



**ENGLISH LANGUAGE
FOR
ACCOUNTING OPTION**

STUDENT'S BOOK 6



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FOREWORD

Dear student,

Rwanda Basic Education Board is honoured to present English Language Student's Book 6 for Accounting Option. It serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of English language content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and competences you acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. Special attention was paid to the activities that facilitate the learning process in which you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, whose role is central to the success of the learning process, you will gain appropriate English language skills and be able to apply what you have learnt in real life situations, especially in your accounting 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 with the traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In the regard of competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings by the student where concepts are mainly introduced by an activity, situation or scenario that helps the student to construct knowledge, develop skills and acquire positive attitudes and values.

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

- Develop knowledge and skills by working on given activities which lead to the content;
- Communicate and share relevant information with other students 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 effective contribution during group work by expressing yourself in

assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking;

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

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

Dr. MBARUSHIMANA Nelson

Director General, REB

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I wish to express my appreciation to all the people who played a major role in the development of this English language Student's Book 6 for Accounting Option. It would not have been successful without the active participation of different education stakeholders.

I owe gratitude to different universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to

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Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the Curriculum, Teaching and Learning Resources Department (CTLR) who were involved in the whole process of Accounting Option textbook writing.

Joan MURUNGI,

Head of Department CTLR

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UNIT 1

Communication, International Relations and Cooperation

 **Key unit competence:** To use language in the context of communication, international relations and cooperation.



Introductory activity



Fig. 1



Fig. 2

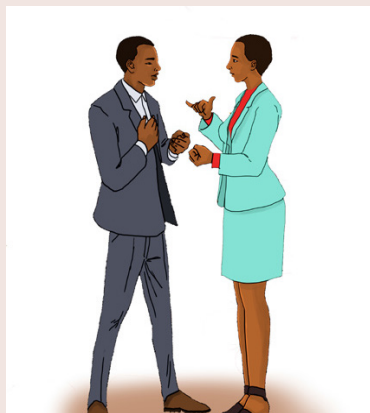


Fig. 3

Observe the above pictures and answer the following questions.

1. Describe what you see in the above pictures.
2. What do you understand by communication?
3. According to you, why are international relations and cooperation important?

1.1 Talking about different types of communication

1.1.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Types of Communication

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. We communicate continually throughout each and every day. We sometimes do it without thinking -we operate on communication autopilot. However, we should actually think about how we communicate. There are different ways to communicate and each of these plays an important role in sharing information. The four main categories or types of communication are verbal, nonverbal, written and visual communication.

Verbal communication occurs when we engage in speaking with others. It can be face-to-face, over the telephone, via Skype or Zoom, etc. Some verbal engagements are informal, such as chatting with a friend over coffee or in the office kitchen, while others are more formal, such as a scheduled meeting. Regardless of the type, it is not just about the words, it is about the calibre and complexity of those words; how we string those words together to create an overarching message, as well as the intonation (pitch, tone, cadence, etc.) used while speaking. When talking face-to-face, the words are important but cannot be separated from gestures known as non-verbal communication.

Non-verbal communication is the use of facial expressions, posture, eye contact, hand movements, and touch to convey information to others. It can be used both intentionally and unintentionally. What we do while we speak often says more than the actual words. For example, if you're engaged in a conversation with your boss about your cost-saving idea, it is important to pay attention to both their words and their non-verbal communication. Your boss might be in agreement with your idea verbally, but his/her non-verbal cues: avoiding eye contact, sighing, scrunched up face, etc., indicate something different.

In addition to non-verbal and verbal communication, there is written communication. Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. Whether it is an E-mail, a memo, a report, a Facebook post, a tweet, a contract, etc., all forms of written communication have the same goal: to disseminate information in a clear and concise manner - though that objective is often not achieved. In fact, poor writing skills often lead to confusion and embarrassment, and even potential legal ee. One important thing to remember about written

communication, especially in the digital age. Is the message lives on, perhaps in perpetuity? Thus, there are two things to remember: first, writing well-poorly constructed sentences and careless errors make you look bad; and second, ensure the content of the message is something you want to promote or be associated with for the long haul.

On top of the above three mentioned types of communication, there is another type of communication which is referred to as visual communication. Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. We are a visual society. Think about it, televisions are running 24/7, Facebook is visual with mimes, videos, images, etc., Instagram is an image-only platform, and advertisers use imagery to sell products and ideas. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication.

To conclude, you should know that understanding how you communicate is the first step to communicating more effectively. That is why you are advised to think about how you communicate. Words, sentences, pitch, tone, cadence and nonverbal cues you use can be a hindrance or furtherance to how you communicate effectively.

Adapted from (Willkomm, 2018)

Comprehension questions:

1. What do you understand by “we operate on communication autopilot”?
2. Does the author think that operating on communication autopilot is a good idea? Explain.
3. State the four main types of communication.
4. As Kalisa stood up to ask for permission, the teacher looked at him deniably and he went back to his seat. Which type of communication was this?
5. Suppose you have watched a video on YouTube showing step by step how to insert a picture in Microsoft Word document. In which category of communication can you classify this communication?
6. Using a clear example, explain how one can use non-verbal communication unintentionally.
7. Explain how visual communication can help a primary teacher to teach science subjects.

Learning Activity 2



Vocabulary

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.

| Word | Meaning |
|---------------|--|
| Autopilot | |
| Chatting | |
| Calibre | The degree of quality or excellence of someone or something. |
| Overarching | |
| Sighing | |
| Convey | |
| Memo | |
| Disseminate | |
| Embarrassment | |
| ee | |
| Jeopardy | |
| Perpetuity | |

1.1.2 Application activities: sentence construction, summary writing, composition writing and research and presentation



Application activity 1

Sentence construction

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



Application activity 2

Summary writing

Summarize the above passage in not less than 80 words.



Application activity 3

Composition writing.

Write a 300 words composition on the importance of communication skills for a teacher.



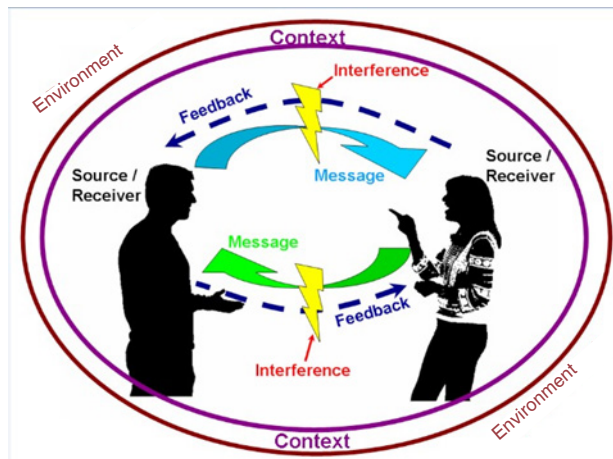
Application activity 1

Research and presentation

Make a research on the evolution of Braille and sign language. Then suggest practical and effective ways to implement these communication channels in the Rwandan education system. Then make a presentation of your work in front of your classmates.

1.2 Describing the process of communication

1.2.1 Learning activity: Reading and text analysis



Pre-reading activity:

1. Observe the picture above and say what you can see.
2. Read the words highlighted in the picture and correct any misspelt word among them.

Learning Activity 1



Reading comprehension

The components of communication

In order to better understand the communication process, we can break it down into a series of eight essential components: source, message, channel, receiver, feedback, environment, context and interference.

Each of these eight components serves an integral function in the overall process. The source imagines, creates, and sends the message. In a public speaking situation, the source is the person giving the speech. He or she conveys the message by sharing new information with the audience. The

speaker also conveys a message through his or her tone of voice, body language, and choice of clothing. The speaker begins by first determining the message: what to say and how to say it. The second step involves encoding the message by choosing just the right order or the perfect words to convey the intended meaning. The third step is to present or send the information to the receiver or audience. Finally, by watching the audience's reaction, the source perceives how well they received the message and responds with clarification or supporting information.

“The message is the stimulus or meaning produced by the source for the receiver or audience.” When you plan to give a speech or write a report, your message may seem to be only the words you choose that will convey your meaning. But that is just the beginning. The words are brought together with grammar and organization. You may choose to save your most important point for last. The message also consists of the way you say it—in a speech, with your tone of voice, your body language, and your appearance—and in a report, with your writing style, punctuation, and the headings and formatting you choose. In addition, part of the message may be the environment or context you present it in and the noise that might make your message hard to hear or see.

“The channel is the way in which a message or messages travel between source and receiver.” When you speak or write, you are using a channel to convey your message. Spoken channels include face-to-face conversations, speeches, telephone conversations and voice mail messages, radio, public address systems, and voice over Internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, and so forth.

“The receiver receives the message from the source, analysing and interpreting the message in ways both intended and unintended by the source.” As a receiver you listen, see, touch, smell, and/or taste to receive a message.

When you respond to the source, intentionally or unintentionally, you are giving feedback. Feedback is composed of messages the receiver sends back to the source. Verbal or non-verbal, all these feedback signals allow the source to see how well, how accurately or how poorly and inaccurately the message was received. Feedback also provides an opportunity for the receiver or audience to ask for clarification, to agree or disagree, or to indicate that the source could make the message more interesting. As the amount of feedback increases, the accuracy of communication also increases.

“The environment is the atmosphere, physical and psychological, where you send and receive messages”. The environment can include the tables, chairs, lighting, and sound equipment that are in the room. The room itself is an example of the environment. The environment can also include factors like formal dress, which may indicate whether a discussion is open and

caring or more professional and formal. As a speaker, your environment will impact and play a role in your speech. It's always a good idea to go check out where you'll be speaking before the day of the actual presentation.

“The context of the communication interaction involves the setting, scene, and expectations of the individuals involved.” A professional communication context may involve business suits (environmental cues) that directly or indirectly influence expectations of language and behaviour among the participants.

Interference, also called noise, can come from any source. “Interference is anything that blocks or changes the source’s intended meaning of the message.” Psychological noise is what happens when your thoughts occupy your attention while you are hearing, or reading, a message. Interference can come from other sources, too. Perhaps you are hungry, and your attention to your current situation interferes with your ability to listen. Maybe the office is hot and stuffy. If you were a member of an audience listening to an executive speech, how could this impact your ability to listen and participate? Noise interferes with normal encoding and decoding of the message carried by the channel between source and receiver. Not all noise is bad, but noise interferes with the communication process. For example, your cell phone ringtone may be a welcome noise to you, but it may interrupt the communication process in class and bother your classmates

Adapted from: (Judy C. Pearson, 1996)

Comprehension questions:

1. With related examples, briefly explain the four steps that the source uses to convey messages in public speaking.
2. Use a clear explanation in analysing the second component of communication.
3. Define the term ‘channel’ as a component of communication.
4. Explain the sentence “the receiver analyses and interprets the message in ways both intended and unintended by the source.”
5. Basing on the above passage, explain the term ‘feedback.’
6. Identify and describe the three last components of communication.

1.2.2 Application activities: Vocabulary, Sentence construction, Composition, Summary writing and debate



Application activity 1

Vocabulary

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

| Word | Meaning |
|-----------------|-----------------------------------|
| Integral | |
| Stimulus | |
| Memorandums | |
| Unintended | |
| Unintentionally | |
| Inaccurately | |
| Cue | |
| Stuffy | Lacking fresh air or ventilation. |
| Encoding | |
| Decoding | |



Application activity 2

Sentence construction

Use the terms in the above table to construct grammatically correct and meaningful sentences.



Application activity 3

Summary writing

In not more than 100 words, summarize the components of communication as described in the above passage.



Application activity 4

Composition

Write a 200 words composition on the importance of good communication skills in the teaching and learning process.



Application activity 5

Debate

Debate on the following motion: "In the communication process, the sender is more important than the receiver."

1.3 Describing international relations and cooperation

1.3.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Economic and Commercial Diplomacy

Economic diplomacy, narrowly defined, is concerned with international economic policy questions, such as how to preserve global financial stability without indefensible levels of youth unemployment and unmanageable levels of wholly defensible levels of civil unrest; and how to stimulate economic growth, particularly in the poorest countries, while arresting or at least slowing down climate change. Commercial diplomacy, on the other hand, consists mainly of assistance to the promotion of exports and foreign direct investment (FDI), and access to raw materials. Modern diplomacy was influenced by commerce from its earliest days. The priority given to economic as well as commercial diplomacy has risen more in recent years. The role of foreign ministries and especially embassies is undeniably great in both economic and commercial diplomacy.

The invention and spread of resident diplomatic missions in the late fifteenth century had probably been encouraged by the example of the consulates earlier established by trading peoples in and around the Mediterranean world, and, from the first, they sometimes had a decidedly commercial flavour. In a few exceptional cases, major trading companies, with the blessing of their sovereigns at home, themselves established full-blown embassies, not only financing them but also appointing and sharing in the instruction of ambassadors. Thereafter, although high politics came to dominate the work of most embassies until World War I, the ‘trade’-averse aristocrats who usually headed them were rarely able to ignore commercial work altogether.

This was because they had field responsibility for the consular posts that, in time, fell under state control; because international trade began to grow enormously in the first half of the eighteenth century; and because embassies

themselves came to be given direct responsibility for the negotiation of commercial treaties—that is, the general framework in which trade was conducted in bilateral relationships.

In the late nineteenth century, as international rivalry intensified for markets – as also for foreign concessions to sink mine shafts, drill for oil, build railways, and cut canals – so commercial diplomacy was given a strong fillip. Diplomats were required to interest themselves in projects such as these, especially when they were thought to have the additional advantage of serving political and strategic interests. The Suez Canal and the Berlin-Baghdad Railway are well known examples. Diplomatic missions intervened with local ministries both to support the placement of capital by their nationals on advantageous terms and subsequently to provide protection to their investments against violence, breach of contract, and hostile legislation. The latter role gave rise to the legal doctrine of ‘diplomatic protection’ and, inevitably, to a counter-doctrine.

Adapted from Economic and Commercial Diplomacy, in: Diplomacy by (Berridge, 2015)

Comprehension questions

1. Differentiate economic diplomacy from commercial diplomacy.
2. Do you really think that commerce can influence diplomacy? Justify your answer.
3. What do you understand by “with the blessing of their sovereigns at home”?
4. Evaluate the role of major trading companies in foreign politics.
5. What caused commercial diplomacy to be given a strong fillip in the late nineteenth century?
6. What do you understand by “diplomatic protection”?

Learning Activity 2



Vocabulary

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.

| Words/phrases | Meaning |
|----------------|---|
| Embassies | A group of people who represent their country in a foreign country or the building that these people work in. |
| Consulates | |
| Sovereigns | |
| Consular posts | |

| | |
|--------------------|--|
| Rivalry | |
| Shafts | |
| Fillip | |
| Breach of contract | |

1.3.2 Application activities: Sentence construction, summary writing, paragraph writing and research and presentation



Application activity 1

Sentence construction:

Use each of the underlined words/phrases in the above passage to construct meaningful sentences.



Application activity 2

Summary writing

In not less than 90 words, summarize the above passage about diplomacy.



Application activity 3

Paragraph writing

In two paragraphs, explain why international relations and cooperation are needed in today's community.



Application activity 4

Research and presentation

Conduct a research on the benefits that Rwanda has gained in the last two decades thanks to good diplomatic relations. Make notes focusing on the importance of international relations and cooperation. Then present your findings to the class.

1.4 Treaties and agreements

1.4.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Regional integration to foster prosperity

President Paul Kagame has said that regional integration and close partnership between members of regional economic communities can fast-track development and prosperity for individual nations. Kagame was, on 1st November 2017, speaking at the Global Business Forum on Africa held in Dubai, United Arab Emirates. The session was moderated by John Defterios, the emerging Markets anchor at CNN UAE. The Head of State noted that regional integration in Africa would enable countries to get rid of past divisions that have long prevented the continent from being as prosperous as it should.

Citing the example of the East Africa Community integration, Kagame said the initiative has yielded positive impacts such as free movement of people, customs union and joint infrastructure projects. “If you look at the East African region, even more progress has been realised, for example, in the area of customs union, integration in the area of infrastructure that bring the countries of the East African Community together, whether it is telecommunication in the area of realising one area network, where there are no roaming charges,” Kagame said. Other impacts, he noted, include working together to implement reforms that cover aspects such as the economy and security. EAC integration has, among others, seen the liberalisation of free movement of people, goods and services, consequently increasing opportunities for the over 160 million citizens of the bloc.

Four countries in the bloc (Kenya, Uganda, Rwanda and South Sudan) in 2014 rolled out the One Area Network, scrapping calls roaming rates which brought down the cost of communication. The region is also in the process of rolling out the Standard Gauge Railway, a 2000km project which will further ease movement of goods.

On the side-lines of the Global Business Forum on Africa, Rwanda signed two bilateral agreements with UAE, which are expected to enhance investor relations. The pacts will facilitate promotion and reciprocation of protection of investments as well as double taxation avoidance. This, experts say, will serve to increase investor confidence in Rwanda's business regulatory environment. Speaking to The New Times, from Dubai, Emmanuel Hategeka the Chief Operating Officer of the Rwanda Development Board, said that the forum presents an ideal platform to mobilise investments. "The forum presents an excellent platform to attract private investors to Rwanda.

We are able to access a global network of investors brought together by the Dubai Chamber and showcase Rwanda's investment opportunities and engage in forward-looking discussions," he said. The United Arab Emirates, he said, is one of Rwanda's main sources of investors. "UAE has been a major source of investors to Rwanda registering over \$100 million in planned investments in logistics, hospitality and financial services," Hategeka said. The two-day forum, which opened yesterday, is the fourth on Africa. Kagame was attending at the invitation of Sheikh Mohamed Al Maktoum, the vice-president of UAE and the ruler of Dubai.

The forum was organised by the Dubai Chamber of Commerce and Industry. Convening over 1,000 top-level government and corporate decision-makers as well as industry experts the forum was running under the theme "Next Generation Africa." Participants examined the current economic outlook for the African continent, and explored prospects for its development, investment opportunities and the potential for forging partnerships between African businesses and their UAE counterparts.

Adapted from (Mwai, 2017)

Comprehension questions

1. Assess the importance of regional integration for countries.
2. What do you understand by "joint infrastructure projects"?
3. Explain the role EAC played as far as telecommunication is concerned.
4. What should we expect from rolling out the Standard Gauge Railway?
5. Appreciate the role of The United Arab Emirates in Rwanda's investment.

Learning Activity 2



Vocabulary

Use a dictionary and thesaurus to look up the meanings of the following words/phrases

- a) integration... (paragraph one)
- b) anchor... (paragraph two)

Learning Activity 2



- c) roaming charges... (paragraph three)
- d) rolled out... (paragraph four)
- e) bilateral agreements... (paragraph four)
- f) pacts... (paragraph four)
- g) reciprocation... (paragraph four)
- h) showcase... (paragraph five)
- i) hospitality... (paragraph six)
- j) prospects... (paragraph seven)

1.4.1 Application activities: Sentence construction and Composition writing



Application activity 1

Sentence construction

Use each of the words in the vocabulary activity above in your own sentence.



Application activity 2

Composition writing

Write a 300 words composition, explaining the role of regional integration.

1.5 Language structure: Uses of gerunds

I. Uses of gerunds

Note: A gerund is a noun formed from a verb which refers to an action, process, or state. Gerund will always contain the ending **-ing** and used as a noun. In short, any verb ending in **-ing** and used as a noun is a gerund.

Study the following sentences:

1. She is running very fast. (verb)
2. She likes running very fast. (Gerund)

In the first sentence, run is used as a verb. She is doing the action of running. In the second sentence, running is used as a gerund (noun) and like is the verb. Therefore, a gerund will always be used as a noun and does not replace the progressive form of the verb.

II. Functions of Gerunds

a) Because a gerund is a noun, it can be the subject of a sentence.

Examples:

- Singing makes Sarah happy.
- Smoking is prohibited in public places.

b) A gerund can also be the direct object.

Examples:

- Kayitesi enjoys singing.
- When her mother died, she started misbehaving.

c) A gerund can be a subject-complement

Example:

- It was singing that made Kayitesi happy.

d) Because a gerund is a noun, it can be the object of a preposition in a prepositional phrase

Example:

- Besides singing, Kayitesi likes dancing.

When to use gerunds:

1. There are verbs that are commonly followed by gerunds. Those verbs include:

- | | |
|--|--|
| <ul style="list-style-type: none">• like• love• enjoy• dislike• hate | <ul style="list-style-type: none">• start• admit• avoid• keep etc |
|--|--|

Example: I like playing soccer but I hate boxing.

Note that some verbs such as like/love/hate... can be also followed by an infinitive.

Gerunds are also used after:

2. Prepositions or prepositional phrases such as:

- | | |
|---|--|
| <ul style="list-style-type: none">• instead of• good at• before ...• after ... | <ul style="list-style-type: none">• aim at...• keep on...• interested in.... |
|---|--|

Examples:

- I am interested in collecting stamps.
 - After playing football I drank an orange juice.
3. Gerunds are equally used after expressions, such as:

- | | |
|---------------------------|-------------------------|
| • It's no use ... | • I can't help... |
| • It's no good ... | • I don't mind... |
| • There's no point in ... | • I can't stand/bear... |

Example: It's no use convincing him to meet her.

III. Verb followed by either a gerund or verb in infinitive form

Study the following sentences:

- The bus stopped picking up children.
- The bus stopped to pick up the children.

Do the above sentences have the same meaning?

Notes: Some verbs have a different meaning depending on whether they are followed by a gerund or verb in infinitive form.

(a) Stop

Stop + gerund means the action is not happening any more. The speaker has already quit doing the action.

Examples:

- I've **stopped buying** newspapers because nowadays I read news online.
- Janet **stopped reading** her morning newsletters.

Stop + verb in infinitive form means that someone or something stops an activity in order to do something else. The speaker has taken a break.

Examples:

- Muhire **stopped** to greet the Ambassador.
- He **stopped** the video to ask the students some questions.

(b) Try

Try + gerund means that you are trying something as an experiment, especially as a possible solution to a problem, to see if it works or not (something you have not done before).

Examples:

- Have you **tried turning** the computer off and on again?
- I want to **try studying** with a friend to see if it helps us stay more motivated.

Try + verb in infinitive form means that something is difficult but you are making an effort to do it.

Examples:

- I'm **trying to learn** Japanese but it's very difficult.
- Our country **tried to satisfy** your needs but you look indifferent.
- I'm **trying to study** but it's impossible with all this noise

(c) Remember and forget

Remember + gerund and forget + gerund refer to having (or not having) a memory of something in the past.

Examples:

- I **remember watching** this film before.
- I'll never **forget meeting** you for the first time in this café.

Remember + verb in infinitive form and forget + verb in infinitive form refer to recalling (or not recalling) that there is something we need to do before we do it.

Examples:

- Please **remember to buy** some milk on the way home.
- He **forgot to lock** the door when he went out.

IV. Language practice

Choose the correct form of the verb from the brackets to complete the sentences.

1. I'd forgotten to Canada when I was small, but then my parents showed me the photos. (to go/ going)
2. I always forget my alarm for Monday morning. (to set/ setting)
3. She tried the whole book but it was very long and complicated. (to read/ reading)
4. You'll be OK. I remember really nervous on my first day too! (to be/ being)
5. Try the video with subtitles. This might help you understand better. (to watch/ watching)
6. She had to stop halfway through the race the wheel on her bike. (to repair/ repairing)
7. Remember your swimming costume in case we go to the pool. (to pack/ packing)
8. He's stopped French classes and changed to Spanish. (to take/ taking)
9. Kamali is good at (to dance/ dancing)
10. Rutebuka couldn't give up (to smoke/ smoking)

1.6 Spelling and pronunciation

A. Spelling and dictation

Listen carefully to your teacher as he/she reads for you a paragraph about the importance of international relations. Write it down as correctly as possible.

B. Phonetic transcription

Practise pronouncing the following words/expressions correctly. You can use a dictionary to check the phonetic transcription.

| | |
|-------------|------------|
| Calibre | Consulates |
| Overarching | Sovereigns |
| Jeopardy | Rivalry |
| Perpetuity | Showcase |
| Stimulus | Bilateral |
| Cue | Anchor |

1.7 End Unit Assessment



End of unit activity 1

Fill in blank space with the correct word from those suggested in brackets.

- Historically,(diplomats/diplomacy) meant the conduct of official, usually bilateral, relations between(sovereign/colony) states.
- A(diplomat/consulate) an official whose job is to represent one country in another, and who usually works in an embassy.
- The office where a consul works is called.....(consultancy/consulate)
-(Braille/sign language) is a system of printing for blind people, in which each letter is represented as a raised pattern which can be read by touching with the fingers.
-(Braille/sign language) a system of hand and body movements representing words, which is used by and to people who cannot hear or talk.



End of unit activity 2

Choose the correct form of the verbs (infinitive or gerund)


1. Kamali stopped.....(seeing/ to see) whether he had not forgotten his driving licence.
2. I always forget.....(to take/ taking) my pills.
3. I tried.....(talking/ to talk) to him but he couldn't listen.
4. I am keen on..... (to work/ working) in the computer industry.
5. Kalisa decided..... (to see/ seeing) a doctor.
6. Leila enjoys..... (to work/ working) love stories.
7. Do you intend..... (learning/ to learn) Italian or English?
8. Do you mind (helping/ to help) me wash the dishes?
9. Alan asked..... (talking/ to talk) to the boss
10. I can't help..... (laughing/ to laugh) when I watch Mr Been.
11. If Sara keeps.....(to come/ coming) to work late, she'll have problems with the boss.
12. Liza hates..... (to study/ studying) Maths.
13. Are you interested in.....(living/ to live) abroad?



End of unit activity 3

Write a 300 words composition detailing the benefits of Rwanda's integration in East African Community.

UNIT 2 People and Business

 **Key unit competence:** To use language learnt in the context of people and business.



Introductory activity



Fig. 2.1



Fig. 2.2

Fig.2.2: Dubai is a business hub connecting important business people from all over the world.

Observe the above pictures and answer the following questions.

1. Either Kigali or Dubai is a good place to invest in. (Identify the correlative connectors used in this sentence)
2. Using correlative connectors, talk about different business opportunities in Rwanda.
3. Why do you think Dubai is a good place for business? (Make use of correlative connectors in your answer where possible)
4. Describe challenges faced by business people in Rwanda.

2.1 Talking about business investment in the world

2.1.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Globalization and International Investment

Globalization has resulted in greater inter-connectedness among markets around the world and increased communication and awareness of business opportunities in the far corners of the globe. More investors can access new investment opportunities and study new markets at a greater distance than before. Potential risks and profit opportunities are within easier reach thanks to improved communications technology.

Countries with positive relations between them are able to increasingly unify their economies through increased investment and trade. Products and services previously available within one country are made more readily available to new markets, resulting directly in improved economic opportunities for workers in those economies and leading to improved household incomes.

For investors, these opportunities present a wider range of investment options and new ways to profit. Investment in global markets is possible for the investing public through stock purchasing, as most brokerage firms are able to access international stock markets and provide their clients with the opportunity to purchase shares in companies around the world.

As a result, most businesses try to stay competitive with their counterparts in other parts of the world, broadening their competitive horizons past their local areas and home countries. Maintaining competitiveness often requires sourcing materials and outsourcing labour from other countries. Competitive companies have increasingly turned to global markets as a source *not only* of new customers *but also* of production locations and partners for new ventures. Globalization has facilitated this and made the transition to global markets easier.

Over time, these practices result in increased cultural similarities between countries and increasingly connected economies that have more mutual interests and challenges. Globalization and international investment are tied together and lead into one another as companies act internationally by increasing their international investment out of mutual interest and the need to stay internationally competitive. Companies benefit from pricing differences, or arbitrage, in different markets for labour and supplies. Globalization compels connected economies to continue to invest in each other to protect their economic health and acquire new profits. International investments

have increased as a direct result of globalization and continue to do so. This is pulling more economies into globalization, further increasing international investment as this happens.

When countries seek collectively to pursue the opportunities provided by globalization, the demands of the new economic activity cause social change that develops these countries and prepares them to better pursue industrial activity. The society becomes a developed nation as its workforce begins to attract the investment activity of enough companies to cause the social and economic change necessary to produce a modern industrialized economy. This process is a result of the international investment that characterizes globalization. The competitive nature of globalization, in other words, ultimately has a social and economic impact that transforms economies in pursuit of investment and greater economic activity. This knits economies into each other and results in increased international investment.

Adapted from (Hall, 2022)

Comprehension questions

1. Based on the first paragraph, what makes potential risks and profit opportunities easily accessible?
2. How can positive relations between countries help in improving their economies?
3. Identify the role of brokerage firms in global markets investment.
4. Explain how globalization helps businesses to maintain competitiveness.
5. For which reason are connected economies compelled to continue to invest in each other?

Learning Activity 2



Vocabulary

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

| Words/phrases | Meaning |
|------------------|---|
| Globalization | |
| Opportunities | |
| Stock purchasing | |
| Stocks | Stocks are shares in the ownership of a company, or investments on which a fixed amount of interest will be paid. |

| Words/phrases | Meaning |
|-----------------|--|
| Brokerage firms | |
| Labour | |
| Arbitrage | |
| Supply | Supply is a fundamental economic concept that describes the total amount of a specific good or service that is available to consumers. |
| Knit | |

Learning Activity 3



Reading comprehension

Read the following passage and answer questions that follow:

Rise of Dubai: How Dubai became a global business Hub

Before the discovery of oil almost 50 years ago, Dubai's economy was built on the trade of pearl-fishing oil. Since then, the city has rapidly transformed into a global business powerhouse, earning it the nickname "City of Gold." Today, it is a significant hub for Arab economies, media, tourism, aviation, business, innovation, development, shipping, and financing.

However, it does not bask in the blinding light of petroleum-based riches since, unlike its neighboring nations in the United Arab Emirates, it has no oil reserves. Only when the city began to diversify its economy did it experience rapid development. From building Dubai World Trade Center (DWTC) and aesthetically pleasing buildings for housing complex businesses, Dubai has transformed into a widely dispersed matrix of commercial and financial hubs.

Today, it ranks 1st in terms of quality of life. Moreover, Dubai is one of the world's top five tourist destinations. The city has attracted millions of tourists, with around 15.93 million foreign visitors. Home to some of the world's most impressive infrastructure, visitors are drawn to Dubai's development in line with western technology while preserving its eastern culture.

Now the question is "what helped Dubai become a global business hub?" Besides oil and gas, Dubai is an important regional trading hub for many industries. Let's take a look at the reasons that contribute to making Dubai business hub a global business center:

First, Dubai has never-ending opportunities. Many economies in the Middle East and elsewhere have encountered restrictive laws and policies prohibiting foreign ownership and employment in rapidly developing emerging markets. However, Dubai has established special zones with regulations that allow foreign investment and support specialized businesses to boost its economy. As a result, free trade agreements are being used to gain a competitive advantage.

Secondly, Dubai's location plays a big role in making it a global business Hub. One of the main reasons why the UAE business hub is a popular business destination is its strategic location. It is thought to have the world's seventh-largest proven oil and natural gas reserves. The UAE averages 3 million barrels of oil and liquids per day, despite having 100 billion barrels of oil reserves. The country is strategically located near a global crude oil transit point. It is incredibly well-connected to emerging markets, making it a well-positioned trade center within easy reach of major international financial capitals.

Furthermore, the major ports of the city contribute greatly to its growth and development. They act as major shipping hubs. For instance, the port of Jebel Ali. Touted for being the 9th busiest port worldwide and in the Middle East, around 13.7 million containers were moved via Jebel Ali Port per year in 2021.

Thirdly, Dubai has large and diverse workforce. One of the most difficult parts of launching a new business is finding the right people to work with. Dubai's pleasant working environment and flexible and affordable labor laws make hiring employees from all over the world simple and, perhaps most importantly, reasonably inexpensive. 90% of Dubai's workforce is international, and professionals from all over the globe relocate to take advantage of the opportunities. Consequently, Dubai's workforce is diverse and skilled.

Adapted from (ShuraaIndia, 2021)

Comprehension

1. Describe Dubai's economy before the discovery of oil.
2. What makes Dubai so special in terms of economy compared to its neighboring nations in the United Arab Emirates?
3. Does Dubai favour foreign ownership and employment? Explain.
4. Explain how Dubai's location plays a big role in making it a global business Hub.

2.1.2 Application activities: Sentence construction and summary writing



Application activity 1

Sentence construction

Use the words below in your own sentences. Consider how they are used in the passages above

- a) Brokerage
- b) Stock purchasing
- c) Globalization
- d) Knit
- e) Hub
- f) Bask in
- g) Restrictive



Application activity 2

Summary writing

In not more than 100 words, summarise the passage “Rise of Dubai: How Dubai became a global business Hub” point out the reasons that contribute to making Dubai business hub a global business centre.

2.2 Talking about different business opportunities in Rwanda

2.2.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Business Ideas in Rwanda in 2021

The African continent has seen many of its indigenes leaving; many of them through illegal and deadly migration routes, and others via legal emigration programs. It's easy to take a look at the people leaving and wonder why they're running away. Upon research and inquiry, the answers remain the same; there are too many problems in Africa, some include the lack of jobs and opportunities. To overcome this, Rwanda is finding new and even more exciting business trends that bring in a lot of income. Those lucrative businesses include exporting local foods, off-grid solar energy and digital financial services.

One of the most lucrative businesses in Rwanda is agriculture. Like many other countries in Africa, Rwanda is rich in natural edible resources. The process of exporting unprocessed commodities such as coffee beans and raw cocoa annually has provided Africa, in general, with thousands of job opportunities, raking in billions of dollars in potential income. The sad part of export is that the exported raw material is transformed into premium gourmet coffee and chocolate by factories located in Europe and North America. These products are then imported and sold in Africa at high prices.

Another business opportunity in Rwanda and Africa as a whole is off-grid solar energy. Our continent presents a clean and open slate for renewable energy, especially solar energy. At the same time, policymakers in North America and Europe debate on the most appropriate energy transition strategy for their countries. The demand for off-grid solar solutions is massive, which is why solar energy has become the most attractive business opportunity in Africa right now. Solar power and the race to spread it across Africa has become a multi-billion-dollar endeavour, both for local and international investors and entrepreneurs. There's nothing better and more economical than tapping energy directly from the sun, a free energy source to meet all needs. One solar power developer, BBOXX has raised more than 60 million dollars from its investors, to increase their business footprint across Africa. This has been replicated by several other solar energy African companies.

The financial services industry in Rwanda is currently the hottest emerging industry in Africa. Digital financial services, commonly known as fintech, attract a lot of international capital and backing from investors. The reason for this blow-up is pretty simple. In Africa, there are many unbanked individuals. Many people own mobile devices, but only a handful have access to formal financial services. Such statistics propose a vast market for fintech indeed. It has been speculated that the fintech industry in Africa, and Rwanda specifically, will remain a very lucrative business and investment opportunity for years to come, gripping both local and international investors. It is the best business to watch this year.

There are several business opportunities in Rwanda, and in Africa as a whole. The best thing to do, is research lucrative sectors, to find out how they work and the best investment methods to consider. It is true that Africa has a lot of problems, but instead of dwelling on these or relocating, investors should rather focus on solving Africa's unique challenges. Doing this will involve the creation of new and highly innovative products and services to attract both local and international investors and to catch the world's attention. Investing in businesses on the continent will create more wealth for Africa and also open up more job opportunities.

Adapted from (Jonna, 2021)

Comprehension questions

1. On the basis of the above passage explain why are many African indigenes leaving their continent?
2. What is Rwanda doing to stop indigenes from leaving their continent?
3. Identify three business ideas in Rwanda as mentioned in the passage.
4. What is the negative side of exporting unprocessed food?
5. What has made solar energy the most attractive business opportunity in Africa?
6. What makes fintech a good business idea in Africa?

Learning Activity 2



Vocabulary

Use a dictionary, thesaurus or internet to look up the meanings of the following words/phrases

- a) Deadly
- b) Lucrative
- c) Off-grid
- d) Edible
- e) Unprocessed
- f) Business opportunity
- g) Attractive
- h) Business footprint
- i) Fintech

2.2.2 Application activities: Sentence construction and composition writing (skills lab)



Application activity 1

Sentence construction

Use the following words in your own sentence considering the context in which they are used in the passage.

- a) Deadly
- b) Lucrative
- c) Off-grid
- d) Edible
- e) Unprocessed
- f) Business opportunity
- g) Attractive
- j) Business footprint
- k) Fintech



Application activity 2

Composition writing (skills lab)

Carry out a research and write a 300 to 350 words composition about other business ideas in Rwanda. Avoid the ones that were mentioned in the above passage.

2.3 Talking about business proposal/project proposal

2.3.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

The difference between a business plan and a business proposal

Whether you are in business, employment, or in school, understanding the basics of a business proposal is a skill that you must have. Most people use the terms business plan and business proposal interchangeably. These two documents are very different. A business plan is different from a business proposal in terms of content, structure, writing style, goals, and purpose. The most important difference to note is that a business plan is a written presentation of fact while a business proposal is a price quote and a call to action.

On the one hand, a business plan is a document that outlines a detailed description of how a business is set up. It may show the company structure, products and services, market findings from research, marketing strategy, planned budget and financial projections. It can be simply defined as the factual and wide description of a business and its projections. A business plan can be drawn by a start-up as well as a going concern.

On the other hand, a business proposal is a purposeful sales document formulated to illustrate how a business will carry out a project, give the value of the project to the prospective client and ask for the client's business. Therefore, it is a document that a business submits to another enterprise or organization putting forward a business arrangement. It is designed to persuade that organization.

As far as the structure is concerned, a business plan ideally comprises three elements: description of the business model, the marketing strategy and financial projections. It includes informative sections, specifically the executive summary, business description (products and services), marketing plan, industry analysis (competitor analysis), build-out plan, internal analysis, operations plan, leadership structure or introduction of management, and financial projections - discussion of financial concern and projection of results. The opening page is the executive summary. It can be an intense abstract or a detailed but precise marketing tool to draw interest in the plan. The business plan is an informational document intended to factually showcase the company's operations, goals and potential.

The format/structure of a business proposal depends on whether it solicited or unsolicited. A solicited proposal and in response to an RFP¹ (Request For Proposal) should take the format called for in the RFP. Usually, this entails a quick description of the services and products offered by your business and clearly showing their relevance to the goals of the RFP, a replication of the scope of work, response to specific questions raised in the RFP and a quotation detailing materials, equipment, labor, delivery and other basics of the project outlay. An unsolicited business proposal may or may not take the same format. The intention is to create and develop a business opportunity, and so it is advisable to follow the same format or any other that is popular with the industry or business. Be keen to address all the questions that the potential client might have. With an unsolicited proposal, it is up to you to decide the structure. Whichever format you choose, ensure that the proposal is professional, highlights key areas of interest, presents a value proposition, is thoroughly researched and loaded with facts and with a call to action.

As for reasons, a business plan is required for two main reasons. It clearly defines the scope of the business and in the process clarifies your thinking as the proprietor of the business. It offers you information that had not been considered previously. Simply put, it documents the vision of the business and how it will be achieved. This guides the business towards a practical strategy to guide the business for the time-frame enclosed by the plan. It is the blueprint to success of the business. It outlines strategies for converting the ideas into core competencies. It also presents the financial projections of starting and operating the business as well as estimation of revenue generation from business activities. Secondly, it offers comprehensive business information for use by potential investors and employees, suppliers, accountants, attorneys and other stakeholders. The primary function for a business plan is to record and pass on information.

¹ A request for proposal (RFP) is a business document that announces a project, describes it, and solicits bids from qualified contractors to complete it.

The reason for a business proposal can be well explained based on the type of the proposal. There are two major types of business proposals: invited and non-invited. An invited proposal is submitted in response to an advertisement from the buyer or client. For instance, organization and government agencies wanting to purchase services and products from private suppliers invite contractors to place their bids. Alternatively, some businesses ask for Request for Proposals (RFP) from a selection of suppliers that they are willing to consider as a prospective partner. In each case, the business is competing against other bidders. It is in the interest of your business to present a competitive and compelling business proposal.

Non-invited or unsolicited proposals are submitted to potential clients even when they have not requested for one. In this scenario, you give suggestions to the company or organization to purchase services or products in return for funds. For instance, you can tender a proposal to develop an app for an organization or training services for its staff. The most important thing in both cases is to come up with well researched offer to convince buyers. A business proposal is limited to the scope of the specific project or need. In addition, it has a specific audience. The primary function for a proposal is to solicit or grow a business opportunity.

You can look a business plan as more of an internal document. A proposal on the other hand is an external document used for presenting or selling the business to an external player. A business plan guides the activities of the business internally in terms of marketing strategies and revenue projections that should be achieved. A proposal shows the external players such as governments, donors or business partners what the business is all about and how it intends to carry out a project at hand or use the opportunity to generate revenue for both partners.

Adapted from (Clientpoint, 2016)

Comprehension questions

Answer by TRUE or FALSE

1. Business plan and business proposal are synonymous.
2. A business plan is submitted to the client in order to convince them to do business with you.
3. A business proposal plan is submitted to the client in order to convince them to do business with you.
4. A business plan must describe the model of the business, approach of advertising and financial projections.
5. The format/structure of a business proposal can vary depending on whether it's the client who asked you to do it or you are the one who took the first step and propose services to a client.

6. If you see a bid in a newspaper and write a proposal in its response your proposal will be called an unsolicited proposal.
7. A business proposal is more of an internal document while a business plan is an external document.

Learning Activity 2



Vocabulary

Use a dictionary, thesaurus or internet to look up the meanings of the following words/phrases

- a) Interchangeably
- b) Proposal
- c) Budget
- d) Illustrate
- e) Ideally
- f) Entail
- g) Scope

2.3.2 Application activities: Sentence construction and summary writing



Application activity 1

Sentence construction

Use the following words in your own sentence considering the context in which they are used in the passage.

- a) Interchangeably
- b) Proposal
- c) Budget
- d) Illustrate
- e) Ideally
- f) Entail
- g) Scope



Application activity 2

Summary writing

Summarise the passage “The difference between a business plan and a business proposal” in not more than 100 words.

2.4 Describing challenges faced by business people.

2.4.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

The business challenges that every small business struggles with and how to fix them

Growing businesses face a range of challenges. As a business grows, different problems and opportunities demand different solutions - what worked a year ago might now be not the best approach. All too often, avoidable mistakes turn what could have been a great business into an also-ran. Recognising and overcoming the common pitfalls associated with growth is essential if your business is to continue to grow and thrive. Crucially, you need to ensure that the steps you take today don't themselves create additional problems for the future. Below are the particular risks and mistakes that most commonly affect growing businesses and outlines what you can do about them;

First, finding customers can be a very big challenge for a new business. This challenge isn't just a small business problem. Even the biggest and most successful companies have people working hard every single day to find new customers. But, for small businesses, the challenge is even more significant. How can you find customers when you're not a household name? And, there are so many channels to focus on for acquisition, but how do you know what to prioritize? To fix this, start with figuring out who your ideal customer is. Even with the best small business ideas, spraying and praying doesn't work for anybody — you need to make sure you're spreading the word to the right people. Craft an idea of what your target customers look like, what they do, and where they spend time online by building your buyer personas.

Keeping up with the market is one of the biggest challenges in business. Market research isn't something you do as a one-off when you launch your business. Business conditions change continually, so your market research should be continuous as well. Otherwise you run the risk of making business decisions based on out-of-date information, which can lead to business failure. The more you succeed, the more competitors notice - and react to - what you are doing. A market-leading offer one day may be no better than average a few months later. Apparently loyal customers can be quick to find alternative suppliers who provide a better deal.

Welcoming changes is also sometimes very challenging. Complacency can be a major threat to a growing business. Assuming that you will continue to be successful simply because you have been in the past is very unwise.

Regularly revisiting and updating your business plan can help remind you of the changing market conditions and the need to respond to them. An up-to-date plan helps you identify what action you need to take to change your business and the way it operates. You can for example change to suppliers who can grow with you and meet your new priorities. As your business grows, consistent quality and reliability may be more important than simply getting the cheapest offer. You should also make sure that you keep up to date with new technologies.

While these are just a few of the many business challenges facing small businesses every day, there are many others out there. Many of them can be planned for and mitigated with the proper planning and strategy, but other challenges such as natural calamities, wars and pandemics can hardly be planned for. But in any case, proper planning helps a business set realistic objectives and assign stipulated time for goals to be met.

Adapted from (Cox, 2021) and (entrepreneurs, 2009)

Comprehension questions

1. Identify the three major challenges mentioned in the passage.
2. Do big companies also face the challenge of finding customers? Explain.
3. Explain how keeping up with the market is one of the biggest challenges in business.
4. Does your success in the past ensure the success in future? Explain.

Learning Activity 2



Vocabulary

Use a dictionary, thesaurus or internet to look up the meanings of the following words/phrases

- a) Also-ran
- b) Pitfalls
- c) Household name
- d) Buyer personas
- e) One-off
- f) Complacency

2.4.2 Application activities: Sentence construction and project work



Application activity 1

Sentence construction

Use the following words in your own sentence considering the context in which they are used in the passage.

- a) Also-ran
- b) Pitfalls
- c) Household name
- d) Buyer personas
- e) One-off
- f) Complacency



Application activity 2

Project work

Carry out a research and write a 300 to 350 words composition pointing out other challenges faced by business people that were not mentioned in the above passage.

2.5 Language Structure: Correlative connectors

Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. They get their name from the fact that they work together (co-) and relate one sentence element to another. There are many correlative connectors but the most common are:

- either... or
- neither... nor
- not only ... but also
- both ... and
- the more ... the less
- the more ... the more
- no sooner ... than
- whether ... or
- rather ... than
- as ... as
- such ... that
- scarcely ... when
- hardly ... when

Examples

1. In Rwanda, you can either invest in agriculture or in digital financial services.
2. Both small businesses and big companies face the problem of finding new customers.
3. Competitive companies have increasingly turned to global markets as a source not only of new customers but also of production locations and partners for new ventures.
4. Computers are not only useful but also stressful.
5. Not only is management of waste technological tools expensive but also harmful to the environment.
6. No sooner did he finish writing his business proposal than the company called asking for it.
7. Do you care whether we use a smart camera or a projector in the conference?
8. The more you think about it, the less likely you are to take action.
9. The more it rains, the more serious the problems become.
10. Wouldn't you rather take a chance to owe me than be in debt to Michael?
11. Using a computer isn't as fun as using a tablet.
12. Such was the nature of their volatile relationship that they never would have made it even if they'd wanted to.
13. The boy asked such a foolish question that everybody laughed at him.
14. I had scarcely walked in the door when I got an urgent call and had to run right back out again.

Activity: Complete each sentence using the correlative connector pair from the parenthesis

1. I plan to take my vacation in June in July. (whether / or, either / or, as / if)
2. I'm feeling happy sad, I try to keep a positive attitude. (either / or, whether / or, rather / than)
3. had I taken my shoes off I found out we had to leave again. (no sooner / than, rather / than, whether / or)
4. only is dark chocolate delicious, it can be healthy. (whether / or, not / but also, just as / so)
5. I will be your friend you stay here..... move away. (either/ or, whether/or, neither/nor)
6. flowers trees grow during warm weather. (neither / nor, both / and, not / but also)
7. do we enjoy summer vacation,we enjoy winter break. (whether / or, not only / but also, either / or)
8. I knew it was going to be a bad day because I over slept missed the bus. (not only/but also, neither/nor, whether/or)
9. It's going to rain snow tonight. (The more / the less, either / or, both / and)
10. Savoury flavours are sweet..... sour. (often / and, neither /nor, both / and)

2.6 End Unit Assessment



End of unit assessment 1

Choose the best answer to complete each of the following sentences.

1. She is neither polite _____ funny.
 - a) Or
 - b) Nor
 - c) Not
 - d) Yet
2. _____ that is the case, _____ I'm not surprised about what's happening.
 - a) If / then
 - b) No sooner / than
 - c) Scarcely / when
 - d) Whether / or
3. Have you made a decision about _____ to go to the movies _____ not?
 - a) If / then
 - b) Either / or
 - c) Whether / or
 - d) What with / and
4. This salad is _____ delicious _____ healthy.
 - a) Whether / or
 - b) Both / and
 - c) Scarcely / when
 - d) Rather / than
5. I like _____ to sing opera, _____ to spend my spare time practicing ballroom dances.
 - a) Not only / but also
 - b) Whether / or
 - c) Neither / nor
 - d) Not / but
6. The test was _____ very short _____ quite easy.
 - a) Not / but
 - b) Both / and
 - c) Whether / or
 - d) Scarcely / when

7. _____ Joe _____ his sisters could understand what their parents were saying when they spoke French.
- Whether / or
 - No sooner / than
 - Rather / than
 - Neither / nor



End of unit assessment 2

Re-write the following sentences as instructed.

- He did not eat the cake. He did not let me throw it. (Join using *neither.....nor*)
- My cow gives five liters of milk every day. Your cow also gives five liters of milk every day. (Join using *as.....as*)
- My house is big. My house is in the city. (Join using *not only.....but also*)
- The goat is not only sick but it also has a broken leg. (Begin: *Not only.....*)
- He did not greet the visitors. He did not smile at them. (Join using *neither...nor*)



End of unit assessment 3

Write a 300 words composition detailing problems/challenges faced by small businesses in your local area.

UNIT 3 National Service and Self-Reliance

Key unit competence: To use language learnt in the context of national services and self-reliance.



Introductory activity



Fig. 2.1

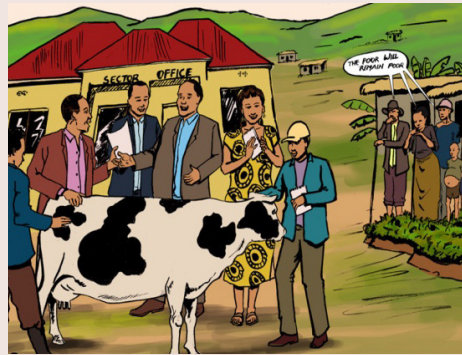


Fig. 2.2

Observe the above pictures and answer the following questions.

1. Discuss with your partner the activities that are being carried out in the above pictures.
2. Assess the contribution of those activities to national services and self-reliance.
3. Account for the relevance of performance contract in Rwanda. Use coordinate connectors.

3.1 Talking about national service and self-reliance rationale

3.1.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Rwanda's self-reliance

Frederick Golooba-Mutebi, the researcher of Effective States and Inclusive Development (ESID) spends half of his time in Rwanda and believes that one big idea there is self-reliance. ESID Research centre is a global partnership investigating the kinds of politics that promote development. "Rwandans want to free themselves from anything that feels like domination," he argues.

"We're not saying we can do without external assistance, but we don't want to be imposed upon and dictated to in return for help." Paul Kagame is reported to be a proponent of this idea. He has called on Rwandans to have a mind-set of self-reliance and aim for social and economic independence, instead of relying on other countries. The idea of self-reliance also seems to be associated with the idea of dignity. Kagame is reported to have said that Rwandans deserve dignity and without it they wouldn't have overcome the challenges facing the country.

"There is a Kinyarwanda word, 'agaciro', that means dignity and it's a word that's used fairly regularly both in and out of government in Rwanda," says Golooba-Mutebi. "There is no dignity in being dependent on outsiders and the poor want to think of themselves as a dignified poor."

So what has shaped these ideas of self-reliance and dignity? Golooba Mutebi believes that the refugee experience of some of Rwanda's ruling elites is key. Some of the elites, along with their parents, were forced out of Rwanda from the late 1950s to the 90s. Others were born in exile and grew up there. As refugees they were treated as second class citizens, being denied opportunities for things such as education.

There was also the feeling that the world had not treated their plight with the attention it deserved and that after they had been forced out of the country, they were ignored. "That is what pushed them to find their own solution to their predicament" says Golooba-Mutebi. They tried to negotiate their return to Rwanda and when that failed, they decided to go back by force of arms. They had been ignored as refugees for a long time and they had nothing to do but force their way back to the homeland. All together, they were familiar with living on their own.

Golooba-Mutebi believes that this legacy has created the mentality amongst Rwandans that at the end of the day they are on their own. They feel the world owes them nothing, so they must find a way of developing Rwanda that allows them to live on their own terms. Golooba-Mutebi also believes that these ideas shape development.

“Rwandans realise that they will never be able to attain the autonomy they crave if they don’t pull the country out of poverty and develop it to reach a stage where they can pay their way.

“Dignity derives from doing things for yourself. But how do you get to the position of doing things for yourself? You get there by having a strong economy, and a healthy and educated population. So self-reliance is the central idea driving a great deal of things that Rwandans are aspiring to do. The things that will enable them to live like dignified people.”

Adapted from (Webster, 2015)

Comprehension questions

1. In your own words define the term “self-reliance”
2. Can Rwanda accept external help? Justify your answer using evidence from the passage.
3. What according to Golooba-Mutebi has shaped these ideas of self-reliance and dignity?
4. In the sixth paragraph the writer uses the word “legacy”. What does it refer to?
5. Explain how the ideas of self-reliance and dignity have changed Rwandan mind sets?
6. According to Golooba-Mutebi, how does one get to the position of doing things for herself/himself ?

Learning Activity 2



Vocabulary

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

| Words/phrases | Meaning |
|---------------|---------|
| Self-reliance | |
| Partnership | |
| Proponent | |
| Dignity | |

| Words/phrases | Meaning |
|---------------|---|
| Elites | |
| Plight | |
| Legacy | |
| Autonomy | The right of an organization, country, or region to be independent and govern itself. |

Learning Activity 3



Reading comprehension

Read the following passage and answer questions that follow:

Youth volunteers' contribution valued at Rwf 630 million

One writer said that “youth are powerful. They represent courage with wisdom and energy which will empower to drive change and take leadership”.

It's a character that has come to define one youth umbrella group {Rwanda Youth Volunteers in Community Policing Organisation, RYVCPO}, composed of over 250, 000 young and energetic people that seek to drive the national Security and the developmental Agenda.

“Our country has invested in us through education, taught us good values of patriotism, partnership and set the agenda through which everyone should be involved towards sustainable security and development; that's what drives us since we started in 2013 with not more than 300 members,” says Jean Bosco Mutangana, one of the pioneers and currently in charge of mobilisation and training in the youth group.

According to a report, human security and community developmental activities conducted by the youth volunteers since 2013 are valued at over Rwf630 million. These include construction and rehabilitation of 13308 houses for the disadvantaged families, construction and rehabilitation of 1440km of roads linking communities, construction of 1989 toilets, and planted over 67800 trees as part of the afforestation and environmental conservation programme.

Others include 5321 organic gardens, locally known as *akarima k'igikoni*, making 115,000 bricks, and 3200 metres of water trenches; paying medical insurance premium for 284 people and raising awareness against crimes and drug abuse, in particular, as well as donating heifer under the “One cow per poor household programme”.

“We want to drive change among the young generation and be the voice and power of transformation. That’s why we want to increase the membership to at least one million in the next one year. We believe the higher the number the more impact on our human security and developmental activities,” says Justus Kangwage, the national coordinator of RYVCPO.

In November last year (i.e. 2017), the youth volunteers started a special communal exercise – *Umuganda* – which they conduct at least twice every month to supplement the usual nationwide monthly exercise. It is conducted every last Saturday of the month.

“We set this special Saturday aside to support the poor, build them houses, raise awareness in schools and communities against crime, construct and rehabilitate roads, toilets and get involved in environmental conservation activities,” Kangwage explains.

The Director General in the Ministry of Local Government in charge of Social Affairs and Community Development, Sheikh Hassan Bahame, said that the activities of the youth volunteers supplement the national budget and community development.

Adapted from The New Times’ article, published on January 24, 2018, and retrieved from <https://www.newtimes.co.rw/section/read/228225>.

Comprehension questions

1. What does the journalist mean by “one youth umbrella group”?
2. Using evidence from the passage, prove if Rwanda Government cares about the youth.
3. Appreciate the contribution of human security and community development activities conducted by the youth volunteers since 2013.
4. Indicate the reasons why RYVCPO would like to increase the membership.
5. When was the article above published?

Learning Activity 4



Vocabulary

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

| Words/phrases | Meaning |
|---------------|---------|
| Drive | |
| Patriotism | |
| Pioneers | |

| Words/phrases | Meaning |
|---------------|--|
| Afforestation | The process of planting trees, or sowing seeds, in a barren land devoid of any trees to create a forest. |
| Drug abuse | |
| Heifer | |
| Rehabilitate | |

3.1.2 Application activities: Sentence construction and summary writing



Application activity 1

Sentence construction

Use the words in the table below in your own sentences

| | | | |
|---------------|---------|------------|--------------|
| Self-reliance | Dignity | Elites | Plight |
| Drive | Heifer | Patriotism | Rehabilitate |



Application activity 2

Summary writing

Summarise the above passage (Youth volunteers contribution valued at Rwf 630 million) in not more than 100 words.

3.2 National services programs in Rwanda (-Non-military national services)

3.2.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Agaciro Development Fund (AGDF)

Agaciro Development Fund is the Rwanda's sovereign wealth fund that was initiated by Rwandans on 15-16 December 2011 at the 9th National Dialogue

Council chaired by His Excellency, the President of the Republic of Rwanda Paul Kagame. The Fund was then launched officially by President Kagame on 23 August, 2012. The name “Agaciro” conveys the idea of “Dignity” which was embraced as Rwanda’s key moral value in its journey towards sustainable socio-economic development.

The Fund was set up to build up public savings to achieve self-reliance, maintain stability in times of shocks to the national economy and accelerate Rwanda’s socio-economic development goals. The Fund is unique of its kind as it was created basing on voluntary contributions from Rwandans at home and abroad as well as friends of Rwanda while other sovereign wealth funds around the world have traditionally relied on budget surpluses, oil and mineral revenues for their constant growth.

The Agaciro Development Fund was registered with Rwanda Development Board (RDB), as a trust on 01 August, 2013 under code 103050268 and runs its operations in accordance with Law No20/2013 of 25/03/2013 regulating the creation of trusts and trustees. On 11 September, 2013, the Cabinet meeting chaired by President Kagame, approved the proposal for the management of the Fund’s proceeds and appointed its Chief Executive Officer. On 28 March 2014, the Cabinet meeting appointed the Fund’s Board of Trustees.

Therefore, Agaciro Development Fund is managed by the Board of Trustees that was appointed by the Cabinet on 28 March 2014. The Trustees are experienced persons with a variety of expertise in different areas of economy who are appointed from public and private sector. The Board is responsible for the oversight and management of the Fund’s operations on behalf of Rwandans. The Board is accountable to the Government of Rwanda, through the Ministry of Finance and Economic Planning, in ensuring that the Fund complies with the law and the highest standards of corporate governance. On daily basis, the operations of the Fund are run by the management headed by the Chief Executive Officer who is also accountable to the Board.

Since its establishment, the AGDF has relied on contributions from Rwandans and friends of Rwanda. The AGDF has singled out as its core mission, the incremental of the AGDF to the levels of the fiscal reserves that may strengthen Rwanda’s resilience in times of adverse economic conditions. Rwandans have thus endowed the fund with the mandate of investing the collected funds to produce sizeable returns, as well as engaging with Rwandans and their friends to encourage more contributions to the Fund.

The first Board meeting was held on 11 August 2014. One of the major resolutions taken at the meeting was that the fund be invested immediately. Presently, the fund is invested in local market, into commercial banks as term deposits and treasury bonds.

“Looking ahead, we remain optimistic on the future of the Fund. Our staff continues to demonstrate tremendous enthusiasm, drive and commitment. We will endeavour to continue building on accountability and transparent management that we have nurtured since AGDF’s inception. However, whist we keep momentum to secure high long-term real return of the fund, and are highly appreciative of the contributions that have been made to AGDF by Rwandans and friends of Rwanda, it is worth mentioning that the Fund’s sustainability remains reliant on its ownership by Rwandans.

It is therefore important that a culture of voluntary contributions to the Fund be fostered.” Says the Chief Executive, Office of AGDF.

Adapted from (IFSWF, 2014)

Comprehension questions

1. What do you understand by Agaciro Development Fund (AGDF)?
2. Explain the reason why Agaciro Development Fund was set up.
3. Account for the uniqueness of Agaciro Development Fund.
4. Appreciate the management of Agaciro Development Fund.
5. Describe responsibilities of the Board of Trustees in Agaciro Development Fund.
6. How does AGDF use the collected funds?
7. Evaluate the contribution of Agaciro Development Fund to the improvement of life standards of Rwandans.

Learning Activity 2



Vocabulary

Use a dictionary and thesaurus and find meanings of the following words/phrases. The words/phrases are underlined in the passage.

- a) Embraced
- b) Surpluses
- c) Trustees
- d) Oversight
- e) Accountable
- f) Complies with
- g) Singled out
- h) Fiscal
- i) Resilience
- j) Adverse
- k) Whist
- l) Momentum

Learning Activity 3



Reading comprehension

Read the following passage and answer questions that follow:

Text 2: Performance Contract National Program

The Performance Contract National Program was re-initiated by Rwanda's President, Paul Kagame, in March 2006. This was as a result of the concern about the speed and quality of execution of government programs and priorities. The government's decentralization policy required a greater accountability at the local level. Its main objective was to make public agencies and institutions more effective and accountable in their implementation of national programs and to accelerate the socioeconomic development agenda as contained in the Vision 2020 and Economic Development and Poverty Reduction Strategy (EDPRS) policies, as well as the Millennium Development Goals (MDGs).

Today, the Performance Contract National Program is used across the government to ensure accountability. All levels of government, from the local district level to ministries and embassies, are required to develop and have their contracts evaluated. Members of the public service also sign their performance contracts with their managers or head of institution.

While that national issue is now widely used across the government, it first began at the district level. When developing its performance contracts, each local government administrative unit determines its own objectives (with measurable indicators), taking into account national priorities as highlighted in the national as well as international strategy and policy documents such as the MDGs, Vision 2020, EDPRS, District Development Plans (DDPs), and Sector Development Plans (SDPs).

The performance contracts, at both planning and reporting phases, are presented to the public for the purpose of accountability and transparency. The Mayors and province Governors also sign the performance contracts with Rwanda's President committing themselves to achieving set objectives. The performance process ensures the full participation and ownership of citizens because priorities are developed at the grassroots level.

Between 2006 and 2009, an evaluation process took place whereby the best ten performing districts from across the nation were selected (two from each province and the City of Kigali). Each province and the City of Kigali would rank the performance of their districts and select their top two that they would communicate to the national evaluation committee. This committee would then conduct its own review and ranked the selected districts from 1-10 based on their performance.

However, this approach suffered from significant limitations including the fact that it was not possible to objectively compare the performance of all the districts at the committee level. Due to these shortcomings, a nationwide district performance contract evaluation exercise was conducted in 2010 for all the thirty districts. A national evaluation committee with technical expertise and experience conducted this process.

(Adapted from History for Rwanda Schools senior six student's book, Rwanda Education Board, Kigali January 2019).

Comprehension questions

1. Account for the relevance of re-initiating the Performance Contract by H.E Paul Kagame, the president of Rwanda.
2. What were the shortcomings in the former Performance Evaluation process?
3. What are the responsibilities of national evaluation committees?
4. Is this program applied in your district? Assess the extent to which it has changed the life standards of the citizens.

Learning Activity 4



Vocabulary

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

| Words/Phrases | Meaning |
|------------------|---|
| Decentralization | |
| Accountability | |
| Public service | |
| Highlighted | |
| Policy | A policy is a set of ideas or plans that is used as a basis for making decisions. |
| Committing | |
| Limitations | |
| Shortcomings | |

3.2.2 Application activities: Sentence construction and composition writing



Application activity 1

Sentence construction

Use the words/phrases in the table below in your own sentences.

| | | |
|------------------|------------|----------------|
| Decentralization | Policy | Public service |
| Accountability | Committing | Highlighted |



Application activity 2

Composition writing

- Write a 300 words composition explaining the extent to which performance contract has changed the life standards of Rwandan citizens.
- Write a 200 words composition evaluating the contribution of Agaciro Development Fund to Rwanda's self-reliance.

3.3 National services programs in Rwanda (Military national service)

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

2017 Army Week in Perspective

The Rwanda Defence Force (RDF) mission as provided in article 173 of the constitution of the Republic of Rwanda is to defend the territorial integrity and national sovereignty of the Republic, to collaborate with other security organs in safe-guarding public order and enforcement of law, to participate in humanitarian activities in case of disasters, to contribute to the development of the country and to participate in international peace-keeping missions.

As the primary responsibility of defending the territorial integrity and ensuring national sovereignty is increasingly becoming assured, the RDF has therefore seized the opportunity to focus on contributing to human security and national socio-economic development.

The RDF mission is therefore in line with the 1992 strategic guidance of the then Chairman of the High Command who stated “Our Army will be the bedrock of national transformation and development of the country...”

In his speech to RDF Officers in 2015 at RDF headquarters the Commander in Chief of RDF emphasised that the role of RDF will be meaningless if it does not ensure human security. So, the RDF has been conducting an annual Army Week operations in line with its secondly role of contributing to national development.

The 2017 Army Week has been conducted countrywide whereby the RDF and other stakeholders have carried out a series of practical socio – economic community outreach activities mainly targeting the needy and susceptible citizens. Although the RDF works closely with a number of stakeholders, it takes the lead in the Army Week activities.

The 2017 Army Week has mainly focussed on construction activities, agriculture and healthcare. The impact of these activities is both qualitative and quantitative. The quantitative benefits can be looked at in terms of money, time and space.

In monetary value, 2017 Army Week activities contributed a total of 16,034,021,296 Rwandan francs whereas in terms of time and space, these activities were conducted within the shortest time possible (2 months) and were simultaneously conducted countrywide.

Adapted from (MOD, 2017)

Comprehension question

1. Identify the mission of Rwanda Defence Force.
2. What enabled Rwanda Defence Force to have time to focus on other responsibilities other than its primary responsibility?
3. Are the activities carried out in Army Week in line with the RDF’s primary of secondly responsibility? Explain.
4. Which areas has the 2017 Army Week mainly focused upon?
5. Evaluate the quantitative benefits of the 2017 Army Week in terms of money.

Learning Activity 2



Vocabulary

Use a dictionary and thesaurus and find meanings of the following words/phrases. The words/phrases are underlined in the passage.

- | | | |
|-----------------|-----------------|----------------|
| a) Public order | b) Disasters | c) Sovereignty |
| d) Bedrock | e) In line with | f) Countrywide |
| g) Quantitative | | |

3.3.2 Application activities: Sentence construction and composition writing



Application activity 1

Sentence construction

Use the words/phrases in the table below in your own sentences.

| | | | | |
|----------------|-------------|-------------|--------------|-------------|
| Public service | Limitations | Limitations | Shortcomings | Oversight |
| Resilience | Comply with | Surplus | Momentum | Countrywide |
| Public order | Sovereignty | Bedrock | In line with | |



Application activity 2

Composition writing

Write a 250 words composition evaluating the contribution of army week to Rwanda social and economic development.



Application activity 3

Summary writing

Summarise the passage “2017 Army Week in Perspective” in not more than 15 lines.

3.4 Language structure: Coordinate connectors

Coordinate connectors join two independent clauses together. Their purpose is to show the connection between two words, actions, ideas, items in a series and complete sentences. The most common examples are: and / or/ nor/ so / but/ for/ yet. The following table summarizes how coordinate connectors are used.

| Coordinate connectors | Use | Examples |
|-----------------------|---|---|
| And | One idea that chronologically follows another. | They asked them to participate in the community work (Umuganda) and attend the meeting. |
| | An idea which is the result of another. | Simon heard the news and packed up his bags to leave the area. |
| Nor | It is commonly used to indicate two negative ideas that are interrelated. | Kalisa does not eat potatoes, nor will he touch beans. |

| | | |
|-----|--|---|
| But | To show contrast between the first and second clause especially because of the idea expressed in the former. | My community plants tries at every community work but we still face erosion related problems. |
| | To emphatically affirm the negative statement made in the first clause. | That man never acknowledged he kidnapped those children but continued to claim his innocence. |
| Yet | Yet- is used to show a contrast in spite of something. | She regrets having spoken to her friend like that, yet, she hasn't apologised |
| | As a synonym for "but". | They are good at all badminton, yet they weren't encouraged to play at a younger age. |
| or | Or is used to suggest one possibility that can be realized. | You can choose to pursue wealth or pursue God. |

3.4.1 Application activity:



Application activity

Choose the best answer from brackets to complete each sentence

1. Would you rather have cheesehoney on your sandwich? (For, nor, or, so)
2. His favourite sports are football.....tennis. (or, and, nor, for)
3. I wanted to go to the beach,.....Mary refused. (but, or, so, for)
4. I am allergic to cats,I have three of them. (or, for, yet, so)
5. I am a vegetarian ,.... I don't eat any meat. (so, yet, nor, but)
6. Thomas will be late to work,.....he has a dental appointment. (but, or, for, nor)
7. Jennifer doesn't like to swim,.....does she enjoy cycling. (and, or, but, nor)
8. Jackson wanted to eat another piece of cake,.....he was on diet. (for, but, yet, so)

3.4 Spelling and pronunciation

A. Spelling: Identify and correct misspelled words in the following paragraph

Agaciro Development Fund is managed by the Board of Trustees that was appointed by the Cabinet on 28 March 2014. The Trustees are experienced persons with a variety of expertise in different areas of economy who are appointed from public and private sector. The Board is responsible for the oversight and management of the Fund's operations on behalf of Rwandans. The Board is accountable to the Government of Rwanda, through the Ministry of Finance and Economic Planning, in ensuring that the Fund complies with the law and the highest standards of corporate governance. On daily basis, the operations of the Fund are run by the management headed by the Chief Executive Officer who is also accountable to the Board.

B. Pronunciation

Practise pronouncing the following words/expressions correctly. You can use a dictionary to check the phonetic transcription

| | |
|-------------|----------------|
| Expatriates | Accountability |
| Resilience | Dignity |
| Reliance | Patriotism |
| Trustees | Partnership |

3.5 End Unit Assessment



End of unit assessment 1

Complete the following sentences using appropriate coordinating connectors

1. National services solved a lot of problems.....we still have some problems. (and, but, for)
2. He was given a cow in *Gira Inka programme*,..... his children still suffer from malnutrition. (and, but, for)
3. They were poor,..... often suffered great hardship. (and, but, for)
4. He overslept himself thus missed the train. (and, but, for)
5. That coat cannot be mine, it is too big for me. (and, but, for)
6. As a boy he had never been to school, andhe had no opportunity of learning to read and write. (therefore, for, yet)
7. This must not happen again, you will be dismissed. (or, but, and)

8. He is rich, he is not happy. (and, therefore, but)
9. Hurry up,you will be late. (and, or, yet)
10. He must have done his duty,he is a conscientious man. (for, so, therefore)
11. He tried hard, he did not succeed. (but, and, so)
12. The parents were horrified they saw blood stains on the floor and no sign of their child. (therefore, for, so)



End of unit assessment 2

Write a 350 words composition explaining the relevance of Agaciro Development Fund.



End of unit assessment 3

Conduct a survey about the role of Rwandan policies, such as VIUP, Urugerero, Community works, and army or policy weeks in socio-economic life of Rwandan communities. Be ready to present your work to the class.

UNIT 4 Genocide and Peace Building

Key unit competence: To use the language in the context of genocide and peace building.



Introductory activity



Fig. 4.1 Rwandans returning home

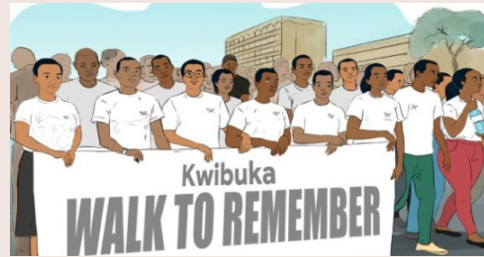


Fig. 4.2 Genocide commemoration

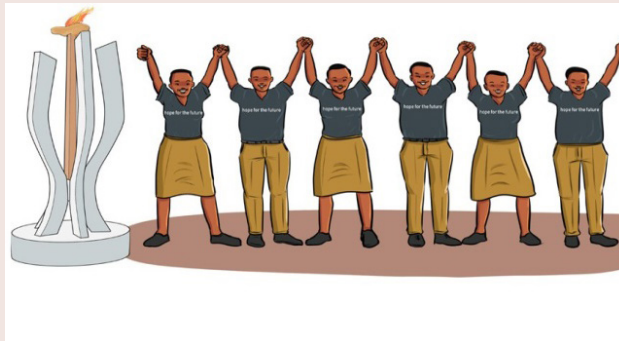


Fig. 4.3 The light, symbol of hope

Observe the above pictures and answer the following questions.

1. According to the above pictures, discuss the effect of 1994 genocide against the Tutsi to the country.
2. What is your contribution to fighting against genocide and its ideology?
3. Justify how education can play a big role in both genocide preparation and prevention.

4.1. Talking about genocide and peace building.

4.1.1. Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Text 1: Practices leading to genocide

During the process to genocide some special practices reinforce the divisions. Based on different studies, the practices are as follows:

Social categorisation is the first practice that **perpetrators** think about in the planning process of genocide. People are classified into “us and them” by ethnicity, race, religion, or nationality: Germans and Jews, Hutu and Tutsi. In Rwanda, during the colonisation, researchers measured for instance the people’s height and the length of their noses. And then everyone was classified as Tutsi, Hutu or Twa.

Identity cards were issued to each individual mentioning their ethnicity. It may not be deduced that this policy was meant to incite Hutu to commit genocide against the Tutsi, but this permanent line put between the groups and the implications related to that, largely and undeniably contributed to the **antagonism** combined with other things, led to the 1994 genocide against the Tutsi.

Discrimination is another practice leading to genocide. The social categorisation which gives the basis for defining groups may be followed by the exclusion of some groups, intensified by the injustice in the allocation of resources as well as the injustice on how the participation in decision making process is distributed. Since these practices of discrimination against some targeted groups are either done by state leaders or supported by them, they grow and lead to other phases that may lead to genocide.

Dehumanisation is an important phase in the process that leads to genocide because ideologically, the perpetrators claim to purify the society as a justification. So, the ideology grows deeper to convincing one group that another deserves nothing but death and this is a legitimization to kill. The availability of the dehumanising ideology is important in the process leading to genocide but may not be enough to cause genocide if it is not followed by other actions.

This genocidal ideology “dehumanises” members of the victim group and justifies violence against them. Victims are not considered as belonging to the same human race as the oppressors. The targeted group is often likened to a disease, microbes, cockroaches, infections or a cancer in the body. That is what explains why during the genocide, bodies of victims are often mutilated to express this denial of humanity.

For the dehumanisation to have its effect, it needs **propaganda** to spread out the hate ideology done either by leaders themselves or the authorised groups who are supported by them. This is an important phase in the whole process because it helps the elite members of the eliminating group to **disseminate** the dehumanising ideology and to bring other members of that group to believe in that hatred. It becomes a motivating factor to take part actively in the killings. A **prominent** example of the hate media in Rwanda during the 1990s is the famous Kangura newspaper as well as the Radio

“Television Libre des Mille Collines” (RTLM). Next to propaganda is the preparation phase. This is when some acts liable of making genocide are performed. They include writing lists of victims, creation and training of **militia**, purchase and distribution of arms to be used. This is directly followed by the massacre of the targeted group members. In many cases, genocide is always preceded by killings targeting a given group or individuals belonging to that group in different places. Genocide may also be preceded by killings of **moderate** people because, of not supporting the **extermination** of the targeted group. The last but one practice is extermination or genocide itself. This is the phase when the genocide is executed.

It is when the intent to destroy the targeted group can be seen from what is happening on the ground. When killings are sponsored by the state, the armed forces often work with militias to kill like the Interahamwe did in Rwanda during the 1994 Genocide against the Tutsi. The main actors were: the interim government, local administration, security forces, militia, the media, civil society organizations (churches included), the population and the international community. The final phase in this process is denial and impunity. During and after genocide, the perpetrators always find a way of denying their crime. They try to justify the killings, and to blame the victims, claiming that their own behaviours brought about the killings. In Rwanda, killers alleged that Tutsi were helping rebels of RPF, and they used this to justify the mass killing of innocent Tutsi. The denial of genocide is not only the destruction of the truth about the genocide by negating or minimising it, it is also a potential cause of its repetition

(Adapted from History for Rwandan schools, book 6, East African Publishers Ltd)

Comprehension questions:

1. Explain social categorisation as a practice leading to genocide.
2. Discuss discrimination as a phase that leads to genocide
3. How do genocide perpetrators use dehumanisation in the process that results in genocide?
4. Assess the role of propaganda before and during genocide.
5. Analyse the preparation phase in the process leading to genocide.

6. Rephrase what happens during genocide as described in the second last paragraph.
7. With reference to the final paragraph, criticize the use of denial and impunity by genocide perpetrators.

Learning Activity 2



Vocabulary

Use dictionary and thesaurus to check the meaning of the following words (practice spelling them correctly):

- | | |
|-------------------|-------------------|
| 1. Perpetrators | 6. Disseminate |
| 2. Antagonism | 7. Prominent |
| 3. Discrimination | 8. Militia |
| 4. Oppressors | 9. Moderate |
| 5. Propaganda | 10. Extermination |

4.1.2 Application activities: Vocabulary, composition and summary writing



Application activity 1

Vocabulary

Complete the following sentences using the words above in activity 2:

1. One of the organization's aims is to Information about the disease
2. Theof the massacre must be brought to justice as war criminals
3. The towards neighbouring states brought up conflicts.
4. Until 1986, most companies would not even allow women to take the examinations, but such blatant is now disappearing
5. Imposing sanctions is aaction when you consider that the alternative is military intervention
6. One official dismissed the ceasefire as a mereexercise.
7. The government should be playing a more..... role in promoting human rights
8. Several people had experienced the mistreatment caused by
9. A UN force was sent in to stop fighting between three rival
10. International measures have been taken to prevent the of the whale



Application activity 2

Summary writing

In not more than 120 words, summarize the practices leading to genocide as explained in the above passage.



Application activity 3

Composition writing

Write a 350 words composition on the topic:

“Youth should aspire to fight against any kind of discrimination.”

4.2 Genocide in the world

4.2.1 Learning activity: Reading and text analysis

Learning Activity 1



Adolph Hitler

Reading comprehension

Read the following passage and answer questions that follow:

Genocides in the world

It is worth noting that the occurrence of genocide is not limited to Rwanda. There have been other cases of genocide in different parts of the world that occurred in different times. Some of the cases of genocide that happened in the 20th Century are as follows:

The Nama Herero Genocide was not recognised for unknown reasons by the United Nations Organisation. However, many authors and specialists in the study of genocides qualify it as a pure act of genocide committed against the Nama and the Herero in 1907. When the Germans arrived in South-West Africa (Namibia) in 1880, they found the area populated by certain groups of people such as the Nama (Namaqua) who were about 20,000 in number by then.

Another group of people was the Herero who were about 75,000 in number. Their occupation was cattle herding. These people violently resisted occupation of their land and establishment of the German rule. The German commander who led the conquest, vowed to meet any resistance from the natives with '**uncompromising** brutality'. He vowed to wipe out the natives completely in 15 years time. The Germans took the Herero native land forcefully and planned to build a railway across their territory. Led by their leader, Samuel Maharero in January 1904, the Herero attacked white-owned farms and murdered 123 German settlers and traders sparing only women, children and missionaries.

Later, the commander of German Forces, General Lothar von Trotha organised his ground army and they surrounded the living areas and the livestock pastures of the Herero. They only left a small opening through which the Herero could escape to the Omaheke desert. The Germans attacked and killed 5,000 people and wounded 20,000 others. They captured water sources and forced the survivors to flee to the desert. They followed the survivors to the desert and massacred them. They also poisoned water sources in the desert. On 2nd October of the same year, General Trotha released an extermination order forcing the Herero people to leave the land. The Herero escaped to the desert where the Germans had already poisoned the water wells. When the Nama saw what had happened to the Herero, they also fled. Those who remained behind were collected into camps where they were tortured and forced to provide labour. Most of them died of diseases such as small pox and typhoid in the camps. About 80% of the Herero and 50% of the Nama people were wiped out.

The **Holocaust** is a genocide that occurred in Germany and its occupied territories. It targeted Jews of whom approximately 6,000,000 were killed by Adolf Hitler and his Nazi regime. Apart from the Jews, non-Jews were also killed including millions of Polish Gentiles, Russians, Ukrainians and prisoners of other nationalities. This has been one of the largest genocides in history. About two thirds of the Jews who lived in Europe were killed in the Holocaust. Laws were passed in Germany that excluded Jews from the civil society, more specifically the Nuremberg Laws of 1935. Concentration camps were established where Jews were **murdered** in large numbers. Jews were collected from various parts of Germany occupied territories in 1939 and were transported in cargo trains to the famous concentration or extermination camps. Most of them, however, died along the way. Those who survived the journey by train were killed in gas chambers

The 1994 Genocide against the Tutsi in Rwanda is another human tragedy. Events leading to the planning and execution of this genocide ethnic divisions in the first and second republics of Rwanda. Massacre against the Tutsi had happened in 1959 as a result of similar reasons to those ones that caused the 1994 Genocide-manipulated ethnic **rivalries** between the Hutu and the Tutsi. There was an ethnic and political violence which was characterised by

Learning Activity 1



a period of violence from 1959 to 1961 targeting the Tutsi and Hutu members of UNAR (Union nationale rwandaise). This violence saw the country transition from a Belgian colony with a Tutsi monopoly to an independent Hutu dominated republic. A Hutu **elite** group was formed to counter the Tutsi policy and transfer power from the Tutsi to the Hutu. From November 1959, a series of **riots** by the Hutu took place. The riots entailed **arson** attacks on Tutsi homes. The violence forced about 336,000 Tutsi to exile in the neighbouring countries where they lived as refugees.

The Tutsi exiles organised themselves into an armed group to fight their way back into their country. Afterwards, there were no active threats posed by the Tutsi refugees to the Hutu-controlled government in Rwanda. It was until the early 1990s when the Tutsi refugees regrouped again into a strong force and formed the Rwandan Patriotic Front (RPF), a movement which they used to force the Rwanda government into a political negotiation. However, the negotiations failed as Hutu extremists were not willing to share the power.

Using the death of President Juvenal Habyarimana in an airplane crash on April 6th, 1994 as a pretext, they executed their long term plan of killing the Tutsi in the 1994 Genocide at the end of which more than one million Tutsi were massacred. The 1994 Genocide against the Tutsi did not take a long time to be recognised by United Nations Organisation. The Security Council created the International Criminal Tribunal for Rwanda (ICTR) by the Resolution 955 of November 8th, 1994. Based in Arusha, the ICTR was established to deal with the **prosecution** of the Rwandans responsible for the 1994 Genocide against Tutsi.

(Extract from History for Rwandan schools, Book four, East African Publishers Rwanda Ltd, p. 20-24)

Comprehension questions:

1. Examine the root cause of the Herero genocide.
2. Discuss the extent of cruelty in the execution process of the Herero genocide.
3. Evaluate the atrocities in the execution of the holocaust.
4. Discuss the cause and events that led to the 1994 genocide against the Tutsi
5. Analyse the course of events starting from the early 1990s to the outbreak of the 1994 genocide against the Tutsi.

Learning Activity 1



Vocabulary

1. Match the word with its synonym in the table below

| Word | Synonym |
|---------------|---------------|
| extermination | Killed |
| Riots | assassination |
| Prosecution | Commotion |
| Murdered | Opposition |
| Rivalries | discharge |

2. What is the exact meaning of the following words?
 - a) occurrence...
 - b) uncompromising...
 - c) holocaust...
 - d) elite...
 - e) arson...

4.2.2 Application activities: Vocabulary, sentence construction and composition writing



Application activity 1

Sentence construction

Construct grammatically correct sentences using the above words in activity 2 question 2.



Application activity 2

Composition writing

Write a 400 words composition evaluating different cases of genocides and use examples to decide the one which was the worst.

4.3 Talking about genocide ideology

4.3.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Definition of the concept “ideology”

An ideology is an organised collection of ideas. The word ideology was used in the late 18th century to define a “science of ideas”. An ideology is a comprehensive vision, or a set of ideas proposed by the dominant class to all members of a society. The main purpose behind an ideology is to introduce change in society through a normative thought process. Ideologies tend to be abstract thoughts applied to reality and, thus, make this concept unique to politics. Ideologies are very common in the world of politics and have been used; for example, to provide guidance and to persuade.

Genocide denial is an attempt to deny or minimise statements of the scale and **severity** of an **incidence** of genocide for instance the denial of the 1994 genocide against Tutsi and the holocaust. Where there is **near** universal agreement that genocide occurred, genocide denial is usually considered as a form of illegitimate historical **reversionism**. However, in circumstances where the generally accepted facts do not clearly support the occurrence of genocide, the use of the term may be an argument by those who argue that genocide occurred.

There are some ways used to deny the 1994 Genocide Against Tutsi, like the minimization of genocide in any behaviour exhibited publicly and internationally in order to reduce the weight or consequences of the genocide against Tutsi, minimizing how the genocide was committed, altering the truth about the Genocide Against the Tutsi in order to hide the truth from the people, etc.

All these forms of the genocide denial were fought and the international community finally accepted that in Rwanda genocide had been committed against the Tutsi in 1994. Testimonies given and confessions made by the prisoners at the International Criminal Tribunal for Rwanda, the respect of international conventions, adoption of the good governance and anti-corruption principles, establishment of related institutions, and the punishment of the crime of genocide ideology played a great role in fighting against genocide ideology.

Comprehension questions:

1. Define the term ideology referring to the passage.
2. Appreciate the purpose of ideology in the society referring to the first paragraph of the passage.
3. Explain how 1994 genocide against Tusti was denied.
4. Justify the effort engaged by the government of Rwanda to fight against genocide denial.

Learning Activity 2



Vocabulary

Use dictionary and thesaurus to find the opposite of the words below (spell them correctly):

1. Denial
2. Minimize
3. Against
4. Hide the truth
5. Confessions
6. Adoption

4.3.2 Application activities: Sentence construction and discussion



Application activity 1

Sentence construction

Construct meaningful sentences using the following words in the table below.

| word | Sentence |
|-------------|----------|
| scale | |
| severity | |
| revisionism | |
| incidence | |



Application activity 2

Discussion

Conduct research on the 1994 Genocide Against Tutsi and discuss different ways that have been proposed to fight against the different forms and channels of genocide denial and ideology. Present the results of your discussion to the class.

4.4 Prevention of Genocide

4.4.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Prevention of genocide

Genocide is not something that happens overnight or without warning. Genocide requires organization and constitutes in fact a deliberate strategy and one that has been mostly carried out by governments or groups controlling the state **apparatus**. Understanding the way genocide occurs and learning to recognise signs that could lead to genocide are important in making sure that such **horrors** do not happen again.

Since genocide is a process, prevention of genocide would mean to **tackle** it at a very early stage. The prevention at the primary level consists of measures aiming at creating an environment that reduces the risk of its **escalation**. At this phase the aim is to put in place measures that may **pre-empt** the start of the harm. This means preventive measures that may avoid the occurrence of the harm by tackling its root causes. Prevention will therefore include the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.

On international level, the focus in upstream prevention is determining which countries are at risk. This is mainly done using risk assessments which are quite accurate predictors. Numerous models have been developed, each looking at different factors such as differences in identity, difficult conditions due to economic problems, sharing of available resources, democracy and respect of human rights. Among other things to consider when assessing and addressing the risk of genocide is looking at structural and institutional frameworks in the country including domestic legislation, an independent judiciary and an effective police force to protect people. The United Nations must take appropriate measures to stop the situation from evolving into genocide. When the primary preventive measures are unsuccessful, then the need to take other measures may arise.

Prevention of genocide at this secondary level is necessary in two situations. First, in case a state has not adopted measures at the primary level and secondly, in case the measures adopted before did not prevent the risks of genocide from developing. The secondary prevention takes place when genocide is already taking place. At this level, many genocidal actions are observed, such as hatred, intolerance, racism, ethnic cleansing, torture, sexual violence, disappearances, dehumanising and public discourse. The main focus is to end the genocide before it progresses further and claims

more lives. Measures tailored to the situation are taken in order to prevent the risk from materialising or the situation from becoming worse. This level of prevention may involve military intervention of some sort.

When the measures at the secondary level fail or have never been taken and the mass killings start, measures at the tertiary level are needed in order to respond to this final phase of the genocide. Tertiary prevention focuses on avoiding genocide in future by rebuilding, restoring the community and dealing with all the consequences to repair the damage caused. Important measures are needed to put an end to the harm.

According to the international humanitarian law, the international community has the obligation to intervene once all signs are clear enough to prove that genocide is happening. Rwanda is an example of the failure of international community to intervene. In 1994, with the presence of UN peace keepers, it was possible to stop the genocide against the Tutsi, but because of various politico-diplomatic reasons, these peace keepers were obliged to go back to their countries and let Tutsi die in the hands of the perpetrators.

Tertiary prevention takes place during and after the genocide has ended. Its focus is on preventing genocide in the future, thus re-building and restoring the community. In other words, the tertiary prevention level also deals with all consequences in order not only to repair the damage but also to avoid the reoccurrence of the harm.

In a nutshell, it is important to say that prevention is a continuous process which involves several actions at different levels which involve the individuals, government, and international community.

(Adapted from History, senior 6, 2019, REB).

Comprehension questions:

1. Why is it important to understand the way genocide occurs?
2. Explain the way genocide can be prevented at the primary level.
3. Analyse the measures taken at the primary level to prevent genocide.
4. How can genocide be prevented at the international level?
5. Analyse the role the United Nations should play in preventing genocide.
6. What are the two situations in which prevention of genocide is necessary at the secondary level?
7. When does the secondary prevention of genocide take place?
8. Appraise the main focus of the secondary prevention of genocide.
9. When are measures of genocide prevention needed at the tertiary level?
10. Assess the objective of genocide prevention at the tertiary level.
11. When should the international community intervene in genocide prevention?
12. Evaluate the need for tertiary prevention after the genocide has ended.

Learning Activity 2



Vocabulary

Match the words with their corresponding meaning in the table below.

| Word | Meaning |
|---------------|--|
| Horrors | To make something completely clean |
| Tackle | Relating to or involving the deliberate killing of a large group of people of a particular nation or ethnic group. |
| Escalation | Relating to a third level or stage |
| Pre-empt | To try to deal with something or someone |
| Upstream | involved in or connected with improving people's lives and reducing suffering |
| Judiciary | the act of happening the second time |
| Genocidal | things that are very shocking or frightening |
| Cleansing | using as few words as possible |
| Tertiary | becoming greater or more serious |
| Humanitarian | towards its origin |
| Reoccurrence | country's authority which is responsible for its legal system and which consists of the judges |
| In a Nutshell | to do something so that you make words or actions unnecessary or ineffective |

4.4.2 Application activities: Sentence construction, summary writing, composition writing and project work



Application activity 1

Sentence construction

Use the above words in activity 2 to construct meaningful sentences.



Application activity 2

Summary writing

Summarize the above passage in not more than 10 lines. Focus on the genocide prevention strategies.



Application activity 3

Composition writing

Write a 400 words composition on the following topic: “The responsibility to prevent genocide and ethnic cleansing as crimes against humanity.”



Application activity 4

Project work

Using internet, research on the situation that prevails in Africa. Identify and describe two cases that you think may lead to genocide. In one of those cases, point out strategies that you think can be used to prevent any possible acts of genocide.

4.5 Talking about peace building

4.5.1 Learning activity: Reading and text analysis



Learning Activity 1

Reading comprehension

Read the following passage and answer questions that follow:

Strengthening community-level peace building in Rwanda

The genocide in Rwanda destroyed the social fabric in the country. Post genocide Rwanda has been marked by efforts to rebuild the social fabric which was destroyed during the terrible events of 1994. To coordinate efforts of reconciliation, the government established the National Unity and Reconciliation Commission (NURC) in 1999. The NURC is a permanent body, protected by the constitution with a mandate to promote national unity and reconciliation in post-genocide Rwanda.

To decentralise its work and avoid a top-down approach, the NURC established “forums for reconciliation” in all of Rwanda’s 30 districts. A reconciliation forum can be here understood as a gathering of people from all parts of society with the purpose of promoting reconciliatory initiatives, especially at the community level. The forums were intended to bring together many different people in reconciliation and encourage local people to own the process of reconciliation.

In addition, the establishment of the forums was expected to contribute to improving coordination and avoid duplication of reconciliation efforts in Rwanda, strengthening capacities of partners in reconciliation, and establishing mechanisms of sharing information and resolving conflicts.

The forums are composed of representatives drawn from many different sectors of community life. These representatives can include NGOs, religious leaders, young people, and the military, to name but a few. The district forum is coordinated by a committee of 10 -14 people elected by the members. Those involved in the district forums have described it as a helpful mechanism to coordinate reconciliation related activities in the community. They have also found forum meetings a space for open and critical dialogue, which is a compulsory element of the process towards genuine reconciliation and sustainable social cohesion

Adapted from (Basabose, 2015)

Comprehension questions

1. Describe the role of national unity and reconciliation commission in Rwanda.
2. What was the rationale of its establishment?
3. Explain the mechanisms of decentralizing its works as described

Learning Activity 2



Vocabulary

Using a dictionary or a thesaurus, explain the following terms used in the above passage (spell them correctly):

1. Fabric
2. top-down
3. Duplication
4. Forum

4.5.2 Application activities: Vocabulary and project work



Application activity 1

Vocabulary

Use the above words in activity 2 to complete the following sentences.

1. They were accused of..... in their dealings with bill payments
2. Unhappiness was woven into the naturalof people's lives.
3. We anticipate that the issue will bring about controversies in
4. The country was corrupted and full ofmanagerial philosophy and practice.



Application activity 2

Project work

Conduct a survey to the other way of peace building in the community and present it to your class.

4.6 Language structure: Simple past, phrasal preposition and subordinating conjunctions

I. The use of the simple past

NOTES: The simple past is a **verb tense** which is used to show that a completed action took place at a specific time in the past. The simple past is also frequently used to talk about past habits and generalizations. The simple past is formed using the **verb + ed/d** for regular verbs. In addition, there are many verbs with irregular past forms. Those are called irregular verbs.

Examples

1. The Herero attacked white-owned farms.
2. The RPF soldiers saved tens of thousands from annihilation.
3. The genocide against the Tutsi took place between 7th of April and 4th July 1994.
4. The Cambodian genocide resulted in the deaths of approximately 2 million people.
5. Germans murdered more than six million Jews in the holocaust under Hitler's regime.

Language practice

Put the verb into the correct form, positive or negative:

1. It was warm, so I off my coat, (take)
2. The film wasn't very good. I enjoy it much, (enjoy)
3. I knew Sarah was busy, so I.....her. (disturb)
4. We were very tired, so we.....the party early, (leave)
5. The bed was very uncomfortable. I.....well. (Sleep)
6. The window was open and a bird.....into the room, (fly)
7. The hotel wasn't very expensive. It.....much to stay there, (cost)
8. I was in a hurry, so I.....time to phone you. (have)
9. It was hard carrying the bags. They.....very heavy, (be)

II. Subordinating conjunctions

Subordinating conjunctions are conjunctions that are used at the beginning of subordinate clauses. They do the job of showing the relationship between the two clauses (main clause and subordinate clause). Some examples of these conjunctions are: although, after, before, because, how, if, once, since, so that, until, unless, when, etc.

Examples:

1. Many Jews were kept in gas chambers until they died.
2. Rwanda is a developed country although it suffered from genocide.
3. The Herero were placed in concentration camps before daily executions took place
4. The RPF soldiers are praised, because they saved tens of thousands from annihilation.
5. The International Criminal Tribunal for Rwanda was established by UN, after understanding the need for justice.

Language practice

Combine each pair of ideas with the words in parentheses:

1. My cell phone doesn't work. The battery is dead. (because)
2. It is important to wear a hat on cold days. we lose sixty percent of our body heat through our head. (Since)
3. Bill couldn't pick us up after the concert. His car wouldn't start. (therefore)
4. The other passengers will get on the bus soon. We'll leave. (as soon as)
5. I left the room. I turned off the lights. (after)
6. I left the room. I turned off the lights. (before)
7. Suki feels nervous. She bites her nails. (whenever)
8. the frying pan caught on fire. I was making dinner. (while)

III. Phrasal preposition

A phrasal preposition is two or more words functioning as a preposition.

Below are some of the most common phrasal prepositions in English: *according to, apart from, because of, in addition to, in reference to, in regard to, instead of, in spite of, due to, in the event of, thanks to, for the sake of, in reference with, in terms of, etc.*

Examples:

1. Many victims die **because of** trauma after genocide.
2. We should prevent and fight genocide **for the sake of** our lives.
3. Tens of thousands of lives were saved **thanks to** the RPF army intervention.
4. Genocide is a crime because thousands of people are savagely murdered **in spite of** their innocence.

5. The international community withdrew its troop **instead of** taking action to end the 1994 Genocide Against the Tutsi.

Language practice

Choose the right phrasal preposition to fill the following sentences

1.his hard work, he failed the test (by means of, in spite of, because of)
2.doctors, smoking can cause cancer. (In accordance with, according to, on behalf of)
3. I am standing here.....my colleagues (instead of, by means of, on behalf of)
4. The trains arrived late.....heavy rains. (On behalf of, in spite of, because of)
5. I stayed in bed all day...going to work. (In addition to, in spite of, instead of)
6. Thoughts are conveyed.....words. (On account of, by means of, by virtue of).
7. Ghandi gave up his legal practice.....his country. (By virtue of, for the sake of, on behalf)
8. I would like to have a lemon juice.....coffee. (Instead, instead of, in spite of)
9.his own family, he has to support his brothers. (In addition to, instead of, in spite of)
10. There is a schoolmy house. (front of, in front, in front of)

4.7 Spelling and pronunciation

I. Writing sentences with homophones:

Write a sentence using each word in the pairs below (Check a dictionary to make sure you are using and spelling each word correctly):

1. Stationary and stationery
2. plain and plane
3. miner and minor
4. Site and cite
5. past and passed
6. break and brake
7. Principle and principal
8. Learn and lean

II. Pronunciation

Practise pronouncing the following words/expressions correctly. You can use a dictionary to check the phonetic transcription

| | |
|----------------|----------------|
| Reconciliation | Exile |
| Humanitarian | Refugees |
| Genocide | Rivalries |
| Ethnic | Discrimination |
| Republic | Ideology |

4.8 End Unit Assessment



End of unit assessment 1

Complete the following sentences with the suitable conjunction:

1. You could go and play.....you have done your homework
2. Roger went swimming.....I was raining.
3. He is fat... he eats a lot of chocolate
4. She hasn't seen her son.....he was a little boy.
5. Tom went to the doctor yesterday.....she was ill
6. You stay home and waitthe rain stops
7. Susan likes to eat dinner.....returning home from school.
8. Henry went to the shop.....buy some tomatoes.
9. I will go on my holiday.....you forbid me



End of unit assessment 2

Change the verbs in the brackets to the simple past. Be careful with spelling:

1. They all (go).....shopping
2. They never (imagine)I would see you here.
3. We (book).....two tickets for the show.
4. He (collect)...his children from school.
5. Were you (frighten)...of the darkness when you were young?
6. Who (eat)..... my chocolate?
7. I (feel)....so tired that I went straight to bed.
8. We (grow).....this tree from a seed.
9. She (lose) her way home
10. He thought I (steal)his umbrella



End of unit assessment 3

Write an essay suggesting the contribution of the youth in fighting against genocide ideology and rebuilding the country after genocide.



End of unit assessment 4

Conduct a research about peace building process and present your findings to the class.



End of unit assessment 5


Write a letter to someone living abroad telling him/her about Rwanda's achievement after genocide.



End of unit assessment 6

Compose a poem about genocide prevention and read it to the class.

UNIT 5 Writing and Examinations

 **Key unit competence:** To use language learnt in the context of writing and examinations.



Introductory activity

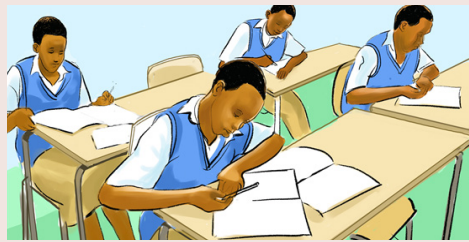


Fig. 5.1

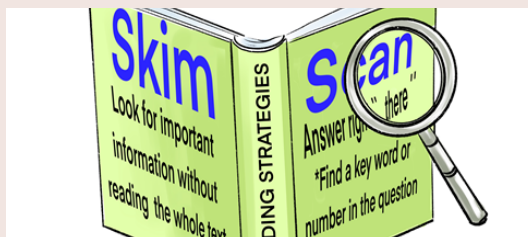


Fig. 5.2

Observe the above pictures and answer the following questions.

1. Explain how scanning and skimming, as reading techniques, can be applied in examination.
2. Discuss the view that instructions are part and parcel of the test in an examination.
3. State and explain at least four verbs commonly used in examination questions.

5.1 Talking about finding information in books

5.1.1 Finding information in books through the table of contents

A table of contents is a list of titles or headings or topics representing the content contained in big document or in a book. Items in the table of contents are always organised chronologically reflecting the order in which the content is presented in the document.

The table of contents guides us to where or the pages on which the title or heading of a given content is in the document.

To assist you, check and learn how a table of contents is used, we decided to use the timetable of senior three English book. As indicated below, the content for Unit 1 can be located starting from page 7 of the very book.



Application activity

Table of Contents

| | |
|---|-----------|
| TOPIC AREA FOR ALL UNITS: ORAL AND WRITTEN COMMUNICATION..... | 6 |
| UNIT 1: Careers..... | 7 |
| 1.1 Describing jobs..... | 7 |
| 1.2 Language structures: If clauses | 10 |
| 1.3 Describing daily routines..... | 13 |
| 1.4 Language structures: The present perfect continuous tense | 15 |
| 1.5 Describing job qualifications | 16 |
| 1.6 Language structures: Defining and non-defining relative clauses | 18 |
| 1.7 Talking about job experience | 21 |
| 1.8 Language structures: Present perfect tense: | 23 |
| 1.9 Recounting a career | 23 |
| 1.10 Describing a job in an advertisement | 25 |
| Unit summary | 27 |
| Unit test | 27 |

Look at the table of contents above and answer the following questions.

1. On which page of this book can we find the topic about if clauses?
2. In which unit and on which page defining and non-defining relative clauses are found?
3. Visit your school library, borrow a grammar book and then locate pages on which parts of speech are found.

5.1.2 Finding information in books through index

A book index is a list of important words and names contained in a book. The index shows us the page on which such a word or name can be found in the book. The index is normally placed at the end of a book.

By perusing through the index, the reader will easily locate the page on which a word and related information can be found.

Here is an index of *Flesh-Eating Machines: Maggots in the Food Chain* by June Preszler.



Application activity

| | |
|--|-----------------------------------|
| animals, 6, 8, 10, 14, 15, 16, 21, 23 | maggot cheese, 9 |
| carrion, 18 | maggots |
| consumers, 6 | jobs of, 13, 14, 22, 24, 26 |
| corpses, 4, 24, 25, 28, 29 | life cycle, 8, 10, 12, 13 |
| crime scenes, 24, 28 | physical features, 12, 13, 14, 16 |
| decomposers, 6, 8, 27 | size, 12, 26 |
| doctors, 26 | types of, 14 |
| dung, 21 | nutrients, 6, 8, 9, 21 |
| energy, 6, 8, 16 | people, 14, 23 |
| flies, 8, 10, 13, 14, 15, 16, 18, 20, 23, 24, 29 | plants, 6, 8, 9 |
| food chain, 6, 8 | predators, 22–23 |
| forensic entomologists, 28, 29 | producers, 6 |
| garbage, 20 | pupa, 13, 14 |
| hospitals, 24 | scavengers, 8, 22–23 |
| larvae, 10, 11 | scientists, 4, 14, 28, 29 |
| | soil, 8 |

1. Look at the index above and answer the following questions
 - a) Where can you find the information on food chain?
 - b) Does this book talk about predators? Explain.
 - c) Do you think this book focuses on animals or people? Justify your answer.
2. Critically read Unit 1, 3 and 5 of this book and choose ten items from each of the three units with which to construct an index.

5.1.4 Finding information in texts through skimming and scanning

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly in order to get a general overview of the material. Scanning is reading rapidly in order to find specific facts. While skimming tells you what general information is within a section, scanning helps you locate a particular fact. In other words, scanning means looking at a text to find some particular information such as a date, names of places, a telephone number, names of people, etc.

In most English examinations, there are always some questions on a reading comprehension. Answering comprehension questions will always require our knowledge and skills of skimming and scanning. With these skills, we are able to extract information from comprehension texts with which to answer comprehension questions.

1. Skimming

Many students try reading the questions first and then looking for answers in the passage thinking this approach is more efficient. Before answering comprehension questions, you should first skim for the gist and then look for answers in the passage.

2. Scanning

After skimming the text, you can now read questions and then look for answers in the passage. We normally scan a text when we are trying to locate where the correct answer is, but this technique alone does not give us the correct answer, rather it tells us the correct location of the correct answer. Thus, after locating where the right answer is, you should then read the text very closely to be able to internalise an answer in line with the question asked.

Therefore, there should be three steps in answering comprehension questions: first skimming the text to get the general view or gist about it. Thereafter, you scan the text in order to ear-mark the probable answers and finally, closely reading to identify the actual answers.

Remember, if you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:

1. Read each question completely before starting to scan. Choose your keywords from the question itself.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword, read the surrounding text carefully to see if it is relevant.
4. Re-read the question to determine if the answer you found answers this question.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

Adapted from (Butte College , 2019)



Application activity

Scanning and skimming a text

The course of World War II 1940-41

On April 9, 1940, Germany simultaneously invaded Norway and occupied Denmark, and the war began in earnest. On May 10, German forces swept through Belgium and the Netherlands in what became known as “blitzkrieg,” or lightning war. Three days later, Hitler’s troops crossed the Meuse River and struck French forces at Sedan, located at the northern end of the Maginot Line, an elaborate chain of fortifications constructed after World War I and considered an impenetrable defensive barrier. In fact, the Germans broke through the line with their tanks and planes and continued to the rear, rendering it useless.

The British Expeditionary Force (BEF) was evacuated by sea from Dunkirk in late May. In the meantime, from the south French forces mounted a doomed resistance. With France on the verge of collapse, Benito Mussolini of Italy put his Pact of Steel with Hitler into action, and Italy declared war against France and Britain on June 10.

On June 14, German forces entered Paris; a new government formed by Marshal Philippe Petain (France’s hero of World War I) requested for an armistice two nights later. France was subsequently divided into two zones, one under German military occupation and the other under Petain’s government, installed at Vichy.

On this round this time, Hitler turned his attention to Britain, which had the defensive advantage of being separated from the Continent by the English Channel. To pave the way for an amphibious invasion (dubbed Operation Sea Lion), German planes bombed Britain extensively throughout the summer of 1940, including night raids on London and other industrial centres that caused heavy civilian casualties and damage. The Royal Air Force (RAF) eventually defeated the Luftwaffe (German Air Force) in the Battle of Britain, and Hitler postponed his plans to invade. With Britain’s defensive resources pushed to the limit, Prime Minister Winston Churchill began receiving crucial aid from the U.S. under the Lend-Lease Act, passed by Congress in early 1941.

On June 22, 1941, Hitler ordered the invasion of the Soviet Union, code-named Operation Barbarossa. Though Soviet tanks and aircraft greatly outnumbered the Germans, their air technology was largely obsolete, and

the impact of the surprise invasion helped Germans get within 200 miles of Moscow by mid-July. Arguments between Hitler and his commanders delayed the next German advance until October, when it was stalled by a Soviet counter-offensive and the onset of harsh winter weather.

Adapted from (A&E Television Networks, LLC., 2018)

Read the above passage and carry out the following tasks:

1. Skim the above text and identify the main states that were involved in the Second World War.
2. Scan the text above and state:
 - a) What happened on May 10, 1940.
 - b) Names of two dictators mentioned in the text.
 - c) What the acronym “RAF” stands for.
 - d) The name of the German Air Force.
3. Scan the above text and choose the right answer
 - a) The British Expeditionary Force (BEF) was evacuated by air from Dunkirk in late May.
 - b) The British Expeditionary Force (BEF) was evacuated by train from Dunkirk in late May.
 - c) The British Expeditionary Force (BEF) was evacuated by sea from Dunkirk in late May.
 - d) The British Expeditionary Force (BEF) was evacuated by truck from Dunkirk in late May.
4. In full sentences, explain the following words and phrases as used in the said passage.
 - a) ...simultaneously... (paragraph 1)
 - b) ...fortifications... (paragraph 1)
 - c) ...evacuated... (paragraph 1)
 - d) ...on the verge of...(paragraph 1)
 - e) ...armistice... (paragraph 2)
 - f) ...defensive advantage... (paragraph 3)
 - g) ...extensively... (paragraph 3)
 - h) ...casualties... (paragraph 3)
 - i) ...code-named...(paragraph 4)
 - j) ...obsolete... (paragraph 4)
 - k) ...stalled... (paragraph 4)
 - l) ...counter-offensive... (paragraph 4)
5. **Composition Writing:** Write a 200 words composition explaining how skimming and scanning can help a learner in an exam.

5.2 Talking about essay writing

Essay writing is an important section of an English exam. So, you should know how to write different types of essays. In English, an essay is a piece of argumentative writing that contains several paragraphs written about one topic, usually based on your reading. The purpose of an essay is to say something for yourself using the ideas of the subject, in order to present specific ideas.

Effectiveness in the art of writing different types of essays has become critical to academic success. Essay writing is a common school assignment, a part of standard test especially for advanced secondary school level, and a requirement for college applications. Often on tests, choosing the correct type of essay to write in response to a writing prompt is key to getting the question right.

5.2.1 How to write an essay in general

The main text of the essay has three main parts:

- i) An introduction
- ii) A main body
- iii) A conclusion

I. The introduction

The introduction consists of two parts:

- a) It should include a few general statements about the subject to provide a background to your essay and to attract the reader's attention. It should try to explain why you are writing the essay. It may include a definition of terms in the context of the essay, etc.
- b) It should also include a statement of the specific subdivisions of the topic and/or indication of how the topic is going to be tackled in order to specifically address the question. It should introduce the central idea or the main purpose of the writing.

II. The main body

The main body consists of one or more paragraphs of ideas and arguments. Each paragraph develops a subdivision of the topic. The paragraphs of the essay contain the main ideas and arguments of the essay together with illustrations or examples. The paragraphs are linked in order to connect the ideas. The purpose of the essay must be made clear and the reader must be able to follow its development.

Each paragraph discusses one major point and each paragraph should lead directly to the next. The paragraphs are tied together with an introduction and a conclusion.

III. The conclusion

The conclusion includes the writer's final points.

- a) It should recall the issues raised in the introduction and draw together the

points made in the main body

- b) and explain the overall significance of the conclusions. What general points can be drawn from the essay as a whole?

It should clearly signal to the reader that the essay is finished and leave a clear impression that the purpose of the essay has been achieved.

Adapted from (UEFAP, 2023)

Learning Activity



Write a 450 words essay explaining the importance of examinations and tests.

5.2.2 Types of Writing/essays: Expository, Descriptive, Persuasive, and Narrative

Types of Essays

The simplest interpretation says that there are only four types of essays:

1. Expository essays
2. Descriptive essays
3. Persuasive essays
4. Narrative essays

But, there are over a dozen types of essays, a situation which may confuse a reader. However, it should be noted that all these are subsets of the four main ones.

Each of these four writing genres has a distinct aim, and they all require different types of writing skills. Institutions of higher learning teach nine traditional rhetorical modes, but the majority of pieces we are called upon to write will have one of these four main purposes.

1. Expository Writing

The word expository contains the word expose, so the reason expository is an apt descriptor for this type of writing is that it exposes, or sets forth, facts. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions. This kind of writing aims at explaining and informing.

Example:

Effective January 2023, new school and working hours in Rwanda, as adopted by the cabinet meeting of 11 November 2022, have entered into force. According to the Cabinet communiqué of November 11, 2022, starting by January 2023,

school hours will be 8:30 am to 5:00 pm while official working hours will be eight hours - from 9:00 am to 5:00 pm (excluding a one-hour lunch break). These eight working hours include a flexible hour between 8:00 am and 9:00 am, where an employee may work remotely.

Because this paragraph supplies the reader with facts and figures about its topic, new school and working hours in Rwanda, without offering the author's opinion on it, it is expository.

2. Descriptive Writing

The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. The author might describe the scene in terms of all five senses. Descriptive writing allows the writer a great deal more artistic freedom than expository writing does. A good descriptive paragraph is like a window into another world. Through the use of careful examples or details, an author can conjure a scene that vividly describes a person, place, or thing.

Example:

“On one corner of my dresser sits a smiling toy clown on a tiny unicycle - a gift I received last Christmas from a close friend. The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck. The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high. As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room.”

Observe how the writer moves clearly from a description of the head of the clown to the body to the unicycle underneath. More than sensory details for the eyes, she provides touch, in the description that the hair is made of yarn and the suit of nylon. Certain colors are specific, as in cherry-red cheeks and light blue, and descriptions help the reader to visualize the object: the parted hair, the color line on the suit, and the grapefruit analogy. Dimensions overall help to provide the reader with the item's scale, and the descriptions of the size of the ruffle and bows on the shoes in comparison to what's nearby provide telling detail. The concluding sentence helps to tie the paragraph together by emphasizing the personal value of this gift.

Adopted from (Nordquist, 2020)

3. Persuasive Writing

The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so that the reader will agree with him or her.

Like an expository essay, a persuasive essay should always be based on facts. This is the mere reason that persuasive essays are supposed to convince the reader about a given issue or situation. But since the main purpose of a persuasive writer is convincing, some little exaggeration could be allowed in persuasive essays. A persuasive writer must build a case using facts, logic and building a sense of clarity. The writer should present all sides of the argument.

Persuasive paragraphs usually consist of a topic sentence, body sentences, and a closing sentence. The topic sentence includes the writer's opinion, and the body sentences support that opinion. Finally, the closing sentence restates the writer's opinion.

Example:

Akagera national park is one of the must-visit travel destinations while you are in Rwanda. The Park is the country's only safari destination. With marshes, savannahs, and lakes, it's a diverse landscape, home to a wealth of wildlife, a new luxury camp, and a solid conservation team which makes it preferable to the Volcanoes National Park. Akagera has an inspiring conservation story as it is now home to lions, rhinos and elephants, animals that are not available in the Volcanoes National Park. Compared to the Volcanoes National Park the roads to Akagera are a bit flatter which makes it easy to reach.

A number of statements in this paragraph are opinion rather than fact: Many people know already that Volcanoes National Park is a touristic destination for most tourists but in this paragraph, we tried to convince readers that Akagera is better. Clearly, the author's aim here is to use these depictions to persuade readers to visit Akagera national park.

Adapted from (Traffis, 2023)

4. Narrative Writing

The purpose of narrative writing is to tell a story, whether that story is real or imaginary. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue. Narrative writing can be found in: All types of fiction (novels, short stories, novellas etc.)

Example:

As I cycled down the trail, I heard children giggling and whooping just around the bend. I crested a small hill and coasted down the curving path until I found the source of the noise. Three little girls sat in the grass by a big oak tree. They were startled to see me, and I smiled kindly to put them at ease. "What are you doing?" I asked. "Nothing," they chirped in unison.

In this passage, the author sets the scene on the bike trail from his or her own point of view (which is referred to as narrating in the first person). Using both description and dialogue, the story that takes place is laid out in chronological order.

Adapted from (Traffis, 2023)



Application activity

Essay writing

1. Write a narrative essay of 250 to 300 words narrating an exciting event that you have ever experienced in your life.
2. Write a 300 words essay describing mountain gorillas.
3. Write an expository essay of 300 to 500 words about “the measures taken by the government of Rwanda to curb teenage pregnancy.”
4. Write a persuasive essay of 250 to 300 words explaining what one should own first between a house and a car.

5.3 Talking about examination instructions

5.3.1 Learning activity: Listening and Speaking: Role-Play a dialogue

Learning Activity



A Dialogue between two students after exams

Kalisa: Hello, Isimbi. How are you doing?

Isimbi: I am not actually fine today.

Kalisa: Why? Are you sick?

Isimbi: No, I am not sick but I think I failed.

Kalisa: But the questions were very clear.

Isimbi: How do you dare saying that questions were very clear while I could not even understand what the teacher wanted us to do?

Kalisa: I am not getting you. Do you mean you didn't understand examination instructions?

Isimbi: Yes, the teacher was using fancy terms like “discuss”, “outline” etc.

Kalisa: Ooh! You should learn examination instructions. For example, when the teacher uses the term “discuss” they want you to investigate and examine, and thereby explore the implications, advantages and disadvantages before drawing your own conclusion.

Isimbi: What about “outline”?

Kalisa: If the examiner uses the term “outline” they want you to state your points in a sketch form. While answering such questions, you do not have to present your points in full sentences, but in the shortest and clearest possible form. You should do this showing how points connect, develop or relate to other points.

Isimbi: Then why don't they just tell us what to do instead of using those fancy terms?

Kalisa: Normally, teachers don't use these terms to make our life a hell. On the contrary, they want to make our task clear using very few words.

Isimbi: But I still think that we could understand better if they give instructions in the straightforward way.

Kalisa: Yes, I am getting you. But it takes quite a lot more words to give instructions in the straightforward way. Now, remember the terms I have just explained to you, do you think the examiner should use all of those words while they could just use one word?

Isimbi: I think you are right. We should learn the meaning of examination instructions. See you.

Kalisa: See you, Isimbi.

Comprehension questions

Read the above dialogue and answer comprehension questions that follow.

1. Identify the problem Isimbi faced during the examination.
2. Does Isimbi appreciate the way teachers construct questions? Explain.
3. Do you think it is worth using terms that Isimbi refer to as “fancy terms” in examination instructions? Justify your answer.
4. Account for Isimbi's conviction as far as the importance of words used in examination instructions that she called “fancy terms” are concerned.

Notes:

When looking at an instruction or exam question, study the verbs your teacher or examiner has used. You may be wondering why teachers or examiners use fancy terms like ‘discuss’ or ‘evaluate’ in questions.

The person who sets the questions isn't using ‘fancy terms’ to try to catch you out. On the contrary, their purpose is to clarify your task. That way, there's no ambiguity and no room for misunderstanding. For instance, ‘illustrate’ asks you to explain using examples, diagrams or drawings, not just to explain generally. But if you're asked to ‘summarise’, should you give an example? No. So it's to help you, not to hinder you, that these terms are used in assignments and exams. (Tracy, 2008)

The above words may look ambiguous, but they can be translated into very straightforward language. So why not just use the straightforward language in the first place? Simply because it takes quite a lot more words to say it the straightforward way. For instance, words such as:

Compare would mean find similarities and differences, then weigh up whether the items have more or less in common.

Discuss would mean examine important aspects of; argue all sides before drawing a conclusion one way; outline the arguments, backing them up with evidence; consider the implications.

Therefore, it's worth spending some time and effort now learning the meaning of question instructions that come up most frequently in different subjects. Not only will you improve your grades, you'll also do so while spending considerably less time and effort than before. For instance, "*contrast*" usually means, "*Show differences*". It tells that you don't need to focus on similarities. "*Outline*" asks for a brief description only. "*Comment*" invites you to give your own opinion, not anyone else's. Can you see how much time and hassle you could be saving yourself?

Learn the translations that are useful for your exams. Remember that the examiner isn't trying to catch you out. He or she has a marking scheme (a score sheet, basically) and for every point that you make that's also on that scheme, you effectively get a mark. The better you understand the tasks that the examiner has in mind, the more marks you'll get.

How do you learn this huge list? You don't. Instead, look over a few past papers in your subject to find out what kind of question instructions you're likely to get in each topic. For instance, in English, you'll often see question instructions like "discuss" or "compare and contrast". In Geography and History, you may be asked to "outline" or "evaluate". Economics questions often ask you to "calculate".

Once you've familiarised yourself with the question instructions that relate to your topic, you may find it helpful to try a few past exam questions in timed conditions to get some practice at carrying out the relevant tasks. You don't necessarily need to write out your answer in full; it's usually enough to do timed plans.

Past paper practice of this kind will help you to get proficient at handling these terms so that they stop antagonising you and give you confidence in the exam.

Adapted from Understanding Question Instructions in Assignments and Exams by (Eileen, 2008)

There are two categories of questions:

Objective and subjective questions. With this background, it's recommended to take time to carefully read the question.

a) Objective Questions

They require plain and definite answers which can be easily traceable in the text. As far as other types of questions are concerned, Task Oriented Objective Prose Passage here, is used to refer to either a comprehension passage, an extract from a text/ novel and speech. Questions require factual answers that are not influenced by your personal emotions, feelings or beliefs.

Below are the common instruction terms for the Task-Oriented Questions:

1. **State:** In questions on prose passage, this instruction requires you to briefly present your points as laid down in the text. There is no need for any explanation. However, in the Anglo-phone system, the conventional approach is having your answer in full sentences. In other general questions (that are not on prose passage) this instruction simply requires you to present ideas clearly but briefly.
2. **Outline:** This is stating your points in a sketch form. You do not have to present your points in full sentences, but in the shortest and clearest possible form. Do this showing how points connect, develop or relate to other points.
3. **Define:** (something, concept, or anything as the examiner may wish). This is to identify and briefly state the traits or characteristics or appearances or attributes of something, someone or a specified concept as required by the examiner.
4. **Describe:** (something, place, someone or a process of...). Describing involves talking about the how and what of an event, person, or process in ample detail. Such questions where you are asked to describe demand your effort in creating a clear and vivid image of something.
5. **Compare and Contrast:** Comparing and contrasting involves laying down the similarities and differences between two or more items, events, persons, processes, situations, activities and so on. Normally, such questions demand factual ideas not subjective ones. It is, therefore, unnecessary to patch up the aspects of your personal views whenever dealing with such questions. This is especially so while attempting passage prose questions. In most cases, these points are clearly laid out in the passage.
6. **Summarize:** (the process of doing... or making, the attributes of..., the reasons of what or whatever...). Summarizing requires stating the major points on something with utmost precision and conciseness. Your response to a question of summary does not demand illustrations or examples to support the points raised. Simply state your point.
7. **Enumerate:** The instruction term “Enumerate” whenever used by the examiner, shows that he or she is not interested in a detailed response or answers. Such a question requires that you recount your points one by one, in a concise form. The term is equivalent to and demands as much as list or outline questions.
8. **Identify:** The Instruction term “Identify” as used in Examination questions, if used in isolation, invites a candidate to pick out the key features of something. For instance, identify the figures of speech in the passage above. The answer to such a question constitutes a simple outline of the figures of speech like metaphors, symbolism, personification, allusions, similes, metonymy, and the like as may be traceable in a given passage prose.

Although this instruction term is possible in the Prose and Poetry examinations, it is very unlikely in the examination questions of other literary genres. More often than not, examination questions on the novel and Drama demand very comprehensive discussions.

b) Subjective Questions

Content - Oriented or Subjective Questions do also require the candidate's knowledge of the text or a passage prose. The textual knowledge has to be backed up by one's personal views and analysis. Sometimes, a candidate may have to borrow some illustrations and examples outside the particular passage being examined. For that matter, the marking scheme (guide) of such questions is always open and flexible; the major reason being that the answers and illustrations may vary from one candidate to another. No matter the variation in illustrations, the core points must owe their bearing to the content of the text, that is, the passage under examination. (Mugumya, 2016)

Below is a check list of the common instruction terms used in subjective Essay questions:

1. **Account for:** Explain the reasons for, one must give an indication of all relevant circumstances leading to a given situation. In other words, this Instruction phrase "account for" requires the candidate to give reasons why something or someone is the way he or she is or what happened, and how it happened. The phrase should not be confused with "Give an account of..." which asks only for a detailed description.
2. **Analyze:** The process of analyzing involves studying something in depth, identifying and describing in detail the main characteristics or elements or nature of that object in detail. On the other hand, analyzing entails breaking down an issue or idea into its component terms, discussing each of the components, and then showing how they interrelate.
3. **Assess:** A question which uses "assess" as the key instruction term requires a candidate to make clear judgment about an issue or concept. The process of assessment consists of examining the idea closely with a view weighing up all the elements of the idea or situation. One has to consider, in a balanced way the strengths and weaknesses or points for and against a proposition in a given situation. Some other times, assessing may involve considering the value or importance of something, paying attention to its positive, negative and disputable aspects. Finally, a candidate is expected to point out some resolution by giving a neutral position
4. **Comment:** The Instruction term "Comment" is common in essay questions of subjective orientation. It has more or less the same connotation with "analyze" or "assess" as already explained above. The act of commenting as some essay questions may demand requires analyzing an issue or idea with a focus on giving your opinion on the strengths and loopholes of the subject. Of course, it would be more convincing to support your views with reference to appropriate sources.

5. **Criticize or “write a critical analysis”:** A question that asks a candidate to criticize seeks for one’s skill of judgment. The onus is on giving your judgment about a statement or a body of work or emerging trends as advanced in a given text: passage prose, film, novel or poem. This demands that you spell out a judgment on the value or truth or sustainability of something or a tendency. In all cases of criticism, we are expected to express ourselves on the correctness or merit of the factor under consideration. Depending on the nature and content of what you are asked to criticize, you can also discuss both the limitations and good points of the matter. Whatever the case, your discussion should keep in the confines of the text under consideration. And needless to say, you have to base your judgment on convincing evidence and concrete examples.
6. **Discuss:** “Discuss” is probably the most common Instruction term ever used by examiners in all disciplines across all combination options. The instruction term invites a candidate to give his or her views on the topic in question. Discursive question topics require that we investigate and examine, and thereby explore the implications, advantages and disadvantages. Your personal view is of paramount importance in questions of such nature. This type of question calls for a complete and detailed analysis of both sides of the coin. The best way of crowning a discursive answer is to stress your personal standpoint about the matter in the conclusive paragraph.
7. **Evaluate:** In an evaluation question, a candidate is expected to present a careful appraisal of the issue or notion at hand. The appraisal should stress both the advantages and limitations; that is, the pros and cons of, let us say, a situation like crisis, an invention, or one’s apparent statement of victory. The act of evaluating an issue or notion calls for a critical examination first. Subsequently, you should give a judgmental observation regarding the utility, validity, and authenticity of the matter under consideration. Besides your personal opinion, an evaluation will be more convincing if supported by relevant illustrations.
8. **Explain:** The “explain” question expects a candidate to clarify, elucidate, and interpret the point or notion he or she is presented with. In the answer to such a question, it is imperative that one fully states the “how” and “why” to reconcile any differences in opinion or experimental results. This is possible by stating causes, progression and effect of trends or tendencies. The purpose should be making the conditions or ideas that give raise to whatever you are examining very crystal clear. In most cases, this is achievable by spelling out the reasons accounting for the important features or developments related to a debatable issue.
9. **How far...?:** The “How far...?” question is similar to questions running thus “To what extent...?”. Questions of this nature expect you to make a case or present your argument. Your argument should reflect an awareness of alternate or even contradictory views about the concept or idea under discussion. The opening or introductory paragraph should clearly state your verdict as to whether there is a big extent or insignificant level of what you are requested to discuss. If the question is on prose passage, your stand should always be based on the evidence portrayed in the text.

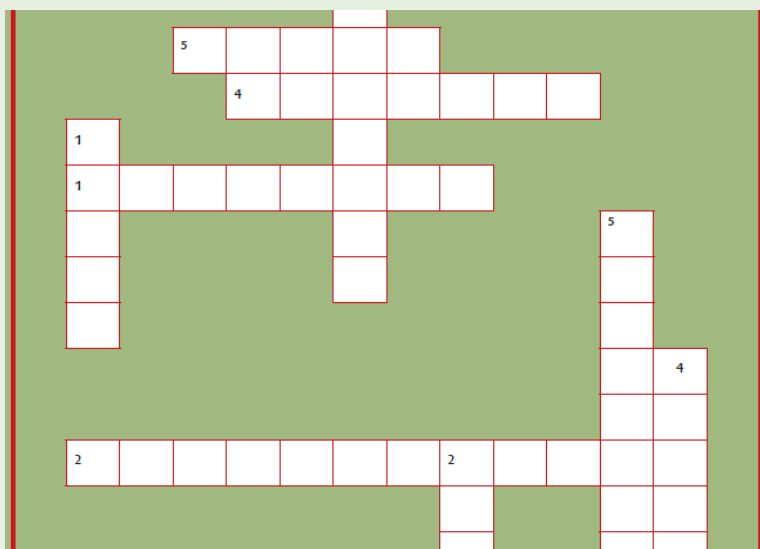
- 10. Illustrate:** A question which seeks illustrations usually requires that you explain or clarify your point or argument. The best aspects of illustration are presenting a figure, pointing out a case or event in the text (for prose passages), and giving a concrete example to justify your view. Illustrations are meant to make your point clear and explicit by use of valid examples.
- 11. Justify:** “Justify” is another common instruction term in essay examinations across the Humanities. When you are instructed to justify your answer or idea, you must present evidence to prove or show grounds for a decision or an event. In this kind of a question, the evidence or illustration should be presented in a convincing manner to make the examiner or any other reader believe what you say.

The examination instruction terms above are adopted from An Integrated Approach to Prose Appreciation by Mugumya Amooti.



Application activity 1

Copy the crossword puzzle below into your exercise book and complete it with words in relation to writing and examinations.



Across:

1. Act of reading very fast through a written text in order to get general information about it.
2. Advice and information about how to answer a question.
3. An examination instruction that requires you to explain using examples, diagrams or drawings.
4. An examination instruction that requires you to investigate and examine, and thereby explore the implications, advantages and disadvantages before drawing a conclusion.

5. An alphabetical list, such as one printed at the back of a book showing page on which a subject, name, etc. is found.

Down:

1. A short piece of writing on a particular subject, especially one done by students as part of the work for a course.
2. A way of discovering, by questions or practical activities, what a student knows or can do.
3. A problem used in an exam to test a person's knowledge or ability.
4. A reaction to a question.
5. A person who sets and marks exams to test people's knowledge or proficiency.



Application activity 2

Class debate

Motion: "Learners from Urban and rural schools shouldn't do the same exam."

5.4 Sounds and spelling

A. Spellings

Rewrite the paragraph below by correcting misspelled words.

All examinations are anonymaus. Therefore, do not write your name on the answer booklet. You should write only your metriculation/ registration number, correctly and legibly, in the space provided on the cover of each answer booklett. Providing incorrect/illegible metriculation number could risk your answer book being considered voide.

B. Pronunciation

Practise reading the words below. You can use the dictionary to check their pronunciation. The words are read as follows:

1. Index / 'ɪndɛks/
2. Essay / 'ɛseɪ/
3. Contents / 'kɒntents/
4. Instructions / ɪn'strʌkʃənz /
5. Evidence / 'eɪvɪdəns/
6. Question / 'kwɛstʃən/

5.5 End Unit Assessment



End of unit assessment 1

Read the following passage and identify it either as expository, descriptive, persuasive or narrative. In each case justify your answer.

School uniforms and why students wear them has been a topic of concern and debate for as long as these clothes have been around. Though people who argue that wearing uniforms in educational institutions make people appear all equal, give a sense of community, and teach discipline, I believe there are more disadvantages to wearing uniforms than advantages. Namely, demanding students to adorn uniforms takes away freedom, they are often uncomfortable, they are a waste of money, they promote conformity over individuality, and children's self-image is damaged.

Most developed countries, like the United States of America, believe in one's right to freedom of expression. Making it mandatory for students to give up their right to express themselves through clothing is wrong. The First Amendment of the US Constitution guarantees that all individuals have the right to express themselves freely. The US Supreme Court stated in *Tinker v. Des Moines Independent Community School District* (7-2, 1969) that "it can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." So, not only is the demand to wear uniforms in a sense unconstitutional, it also goes against rulings by the Supreme Court. In this way, it can be said that making uniforms in schools' mandatory is un-American.

On the side of practicality, uniforms are often seen as less comfortable than normal clothes. They can be tight and not adjustable to different weather conditions. The temperatures in winter and summer can be unbearable in a standard school uniform. Many students have expressed through surveys that they do not feel comfortable in their uniforms, and that this type of clothing does not adjust well to varying weather conditions.

Another practical concern is that paying for uniforms wastes the money of parents, when their children can simply wear the clothes they have. Also, schools could be selling uniforms for more than necessary. In the United Kingdom, for instance, the Guardian reports that, "Parents could be spending millions of pounds more than they need to on school uniforms because of exclusive deals between schools and suppliers, the government's competition watchdog has warned. This means that not only do parents have to spend extra money on an outfit, but also the uniforms schools are selling are overpriced.

Leaning more into the abstract, uniforms promote conformity instead of individuality. A sense of individuality is key in democratic societies. It should be nurtured when young. At a time when schools are encouraging an

appreciation of diversity, enforcing standardized dress sends a contradictory message. So, in order for each person to not feel the pressure of societal conformity, it is important that schools keep a sense of diversity.

Lastly, many students feel they do not look their best in uniforms. That's due to the fact that uniforms fit the mold of certain body types, and curvier or plus-size individuals often feel out of place and uncomfortable in uniforms. Wearing uniforms lends itself to more comparison, and children who do not fit the mold of a "normal" student in terms of body type are commonly ridiculed by classmates.

Though there are some benefits to wearing uniforms in school, there are more disadvantages than advantages to using them. This is because they strip away freedom, they are uncomfortable, it is a waste of money to buy them, they celebrate conformity over individuality, and the self-image of children is damaged more when they wear uniforms. Let us keep our schools' constitutional by allowing students to wear what they deem expresses their unique personality, within the limits of appropriateness.

The passage was adapted from (AHELP, 2019)



End of unit assessment 2

Essay writing

Write a 300 to 400 words narrative essay about a time when your friend pressured you to do something that you later regretted.




End of unit assessment 3

Paragraph writing

In one paragraph, explain how skimming and scanning can help you in an exam.

UNIT 6 Incomes and Taxes

 **Key unit competence:** To use language in the context of incomes and taxes.



Introductory activity



Fig. 6.1



Fig. 6.2

Observe the above pictures and answer the following questions.

1. Describe what you see in the above figures.
2. Explain the advantage of using electronic billing machines.
3. Using second or third conditional explain what would happen if there were no taxes in the country.

6.1 Describing types of income

6.1.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Three Types of Income

Some of the biggest financial experts in the world, including Warren Buffet, have advocated the need for having multiple sources of income. These multiple sources increase the chance of a person living a wealthy life. In this article, we will have a closer look at the three types of income as well as their impact on the financial health of a person. Earned income, investment income and passive income.

Earned income, this is the primary source of income. For most people in the world, this would include salaries or the profits earned from their business. The problem with salaries is that they can be difficult to increase. The growth of salary happens at almost a fixed rate. Also, if a person wants to increase their salary income, they often have to work more hours. As people get older, the possibility of increasing the number of hours reduces. This is because the level of their physical fitness decreases. This also means that their responsibilities towards their family and society take up more of their time. Hence, it has been observed that salaried income reaches a plateau when the person is in their middle ages. Post certain ages, salary increments only cover the rate of inflation.

Also, it needs to be noted that salaried income is one of the most highly taxed sources of income in the world. In most developed nations, salaried income is taxed at almost 50%! This means that once a person crosses a certain income threshold, their motivation to earn income also reduces because of the high rate of taxation.

Investment income, this is the income that is generated by selling investments that were made earlier. In simpler words, this represents an increase in the value of the investment or capital gain as it is known in common terms. For instance, if a person buys shares and sells at a higher price or if they buy a house and sell it for a profit, the difference is called a capital gain. This income has no relation to the number of hours worked. Also, this income is not received periodically. It keeps on accruing over a period of time and is paid out when the investor decides to liquidate it. Also, this type of income is more tax efficient as compared to earned income. This is true only if the investments have been held for a long period of time. Most countries in the world separate long term capital gains from short term capital gains and tax them at a lesser rate.

Passive income is another important source of income. It shares the characteristics of earned income and investment income. Just like earned income, it is paid for every period of time. However, the quantum of income does not depend upon the number of hours invested. Rather, it depends upon the capital invested. This is where passive income is similar to investment income. Typical examples of passive income are rent, interest, and dividends, which are paid by shares and debentures. The taxes on this type of income are also less as compared to the earned income. Some incomes like dividends are totally tax-free in the hands of the investor. For other incomes like rent, there are tools such as depreciation, which can be used to lower the income and, therefore, the tax payable.

So, the bottom line is that the three types of income have different characteristics. These different characteristics are suited to different stages of life. A good understanding of these sources of income is important to increase an investor's wealth over their lifetime.

Adapted from (Juneja, 2015)

Comprehension questions:

1. According to **Warren Buffet**, said that these multiple sources of income increase the chance of a person living a wealthy life. Do you agree with him? Explain
2. Describe three types of incomes according to the passage
3. The problem with salaries is that they are can be difficult to increase. What could you do to increase it?
4. The taxes on passive income are also less as compared to the earned income. Explain why?

Learning Activity 2



Vocabulary

Use dictionary and thesaurus to find the opposite of the words below (spell them correctly)

1. Salary
2. Inflation
3. Threshold
4. Share
5. Profit
6. Investor
7. Source
8. Depreciation

6.1.2 Application activities: Sentence construction, summary writing, composition writing



Application activity 1

Sentence construction

Use the above words in activity 2 to construct meaningful sentences.



Application activity 2

Summary writing

Summarize the above passage in not more than 10 lines. Focus on the type of income.



Application activity 3

Composition writing

Write a 250 words composition on the following topic: “These multiple sources increase the chance of a person living a wealthy life”

6.2 Talking about budgeting

6.2.1 Learning activities: Reading and text analysis



Learning Activity 1

Reading comprehension

Read the following passage and answer questions that follow:

How to Start an Effective Personal Budget in 7 Steps

A budget is a record of how much money you're **saving** and how much money you're **spending**. While budgets are vital for businesses, they can also be valuable tools for managing your personal finances. If you want to meet your financial goals, learning how to create a budget can help you minimize spending and maximize your savings efforts. In this passage, we list some reasons why budgeting is important and explain how to start a personal budget in seven steps. Follow these seven steps to start a personal budget that can help you reach your financial goals: Calculate your income, make lists of your expenses, set realistic goals, choose a budgeting strategy, adjust your habits, automate your savings and bills and track your progress.

The first step in starting a budget is to determine your net income or your pay after tax deductions. You might include income from your full-time job, **freelance** work and any other sources, such as investment **dividends** or rental payments from tenants. It can be helpful to divide your net income into monthly amounts to prepare a more accurate budget. Create a document to track your monthly income after taxes for several months. That way, you can identify your average income per month.

Begin by listing all of your fixed **expenses**, which are costs that stay the same each month. Common examples of fixed expenses include mortgage or rent, car payments and student loan payments. After you have listed these expenses, make a separate list of your flexible expenses, such as dining, entertainment, travel, groceries and other optional expenses that may vary from month to month. Consider checking your bank or credit card statements for several months to get an average estimate of flexible expenses for each month. Finally, list your non-monthly expenses. Check your credit card and bank statements and add in other expenses, such as taxes and insurance, which may bill annually, semi-annually or **quarterly**. You can divide these costs into monthly payments, which allows you to allocate a certain amount toward them with each pay check.

Make a list of both short- and long-term financial goals you want to accomplish. Short-term goals, like saving for a vacation, might take a year or less. Long-term goals, such as saving for retirement or your child's college education, are goals that may take years to accomplish. Identifying your goals can make it easier to follow your budget. For example, it can be easier to decrease your spending if your short-term goal is to reduce **credit card** debt. Use your income and expenses to make a realistic estimate of how much money you can save each month or put toward debt. Having realistic goals can also help you track your progress toward your goals, which can motivate you to stay on budget.

There are many budgeting strategies, but it's important to find the one that's right for you. Some of the more common budgeting strategies include the envelope system, the zero-based budget and the 50/30/20 budget. Here's a description of each:

Envelope system: This strategy can be effective for beginners because it budgets for one month at a time, and can also be good for people who receive payment in cash. With this system, write down on envelopes what you plan to buy on them, like **groceries** or rent, and then put the money you expect to spend on each expense in the envelope.

Zero-based budget: Also called the zero-sum budget, the zero-based budget is a popular option that justifies each dollar you spend. All your money goes to expenses, savings and debt payments. If you have money left after all your **expenditures**, you either assign it to next month's budget or allocate it to another category.

50/30/20 budget: With this strategy, about 50% of your income goes to what you need, 30% goes to things you want and at least 20% goes to savings and debt repayment. This budgeting system allows you to have manageable debt, occasional indulgence and savings to pay irregular or unexpected expenses. Once you assess your income and spending, consider adjusting your habits to meet your budgeting goals. In many instances, there are ways to reduce or eliminate spending to fit into a budget, even if it's for a short amount of time.

For example, if you buy coffee five days a week at 300frw per coffee, you're spending 1500frw per week on coffee. Over the course of a year, that's more than 10000frw. If you stop buying coffee or reduce the days you make the purchase, you can put that money toward other financial goals. One way to stick to a budget is to set up auto-pay on fixed expenses, such as utilities and cell phone bills and auto-deposit on your savings account. Automated payments can help you stay on budget since they can reduce the temptation to overspend. Many **payroll** systems allow you to set up your **pay check** to automatically deposit in different accounts, meaning you can send some money to both your checking and savings accounts. Some companies also offer discounts when you set your account to auto-pay, saving you additional money.

Your financial status may change over time depending on your salary and financial goals, so it's important to review your allocations on a regular basis. If you pay off a debt, you can reallocate that money to savings or a new goal. Reviewing your budget whenever you reach a financial **milestone** can help you focus and achieve long-term financial goals.

Adapted from (Herrity, 2020)

Comprehension questions:

1. As a senior six student, why is budgeting important?
2. After reading, outline the steps that helping a personal budgeting in daily life?
3. By giving example, differentiate envelope system budget to zero based budget
4. Why is it important to create a budget as a teenager?
5. How do I get a teen interested in budgeting?

Learning Activity 2



Use a dictionary and thesaurus to look up the meanings of the following words

- a) Saving b) Spending c) Freelance d) Dividend e) Quarterly
f) Credit card g) Groceries h) Expenditures i) Payroll

6.2.2 Application learning activities: Sentence construction and summary writing



Application activity 1

Sentence construction

Construct meaningful sentences using the following words

| Word | Sentences |
|-------------|---|
| Saving | |
| Spending | |
| Freelance | |
| Dividend | |
| Quarterly | |
| Credit card | Example: All major credit cards are accepted at our hotels. |



Application activity 2

Summary writing

Summarize the above passage in not more than 20 lines. Focus on the type importance of budgeting plan

6.3 Talking about saving



Fig. 1



Fig. 2

6.3.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

5 ways to teach your children about saving

Saving money is one of the most important aspects of building wealth and having a secure financial foundation. Yet many of us have learnt the importance of saving money through trial and error, and more importantly, experience. As adults, it is important to inculcate the culture of saving into our young ones so that the habit will stick with them as they grow; Saving money doesn't come naturally to many people, for obvious reasons: it's easy and tempting to spend money on non-essentials, even if your budget is **tight**. It's all about awareness. Many people discovered that if they had had enough information, they would have been successful in their budgeting and saving plan.

So how can you get on track with a realistic budget and save money? There are steps you should have taken to reorganize your finances, prioritize your spending, deal with any debt you may have, and reduce your taxes if you had discovered the easy way. These strategies, taken together, have the very real potential to improve your financial situation. You may never prosper financially until you develop a realistic budget and stick to it. Such a budget should take care of **indulgences** and emergencies. Budgeting for your money is the cornerstone of a sound financial plan. If you had scoffed at the idea of creating a budget, after all, you should have known what you spend every month, especially on big-ticket items like rent/mortgage or car payment. But try this anyway: Creating a budget and then following it can help you **spot** areas where you are spending more than you earn. Here you will find tips on how to create a budget and track expenses along with other money management techniques.

Developing your budget will help you spot areas where you are spending more than you realized. But the next step is more difficult: cutting down your spending on unnecessary items. This will require some soul-searching on items both large and small. For example, do you really need a five dollar coffee every morning? Some will say yes, while for others the answer is no. You could have done with a smaller, older car if you had realized the outcome. Instead of an expensive vacation this summer, could you try a **staycation**, where you stay home (much cheaper) and relax there? All these choices are very personal and many factors come into play, so there's no right answer for most of them. But if you had laid them out, they would have helped you prioritize your spending, and spot places where you can save money. Few people get far in adulthood without accumulating some form of debt: credit cards, student loans, car loans, and mortgage payments are common.

In fact, debt could have been a good thing, if we had used them wisely (who has the money to buy a house outright?). Credit cards and other forms of debt can be an essential part of your financial toolbox, but you must exercise care when using these tools. Understanding the difference between good debt and bad debt will go a long way in making sure you create and maintain a good credit history. To build wealth, you have to start somewhere. Therefore, the ability to save money is the cornerstone of building wealth. In order to save money, you need to spend less than you earn. This may seem obvious, but so often, it's easier said than done.

Things could have changed for the better if people had done it this way. Fortunately, there are several devices you can use when beginning to save money, even when your budget is tight. The most important of these is automatic savings.

If you had opened a savings account, and set up your checking account, you should have automatically transferred a set amount each month into your savings account. You don't have to transfer much money, start with whatever your budget can afford. But making this automatic and then resisting the urge to spend the money **impulsively** will get you on the road to long-term savings. Nobody likes paying taxes, but they are an important aspect of any financial plan. Even if you don't make much money, you might be surprised to learn how certain tax strategies and decisions can impact your finances. Learning how to minimize the impact that taxes have on your finances can ensure that more money is going into your pocket and being put to use towards your financial goals.

Adapted from (Aneazoronye, 2019)

Comprehension:

1. State two ways explained in paragraph one that can help avoid spending money on non-essentials.
2. Explain how reasonable budget improves one's financial situation. Of what importance is a reasonable debt?
3. Discuss three strategies that one should take to save money.
4. Study the meanings of the words and phrases below used in this text.

Then build one correct sentence with each of them:

- a) ... financial plan ...
- b) ... cornerstone ...
- c) ... mortgage ...
- d) ... soul-searching ...
- e) ... made do with
- f) ... staycation ...
- g) ... financial toolbox ...

- h) ... devices ...
- i) ... urge
- j) ... afford ...

Learning Activity 2



Vocabulary

Find antonyms for each of the following words from the above passage:

- a) ... tight ...
- b) ... indulgence ...
- c) ... scoff at ...
- d) ... spot ...
- e) ... impulsively ...

6.3.2 Application Activities: Summary and composition writing



Application activity 1

Summary writing

Summarize the above passage in not more than 10 lines. Focus on the importance of saving.



Application activity 2

Composition writing

Write a 400 words composition explaining the importance of saving

6.4 Describing tax

6.4.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Importance of taxes in the country

In order to provide the citizens with all their needs, the government must generate enough finance. As we all know the government is responsible for providing the people with several services that they need. These include hospitals, sanitation, roads, schools, etc.

The government should build hospitals and provide different health services to the public. It is still its responsibility to establish linkages of communication and transportation to different places throughout the country.

The government should ensure security to the people by providing the armed forces the armaments as well as establishing national defence programs. In food security; still the government should contribute to the production of sustainable food for the people. The government should establish proper sanitation for a clean environment. In the maintenance of natural resources; it is the responsibility of the government to protect and utilize natural environment. The government is also responsible for the sustenance of energy supply for the country's use. These are just some of the many functions of the government.

In order to deal with all of these, the government needs a huge amount of money to cater for all the finances. All the above mentioned services need fund to run. The funds for paying the workforce such as doctors, teachers, soldiers and other professionals that are hired by the government for their services, are very much needed.

How does the government produce funds for this? The answer is through the method of taxation. Taxes are collected by the government from different people, establishments, organizations, companies and institutions all over the country. Taxes are collected from products or services on the market and with these the government is able to produce fund for all its expenses. Because of further needs of fund and to be able to provide better services, government officials realize that there is a need to collect more taxes. With this the VAT or value added tax was implemented in the taxation program.

As they say, VAT assures us that better services will be implemented by the government as they collect additional funds from taxes taken from taxpayers. The VAT calculation has been made and we can see this as we purchase items or services from different establishments, or in malls or stores. With

this, the public expected that there would be better services that are way ahead. The VAT calculation that we can see from the products or services that we purchase allows us to see how much we provide to bring our contribution to the government.

Adapted from (EXPERTSCOLUMN.COM, 2012)

Comprehension:

Read the above text and answer the following questions

1. According to the text, what is the importance of taxes?
2. State and explain five uses of taxes.
3. As a good citizen of Rwanda, explain the right attitude towards paying taxes.
4. Based on what you have read in this text, advise people who still try to avoid paying taxes.
5. Considering the importance of taxes for the country, explain why fraud is a crime.

Learning Activity 2



Vocabulary

Find the synonyms of the words and construct the sentence a sentence for each word.

- a) Cater for:
- b) Sustenance:
- c) Sustainable:
- d) Linkage:
- e) Purchase:
- f) Establishment:
- g) Huge:
- h) Soldiers:
- i) Armaments:
- j) Sanitation:

6.4.2 Application activities: Sentence construction, summary writing and debate



Application activity 1

Sentence construction

Referring to the text above, construct one sentence with each of the words and phrases below:

- a. ... financing ...
- b. ... sanitation ...
- c. ... linkages of communication....
- d. ... sustainable ...
- e. ... sustenance ...
- f. ... to deal with ...
- g. ... cater for ...
- h. ... implemented ...
- i. ... additional fund ...
- j. ... purchased ...



Application activity 2

Summary writing

In not more than 100 words summarise the above passage pointing out the importance of tax.



Application activity 3

Debate

Debate on the following motion: “Some governments don’t need taxes to function.”

6.5 Language structure: Second and third conditionals

6.5.1 The Second Conditional

The Second Conditional with Modal Verbs Conditional sentences in English are used to talk about events and their results. The second conditional is the present hypothetical conditional. Hypothetical means imaginary or not real.

We use the second conditional when we want to imagine that the present, right now, is different than it really is. We wish that our present situation or someone else's present situation was different. It is possible but very unlikely, that the condition will be fulfilled for things are to or will change.

We use the simple past in this case even though we are talking about a present situation. The second conditional sentence structure:

If + simple past, would + verb

- In the second conditional, when the verb in the **if-clause** is a form of the verb to be, we use for example **were** instead of **was**. Note that this use of **were**, is recommended with all subjects.
- The sentence can begin with an **if-clause** or a **main clause**. If the sentence begins with an '**if-clause**', put a **comma** between the if-clause and the main clause.

Example:

1. What would you do if you won one billion Rwandan francs in a lottery?
2. If I won the lottery, I could take my family on a trip around the world.
3. I would buy a new car if I had more money.
4. If I were a president, I shouldn't cut taxes.

6.5.2 The Third Conditional with Modal Verbs

1. The Third Conditional refers to situations in the past.
2. An action could have happened in the past if a certain condition had been fulfilled.
3. Things were different then, however.
4. We just imagine, what would have happened if the situation had been fulfilled.

The Structure of the Third Conditional:

If+ past perfect, would have+ past participle

Example:

1. If she had saved more money, she couldn't have been in debt.
2. He could have had more money in reserve if he had spent less.

3. If she hadn't spent so much on rent, she should have saved more.
4. He couldn't have owed so much if he had been more careful with his money.
5. If Kamana had had an idea about budgeting, he could have used her money wisely.



Application activity 1

Complete the conditional sentences using the verbs in brackets.

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



Application activity 2

Sentence construction

Construct five correct sentences with the second conditional and other five ones with third conditional.

6.6 Sound and spelling

Practise the pronunciation of the words and phrases below. Pay attention to where you put stress. You can use a dictionary where necessary.

1. Sanitation
2. Linkage
3. Sustainable
4. Sustenance
5. Cater for
6. Purchase
7. Establishment
8. Soldiers
9. Huge / hju:ɔʒ /
10. Armaments

6.7 End Unit Assessment



End of unit assessment 1

Choose the correct tense and form of the verbs in brackets paying attention to the appropriate type of conditional sentence that applies in order to complete the sentences below:

1. She (owe) so much if she had been more careful with her money.
2. If Munyana (know) the importance of taxes, she would pay them on time
3. My uncle should have saved money for his retirement if he (have) income generating activities.
4. Families(solve) many of their financial problems if they applied strategies about budgeting and saving.
5. If they had paid their debts on time, they (declare) bankrupt
6. Rugema(fail) in her business if she avoided fraud.
7. If Musoni had listened to his wife, he (have) all these problems with his creditors.
8. I would collaborate closely with Rwanda Revenue Authority if I (be) a taxpayer.
9. If Nyarwaya had spent less, he (save) more money for emergencies.
10. My father (be) in debt if he didn't borrow so much.



End of unit assessment 2

Read the following words and phrase aloud and correctly. Put the stress at the right place where necessary.

1. Frugal
2. Overboard
3. Unforeseen
4. Appliance
5. Reap



End of unit assessment 3

Carefully read the passage that follows, and then write an 80 words paragraph summarizing the objectives and importance of taxes.

Why do tax rates and tax administration matter?

To foster economic growth and development governments need sustainable sources of funding for social programs and public investments. Programs providing health, education, infrastructure and other services are important to achieve the common goal of a prosperous, functional and orderly society. And they require that governments raise revenues. Taxation not only pays for public goods and services; it is also a key ingredient in the social contract between citizens and the economy. How taxes are raised and spent can determine a government's very legitimacy. Holding governments accountable encourages the effective administration of tax revenues and, more widely, good public financial management.¹

All governments need revenue, but the challenge is to carefully choose not only the level of tax rates but also the tax base. Governments also need to design a tax compliance system that will not discourage taxpayers from participating. Recent firm survey data for 147 economies show that companies consider tax rates to be among the top five constraints to their operations and tax administration to be among the top 11. Firms in economies that score better on the Doing Business ease of paying taxes indicators tend to perceive both tax rates and tax administration as less of an obstacle to business.

The amount of the tax cost for businesses matters for investment and growth. Where taxes are high, businesses are more inclined to opt out of the formal sector. A study shows that higher tax rates are associated with fewer formal businesses and lower private investment. A 10-percentage point increase in the effective corporate income tax rate is associated with a reduction in the ratio of investment to GDP of up to 2 percentage points and a decrease in the business entry rate of about 1 percentage point. A tax increase equivalent to 1% of GDP reduces output over the next three years by nearly 3%. Research looking at multinational firms' decisions on where to invest suggests that a 1-percentage point increase in the statutory corporate income tax rate would reduce the local profits from existing investment by 1.3% on average. A 1-percentage point increase in the effective corporate income tax rate reduces the likelihood of establishing a subsidiary in an economy by 2.9%.

Profit taxes are only part of the total business tax cost (around 39% on average). In República Bolivariana de Venezuela, for example, the nominal corporate income tax is based on a progressive scale of 15–34% of net income, but the total business tax bill—even after taking into account deductions and exemptions—is 73.31% of commercial profit owing to a series of other taxes (a profit tax, four labor taxes and contributions, a turnover tax, a property tax and a science, technology and innovation tax).

Keeping tax rates at a reasonable level can encourage the development of the private sector and the formalization of businesses. Modest tax rates are particularly important to small and medium-size enterprises, which contribute to economic growth and employment but do not add significantly to tax revenue.⁷ Typical distributions of tax revenue by firm size for economies in Sub-Saharan Africa and the Middle East and North Africa show that micro, small and medium-size enterprises make up more than 90% of taxpayers but contribute only 25–35% of tax revenue. Imposing high tax costs on businesses of this size might not add much to government tax revenue, but it might cause businesses to move to the informal sector or, even worse, cease operations.

Adapted from (The World Bank Group, 2020)




End of unit assessment 4

Write an essay of not less than 300 words on the following topic: **“Saving saves Life”**

UNIT 7

Entrepreneurship and Personal Development

 **Key unit competence:** To use language in the context of entrepreneurship and personal development.



Introductory activity



Fig. 7.1



Fig. 7.2



Fig. 7.3



Fig. 7.4



Fig. 7.5

Observe the above pictures and answer the following questions.

1. Study carefully the pictures above and describe one by one.
2. Focus on pictures 1, 2 and 3, describing the furniture made and give the importance of each in the development of our country.
3. As young people, what can you do for creating your own business?

7.1 Describing entrepreneurship

7.1.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

TEXT:

Essentially, entrepreneurship is the process of developing, organizing, and running a new business to generate profit while taking on financial risk. In a broader sense, entrepreneurship is the process of transforming the status by solving the most pressing problems and pain points in our society, often by introducing an innovative product or service or creating new markets. Entrepreneurship is now a popular college major, with a focus on studying ideation, new venture creation, and profit driven models. An entrepreneur is someone who has an idea and who works to create a product or service that people will buy, as well as an organization to support that effort. An entrepreneur takes on most of the risk and initiative for their new business, and is often seen as a **visionary** or innovator.

Entrepreneurs come in all shapes and sizes, including small business owners, content creators, start-up founders, and anyone who has the ambition to build a business and work for themselves. Becoming a successful entrepreneur starts with bringing an entrepreneurial mindset to your business venture. The entrepreneurial mindset a set of skills, beliefs, and thought processes entrepreneurs bring to the task of building a new business. The main elements of this mindset are: Becoming a successful entrepreneur starts with bringing an entrepreneurial mindset to your business venture. The **entrepreneurial mindset** a set of skills, beliefs, and thought processes entrepreneurs bring to the task of building a new business. The main elements of this mindset are: curiosity, independence, resiliency, persuasiveness and focus on helping others.

According to research by Cox Business, the main reasons people engage in entrepreneurship and go out on their own, rather than staying employed, are: **control, ambition and profit**.

In fact, an Intelligent Office study reported that 65% of employees would rather be entrepreneurs than work for someone else.

Adapted from (Shopify staff, 2022)

Comprehension questions

1. According to the passage that you have read above, describe the main goal of entrepreneurship?
2. After reading the text above, what skills do entrepreneurs need?
3. What are the benefits of entrepreneurship in daily life?
4. State and explain the key elements of the entrepreneurial mindset that you have read in the passage above by using your own words.
5. According to you, suggest the title of this passage?

Learning Activity 2



Vocabulary

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

| Word | Meaning |
|-----------------|---|
| Entrepreneurial | |
| Curiosity | A strong desire to know or learn something. |
| Independence | |
| Persuasiveness | |
| Resiliency | |
| Visionary | |

2. Match the words with their meaning

| Word | Meaning |
|---------------|--|
| 1. Control | a) To raise money and grow their team, an aspiring entrepreneur needs to be able to confidently sell their business idea to what is often a skeptical audience |
| 2. Ambition | b) Succeeding as an entrepreneur means not only enduring pressure and failure, but also learning and growing from those experiences. |
| 3. Profit | c) To be their own boss |
| 4. Curiosity | d) An effective entrepreneur questions everything, learns all they can, and is open to new and radical ideas, even if they contradict your most basic assumptions. |
| 5. Resiliency | e) To start something from scratch themselves |

| Word | Meaning |
|-------------------|---|
| 6. Independence | f) Opportunity to earn more money |
| 7. Persuasiveness | g) There's no precise roadmap to success as an entrepreneur. Turning a new idea into a successful business requires risk taking and an ability to plan your next move without hand-holding from others. |

7.1.2 Application learning activities: **Composition and summary writing**



Application activity 1

Summary writing

Carefully read the passage above, and then write a 70 words paragraph summarizing the importance of entrepreneurship



Application activity 2

Composition writing

Write 250 words composition on the following topic; on your opinion, "is it possible to be an entrepreneur?"

7.2 Talking about making a business plan

7.2.1 Learning activity: **Reading and text analysis**

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

How to write a perfect business plan

A business plan is a document describing a business, its products or services, how it earns (or will earn) money, its leadership and staffing, its financing, its operations model, and many other details essential to its success. Investors rely on business plans to evaluate the feasibility of a business before funding it, which is why business plans are commonly associated with getting a loan. But there are several compelling reasons to consider writing a business plan, even if you don't need funding.

Business plans can span from one page to multiple pages with detailed graphs and reports. There's no one way to create a business plan. The goal is to convey the most important information about your company for readers. Common types of business plans include, but are not limited to, the following: traditional, lean and non-profit.

When you want to write the perfect Business plan you can use the following steps: draft an executive summary, describe your company, perform a market analysis, outline the management and organization, list your products and services, perform customer segmentation, define a marketing plan, provide a logistics and operations plan and make a financial plan.

First, you should draft an executive summary. An executive summary shouldn't exceed one page. Admittedly, that space constraint can make squeezing in all of the salient information a bit stressful but it's not impossible. Here's what your business plan executive summary should include: Business concept; Business goals and vision; product description and differentiation; target market; marketing strategy; current financial state; projected financial state; ask, team and strong.

Second, describe your company. This section of your business plan should answer two fundamental questions: who are you, and what do you plan to do? Answering these questions with a company description provides an introduction to why you're in business, why you're different, what you have going for you, and why you're a good investment bet.

Third, perform a market analysis. Market research and analysis is a key section of your business plan. It should include an overview of how big you **estimate** the market is for your products, an analysis of your business's position in the market, and an overview of the competitive landscape. Thorough research supporting your conclusions is important both to persuade investors and to validate your own assumptions as you work through your plan.

Fourth, outline management and organization. The management and organization section of your business plan should tell readers about who's running your company. Detail the legal structure of your business. Communicate whether you'll incorporate your business as an S corporation or create a limited partnership or sole proprietorship.

Fifth, list your products and services. Your products or services will feature prominently in most areas of your **business plan**, but it's important to provide a section that outlines key details about them for interested readers. If you sell many items, you can include more general information on each of your product lines; if you only sell a few, provide additional information on each.

Sixth, perform customer segmentation. Your ideal customer, also known as your target market, is the foundation of your marketing plan, if not your business plan as a whole. You'll want to keep this person in mind as you

make strategic decisions, which is why an overview of who they are is important to understand and include in your plan.

Seventh, define a marketing plan. Your marketing efforts are directly informed by your ideal customer. Your marketing plan should outline your current decisions and your future strategy, with a focus on how your ideas are a fit for that ideal customer. Most marketing plans include information on four key subjects. These are price, product, promotion and place. Promotion may be the bulk of your plan since you can more readily dive into tactical details, but the other three areas should be covered at least briefly—each is an important strategic lever in your marketing mix.

Eight, provide a logistics and operations plan. **Logistics** and operations are the workflows you'll implement to make your ideas a reality. If you're writing a business plan for your own planning purposes, this is still an important section to consider, even though you might not need to include the same level of detail as if you were seeking **investment**. Cover all parts of your planned operations, including suppliers, production, facilities, equipment, shipping and fulfillment, and inventory.

Ninth, make a financial plan. The level of detail required in your financial plan will depend on your audience and goals, but typically you'll want to include three major views of your financials: an **income statement**, a **balance sheet**, and a **cash-flow** statement. It also may be appropriate to include financial data and projections.

Adapted from (Desirae, 2022)

Comprehension questions:

1. What are the different types of business plans?
2. After reading the passage above, define a business plan?
3. Based on the passage above; Outline 9 steps of making a business plan?
4. In your opinion, what is a good business plan?
5. What are the elements of executive plan?
6. Identify the elements (views) of a financial plan from the passage.

Learning Activity 2



Vocabulary

Use internet, dictionary or thesaurus and find meanings of the following words/phrases. The words/phrases are underlined in the passage.

- | | | | |
|------------------------|------------------|---------------|-----------|
| a) Logistics statement | b) Spread sheet | c) Investment | d) Income |
| g) Business plan | e) Balance sheet | f) Cash flow | |

7.2.2 Application activity: Sentence construction



Application activity 1

Sentence construction

Use the following words/phrases in your own sentences

- a) Logistics
- b) Spread sheet
- c) Investment
- d) Income statement
- e) Balance sheet
- f) Cash flow
- g) Business plan

7.3 Describing production

7.4.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Production

Production is the process of making or manufacturing goods and products from raw materials or components. In other words, production takes inputs and uses them to create an output which is fit for consumption - a good or product which has value to an end-user or **customer**.

Okay, so we know that production is the process of making products from **raw materials**, but production also has economic value because it is creating an output which has a value and will satisfy human wants and needs.

Put simply, production creates products which humans want and are willing to pay for, which boosts the economy and allows manufacturers to continue producing more and more outputs.

In economics, a business which produces goods are known as “producers” and these companies are taking the inputs available to them (both material and immaterial) to produce products which the consumer will want to buy.

Inputs don't have to be raw materials either. An input can also be **immaterial** or **intangible**, for example, manufacturing plans or technical and industry know-how.

It's becoming common for the manufacturing processes associated with production to be outsourced by companies as a way to reduce their costs. In these companies, they pay a third-party company a fee to take on the production of the products and can instead focus on the design, marketing, and selling of the product. An example of this would include a clothing company who outsources to an online production company and then focuses on distributing their product rather than taking on the manufacturing of the clothes.

Other production example: **Household Product**

This type of production is for **goods** and services that are consumed by members of a household. For example, a mother who bakes bread in the morning to make sandwiches for the kids

There are many examples of production across different sectors where something of value is being created for consumers. When the quality to price ratio of the product increases, it also improves the competitiveness of the product because other manufacturers will have to increase their quality to price ratio as well.

Often this means that products have to lower the price and take a loss in profit, but the increases competitiveness in the market leads to a growth in sales volume, which ultimately increases the well-being of the economy.

The specific area of economics which focuses on production is called production theory, and this is used by economics to explain the principles by which a business decides how much of its commodity (or outputs/products) it will produce.

Adapted from (Carbon Collective, 2021)

Comprehension questions:

1. According to the above text, what is meant by the word “production?”
2. After knowing and understanding the meaning of production; how does it work?
3. Give an example of production?
4. How production is usually measured?
5. How is finance related to production?

Learning Activity 2



Find the synonyms of the following words

- | | | |
|---------------|-----------------|---------------|
| a) Consumer | b) Row material | c) Immaterial |
| d) Intangible | e) Goods | |

7.3.2 Application activities: Sentence construction and composition writing



Application activity 1

Sentence construction

Referring to the text above, construct one sentence with each of the words and phrases below:

1. of making or manufacturing goods and products.....
2. has value to.....
3. because it is creating an output which has a value.....
4. which humans want and are.....
5. to be raw materials.....
6. by companies as a way to.....
7. that are consumed by members.....
8. that products have to lower the price.....
9. is called production.....
10. to explain the principles by which a business.....



Application activity 2

Composition writing

Write a 200 words composition on the importance of production in daily life.

7.4 Describing marketing

7.4.1 Learning activity: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Marketing in Business

Marketing refers to activities a **company** undertakes to promote the buying or selling of a product or service. **Marketing includes advertising**, selling, and delivering products to consumers or other businesses. Professionals who work in a corporation's marketing and promotion departments seek to get the attention of key potential audiences through advertising. Promotions are targeted to certain audiences and may involve celebrity **endorsements**, catchy phrases or slogans, memorable packaging or graphic designs and overall media exposure.

Understanding Marketing

Marketing as a discipline involves all the actions a company undertakes to draw in customers and maintain relationships with them. Networking with potential or past clients is part of the work too, and may include writing thank you emails, playing golf with prospective clients, returning calls and emails quickly, and meeting with clients for coffee or a meal. At its most basic level, marketing seeks to match a company's products and services to customers who want access to those products. Matching products to customers ultimately ensures profitability.

The 4 P's of Marketing

Product, price, place, and promotion are the Four Ps of marketing. The Four Ps collectively makes up the essential mix a company needs to market a product or service. Product

Product refers to an item or items the business plans to offer to customers. The product should seek to fulfil an absence in the market, or fulfil consumer demand for a greater amount of a product already available. Before they can prepare an appropriate **campaign**, marketers need to understand what product is being sold, how it stands out from its **competitors**, whether the product can also be paired with a secondary product or product line, and whether there are substitute products in the market.

Price refers to how much the company will sell the product for. When establishing a price, companies must consider the unit cost price, marketing costs, and distribution **expenses**. Companies must also consider the price of competing products in the marketplace and whether their proposed price point is sufficient to represent a reasonable alternative for consumers.

Place refers to the distribution of the product. Key considerations include whether the company will sell the product through a physical **storefront**, online, or through both distribution channels. When it's sold in a storefront, what kind of physical product placement does it get? When it's sold online, what kind of digital product placement does it get?

Promotion, the fourth P, is the integrated marketing communications **campaign**. Promotion includes a variety of activities such as advertising, selling, sales promotions, public relations, direct marketing, **sponsorship**, and guerrilla marketing.

Types of Marketing Strategies

Marketing is comprised of an incredibly broad and diverse set of strategies. The industry continues to evolve, and the strategies below may be better suited for some companies over others.

Traditional Marketing Strategies

Before technology and the internet, traditional market strategy was the primary way companies would market their goods to customers. The main types of traditional marketing strategies include: outdoor marketing, print marketing, direct marketing, electronic marketing, event marketing.

Digital Marketing

The marketing industry has been forever changed with the introduction of digital marketing. From the early days of pop-up **ads** to targeted placements based on viewing history, there are now innovating ways companies can reach customers through digital marketing. The main types of digital marketing include: research engine marketing, e-mail marketing, social media marketing, affiliate, content marketing.

Adapted from (TWIN, 2022)

Comprehension questions

1. What is marketing according to the text above?
2. As a professional accountant, explain why is marketing so important.
3. What is the purpose of marketing?
4. What are the 4 Ps of marketing?
5. What are the types of marketing?

Learning Activity 2



Vocabulary and sentence construction

Find the synonyms of the words and construct the sentences

| Words | Synonyms | Sentences |
|--------------|----------|-----------|
| Company | | |
| Advertising | | |
| Endorsements | | |
| Complain | | |
| Competitors | | |
| Store front | | |
| Sponsorship | | |
| Ads | | |

7.4.2 Application activities: Vocabulary, summary writing and composition writing



Application activity 1

Vocabulary

Use the following words to construct correct sentences

- a) Production
- b) Schedule
- c) Supply
- d) Chain
- e) Marketing
- f) Brand
- g) Advertise
- h) Sponsor
- i) Online



Application activity 2

Summary writing

Summarize the above passage in not more than 15 lines.



Application activity 3

Composition writing

Write a 350 words composition on the benefit of advertisement in marketing.

7.5 Language structure: Conditionals and modal verbs

7.5.1 Conditionals

Normally conditional sentences are called **conditionals**. These sentences usually contain the conjunction **IF**. Sometimes they are called “**IF CLAUSES**”.

Use of **If...not** or **unless**

Often when we are talking about **present situations**, we use **unless** instead of **if...not**

Unless means **except if** or simply it means **if...not**.

Both of these examples have the same meaning and refer to the present time.

“You can’t go on vacation **unless** you save some money.”

“**If** you **don’t** save some money, you can’t go on vacation.”

“You will feel cold **if** you **don’t** wear a coat.”

“You will feel cold **unless** you wear a coat.”

Unless is good to use when it highlights an exception to what is generally true.

In this example I only have one reason why I may be late: traffic (vehicles on the road):

“I’ll arrive at 10am unless there is traffic.”

“I’ll arrive at 10am if there isn’t traffic.”

This next example shows us that sometimes the context can change and unless is not exactly interchangeable with **if...not**.

“I’ll be annoyed **if** I do **not** arrive at 10am.” (“I’ll be annoyed **unless** I arrive at 10am.”)

- The only thing that can stop me from being annoyed is arriving at 10am. (- Being late will annoy me.)

Learning Activity



Now let’s practice using if...not and unless. Choose the correct form in each sentence:

1. My dog.....bark unless it is hungry.(don’t, won’t)
2. Unless you.....to go to bed early, we should go out.(want, wants)
3.you don’t slow down, we are going to crash! (unless, if...not)
4. You cannot go into bars.....you are over 18.(if...not, unless)
5. In my country,..... you cannot speak English, it’s hard to get a good job. (if...not, unless)
6. She’ll fail the exam if she.....study. (doesn’t, don’t)
7. We’ll be latewe leave soon.(unless, if...not)
8.I am not feeling better tomorrow I will go to the doctor’s. (unless, if...not)
9.you do not make the payment in time, your car will be confiscated. (unless, if not)
10. You will lose your job you change your attitude and become friendlier. (unless, if...not)

7.5.2 Modal verbs

Modal verbs show possibility, intent, ability, or necessity. Because they're a type of auxiliary verb (helper verb), they're used together with the main verb of the sentence. Common examples include **can**, **should**, and **must**.

Modal verbs can be tricky, especially when it comes to using them in a sentence. The good news is that they're simple once you learn how they work. Below, we explain everything you need to know to use modal verbs with ease.

What are modal verbs?

Modal verbs are used to express certain hypothetical conditions, such as advice, capability, or requests (there's a full list in the next section). They're used alongside a main verb to change its meaning slightly. Because they're auxiliary verbs, they can't necessarily be used on their own. (A modal verb should only appear alone if it's clear from context what the main verb is.)

Consider the difference between these two examples:

- I swim every Tuesday.
- I can swim every Tuesday.

The first example is a simple factual statement. The speaker participates in a swimming activity every week on Tuesdays.

The second example uses the modal verb **can**. Notice how the meaning changes slightly. The speaker does not swim every Tuesday; they're saying they are capable of swimming every Tuesday if they need to. **It's hypothetical**. Modal verbs are quite common in English, and you've probably seen them hundreds of times without actually knowing their name. The most frequently used ones are: **can**, **may**, **might**, **could**, **should**, **would**, **will**, **must**.

There are more modal verbs, although the ones above are the most common. Some modal verbs are out-dated and rarely used like **shall** and **ought to** while others are more colloquial such as **got to**, **need to**, or **have to**. Some express very specific conditions that don't come up often, like **dare**, for example

"I dare say." The phrase used to, as in "I used to be an English student, too," also behaves like a modal verb.

When are modal verbs used?

What special conditions do modal verbs show? Here's a list of when to use modal verbs, along with examples:

Likelihood

Some things seem likely, but we don't know for sure. In these cases, you can use the modal verbs **should** and **must** to show probability without certainty.

Examples:

- Her parents must be so proud.
- My baby brother should be asleep by now.

Possibility

In situations when something is possible but not certain, use the modal verbs could, may, or might.

Examples:

- Judging by the clouds, it might rain today.
- She may become the youngest pro soccer player ever.

Ability

The modal verb can show whether or not the subject is able to do something, such as perform an action or demonstrate ability. Likewise, the negative form cannot or can't, shows that the subject is unable to do something.

Examples:

- She can speak three languages, but none of them well.
- You can lead a horse to water, but you can't make it drink.

Asking permission

If you want to ask permission to do something, start your question with can, may, or could. Traditionally, in more formal and polite usage, may is better for permission; if you ask "can I go to the bathroom?" it could be misinterpreted as "do I have the ability to go to the bathroom?" (However, in modern usage **may** and **can** are both perfectly acceptable options when describing possibility or permission)

Examples:

- **May** I leave early today?
- **Could** I play too?

Request

Similarly, if you want to ask someone else to do something, start your question with will, would, **can or could**.

Examples:

- Would you get that box off the top shelf?
- Will you turn that music down?

Suggestion/advice

What if you want to recommend something, but not command it? If you're giving suggestions or advice without ordering someone around, you can use the modal verb should.

Examples:

- You should try the lasagna.
- That guy should wear less cologne.

Command

On the other hand, if you want to command someone, use the modal verbs **must**, **have to**, or **need to**.

Examples:

- You **must** wash your hands before cooking.
- You **need to** be here before 8:00.

Obligation or necessity

Modal verbs can express a necessary action, such as an obligation, duty, or requirement. Likewise, the negative form expresses that an action is not necessary. Use the same modal verbs as with commands: **must**, **have to**, or **need to**.

Examples:

- We **have to** wait for our boss to arrive before we open.
- You don't **need to** come if you don't want to.

Habit

To show an ongoing or habitual action—something the subject does regularly you can use the modal verb **would** for the past tense and **will** for the present and future. The phrase 'used to' is also acceptable if you're talking about a habit that no longer exists.

Example:

- When I lived alone, I **would** fall asleep with music.
- I **will** arrive early and leave late to every meeting.

How to use modal verbs (with examples)

Luckily, using modal verbs in a sentence is pretty simple. For basic sentences the **simple present** tense just remembers these rules:

- Modal verbs always come directly before the main verb (except for questions).
- With modal verbs, use the infinitive form of the main verb without **“to”**.

So, if you want to brag about your ability to eat an entire pizza, you take the infinitive form of “eat” without **“to”** which is simply **“eat”** and add the modal verb **“can”** in front of it. The rest of the sentence continues as normal.

- I **can eat** an entire pizza.

For questions, you still use the infinitive form of the main verb, but the order is a little different: **[modal verb] + [subject] + [main verb]**. So let's rephrase the example

above as a question:

- Can you eat an entire pizza?

Because modal verbs largely deal with general situations or hypotheticals that haven't actually happened, most of them are in the present tenses. However, some of them can be used in different verb tenses, so let's talk a little about how to construct them.

Present tenses

We already covered the simple present above, but you can also use modal verbs in the present continuous and present perfect continuous tenses.

Present continuous

After the modal verb, use the word **be** followed by the **ing** form of the main verb.

[Modal verb] + be + [verb in -ing form]

I should be going.

Present perfect continuous

You can add a modal verb before a verb in the present perfect continuous tense without changing much. However, when using a modal verb, you must always use "**have,**" **never** "**had,**" even if the subject is third-person.

[Modal verb] + have been + [verb in -ing form]

She must have been sleeping.

Past tenses and present perfect

Putting a modal verb in the simple past, past continuous, and present perfect tenses is a little trickier. For starters, two modal verbs in particular have a simple past tense: **can and will**. If you want to use either of those in any of the past tenses, you must first conjugate them into their past-tense form:

Examples:

Can = could

Will = would

All the others remain the same, although some can't be used in the past at all. Modal verbs often deal with hypotheticals, but if an action already happened in the past, it can't be hypothetical. These are mostly for speculating about the past, such as wondering "**what if . . .**"

None of the modal verbs can be used in the past perfect or past perfect continuous.

Simple past

Of the main modal verbs listed at the top, only **can** and **will** can be used in the simple past. **Have to** and **need to** can also be used, as long as they're conjugated accordingly as **had to** and **needed to**. Other modal verbs use the present perfect to discuss events in the past.

Can and **will** use their past tense form plus the infinitive form of the main verb without "to," just like in the present.

Could/would + [verb in infinitive]

I **could do** a handstand when I was a kid.

During exam season in college, I **would not sleep** much.

Past continuous

Again, only **can** and **will**, can be used in the past continuous. It's formed just like the present continuous, except with the past form of the modal verb.

Could/would + be + [verb in -ing form]

I **could be working** right now.

Present perfect

Instead of using the infinitive form of the main verb, just use the present perfect form, which is "have" plus the past participle. As before, you must always use "have," even if the subject is third-person.

If you're using **can**, be sure to use its past tense form of **could**.

[Modal verb] + Have + [past participle]

I **might have gone** to the party, but I forgot.

Future tenses

The truth is that most of the future tenses already use modal verbs because they use "**will**." If you want to use different modal verb, such as "**can**" or "**should**," you can use it normally with the infinitive form of the verb, and without **will**.

I **can hang** out tomorrow.

Should I major in law next year?

Use of **need to**, **be able to**, **have to**, **must**, etc.

- **Must not** is used to express a strong obligation not to do something imposed by someone else.

Example: I **must not** tell lies.

- **Have to** is used to express a general rule.

Example: You **have to** do your homework.

- **Need to** is used to express that something is important for you to do.

Example: **You need to** finish this essay before tomorrow.

We can use **must** to express that something is necessary and give advice or an order in a strong way. Usually, such an obligation is imposed by the speaker.

Example: Her father says, "You **must** be in bed by 10pm."

- **Must** is used to express an obligation to be in bed by 10pm imposed by the father.

We can use **mustn't** - contraction of *must + not* - to express that something is forbidden or not allowed.

Example: You **mustn't** stay up too late.

- **Mustn't** is used to express that it is not allowed to stay up too late

We can use **have to**, to express a general obligation (such as rules or laws) or an obligation in the past or future

Examples:

You **have to** go to school because you are still young.

I **had to** go to school when I was your age, too

- **Have to** is used to express general obligation, while **had to** is used to describe an obligation that took place in the past.

We can use **need to**, to express that something is important for you to do, but rather at a given moment than as a reoccurring action (such as responsibility or duty).

Example: She **needs to** visit her parents this weekend.

- **Needs to** is used to clarify that this action is important one time, this weekend.

We can use **need not to** and **don't have to** if there is no obligation at all. *Don't have to* is the contraction of *do + not + have to*.

Examples: You **don't have to** worry about this anymore; we're done with all exams already.

- **Don't have to** is used to express that there is no obligation, no need to worry.

Learning Activity



1. There are plenty of tomatoes in the fridge. Youbuy any. (*mustn't, needn't, may not, should not*) This is a hospital. You smoke here. (*mustn't, needn't, may not, don't have to*)
2. He had been working for more than 11 hours. He..... be tired after such hard work. (*must, need, had better, mustn't*) Heprefer to get some rest. (*may, should, must, need, had better,*)
3. Ispeak Arabic fluently when I was a child and we lived in Morocco. (*could, might, can, must*). But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, Ijust say a few things in the language. (*may, can, must, need*)
4. The teacher said weread this book for our own pleasure as it is optional. (*can, needn't, must, should*) But we.....read it if we don't want to. (*could, need, needn't, mustn't*)

7.6 Sound and spelling

Practise the pronunciation of the words and phrases below. Pay attention to where you put stress. You can use a dictionary where necessary.

1. Entrepreneurship
2. Communicate
3. Control
4. Innovator
5. Utility
6. Overheads
7. Production
8. Schedule
9. Supply
10. Advertise

7.7 End unit assessment



End of unit assessment 1

Complete the following sentences with the suitable modal verbs:

- a) Yesterday Ifinish my accountant project (must, mustn't, had to)
- b) She will wait in line like everyone else. (must, have to, has to)
- c) All employeesarrive on time for work. (may, mustn't, have to)
- d) We.....forget to take the chicken out of the freezer. (have to not, must, mustn't)
- e) If you are under 13 youto get your parents' permission. (have, must, mustn't)
- f) If she comes, I.....call you.(will, would, would have)
- g) What would you do if iton your wedding day? (rained, will rain, would rain)
- h) If I eat peanut butter, I.....sick.(would have gotten, would get, get)
- i) "He would have gone with you if you had asked him." **Which conditional is this?** (first, second or third conditionals)
- j) "If I won a million dollars, I would buy my own airplane." **Which conditional is this?** (zero, first or second conditionals)



End of unit assessment 2

Read the following words and phrase aloud and correctly. Put the stress at the right place where necessary.

- i) Entrepreneurial
- ii) Curiosity
- iii) Independence
- iv) Endorsements
- v) Complain
- vi) Competitors
- vii) Store front
- viii) Sponsorship
- ix) Resiliency
- x) Overheads



End of unit assessment 3

Carefully read the passage that follows, and then write a paragraph summarizing it in not more than 100 words

Importance and Benefits of Entrepreneurship to Students

As my experience and learning, entrepreneurship is not only about solving the problem and turning it into a full-fledged profitable business. But most importantly, it is also about giving value to yourself first, then giving value to your skill, and then based on your skill, identifying and solving problems for the betterment of society and personal growth.

In this passage, I will explain why all learners should learn the basics of entrepreneurship? And how entrepreneurship education contributes to your development as a student and as a person. Students must be trained enough with entrepreneurship so that they will be able to start their entrepreneurial journey at an early age. If we compare today's students with that of the past, you will be seeing a greater difference in their mentalities.

In the past, students were of the view that after completing 16 years of education, they will be having a nice job and handsome salary easily but today the concept is completely changed.

There is so much unemployment across the world that no one can ever think of a nice job and heavily paid salary right after completing their graduation. It just remained a dream for so many of us. So to solve this issue, the concept of self-empowerment and entrepreneurship for students has emerged efficiently. The emergence of the entrepreneurial ecosystem has provided many benefits and hence made our students capable and efficient enough to do wonders. This passage will have a detailed discussion of the importance and benefits of entrepreneurship to students.

Thinking for a Better Future

The way an entrepreneur thinks is far better different than the way an ordinary man thinks. It is necessary to teach our students that they are the only ones held responsible for their future. Education of entrepreneurship for our students is of great importance the reason that it let them think for a better future and to strive hard to reach their goals.

In my opinion, entrepreneurship is a study that forces people to give value to themselves, their lifestyle and most importantly it teaches them to make continuous progress to design a better future for themselves

The education of entrepreneurship is of great importance for the students who are intended to establish their businesses in the future because the skills and general concepts of entrepreneurship are applied in almost

every single domain. Entrepreneurship is simply the best way to improve your way of working and way of living. There are never-ending contributions and benefits of entrepreneurship to our students. The education of entrepreneurship forces them to start their work career before the completion of their degrees. So many successful entrepreneurs have started their entrepreneurial ventures even before the completion of their degrees.


Adapted from (Techbaji Staffand REHMAT ULLAH, 2022)



End of unit assessment 4

Write a composition not less than 200 words on the following topic:
“Importance and benefits of entrepreneurship to students”.

UNIT 8 Interpersonal Communication

 **Key unit competence:** To use language learnt in the context of interpersonal communication.



Introductory activity



Fig. 8.1



Fig. 8.2

Observe the above pictures and answer the following questions.

1. Mention at least 2 types of interpersonal communication that are commonly used within a business organization.
2. Explain how business meetings are crucial aspects of an organization.

8.1 Talking about interpersonal communication and business meetings

8.1.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Interpersonal communication

Although interpersonal communication can encompass oral, written, and nonverbal forms of communication, the term is usually applied to spoken communication that takes place between two or more individuals on a personal, face-to-face level. Some of the types of interpersonal communication that are commonly used within a business organization include staff meetings, formal project discussions, employee performance reviews, and informal chats. Interpersonal communication with those outside of the business organization can take a variety of forms as well, including client meetings, employment interviews, or sales visits. In order to understand the principles of effective interpersonal communication, it is helpful to look at the basic process of communication.

The basic process of communication begins when a fact is observed or an idea formulated by one person. That person (the sender) decides to translate the observation into a message, and then transmits the message through some communication medium to another person (the receiver). The receiver then must interpret the message and provide feedback to the sender indicating that the message has been understood and appropriate action taken.

Unfortunately, errors can be introduced during any phase of the communication process. For example, misunderstandings can occur when the sender does not possess a clear idea of the message he or she is trying to communicate, or has a clear idea but is not able to express it well. Errors in the process can also occur when the receiver does not listen carefully, infers a different meaning than what was intended by the sender, or fails to provide feedback. Ultimately, unclear, inaccurate, or inconsiderate business communication can waste valuable time, alienate employees or customers, and destroy goodwill toward management or the overall business.

In general terms, interpersonal communication can be classified as either one-way or two-way. One-way communication occurs when the sender transmits information in the form of direction, without any expectation of discussion or feedback. For example, a manager may stop by an employee's desk to inform him that a certain project will be due the following day. One-way communication is faster and easier for the sender—because he or she does not have to deal with potential questions or disagreement from the receiver—but tends to be overused in business situations.

In general terms, interpersonal communication can be classified as either one-way or two-way. One-way communication occurs when the sender transmits information in the form of direction, without any expectation of discussion or feedback. For example, a manager may stop by an employee's desk to inform him that a certain project will be due the following day. One-way communication is faster and easier for the sender—because he or she does not have to deal with potential questions or disagreement from the receiver—but tends to be overused in business situations.

In contrast, two-way communication involves the sharing of information between two or more parties in a constructive exchange. For example, a manager may hold a staff meeting in order to establish the due dates for a number of projects. Engaging in two-way communication indicates that the sender is receptive to feedback and willing to provide a response. Although it is more difficult and time-consuming for the sender than one-way communication, it also ensures a more accurate understanding of the message.

In addition to being classified as one-way or two-way, interpersonal communication can also be broken down into a variety of styles, or specialized sets of behaviors. Bateman and Zeithaml identified six main styles of interpersonal communication that are used in business settings: controlling, egalitarian, structuring, dynamic, relinquishing, and withdrawal. “Different individuals use different communication styles,” the authors noted. “A communicator should realize that some styles are more effective than others in certain situations.”

Adapted from (Advameg, 2023)

Comprehension questions

1. Identify the 4 types of interpersonal communication that are commonly used within a business, as mentioned in the passage.
2. Based on the information from the passage, enumerate the forms of interpersonal communication that involve people from outside of the firm?
3. What are likely to be to consequences of unclear, inaccurate, or inconsiderate business communication?
4. Compare and contrast one-way and two-way communication.
5. Evaluate the importance of interpersonal communication in business.

Learning Activity 2



Vocabulary

Use a dictionary and thesaurus and find meanings of the following words/phrases. The words/phrases are underlined in the passage.

- a) Encompass
- b) Nonverbal
- c) Business organization
- d) Interpret
- e) Feedback
- f) Inaccurate
- g) Time-consuming

8.1.2 Application activities: Sentence construction and summary writing



Application activity 1

Sentence construction

Use the above words/phrases (the words in the vocabulary activity) in your own sentences.



Application activity 2

Summary writing

Summarise the above passage in not more than 100 words.

8.2 Describing broad categories of business meetings

8.2.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

Six Most Common Types of Business Meetings

As companies become more focused on efficiency, productivity and profitability, it has become essential that businesses look at their numbers to ensure that their time, money, and manpower are being put to good use —

one of the biggest opportunities lies in assessing how business meetings are run. A business meeting is a gathering of two or more people for the purpose of making decisions or discussing company objectives and operations. Business meetings are generally conducted in person in an office, however with the rise of video conferencing technologies, participants can join a business meeting from anywhere. By improving how meetings are run, businesses have a major way to immediately improve the way time is managed and how team members collaborate. Below are the six most common types of business meetings;

The first type of business meeting is Status Update Meeting. Almost every company is familiar with those recurring team meetings that are initially intended to share updates on the latest projects and make sure everyone in the team is on the same page about the process of the project. These meetings are meant to remedy any communication hiccups that may end up wasting significant amounts of time doing the same thing or facing the same challenges over and over. While these types of meetings might not be the most fun or engaging, businesses use them to address any problems that have come up, assign tasks and make any decisions necessary to move forward effectively.

The second type of business meeting is a Decision-Making Meeting. Although managers generally have the final say, the discussions around important business decisions often occur in larger groups. Smaller decisions may be made in status update meetings, but important ones will command their own dedicated meeting times. The process of making a decision could be spread out over several different meetings so that all parties have a chance to gather information, come up with solutions and vote on how best to move forward.

Problem-Solving Meeting is another type of business meeting. Similar to decision-making meetings, problem-solving meetings have a specific goal in mind. There's no standard problem-solving meeting since issues vary depending on your team and your organization, but these types of meetings are crucial nonetheless. These meetings may be based on emergencies that need to be resolved quickly.

The fourth type is Team-Building Meeting. Although every meeting is a chance for a team to become a little closer by engaging in banter at the beginning and gaining a stronger understanding of their counterparts, sometimes it is necessary to have a planned team-building meeting. These meetings can be corporate events or outings for the team, department or entire company and can serve to generate some employee loyalty and engagement.

Apart from Team-Building Meeting there are also Idea-Sharing Meetings. Sometimes it's better to have the whole group get together and share new ideas rather than distributing them in a meaty email or chaotic chat thread. Not only do these meetings allow the speaker or presenter to go more in-depth on a topic, conversations can happen in real time and team members can ask questions.

Last but not least, there are Innovation Meetings. Every organization needs new ideas from time to time, and innovation meetings are the standard answer to that need. It is difficult to force creativity, but you can solicit as many ideas as possible and then filter through them to find the most suitable ones. Innovation meetings can sound obscure to attendees, but they are essential to making sure your company continues to move forward rather than retaining the same operating protocols year after year because they provide the organization a chance to try something new.

(Lifesize, 2019)

Comprehension questions

1. Identify the six most common types of business meetings as mentioned in the passage.
2. Do all business meeting attendees have to be in one room nowadays? Explain.
3. What is on the agenda of Status Update Meeting?
4. Do managers sometimes seek advice from team members or they always decide on their own? Justify your answer.
5. Explain the reason behind spreading out the process of making a decision over several different meetings.

Learning Activity 2



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

| Words/phrases | Meaning |
|---------------|---------|
| Efficiency | |
| Manpower | |
| Hiccups | |
| Engaging | |
| Come up with | |

| Words/phrases | Meaning |
|---------------|--|
| Banter | the playful and friendly exchange of teasing remarks |
| Counterpart | |
| Filter | |

8.2.2 Application activities: Sentence construction



Application activity 1

Sentence construction

1. Consider the following example and write two example sentences; one of *how to introduce the topic of the meeting* another of *how to disagree with weak opinions in a meeting*. Remember that when disagreeing in a meeting you should use “I” statements to communicate how you feel, what you think, and what you want or need. Using “you” statements can sound argumentative. You should also avoid putting down the other person’s ideas and beliefs.

Examples:

- Today we’re here to discuss the water distribution project. (*Introducing the topic*)
- As I wrote in my email, the main item on our meeting agenda today is water distribution project. (*introducing the topic*)
- I’m not expert on this, but I think this project will not be successful. (*How to disagree with weak opinions in a meeting*)
- I am afraid I don’t really agree with you on this. (*How to disagree with weak opinions in a meeting*)
- This is only my opinion, but... (*How to disagree with weak opinions in a meeting*)
- In my limited experience, ... (*How to disagree with weak opinions in a meeting*)



Application activity 2

Use the words below in your own sentences. Consider how they are used in the passage above

- | | | | |
|-----------------|-------------|----------------|-------------|
| a) Efficiency | b) Manpower | c) Hiccups | d) Engaging |
| e) Come up with | f) Banter | g) Counterpart | h) Filter |

8.3 Characteristics of effective business meetings

8.3.1 Learning activities: Reading and text analysis

Learning Activity 1



Reading comprehension

Read the following passage and answer questions that follow:

The six qualities meetings need to have to be effective

If you want to make your organization more productive, there's arguably no better place to start than meetings. Think about it. Research has found the average professional spends about a third of their time in meetings. And that number only increases as people climb up the ladder, with managers spending half their time in meetings and CEOs spending nearly 70 percent of their workday meeting with others. That's a lot of time, particularly from an organization's most influential and most expensive employees. How that time is spent greatly affects how productive your organization is. To be effective, all meetings adhere to these six core principles;

First, meetings should have a meeting leader. The person who calls the meeting should generally be the meeting leader. The meeting leader doesn't mean the most senior person in the room, either – if you call a meeting with your boss, you are the meeting leader. It's a meeting leader's job to enforce the remaining five principles.

Second, meetings should be well organized: The biggest key to a successful meeting is the leader's ability to organize it. Having organized leaders often results in organized, highly effective meetings. Some meetings are led by leaders who have no plan going in, and think that "winging it" can work. Frankly speaking, disorganization leads to numerous off-topic discussions, which leads to missing elements and opportunities. It is imperative to stay organized throughout the meeting to ensure its success. If you aren't going to plan out the meeting, simply do not have one.

Third, an agenda should be provided: Having an agenda printed out for your meeting is helpful in two ways. The agenda should be created by the meeting leader and sent out at least 24 hours beforehand. For starters, it helps the leader to keep the discussion on topic, and the framework of an agenda helps pull an off-topic discussion back on track to meet the goals of the meeting. It also helps those in attendance understand what to expect from the meeting and will help guide them through the various topics.

Fourth, time should be wisely used and good meetings are shorter ones. Starting on time and ending on time are keys to keeping a meeting successful. Whether you like it or not, attendees are noticing the time, and you will lose their attention if they feel their time is not being managed

appropriately. When it comes to scheduling a meeting, it's better to go short than long. Meetings will almost always take as long as or longer than you schedule them to last.

Fifth, meetings should be engaging. Effective meetings encourage involvement from attendees, capture their imagination and keep their attention. It is important to understand your attendees and what they need to stay engaged. That could mean providing a quick coffee break in between topics, a video or a team-building activity. Providing something to engage the team will help keep them focused during the important parts of the meeting.

Sixth, a good meeting should equally enable you to take notes. A lot of great information can come out of a meeting, but if you don't write it down, you risk forgetting it. Meetings that have the most success enable you to take detailed notes on everything that take place. That includes notes regarding the objective of the meeting, what went right and what went wrong, as well as feedback from attendees. If you cannot take the notes yourself, designate someone to take notes for you so you don't risk forgetting a great moment.

In a nutshell, meetings have a bad rap, as employees often see them as time-wasters where productivity goes to die. But it doesn't have to be that way. Meetings can be your most productive hours of the day, where decisions are made and people collaborate effectively. The key is enforcing the six principles. By adhering to all six, you'll make your organization far more effective and make for a happier, more productive workplace.

Adapted from (Petronne, 2017) and (Drennen, 2016)

Comprehension questions

Answer by TRUE or FALSE.

1. The higher rank of a professional, the more time he/she spends in meetings.
2. Effective meetings should only be led by the leader in the highest position in the company.
3. The more organized, the less effective the meeting is likely to be.
4. Agenda helps attendees to critically discuss other important topics that were not planned.
5. The shorter the meeting is, the more effective it becomes.
6. It's the responsibility of the meeting leader to keep participants focused throughout the meeting.

Learning Activity 2



Vocabulary

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

| Words/phrases | Meaning |
|---------------|---|
| Productive | |
| Arguably | |
| Enforce | |
| Winging it | Doing or trying to do something without much practice or preparation. (I hadn't practiced the part, so I got up there and winged it). |
| Framework | |
| Attendees | |
| Designate | |

8.3.2 Application activities: Sentence construction and composition writing



Application activity 1

Sentence construction

Use the words in the above table in your own sentences. Consider how they are used in the passages above.



Application activity 2

Composition writing

Write a 250 words composition demonstrating the relevance of meetings in business.

8.4 Language structure: Present and past tenses in active and passive voice

In the two previous passages you must have come across the following sentences:

- Business meetings are generally conducted in person in an office.
- These meetings are meant to remedy any communication hiccups.
- Smaller decisions may be made in status update meetings

Study them carefully and identify what is common between their subjects and verbs.

You must have noticed that in each of the sentences above, the subject does not perform the action described by the verb. Instead, the subject undergoes the action. In this case the sentence is in **Passive Voice**.

Notes

The passive voice is used to 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.

The easiest way of identifying the **Passive Voice** is to look for the form of verb “*to be* + *past participle*”. For instance, in the sentence, “The meeting was led by Kalisa”, the verb **to be** is “**is**” + the past participle of the verb “**to lead**” which is “**led**”.

When the active sentence is in *present simple*, verb *to be* in passive is also put in *present simple*. When the active sentence is in *past simple*, verb *to be* in passive is also put in *past simple*. Briefly, verb *to be* in passive takes the tense of the active verb.

| Examples | |
|--|---|
| Active | Passive |
| Kalisa <i>leads</i> the meeting | The meeting <i>is led</i> by Kalisa |
| Kalisa <i>led</i> the meeting | The meeting <i>was led</i> by Kalisa |
| Kalisa <i>has led</i> the meeting | The meeting <i>has been led</i> by Kalisa |
| Kalisa <i>is leading</i> the meeting | The meeting <i>is being led</i> by Kalisa |
| The manager <i>shares</i> this kind of information in status update meetings | This kind of information <i>is shared</i> in status update meetings by the manager. |
| The manager <i>shared</i> this kind of information in the status update meeting. | This kind of information <i>was shared</i> in the status update meeting by the manager. |
| The manager <i>is sharing</i> information in the status update meeting. | Information <i>is being shared</i> in the status update meeting by the manager. |

8.4.1 Application activities



Application activity 1

Change the following sentences from active voice to passive voice.

- a) The person who called us for a meeting did not send us the agenda.
- b) The dog chased the cat.
- c) Mother made a cake yesterday.
- d) The dog bit the boy.
- e) Kamanzi chaired the meeting.
- f) Ram played hockey.
- g) Miss Mary teaches us English.
- h) Kamali caught the ball.
- i) Children like sweets.
- j) Who taught you this poem?



Application activity 2

Choose the right passive sentence from the given options

1. I did not beat her.
 - a) She is not beaten by me.
 - b) She has not beaten by me.
 - c) She was not beaten by me.
2. Mother made a cake yesterday.
 - a) A cake made by mother yesterday.
 - b) A cake is made by mother yesterday.
 - c) A cake was made by mother yesterday.
3. The boy teased the girl.
 - a) The girl was teased by the boy.
 - b) The girl had teased by the boy.
 - c) The girl is teased by the boy.
4. Did she do her duty?
 - a) Was she done her duty?
 - b) Was her duty done by her?
 - c) Had her duty been done by her?
5. The tiger was chasing the deer.
 - a) The deer was chased by the tiger.
 - b) The deer was being chased by the tiger.
 - c) The deer had been chased by the tiger.

6. She has written a novel.
 - a) A novel was written by her.
 - b) A novel has been written by her.
 - c) A novel had been written by her.
7. She has learned her lessons.
 - a) Her lessons have learned by her.
 - b) Her lessons have been learned by her.
 - c) Her lessons had been learned by her.
8. Have you finished the report?
 - a) Has the report been finished by you?
 - b) Has the report finished by you?
 - c) Had the report been finished by you?
9. The police officers have caught the thief.
 - a) The thief has been caught by the police officers.
 - b) The thief was caught by the police officers.
 - c) The thief had been caught by the police officers.
10. I had forgotten this experience.
 - a) This experience is forgotten by me.
 - b) This experience would be forgotten by me.
 - c) This experience had been forgotten by me.

8.5 End Unit Assessment



End of unit assessment 1

Look at the subject and verb to determine if it is an active or passive sentence. Then add the appropriate verb. Use the Past Simple tense for this exercise.

1. The business meeting.....(schedule) in the afternoon.
2. Our last business meeting(enable) our company to win a customer's trust.
3. Many people(invite) in the meeting.
4. Interpersonal communication in business..... (help) us to solve our internal problems.
5. Many people (buy) tickets for last night's concert. All the tickets (sell).
6. The child(help) by his father. His toys (pick up) and put into a drawer.
7. Scientists (discover) a new species of frog.

8. The students (not/raise) their hands.
9. Last night's dinner (prepare) by my wife.
10. The safety rules (not/follow), so an accident..... (happen).
11. Because the printer (damage), we couldn't print.
12. The house(have) a swimming pool when I lived there.
13. I (not/allow) to drink alcohol when I was young.



End of unit assessment 2

Change active sentences to passive

1. Someone had broken the window by 3:00 p.m.
2. A strange man was watching us.
3. Tokyo hosted the Olympics in 2020.
4. We are working on the report right now.
5. My manager has told him to arrive earlier.
6. They could not have made the mistake.
7. I hope they are going to hire me soon.



End of unit assessment 3

Complete the text using the phrases from the box. The first one has been done for you!

| | | |
|-------------------------|---------------------------|---|
| was obliged to | are believed to have been | is known to have experienced |
| is not known | are thought to be | was packed |
| is thought to have been | was seen | were made to |
| | was brought | |

A plane carrying 15 members of the government to a conference in Brussels **is known to have experienced** a small scale fire earlier this morning. The plane..... about 20 minutes into its journey when the fire occurred in the luggage department. Ithow the plane caught fire, but early eyewitness reports confirm that a trail of smokecoming from the undercarriage. The firerapidly under control, but the pilotmake an emergency landing. Five people treated for shock. The planewith businesspeople flying to Belgium. All 209 passengersstay behind for questioning after landing at a military airport in northern France. Policetreating the incident as suspicious.



End of unit assessment 3

Write a 300 words composition explaining the role of interpersonal skills in business communication.

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