want to spend hours keeping track of everything.

Using financial tools answered different questions that people kept on asking themselves like how should they refinance their mortgage? How much do they need to save for their children's college education? As accounting professionals, these are some of the questions that are posed to us on a daily basis. We are providing these interactive financial calculators and other tools to assist you with some of the day-to-day questions and concerns that may arise. While those financial tools discussed in the following paragraphs are not a substitute for financial advice from a qualified professional, they can be used as a starting point in your decision-making process.

First, A **cheque** is a document that orders a bank to pay a specific amount of money from a person's account to the person in whose name the cheque has been issued. The person writing the cheque, known as the drawer, has a transaction banking account (often called a current account) where their money is held. The drawer writes the various details including the monetary amount, date, and a payee on the cheque, and signs it, ordering their bank to pay the payee.

Second, Business Credit Card Anita Campbell recommends opening a business credit card in order to improve your business credit history,

gain access to higher credit limits for business borrowing, and receive business-specific rewards and discounts.

Third, the smoother and nimbler your billing process, the quicker payments will be made and processed and the faster the cash will flow into your business. With a quick, cloud-based billing system (try Fresh Books or Bill.com) you can shorten the billing process and even increase customer satisfaction. By implementing agile billing tools and processes, you will both improve customers' services and finance related activities.

Lastly, as far as ICT is concerned in terms of financial tools, we cannot forget Accounting Software because QuickBooks has long been the gold standard for small business accounting, but online accounting solutions such as Xero are recently gaining traction. Whatever program you choose for your accounting, make it work for you by choosing a tool that's both as robust and as flexible as possible. Business News Daily's 2015 Buyer's Guide recommends you look for these features: basic accounting tasks such as invoicing, expense tracking, and client/vendor contact management; automation of billing and recurring payments, quote and estimate creation, tax preparation, multiple-user access, payroll processing, mobile access, and integration with programs such as point-of-sale software, credit card processing, and Google Apps.

*Adapted from: <https://www.financewalk.com/financial-tools/><https://thecollegeinvestor.com/19733/5-free-financial-tools-everyone-needs/>*

### **Comprehension questions**

1. What is complicated in the profession of finance and accounting according to the writer?
2. What questions people failed to answer in the absence of financial tools?
3. Explain how to use the following financial tools as described by the writer.
  - a) A cheque
  - b) A business credit card
  - c) Billing tool
4. Provide two examples of financial electronic tools.

### 4.1.2. Application activity:

#### *Word meaning*

1. Find the meaning the following words using dictionaries and thesauruses

- a. Mortgage amortization
- b. Bank statements
- c. Receipts
- d. Invoicing
- e. expense tracking
- f. vendor
- g. automation of billing
- h. payroll processing

2. Make different sentences using the words below:

- a. A cheque
- b. A credit card
- c. Receipt
- d. Finance
- e. Billing machine
- f. Investment
- g. Saving
- h. Bank

## 4.2. Talking about Financial terms

### 4.2.1. Learning activity:

#### *Reading and Text analysis*

#### **Pre-reading activity**

Every industry, let us say Education, agriculture, Health have different technical terms. In finance as well, there are different terms used specifically with it.

#### *Question:*

Discuss different terms used in finance and give reasons why people should be aware of them.

- **Text: Notes about financial terms**

*Read the following notes and answer questions that follow:*

### *Interest rate*

Interest is the amount the bank (or other moneylender, which is any person or organization that gives you money) will charge you or your company for the money you borrow from them.

### *Investment*

The noun investment refers to money that you put into your business, property, stock, etc., in order to make a profit or earn interest.

A **credit card** is a card that allows you to borrow money against a line of credit, otherwise known as the card's credit limit. You use the card to make basic transactions, which are then reflected on your bill.

A **transaction** is an agreement between a buyer and a seller to exchange goods, services or financial instruments

A **deposit** is the act of placing cash (or cash equivalents) with some entity, most commonly with a financial institution such as a bank.

The deposit is a credit for the party (individual or organization) who placed it, and it may be taken back (withdrawn) in accordance with the terms agreed at time of deposit, transferred to some other party, or used for a purchase at a later date.

### *Profit*

Profit describes the amount of revenue your company gains after excluding expenses, costs, taxes, etc. The goal of every business is to make profit.

Since we started advertising on the internet, our company's **profits** have increased by 20% over the last year

### *Loss*

In finance, we often hear the phrase profit and loss. Loss is when you lose money. It's the opposite of profit, and it's a word that no one in finance ever wants to hear. Still, it's something that can happen when a company makes less money than it spends.



### Overdraft

An overdraft is when you spend more money than you have in your bank account. The bank will often make you pay an overdraft fee if you do this.

**Saving** is income not spent, or deferred consumption. Methods of **saving** include putting money aside in, for example, a deposit account, a pension account, an investment fund, or as cash.

### Comprehension questions

1. What is the difference between debit and credit?
2. Which term do we use when we spend more money than we have in our bank account?
3. After reading the notes above, which conclusion can draw?

#### • Text 2. A dialogue: A bank clerk and a bank customer

*Read this dialogue and answer the questions below:*

**Bank Clerk:** Good morning, welcome to the Grammar **Bank**. How can I help you?

**Customer:** Good morning. I would like to open a **bank account**.

**Bank Clerk:** Sure thing. What kind of **account** would you like to open? A savings account or a checking account?

**Customer:** What is the difference?

**Bank Clerk:** A **checking account** is designed to use for everyday **transactions**. Yet; the money in a savings account is meant to stay in the account and earn **interest** over time.

**Customer:** I see, actually I want to apply for a **credit card**. That's why I need an account.

**Bank Clerk:** Okay then, you probably want a **checking account**.

**Customer:** Well, thank you. I'd like that.

**Bank Clerk:** Sure, we will have you fill out an application form, please.

**Customer:** No problem.

**Bank Clerk:** How much of a **credit limit** were you looking for?

**Customer:** I would like a \$10,000 **spending** limit.

**Bank Clerk:** Alright, we will see what we can do. We might be able to get you one of our **gold cards** with a \$10,000 spending limit.

**Customer:** Wonderful. Will I also collect points when I use the card?

**Bank Clerk:** Sure, with our **gold card** you will get 10 reward points

for every dollar spent.

**Customer:** Perfect, I have filled out the form. Do you need anything else?

**Bank Clerk:** You just need to **deposit** a minimum of \$250 into your new checking account.

**Customer:** Very well, here you are.

**Bank Clerk:** Thank you, your account is set up now and your **credit** card will be mailed to your address within 5 to 10 business days.

**Customer:** Thank you for your help, have a good day.

**Bank Clerk:** Thank you, you too.

### Comprehension questions

- a. What is the name of the bank?
- b. Which name of the account did the customer want to open?
- c. Give a reason why the customer wanted to open an account.
- d. What is the value of gold card?
- e. How much money was the customer supposed to deposit on his account?

### 4.2.2. Application activity:

1. Debate on the following topic, "**Saving is better than investment.**" Find the debate guidelines in unity five of this book.

2. Write sentences using the following financial terms:

- a. Overdraft
- b. A bank account
- c. Interest rate
- d. Transaction
- e. Spending



## 4.3. Describing Financial Institutions

### 4.3.1. Learning activities: Reading and Text analysis

Pre-reading activity: Answer the question below:

Picture interpretation



Fig. 1



Fig. 2



Fig.3



Fig. 4

Look at the above pictures and then answer these questions:

1. Do you think services given in **Fig. 1-4** are the same? If yes or no, justify your answer.
2. What are the types of financial institutions do you know?
3. Why is important to keep money at a bank?
4. Give examples of tools used by financial institutionsse.

### • Text 1: Financial institutions in Rwanda

*Read the following text and answer questions that follow:*

Efficient and stable **investment** activities present various opportunities to developing countries. In fact, investment is associated with both economic and social rewards. That is, investment not only plays an important role in job creation but also has a role to play in provision of both infrastructure and social services. However, finance is required for a nation to reach a sustainable level of investment. To provide the needed finance, there are varieties of institutions rendering financial **services**; such institutions are called financial institutions. Banks are among such institutions that render financial services.

They are mainly involved in financial intermediation, which involves channelling funds from the surplus unit to the deficit unit of the economy, thus transforming bank **deposits** into loans or **credits**, (Mugume, 2008). Banks have historically been viewed as playing a special role in financial markets for two reasons. One is that they perform a critical role in facilitating payments, the other is that they have long played an important, although arguably less exclusive, role in channelling credit (loan) to households and **businesses** (Gurley, et al, 2006). Financial institutions are involved in the process of increasing the level of investments of various economies, particularly the capital goods needed for raising productivity. In developing countries like Rwanda, income is very low and as such high level of investment cannot be made possible without requiring a long period effort at saving. Credit facilities (loan) have a vital role to play here, in raising the investment to the level necessary to achieve a self-sustained growth.

Financial institution as it is responsible for the supply of money to the market through the transfer of funds from investors to the companies in the form of loans, deposits, and investments through its most common types of financial institutions like **commercial banks**, **investment banks**, brokerage firms, insurance companies, and asset management funds. Other types include credit unions and finance firms.

Financial institutions are regulated to control the supply of money in the market and protect consumers. For example, in Rwanda, we have different types of financial institutions such as commercial bank that cannot only offers financial services to individuals and businesses but also people may save money in a savings account and ask for a loan. Commercial banks in Rwanda include: Access Bank Rwanda, Bank of Kigali, I & M Bank, BPR (Bank Populaire du Rwanda), CogeBanque, Ecobank and GT Bank, etc.

Then, investment bank buys shares in a business and sells them to investors. The Development Bank of Rwanda (BRD) is an investment bank that buys shares from businesses mainly in agriculture and tourism whereas a microfinance company offers smaller loans to individuals or businesses. The interest rates are cheaper than in a commercial bank. Microfinance companies include: Urwego Opportunity Bank, Copedu, Zigama Credit and Savings Bank, and so on.

The need to achieve sustained investment within any economy can be possible amidst strong **financial institution** and precisely within the existence of tailored credit facilities that are in accordance with government policies and program in a bid to attaining the desired investment objectives of a nation.

Generally, as far as the **banking** sector is concerned, it helps to make **loans** available by mobilizing surplus **funds** from savers who have no immediate needs of such funds and thus channel such funds in form of credit to investors who have brilliant ideas on how to create additional wealth in the **economy** but lack the necessary capital to execute the ideas.

#### *References:*

Jean Samuragwa (Author), 2014, The contribution of Financial Institutions in Promoting Private Investments in Rwanda, Munich, GRIN Verlag, <https://www.grin.com/document/279095>

#### **Comprehension questions**

1. Which opportunities do people gain from investment?
2. What are the types of financial institutions are described in the text?
3. Provide the importance of banks as described by the author in the passage.
4. Discuss the advantages and disadvantages of financial institutions.
5. Why do you think that some people can prefer microfinance companies than investment banks?
6. Suggest some pieces of advice to people who do not use financial institutions.

**4.3. 2. Application activity:****Sentence formation**

1. Use the following words to make your own sentences with the help of dictionaries.

Words	Meaning
<b>Deposit</b>	
<b>credits</b>	
<b>Services</b>	
<b>Microfinance</b>	
<b>A bank</b>	
<b>Investment</b>	
<b>Economy</b>	
<b>Funds</b>	
<b>Loans</b>	
<b>Banking</b>	
<b>Financial institution</b>	

2. Write two paragraphs talking about the role of financial institutions in creating small businesses for youth.

#### 4.4. Language structure: Use of quantifiers: many, some, a little, little

I Fill in the gaps with either some or any:

1. There isn't (\_\_\_\_\_) time to finish your lunch. We need to leave now!
2. We have \_\_\_\_\_ ham sandwiches in the fridge if you're hungry.
3. Shall we bake \_\_\_\_\_ cupcakes for the party?
4. Do you have \_\_\_\_\_ family in Italy?
5. I won't need to do \_\_\_\_\_ more revision after my exams.
6. There aren't \_\_\_\_\_ shopping centres near my house.

II. Fill in the gaps with either Little or a little.

1. There is \_\_\_ money on my bank account. So, I will at least buy some drinks for you.
2. David has \_\_\_ sugar in my tea. I am not happy with the taste.

**Notes:** Some, any, much, many, few and little are all words that come before nouns to help explain them. Some and any are both “determiners” – they tell us whether the noun phrase is general or specific. Some and any are both “general determiners”, which means they refer to an indefinite or unknown quantity of something.

- Much, many, few and little are all “quantifiers”. Quantifiers are used to give information about quantity (the number of something). Both much and many suggest a large quantity of something, whilst little and few mean: not as much, or not as many. However, if you use **a little** or **a few**, this means: a small amount!

#### Some vs. Any

The words some and any are used when the exact number or amount of something is not known, or when it's not important. Some and any are both used to refer to an indefinite quantity or number.

*For example:*

There are some birds in our garden.

(The number exact of the birds in the garden is not known or it doesn't matter how many birds are there) as opposed to:

There are three birds in our garden.

(The number of birds is important and exact)

Some and any are known as general determiners. They are used to modify nouns, specifically to show that the noun phrase is general (rather than specific). They can be used with:

a. Countable or uncountable nouns:

We don't have any time to get popcorns before the film starts.  
(Time is uncountable)

We still have some apples on the tree. (Apples are countable)

b. Singular or plural nouns:

We don't have any chicken left for dinner. (Chicken is singular)

It's such nice weather! Let's invite some friends round for a BBQ. (Friends is plural)

When is some used and when any is used?

Although some and any are both used to describe an indefinite number, they are used in different ways. So how do we use them correctly?

- In general, some is used in positive sentences (which don't contain the word 'not'):

*Examples:*

a. I would love to try some of that food! It looks delicious and cheap.

b. I have bought some strawberries and cream to have for dessert.

c. Some people think it's better to eat healthily than to exercise a lot.

- Any is used in negative sentences (which contain the word 'not'):

### *Examples:*

- a. I don't have any money to finance my small business.
- b. I don't need any help with my homework because I can do it on my own.
- c. I'm not hungry at the moment so I don't want anything to eat.

- Any is also used in questions:

### *Examples:*

- a. Have you got any idea how long applying for a loan in Bank of Kigali may take?
- b. Do you have any brothers or sisters?
- c. It would be great to season these potatoes. Is there any salt and pepper?
- d. Do you have any idea about Mary's source of capital?

A common, informal way of asking a question in spoken English is to say: "any **chance...**", rather than saying "Please could I...". For example, "Any chance I could borrow a fiver?" means: "Could I borrow five pounds?" Remember you would only use this with your friends, family or anyone else you know well! It is an informal expression.

### **Exceptions**

- There are some exceptions to these rules. We can use **some** in questions when offering something or making requests:

Would you like some milk and sugar in your tea?

Shall we invite some friends round?

I left my wallet at home; can I borrow **some** money for lunch?

- Any is used in positive sentences to mean "it doesn't matter which...":

### *Examples*

There's no seating plan, so you can sit anywhere you like. Choose any pair of shoes you want. They're all of the same price. I don't mind which pair of shoes you buy for me. I'll take any of them!

### **Much vs. many**

Much and many are part of the family of “quantifiers”. They are used to talk about quantities, amounts or degrees (along with ‘a lot of’ and ‘lots of’) and suggest a large quantity of something.

When are “much” and “many” they used?

Many is used with plural, countable nouns (e.g. dogs, dollars, tables, children).

Much is used with singular, uncountable nouns (e.g. happiness, music, water, time).

#### *Examples:*

There aren't many doctors in the hospital today. (doctors are countable)

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

Too much money was spent on the Royal Wedding. (money is uncountable)

N.B. Equipment, luggage and information are all uncountable nouns and therefore will

always use much.

#### *Examples:*

1. How much equipment does your studio have?
2. You have too much luggage to board the plane!
3. There isn't much information on your CV.
4. Please make it more detailed...'

Much and many are usually used in questions and negative statements:

*Examples:* How many bank accounts do you have?



How much time does it take to get to your house from here?

**Much** and **many** are sometime used in positive statements when:

They are used with *so*, *as* or *too*:

*Examples:*

Peter has got **too** many friends.

Sarah has **so** much money at the moment; she must be earning a lot!

John makes **as** much money as Sarah.

Too is often used before much and many to mean: 'more than was needed'.

*Example:*

*I bought too much fruit at the market.*

N.B. Equipment, luggage and information are all uncountable nouns and therefore will always use **much**.

*For example,*

How much equipment does your studio have?,

You have **too** much luggage to board the plane!,

There isn't **much** information on your CV. Please make it more detailed....

We usually use **much** and **many** with questions and negative statements:

How **many** bank accounts do you have?

How **much** time does it take to get to your house from here?

We sometimes use **much** and **many** in positive statements when:

*They are used with so, as or too:*

Peter has got **too** many friends.

Sarah has **so** much money at the moment; she must be earning a lot!

John makes **as** much money as Sarah.

Too is often used before much and many to mean: more than was needed.

For example, I bought too much fruit at the market. We'll never eat it all before it goes off! and There are too many people in the waiting room...

We use 'so' rather than 'very' before **much** and **many** in positive statements to emphasise a large quantity of something. So, you would say: We have **so** much work to do today! and not We have very much work to do today!.

As much as or as many as are used to make a comparison and show that something is the same as or equal to something else. For example, There are as many participants at this meeting as there were at the previous one.

Generally, it is more common to use lots of/a lot of in positive statements. This is more informal:

The shop had a sale on so I spent lots of money!  
We have a lot of time so there's no need to rush.  
Anna has lots of friends so she's always busy.  
I think a lot of music sounds the same these days.

If much or many are used before articles (a/an, the), demonstratives (this, that), possessives (my, your) or pronouns (him, them), they are followed by 'of':

How much of this book have you read?  
Not many of the students come from privileged backgrounds?  
I couldn't ride a bike for much of my childhood.  
How many of them are under the age of 18?

In spoken English, certain words are often omitted or left out. For example, we say this much or that much and use a hand gesture to indicate the amount or size as in: I'll have this much cake. (use fingers to show the amount).

It is also common to miss out the noun when it is obvious what is being discussed. For example, – 'Could I have some apples, please?' – 'Sure! How **many** would you like?' (no need to repeat the word 'apples').

We'll never eat it all before it goes off!

There are too many people in the waiting room.

We use so rather than very before much and many in positive statements to emphasise a large quantity of something. So, you would say: We have so much work to do today! and not We have much work to do today!

As much as or as many as are used to make a comparison and show that something is the same as or equal to something else.

*Example:*

There are as many participants at this meeting as there were at the previous one.

Generally, it is more common to use lots of/a lot of in positive statements.

This is more informal:

- a. The shop had a sale on so I spent lots of money!
- b. We have a lot of time so there's no need to rush.
- c. Anna has lots of friends so she's always busy.
- d. I think a lot of music sounds the same these days.

If much or many are used before articles (a/an, the), demonstratives (this, that), possessives (my, your) or pronouns (him, them), they are followed by 'of':

- a. How much of this book have you read?
- b. Not many of the students come from privileged backgrounds?
- c. I couldn't ride a bike for much of my childhood.
- d. How many of them are under the age of 18?

In spoken English, certain words are often omitted or left out.

For example, this much or that much can be said and use a hand gesture to indicate the amount or size as in: I'll have this much cake. (use fingers to show the amount).

It is also common to miss out the noun when it is obvious what is being discussed.

*For example:*

- Can I have some apples, please?
- Sure! How many would you like? (no need to repeat the word apples).

### **Few vs. little**

Little and few are "quantifiers". When they are used on their own, they have a negative meaning to suggest 'not as much or not as many as might be expected'.

But be careful! When little and few are used with an article – a little or a few – both words mean 'some' and have a positive meaning.

When is few used and when is little used?

Little is used with singular, uncountable nouns and few is used with plural, countable nouns to mean 'not as much' or 'not as many'.

*For example:*

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

She didn't want to go, but she had little choice. (choice is uncountable) = she didn't have much choice.

There are few people that I think would be qualified for the job. (people is countable) = there aren't many people qualified for the job.

There are few tourists at this time of year so the beaches are nice and quiet. ("tourists" is countable) = there aren't many tourists.

A little is used with singular, uncountable nouns and a few is used with plural, countable nouns to mean 'some':

We have a little time before the play starts so why don't we get a drink?

We have a little space in our car if you want a lift.

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

We stayed in Spain a few days before going on to France.

As well as having negative meanings, few and little on their own are also quite formal and are generally not used very much in everyday spoken English. It is more common to instead use a negative sentence with 'many' or 'much'. For example:

The play made little sense to me, but I'm glad you enjoyed it. = The play didn't make much sense to me.

She didn't want to go, but she had little choice. = She didn't have much choice.

There are few people that I think would be qualified for the job. = There aren't many people.

There are few tourists at this time of year so the beaches are nice and quiet. = There aren't many tourists.

Compare these different meanings:

It's snowing outside and I have few warm clothes on so I'm really cold!  
It's snowing outside but I have a few warm clothes on so I'm ok.

I have few friends in the city, so it can be quite lonely.

I have a few friends in the city, so I'm settling in well.

### End unit assessment

*A. Choose and underline the correct word to complete the sentences below:*

1. How much/many/many of the guests ordered lunch?
2. She has too much/many/much of ideas and can't focus on one thing at a time!
3. We don't have much of/much/many sunshine at this time of year.
4. How many/much/much of people live in your block of flats?
5. How many/much/much of the assignment have you completed so far?
6. How many/many of/much money will I need for 2 days in London?
7. There has been many/much/much of debate about the new regulations.
8. Too many/much/much of people are driving in London and the traffic is a nightmare.
9. There isn't much of/many/much time before our flight so let's go straight to the gate.
10. My son doesn't have many/much/much of friends at school.

*B. Fill in the gaps with either few, little, a few or a little:*

1. There's \_\_\_\_\_ money in my pocket. Do not expect anything from me.

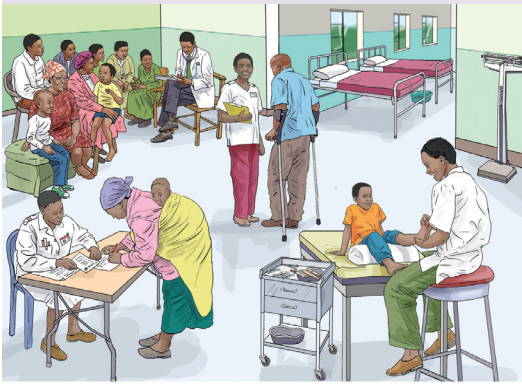
2. We have \_\_\_\_\_ options for our next holiday and they all look good.
3. You have \_\_\_\_\_ time before the next class if you want to get a drink.
4. Let's spend \_\_\_\_\_ days reviewing the proposal as I don't want to rush it.
5. There's \_\_\_\_\_ point in repeating yourself because she never listens!
6. I have very \_\_\_\_\_ colleagues that I would trust in a crisis.
7. \_\_\_\_\_ is known about the singer's early life.
8. Your dessert was delicious! Can I have \_\_\_\_\_ more, please?
9. The staff training course takes \_\_\_\_\_ days to complete.

*C. Write about the importance of personal finance in economic and social activities.*

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

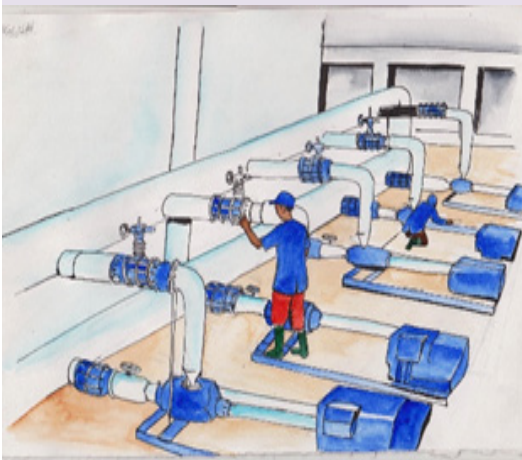
### Introductory Activity

### Picture observation



*Fig1: Patients at the hospital*

*Fig2: mosquito*



*Fig3: water plant*

*fig4: an obese person*

Look at the pictures above, answer the questions below:

1. What are the most common illnesses in Rwanda?
2. State at least three transmissible diseases.



3. Which sickness can be caused by the insect in **fig.2**?
4. What do you think is described in **fig.3**?
5. Mention at least one coronary disease you know.
6. The man in **fig.4** is very fat. Do you think it is a health-related problem? Explain.

## 5.1. Describing illnesses and diseases and pandemics



### 5.1.1 Learning activity:

#### Reading and Text analysis

- **Text: Types of diseases in Rwanda**

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

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

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



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

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

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

### **Comprehension questions**

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

• **Vocabulary activities:**

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

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

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

### 5.1.2. Application activities:

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

#### Notes

- A paragraph is normally a body of sentences developing one main point. Thus, each sentence of the paragraph should explain more on the main point. They shouldn't raise a different point.
- Every paragraph should have a topic sentence. A topic sentence gives the main idea of a paragraph. It usually occurs as the first sentence of the paragraph.
- Every sentence in a paragraph must be grammatically correct.
- After explanatory sentences which give details about the main topic, there is always need to have a closing sentence. This should sum up the topic in the paragraph.
- A good paragraph must focus on the main idea, presented logically and should have a sense of coherence and completeness.

2. Debate on the following motion:

Schools should conduct mandatory HIV testing on their students.

#### • Definition of debate

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

#### • The rules of debate

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

- Each team is expected to advance two or three arguments, and two to three rebuttal speeches. The proposing team gives its argument first, followed by the rebuttals from the opposing team. There is always a winding up speech or summarised argument by a selected member of each team.

- The first speaker on each side is supposed to define the key words or terms of the motion as the basis of advancing his or her points.
- If the opposing side challenges the correctness of a definition advanced by the proposer, the opposing team provides its view on the matter.
- Each team of the class debate must advocate or argue in support of his or her view on the topic.
- In order to establish an assertion, a team must support its arguments with enough evidence and logic to convince the judges. Facts must be accurate. Visual materials are permissible to convince the judges.
- In case of a query, the question should be clear and relevant to the motion of the debate.
- As a matter of procedure, each speaker is expected to respond to questions as soon as he or she concludes his or her presentation speech. The speaker concerned may respond to the question personally, although any other member of his or her team can come in to assist.
- If anyone, whether in the audience or among the main speakers, feels unconvinced by a speaker's argument, he or she is at liberty to interrupt the speaker by raising a point of information. However, the chairman of the debate is also at liberty to either permit or object to the point of interruption.
- The decision about the winning side will be entirely based on the arguments made and points awarded by a team of juries or judges.

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

- **Important prerequisites and tasks for debate**

*Team members should:*

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

## 5.2 Talking about sanitation and related tools

### 5.2.1 Learning activity:

### Reading and Text analysis

Read the text below and answer the questions that follow:

- **Text 1: Water and sanitation are human rights.**



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

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

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

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

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

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

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

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

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

• **Comprehension questions**

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

## 5.2.2 Application activities:

## Word and sentence formation

### • Vocabulary activities

1. *Give the meaning of the following words as used in the above passage.*

- a. hygiene... (paragraph one)
- b. enteropathy...(paragraph two)
- c. malnutrition...(paragraph two)
- d. nutrient...(paragraph two)
- e. contaminated water...(paragraph four)
- f. latrine...(paragraph seven)

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

## 5.3 Language structure: Conditionals

*Notes:*

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

Nevertheless, not all clauses introduced by “if” can express a condition:

*eg:*

- Would you mind if I bring you more coffee? (Offer)
- Gatera doesn’t know if Aunt Bintu comes or not. (Wonder),
- The old man wanted to know if people can get diseases from Umuganura wine.(reported speech)

## A. The zero conditional: General truths

The zero conditional is a structure using “if”, but which expresses no condition at all.

This conditional is used when the result will always happen.

if-clause (present simple), Main clauses (present simple)

*Example:*

- If you heat water to 100 degrees, it boils.
- If children drink dirty water, they get sick.
- If you touch fire, you get burned.
- If bacterian get into the body, they cause infection.

## B. The first conditional: Real/Possible(Present) and its Probable Condition

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

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

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

*Here are more examples:*

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



### C. The second conditional: Imaginary/hypothetical condition and its probable result.

if-clause            Main clause

(past simple, ... would + infinitive)

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

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

The second conditional has two uses:

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

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

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

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

### D.The third conditional: Impossible condition/unreal past condition and its probable result in the Past

If-clause with the Main clause

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

Example:

If they had taken Kalisa to hospital on time, he would not have died.

*If-clause*

*Main clause*

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

- If she had studied, she would have passed the exam, but, we really know she didn't study and so she didn't pass)
  - If I hadn't eaten so much, I wouldn't have felt sick (but I did eat a lot, and so I did feel sick).
  - If we had taken a taxi, we wouldn't have missed the plane.
  - She would have become a teacher if she had gone to university.
- **Note:**

Type III inverted form

The Type III If-Clause can also be expressed by Removing 'If' and inverting the operator (first auxiliary verb) 'had' and the subject.

### *Examples:*

If she had studied, she would have passed the exam.

Had she studied; she would have passed the exam.

Some expressions can replace if in the sub-clause, these are for example: in case, suppose(that), supposing(that), on the condition(that),...

## Exercises

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

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

## 5.4 Spelling and pronunciation

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

Vocabulary	Pronunciation (phonologic transcription)
disease	/di'zi:z/
waterborne	
airborne	
bacteria	
virus	
malaria	
cancer	/'kænsə/
infected	
symptoms	/'sɪmptəms/
fever	
headache	
unprotected	
needle	/'ni:dl/
condom	
stagnant	

## 5.5 End unit assessment

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

1. If we meet at 9:30, we...plenty of time. (have)
2. Lisa would find the milk if she...in the fridge. (look)
3. The zookeeper would have punished her with a fine if she...the animals.(feed)
4. If you spoke louder, your classmates...you. (understand)
5. Dan...safe if he drove slowly. (arrive)
6. You...no trouble at school if you had done your homework. (have)
7. If you...in this lake, you'll shiver from cold. (swim)
8. The door will unlock if you...the green button. (press)
9. If Keza...her teacher, he'd have answered her questions. (ask)
10. I...the office if I were you. (call)

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

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

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

## UNIT 6

## CULTURAL HERITAGE

### Key unit competences:

To use the language learnt in the context of Cultural heritage.

### Introductory Activity

*Picture observation and interpretation*



*While interpreting the above pictures, respond to these questions:*

1. Give examples of some elements that can show our culture in the past.

2. Why is it important to preserve our culture?
3. Compare today's constructions with those in the past.
4. Do you think the language can shape the culture of any society? If yes or no, explain.
5. Justify the advantages of our cultural practices to socio-economic development.
6. How do we preserve our cultural heritage?

## 6.1. Talking about the role of language in a culture

### 6.1.1. Learning activity: *Reading and Text analysis*

- **Text: The language and culture**

It has been seen that language is much more than the external expression and communication of internal thoughts formulated independently of their verbalization. In demonstrating the inadequacy and inappropriateness of such a view of language, attention has already been drawn to the ways in which one's native language is intimately and in all sorts of details related to the rest of one's life in a community and to smaller groups within that community. This is true of all peoples and all languages; it is a universal fact about language.

Anthropologists speak of the relations between language and culture. It is indeed more in accordance with reality to consider language as a part of culture. *Culture* is here being used, as it is throughout this article, in the anthropological sense, to refer to all aspects of human life insofar as they are determined or conditioned by membership in a society. The fact that people eat or drink is not in itself cultural; it is a biological necessity for the preservation of life. That they eat particular foods and refrain from eating other substances, though they may be perfectly edible and nourishing, and that they eat and drink at particular times of day and in certain places are matters of culture, something "acquired by man as a member of society," according to the classic definition of culture by the English anthropologist Sir Edward Burnett Tylor. As thus defined and envisaged, culture covers a very wide area of human life and behaviour, and language is manifestly a part, probably the most important part, of it.

Although the faculty of language acquisition and language use is innate and inherited, and there is legitimate debate over the extent of this innateness, every individual's language is "acquired by man as a member of society," along with and at the same time as other aspects of that society's culture in which people are brought up. Society and language are mutually indispensable. Language can have developed only in a social setting; however, this may have been structured, and human society in any form even remotely resembling what is known today or is recorded in history could be maintained only among people utilizing and understanding a language in common use.

Cultures determine the means in which individual's process and cope with information, as it provides the frame of reference as per the concepts and objectives that make a language. Meanings of particular words depend on the historical relation that is ascribed to the object being described. Verbal and non-verbal communication also affect the way in which culture is shaped. It can express the differences in culture quite clearly, as different groups interpret non-verbal communication differently. This is a fact expressed in many different ways by media outlets, and is celebrated rather than ridiculed. Verbal and non-verbal communication can help define the way in which intercultural communication can interact, and is of significance as it allows for individuals to learn the difference existing in various cultures as per their gestures and body language.

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

*Adopted from: <http://www.mydaily.news/2017/03/role-of-languages-in-culture/>*

### **Comprehension questions**

1. What is a language according to the writer?
2. What Anthropologists speak about the relationship between the language and culture?
3. How does Sir Edward Burnett Tylor relate culture and language?



4. Give reasons why a language is important to the culture as discussed by the writer in the passage.
5. After reading this text, which advice can you give to people who misuse their language?

### 6.1.2. Application activity

*Write two paragraphs talking about the importance of language in a culture.*

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

### 6.2.1. Learning activity:

*Reading and Text analysis*

#### • Text1: Preserve your culture

Cultural heritage and the history of a nation are of great value and **unique**. They constitute **identity** that can be introduced to the world. **Cultural heritage** affirms our identity as a people because it creates a comprehensive framework for the preservation of cultural heritage including cultural sites, old buildings, monuments, shrines, landmarks, the agriculture, landscapes associated with it, books, **artefacts**, objects, pictures, photographs, art, and oral tradition that have cultural significance and historical value. Culture and its heritage reflect and shape values, beliefs, and **aspirations**, thereby defining a people's national identity.

In today's context we refer to cultural identity which means (feeling of) identity of a group or culture, or of an individual as far as he or she is influenced by his belonging to a group or culture. It is necessary to give awareness of Cultural Heritage and the ethics of its care in study curriculum and to identify tools that can be developed to help communities for better understanding and conservation of their heritage.

In large cities especially, it can be easy to feel lost and alone among so many other cultures and backgrounds. New York City, for example, is a huge **melting pot of people** from all over the world. There are large communities based around certain cultural heritages, including Irish, Italian, Asian, and others. Another benefit that comes from preserving cultural heritage as a whole is the communal support. Those that identify strongly with a certain heritage are often more likely to help out others in that same community.



Cultural heritage allows the people to know about other people who have the same kind of background and mind sets. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2002) described that “cultural heritage allows identifying each other by distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”. Through cultural heritage we can know easily the people of other community by identifying the culture and similar mind sets. For example, if someone wears a gho or a kira than we can easily know that he/she is a Bhutanese. Therefore, Cultural heritage allows us to identify various cultures.

However, not everyone feels a connection with their cultural heritage, but many people do. What is it about cultural heritage that draws these people to it? Some may think traditions are **archaic** and no longer relevant, and that they are unnecessary during these

modern times. Perhaps for some, they are not; but for others, exploring cultural heritage offers a robust variety of benefits. It can give people a connection to certain social values, beliefs, religions and **customs**. It allows them to identify with others of similar **mind sets** and backgrounds. Cultural heritage can provide an automatic sense of unity and belonging within a group and allows us to better understand previous generations and the history of where we come from.

All in all, Culture Heritage is important in our day to day life. It is being made up of practices and traditions that are passed on from our parents to children or passed from the family, community and place where people have been raised. As a small country, preserving unique culture and tradition provides strong equipment for independence. For this reason, all citizens should be aware that cultural heritage provides an independent and sovereign nation. It is our responsibility to keep our world history intact for the future generation so that they can get the same opportunity to learn about the past and their own roots.

*Adapted from: <http://www.cultivatingculture.com/2013/04/05/the-importance-of-cultural-heritage/>*

• **Comprehension questions**

1. Identify some of the elements of our culture that we should preserve.
2. Give reasons why people can get lost when they are in big cities.
3. Explain why not everyone feels a connection with their cultural heritage.
4. Why do you think that the culture is unique as mentioned in the passage?
5. What is the importance of national heritage and cultural preservation in teaching and learning situation?

• **Text 2: A poem: The African Heritage**

Years ago, our **forefathers** had a vision  
That one day, their **descendants** will bear the title of their own  
To represent their **ancient** glory  
And value it at heart.

Praising the mediums like our fathers did  
And **ululating** in procedure.  
With thunder storming ahead as drumbeats play  
Women dance with pride while men praise in the music  
The spirits play their part.

Our old Africa!  
Years when people lived **communally**  
Joint with the same **totem**  
The same spirit the same beliefs  
The Zulu, the Kololo,  
The Ndebele, the Ngoni.

Families of massive **intrepid**.  
**United** by norms of the heart.  
They prayed for rain and the rain came.  
They prayed for victory  
There, they sang war cries  
To fight for their dignity  
To fight against the same blood.

The blood from the same father.  
Defeating and loosing they all still conquered the **dignity**  
For they were undefeatable.

Likewise is this same sacred greatness  
That our fathers deserve to be honoured.  
Likewise is this same ancient **glory**  
That our forefathers deserve to be respected.

Likewise are the norms,  
The reasons our fathers are remembered.

Years ago as they were practiced.  
Years ago in the African Heritage.  
Thus we shall preserve our past  
To **embrace** our future.  
Long Live Africa!!!

<http://highonpoems.com/2428/english-poems/long-poem/african-heritage>

### **Comprehension questions**

1. What was the vision of our forefathers?
2. How were people's relationships in the old Africa?
3. Why do we need to preserve our past according to the poet?
4. Which elements of the culture did the poet mention in the poem?
5. Which lesson can we learn from the people of ancient times?

## 6.2.2. Application activities:

### *Word meaning, sentence formation and debate*

I. Find the meaning of the following words as they are used in the text using dictionaries.

Words	Pronunciation	Meaning
1. Unique		
2. Cultural		
3. Heritage		
4. Identity		
5. Aspiration		
6. Generation		
7. Artefacts		
8. Archaic		
9. Customs		
10. Mind sets		

II. Make different sentences using the words below:

- a. Forefathers
- b. Descendants
- c. Ancient
- d. Ululating
- e. Glory
- f. Communally
- g. Embrace
- h. Totem
- i. Dignity
- j. Melting pot of people

III. Debate on the importance of preservation of culture and national heritage. Use the guidelines given in unit five of this book about debate.

## 6.3. Cultural Rwandan School (Itorero)

### 6.3.1. Learning activity:

*Reading and Text analysis*



*While interpreting the above picture, answer these questions:*

1. Which activities are taking place as presented in the figure above.
2. Why do you think the government needs to organize those activities?
3. Do you have similar activities in your school? If yes, what do you do in those kinds of activities?

### **Text: The national school(Itorero)**

Historically in Rwanda the national school (Itorero) was the channel through which the nation could convey messages to the people regarding culture in areas such as, language, **patriotism**, social relations, sports, dancing and songs, defence of the nation etc. As a result, young citizens could grow with an understanding and attachment to their culture. The participants were encouraged to discuss different national programs and the positive **values** of Rwandan culture. The Itorero tradition also provided the formative training for leaders of the nation. Itorero participants understood that cultural values could help them develop their judgment, psychology, work and mutual support, life and collaboration with others.

National fighters and **grassroots** leaders were selected from Intore, as participants in Itorero. Apart from military training participants could benefit from other training in body to body struggle, splaying away, jumping, **racing**, javelin throwing, shooting, **endurance** etc. Participants also benefited from receiving other cultural training including: patriotism, attachment to the Rwandan spirit, wisdom, heroism, unity, **taboos**, **eloquence**, hunting, not to be deserters, etc. All Itorero activities couldn't be done simultaneously. These were planned by the trainer of Itorero, it was up to them to decide the daily programme of events and their priority. Every new comer in Itorero had to undergo a kind of **initiation**.

It was said that Intore were different from other people, especially in matter of expression and behaviour because they had the benefit of understanding the usefulness of friendly relations, quick responses in fair Kinyarwanda, how to behave within younger generations equals and adults, etc....

Traditionally in Rwanda, Itorero was an education centre where Rwandans were mentored on **civic education** and good relationships with other people. Itorero had no discrimination or segregation; and this was the means by which Rwandans expanded and developed their country. Colonization gradually suppressed Itorero. The Itorero that remained, as well as those created later, differed from the traditional Itorero as they changed their mission and only focused on dancing. This situation impacted on relationships among Rwandans and the way the country was governed; discrimination and genocide **ideology** spread.

As a consequence, the Rwandan society was destroyed and many Rwandans fled the country to live in exile. The ultimate consequence of this was the genocide in 1994 in which more than one-million people died and left a society of poor and disabled people as well as many refugees.

Despite the many achievements in terms of building the Rwandan society after the Tutsi genocide of 1994, the government also struggled to bring back values lost and solve the problem of mindset among Rwandans. This has hindered the pace of development. In order to achieve planned activities, it is necessary for all Rwandans, to have a good understanding, changes in **mindset**, way of thinking, behaviour, day to day working process and collaboration. There needs to be pride in solving our own problems without the help of others and promote the culture of performance contracts.

The national school (Itorero) is introduced at a time when there are other national institutions and programmes in place to sensitize people on civic education in the framework of promoting human rights, democracy, good governance, unity and reconciliation, and self-economic and social development. The national school (Itorero) will contribute by solving problems related to mind-set, bad behaviour, bad practices, through applying Rwandan cultural values. It is in this framework, the national school (Itorero) will help Rwandans to understand and change by applying Rwandan cultural values including: Patriotism and love for citizens, Promoting the Rwandan spirit, fair behaviour, heroism and elimination of taboos.

The national school (Itorero) will help in the promotion of unity and mutual help in a Rwandan society that is characterized by a culture built on values that make Rwanda a respected, valuable country, with dignity on the international arena, a great nation for its citizens and visitors, and a continuously progressing country, comfortable for all.

• **Comprehension question**

1. What was the mission of Itorero in Rwanda?
2. How understanding cultural values can help the youth?
3. What are the cultural trainings the youth can benefit from Itorero?
4. Explain the contribution of Itorero after the genocide against Tutsi of 1994 in Rwanda.
5. What do you think of the introduction of Itorero in formal schools today?

**6.3.2. Application activity:**

*Word meaning and paragraph writing*

1. Explain the following words as they are used in the passage using dictionaries:

- a. Dignity
- b. Mind set
- c. Ideology
- d. Civic education
- e. Patriotism

- f. Grassroots
- g. Racing
- h. Endurance
- i. Taboos
- j. Eloquence

2. *Make different sentences using the words below:*

- a. Patriotism
- b. Love for citizens,
- c. Promoting the Rwandan spirit,
- d. Good behaviour
- e. Heroism
- f. Eliminate taboos

3. *Write a paragraph talking about the importance of Itorero for young generation in Rwanda.*

### 6.3.3. Language structure: Use of past simple tense

Identify, in the following text, (a) the verbs and tense used; and classify them based on their types (regular or irregular verbs).

- **Text (extract from “ The national school (Itorero)”**

Historically in Rwanda the national school (Itorero) was a Rwandans' school; it was the channel through which the nation could convey messages to the people regarding national culture in areas such as, language, **patriotism**, social relations, sports, dancing and songs, defence of the nation etc.

It was said that Intore were different from other people, especially in matter of expression and behaviour because they had the benefit of understanding the usefulness of friendly relations, quick response and in good Kinyarwanda, how to behave within younger generations, equals and adults, etc... Therefore, it is very clear that Itorero played a big role in our culture development.



## Notes:

### A. Simple Past Tense

#### *Definition and uses*

The **past simple** tense, also called the **simple past**, is used for past actions that happened either at a specific time, which can either be given by a time phrase (*yesterday, last year, etc.*) or understood from the context. regular verbs add **-ed** to the base form, or **-d** if the verbs end with **-e**. Irregular verbs can change in many different ways. The verb form is the same for all persons. It is used for:

#### a. Actions finished in the past

##### *Examples:*

- i. I visited our Museum last week.
- ii. Andrew watched TV yesterday.
- iii. My friends went to Nkumba last month in Itorero.
- iv. My parents ate a lot of sorghum bread when they were young.

#### b. Series of completed actions in the past

First, I got up, then I had breakfast.

On Sunday my brother and I went to a king palace. There we met our friends. We learnt different traditional practices and joined national Itorero in the afternoon. Too bad that we had to go home in the evening. We didn't want to go to school on Monday.

#### c. Together with the Past Progressive/Continuous – **the Simple Past interrupted an action which was in progress in the past.**

They were playing cards when the telephone rang.

1st action → Past Progressive → were playing

2nd action → Simple Past → rang

While Dennis was reading outside, it started to rain.

1st action → Past Progressive → was reading

2nd action → Simple Past → started

- **Rules**

We have rules about how to change the tense of a verb. There are two types of verbs: regular verbs and irregular verbs, and this help us figure out how to change a verb to past tense.

### c. Regular & Irregular Verbs

Regular verbs are verbs that follow a set pattern when one changes their tense. If you want to change a regular verb to simple past tense, all you have to do is add 'ed' onto the end of the verb. For example, 'walk' is the present tense and becomes 'walked,' which is the simple past tense form of 'walk;' and 'wait' is the present tense and becomes 'waited,' which is the simple past tense form of 'wait.'

Not all verbs fit this pattern. Irregular verbs have different past tense forms. Since they don't follow any pattern, a person has to learn and memorize them. Some examples of irregular verbs include:

“**Bring**” which is present tense and becomes “**brought**” in its simple past tense form

“**Run**” is the present tense and becomes “**ran**” in the simple past tense form

And lastly, we have “**go**,” which is the present tense form, and it becomes “**went**” in its simple past tense form.

Regular verbs		Irregular verbs	
Infinitive	Past simple	Infinitive	Past simple
Work	Worked	Be	Was/were
Play	Played	Have	had
Study	Studied	Speak	Spoken

### d. Spelling of the Simple Past

About regular verbs

Most regular verbs take a **-d** after a final vowel (e.g. like→liked) or an **-ed** after a final consonant (e.g. work→worked).

Verbs ending in 1 stressed vowel + 1 consonant: **stop**→ **stopped**; **plan**→ **planned**

Verbs ending in consonant + -y: study→ studied; try→ tried

Pronunciation of -d / -ed and -ied

We pronounce /**d**/ **after** vowels and voiced sounds (/b/, /g/, /v/, /ð/ (breath→ breath**ed**), /l/, /dg/, /m/, /n/, etc.: e.g. play**ed** /pleid/ agree**d** /ə'gri:d/ liv**ed** /livd/ us**ed** /ju:zd/

We pronounce /**t**/ after /P/, /K/, /F/, /θ/ (th), /s/, /ʒ/ (wash), /t ʒ/ (watch)  
e.g. stop**ped** /stɒpt/ work**ed** /wɜ:kt/ ; watch**ed**

• Exercises with the simple past tense:

1. Change the verbs in brackets to the simple past. Be careful with spellings.

1. Last year, we -----three weeks in Kigali Museum studying the traditional practices of Rwanda.
2. They all (go) \_\_\_ shopping
3. I never (imagine) \_\_\_ I would see you in this cultural concert.
4. We (book) \_\_\_ two tickets for the show
5. He (collect) \_\_\_ his children from school.
6. Were you (frighten) \_\_\_ of the dark when you were young?
7. We (grow) \_\_\_ this tree from a seed.
8. I (feel) so tired that I went straight to bed.

2. Write a paragraph describing our cultural heritage paying attention to the use of past simple tense

## B. Used to

We can use “used to” to talk about a past habit or situation.

- An example for a situation: “He used to live in London” (but he doesn’t now)
- An example for a habit: “He used to go on holiday to Scotland every year” (but he doesn’t now)

“Used to” is the same for all subjects, and you follow it with the infinitive without “to”:

- I / You / He / She / We / They used to smoke.

To make the negative, use “didn’t” + use + to + verb. (Remove the final /d/ ending from “used”.)

- I / He didn’t use to smoke.

To make the question, use “did” as the auxiliary, and take the final /d/ ending off “used”:

- Did you / she use to smoke?

Be used to + doing

There’s a big difference between used to do – to talk about past habits or situations and is used to doing – to talk about familiarity with a place, or activity.

The form is subject + verb to be + used to + verb in the ing form / noun

- I am / was used to studying English every day.
- I am used to his jokes.” (example with a noun).
- You are / were used to studying English every day.

You can replace the verb “to be” by the verb “get” to talk about the process of becoming used to something (rather than the state of being used to something).

- If you live in England, you will get used to driving on the left! (= it will no longer be a problem for you).
- He finally got used to Winter season.

### **C. Used to + infinitive’ and ‘be/get used to**

Used to + infinitive and be/get used to + ‘ing’ form look similar but they are completely different.

#### **a. Used to + infinitive**

Used to + a verb in infinitive form is used in a sentence to talk about things that happened in the past, when actions or situations no longer exist.

*Examples:*

- *She used to be a long-distance runner when she was younger.*
- *I used to eat meat but I became a vegetarian 5 years ago.*

The negative form of used to + a verb in infinitive form is didn't use to + the infinitive form of the verb.

The interrogative form of used to + a verb in infinitive form is Did you use to + infinitive form of the verb ?

N.B. To talk about present habits we use the present simple and an adverb of frequency (usually, always, often, never, etc.)

*Example:* We often eat at the Japanese restaurant in the city centre.

**a. To be/to get used to + noun/pronoun**

*Examples:*

- If you **are used to** something, you are accustomed to it. You don't find it unusual.
- If you **get used to** something or you **are getting used to** something you are becoming accustomed to it, it was strange, now it's not so strange.
- *I found Slovak food very strange at first but I'm used to it now.*
- *I'm getting used to driving on the right.*

Both to be used to and get used to are followed by a noun (or pronoun) or the gerund (the 'ing' form) of a verb.

*Examples:*

- *I can't get used to getting up so early. I'm tired all the time.*
- *He's not used to the weather here yet. He's finding it very cold.*

N.B. To be/get used to can be used in past, present and future tenses.

*Examples:*

- *You might find it strange at first but you'll soon get used to it.*
- *He wasn't used to the heat and he caught sunstroke.*

## Practice

*Write a paragraph on the Rwandan Culture paying attention to the use of used to. Read more about the guidelines on writing paragraphs in unit five of this book.*

## 6.4. End unit assessment

*1. Carry out the following exercise on vocabulary related to culture by choosing the right words from these: conflicts, acceptable, behaviour, global, diversity, emigrants, misconceptions, stereotype, shock, technology to fill gaps in the text below:*

One of the problems ...face is cultural ...which is a condition of confusion and anxiety affecting a person suddenly exposed to a new culture.

Some people think that a country with cultural ...may face cultural ..., think that such a country may benefit from the variety and richness of its culture.

A ...is a false, distorted assumption associated with a group of people.

For some cultures, it is not culturally ... to burp in front of people.

Racial ... is the result of cultural...

The world has become a ...village thanks to ...

*Source: [www.myenglishpages.com](http://www.myenglishpages.com)*

*2. Complete the following story with the verb in bracket in the correct tense.*

Stars who died young:

James Dean

James Dean(die)... in a terrible car accident in 1955. He (be) ... only twenty-four when he (die) ... but he was already a big Hollywood star. Dean (love) ... sports cars and he used to drive very fast – he didn't like slow cars!

On 30 September 1955, Dean(leave) Los Angeles in his Porsche sports car. He(stop)... at Salinas and then continued towards Palm Springs. He was driving west on US Highway 466 when another car (crash) ... into him at a junction.

He wasn't wearing a seat belt and when the crash happened, he (die) ... instantly.

*3. Complete the following extract with correct verb-tense from the bracket.*

Traditionally in Rwanda, Itorero----- (be) an education centre where Rwandans were mentored on civic education and good relationships with other people. Itorero----- (have) no discrimination or segregation; and this was the means by which Rwandans ----- (expand) and ----- (develop) their country. Colonization gradually----- (suppress) Itorero. The Itorero that ----- (remain), as well as those----- (create) later, differed from the traditional Itorero as they----- (change) their mission and only ----- (focus) on dancing.

This situation----- (impact) on relationships among Rwandans and the way the country was governed; discrimination and genocide ideology spread.

*4. Write a composition talking about the role of a teacher in cultural preservation and national heritage.*





# UNIT 7

## ENVIRONMENT CONSERVATION AND SUSTAINABILITY

**Key unit competence:** To use the language learnt in the context of environment conservation and sustainability.

### Introductory Activity

### Picture interpretation



Fig.1



Fig.2



Fig.3



Fig.4

Observe the above pictures and answer the following questions:

1. What Fig 1,2,3,4 represent?
2. Provide the main elements of our physical environment.
3. Why is it important to protect our environment?
4. Which methods can we use to conserve our environmental resources?

## 7.1. Talking about physical elements of environment

### 7.1.1. Learning activity:

#### *Reading and Text Analysis*

*Read the text below and answer questions that follow:*

- **Text: The physical environment**

The physical environment can be defined as that which operates on an ongoing basis regardless of the persons in it. This physical environment then affects the actions of and outcomes concerning the people within it. The physical environment includes land, air, water, plants and animals, buildings and other infrastructure, and all of the natural resources that provide our basic needs and opportunities for social and economic development.

Say, for example, you are playing sport and it is a windy day. You have to adjust your game to ensure that you allow for the way the wind is blowing. All processes and behaviours take place within specific physical environments. Within a classroom for example lighting, acoustics, size, comfort, safety, access to technology, etc. create and add to a physical environment that is either conducive to learning or perhaps distracting.

Therefore, a simple definition of *any* physical environment would be your natural surroundings including whether it is clean or dirty and the things within it and how they interact to create a «space.»

It is also known as the whole physical and biological system surrounding man and other organisms along with various factors influencing them. The factors are soil, air, water, light, temperature etc. These are called **A biotic** factors. Besides a biotic factors, the environment is very much influenced by biotic factors which include all forms of life like plants, animals, microorganisms etc. Man is thus an inseparable part of the environment. Man and Environment have very close relationship with each other. The social life of man is affected by environment. This is the reason for various types of social and cultural activities around the world. The hilly people have different life styles than people in the plain area. Similarly, people around the world differ in their food, cloth, festivals etc. All these are influenced by the factors around him.

Natural vegetation, such as forest cover, is usually the most benign of land uses, with higher infiltration and reduced runoff rates. The opposites of forest cover are urbanized areas, where large surface areas

are impermeable, and pipes and sewer networks augment the natural channels. The impervious surfaces in urban areas reduce infiltration and can reduce the **recharge** of groundwater. In addition, urban runoff contributes to poor water quality.

Agricultural activities are major forms of land use, including row crops, rangelands, animal farms, **aquaculture**, and other agribusiness activities. Cropping activities involve soil and water manipulation through tillage and **irrigation**, thereby affecting runoff water and groundwater resources. If improperly used, fertilizer and plant protection chemicals in agricultural operations can affect water resources and ecosystems.

Urban and agricultural land uses contribute to what is termed nonpoint source pollution in **watersheds**. Nonpoint-source pollution is defined as diffuse (spread-out) sources of contamination from a wide area of a **landscape**, often difficult to be attributed to a single location. Transportation infrastructure (e.g., roads and airports) is another type of land use that affects water resources through road runoff and alterations to components of the hydrologic cycle.

Therefore, a cleanliness and beauty of the environment is also important for people's sense of wellbeing. For many people, access to an attractive physical environment contributes greatly to their contentedness with life. A healthy environment also provides recreational opportunities, allowing people to take part in activities they value. The clean, green environment is also integral part of national identity, and guardianship of the land and other aspects of the physical environment is seen as important part of social wellbeing.

*Extracted from: <http://www.waterencyclopedia.com/La-Mi/Land-Use-Planning.html#ixzz5zl2OUinI>*

### **Comprehension questions**

1. What is physical environment according to the author?
2. Which activities people can do on land?
3. Why the writers say that physical environment affects human activities?
4. Do you think physical environment can influence the food people eat? Explain.
5. Explain the importance of healthy environment as described in the passage.

### 7.1.2. Application activity:

#### *Vocabulary, sentence and paragraph writing*

1. Explain the following words using dictionaries and internet
  - a. Aquaculture
  - b. Irrigation
  - c. Recharge
  - d. Watersheds
  - e. Landscape
2. Make sentences using the following words
  - a. land,
  - b. air,
  - c. water,
  - d. plants and animals,
  - e. buildings and other infrastructure
  - f. natural resources
3. Write a paragraph describing your physical environment

## 7.2. Describing environmental features and their roles

### 7.2.1. Learning activity:

#### *Reading and Text analysis*

*Read the following text and answer questions given:*

#### • **A text: Environmental Features**

Rwanda has a temperate tropical **highland** climate, with lower **temperatures** than are typical for equatorial countries due to its high elevation. Kigali, in the centre of the country, has a typical daily temperature range between 12 °C (54 °F) and 27 °C (81 °F), with little variation through the year. There are some temperature variations across the country; the mountainous west and north are generally cooler than the lower-lying east.

There are two rainy seasons in the year. The first runs from February to June and the second from September to December. These are separated by two dry seasons: the major one from June to September, during which there is often no rain at all, and a shorter and less severe one from December to February. **Rainfall** varies geographically, with the west and northwest of the country receiving more **precipitation** annually than the east and southeast.

Mountains dominate central and western Rwanda. These mountains are part of the Albertine Rift Mountains that flank the Albertine branch of the East African Rift. This branch runs from north to south along Rwanda's western border. The highest peaks are found in the Virunga volcano chain in the northwest; this includes Mount Karisimbi, Rwanda's highest point, at 4,507 metres (14,787 ft).

Rwanda has many lakes, the largest being Lake Kivu. This lake occupies the **floor** of the [Albertine Rift](#) along most of the length of Rwanda's western border, and with a maximum depth of 480 metres (1,575 ft), it is one of the twenty deepest lakes in the world. Other sizeable lakes include [Burera](#), Ruhondo, Muhazi, Rweru, and [Ihema](#), the last being the largest of a string of lakes in the eastern plains of Akagera National Park. Therefore, it is very important to care for our environment because as some the features show without it there is no life as discussed in the following paragraphs.

No trees, no forests! No forests, no rainfall! No rainfall, no water! No water, no power! No power, no industry! No industry, no jobs! No jobs, no money! No jobs, no money! No money, no food! No food, no life!

Perceptibly, forests are very important as this sequence show. Destroying forests has serious environmental, economic and social consequences. Anyone in **drought** areas should remember that we have suffered **crippling droughts** as well as water and power rationing in some parts of Africa. Recovering from these disasters takes a long time.

In counties which heavily depend on agricultural produce both for local consumption and for export, rain is very important. Trees attract rain and we should do everything possible to preserve them. We should even plant more.

Trees also prevent soil erosion and flooding. Soil erosion carries away the productive soil while flooding leads to loss of life and property.

In Kenya's Western province, Busia district, Budalangi **constituency** and its surroundings, the inhabitants cannot build permanent homes because they know in the month of April they have to move to high grounds because of flooding that causes loss of property and even life.

In addition, forests provide **catchment** areas for some largest rivers and lakes. From these rivers and lakes, we get water for domestic use, irrigation and we can also get sea food. On the rivers are dams from which electricity is tapped or generated.

For example, River Nile is a major hydro power generation that serves Uganda, Kenya and Rwanda. Did you know that Lake Victoria has its major tributaries in Kenya and these tributaries emanate from the Mau forest?

Due to human activities in the forest, the tributaries are reducing water. As a result Lake Victoria on the Kenyan side is reducing in water flow and if the situation is not checked, this will affect the people of Egypt who rely entirely on irrigation from River Nile whose source is Lake Victoria.

Moreover, forests play a significant role in our atmosphere. By absorbing **carbon dioxide** from the air, they act as a **filter** thus leaving our air fresh and clean. Forests are also the most important defence against climatic changes such as global warming. If we destroy the forests the chain is broken as well as our lives.

*<https://www.newtimes.co.rw/section/read/41355>*

### **Comprehension questions**

1. Why does Rwanda have a temperate tropical highland climate with lower temperatures?
2. Give and explain the rain seasons we have in a year.
3. What is the importance of some environment features mentioned in the passage?
4. Which countries are served by hydro power generation from River Nile?
5. What are the lakes do we have in our country and why are they important?
6. Which daily temperature do we have in Kigali city as mentioned in the passage?



### 7.2.2. Application activity

### Vocabulary and composition writing

1. Explain the following words as they are used in the passage
  - a. Temperatures
  - b. crippling
  - c. droughts
  - d. precipitation
  - e. rainfall
  - f. constituency
  - g. floor
  - h. catchment
  - i. filter
  - j. carbon dioxide
2. Write a composition talking about the environment features of your district. Read guidelines of writing an essay in unit five of this book.

## 7.3. Describing different ways of protecting environment

### 7.3.1. Learning activity:

### Observing pictures and Reading

#### A. Picture observation and interpretation

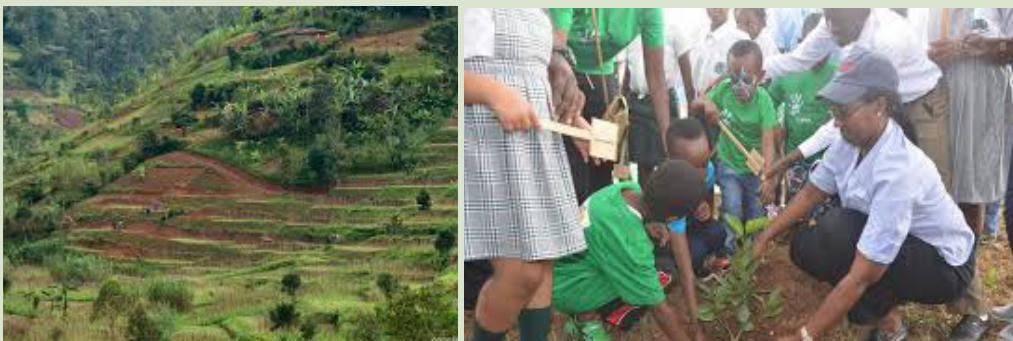
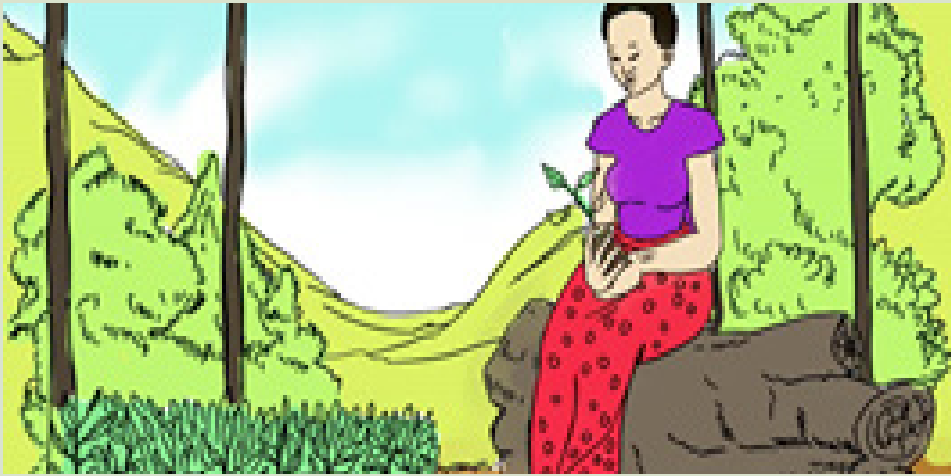


Fig.1



*Fig.2*

1. What do you see in **Fig.1** and what do you think the person people in **Fig.2** is doing?
2. Which strategies can we use to protect our environment?
3. Why is important to protect our environment?
4. Suggest some pieces of advice to people who only care for their businesses by building big industries and other related harmful activities.

### *B. Reading and exploitation of texts*

Read the text below and answer questions given.

#### • **Text 1: Protect your environment**

Many people say there is a need to protect the environment, but do not really make any effort to do anything about it. Are you one of these people? What can we do to encourage people to take action to protect the environment?

Most people are increasingly aware of the need to protect our environment. Despite this, not many of us are really taking steps to reduce our impact on the planet. In this text, I will suggest some steps each of us can take and some ways to motivate others to do the same.



Many environmental problems seem so big that only governments, local authorities or big companies can deal with them. One example is **global warming**. We need government action to reduce emissions from coal and oil burning power stations and to develop safer sources of power. These require tough regulations and huge investment. The loss of forests and other habitat is another problem. How can we as individuals stop the destruction of the Amazon or Indonesian rain forests? Yet another example is waste. When people live in cities, other ways may be recycling, picking up trash, no polluting and decrease **pollution** overall, saving animal habitats and so much more.

We should care for the environment because it's our real home, we live in it and we don't want a nasty living of trash everywhere with **stenches**, also animals can die from our trashes such in beaches, they can get stuck in the can plastics. We need to recycle because recycling takes trash and processes it in some way to make a useful product. Composting falls into this category. Glass, plastics, paper, steel, and cardboard are other materials that may be recycled. The added benefit of compost is that it can be done in your own **backyard**. We still need to recycle all the plastic that we use because it gets melted and reused again for more supply for our needs.

When we don't recycle, we have less plastic reusing than before and cause a lot more money and man labor time to recycle it for us in the landfills. Also, most of it gets burned to dispose of it all because we have no room for all the landfills and they cost too much to have. Really, we should all try to reuse before **recycling** but either works just fine. So, when we reuse our belongings like finding alternate uses for trash rather than disposal.

Share unused **portions** with neighbours or charities. Donate books to the library; give old clothing to **charity**, etc. Now we also need to reduce which includes reducing the amount of total waste by steps such as buying only the amount you need, persuading manufacturers to reduce the amount of packaging they use. It also includes steps such as mowing your lawn with a mulching mower and leaving the clippings on the grass. "Waste" is never generated. So, we don't want to buy too much of anything for ourselves everyone needs the same things such as water bottles, plastic bags, and much more. And for mountainous places, it is important that people can make terraces, planting also some trees which may protect the soil.

In conclusion, our choices, however small, do have a real impact. If each of us made took two or three simple steps to live more simply, imagine the positive effect on the planet!

<http://writefix.com/?p=183>

### **Comprehension questions**

1. Which problems did the writer say that they can be dealt with government?
2. What are the strategies identified by the writer about environmental protection?
3. Give reasons why the environment must be protected.
4. Which materials do we need to recycle in our environment?
5. How can we protect the soil from high mounts?

### • **Text 2. A poem on environmental protection**

*Read the following poem and answer questions*

We spoil our Earth  
Is it really worth?  
Polluting the air  
is that really fair?  
Can Smoke and Dust  
Turn Earth into Hearth?

Clean the Air  
Show that we care  
Secure our future  
Say Cheese!  
Plant more trees  
For Earth to Breathe

Plants and Animals  
Love them all  
Be generous  
Live life tall  
Conserve water  
Be a nice daughter  
Harvest sunlight  
For a life that is bright

Plastic may be cool  
But don't be a fool  
It will make you ill  
Tell the whole school  
Recycle everything  
Don't waste anything  
If you want no tension  
Go for environment protection

By KaarviKhullar

• **Comprehension questions**

1. Which strategies did the poet mention so as to protect our environment?
2. Why do you think that poet advised us not to be fool though plastic is cool?
3. What can a person do if he/she wants no tension?
4. Provide the message given by the poet to schools.
5. Explain the following words as they are used in the poem. Use dictionary
  - f. Global warming
  - g. Pollution
  - h. Stenches
  - i. Backyard
  - j. Portions
  - k. Charity
  - l. Recycling

**7.3.2. Application activities**

*Debate and composition writing*

1. *Debate the following topic or motion: Read the guidelines on how to conduct a debate in unit five of this book. "Human activities have brought more harm than good on our Earth".*
2. *Write two paragraphs describing different ways of protecting environment. Read the guidelines on writing a paragraph in unit five of this book.*

### 7.3.3. Language structure: Use of expressions of purpose

1. Read the following paragraphs and identify expressions of purpose used

The **trees'** roots suck water deep from under the ground to as low as 200 feet. They hold the soil together so that erosion is prevented. They absorb rain during rainy days in order to help plants grow well.

Mary lives in Gakenke District which is a mountainous area. Last year, she planted different trees so as to protect the soil. However, her neighbours did not do the same and affected her soil later. The local leaders sensitize every person to make terraces and some irrigation so that they could not get affected by soil erosion again.

Last week, Land manager at sector level visited them and said that in order to avoid soil erosion people should also get water from their houses in addition to other methods used.

#### • Notes

Expressions of purpose: *to*, *in order to* and *so as to*.

#### a. In order to

We can use 'in order to' or 'so as to' instead of 'to + infinitive'. This just makes it a bit clearer that we are talking about goals or intentions and it's also a bit more formal. It doesn't change the meaning.

- I went to London in order to study Environmental education.
- I went to London so as to study Environmental education.

Use *to*, *so as to*, and *in order to* express purpose in the affirmative form.

#### *Examples:*

- He is looking for a part time job *to* save some pocket money.
- She wakes up early *in order to* be on time to work.
- They visited him *so as to* offer their condolences for the death of his wife.

Use *so as not to* and *in order not to* express purpose in the negative form.

*Examples:*

- They woke up early *in order not to* be late.
- She exercises regularly *so as not to* get fat.
- He helped the new policewoman *so as not to* fail in her first mission.

**b. Purpose with *so that***

You can also express purpose with ***so that***. In this case you generally need to use a modal.

*Examples:*

- He turned down the music *so that* he wouldn't disturb the neighbours.
- He got a visa *so that* he can travel to the USA.
- He decided to stay in England for a while *so that* he could practice his English language.

**Exercises**

**A: Choose the correct expression of purpose**

1. Concentrate on your exercise ... make any mistakes.
  - a. So as not to
  - b. to
  - c. So that
2. You have to wake up ... be on time.
  - a. To
  - b. In order not to
  - c. So that
3. You have to register ... participate in the forum.
  - a. In order to
  - b. So as not to
  - c. So that

4. She left work early ... be at home when he arrives.
  - a. So as not to
  - b. To
  - c. So that
5. Ships carry life boats ... the crew can escape when the ship sinks.
  - a. So as not to
  - b. To
  - c. So that
6. These men risk their lives-... we may live more safely.
  - a. to
  - b. in order not to
  - c. so that

***B: Using expression of purpose, write a paragraph talking about the role of physical environment in socio-economic sector.***

### 7.1. End unit assessment

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

Words	Pronunciation	Meaning
Erosion		
Trees		
Temperature		

Pollution	/pə'lu:ʃ(ə)n/	the presence in or introduction into the environment of a substance which has harmful or poisonous effects.
Environment		
Conservation		
Sustainability		
Recycling		
Precipitation		
Climate		
Irrigation		
Landscape	/'lan(d)skɛp/	make (a garden or other area of ground) more attractive by altering the existing design, adding ornamental features, and planting trees and shrubs."the site has been tastefully landscaped"

- B. *Suppose that you are appointed to be trainer in a given district and the training agenda is all about environment conservation and sustainability. The following are issues to be addressed in the training.*
- a. Strategies to keep different materials lying around in the community.
  - b. Ways to protect our soil from erosion.
  - c. Challenge of deforestation in the community.
  - d. A problem of water from houses.

Write an essay describing how you will address the above issues to be presented to the Land manager. Make sure you pay attention to the use of expression of purpose in your writing. Words limit (300 words).

C. *Rewrite the sentences below using to, in order not to, so that...*

- a. I sent her a bunch of flowers because I wanted to make it up with her.
- b. I entered Mr Green's office because I wished to talk to him about environment.
- c. I came back because I had to take care of my parents.
- d. She winked at me because she wanted to let me know that she was joking.
- e. I have come because I'd like to give you a piece of advice on environmental protection.

A. *D. Match the beginnings of the sentences to the correct endings.*

1.	I bought a lovely new dress...	a.	... for marking important parts of documents.
2.	A small notebook is useful...	b.	... so that I could be first in the queue when the shop opened.
3.	David worked really hard...	c.	... for painting the best picture.
4.	Highlighter pens are great...	d.	... for writing down new vocabulary.
5.	I gave my teacher a big bunch of flowers...	e.	... so that we'll have enough for the weekend.
6.	I got up early...	f.	... to wear to the party.
7.	My son won a prize at school...	g.	... to pass the final exam.
8.	I ordered an extra loaf of bread...	h.	... to say 'thank you'.



# UNIT 8

## EDUCATION AND PERSONAL DEVELOPMENT

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

### Introductory Activity

### Picture interpretation



Fig. 1



Fig. 2



Fig.3

Observe the pictures above and answer the following questions

1. What do you think the figures above represent?

2. Do you think it important for pre-school children to also celebrate the graduation day as it is in Fig. 1? Why?
3. Explain the relationship between education and personal development.
4. Explain how a disabled child in Fig. 2 can benefit the same education as those without disabilities.

## 8.1. Describing the ability at school

### 8.1.1. Learning activity:

*Reading and Text analysis*



*Fig 1.*



*Fig 2.*

*Observe the above pictures and answer these questions:*

1. What is taking place in Fig. 1-2?
2. Why is it important to get parents involved in education process?
3. Compare and contrast the roles of teachers and parents in teaching/ learning.

#### • **Text: Conversation between a parent and a teacher**

Teacher: Hello Madam. Please have a seat.

Parent: Thank you so much.

Teacher: Yes please, tell me.

Parent: Actually, I wanted to know about the progress of my child.

Teacher: Karan is doing well in all the subjects he practices a lot.

Teacher: He needs more attention on that.

Parent: Sure, we will focus on him but I think that more attention should be given to him in his class so that he can score good grades.

Teacher: Don't worry, I had a word with his mathematics teacher and I discussed his problem with her.

Parent: Thank you so much.

Teacher: Please don't mention that.

Parent: I have one more request. If you could please update me with his progress in the last month.

Teacher: Sure, you can have a word with me anytime or we can also fix a meeting.

Parent: Sure.

Teacher: Rest don't worry, he is under our guidance and we will take care of him.

Parent: Thank you, madam.

### **Comprehension questions**

1. What was the purpose of the conversation?
2. Why did the parent worry about her child?
3. Why is it important for parents to collaborate with school leaders and teachers?
4. Suppose that you are the teacher of that child, what could your advice be to the parent as far as her child's score progresses.

1. Read the following conversation and answer questions that follow

Mr. Malhotra: Good morning, sir. May I come in?

Principal: Yes, please do.

Mr. Malhotra: I'm Anil Malhotra from Delhi, and this is my son, Ravi.

Principal: Please sit down.

Mr. Malhotra: I have been transferred to Ghaziabad, just recently. I'm here in connection with my son's admission to class XI.

Principal: Mr. Malhotra, the **admissions** have closed formally last week but let me see what I can do for you. Ravi, tell me something about your **academic** background.

Ravi :I was a student at the Army Public School, Delhi. I have cleared class X with an **aggregate** of 89%. I would like to take up the Science stream with Computer Science as an elective.

Principal: Good, and did you ever participate in debates, **dramatics**, or sports in your school?

Ravi: Yes, sir.

Principal: Do you have your certificates for these **co-curricular** activities?

Ravi: Yes Sir. They are all in this file along with a letter of **recommendation** from my Ex-Principal. I'd like to mention that I was the Head Boy of Army Public School.

Principal: I'm glad to hear that, Ravi. Leave your file with me. We'll see what we can do for you.

Ravi: Thank you very much, sir.

Mr. Malhotra: Thank you, sir! I'm extremely grateful for the time you have given us and the interest you have taken.

Adapted from: [http://toefl.uobabylon.edu.iq/papers/itp\\_2015\\_3130824.pdf](http://toefl.uobabylon.edu.iq/papers/itp_2015_3130824.pdf)

• **Comprehension questions**

1. What is the relationship between Mr. Malhotra and Ravi?
2. Why did Mr. Malhotra come to that college?
3. Which school did Ravi attend before and how many aggregates did he get?
4. What subject did Ravi want to take in that new school?
5. Did the Principal allow Ravi to come and study? If yes or no, explain.

2. Match the following words with their meanings

Words	Meanings
1. academic	related to school, college
2. aggregate	
3. dramatics	
4. co-curricular	
5. recommendation	praising a person's qualities and conduct for the purpose of employment, admission etc.
6. admission	

3. Write a paragraph talking about the subject that you are good at in your class. Use the guidelines given in unit five of this book.

## 8.2. Describing educational ambitions

### 8.2.1. Learning activity:

*Reading and text analysis*

- **Text: My journey to becoming a teacher**

Different people have different **ambitions** in life such as doctors, engineers, pilots, soldiers, etc. But I always wanted to be a teacher because I feel really blissful when I teach people around me. From my childhood, I teach whatever I learn in school. By teaching people around us, we can **uplift** the society. My father is a professor in a science college and my mother who was a teacher in school earlier now runs a nursery in our house. The two large rooms upstairs are occupied for nursery school.

My mother feels immensely happy when she teaches such tiny tots who are not aware of anything. She holds their hands and teaches them “A, B, C, D” and also plays with them many games by taking them to our garden along with one more teacher. I see that my mother feels really happy when she is teaching such innocent children and so I also want to become a teacher like her. I want to become a teacher in a **reputed** international school to teach the students new methods of learning. English is always my favourite subject and also, I love to teach social studies. I have introduced new methods of teaching grammar and vocabulary. I always love reading books and I have read many novels **pertaining** to children’s activities and hence I began liking the language.

To become a teacher, I should first become a graduate in arts and then study education as a major subject. I love teaching in school than in college because the atmosphere in school is really pleasing. Being in a children’s company, just gives me pleasure. I love playing with children and teaching them something that I have learnt in **kindergarten**. When I become a teacher, I will always teach children **mannerism** and values too so that they can become good citizens of the future. As a teacher, my duty is not only to teach English and Social studies, but also teach the students the way of life.

My teacher always guides us and teaches us the value of mannerism in daily life. After becoming a teacher, I will start preparing notes on English and Social studies so that the students can easily learn the subjects.



I will explain to them clearly every chapter so that they can learn it easily and also like the subject. My grandparents always told me that teaching in a **sacred** profession and a teacher can make the world a sacred place. I do not want to be a **strict** teacher who is always **flogging** or **screaming** at students, but a **compassionate** teacher who nurtures the students with knowledge.

When I become a teacher, I will never use a **scare** to scare away students, but speak so effectively that a student understands the meaning of discipline. My teacher is really lovable and I want to become a teacher like her. In our country great teachers were born such as Gandhiji, Swami Vivekananda, RamkrishnaParamahansa, etc who taught us the greatest lessons of life. So, I will teach my students the values that will help us to succeed.

### Comprehension questions

1. What is the ambition of the writer?
2. What is the profession of the father of the writer?
3. Who inspired the writer to become to choose that profession?
4. Give reasons why the writer chose to become a teacher.
5. According to the writer, who is a good teacher and who is not?
6. Why is it important to have ambitions in life?

### 8.2.2. Application activity

1. Find the meaning of the following words using dictionaries and thesauruses.

- a. Ambitions
- b. Uplift
- c. Reputation
- d. Pertaining
- e. Kindergarten
- f. Mannerism
- g. Sacred
- h. Strict

- i. Flogging or screaming
- j. Compassionate
- k. Scale

2. Write a composition talking about what you wanted to become in future and include reasons.

### 8.3. Talking about Education and society

#### 8.3.1. Learning activity:

#### Reading Comprehension

- **Text: Education and society**

Education plays a major role in the growth and progress of a society. It is one of the key components that can make or break a culture's advancement. If citizens of a society are educated, they can provide significant contributions in the fields of arts, literature, science, technology, and others, and help establish a **well-rounded** and stimulating community. Below are some of the best reasons why education is an essential thing to any society.

Once you have earned your college degree, you are expected to start your journey to the real life get a job, pay taxes, and so on. Your parents and the people around you may have already been picturing you sitting behind an executive desk on an **ergonomic chair** from Office Chairs Only, made of only the best materials (as it really matters what you choose when it comes to comfort).

Actually, because of several years of schooling, you should be able to make sound decisions on various stuff, such as if you should get a car or a house, which expenses to prioritize, how to pay off your school loans, and more. Moreover, you should be able to help the community by participating in projects to improve your neighbourhood, such as organizing programs to aid the less fortunate citizens, encourage the children and teens to study, and other social activities.

Also, looking for a job is not easy. Depending on your field, you may have to contend with dozens, hundreds, or even thousands of other fresh graduates for a low-paying entry-level position. But, if you possess the right qualifications, i.e. you have a solid educational background (and with some amount of luck), the likelihood of you landing your dream job becomes higher.



A lot of high-paying, specialized jobs today require people with more higher education accomplishments and varied experiences. Therefore, if you want to increase your chances of standing out from a large pool of applicants, go to school and get as many credentials as you can.

To **earn six figures a year** is something that many people want but not really get. However, achieving it requires a mixture of hard work, **perseverance**, **dedication**, competence, efficiency, and luck. In order to find a job that can give you a comfortable lifestyle, you have to have the qualifications that will make companies and employers hire you. This will likely happen if you are well-educated and possess the right sets of skills to perform the responsibilities and tasks that they ask for that particular position.

• **Comprehension questions**

1. Which contribution do you educated people can provide to the society?
2. Suppose that the education is preparing the people without taking into consideration the societal needs.
  - a. Which effect do you think this can cause?
  - b. If you were an education planner or a policy maker, what can you do?
3. What can happen if the people living in a given society are not educated?
4. Which qualities should a person possess in order to get a good job as discussed in the passage?
5. What is the moral lesson picked from the above passage?

**8.3.2. Application activity**

**Sentence writing**

1. *Explain the following words as they are used in the passage using dictionaries and internet.*

- a. well-rounded
- b. ergonomic chair
- c. earn six figures a year
- d. perseverance
- e. dedication,

3. *Debate the following topic or motion:*

“Society without educated people cannot develop”.

4. *Make sentences using the following words*

- a. education
- b. society
- c. employers
- d. citizens
- e. hard work
- f. companies

5. *Read the following poem and discuss*

• **Text: A poem about Education: The Key to Life**

Education  
the light of our life  
A gift of academic rife

Education  
the key to a bright and rewarding future  
A glue that joins our dreams like a suture  
Education  
A path to divine success  
A smooth drive to our greatness

Education  
gives our thinking a different appearance  
And helps drive away all our ignorance

Education  
It leads us to the path of prosperity  
And gives our tomorrow a sounding security

Education  
the process of teaching and learning  
Which will help us in our future earning

Education

shaping our true character is the motto  
Leading to a successful life it is the major factor

Education

The progressive discovery of our true self  
And exploitation of the potentials of oneself

Education

a better safeguard of liberty than a standing army  
A life boat that see us through our days of stormy

Education

A torch of academic brilliance  
And backbone of inner **resilience**

Education

the key to unlock the golden door of freedom  
And stage our rise to stardom

Education

A life sustaining material  
Without it we can't lead a life which is congenial

Education

not all about bookish knowledge  
But it is also about practical knowledge

Education

makes a person stand up on his on toes  
And helps a person to fight with all his foes

Education

A fundamental foundation  
For any country state or nation

Education

A thick line between right and wrong  
A ladder that takes us to the height where we belong

Education

Mother of all profession

That helps acquire all our possession

Education is our right

For in it our future is bright

*By Stanley Oguh <http://www.englishforstudents.com/Poem-about-Education.html>*

• **Comprehension questions**

- a. What does the poet compare with education?
- b. Which is the motto of education according to the poet?
- c. How did the poet relate education and the nation?
- d. Why do you think education is a key to life as stated by the poet?

## 8.4. Talking about Sexual behaviour

### 8.4.1. Learning activity:

*Reading and text analysis*

*Observe the picture, read and answer questions*

Picture observation and interpretation



*Fig. 1*

1. What do you think people in fig.1 are doing?
2. Which kind of behaviour can you relate with such activities?
3. Do you appreciate such behaviour? If yes or no, explain.

- **Text: Sexual behaviour**

Human sexuality refers to people's sexual interest in and attraction to others; it is the capacity to have erotic or sexual feelings and experiences. Sexuality differs from biological sex, in that sexuality refers to the capacity for sexual *feelings* and attraction, while biological sex refers to how one's anatomy, physiology, hormones, and genetics are classified (typically as male, female, or intersex).

Sexuality is also separate from gender identity, which is a person's sense of their own *gender*, or socio-cultural classification (i.e., man, woman, or another gender) based on biological sex (i.e., male or female). It is also distinct from although it shapes *sexual orientation* or one's emotional and sexual attraction to a particular sex or gender.

Sexuality may be experienced and expressed in a variety of ways, including thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles, and relationships. These manifests themselves not only in biological, physical, and emotional ways, but also in socio cultural ways, which have to do with the effects of human society and culture on one's sexuality.

Some researchers believe that sexual behaviour is determined by genetics; however, others assert that it is largely moulded by the environment. Human sexuality impacts, and is impacted by, cultural, political, legal, and philosophical aspects of life and can interact with issues of morality, ethics, theology, spirituality, or religion.

Briefly, as long as sexual behaviour is concerned, sexuality education will come in so as to help all young people who need to get positive information and opportunities to think about, question, and discuss issues related to relationships, gender, sexual identities, sexual orientation, sexual behaviour, sexual and reproductive health, and societal messages. Sexuality education provides a framework in which this can happen and it is really a part of health education, vital for young people's development, learning, and overall well-being. Learning in this area also contributes to academic success and positive mental, emotional, physical, and spiritual health.

- **Comprehension questions**

1. What is sexuality according to the writer?
2. Explain some ways through which sexuality may get expressed.
3. What will be the role of sexuality education in addressing issues of sexual behaviour?

#### 8.4.2. Application activity

#### Composition writing

*Write a composition talking about sexual behaviours among youth and the role of sexual education.*

### 8.5. Life skills

#### Pre-reading activity



**“In today’s world teamwork skills are employability skills.”**

**- Dr. Kagan**

*Explain the above quote stated by Dr.Kagan in relation to life skills.*

#### 8.5.1. Learning activity:

#### Reading and text analysis

- **Text 1: Life skills**



In an ever-growing technology and **data driven world**, much of the focus in education has understandably taken a shift toward STEM-based (science, technology, engineering, and math) initiatives that will prepare students for the coursework and careers of the future. But life skills how well-equipped students are to make good decisions and solve problems in their academic and professional careers as well as their personal lives should also play a critical role in a well-rounded and comprehensive education.

Think of life skills as the building blocks or framework that allow students to apply the knowledge they acquire in school to real world problems and situations. Also referred to as “**soft skills**” in a professional context, the ability to think abstractly and approach problems from multiple angles to find practical solutions, and the skill to communicate clearly and effectively are just as important as technical knowledge in a particular field or academic subject.

According to Macmillan Education, “In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace, and our home life.”

But life skills go well beyond choosing a major in college or **impressing** a potential employer in the future. Life skills provide children with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take action in situations where their parents or teachers may not be around to help or intervene (dealing with a bully or personal insecurities and fears, for example.) Unlike motor skills and basic intelligence, executive function and decision-making skills are not innate but learned.

**Examples of life skills include:** Self-reflection, Critical thinking, Problem solving and Interpersonal skills, etc. Building life skills is essentially an exercise in helping children develop sound judgment and good habits for long-term stability, wellness, and success.



Parents can take an active role in teaching life-skills at home with projects that provide real world examples and lessons in decision making and problem solving. They can be as simple as assigning household chores and budgeting exercises through an allowance, to caring for a pet or volunteering in the community. Fun and simple-to-organize activities, like game nights (or afternoons) with family and friends with an educational focus that also encourage working in teams, can help to build social and interpersonal skills.

In addition to brushing their own teeth and learning how to tie their shoes and get dressed, young children should know what to do in common situations as well as emergencies, such as: How to get to and from home and school, who to call in an emergency (memorize phone numbers), How to safely cross the street, what to do if they are bullied or **witness bullying**, how to safely use kitchen appliances and prepare basic meals and how to do the **laundry**.

The acquisition of problem-solving and reasoning abilities is a fluid and ongoing process, and working with children early in their development to lay the framework with examples that they can understand and apply on their own is a good place to start. For boarding students, the experience is even more intense. Daily house **chores**, weekend work projects and weekly house meetings all create the sense of responsibility over their lives and spaces that many schools and jobs are seeking. Add to that the expectations to cook, clean up after themselves, and budget their personal expenses and most students end up fulfilling many of the item on those life skills lists.

- **Comprehension question**

1. What is life skills according to the author?
2. Compare and contrast life skills from other skills developed from other subjects.
3. Give examples of life skills as described by the author.
4. Is it important to develop life skills from early childhood education? Justify your answer.



### 8.5.2. Application activity

### Vocabulary work

1. Explain the following words using dictionaries as used in the passage.

- a. Chores
- b. Witness bullying
- c. Laundry
- d. Impress
- e. Soft skills
- f. Data driven world

2. Write two paragraphs about the importance of life skills.

## 8.5. Language Structure: conditional clause type I & II

### • Learning activity

Read the following sentences and complete the gap accordingly

1. If people are well educated, the society ..... (develop) in all sectors.
2. I would take my daughter to IPRC, If I..... (be) in your position.
3. If we were policy-makers, we..... (establish) career development centres.
4. If they all do their best, the party ..... (be) great.
5. If I have a child, ..... (develop) his/her life skills as much as possible.

### • Note:

Conditional tenses are used to speculate about what could happen, what might have happened, and what we wish would happen. In English, most sentences using the conditional contain the word *if*. Many conditional forms in English are used in sentences that include verbs in one of the past tenses. This usage is referred to as “the unreal past” because we use a past tense but we are not actually referring to something that happened in the past. There are five main ways of constructing conditional sentences in English.

In all cases, these sentences are made up of an if clause and a main clause. In many negative conditional sentences, there is an equivalent sentence construction using «unless» instead of «if». Let's discuss some types of conditional below:

## A. Conditional Sentence Type 1

→ It is possible and also very likely **that the condition will be fulfilled.**

**Form:** if + Simple Present, will-Future

*Example:* If I find her address, I'll send her an invitation.

**Form:** If + Simple Present, will-Future

*Example:* If I find her address, I will send her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

*Example:* I will send her an invitation if I find her address.

➤ **Note:**

Main clause and / or if clause might be negative. See Simple Present und will-Future on how to form negative sentences.

*Example:* If I don't see him this afternoon, I will phone him in the evening.

When is the Conditional sentences type I used?

Conditional sentences type I refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic – so we think it is likely to happen.

*Example:* If I find her address, I'll send her an invitation.

I want to send an invitation to a friend. I just have to find her address. I am quite sure, however, that I will find it.

*Example:* If John has the money, he will buy a Ferrari.

I know John very well and I know that he earns a lot of money and that he loves Ferraris. So, I think it is very likely that sooner or later he will have the money to buy a Ferrari.

## Exercises

*Some friends are planning a graduation party. Everybody wants to be part of it, but nobody's really keen on preparing and organizing the party. So everybody comes up with a few conditions, just to make sure that the others will also do something.*

### I Complete the Conditional Sentences Type I.

1. If Caroline and Sue prepare the salad, Phil ... (decorate) the house.
2. If Sue cuts the onions for the salad, Caroline ... (pee) the mushrooms.
3. Jane will Hoover the sitting room if Aaron and Tim ... (move) the furniture.
4. If Bob tidies up the kitchen, Anita ... (clean) the toilet.
5. Elaine will buy the drinks if somebody... (help) her carry the bottles.
6. If Alan and Rebecca organise the food, Mary and Conor .... (make) the sandwiches.
7. If Bob looks after the barbecue, Sue .... (let) the guests in.
8. Frank will play the DJ if the others .... (bring) along their CDs.
9. Alan will mix the drinks if Jane .... (give) him some of her cocktail recipes.
10. If they all do their best, the party ... (be) great.

### II. Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send)  this letter now, she (receive)  it tomorrow.
2. If I (do)  this test, I (improve)  my English.
3. If I (find)  your ring, I (give)  it back to you.

4. Peggy (go)  shopping if she (have)  time in the afternoon.
5. Simon (go)  to London next week if he (get)  a cheap flight.
6. If her boyfriend (phone / not)  today, she (leave)  him.
7. If they (study / not)  harder, they (pass / not)  the exam.
8. If it (rain)  tomorrow, I (have to / not)  water the plants.
9. You (be able/ not)  to sleep if you (watch)  this scary film.
10. Susan (can / move / not)  into the new house if it (be / not)  ready on time.

## B. Conditional Sentence Type 2

→ It is possible but *very unlikely*, that the condition will be fulfilled.

**Form:** *if* + **Simple Past**, **Conditional I** (= would + Infinitive)

*Example:* If I found her address, I would send her an invitation.

**Form:** *If* + **Simple Past**, main clause with **Conditional I** (= would + Infinitive)

*Example:* If I found her address, I would send her an invitation.

- The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

*Example:* I would send her an invitation if I found her address.

- **Note:** Main clause and / or if clause might be negative. See **Simple Past** und **Conditional I** on how to form negative sentences.

*Example:* If I had a lot of money, I wouldn't stay here.

Were instead of Was

In IF Clauses Type II, we usually use ,were – even if the pronoun is I, he, she or it –.

*Example:* If I **were** you, I would not do this.

### **When is sentence type II used?**

Conditional sentences type II refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine what would happen if ...

*Examples:*

- a. If I found her address, I would send her an invitation.
  - b. If John had the money, he would buy a Ferrari.
- I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.
  - I know John very well and I know that he doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.

### **Exercises**

*Fill in the blanks with the correct form of the verb.*

1. If I  well ICT, I would become an engineer (study)

2. If my friend borrowed my car and got a speeding ticket, I  angry. (be)

3. If I had studied last night, I  better on the test. (do)

4. I  my umbrella today if I had known it would rain. (bring)

5. I would run away screaming if I  an alien. (see)
6. I would travel to New Zealand if I  the chance. (have)
7. If I get a raise this year, I  Christmas in Hawaii. (spend)
8. I would have cooked pasta if I  you don't eat meat. (knew)

### End unit assessment

*Complete the Conditional Sentences (Type I&II) by putting the verbs into the correct form*

1. If you come with me, I  **(to do)** the shopping with you.
2. Walter  **(to help)** his mother in the garden if she reads him a story this evening.
3. If it  **(to rain)**, I will stay at home.
4. Our teacher will be happy if we  **(to learn)** the poem by heart.
5. If they had enough money, they  **(to buy)** a new car.
6. We  **(to pass)** the exam if we studied harder.
7. If Pat repaired his bike, he  **(to go)** on a bicycle tour with us.
8. She would get 100 pounds if she  **(to sell)** this old shelf.
9. If I was/were you, I  **(to invite)** Jack to the party.
10. If the weather  **(to be)** fine, the children can walk to school.

*2. Write a composition describing the relationship between Education and society.*

**Key unit competence:** To use language learnt in the context of Sciences and Technology.

### Introductory Activity

*Picture observation and interpretation*



*Fig.1 : A flash disc*



*Fig.2: Smartphone addiction*



*Fig.3: A tablet*



*Fig.4: A scientist using microscope*

*Observe the above pictures then answer these questions*

1. Discuss the use of the devices in fig.1.
2. The people in fig.2 are around the table sharing a drink but they are not talking to one another because they are busy chatting. Do you think it is a good practice? Explain.
3. Explain the use of the devices in fig.3.
4. Explain the use of the devices in fig.4.

## 9.1. Talking about words and expressions used in the context of science and technology

### 9.1.1. Learning activity:

*Reading and text analysis*

- **Text1:** Technology and Medicine

*Read the passage below and answer the questions that follow:*

A large number of digital innovations are revolutionizing **healthcare** and **technology** in **medicine** is here to stay. Numerous innovations and new solutions are already on the market and they have all improved healthcare drastically. Today, multiple medical issues such as **congestive heart failure**, diabetes, medication **noncompliance**, even stressful isolation, are researched and solved with remarkable new technologies. The following are some areas researchers are targeting: The first area targeted by researchers is heart failure. One of the most common and costly diagnoses is that of heart failure, with a mortality rate closer to cancer. It includes three types of sensors – wristband, necklace and watch – which are used for testing. This type of diagnosis gives both patients and doctors continuous information on how a compromised heart is functioning.

The second area targeted by researchers is 3D printing. These days, medical researchers are considering the potential of 3D printing in medicine. For example, Kaiser Permanente's Los Angeles Medical Center is perfecting the use of 3D printers to replicate multidimensional models of problematic areas inside patients. Surgeons can handle the models and simulate a variety of possible operation replicas before performing the actual surgery. Alternatively, 3D printing can be used in reproducing bones or other organs in the human body.

The second area targeted by researchers is the area of mobile applications. Today, mobile applications are available for everything. In the healthcare sector, this is especially true. Doctors and patients are discovering new ways to use technology to monitor personal health. Nowadays, tracking daily sleep patterns, counting calories, researching treatment options, and even monitoring heart rate is possible.



Thirdly, **remote monitoring technology** is one of the most useful and practical innovations in recent years. The systems can be used by patients in the comfort of their homes to reduce the time and financial cost of recurring visits to the doctor. By using a small device designed to measure a particular health issue, doctors can analyse a patient's data remotely without the need for them to come down to the hospital.

This must be the reason why the Government of Rwanda recognized that there is a need to strengthen science, technology and research and is engaged in many National and Regional initiatives to help build this capacity.

*Adapted from <https://www.hunimed.eu/news/technology-changing-world-medicine/>*

• **Comprehension questions**

1. State four medical issues that are researched and solved with remarkable new technologies.
2. What are the three areas targeted by researchers mentioned in the passage?
3. State and explain the use of the three types of sensors mentioned in the passage.
4. Explain how 3D printing technology helps surgeons in their work.
5. Evaluate the use of mobile applications in healthcare sector.
6. Assess the importance of remote monitoring technology in healthcare sector.

• **Vocabulary activity**

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

Vocabulary	Meaning
Technology	
Congestive heart failure (CHF)	A chronic progressive condition that affects the pumping power of heart muscles. It is often referred to simply as “heart failure”
Noncompliance:	Failure or refusal to comply. In medicine, the term noncompliance is commonly used in regard to a patient who does not take a prescribed medication or follow a prescribed course of treatment.
Wristband	
Diagnosis	
Patient	
3D printing	The action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.
Simulate	
Replicas	
sleep patterns	It is basically the stages of sleep that we go into from the moment that we nod off at night to waking up at first light.
Calories	
heart rate	
Device	

- **Text 2: Body systems**

*Read the passage below and answer the questions that follow:*

Our bodies consist of a number of biological systems that carry out specific functions necessary for everyday life.

The job of the **circulatory system** is to move blood, **nutrients**, oxygen, carbon dioxide, and hormones, around the body. It consists of the heart, blood, **blood vessels**, arteries and veins.

The **digestive system** consists of a series of connected organs that together, allow the body to break down and absorb food, and remove **waste**. It includes the mouth, oesophagus, stomach, small intestine, large intestine, rectum, and anus. The liver and pancreas also play a role in the digestive system because they produce digestive juices.

The **endocrine system** consists of eight major glands that secrete **hormones** into the blood. These hormones, in turn, travel to different tissues and regulate various bodily functions, such as **metabolism**, growth and sexual function.

The **immune system** is the body's defence against **bacteria**, **viruses** and other **pathogens** that may be harmful. It includes lymph nodes, the spleen, bone marrow, lymphocytes (including B-cells and T-cells), the thymus and **leukocytes**, which are white blood cells.

The **lymphatic system** includes lymph nodes, lymph ducts and lymph vessels, and also plays a role in the body's defences. Its main job is to make and move lymph, a clear fluid that contains white blood cells, which help the body fight infection. The lymphatic system also removes excess lymph fluid from bodily **tissues**, and returns it to the blood.

The **nervous system** controls both voluntary action (like conscious movement) and involuntary actions (like breathing), and sends signals to different parts of the body. The central nervous system includes the brain and **spinal cord**. The peripheral nervous system consists of nerves that connect every other part of the body to the central nervous system.

The body's **muscular system** consists of about 650 muscles that aid in movement, blood flow and other bodily functions. There are three types of muscle: skeletal muscle which is connected to bone and helps with voluntary movement, smooth muscle which is found inside organs and helps to move substances through organs, and **cardiac** muscle which is found in the heart and helps pump blood.

The **reproductive system** allows humans to reproduce. The male reproductive system includes the penis and the testes which produce sperm. The female reproductive system consists of the vagina, the uterus and the ovaries which produce eggs. During **conception**, a sperm cell fuses with an egg cell, which creates a fertilized egg that implants and grows in the uterus.

Our bodies are supported by the **skeletal system**, which consists of 206 bones that are connected by tendons, ligaments and cartilage. The skeleton not only helps us move, but it's also involved in the production of blood cells and the storage of calcium. The teeth are also part of the skeletal system, but they aren't considered bones.

The **respiratory system** allows us to take in vital oxygen and expel carbon dioxide in a process we call breathing. It consists mainly of the trachea, the diaphragm and the lungs.

The **urinary system** helps eliminate a waste product called urea from the body, which is produced when certain foods are broken down. The whole system includes two kidneys, two ureters, the bladder, two sphincter muscles and the urethra. Urine produced by the kidneys travels down the urethras to the bladder, and exits the body through the urethra.

The skin, or **integumentary system**, is the body's largest organ. It protects us from the outside world, and is our first defence against bacteria, viruses and other pathogens. Our skin also helps regulate body temperature and eliminate waste through **perspiration**. In addition to skin, the integumentary system includes hair and nails.

*Adapted from <https://www.livescience.com/37009-human-body.html>*

• **Comprehension questions**

1. What biological systems are mentioned in the passage?
2. Which biological system helps oxygen to move around in the body?
3. What is the role of the liver and pancreas in the digestive system?
4. Which biological system regulates metabolism, growth and sexual function?
5. Which biological system protects from falling sick?
6. Do you think our nervous system has anything to do with our sight? Justify your answer.

7. State the three types of muscles and explain their functions.
8. What is the role of urinary system?
9. What is the body's largest organ?
10. Hair and nails belong to which biological system?

• **Vocabulary activity**

Use a dictionary, thesaurus or Internet to look up meaning of the following words/phrases as they are used in the above passage. (The words are highlighted in the text)

- a. Hormones
- b. Metabolism
- c. Bacteria
- d. Viruses
- e. Pathogens
- f. Leukocytes
- g. Tissues
- h. Spinal cord
- i. Cardiac
- j. Conception
- k. Perspiration

**9.1.2. Application activity**

*Composition writing*

1. Have you ever been in a hospital? Write a short composition describing a technological tool you saw there. If you never went there, you can describe a tool you have heard of or read about.
2. Write a short composition on the importance of physical exercise for our body systems.

## 9.2. Describing the role of ICT devices and their side effects

### 9.2.1. Learning activity:

#### *Reading and text analysis*

- **Text1: The positive and negative impacts of ICT**

*Read the passage below and answer the questions that follow:*

As it is known from time immemorial that everything in life is like the two sides of a coin, there is always a positive and negative side of every **phenomenon**. But whether the effect is positive or negative the effects of Information Communication Technology (ICT) is far reaching and cannot be **overemphasized**. The Effects of ICT **lens** looks at how our lives have been changed, for better and for worse, by the impact of ICT. It includes both positive effects and negative effects.

One of the positive effects of ICT is access to **information**. Possibly the greatest effect of ICT on individuals is the huge increase in access to information and services that has accompanied the growth of the **Internet**. Some of the positive aspects of this increased access are better, and often cheaper communications, such as phone calls and Instant messaging. In addition, the use of ICT to access information has brought new opportunities for **leisure** and **entertainment**.

Another positive effect of ICT is easy access to education. With ICT there are new ways of learning, such as interactive multi-media and **virtual reality**. ICT has also created new job opportunities, such as flexible and mobile working, virtual offices and jobs in the communication industry among others.

ICT can be used for processes that had previously been out of the reach of most individuals, such as photography, where digital cameras, photo-editing software and high-quality printers have enabled people to produce results that would previously require a photographic studio.

ICT can be used to help people overcome disabilities. For example, screen magnification or screen reading software enables partially sighted or blind people to work with ordinary text rather than Braille.

As far as negative effects are concerned, ICT has caused Job loss, reduced personal interaction and reduced physical activity.

As for **Job loss**, one of the largest negative effects of ICT can be the loss of a person's job. This has both economic consequences, loss of income, and social consequences, loss of status and self-esteem. Job losses may occur for several reasons, including the replacement of **manual operations** by **automation**. This can happen when, for example, robots replace people on an assembly line. People can also lose jobs due to **Job export**. This is when Data processing work is sent to other countries where operating costs are lower. Multiple workers can also be replaced by a smaller number of people who are able to do the same amount of work using machines.

Personal interaction and physical activity have also been negatively affected by ICT. Being able to work from home is usually regarded as being a positive effect of using ICT, but there can be negative aspects as well. Most people need some form of social interaction and physical exercise.

*Adapted from <https://ajahana.wordpress.com/2012/06/27/the-positive-and-negative-impacts-of-ict-5/>*

- **Comprehension questions**

1. What do you understand by “everything in life is like the two sides of a coin”?
2. What strengthened the huge increase in access to information?
3. Explain how ICT has created new job opportunities.
4. Using an example, explain how ICT has enabled people to do processes that had previously been out of the reach of most individuals.
5. In which ways can ICT make people lose their jobs?

- **Vocabulary activity**

Use a dictionary, thesaurus or Internet to look up the meaning of the following words/phrases as they are used in the above passage. (The words are highlighted in the text)

- a. phenomenon
- b. Overemphasized
- c. Lens
- d. Information
- e. Internet

- f. Leisure
- g. Entertainment
- h. Virtual reality.
- i. Manual operations
- j. Automation
- k. Job export

### Application activities:

*Sentence writing, Composition and Debate*

1. Use each of the above words in a sentence of your own to illustrate how they are used.
2. Write a 100-word composition on smartphone addiction.
3. Debate:

Referring to the notes on debating techniques in unit 5, debate the following motion.

“This house believes that ICT has done more harm than good”

## 9.3. Language structure: Word formation

### Introduction:

In linguistics (particularly morphology and lexicology), word formation refers to the ways in which new words are made on the basis of other words or morphemes. This is also called derivational morphology.

Most English vocabulary arises by making new lexemes out of old ones. This can be done either by adding an affix to previously existing forms, altering their word class, or combining them to produce compounds. Below are some types of word formation processes.

### A. Derivation

Derivation is the creation of words by modification of a root without the addition of other roots. Often the effect is a change in part of speech.

#### *Examples*

- Empty-emptiness (adjective was changed into a noun)



## B. Affixation

(This is like a subtype of derivation)

Affixation is the process of adding a morpheme or affix to a word to create either a different form of that word or a new word with a different meaning; affixation is the most common way of making new words in English. An affix is a word element of English grammar used to alter the meaning or form of a word and comes in the form of either a prefix or a suffix. There two primary types of affixation that are prefixation (the addition of a prefix) and suffixation (the addition of a suffix).

## C. Prefixation

Prefixation is a morphological process whereby a bound morpheme is attached to the front of a root or stem. The kind of affix involved in this process is called a prefix. Prefixes include examples like “un-,” “self-,” and “re-,”

*Example:*

The prefix un- attaches to the front of the stem selfish to form the word unselfish.

*Other examples include:*

## D. Suffixation

Suffixation is a morphological process whereby a bound morpheme is attached to the end of a stem. The kind of affix involved in this process is called a suffix. Suffixes come in the form of ending elements like “-hood,” “-ing,” “-ness,” “-ed...”

- Communicate-communicator

Think of the 26 common suffixes in the table as clues to the meaning of words. Keep in mind, though, that the meaning of words is best determined by studying the contexts in which they are used as well as the parts of the words themselves.

## E. Noun Suffixes

Suffix	Meaning	Examples
-acy	state or quality	privacy, fallacy, delicacy
-al	act or process of	refusal, recital, rebuttal
-ance, -ence	state or quality of	maintenance, eminence, assurance
-dom	place or state of being	freedom, kingdom, boredom
-er, -or	one who	trainer, protector, narrator
-ism	doctrine, belief	communism, narcissism, scepticism
-ist	one who	chemist, narcissist, plagiarist
-ity, -ty	quality of	inactivity, veracity, parity, serenity
-ment	condition of	argument, endorsement, punishment
-ness	state of being	heaviness, sadness, rudeness, testiness
-ship	position held	fellowship, ownership, kinship, internship
-sion, -tion	state of being	concession, transition, abbreviation

## F. Verbs suffixes

Suffix	Meaning	Examples
-ate	become	regulate, eradicate, enunciate, repudiate
-en	become	enlighten, awaken, strengthen
-ify, -fy	make or become	terrify, satisfy, rectify, exemplify
-ize, -ise	become	civilize, humanize, socialize, valorise

Verbs can end with either -ize (the American spelling) or -ise (the British spelling). Examples include finalize/finalise and realize/realise.

## G. Adjective Suffixes

Suffix	Meaning	Examples
-able, -ible	capable of being	edible, presentable, abominable, credible
-al	pertaining to	regional, grammatical, emotional, coastal
-esque	reminiscent of	regional, grammatical, emotional, coastal
-ful	notable for	fanciful, resentful, woeful, doubtful
-ic, -ical	pertaining to	musical, mythic, domestic, chiastic
-ious, -ous	characterized by	nutritious, portentous, studious
-ish	having the quality of	fiendish, childish, snobbish
-ive	having the nature of	creative, punitive, divisive, decisive
-less	Without	endless, ageless, lawless, effortless
-y	characterized by	sleazy, hasty, greasy, nerdy, smelly

*The examples above are adopted from <https://www.thoughtco.com/common-suffixes-in-english-1692725>*

## Exercises

1. Use prefixes to find the opposite of these verbs:

- a. Use
- b. Agree
- c. Engage
- d. Behave
- e. Understand
- f. Fold
- g. Spell
- h. Connect
- i. Close

2. Complete the sentences by writing the correct prefix from the table below in the blank space. You can use a dictionary to help you

dis-	-in	mis-	re-	un-	under-
------	-----	------	-----	-----	--------

- a. I just can't believe it! The story is \_\_\_\_believable!
- b. No, that answer is \_\_\_\_correct. It is wrong.
- c. Let's look at this information again. We should \_\_\_\_view it before the test.
- d. I saw Kalisa just a moment ago, but now I can't find him! It seems that he \_\_\_\_appeared!
- e. Oh, I'm sorry, I didn't hear you correctly. I \_\_\_\_understood you.
- f. The subway does not go over the land like a normal train. It moves \_\_\_\_ground.

3. Put the words in brackets in the appropriate form (use prefixes or suffixes):

- a. He was acting in a very... way. (child)
- b. She looked ... She started to cry. (happy)
- c. He passed his exam. He was...for the second time. (succeed)
- d. The team that he supported was able to win the...(champion)

- e. I couldn't find any...in his theory. (weak)
- f. He wants to be a...when he grows up. (mathematics)
- g. There were only a...of people at the match. (hand)
- h. The road was too narrow, so they had to...it. (wide)
- i. I think that you should...your decision. It may not be the best thing to do. (consider)
- j. You need a...of motivation, organization and hard work to realize your dreams.(combine)

### End unit assessment

1. Use a prefix or a suffix to make a new word out of the word in brackets. Complete the sentence with it.

#### Prefixes

dis- un- im- re-

#### Suffixes

-ing -ed -ance -ful -able -ly -ous  
-er

- a. I can't answer this question. It's...(possible).
- b. Don't stand near the water. It's too... (danger).
- c. I don't like this fish. It's not very well... (cook).
- d. Kate started crying because she was so...(happy)
- e. If you have a haircut it will change your...(appear)
- f. Paul never waits in queues. He is too...(patient)
- g. Thank you for your advice. You have been very...(help).
- h. Stealing other people's money is...(honest)
- i. Our science ... is very young. (teach)
- j. Harry didn't think the book was very...(interest).
- k. A million pounds was given to the hospital by an...person (known)
- l. When you...this paragraph, make it a bit shorter (write)

- m. That was a great film. It was really...(enjoy)
- n. Mary was wearing a/an...hat (usual)
- o. I like this town. The people are very...(friend)
- p. I don't think you're right. I...with you completely (agree)

2. *Identify at least five words formed through the process of affixation in the following paragraph.*

One of the positive effects of ICT is access to information. Possibly the greatest effect of ICT on individuals is the huge increase in access to information and services that has accompanied the growth of the Internet. Some of the positive aspects of this increased access are better and often cheaper communication means, such as phone calls and instant messaging. In addition, the use of ICT to access information has brought new opportunities for leisure and entertainment.

3. *Write a short composition on advantages and disadvantages of social media in society.*

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