

# **ENGLISH LANGUAGE**

**TTC YEAR TWO**

**STUDENT'S BOOK**

**OPTION: ECLPE**

© 2020 Rwanda Basic Education Board

All rights reserved.

This book is the property of Government of Rwanda. Credit must be provided to REB when the content is quoted.

# FOREWORD

Dear student,

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

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

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

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

- Develop knowledge and skills by working on given activities which lead to the content;
- Communicate and share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, on internet or outside;
- Participate and take responsibility for your own learning;
- Carry out research or investigation by consulting printed or online documents and resourceful people, and present findings;
- Ensure the effective contribution of each group member in assigned tasks through clear explanations and arguments, critical thinking, responsibility and confidence in public speaking;
- Draw conclusions based on the findings from the learning activities.
- Etc

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

**Dr. MBARUSHIMANA Nelson**

**Director General, REB**

# ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in the development of this English textbook for Year two early childhood and lower primary. It would not have been successful without 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 lecturers, teachers and all other individuals whose efforts in one way or the other contributed to the success in the writing of this textbook.

Special acknowledgement goes to the University of Rwanda which provided content providers, quality assurers, those who conducted validation as well as experts in design and layout services, illustrations and image anti-plagiarism.

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 TTC textbook writing.

**Joan MURUNGI,**

**Head of Department CTLR**

# TABLE OF CONTENTS

<b>FOREWORD</b> .....	<b>I</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>III</b>
<b>UNIT 1: MYSELF AND MY COMMUNITY</b> .....	<b>1</b>
INTRODUCTORY ACTIVITY .....	1
1.1 Describing my community .....	2
1.2 Talking about myself .....	5
1.3 Talking about community daily activities .....	7
1.4 Recounting the past experience .....	10
1.5 Language structure: Present simple tense, possessive adjectives, and reflexive pronouns .....	12
1.6 Spelling and pronunciation of 3rd person verbs in present simple tense.....	20
1.7 END UNIT ASSESSMENT .....	21
<b>UNIT 2: LEADERSHIP AND FAMOUS PEOPLE</b> .....	<b>24</b>
INTRODUCTORY ACTIVITY .....	24
2.1 Talking about a famous Rwandan leader .....	25
2.2 Talking about leadership styles .....	27
2.3 Giving opinion on leaders .....	32
2.4 Talking about famous persons in modern Rwanda .....	35
2.5 Language structure: Past simple tense and Wh-clauses.....	37
2.6. END UNIT ASSESSMENT .....	43
<b>UNIT 3: LIVING IN A FOREIGN COUNTRY</b> .....	<b>44</b>
INTRODUCTORY ACTIVITY .....	44
3.1 Personal recent activities .....	45
3.2 Talking about possibilities .....	46
3.3 Describing plans.....	49

3.4. Future activities.....	50
3.5 Comparing cultures .....	52
3.6 Describing cultures.....	56
3.7 Talking about emotions .....	58
3.8 Language structure: Present perfect, present perfect continuous, adjectives.....	61
3.9 END UNIT ASSESSMENT .....	66
<b>UNIT 4: BUSINESS AND MONEY .....</b>	<b>67</b>
INTRODUCTORY ACTIVITY .....	67
4.1 Describing business and money.....	68
4.2 Describing the role of money .....	70
4.3 Describing marketing .....	73
4.4 Describing business.....	75
4.5 Describing documents used in business.....	78
4.6 Describing entrepreneurship terminologies .....	81
4.7 Language structure: Phrasal Verbs .....	84
4.8 Spelling and pronunciation .....	85
4.9 END UNIT ASSESSMENT .....	87
<b>UNIT 5: EARLY CHILDHOOD WELFARE .....</b>	<b>89</b>
INTRODUCTORY ACTIVITY.....	89
5.1 Talking about early childhood education in Rwanda.....	90
5.2 Describing early childhood basic needs .....	95
5.3 Talking about duties and responsibilities of parents and caregivers in early childhood education.....	101
5.4 Language structure: Modal verbs and adjective's degrees of comparison .....	107
5.5. Spelling and pronunciation .....	112
5.6 END UNIT ASSESSMENT .....	113
<b>UNIT 6: CULTURAL DIVERSITY AND AFRICAN DEVELOPMENT .....</b>	<b>114</b>
INTRODUCTORY ACTIVITY .....	114
6.1 Describing Being in a Foreign Country .....	114

6.2 Comparing cultures .....	116
6.3 Describing customs.....	119
6.4 Describing traditional Rwandan Culture.....	121
6.5 Reporting a migration story.....	124
6.6 Describing causes of migration .....	127
6.7 Describing cultural diversity .....	129
6.8 Describing cultural general challenges .....	131
6.9 Key Rwandan Values .....	134
6.10 Language structure: Adverbs of time and adverbs of place .....	136
6.11 END UNIT ASSESSMENT .....	139
<b>UNIT 7: HUMAN RIGHTS AND ETHICS .....</b>	<b>140</b>
INTRODUCTORY ACTIVITY .....	140
7.1 Describing rights.....	140
7.2 Describing children’s Rights .....	142
7.3 Talking about ethics.....	145
7.4 Describing child abuse .....	147
7.5 Fighting abuses.....	149
7.6 Discussing gender equality .....	152
7.7 Minority rights and inclusiveness .....	154
7.8. Language structure: Modal Verbs and passive voice for present tense.....	155
7.9 END UNIT ASSESSMENT .....	159
<b>UNIT 8: NATIONAL ASSETS.....</b>	<b>162</b>
INTRODUCTORY ACTIVITY .....	162
8.1 Talking about national assets.....	162
8.2 Talking about the role of national assets.....	165
8.3 Talking about problems related to the national assets .....	167
8.4 Describing a visit to a national park.....	169
8.5 Language structure: Adverbs of frequency and use of determiners.....	171
8.6 Spelling and pronunciation .....	175



8.7 END UNIT ASSESSMENT .....	176
<b>UNIT 9: MEDIA AND REPORTING .....</b>	<b>178</b>
INTRODUCTORY ACTIVITY .....	178
9.1 Describing words and expressions used in the media .....	179
9.2 Describing a scene.....	181
9.3 Reporting speech .....	183
9.4 Describing a report.....	185
9.5 Describing stages in reporting .....	188
9.6 Expressing probability on past events .....	189
9.7 Language structure: Past perfect continuous.....	191
9.7 END UNIT ASSESSMENT .....	195
<b>REFERENCES .....</b>	<b>197</b>

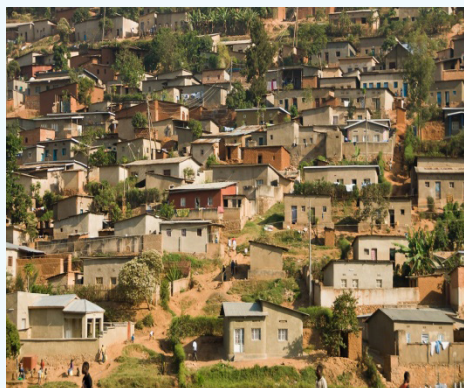


# UNIT 1

## MYSELF AND MY COMMUNITY

**Key unit competence:** To use language learnt in the context of myself and my community

### INTRODUCTORY ACTIVITY



*Fig: 1*



*Fig: 2*



*Fig: 3*

1. Describe what you see in fig 1 and tell what this represents for the country.

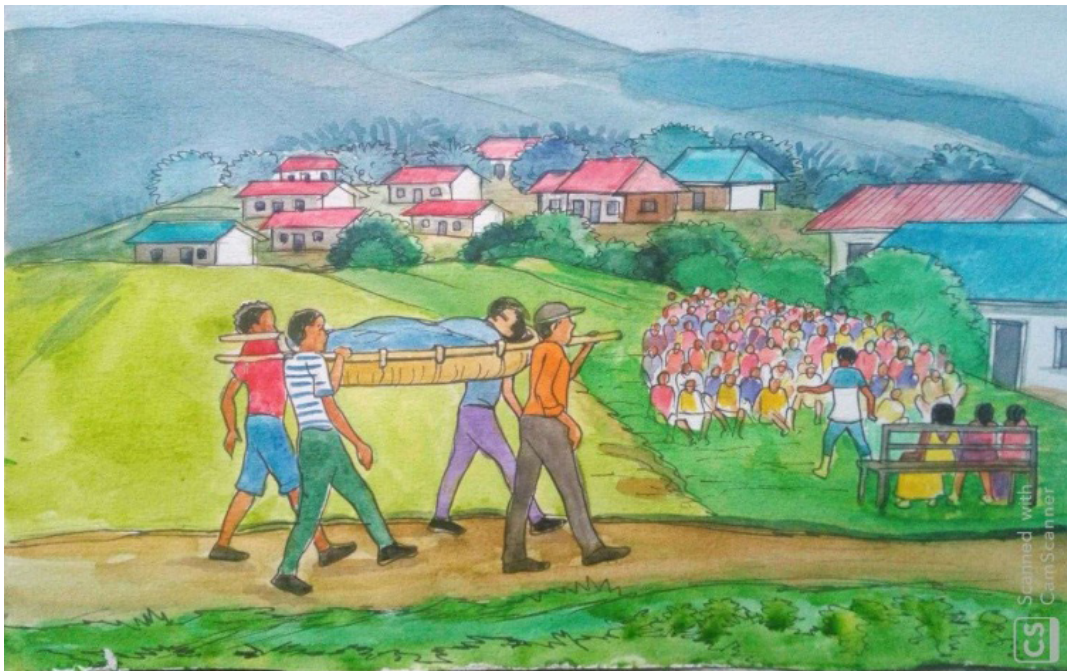
2. Identify different activities which are being done in fig 2, and fig 3.
3. What do you understand by the term community?
4. As a community member what role would you like to play in order to contribute to the development of your community? Describe such a role.
5. Is community work important? Explain.
6. What would you advise a person who doesn't take part in community work?

## 1.1 Describing my community

### 1.1.1. LEARNING ACTIVIT

#### *Reading and text analysis*

#### ➤ **Text: Visit to a village**



My father was born and brought up here. When at the age of 19 he joined the army, he left his home. Since then he only occasionally visited the village. This time we had gone there after five long years. But surprisingly, very little has changed in my village during those five years.

My village is backward. Despite great progress in other parts of the country, the pace of development is very slow in my village. My village is connected to the main road by non-metallic road. When I entered the village, I was welcomed by lush green fields. There were hills and hillocks scattered all around the village. The farmers were sowing the seeds in their fields. Their wives and children were also helping them. At a little distance there was a big field. A flock of children were grazing their cattle there. A stream was flowing nearby. The grazing cattle were drinking water in the stream. The greenery that I saw in the village is rare in a city. The life is laid back and calm. There is no hassle and moving there. Moving ahead, suddenly some stinking smell struck my nose. I covered my nose with my handkerchief. The smell was coming out of a big drain which was flowing nearby. The muddy passage was littered by the cow dung.

In the village I saw the primary school. I was surprised at the sight of school. It merely consisted of a two-room building. There were around thirty children sitting on coir mat. There were two teachers, each one teaching a group of fifteen, twenty children. The children were writing on the wooden plates called tektites. There was dullness and silence all around. I could hear no noise except the scream of children and the barking of dogs. However, there was occasional hoarse crying of vendors that one can hear in the village.

There were no shops, hospitals, cinema halls, post offices, banks in the village. People have to move two kilometers to buy things of day-to-day need. Due to lack of hospitals, sometimes the villagers have to meet untimely death. They cannot get immediate emergency treatment there. There is no cinema hall. It is only through the cable network that they can see a movie otherwise they have to travel six kilometers to have a show of movie. Power cut is an important feature of my village.

I stayed for two days in our village; the second day was very boring. So long I was among the relatives, I felt good. I returned to my city the third day. But while returning I took a resolve to work for the improvement in the life of the villagers, as I grow up.

*Adapted from: <http://www.shareyouressays.com/persuasive-essays/487-words-short-essay-on-a-visit-to-a-village/482>*

### ➤ **Comprehension questions**

1. What would you say about the development of that village?
2. Describe the home village of the writer as discussed in the passage.

3. Do you think the environment was pleasant to the writer? Explain.
4. According to the writer, how would you explain the challenges people may face in that village?

### 1.1.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and essay writing*

1. Using dictionaries and thesaurus, find the meaning of the following words:

Words	Meaning
a. backward	
b. lush	
c. hassle	
d. hillocks	
e. scattered	
f. greenery	
g. stinking	
h. stuck	
i. handkerchief	
j. Cow dung	
k. coir mat	
l. tektites	
m. dullness	
n. Vendor	

2. Using the above words from the passage, write correct sentences.
3. In not more than 100 words, write an essay describing your community.

## 1.2 Talking about myself

### 1.2.1. LEARNING ACTIVITY

#### *Reading and text analysis*

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

Talk about yourself and your role in the community.

- **Text:** What makes you unique?



Everybody is unique in their own way and so am I. I feel that what has had the most impact on who I am today is being brought up in a God-fearing family. Throughout my childhood till now, I have heavily relied on my family for support in whatever decisions I make myself. My culture is based on three essential tenets: good thoughts, good deeds, and good words. In line with these tenets, I always try to do good things to other people and do my best in my own life endeavors in order to achieve the best of results. I particularly try to do well in my academics since I saw right from my childhood the many opportunities and doors one can access through good education.

Even though I am not very intelligent or highly talented, I am a very hardworking person. In high school, I used to be among the last in memorizing and understanding texts. While some students only needed to be taught the basics of lessons in order to start understanding the concepts, it took me a lot of time to understand them. This did not however bar me from always claiming the first position in class and even winning the “Best Student of the Year” prize on many occasions. Out of my spirit of hard work, I would sit down with my books after class and carefully study all the concepts that I found challenging to understand. Moreover, I would seek teachers’ help as much as I would need it.

Besides being a hardworking person, I am a humble and respectful person who never loses hope in life. I like telling everyone the truth while according them due respect irrespective of whether they are my elders or my juniors in terms of age. This is because as the old adage goes, truth sets people free and thus it pays to avoid lies which often turn out costly.

My humble attitude in relating with others has enabled me to earn respect from everyone I interact with. In addition, I never lose hope no matter how physically or mentally poor a situation might make me to be. Instead, I normally make efforts to achieve my dreams by utilizing my strengths and accepting my weaknesses but never giving them a chance to bring me down.

Finally, I am blessed with a spirit that is sensitive and jumps into action whenever there is need to stand up for righteousness, especially that involving people. I am also hospitable to people regardless of where they come from because I believe that guests bring good fortunes and the best thing to do is to welcome them warmly. I may only turn hostile if the intention of the guest’s visit is to harm me because even the Holy Bible teaches us to defend ourselves from unjust aggression.

*Adapted from: <https://gudwriter.com/what-makes-you-unique-essay-example/>*

### ➤ **Comprehension questions**

1. Explain the writer’s source of support in his or her life.
2. Examine what makes the writer unique among other people as expressed in the passage.
3. Referring to the text, why do you think the writer could not get easily discouraged in his/her life?
4. After reading this text, which lesson can someone learn from him/her as far as people’s relationships in community are concerned?



## 1.2.2 APPLICATION ACTIVITY

### *Vocabulary, sentences and composition writing*

1. Using dictionaries and thesaurus, find the meaning of each word in table below.

Words	Meaning
Unique	
Tenets	
Deeds	
Endeavors	
Bar someone from	
Hospitable	
Hostile	

2. Using the words in the table above, write correct sentences.

3. Write a short composition describing yourself in not more than 80 words and present it to your class.

## 1.3 Talking about community daily activities

### 1.3.1 LEARNING ACTIVITY

#### *Picture interpretation and text analysis*



Fig: 1



Fig: 2



Fig: 3



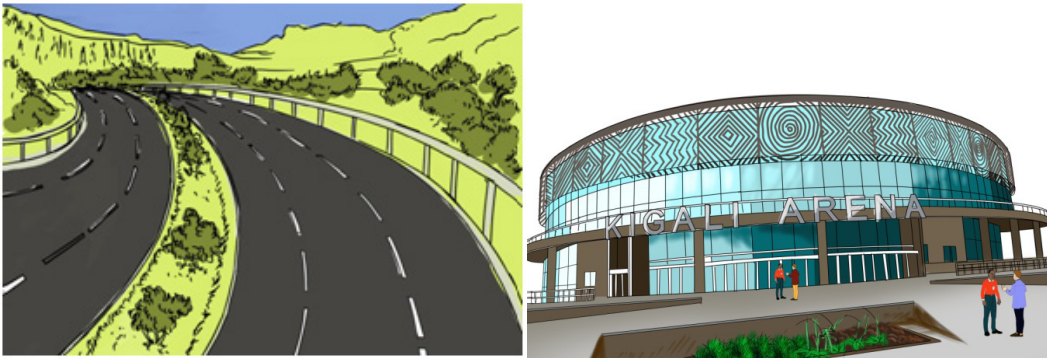
Fig: 4

## A. Picture interpretation

While interpreting the above pictures, respond to the following questions:

- Describe what is taking place in fig 1 up to fig 4.
- Why do you think people need each other in the community?
- What is the importance of community works?
- Explain the following statement used by social security personnel within your community: Every person is an eye of his/her colleague.
- Give reasons why children in our community need to be taught about traffic rules and environment sustainability.

## B. Text: My home city



I was born and brought up in Kigali City. The roads are good and are connected to almost every part of the country. There is a large population and there are many vehicles to transport people and goods. There are many hospitals and schools with very good facilities. The buildings are big, tall and amazing to look at. Most of the country's administrative offices and head offices of government departments and organizations are found here.

It is also where we find the National Bank of Rwanda and head office of the University of Rwanda. There are a number of industries where people are employed.

The people looking for jobs are usually more than the available jobs. Others are government workers and they are paid salaries. Incomes are higher but things are more expensive than in the village. Many people have piped clean water supplied to their houses and electricity. Shopping is made easy by the numerous supermarkets and shops found all over the city. There are also various entertainment centres. People often travel using their own vehicles or they use public transport such as buses or taxis.

Nadia is one of the students studying at one of the schools located in my community. She always walks on foot with her friends. At this school, children are taught traffic rules. They have to be careful when crossing the road. They should look both ways before they cross. There are zebra crossings for pedestrians at the main roads, but not everywhere. Some learners ride their bicycles to school. If they are carrying their heavy bags on their backs, it sometimes causes some problems. Some travel by bus or taxi. Others are brought to school by motorcar, if their parents have cars. There are very few of them. Because the school is in the city, there are many services available. The school has a tuck shop. There is also a café, a small supermarket, a bank and a post office near the school. The bus stop is right outside the school grounds and a taxi rank is nearby.

Finally, my community does not only have business activities but also social activities where people meet every last week-end of the month during Umuganda and other social events such as weddings and burial ceremonies among others.

*Adopted from English for Rwandan Schools, Student Book S5 (REB)*

### ➤ **Comprehension questions**

1. Which type of community was the writer born in and brought up?
2. How would you describe life in the city? Why do you think there is a large population in the city?
3. Explain what can make the countryside a better place to live in.
4. In your opinion, what may cause some problems to people living in towns?
5. Compare and contrast life of the city against life in rural area.
6. What should children do when they want to cross the road?
7. Which activities does the school neighboring community do?
8. With examples, give reasons why it is important to participate in community works.

### 1.3.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence writing*

1. Using dictionaries and thesaurus, find the meaning of each word or phrase in table below.

Words	Meaning
Piped	
traffic rules	
zebra crossings	
Pedestrians	
tuck shop	
taxi rank	

2. Using the words in the table above, write correct sentences.

## 1.4 Recounting the past experience

### 1.4.1 LEARNING ACTIVITY

#### *Picture interpretation and text analysis*

#### ➤ **Text: Princeton, Athlete (Football)**

I have learned great many things from participating in varsity football. It has changed my entire outlook on and attitude toward life. Before my freshman year at high-school, I was shy, had low self-esteem and turned away from seemingly impossible challenges. Football has altered all of these qualities. On the first day of freshman practice, the team warmed up with a game of touch football. The players were split up and the game began. However, during the game, I noticed that I didn't run as hard as I could, nor did I try to evade my defender and get open.

The fact of the matter is that I really did not want to be thrown the ball. I didn't want to be the one at fault if I dropped the ball and the play didn't succeed. I did not want the responsibility of helping the team because I was too afraid

of making a mistake. That aspect of my character led the first years of my high school life. I refrained from asking questions in class, afraid, they might be considered too stupid or dumb by my classmates. All the while, I went to practice and every day, I went home physically and mentally exhausted.

Yet my apprehension prevailed as I continued to fear getting put in the game in case another player was injured. I was still afraid of making mistakes and getting blamed by screaming coaches and angry teammates. Sometimes these fears came true. During my sophomore season, my position at backup guard led me to play in the varsity games on many occasions. On such occasions, I often made mistakes. Most of the time the mistakes were not significant; they rarely changed the outcome of a play. Yet I received a thorough verbal lashing at practice for the mistakes I had made.

These occurrences only compounded my fears of playing. However, I did not always make mistakes. Sometimes I made great plays, for which I was congratulated. Now, as I dawn on my senior year of football and am faced with two starting positions, I feel like a changed person.

Over the years, playing football has taught me what it takes to succeed. From months of tough practices, I have gained a hard work ethic. From my coaches and fellow teammates, I have learned to work well with others in a group, as it is necessary to cooperate with teammates on the playing field. But most important, I have also gained self-confidence. If I fail, it doesn't matter if they mock or ridicule me; I'll just try again and do it better. I realize that it is necessary to risk failure in order to gain success. The coaches have always said before games that nothing is impossible; I know that now. Now, I welcome the challenge. Whether I succeed or fail is irrelevant; it is only important that I have tried and tested myself.

*Adapted from: <https://www.infoplease.com/us/college-bound/sample-essays-significant-experience>*

➤ **Comprehension questions**

1. How would you describe the character of the writer when he/she was in high school?
2. Why could the writer fail to get responsibilities?
3. Evaluate what made the writer who he/she is as discussed in the passage.
4. Which lesson did the writer learn to gain success in life?

## 1.4.2 APPLICATION ACTIVITY

### *Vocabulary, paragraph writing and speaking*

1. Using dictionaries and internet, find the meaning of the following words from the passage.

Words	Meaning
Evade	
Apprehend	
Prevail	
Exhausted	
Screaming	
Sophomore	
Varsity	
Lashing	
Ethic	
Mock or ridicule	

2. In not more than eight lines, write a paragraph talking about your past experience.
3. Conduct a research comparing the current community where your school is located and how it looked like 20 years ago and present it to the class.

## 1.5 Language structure: Present simple tense, possessive adjectives, and reflexive pronouns

### ➤ Notes:

#### I. The present simple tense

The present simple tense is the most basic tense in the English language. There are 7 uses of this tense in direct speech:

- a. Facts, generalizations and universal truths.
- b. Habits and routines.

- c. Permanent situations.
- d. Events that are certain to happen.
- e. Arrangements that we can't change (timetables, official meetings).
- f. State verbs (be, have, suppose, know etc.)
- g. Narrations, instructions or commentaries.

### A. Facts, generalizations and universal truths

The present simple tense is used when talking about universal truths such as laws of nature or things we believe are, or are not, true. It's also used to generalize about something or somebody.

*Examples:*

- Water boils at 100 degrees Celsius. Universal( Truth)
- It is a big house. (Fact)
- The Earth goes around the Sun. (Universal truth, fact)
- Dogs are better than cats. (Generalization)
- Berlin is the capital city of Germany. (Fact)
- The Elephant doesn't fly. (Fact)
- London is the capital city of France. (Fact)
- Kivu lake is located in the west of Rwanda.(fact)

### B. Habits and routines

We also use this tense to describe actions that happen frequently. For example: habits, routines, tendencies.

*Examples:*

- We leave for work at 7:30 AM every morning. (Routine)
- My husband watches the TV in the evening. (Habit, Routine)
- Susan often meets with her friends after school. (Habit, Routine)
- They usually play football on Sunday. (Habit, Routine)
- Mark rarely visits his sick grandmother.(Tendency)
- James usually tells lies. (Tendency)

- Every last Saturday of the month people in Rwanda get together to perform a type of community work known as “Umuganda”.(Routine)

### **Adverbs of Frequency**

The Present Simple is often used with frequency adverbs including the following:

Always, frequently/often, usually, seldom/rarely, never, every week/year, sometimes/occasionally, from time to time, every now and then, ...

Here are a few examples on how to use these frequency adverbs in sentences:

- I always go to church on Sundays.
- I never eat anything after 10 PM.

### **C. Permanent situations**

The present simple tense applies for actions that last a relatively long time.

*Examples:*

- I live in Musanze district.
- He works as a receptionist.
- Margaret drives a Volkswagen.
- Jane teaches Mathematics at high school.
- Summer follows Spring,
- The best time to come to Kivu beach is in the evening to see the sunset

### **D. Events certain to happen**

The present simple tense is also used when an event is certain to happen in the future.

*Examples:*

- My grandmother turns 100 years old this July.
- Winter starts on 21 December.
- The concert begins at 7.30 next Friday evening.

### **E. State Verbs**

Some verbs such as like, love... are called “state verbs” when they refer to “states.



A state action has **neither** beginning nor ending. It can't be controlled and that's why it's not normally expressed in present progressive tense.

*Examples:*

- I like swimming.
- We know this man.
- She loves her baby more than anything.

N.B. Some of the state verbs used in the present simple tense can also appear in the present **continuous tense**. This is typically when they have an active meaning or when they emphasize change.

*Examples:*

- I'm **thinking** of moving to San Francisco.
- I start **loving** your new haircut!

There are five groups of state verbs. They refer to: (1) feelings (like, love, etc); (2) thoughts/belief (think, understand, etc); (3) wants (want, prefer, etc); (4) perception (see, hear, etc); (5) being/having/owning (appear, seem, belong, etc).

## **F. Future Arrangements**

The present simple tense is used when talking about events whose schedule can't be changed (for example, an official meeting or a train departure).

*Examples:*

- The meeting **starts** at 4 PM.
- The train **leaves** at noon.
- First you weigh the ingredients.

*Exercises*

1. Write a paragraph about daily habits in your community with adverbs of frequency.
2. Read the following extract and answer the question that follow

My sister Carol and I are very different. I really like sport, especially football, but she doesn't like it at all. Carol never eats meat but I eat it all the time. She gets up early but I usually get up at about eleven. She loves classical music, and

I hate it! But we both use internet a lot- she sends me e-mails every day and we both like dance music.

- Identify the tenses used in the above extract and give a reason why it was used.
3. Choose the correct alternative from the brackets to complete the following sentences
    - a. (My friend/I)\_\_\_\_\_always sleep last.
    - b. You/John)\_\_\_\_\_teaches geography in all classes.
    - c. \_\_\_\_\_make a lot of noise when left alone(children/ that child)
    - d. Kevin and Suzan \_\_\_\_\_well. (sing/sings)
    - e. Every child \_\_\_\_\_a good education. (deserves/deserve)
    - f. In my community, we always \_\_\_\_\_Social community.(practice/practices)
  4. Write ten sentences about the activities taking place in community using present simple tense.
  5. Write a paragraph talking about your roles in community development using present simple tense.

## II. Possessive adjectives

1. Read the information about Thomas' family and answer the questions.

- My name is Thomas, but everyone calls me Tom.
- I would like to introduce you to my family.
- This is my wife. Her name is Anna.
- These are our neighbors from just around here. Their names are Johnson and Laissa.

After reading the above information about Thomas' family, identify different adjectives used and explain how to use them.

## 2. Definition of adjective

Adjectives are words that describe nouns or pronouns. Adjectives tell which (this book, my book), how many (six communities), or what kind (red roses).

Possessive adjectives are used to show possession or ownership of something. While we use them when we refer to people, it is more in the sense of relationship than ownership.

*Examples:*

I love my community.

Our house is big and has a pool.

Their village is always clean and safe.

### 3. List of possessive adjectives

They include: my, your, his, her, its, our, your, their. They modify the nouns they precede to show possession.

*Examples:*

- I'll get my bag.
- Is this your luggage?

### **Exercises**

#### **I. Fill in blank spaces with appropriate possessive adjectives:**

- 1) Joshua is looking for something. Where is ----- book?
- 2) Ruth, this is mine. Where is ----- bag?
- 3) She goes to school alone. Why can't she be escorted by ----- brother?
- 4) Frank works as a teacher, what about ----- father?
- 5) You really like borrowing Mary's property. Please be using.....own car and leave alone .....laptop as well.
- 6) We like sports very much. ----- favorite hobby is tennis.
- 7) She loves ----- husband so much. I wish I could do the same with .....!
- 8) We want to see the match. We might come to watch it from -----**house**.

9) Leila likes this dog, she is right.....eyes look innocent!

10) What's the name of -----**dog? My dog is called** Bobby.

II. Write a paragraph describing your school community. Remember to use possessive adjectives.

III. Reflexive pronouns

Imagine that you want to show that the “doer” and the “recipient” of the action are one and the same person. With examples, explain different ways you may express it and how to use it.

### ➤ Notes

The reflexive pronoun is used to refer back to the subject of a sentence. In this case the “doer” and the “recipient” of the action are one and the same person. Common examples of reflexive pronouns are myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves.

It is formed by adding -self or -selves to personal pronouns.

#	Personal pronoun	Possessive adjective	Reflexive pronoun	Examples of sentences
1st person	I	my	myself	When <u>I</u> look in <u>my</u> mirror, <u>I</u> see <u>myself</u> .
2nd person	you	your	yourself	When <u>you</u> look in <u>your</u> mirror, <u>you</u> see <u>yourself</u> .
3rd person	he	his	himself	When <u>he</u> looks in <u>his</u> mirror, <u>he</u> sees <u>himself</u> .
3rd person	she	her	herself	When <u>she</u> looks in <u>her</u> mirror, <u>she</u> sees <u>herself</u> .
3rd person	it	its	itself	<u>The machine</u> will turn off by <u>itself</u> .
3rd person	one	one's	oneself	<u>One</u> must always do <u>one's</u> work by <u>oneself</u> .

1st person plural	we	our	ourselves	<u>We</u> painted <u>our</u> house by <u>ourselves</u> .
2nd person plural	you	your	yourselves	<u>You</u> should push <u>yourselves</u> to work harder.
3rd person plural	they	their	themselves	<u>They</u> painted <u>their</u> house by <u>themselves</u> .

Reflexive pronouns are often used to:

1. Replace objects when the subject and object are the same person.

*Example:* I have really told myself not to worry about my community problems.

They are commonly used as object of verbs like burn, hurt, cut, enjoy, teach, introduce, and look at. There are also common phrases with reflexive pronouns, such as enjoy yourself (have a good time), help yourself (take something if you want), and behave yourself (be good)).

2. Emphasise that a specific person is being referred to and nobody else.  
Examples: I planned this workshop myself.

3. Express emphasis (as intensive pronouns).

*Example:*

I did homework myself. (Emphasizes the fact that nobody else helped me to do my homework)

### ***Exercise***

Write ten sentences using reflexive pronouns.

## 1.6 Spelling and pronunciation of 3rd person verbs in present simple tense

We pronounce-	After these sounds	Example
/s/	Unvoiced: /f/,/k/, /p/, /, /t/,/θ/	Stop        stops make        makes cough       coughs soothe       soothes impart       imparts
/z/	Voiced: /b/,/d/,/g/,/l/,/m/,/n/,/ŋ/,/r/,/v/,w//ð/	travel        travels describe     describes
/iz/	Sibilant: /s/,/z/,/ʃ/z/,/tʃ/ /dʒ/	judge        judges Wash        washes Practice/ practise practices,-

## 1.7 END UNIT ASSESSMENT

1. Use appropriate possessive adjectives and fill in the blanks below to complete the sentences.

- i. Where is \_\_\_\_\_ classroom? We can't find it.
- ii. Susan, is that \_\_\_\_\_ pen on the table?
- iii. A: What is \_\_\_\_\_ name? B: My name is Thomas.
- iv. I think this is \_\_\_\_\_ book. She dropped it on the floor.
- v. \_\_\_\_\_ names are Kevin and Stewart. They are my friends.
- vi. He forgot to write \_\_\_\_\_ name on the test!
- vii. A: What is your phone number? B: \_\_\_\_\_ phone number is 555-9826.
- viii. Did the cat eat all of \_\_\_\_\_ food?
- ix. The children are crying because they can't find \_\_\_\_\_ toys.
- x. Miriam and Jennifer like \_\_\_\_\_ new teacher.
- xi. I really like my new home, especially \_\_\_\_\_ location.
- xii. This is a picture of my friend. He is \_\_\_\_\_ best friend.
- xiii. Do you think your father likes \_\_\_\_\_ birthday present?
- xiv. We still have twenty more minutes before \_\_\_\_\_ class begins.
- xv. Brazil is located in South America. \_\_\_\_\_ capital city is Rio de Janeiro.
- xvi. When did Mr. and Mrs. Smith buy \_\_\_\_\_ new television?
- xvii. Oh no! I can't find \_\_\_\_\_ keys! Where are they?
- xviii. A: Where is \_\_\_\_\_ brother? B: My brother is at school.

2. Complete each of the sentences below using appropriate reflexive pronouns.

- a. My brother likes to practice his English by talking to \_\_\_\_\_.
- b. James wasn't careful and he cut \_\_\_\_\_ with a knife.
- c. My sister and I looked at \_\_\_\_\_ in the mirror.
- d. The repair shop was closed, so I fixed the car \_\_\_\_\_.
- e. Did you enjoy \_\_\_\_\_ at the party last night?

- f. Cats can get clean by licking \_\_\_\_\_.
- g. (A) Did the cleaners clean the house? (B) No, I did it \_\_\_\_\_!
- h. Mr. Smith burned \_\_\_\_\_ while he was cooking.
- i. He dried out \_\_\_\_\_ after he had taken a shower and went downstairs.
- j. Can you teach \_\_\_\_\_ to play the piano?
- k. My little sister dressed \_\_\_\_\_. She didn't need any help.
- l. Why is your dog scratching \_\_\_\_\_? Does it have fleas?
- m. John and Thomas, did you ask \_\_\_\_\_ the question?
- n. Mrs. Brown, please help \_\_\_\_\_ to the cookies and drinks.
- o. I introduced \_\_\_\_\_ to my new classmates.

3. Complete these sentences using the verbs in brackets. Put the verbs in the right tense.

- a. Peter and his friends \_\_\_\_\_ to school by bus every day. (go)
- b. Elephants \_\_\_\_\_ leaves and grass. (eat)
- c. David's father \_\_\_\_\_ in a hospital. (work)
- d. The bank opens at 9.30 and \_\_\_\_\_ at 4.30. (close)
- e. Tom and Jim always \_\_\_\_\_ football after school. (play)
- f. Mr. Jones is a teacher. He \_\_\_\_\_ History. (teach)
- g. Our lessons \_\_\_\_\_ at 9.00 and \_\_\_\_\_ at 3.30. (start / finish)
- h. Mary and her brother \_\_\_\_\_ cartoons every Sunday morning. (watch).
- i. John \_\_\_\_\_ his room every day. (tidy)

4. Choose the right word from the bracket to complete the sentence

- a. Franc always asks \_\_\_\_\_ why English is used as a language of instruction in our society. (Itself, himself)
- b. I consider \_\_\_\_\_ to be an intelligent person in my community. (yourself, myself)



- c. The computer will reboot \_\_\_\_\_after the program installation.  
(himself, itself)
- d. George and Daniel drive \_\_\_\_\_to work every day. They don't take the bus.(themselves, ourselves, )
- e. Sarah cleans her room by \_\_\_\_\_. She never asks for help.(myself, herself)
- f. It is exciting for one to see \_\_\_\_\_on television.(itself, oneself )

5. Write a 200 word composition describing one's community activities and people's contribution in its development. Pay attention to the use of present simple tense, possessive adjectives and reflexive pronouns.

# UNIT 2

## LEADERSHIP AND FAMOUS PEOPLE

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



### INTRODUCTORY ACTIVITY

*Respond to the following questions:*

1. Choose two different types of leaders you know from your community and describe how they carry out their leadership. Do you find their leadership styles compatible with your understanding of leadership concept? Explain your answer.
2. Evaluate different information given in the picture above and identify the qualities of a good leader.
3. On your opinion, what is a good style of leadership and why?
4. Do you think it is important for a group of people to have a leader? Why?

## 2.1 Talking about a famous Rwandan leader

### 2.1.1. LEARNING ACTIVITIES:

#### *Reading and analysis of text*

#### Pre-reading exercise:

A person whose actions and opinions strongly influence the course of events is known as a famous person. Based on your community, who is your famous leader? What do you think has made him/her famous? Explain your answer.

#### ➤ **Text:** A famous traditional Rwanda Leader



Kigeli IV Rwabugiri was the king of the Kingdom of Rwanda in the late 19th century. He was among the last Nyiginya kings in a ruling dynasty that had traced their lineage back four centuries to Gihanga, the first 'historical' king of Rwanda whose exploits are celebrated in oral chronicles. He was the first king in Rwanda's history to come into contact with Europeans. He established an army equipped with guns he obtained from Germans and prohibited most foreigners, especially Arabs, from entering his kingdom.

Rwabugiri held authority from 1853–1895. He died in September 1895, during an expedition in modern day Congo, shortly after the arrival of the German explorer Count Gustav Adolf von Götzen. His adopted son, Mibambwe IV Rutarindwa, was proclaimed the next king.

By the end of Rwabugiri's rule, Rwanda was divided into a standardized structure of provinces, districts, hills, and neighborhoods, administered by a hierarchy of chiefs.

He defended the borders of the Rwandan kingdom against invading neighboring kingdoms, slave traders, and Europeans. Rwabugiri was a warrior king and is regarded as one of Rwanda's most powerful kings. Some Rwandans see him as the last true King of Rwanda due to the tragic assassination of his successor Rutarindwa and coup by his stepmother Kanjogera who installed her son Musinga. By the beginning of the 20th century, Rwanda was a unified state with a centralized military structure. For his legacy, plans are underway to revamp an expanse of land on a hill known as Kageyo in Ngororero district, on which a palace of King Kigeri IV Rwabugiri was built in the 19 Century. This hill, is a historical monument. It was also the venue where Count Von Götzen met King Kigeri IV Rwabugiri towards the end of the 19 Century.

*Adopted from : Musée Royal de l'Afrique (1964). Annalen - Koninklijke Museum voor Midden-Afrika, Tervuren, België. Reeks in-80. Musée royal de l'Afrique centrale. p. 473.*

### ➤ **Comprehension questions**

1. In which century did King Kigeli IV Rwabugiri lead the Rwandan Kingdom?
2. Which dynasty was he from as described by the writer?
3. Explain what really made Kigeli IV Rwabugiri a famous leader during his kingdom.
4. Why is it important to leave a legacy as far as leaders are concerned?
5. Indicate the place where king Kigeli IV Rwabugiri met Count Von Götzen and when.

## 2.1.2 APPLICATION ACTIVITY

### *Vocabulary and composition*

1. Using dictionaries and internet, find the meaning of each of the following words.
  - a. Dynasty
  - b. Lineage
  - c. Chronicles
  - d. Hierarchy
  - e. revamp
2. Write a paragraph of no more than 80 words about a famous leader of your choice.

## 2.2 Talking about leadership styles

### 2.2.1 LEARNING ACTIVITY:

#### *Reading and text analysis*

#### **Pre-reading exercise**

Think about four leaders and write them down. They can be student leaders in school, in the village, church, mosque or even at national level. Discuss your opinion on each person's leadership style. Which among them do you like based on their kind of leadership? Write down your ideas and present to the class.

## Text : Leadership styles



Leadership is one of the primary determinants as to whether an organization and its personnel will be successful. In order to be a successful leader it is important that an understanding of the various leadership styles is developed. Leadership style has a direct impact on an organizational effectiveness and employee performance. A thorough understanding of the various leadership styles enables us to “develop our own approach and become a more effective leader” (Malos, 2012, p. 421). Research has shown that leadership style “influences the team members’ execution and performance, as well as motivates the team to reach the organization’s goal(s)” (Cunningham, Salomone, & Wielgus, 2015, p. 28). The leadership styles researched in this paper are autocratic, democratic, laissez-faire, transformational and Charismatic leadership.

Firstly, there is a type of leadership where the leader keeps strict, close control over followers by keeping close regulation of policies and procedures given to followers. Indeed, within this kind of leadership, there is direct supervision in order to maintain a successful leadership environment. Followers are expected to be productive, and therefore authoritarian leaders endeavour to keep close supervision, because of their belief that for anything to be done it requires consistent supervision and follow up. Authoritarian leadership style often follows the vision of those that are in control even when the decisions are not agreed upon by every individual.

Secondly, this is a kind of style that involves the leader sharing the decision-making process with his followers. The followers have a sense of belonging, ownership and responsibility; this also promotes the interests of the group members by practicing social equality. One of the main characteristics of this leadership is discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. Therefore, as the description states, it is democratic leadership.

Thirdly, it is where all the leaders and workers have the right and power to make decisions. Laissez-faire leaders allow followers to have complete freedom to make decisions concerning the completion of work and the running of the community. There is a high degree of independence and self-rule, while at the same time offering guidance and support when requested. The leader guides with freedom, the followers are provided with all materials necessary to accomplish their goals.

Fourthly, it is a kind of leadership where the leader is not limited by his or her followers' perception, ideas or innovations. The main objective is to work to change or transform his or her followers' needs and to redirect their thinking. Leaders that follow the transformation style of leading challenge and inspire their followers with a sense of purpose and excitement. They also create a vision of what they aspire to be, and communicate this idea to others.

Fifthly, Charismatic leadership resembles transformational leadership: both types of leaders inspire and motivate their team members. The difference lies in their intent. Transformational leaders want to transform their teams and organisations, while leaders who rely on charisma often focus on themselves and their own ambitions, and they may not want to change anything.

Lastly by no means of least, as long as leadership styles are concerned, another style is where the leader must adjust his/her style to fit the development level of the followers he/she is trying to influence. With situational leadership, it is up to the leader to change his/her style, not the follower to adapt to the leader's style. The style may change continually to meet the needs of others in the organization based on the situation.

In conclusion, leadership is an integral part of human life. Leaders are evident in families, in schools, in work places, in churches, in social groups, and in one's own life. Indeed, everyone must be a leader of his/her own life as he/she matures into an adult and makes decisions for him/herself. What makes a person successful in this endeavor is his/her ability to challenge, create,

achieve, inspire, energize, assess and ultimately decide what is best for both him/herself and for his/her followers. Therefore, as there are different types of leadership styles, the governing body, based on what type it is, may choose management individuals with specific leadership styles to achieve their goals.

*Adapted from General studies and communication skills, S5 student book*

### ➤ **Comprehension questions**

1. What is the importance of leadership style according to the research, as discussed in the passage?
2. From the various types of leadership you have learnt, which one appeals to you the most? Give reasons for your answer.
3. Identify and explain three leadership styles as discussed in the passage.
4. Think of an ideal leader, who is capable of bringing positive transformation and explain the character traits that such a leader should possess.

## **2.2.2 APPLICATION ACTIVITY**

### ***Vocabulary and writing sentences***

I. Read and analyze the following scenarios and decide which leadership style is depicted.

a. Juliet is the leader of an organization that provides computer services. She has realized that there is a problem with the way they advertise their business. Sitting at her desk, she lists some approaches they can take to improve their communications. She then tells the other employees what they need to do without asking for anyone else's ideas.

b. Judith is the manager of a catering service called Best Bakery. They have been asked to prepare cakes for an upcoming wedding of the daughter of a political leader. She decides that coconut cakes will be the best and calls the staff together to discuss the order. She informs them of the order and then launches into a speech about all the advantages of making coconut cake. Others express an interest in making vanilla cakes but in the end, Viviane convinces them that coconut is best.

c. David is the owner of a successful auto mechanic workshop. A customer has brought a vehicle in that has multiple problems. He asks his team to assess the problems and get back to him with possible solutions. A few hours later they have a meeting to discuss what they have found and what they propose. They have a discussion, John gives some advice and the team begins to repair.



d. Joy runs a tailoring business in town. He has 5 employees. With an upcoming holiday, they have many orders to fulfill. She gathers all the employees to get their opinions on how to best manage the process so they can meet the deadlines. In the end, they decide together to divide tasks amongst themselves. Joy and two others were tasked with cutting and shaping the cloth while the other tailors would do the sewing. In the end they managed to keep all of their customers satisfied. Jimmy is one of the leading members of the community youth association in a rural area. Following the illness of several community members, she decided it was necessary for community members to have better access to potable water. During weekly youth association meetings, she shared her vision and got others interested in resolving the problem. Together they researched different possibilities such as working with local government offices to mobilize resources to install a borehole (pipe drilled down to access clean water). During their association meetings, Jimmy always recognized the effort each individual was making. Eventually the youth were able to mobilize the resources necessary to access clean water. The youth and the community members were all inspired by her commitment and hard work to make it happen.

*Extracted from: Entrepreneurship Student's Book for Senior Five*

**Task:**

1. Describe the leadership styles applied in the scenario and give reasons to support your answers.
2. Justify whether they were the most appropriate styles to apply or not. Support your answers with clear facts.

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

Words	Pronunciation	Meaning
influences	/'ɪn.flu.əns/	The power to affect, control or manipulate something or someone; the ability to change the development of fluctuating things such as conduct, thoughts or decisions.
Strict		
authoritarian		
democratic		
Charismatic		
Inspire		
Aspire		

III. Debate the following motion: “a good leader is born, not made.”

IV. Use the following words as they are used in the passage to make sentences.

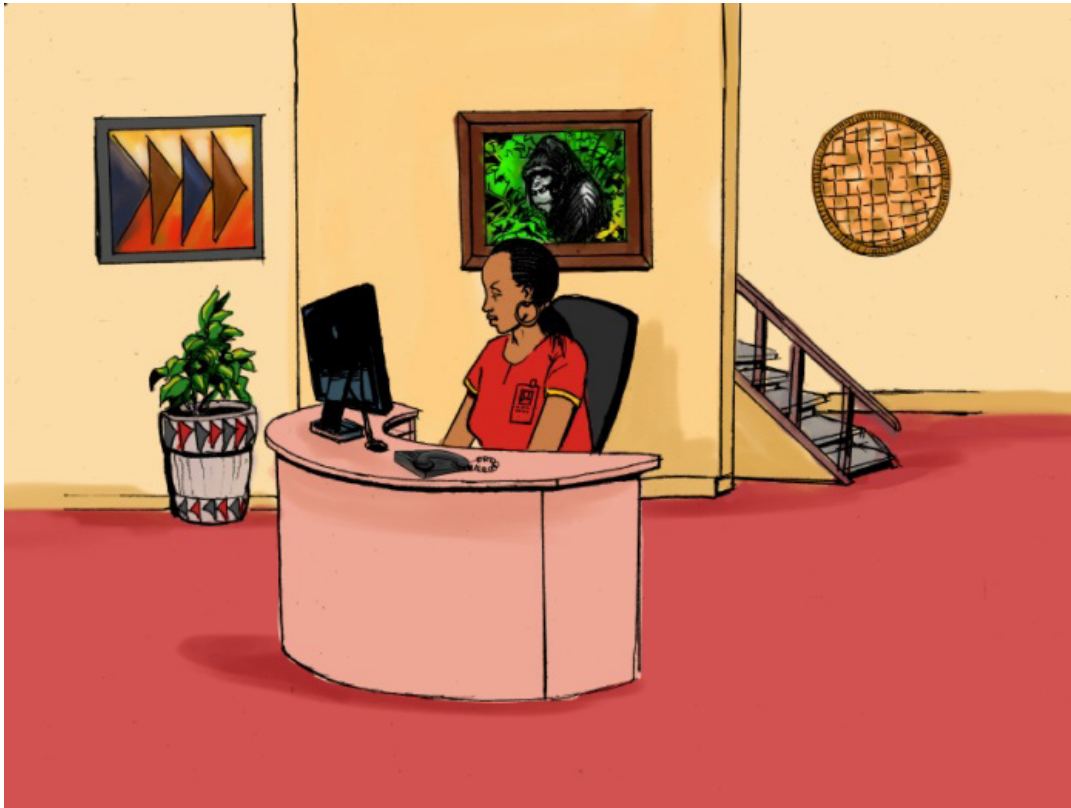
- c) influences
- d) strict
- e) authoritarian
- f) democratic
- g) Charismatic
- h) Inspire
- i) Aspire

## 2.3 Giving opinion on leaders

### 2.3.1 LEARNING ACTIVITY:

*Reading and text analysis*

➤ **Text:** Qualities of a good leader



No one denies the fact that a good leader should have some positive features no matter which community he/she comes from. Leaders are important parts of any community; so they all require some special attributes and skills. As for me, the most important characteristics are as follows:

First, leaders should be good decision makers; they should be able to make their minds the best way possible in a short period of time and on the spur of moment they should decide about various issues. For example a leader of country should have the ability to take the best and efficient decision during a limited time, regarding ratifying or declining a specific law.

Second, leaders should have a wide spectrum of information related to their task's area; without having fundamental and up to date true information in the related context, they can't make decisions, accretion and unity and many other works. They should stay abreast of different issues related to them and their job.

Thirdly, leaders should be reliable, prudent, wise and responsible. These features are also of importance and attention for a leader who has a vital role in the fate and destiny of the community. They should act in a way that attracts people's trust and reliance; they should be mature enough not to act on their whims, to anticipate the intended and unintended consequences of their decisions, not to be indifferent and carefree about their tasks, not to be lax and irresponsible. They should be aware of their duties and encourage other people to work efficiently to achieve the common goals and aims of community. For instance, a leader who doesn't do their duties well and is apathetic about the community and goals can't ask other people to work and cooperate to gain their goals.

To put it in a nutshell, I'm of the opinion that leading others requires leadership qualities and skills and it's not easy to be a good and successful leader. Good and competent leaders should enjoy many characteristics and traits because the destiny, success and prosperity of the community all are related to them.

*Adapted from: <https://www.testbig.com/toefl-essays/what-are-characteristics-good-leader-give-reasons-and-examples-support-your-response-0>*

### ➤ **Comprehension questions**

1. Explain why good leaders should possess the qualities of good decision makers?
2. What makes a good leader according to the author?
3. Explain the importance of good leadership in socio-economic development.
4. How would you predict the challenges a society with a bad leader can face?

## 2.3.2 APPLICATION ACTIVITY

### *Vocabulary, sentence, essay and survey*

1. Using dictionaries and thesaurus, find the meanings of the following words from the passage.
  - a. ratifying or declining
  - b. accretion
  - c. a wide spectrum
  - d. abreast
  - e. lax
  - f. apathetic
  - g. spur
2. Using the words above, construct grammatically correct sentences.
3. Conduct a survey about different opinions people have to the local leaders of your community. Present it to your class.

## 2.4 Talking about famous persons in modern Rwanda

### 2.4.1 LEARNING ACTIVITY:

#### *Reading and text analysis*

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

Suppose that after graduating the government appoints you as a leader at a given level. What would you do to become a famous person?

#### ➤ **Text: The Leadership of President Paul Kagame**

I am a Kenyan who worked in Rwanda for about three years from 2004 to 2008 but I consider Rwanda as my second home. I am proud to be associated with Rwanda. During my stay there, Rwanda was going through one of the most rapid developments to transform itself in all sectors. This was due to the leadership of President Paul Kagame, which is one of the most progressive and dynamic

leadership in the world. Did I say that Rwanda has the most progressive and dynamic leadership in the world? Yes, and it is not by mistake!

President Kagame has been and still is one of the greatest political leaders in the world today in terms of vision, leadership, compassion, personal integrity and magnanimity. He is on a daily basis overly concerned about small issues in a village while at the same time providing the voice of reason in a tumultuous Central and East African region in addition to charting new grounds on world leadership at global forums such as the great speeches that have made him famous all over the world.

He has had the power but, like Nelson Mandela, he did not and does not misuse such power to revenge on those who did untold injustice to him, his family and his country women and men. I read New Times almost every day since I left Rwanda two years ago. I am amazed by the heartwarming stories that I read as compared to newspapers in Kenya, Uganda or SA that are full of heartrending stories of crime, political intrigues and corruption.

I hope Rwandans wherever they are have learned valuable lessons in history: that we must praise and treasure good leaders when they are at it not when they leave office or after they die. I have always told my friends everywhere that President Kagame is the class of Nelson Mandela, Mahtma Gandhi and George Washington and that Rwandans are lucky to have him. I wish he could become the president of EA or Africa at large.

Many people visiting Rwanda , they might really have many choices but choosing Rwanda - they know they are safe in a clean environment in a country that makes everyone feel at home the first day, and every day), Rwanda can teach all other countries in the world different lessons. From the above achievements, we can affirm that good leadership remains the main cornerstone of sustainable development; and has undoubtedly been the force powering Rwanda's rapid growth and transformation into a dignified nation.

In a nutshell, based on Rwanda's experience, it is clear that good governance stems from the commitment of leaders to the values of servant-leadership and accountability, exercised with consistency and excellence. It also requires the ingenuity of leaders at all levels to shape meaningful citizen-centered home-grown solutions and the participation of citizens in tackling local problems, thus ensuring the current growth rates are sustainable.

*Adapted from New times: Published: June 20, 2010*

### Comprehension questions

1. Who is talking in the story and how does he/she consider Rwanda?
2. What makes his excellence Paul Kagame famous according to the writer? Explain.
3. To whom did the writer compare the president of Rwanda? Why?
4. Explain why the writer affirms that good leadership is a cornerstone to sustainable development.
5. Why do you think leaders are servants of the people?
6. Based on the writer's views, which conclusions can you draw?

### 2.4.2 APPLICATION ACTIVITY

#### *Vocabulary and essay writing*

1. Find the meanings of the following words as discussed in the story using dictionaries and internet.
  - a. Magnanimity
  - b. Famous
  - c. Heartrending
  - d. Accountability
  - e. Intrigues
  - f. Heartwarming
2. Write a 300 words essay talking about modern famous leaders in our society.

## 2.5 Language structure: Past simple tense and Wh-clauses

### *Exercise*

Fill in gaps within the following paragraph using verbs in brackets. Put these verbs in the right tense.

Last Saturday, we (a) ----- (visit) a big art gallery in New York. We (b) ----- (come) by bus. The bus (c) ----- (park)-near a park. We (d) ----- (go) through the park to the museum. In the gallery we (e) ----- (look) at a lot of paintings and drawings. After that, we (f) -----(write) our favorite painting in our notebooks. On Sunday

morning, I (g) -----(go) in bed late. I was tired! In the afternoon, I (h) -----(see)--a picture for my mom. I (i) ----- (get) lots of different colors. My mom was happy.

## Notes

### I. PAST SIMPLE TENSE:

This tense is usually used to:

- **describe events completed in the past at time indicated by such adverbs of time as yesterday, ago, last month, last week and last year.**

*Examples:*

- a. Some famous African leaders like Nelson Mandela and Mahtma Gandhi died many years ago.
- b. You didn't call last night!
- c. She went to Paris three years ago.
- d. Adam arrived in London a week ago.

- **express habits in the past**

*Examples:*

- a. John went to the park every evening.
- b. She sang at parties regularly.

Such past habits are usually described in simple past with adverbs of **frequency** like: always, never, frequently, sometimes, generally,...

- **express actions that happened over a long time in the past**

*Examples:*

- a. The poor boy struggled and became rich.
- b. The thieves grew into a big dacoit(a band of armed robbers)

- **The simple past is also used after conditional phrases such as if only, as if, as though, wish, etc.**

*Examples:*

- a. If only I were rich, people could see what I'm capable of.
- b. He spoke to me as if he were my boss.



c. I wish I had wings then I would fly far away.

Spelling of regular verbs in past simple tense.

a. Verbs that end with y letter, y is replaced by letter i followed by ed:

*Examples:*

carry - **carried**, study - **studied**, fry - **fried**, try - **tried**

b. A one syllable regular verb that ends with a consonant, the consonant is doubled and followed by ed.

*Examples:*

Stop - **stopped**, plan - **planned**, rob - **robbed**, beg - **begged**

d. If a regular verb has more than one syllable and ends with a consonant, the past simple tense is formed by doubling the final consonant and adding ed only if the final syllable is stressed.

*Examples:*

prefer - **preferred**, regret - **regretted**

e. Exception:

In British English verbs ending in **-l** have **-ll** before **-ed** whether the final syllable is stressed or not.

*Example:* travel - **travelled**

### **Exercise**

Use the correct past simple tense of the verb in brackets.

- a. Ndabaga is famous in Rwanda because she (become) a warrior.
- b. King Kigeri IV (extend) the boundaries of the kingdom during his rule.
- c. He (prevent) any Rwandans from being captured as slaves.
- d. Mao-Tse-Tung (be) the leader of the Chinese Communist party.
- e. Julius Nyerere (form) a strong, modern Tanzania during his term in office.
- f. Nelson Mandela (fight) against apartheid in South Africa.

- g. He (show) that it was possible to bring about **reconciliation** in a country.
- h. Agathe Uwiringiyimana (be) the first female prime minister.
- i. She and her family (be) executed during the Genocide.
- j. People believe that colonialists (assassinate) King Mutara III on his way to hospital for treatment.

## 2. WH-word clauses

### *Exercise*

With examples, discuss how to use WH-word clauses.

### **Notes**

An interrogative word or question word is a function word used to ask a question, such as what, when, where, who, which, whom, whose, why, and how. They are sometimes called wh-words, because in English most of them start with wh- (compare five Ws). They may be used in both direct questions: (Where is he going?) and in indirect questions (I wonder where he is going). In English and various other languages the same forms are also used as relative pronouns in certain relative clauses (The country where he was born) and certain adverb clauses (I go where he goes).

WH-word clauses get their name from the fact that most of the words that introduce them begin with the letters wh. There are ten WH-words. Six of them are pronouns; four are adverbs:

- The pronouns are who, whose, whom, which, what, that.
- The adverbs are: where, when, why, how.

### *Examples*

Who was the first black president to lead South Africa?

What are the characteristics of a good leader?

Who is the president of the republic of Rwanda?

Who among prominent leaders inspire you the most in Rwanda?

**N.B.**

Wh-words are used to ask about specific qualities, times, places, people and so on. The question word is used at the beginning. If there is a helping (auxiliary) verb that precedes the main verb (for example: can, is, are, was, were, will, would...), we add the question word and invert the subject and the helping (auxiliary) verb. Below is table showing a list of question words and example sentences:

Wh-word	Use	Examples
<b>What</b>	to ask about <b>things</b>	- What are you doing?  - What do you think about the movie?
<b>When</b>	to ask about <b>time</b>	- When will the meeting start?  - When are you leaving?
<b>Where</b>	to ask about <b>places</b>	- Where's my bag?  - Where do you live?
<b>Who</b>	to ask about <b>people</b>	- Who do you love the most in your family?  - Who told you that story?
<b>Whom</b>	to ask about <b>people (object of verb)</b>	- Whom did you see in the morning? I saw Mr. Mark, my English teacher.  - Whom was Jim talking to? He was talking to Jack, his new roommate.
<b>Which</b>	to ask about <b>choices</b>	- Which one do you choose? The left or right?  - Of all the drinks in the menu, which one would you like?
<b>Whose</b>	to ask about <b>possession</b>	- Whose pencil is this? Is it yours?  - Whose books are these?

<b>Why</b>	to ask about <b>reasons/ causes</b>	- Why did it happen? I didn't understand. - Why is he crying?
<b>How</b>	to ask about <b>manner/ process</b>	- How can you explain this problem? Please tell us. - How can you get here?

### **Exercise**

Choose the correct word from Which, why, who, what, how to complete the blank spaces.

1. I don't know.....jacket to choose!
2. Do you know.....I am?
3. Richard will know.....to do.
4. I wonder.....she's doing here.
5. Can you show us.....to do it?
6. I don't know.....I didn't think of it before!
7. Do you know.....actors will be at the premiere?
8. I'd like to learn ..... to be successful.

## 2.6 END UNIT ASSESSMENT

I. Complete the story below with appropriate tense of the verbs in blackest.

Kamaliza Divine is a leader in Imbuto foundation, she has been sick in the hospital for two months. Her friend Joy....2... (go) to see her yesterday. She ... .....3..... (take) plenty of fruits with her. When she .....4..... (arrive) at the hospital, she ..... 5... (find) that Joy..... .....6..... (leave) the hospital the previous day.

Kamaliza.....7..... (not know) what to do with the fruits, and she .....(think) of throwing them all away but later, she .....9.....(change) her mind. The fruits.....10 ..... (cost) her a lot of money. Eventually, she ... ....11..... (decide) to give them to a poor patient. She ... ....12.....(go) home happy, knowing that she .....13.....(do) the right thing. As famous leader in her community, journalists also.....14.....(come) to see her but unfortunately .....15....(find)...her.

II. Choose the right word to complete the following sentences

1. Ann brought (a new dictionary). Question: What did Ann buy? Noun Clause: Do you know \_\_\_\_\_?

A. What Ann buy.

B. What Ann bought.

C. What did Ann buy.

D. What did Ann bought.

2. It is (350 miles) to Denver from here. Question: How far is it from here to Denver? Noun Clause: I need to know \_\_\_\_\_

A. How far it is from Denver to here.

B. How far it is from here to Denver?

C. How far is it from here to Denver.

D. How far it is from here to Denver.

III. Write an essay describing the qualities of a famous leader from your community. Pay attention to the use of past simple tense and wh-clauses.

# UNIT 3

## LIVING IN A FOREIGN COUNTRY

**Key unit competence:** To use language learnt in the context of living in a foreign country.

### INTRODUCTORY ACTIVITY

*Listening to a short story about living in a foreign country.*

➤ **Roger's story**

Roger is a Rwandan who lives in South Africa. He has been living there for two years and a half. Initially, it wasn't easy for him to cope with this new life, environment and culture. He spent two months feeling lonely but later was able to cope with most of these things with the help he got from his classmates at the University of Pretoria. He says he still feels homesick and somehow lost in spite of all the two years he has spent there.

➤ **Answer these questions:**

1. What are the challenges is this person encountering? Why?
2. What do you think Roger should do to cope with life in the foreign country?
3. What advantages could be there for a person to live in a foreign country?

## 3.1 Personal recent activities



### 3.1.1 LEARNING ACTIVITIES:

#### *Reading and text analysis*

#### ➤ **Text:** A life story

I have been living in France for six months and have been staying with Maria, my cousin, and Patrick my half -brother. Recently, it has snowed in the north of France. Maria and I have loved visiting France and some other European countries for so long. We have only visited three African countries: Kenya, Ghana and Zambia and have learnt many things.

Maria and I have never seen the snow. We have been dreaming of visiting France since many years ago. We are now in Northern France. We have just put on our warm clothes and snow boots because it is very cold in the North of France. We have undertaken our walk up the hill. We have already made the decision to move with Patrick, our new friend. We have been planning this walk together for three days.

Maria, Patrick and I have just reached the top. We are exhausted because we have been walking since eight o'clock. Maria has read an adventure story that she has in her bag, and she feels more and more excited by the new discoveries related to what is in her book. However, it is so cold that we have left the snow without having quenched our curiosity. Maria has written the most important information in her diary. She holds Patrick's hand and we head back home. We are living in Nantes, near the Atlantic Ocean.

*Text adapted from <https://learnenglish.britishcouncil.org>*

### ➤ **Comprehension questions**

Which country is now fascinating for Mary and the narrator?

1. How is the weather when Maria, Patrick and the narrator undertake their adventure walk?
2. How long have Maria and the narrator been planning their walk?
3. Was the three children's curiosity satisfied? Why?
4. What has Maria done so as to remember that day in future?
5. What can we learn from the text?

## **3.1.2 APPLICATION ACTIVITY**

### ***Vocabulary, sentence and letter writing***

1. By means of dictionary or thesaurus, find the meaning and pronunciation of the words or phrases below:  
  
(a) Undertaken, (b) snow boots, (c) adventure story, (d) quenched, (e) inquisitive mind
2. Make correct sentences with the above words.
3. Write a letter to your friend staying in a foreign country. In the letter, include your recent activities.

## **3.2 Talking about possibilities**

### **3.2.1 LEARNING ACTIVITY**

#### ***Reading and analysis of the text***



➤ **Text: A letter**

Read the following letter and answer the questions which follow.

Riverside Community College  
Fen Place  
Cambridge  
CB3 0YZ  
United Kingdom  
March 1<sup>st</sup>, 2019

Ms. Elisabeth  
Deputy Headteacher  
FAWE Girls' School  
P.O. Box 5001  
Butare  
Rwanda

Dear Ms. Elisabeth,

RE: Proposed visit to fawe girls' school

Thank you for your letter. I am very pleased that you are happy for a party of twelve Year 10 students from Riverside, accompanied by Mr. Fred Smith and myself, to visit your school. It is a wonderful opportunity for us and I hope both our schools will benefit from our visit. It is an important chance for us to foster the links between us.

As I mentioned in my previous letter, we hope to come at the end of June for a period of two weeks and we might stay the nights in your school. We have looked into suitable dates and available flights and we would like to propose that we arrive on Sunday 11<sup>th</sup> June and leave on Saturday 24<sup>th</sup> June.

You mentioned that food could be provided for us in a local guest house, which is a very good idea. Please could you let me know the name, address and

telephone number of the guest house so that we can make arrangements or agree with them upon any booking?

I would be very grateful if you could also give me some ideas for our programme. We wish that we might attend some of your classes if possible. Perhaps you could suggest other suitable events in which students from both schools could participate, such as sports matches or cultural event. The students could also be involved in some practical work such as gardening. We may even visit some tourist destinations in your area. We can hire a bus for that purpose. In addition, would it be possible for the students to visit the homes of some of your students?

These are some possibilities, but please let me know if you think they are really suitable and if you have any other suggestions. We would like to draw up the programme and make any necessary arrangements before our departure on how things are going. There are many arrangements for us to make at this end and I will let you know for their programmes?

I look forward to hearing from you soon.

Yours sincerely,

Alison Clark (Mrs)

Head of Year 10

➤ **Comprehension questions**

1. Is this the first time Mrs. Clark has written to Ms. Elisabeth?
2. What is the main purpose of this letter? Choose the best answer.
  - a. To confirm that Riverside is going to Butare.
  - b. To ask Ms. Elisabeth for help in the planning of the trip.
  - c. To tell Ms. Elisabeth what the Riverside group is going to do in Butare.
  - d. To ask Ms. Elisabeth to make arrangements for them.
3. How long is the Riverside group going to stay in Butare?
4. What suggestions does Mrs. Clark make?

### 3.2.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence writing and discussion*

1. Explain the meaning of the following words and expressions. If necessary, use a dictionary to help you.  
  
(a) Guest house, (b) booking, (c) flights, (d) hire, (e) suitable
2. Use these words to write your own sentences.
3. Write your own dialogues whereby you will use possibilities.

## 3.3 Describing plans

### 3.3.1 LEARNING ACTIVITIES:

#### *Reading and text analysis*

#### ➤ **Text: A dialogue**

Read this conversation and answer the questions that follow.

Mother and James

Mother: James! Are you out of bed yet?

James: Yes, mother.

Mother: What are you intending to do next weekend?

James: Next weekend, I'm going to visit my aunt in Kayonza. She said she longs to see me.

Mother: But your father wanted you to accompany him to Butare. He's sick, you know well.

James: Ok! I'm going to talk to my aunt and postpone my visit. I must first look after my dad before going anywhere else.

Mother: Thanks a lot my dear son.

### ➤ **Comprehension questions**

1. What is James' plan for the next weekend?
2. Why must James postpone his visit to his aunt?
3. What do you learn from James?

### **3.3.2 APPLICATION ACTIVITIES**

#### ***Vocabulary, sentence and essay writing***

1. Explain the meaning of the following words:  
(a) Look after, (b) postpone, (c) longs
2. Use these words to create your own sentences.
3. Write an essay describing your future plans.

## **3.4. Future activities**

### **3.4.1 LEARNING ACTIVITIES**

#### ***Reading and analysis of the text***

➤ **Text:** Emile talks about his future

The Rwandan Malaysia-based student has recently spoken to The Edge Malaysia Weekly's reporter that he believes in his plans to visit strong companies and become a great entrepreneur or business man abroad. In the interview The Edge Malaysia weekly, Emile talks about his plans: he will be visiting strong companies because of the latest information he got about them.

When asked about current situation after studies, Emile recognises that the only way to succeed is placing business ahead of anything else. He said, ' Now that I've completed my studies in Malaysia, I want to keep moving and working harder. I got the opportunity to attend some businesses conferences and they inspired me a great deal; from next year, I will be travelling across different countries and see how my dreams of becoming one of the most successful people may be fulfilled.'

When asked about opportunities and practicability, he said, “Where there is a will there is a way”. Initially, I have got an idea. Secondly, I’ve made new friends among entrepreneurs who promised to offer me whatsoever I might need in order to succeed. Some are from South Korea, one is from China, and three come from Saudi Arabia. Firstly I am visiting Saudi Arabia at the very beginning of January and see how my new friends’ companies are operating.

Earlier this year, Emile made the decision after having heard the speeches of strong people on self –employment. He said,” I’ m going to undertake my second tour in South Korea, probably in March to study more about my business domain”.

When asked whether he would like to deal with business in Rwanda, he said, “When I am back from South Korea, I will immediately start my business in Rwanda. I am keen on staying there longer, though it may not be possible. But it’ll be my pride to have my company running there in my home land. By the end of the second year, I shall have known whether to extend it into the region or elsewhere”.

He was asked if he has some faithful friends whom he would like to work with, and he replied, “I have been living in Malaysia for five years. Of course, I have made new but trustworthy friends, who are willing to guide me. I think I will be working with them in the course of the first year of my company. After this period, I am going to work in collaboration with my two brothers, only”.

About the company’s name, Emile said, “I have been thinking of ‘Special multipurpose computer designing.co.Ltd. I hope I will be successful and give my contribution in creating jobs”.

*Text adapted from www. learning future. com*

### ➤ **Comprehension questions**

1. What does Emile want to embark on after his studies in Malaysia?
2. Which countries will Emile be visiting in the forthcoming year?
3. Where there is a will, there is a way. What does this English proverb imply in relation with Emile’s decision?
4. Where will Emile let his company initially run from?
5. What do you learn from this text?

### 3.4.2 APPLICATION ACTIVITIES

#### *Vocabulary, sentence and essay writing*

1. Explain the words and expressions used in the text. In case of necessity, check the dictionary.  
  
(a) Fulfilled, (b) whatsoever, (c) be keen on, (d) pride, (e) trustworthy
2. Use the above words in your own sentences.
3. Write a 200 essay about your future activities.

## 3.5 Comparing cultures

### 3.5.1 LEARNING ACTIVITY

#### *Reading and analysis of text*



#### ➤ **Text: Cultural comparison**

In trying to compare cultures one has first to establish some working definition of culture. There is a Chinese proverb which says that “The fish did not discover water.” Similarly no one discovers culture by staying at home. It so intimately shapes our lives that we only become aware of it under special circumstances, when we encounter difference. Experiencing culture happens in the plural; we experience cultures. We are not aware of the first until we have experienced the second. Culture begins to lose its invisibility when we become aware that there are many other ways of fulfilling the basic needs of human lives and of interpreting human.

Not only are there different cultures but some are more different than others. The profounder the differences encountered in another culture, the deeper the perspective one can gain on one's own. My experience in China revealed ways in which my own resembled the European ones I had previously found so different. For example, in my own experience I encountered an interesting case of cultural differences when I was working on a woman's studies project. In the United States feminists were complaining that the marriage ceremony discriminated against men because the new couple was pronounced man and wife. The woman was thereby "denatured" in some way by being shifted into a social role whereas the man retained his essential and primary identity. In France feminists were having similar complaints even though the French marriage ceremony pronounces the couple, "husband and woman". Complaints were still abundant, however, this time that the man was being given a fuller, more differentiated social identity whereas the woman was stuck in her original natural identity. The obvious point to be made from this comparison was that the idea of "nature" is itself not only subject to definition but to value judgments.

Looking back at this after a year in China, I am impressed not only with the differences in outlook between the French and American women but also with what they share when compared to Chinese women. American and French women reveal different cultural orientations within Western civilization. Both, however, have had to fight for their rights whereas in China social legislation of the fifties immediately established equality between the sexes. When jobs were distributed by the government there was never a question of discrimination in employment. In an attempt to overcompensate for past discrimination, the government provided maternity benefits for new mothers which are very generous with leaves ranging from six months to six years. With such a background Chinese women were shocked at certain consequences of recent economic reforms of the late Deng period. When obliged to make a profit, work units resisted becoming responsible for the cost of having women among their employees. Whereas such discrimination is the point of departure from which occidental women must struggle for better conditions, women in China assumed equality to be the given status quo. What we saw in the responses of both the French and American women to the marriage ceremonies was a critical habit of mind born of constant struggle for one's rights.

Both language and culture claim special reality for what they carve out as significant, as "natural" even. What can be more "natural" than marriage and reproduction of the species, which is nonetheless filtered through very culture-bound ceremony. Living within our native culture typically takes place

unselfconsciously rather like the way we use our native language as described by A. Robert Ramsey: ...speaking a language does not make the user consciously aware of its sounds. Language is like the air we breathe. We go about our daily lives articulating thousands of words without once thinking about what we are doing or how we do it. ... How many Americans, for example, know that they usually pronounce where and wear exactly the same way?

We become aware of our language when we step out of habitual uses for a time, for example, when we study the way others use their language. Similarly to become aware of our own culture most readily we need to encounter that of someone else. To become aware of what related Western cultures have in common it is useful to move into radically different ones arising in the East.

Language, however, especially written language, is easily abstracted from culture. While language can readily be made visible, culture remains invisibly embedded in human minds. The English used in England is quite similar to that used in the United States yet the two cultures remain distinct; in fact each has within it many subcultures, all of which are English-speaking. Again China provides an interesting point of contrast. There a vast nation of 1.1 billion people, who speak many dialects, share a common written language, which, because it is not phonetic, can be pronounced according to local patterns.

The relation between language and culture as well as an entry into cultural diversity can be seen in proverbs. In teaching English I have frequently used proverbs in a variety of activities because they are densely laden with cultural assumptions. Within its culture of origin the meaning of a proverb may be considered too obvious to need explanation. In other contexts the lack of any commonly accepted authority may make traditional sayings seem highly ambiguous.

Within their culture of origin proverbs are often used to “end” conversation insofar as they are shared expressions of value which are beyond questioning. In addition in some cultures they make little attempt to refer to an external world beyond that of shared stories. For example, “old ‘Cai’ lost his horse, good or bad” is loose translation of a Chinese proverb which refers in shorthand form to a lengthy story of the many consequences, both positive and negative, of the simple fact that old ‘Cai’, here used as a name but meaning in Chinese someone living in a rural area, lost his horse. For example, the loss of the horse was an immediate regret, but without a horse he could not serve in the army and risk death. The words “Old Cai lost his horse, good or bad” are simple and understandable to anyone with the slightest notion of English, yet their meaning



is opaque because of the invisible cultural material that remains unspoken between the lines.

Traditional Chinese proverbs have four characters; in this case, the more or less literal meaning would be “rural person lost horse.” However these characters may be pronounced in different regions, the proverb remains a vehicle for Chinese culture. The Chinese students from all over China who told me this proverb at first were not aware that I could not understand it without explanation. As a result of the encounter they gained an awareness not only of their own culture but of culture in general. They lost a certain unthinking automaticity which characterized the way in which they told me the proverb in the first place as something everyone would, of course, know.

Such experiences make clear the disjunction between culture and language. The words were all clear and familiar but the meaning they had depended on a cultural context only partially accessible through words. When I recounted this experience to students in Switzerland, they assumed that my Chinese students were intentionally recounting such a proverb in revenge for Americanisms I had imposed on them. Such an interpretation reflects their own cultural inclinations which pit student against teacher in a way different from an American’s need to strike out individually and from the close and enduring bonds I encountered in China between student and teacher.

A tragic example of the working of cultural stereotypes, which can easily change the meanings of familiar vocabulary, can be found in the student demonstrations at Tiananmen in Beijing in June 1989. Students were aware that their government would like to discredit their movement by attributing it to foreign influence. They built a large statue of a woman in traditional Chinese dress holding a torch with both hands and called it the Goddess of Democracy, a goddess even the Greeks did not think of. Yet media men, through easy association called it the Statue of Liberty, thereby playing into the hands of the government while they thought they were supporting the students.

*Text extracted from Robert Ramsey, The language of China, 1987, p.11-12*

➤ **Comprehension questions**

1. According to the writer, what do you understand by this assertion: “we experience cultures”.
2. Compare cultures in China with cultures in Europe.
3. What were women complaining about in France?

4. What are the similarities between French and Chinese cultures?
5. What is the relationship between language and culture?

### 3.5.2 APPLICATION ACTIVITIES

#### *Vocabulary, sentence and composition writing*

1. Find the meaning of the following words and expressions and pronunciation.  
  
(a) Circumstances, (b) encounter, (c) carve out, (d) culture-bound, (e) dialects,  
  
(f) ambiguous
2. Use these words to make your own sentences.
3. Write a composition comparing the Rwandan customs with the foreign ones.

## 3.6 Describing cultures

### 3.6.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*



➤ **Text: The culture description**

Culture is collective and common shared ideas, values, and traditions of a group or society. These ideas, values, and traditions can range from food to music, from religion to restaurant etiquette. There are many different aspects that define a culture and the best way to recognize how many different aspects are within a culture is to immerse yourself within an entirely different culture in a different part of the world. Then you'll be able to see how every little aspect about your daily life is different somewhere else and is treated as the norm in that location.

Cultural differences are where the aspects in culture don't agree or match with another. For example, the food in one country can be either very similar in some parts or very different. In America, I rarely ate fish as my source of protein. Fish and seafood are generally treated more of a restaurant style food, but now I'm living in Japan where fish is one of the biggest sources of protein. While the fish here in Japan is incredibly delicious, not having chicken or beef as often is definitely a different experience. Even how McDonald's is treated and enjoyed in America is very different than Japan.

Cultural differences are strictly that, just differences. This doesn't mean that any culture is more correct or incorrect. They're strictly different in the same style that you might prefer one style of music because you grew up with parents who loved classic rock opposed to your friend whose parents partook in Jazz band as children and shared their music tastes with their child when growing up.

*Text Adapted from Riley Jones, Education and Culture, Anc. 1998*

➤ **Comprehension questions**

1. How would you describe your culture?
2. What are cultural differences?
3. What is the difference between cultural similarities and cultural differences?
4. Name and describe some cultures.
5. Why do cultures differ?
6. What is the difference between culture and cultural?

### 3.6.2 APPLICATION ACTIVITIES

#### *Vocabulary, sentences writing and debate*

1. Explain the following words. Use a dictionary.  
(a) Etiquette, (b) immerse (c) oneself, (d) jazz
2. Use the above words to write your own sentences
3. Debate on the following motion: "Some cultures are better than others"

## 3.7 Talking about emotions

### 3.7.1 LEARNING ACTIVITY:

#### *Reading and analysis of the text*



➤ **Text: A letter**

Read the following letter and answer the questions that follow.

Bujumbura City

Lycee Ngagara

Senior 5 Modern Sciences

March 01, 2019

Dear Mom

It's been a while since I've heard from you. How have you been? I hope this letter finds you in the best of your health. I am really homesick and nostalgic. But I often meet some Rwandan immigrants in the city. How is dad?

As summer is approaching, I was thinking if we could spend the summer break together in Kigali for I know you want to visit there, too. I will introduce you to all my friends and close relatives. I will show you my new friend, Kelly, as well. We will spend some quality time in the afternoons visiting my cousins. But will you accept to leave father?

I am excited even at the thought of you and I spending summer holidays together after so long. I have to tell you a lot of things from Bujumbura and expect the same from you. Give my regards to aunty and uncle and my little brothers and sisters. How shall I get my travel fare?

Hope to see you soon.

Yours lovingly

Sandra

➤ **Comprehension questions**

1. Who wrote this letter?
2. Where is the sender studying?
3. What is the purpose of the letter?
4. Will the sender go home in the forthcoming Summer?
5. What type of letter is it? Explain.

## 3.7.2 APPLICATION ACTIVITIES

### *Vocabulary, sentence writing and discussion*

1. Give the meaning of the following words:  
(a) homesick, (b) nostalgic, (c) immigrant.
2. Use the above words in your own sentences.
3. Discuss the pros and cons of living abroad.

### ➤ **Notes on vocabulary**

#### **1. immigrant:**

- i. a person who comes to a country to take up permanent residence
- ii. a plant or animal that becomes established in an area where it was previously unknown

#### **2. Currency:**

A currency, in the most specific sense is money in any form when in use or circulation as a medium of exchange, especially circulating banknotes and coins. A more general definition is that a currency is a system of money in common use, especially for people in a nation. Under this definition falls U.S. dollars (US\$), pounds sterling (£), etc.

#### **3. Homesick:**

Missing one's home and family very much when home away.

#### **4. Nostalgic:**

Feeling happy and slightly sad when you think about things that happened in the past.

#### **5. Fare:**

Money paid for a journey, on bus, train, etc.

## 6. Booking:

Making an arrangement or reservation, with the hotel or any other company so as to help you get something in advance, such as a room, ticket, etc.

## 3.8 Language structure: Present perfect, present perfect continuous, adjectives

### I. Present Perfect

#### ➤ Notes

The present perfect is used to indicate a link between the present and the past. The time of the action is not now but not specified. By using it, we are more interested in the result than the action itself.

Example:

- We haven't seen her today (one of the results of the action of not seeing her that the speaker is interested in conveying can be: *we don't know where she is now or she is no longer the member of ours* among others)
- He **has finished** his work. (so he can now rest)

In brief, the present perfect is used for:

a. Actions which happened at an indefinite (unknown) time before now.

Examples:

- I have already had breakfast.
- He has been to England.

b. Actions in the past which have an effect on the present moments

Examples:

- He **has finished** his work. (so he can now rest)
- I **have** already **eaten** the dinner. (so I'm not hungry)
- He **has had** a car accident. (that's why he is in the hospital)

c. Actions which began in the past and continue in the present

Examples:

- Mary **has worked** as a teacher for over 25 years.
- Patrick **has achieved** a lot in his life.

d. Actions that give new information or announce a recent happening

Examples:

- The road is closed. There has been an accident.
- He is not eating. He has lost appetite.

N.B.

1. The present perfect tense doesn't require adverbs of time like yesterday, a week ago, last year, etc.
2. When talking about a starting point of an action the present perfect is used with **since** and **for**.

Examples:

- I have lived here **for** 20 years.
- I have lived here **since** 1960.

## 2. Present perfect progressive tense

The present perfect continuous (also called present perfect progressive) is a verb tense which is used to show that an action started in the past and has continued up to the present moment. The present perfect continuous usually put emphasis on duration or amount of time that an action has taken.

The present perfect progressive tense is formed as follows:

Auxiliary verb to have in present tense + Auxiliary verb to be in the past participle + Main verb in present participle.

It is used for:

### a. Actions that started in the past and continue in the present

Examples:

- He has been painting the house for 5 hours. He's still painting it



- I have been working as a fireman since 1973. I still work as a fireman

### **b. Actions that have recently stopped**

Examples:

- I have been waiting for you for half an hour! I'm not waiting anymore because you have come
- Look at her eyes! I'm sure she has been crying. She stopped crying when she saw them

### **c. Temporary actions and situations**

Examples:

- I have been living in Boston for two months.
- I have been working as a waitress for the **last two weeks**.

### **N.B.**

a. Adverb of time for is used with the present perfect continuous tense to determine the period of time in which the action took place.

Example: I have been living here for 20 years.

b. Adverb of time since is used with the present perfect continuous tense to specify a starting point in time.

Example: I have been living here since 1960.

## **3. Adjectives**

An adjective is a word that modifies a noun or a pronoun by providing descriptive or specific details. Adjectives usually precede the noun or pronoun they modify. They do not have to agree in number or gender with the nouns they describe. They answer the following questions: what kind?, how many?, or which ones?

### **Notes:**

a. Like nouns, adjectives are formed using affixes (suffix/prefix). For adjectives some suffixes are used. They include:

-able/-ible (meaning capable of being).

Example: manageable; visible, permissible

-ful ( meaning full of). Example: boastful

-ic. Example: magic, energetic

-(i)an. Example: Christian, American, Rwandan

-ish. Example: foolish, reddish, British

-ly. Example: friendly, lovely

-ous. Example: humorous

ese. Example: Japanese

b. Apart from suffixes, adjectives can also be formed by using **prefixes**. A prefix added to an adjective generally has a negative effect.

E.g. I think it's possible to solve the problem. I think it's impossible to solve the problem.

Some other prefixes include the following **un-**: e.g. uncooked, unimaginable; **in-**: e.g. incapable, inhuman; **il-** : e.g. illegal, illegible; **im-**: **immoral**, **impractical**; **dis-**: e.g. **dishonest**, **disagreeable**; **ir-**: **irresponsible**, **irregular**

**N.B.**

**a. Pre- (pre-war) and hyper- (hyperactive)** do not create opposites but modify the meaning of the word in some way.

b. We can also form compound adjectives by combining numbers with nouns.

For instance, instead of saying **a man of twenty years** we can say **a twenty-year-old man**. We can notice that nouns are in singular and hyphens are therefore needed.

**Exercises:**

I. Complete the sentences with present perfect or present perfect continuous

1. Tom is studying chapter 2. He ..... (already/finish) chapter 1.
2. Today Tom began studying at 8 o' clock. Now it is 10 o' clock. Tom ..... (study) for 2 hours.
3. I am in class right now. I arrived in class today and sat down at 8 o'clock.

Right now the time is 10:00 am. That means that I .....(sit) in this seat for 2 hours.

4. Since classes began, I (have/not).....much free time. My classes keep me really busy.
5. Mr and Mrs Jones are sitting outside on their porch right now. they (sit).... there from the time they finished dinner.
6. The test begins at 8:00. Right now it's 11:00. Sara is at the library. She is reviewing her notes right now. She (review)....her notes all morning.

II. Refer to the words in brackets and put in the right adjectives in this text:

It is (legal) 1..... to drive under the age of seventeen in Britain, but a (boy of seventeen years old) 2..... Managed to pass his driving test on the day of his seventeenth birthday. Most people would consider this (possible) 3.....because you need a lot of lessons to pass the test. David Livesley arranged to have (a lesson of five hours) 4..... Beginning at dawn on his birthday. At first he was very (care) 5..... and (hesitate) 6.....but he had a (wonder) 7..... teacher and his driving improved amazingly during the day. By four in the afternoon, still feeling ( energy) 8....., he was ready to take his test and he passed first time! He was almost in a state of shock after the test, and he drove home very slowly in the ( red) 9..... Light of the (set) 10.....sun. David's driving attracted the attention of two policemen, but they broke into smiles and congratulated him warmly when he showed them his certificate

### 3.9 END UNIT ASSESSMENT

1. What are the pros and cons of living in a foreign country?
2. Compare the Rwandan culture with European cultures.
3. Why do you think people migrate?
4. Explain the following terms:
  - a. flights
  - b. immigrant,
  - c. nostalgic
  - d. acculturation
  - e. popular
5. Complete with the past perfect or past perfect continuous
  - a. How long...( Denis and Martine/be) ill?
  - b. Why are you sweating?.....(you/run?
  - c. What ....(they /hear)?
  - d. I .....( work) on my project recently.
6. Use the right adjective from words in brackets.
  - a. He was a.....man. (work hard)
  - b. The weather is.....(sun)
  - c. That is a ..... teacher. (friend)
7. Tell to which group of adjectives belongs each of the underlined below:
  - a. This dress is new.
  - b. She has got three children.
  - c. This day is rainy.
  - d. Survey and present the causes of acculturation.

# UNIT 4

## BUSINESS AND MONEY

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

### INTRODUCTORY ACTIVITY

#### Picture observation and interpretation



1. Based on the fig above, explain different activities that can be done using money.
2. Examine the role money has in business operations.
3. Do you think marketing is important in business? Explain
4. How would you explain what people need to start lasting businesses?

## 4.1 Describing business and money

### 4.1.1 LEARNING ACTIVITY:

#### *Reading and analysis of the text*

#### ➤ **Text: Business and money**

Someone once described the age we live in as that of a vanishing world, one in which the familiar is constantly disappearing forever and technological change is often difficult to cope with. So it should come as no surprise to most of us to hear that yet another part of everyday life is about to go forever. Still, when I read recently that in the next decade money as we know it will probably cease to exist in technologically advanced countries.

According to Professor Gerry Montague, of the Institute of economic reform, the familiar coins and banknotes will soon be replaced entirely by credit cards of various kinds. And the shop of the future (the 'retail outlet'-as Professor Montague puts it) will be linked to the network of banking computers. The assistant will only key in your bank account code number and the amount you have spent, and thank you politely. You won't have to dig deep in your pocket or wallet for change or pretend at the pub that you have left your money at home. You may not even have a number for your account as such, as the computer may by the end be able to read your handprint. So, no more credit card frauds either.

But I am afraid that I shall waste money. I have felt strongly attached to it, ever since I received my first pocket money when I was five, and kept it in a money-box. Even if my credit card of the future will be able to tell me exactly how much spending power I have left in the computer file, even if it lights up and plays a happy or sad tune at the same time, nothing will be able to replace the sheer pleasure I gained from rattling the coins in my money-box. Not to mention the other obvious problems which will be caused by a shortage of real money – like how to start a football match for example!

*Extracted from Advanced Language Practice by Michael Vice, p.196*

### ➤ Comprehension questions

1. Examine the impact of current technological advancement on our concept of money according to the first and second paragraphs.
2. Do you think the progress made in the banking system will end credit card frauds? Justify your answer.
3. Why do you think that the technological advancement in banking will lead to the wastage of money.

### 4.1.2 APPLICATION ACTIVITIES

#### *Vocabulary and sentence and composition writing*

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases below.
  - a. Vanishing
  - b. Rattling
  - c. Waste
  - d. Handprint
  - e. Fraud
  - f. Spending power
  - g. Cope with
  - h. Credit card
2. Using the words above, write meaningful sentences related to the use of money.
3. Write a short composition describing the future use of money based on the current technological progress.

## 4.2 Describing the role of money

### 4.2.1 LEARNING ACTIVITY:

#### *Reading and analysis of the text*



Fig1.



Fig2.



Fig3.

1. What do fig 1, fig 2 and fig 3 represent?
2. Why do you think money can make the work easy in trading than any other value?

#### ➤ **Text: The function of money**

Money can be defined as anything that people use to buy goods and services. Money is what many people receive for selling their own things or services. There are many kinds of money in the world. Most countries have their own kind of money, such as the United States dollar or the British pound. Money is also called many other names, like Francs, currency or cash and (in India) «rupee».

The idea of bartering things is very old. A long time ago, people did not buy or sell with money. Instead, they traded one thing for another to get what they



wanted or needed. One person who owned many cows could trade with another person who had a lot of wheat. Each would trade a little of what he had with the other. This would support the people on his farm. Other things that were easier to carry around than cows also came to be held as valuable. This gave rise to trade items such as jewelry and spices. When people changed from trading in things like, for example, cows and wheat to using money instead, they needed things that would last a long time. They must still have a known value, and could be carried around. The first country in the world to make metal coins was called Lydia.

Money is often defined in terms of the three functions or services that it provides. Money serves as a medium of exchange, as a store of value, and as a unit of account.

Money's most important function is as a medium of exchange to facilitate transactions. Without money, all transactions would have to be conducted by barter, which involves direct exchange of one good or service for another. The difficulty with a barter system is that in order to obtain a particular good or service from a supplier, one has to possess a good or service of equal value, which the supplier also desires. In other words, in a barter system, exchange can take place only if there is a double coincidence of wants between two transacting parties. The likelihood of a double coincidence of wants, however, is small and makes the exchange of goods and services rather difficult. Money effectively eliminates the double coincidence of wants problem by serving as a medium of exchange that is accepted in all transactions, by all parties, regardless of whether they desire each other's goods and services.

In order to be a medium of exchange, money must hold its value over time; that is, it must be a store of value. If money could not be stored for some period of time and still remain valuable in exchange, it would not solve the double coincidence of wants problem and therefore would not be adopted as a medium of exchange. As a store of value, money is not unique; many other stores of value exist, such as land, works of art, and even baseball cards and stamps. Money may not even be the best store of value because it depreciates with inflation. However, money is more liquid than most other stores of value because as a medium of exchange, it is readily accepted everywhere. Furthermore, money is an easily transported store of value that is available in a number of convenient denominations.

Money also functions as a unit of account, providing a common measure of the value of goods and services being exchanged. Knowing the value or price of a

good, in terms of money, enables both the supplier and the purchaser of the good to make decisions about how much of the good to supply and how much of the good to purchase.

*Adapted from: <https://www.cliffsnotes.com/study-guides/economics/money-and-banking/functions-of-money>*

### ➤ **Comprehension questions**

1. How would you define the term money according to the text?
2. plain how people could exchange different goods in trading before the introduction of the use of money.
3. How do we call the money used in United States and india?
4. According to the text, what was the first country in the world to make metal coins?
5. What are the functions of money mentioned in the passage?
6. Discuss different ways of using money as described in the text.
7. Justify the reason why medium of exchange is considered as most function of money?

## **4.2.2 APPLICATION ACTIVITIES**

### ***Vocabulary, sentence writing and debate***

1. Use a dictionary and thesaurus to look up the missing meanings of the words or phrases in the table below.
  - a. Purchaser
  - b. depreciates
  - c. barter
  - d. double coincidence
  - e. convenient denominations
  - f. inflation
  - g. liquid money
2. Using the above words, construct grammatically correct sentences.
3. Debate the following topic 'Money is everything in life.'
4. Write a paragraph describing the role of the money in doing business.

## 4.3 Describing marketing

### 4.3.1 LEARNING ACTIVITY:

#### *Reading and analysis of the text*

#### ➤ **Text: Marketing**

Nowadays, people tend to define marketing as the development along with the industrial revolution during 18th and 19th centuries, which was a period of rapid fundamental social change driven by scientific innovation and technology. According to (Pride and Ferrell, 2008; Cooper and Argyris, 1998), there are three orientation eras cross between the 18th till 20th centuries, the production orientation era which emphasize on distribution of production and cost; sales orientation era, which focuses on advertising, communication and branding, and lastly marketing orientation era, which concentrates on competitors.

Marketing is managing cost-effective consumer relationships. Marketing does not just focus on products, it is the satisfaction off customers matters the most. For instance, the most successful company rely on the returning purchase of the customer, and so the common goal for the company is to deliver long term satisfaction to the consumer but not 'deceiving them' in a short run.

Therefore, it is of paramount importance to make researches on customer case studies so as to understand their needs, which is different from the old traditional way of just selling and advertising. (Drucker, 2001) Hence, advertising has become the only part of tools for building customer relationships through marketing process.

There are steps in the marketing process. (Huber, 2006; Kotler and Armstrong, 2008) The first one is marketplace and customer needs understanding. This step focuses on human needs, market offering and customer satisfaction. According to Maslow (1954), hierarchy of needs, it include basic needs of food and shelter, safety needs, love and belonging needs, esteem needs and the lastly self-actualization. By understanding consumer needs and wants, marketer can offer a specific service and product into the market which is required by the consumer. By prioritizing their needs, company will receive recognition from the public, as well as to help marketer in frame up their consumer relationships.

Next is the customer driven marketing strategic designed. In this section, marketer should be very clear that which group of customers are they serving,

and what more they can do to serve them better.(Kotler and Armstrong, 2009) So the first thing that marketer need to do is market segmentation. (Huber, 2006) Dividing the market into several groups will make it easier for marketer to search target. After decided a target market, it is necessary to have a proposition value in the market, which is very important as it helps to differentiate yourself from other company. On the other hand, there are five concepts from marketing management to help build a commercial relationship with target market.

First is the production concept, which emphasises on large scale and lower cost. Second is the product concept, which focuses on product quality, selling concept, such as ideas to tempt the customers into buying by offering some discounts or promotion. The other concept is the marketing concept, which focuses on knowing the needs and wants of target consumer and delivering value to them. Lastly is the societal marketing concept, a concept which focuses on customer and society's interest in long run apart from just considering the needs and wants of the customers.

All in all, marketing has been changed from 'inward looking' discipline era, which always focus on the organization produced to the 'outward looking' discipline era, which bring a greater understanding of market and consumer into the organization.

*<https://www.ukessays.com/essays/marketing/what-does-marketing-mean-marketing-essay.php>*

### ➤ **Comprehension questions**

1. What would you tell about three orientation eras between the 18<sup>th</sup> till 20<sup>th</sup> centuries in terms of marketing as described in the passage?
2. Apart from focusing on products, what else does marketing focus on as described in the text?
3. Say and justify why in marketing, people should make researches on customer case studies.
4. Explain the different steps taken in the marketing process as discussed in the text.
5. What would you suggest about marketing activities as long as today's businesses are concerned?

## 4.3.2 APPLICATION ACTIVITIES

### *Vocabulary, sentence writing and speaking*

1. Use a dictionary and thesaurus to look up the meanings of the words or phrases below.
  - a. branding
  - b. marketing
  - c. fascinate the consumer
  - d. discipline era
  - e. market segmentation
  - f. in ward looking
  - g. out ward looking
2. Using the above words and phrases, write different grammatically correct sentences and present them to the class.
3. Discuss about what we find in your community and act out a role-play marketing them to other people during classroom activities.

## 4.4 Describing business

### 4.4.1 LEARNING ACTIVITY:

#### *Reading and text analysis*



➤ **Text: Business operations**

A variety of operations keep businesses, especially large corporations running efficiently and effectively. Common business operation divisions include production, marketing, finance and human resource management. Production includes those activities involved in conceptualizing, designing, and creating products and services. In recent years there have been dramatic changes in the way goods are produced. Today, computers help monitor, control, and even perform work. Flexible, high-tech machines can do in minutes what it used to take people hours to accomplish. Another important development has been the trend toward just-in-time inventory. The word inventory refers to the amount of goods a business keeps available for wholesale or retail. In just-in-time inventory, the firm stocks only what it needs for the next day or two. Many businesses rely on fast, global computer communications to allow them to respond quickly to changes in consumer demand. Inventories are thus minimized and businesses can invest more in product research, development, and marketing.

Marketing is the process of identifying the goods and services that consumers need and want and providing those goods and services at the right price, place, and time. Businesses develop marketing strategies by conducting research to determine what products and services potential customers think they would like to be able to purchase. Firms also promote their products and services through such techniques as advertising and personalized sales, which serve to inform potential customers and motivate them to purchase. Firms that market products for which there is always some demand, such as foods and household goods, often advertise if they face competition from other firms marketing similar products. Such products rarely need to be sold face-to-face. On the other hand, firms that market products and services that buyers will need to see, use, or better understand before buying, often rely on personalized sales. Expensive and durable goods - such as automobiles, electronics, or furniture benefit from personalized sales, as do legal, financial, and accounting services.

Finance involves the management of money. All businesses must have enough capital on hand to pay their bills, and for-profit businesses seek extra capital to expand their operations. In some cases, they raise long-term capital by selling ownership in the company. Other common financial activities include granting, monitoring, and collecting on credit or loans and ensuring that customers pay bills on time. The financial division of any business must also establish a good working relationship with a bank. This is particularly important when a business wants to obtain a loan. Businesses rely on effective human resource

management (HRM) to ensure that they hire and keep good employees and that they are able to respond to conflicts between workers and management. HRM specialists initially determine the number and type of employees that a business will need over its first few years of operation. They are then responsible for recruiting new employees to replace those who leave and for filling newly created positions. A business's HRM division also trains or arranges for the training of its staff to encourage worker productivity, efficiency, and satisfaction, and to promote the overall success of the business. Finally, human resource managers create workers' compensation plans and benefit packages for employees.

*Adopted from: Jones Leo, Alexander Richard, (2003). New International Business English Cambridge University Press, [http://portal.tpu.ru:7777/departments/otdel/mediateka/pix/Tab1/BusinessEnglish\\_1.pdf](http://portal.tpu.ru:7777/departments/otdel/mediateka/pix/Tab1/BusinessEnglish_1.pdf)*

### ➤ **Comprehension questions**

1. Referring to the text, define the word 'business.'
2. Distinguish between profit and non-profit organizations. Support your answer with relevant examples.
3. How would you define the term production and marketing?
4. Explain the contributions of technology in business operations.
5. Explain how business can develop marketing activities.
6. Evaluate the role of HRM division in business related activities.

## **4.4.2 APPLICATION ACTIVITIES**

### ***Vocabulary, sentences and essay writing***

1. Use a dictionary and thesaurus to look up the meanings of the words or phrases below.
  - a. Corporations
  - b. Conceptualizing
  - c. Human resource
  - d. Dramatic
  - e. Wholesale
  - f. Firm
  - g. Stocks
  - h. Inventories
  - i. Granting

2. Use the words given above to construct grammatically correct sentences.
3. Discuss about what people need to create businesses.
4. Write an essay on different businesses that people in community have created.

## 4.5 Describing documents used in business

### 4.5.1 LEARNING ACTIVITY

#### *Reading and text analysis*



#### ➤ **Text: Business tool**

Payments are essentially transportation tasks as funds are transferred from payer to payee following established payments flows that are characteristic of a given payment instrument. Generally the payee has provided some kind of service or goods to the payer, who will in return pay an agreed amount of money against a request for payment, usually an invoice document, as part of the invoicing process. The following are different types of payments to facilitate the smooth of the business.

The first type is cash (bills and change). This is one of the most common ways to pay for purchases. Both paper money and coins are included under the larger category of “cash.” While cash has the advantage of being immediate, it is not the most secure form of payment since, if it is lost or destroyed, it is essentially gone. There is no recourse to recoup those losses.



In addition to cash, personal cheque is the other type. Personal cheques are ordered through the buyer's account. They are essentially paper forms the buyer fills out and gives to the seller. The seller gives the cheque to their bank, the bank processes the transaction, and a few days later the money is deducted from the buyer's account. With the increasing trend towards fast payment, cheques are seen as slow and somewhat outdated.

Other types of payment include debit card and credit card. Paying with a debit card takes the money directly out of the buyer's account. It is almost like writing a personal cheque, but without the hassle of filling it out. Credit cards look like debit cards. But paying with a credit card temporarily defers the buyer's bill. At the end of each month, the buyer receives a credit card statement with an itemized list of all purchases. Therefore, rather than paying the seller directly, the buyer pays off its bill to the credit card company. If the entire balance of the bill is not paid, the company is authorized to charge interest on the buyer's remaining balance. Credit cards can be used for both online purchases and at physical retailers. In bank account-based systems the funds move from the payer's account to the payee's account within the books of financial institutions providing payment services. The need for physical transportation of cash has changed to transporting payment instructions for making the required bookings.

With card, the machine reads information on the card and then enters a pin (Personal Identification Number) that only you know. Entering your pin is good security because nobody else should know what your pin is and will not be able buy anything with your card. You should never give your pin to anybody. You can set the pin on your card using the ATM-bank machine. If you are unsure how to do this you can ask the bank teller and they will assist you.

Cash-based payments are manual and prone to inefficiencies and fraud. Bank-account based instruments require electronic transfers of payments to reap all the benefits. With the development of information technology and the wide adoption of computers, networks, mobile telephones and other e-based solutions, methods for payment have moved to a new level of efficiency. In particular, electronic applications offer possibilities to simplify and facilitate payment procedures. Initiation, transportation and bookings of payments can currently be made immediately to anywhere in the world. Payments can be finalized without any manual or paper-based routines.

For all payment instruments, the payment service providers must be connected to each other in order to facilitate the transportation of funds

between the different institutions. The instruments should be harmonized and thus use inter-operable procedures. Be very careful when using a credit card because it is very easy to spend too much and end up owing a lot of money!

<http://tfig.unece.org/contents/payments-types.htm>

### ➤ **Comprehension questions**

1. Referring to the text, describe what happens with invoicing process.
2. Why do you think cash as one of the types of payment is the most commonly used way for purchase?
3. What do you think make personal cheque to be seen as slow and somewhat outdated?
4. How would you differentiate between personal cheque and debit card?
5. Evaluate the role of the development of information technology in regards to payment methods.

## **4.5.2 APPLICATION ACTIVITIES**

### ***Vocabulary, speaking, sentence writing and survey***

1. Use a dictionary and thesaurus to look up the meanings of the words or phrases below.
  - a. Invoice
  - b. Fraud
  - c. physical retailers
  - d. recoup
  - e. ATM
  - f. Cheque
  - g. Credit cards
  - h. Debit cards
2. Based on the words given above, write different grammatically correct sentences.
3. Make a survey of different business tools or documents used by most people in your community.
4. Debate on the advantages and disadvantages of using electronic banking tools in business.

## 4.6 Describing entrepreneurship terminologies

### 4.6.1 LEARNING ACTIVITY

#### *Reading and text analysis*



#### ➤ **Text: Entrepreneurship terms**

Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called entrepreneurs.

Entrepreneurship has been described as the “capacity and willingness to develop, organize and manage a business venture along with any of its risks to make a profit.” While definitions of entrepreneurship typically focus on the launching and running of businesses, due to the high risks involved in launching a start-up, a significant proportion of start-up businesses have to close due to “lack of funding, bad business decisions, an economic crisis, lack of market demand, or a combination of all of these.”

A broader definition of the term is sometimes used, especially in the field of economics. In this usage, an Entrepreneur is an entity which has the ability to find and act upon opportunities to translate inventions or technologies into products and services: “The entrepreneur is able to recognize the commercial potential of the invention and organize the capital, talent, and other resources that turn an invention into a commercially viable innovation.” In this sense, the term “Entrepreneurship” also captures innovative activities on the part of established firms, in addition to similar activities on the part of new businesses.

The term “entrepreneur” is often conflated with the term “small business” or used interchangeably with this term. While most entrepreneurial ventures

start out as a small business, not all small businesses are entrepreneurial in the strict sense of the term. Many small businesses are sole proprietor operations consisting solely of the owner or they have a small number of employees and many of these small businesses offer an existing product, process or service and they do not aim at growth.

In contrast, entrepreneurial ventures offer an innovative product, process or service and the entrepreneur typically aims to scale up the company by adding employees, seeking international sales and so on, a process which is financed by venture capital and angel investments. In this way, the term “entrepreneur” may be more closely associated with the term “startup”. Successful entrepreneurs have the ability to lead a business in a positive direction by proper planning, to adapt to changing environments and understand their own strengths and weakness.

Theorists Frank Knight and Peter Drucker defined entrepreneurship in terms of risk-taking. The entrepreneur is willing to put his or her career and financial security on the line and take risks in the name of an idea, spending time as well as capital on an uncertain venture. However, entrepreneurs often do not believe that they have taken an enormous amount of risks because they do not perceive the level of uncertainty to be as high as other people do.

The ability of entrepreneurs to work closely with and take advice from early investors and other partners (i.e. their coachability) has long been considered a critical factor in entrepreneurial success.

At the same time, economists have argued that entrepreneurs should not simply act on all advice given to them, even when that advice comes from well-informed sources, because entrepreneurs possess far deeper and richer local knowledge about their own firm than any outsider. Indeed, measures of coachability are not actually predictive of entrepreneurial success (e.g. measured as success in subsequent funding rounds, acquisitions, pivots and firm survival). Indeed, entrepreneurship is all about being to face failure manage failure and succeed after failing.

*<https://en.wikipedia.org/wiki/Entrepreneurship>*

### ➤ **Comprehension questions**

1. Explain how risks and profit are key things in regards with entrepreneurship.

2. Give at least four reasons that can make a start-up business close.
3. What do you think are abilities one has to possess to be called an entrepreneur?
4. How would you differentiate between entrepreneurial ventures and small businesses?
5. Explain this statement: “entrepreneurship is all about being ready to face failure, manage failure and succeed after failing”

#### 4.6.2 APPLICATION ACTIVITIES

##### *Vocabulary, sentence writing and survey*

1. Use a dictionary and thesaurus to look up the meanings of the words or phrases below.
  - a. entrepreneurship
  - b. small business
  - c. business venture
  - d. risk
  - e. profit
  - f. running of businesses
  - g. lack of funding
  - h. coach ability
  - i. firm
  - j. scale up
  - k. sole proprietor
  - l. Uncertainty
  - m. Ventures
  - n. commercial potential
  - o. capital
  - p. economics
  - q. market demand
  - r. economic crisis
  - s. lack of funding

2. Using the above words, write correct sentences.
3. Make a survey about why young entrepreneurs' businesses fail, propose possible solutions and present it to the classroom. Pay attention to the use of entrepreneurship terms.

## 4.7 Language structure: Phrasal Verbs

Phrasal verbs are multiple-word verbs. They are made up of the verb and one or two particles. A particle can be either an adverb or a preposition. The majority of phrasal verbs have a fixed meaning; they are idiomatic expressions. Often, the meaning of a phrasal verb is not a sum of the meanings of the words in the phrase. You cannot derive the meaning from the meaning of each individual word. For example, keep up does not mean 'keep in a high place'.

### Examples

- a) The assistant will only key in your bank account code number.
- b) Jimmy trained up most of his workers.
- c) A successful business man is one who pays off all his debts.
- d) The loan from the bank helped us set up the shop.
- e) Jimmy and I built up a joint business for five years.
- f) We were advised to pay back our loan on time.
- g) Mkami cached out part of her earnings for personal use.
- h) My brother and I set up a good business plan before starting our commercial activities.

### Exercise

Fill in the blank space with the correct response:

1. We have decided ..... pursuing this course of action
  - i. Against
  - ii. Out
  - iii. Off
2. If we..... this option, our business will certainly fail.
  - i. write up
  - ii. Rule out
  - iii. Sort out

3. It will take a long time for the board to ..... This mess  
 i. Turn around      ii. Put in      iii. Sort out
4. Barack has a plan to ..... out the automotive industry  
 i. Give      ii. Bail      iii. Make
5. Why didn't Tracy ..... up at the meeting  
 i. Turn      ii. Come      iii. Set
6. Our suppliers have .....new offices outside the capital in a very ugly industrial estate  
 i. Get up      ii. Set up      iii. Got up
7. Last month's sales results .....much better than expected.  
 i. Turned out      ii. Turned on      iii. Turned in
8. Don't ..... till tomorrow what you can do today.  
 i. Put off      ii. Put on      iii. Put out
9. We had to .....off the meeting because of the bad weather  
 i. Put      ii. Call      iii. Take
10. It's not such a terrible thing! Don't worry! .....  
 i. Cheer out      ii. Laugh out      iii. Cheer up

## 4.8 Spelling and pronunciation

Use dictionaries and thesaurus to find the missing pronunciations and meanings of words in the following table.

Words	Pronunciation	Meaningful
Business		
Money		
Exchange		

Cheque		
Pound		
Dollar		
francs		
Currency	/'kʌr(ə)nsi/	a system of money in general use in a particular country.  "the dollar was a strong currency"
barter		
firm		
stocks		
Fraud		
Debit		
Invoice		



## 4.9 END UNIT ASSESSMENT

1. Write a 250 word composition about strategies to start a successful business.

2. Construct one meaningful sentence with each of these phrasal verbs.

a) Count on    b) Sell off    c) Pay back    d) Set up    e) Cash out

f) Carry out    g) Pay off    h) Cash out    i) Rule out    j) Step in

3) Put in the correct phrasal verb in accordance with the meanings shown in brackets.

a) Can you ..... (think of an idea) a better idea.

b) I wish I hadn't ..... (become responsible for) so much working this industry.

c) She ..... (showed/mentioned) that all the shops would be closed.

d) I ..... (went to an event) for a dinner with my business partners.

e) Where did you ..... (become adult)?

f) I'd love to ..... (arrange/create) my own business.

g) I thought the conference was going to be boring as the operations manager was absent, but it ..... (in the end we discovered) to be quite useful for each of us.

h) Would anybody like to ..... (become responsible for) this new client ?

i) What's ..... ('s happening) in the conference hall?

j) Can we ..... (arrange/create) another business meeting next week?

4) Give the phonetic transcription of each word in the table below. Put the stress

<b>Word</b>	<b>Phonetic transcription</b>
Venture	
Profit	
Entrepreneurship	
Marketing	
Accounting	
Risk	

# UNIT 5

## EARLY CHILDHOOD WELFARE

**Key unit competence:** To use language learnt in the context of early childhood welfare.

### INTRODUCTORY ACTIVITY

**Observe the picture below and answer these questions:**

- a. What is early childhood?
- b. Describe the stages of early childhood
- c. What is early childhood welfare?
- d. Describe the stages of early childhood welfare.
- e. How should parents and care takers help in the education of a child during stages of development?
- f. Describe how an ECD centre should look like to enhance the learning of a child.



NB: Each child develops in a holistic manner. He or she requires nurturing and support from parents, legal guardians and caregivers, who should provide opportunities for stimulating play, early learning, good health care, nutritious balanced diet, clean water, hygienic environment, love, safety and security so as to grow up healthy, socially well-adapted and emotionally balanced. Services for infants, young children, their parents, legal guardians and other caregivers must address their needs in a holistic manner. It is impossible for one sector alone to meet all of their requirements. Thus, it is essential that all sectors work together to serve young children, parents and legal guardians.

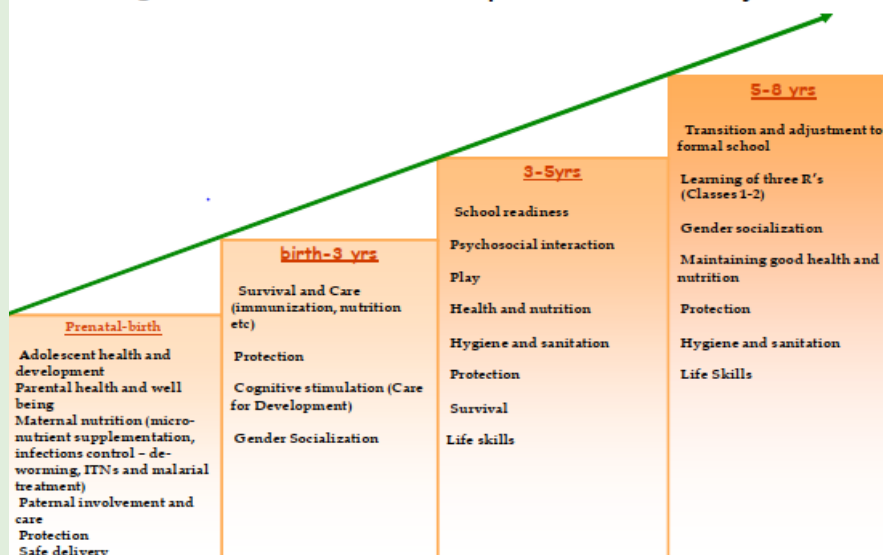
## 5.1 Talking about early childhood education in Rwanda

### 5.1.1. LEARNING ACTIVITY:

#### *Reading and text analysis*

Read through the continuum of development over the life cycle and discuss the stages in relation to early childhood education in Rwanda.

**Figure 1 : Continuum of development over the life cycle**



➤ **Text: Early Childhood Centers (ECCs) in Rwanda**

Read the text below describing early childhood in Rwanda and answer the questions that follow.



The government of Rwanda is committed to the establishment of ECD centers at each administrative sector (2010-2017). This takes into account all young children, boys and girls alike, to fulfill the concern of Education for All (EFA) goals.

Over the past decade, Rwanda has been successfully improving access to its primary education, and it has almost achieved universal primary enrolment. Primary net enrolment rates have increased up to 95.4% in 2010 (96% for girls), and primary completion rates have increased from 52.5% in 2008 up to 75.6% in 2010, putting Rwanda on track to achieve the education-related Millennium Development Goals. Transition to lower secondary education has equally significantly increased over the past years (from 87.9% in 2008 to 95% in 2009), resulting in increased enrolment rates for secondary education (from 13.9% Net enrolment rate in 2008 to 22.6% in 2010). The primary dropout rate in 2010 was 12.2% and repetition 14% indicating that the school system is failing a significant number of children each year. International research has demonstrated that access to quality ECD services improve children's performance in school and contribute substantially to improving internal efficiencies throughout the school cycle.

In 2005, the demographic and health survey found that 70% of women with one or two children and 74% with three or more children worked outside of the home. During Consultative Workshops, mothers from all parts of Rwanda expressed a desire for more community ECCs. It was recommended that more Community ECCs should be built and equipped with learning materials and toys. Participants in the consultations also requested one centre per each a hundred houses agglomeration (Umudugudu),

and more centers where large concentrations of working mothers are found. In addition to an increased number of ECDCs, it was suggested that the quality of services provided need also to be strengthened. To enhance service quality, standards, guidelines, pre- and in-service training for caregivers, and technical support, supervision and monitoring are required. The Government plans to support the establishment of one ECD centre in each sector during the lifetime of the five-year ECD Strategic Plan.

Existing Early Care and Development Centers (day care centers, nurseries or Community ECDCs) are often run without adherence to standards, without sufficient and uniform training of caregivers, and without supervision and monitoring oversight. By and large ECD centers are managed and run by civil society or privatesector groups though the exact number of such centers is unknown.

According to national institute of statistics projections, there are approximately 1.1 million children between the ages of three to six years, the years generally associated with pre-primary education. According to the Ministry of Education, only 6.1% of pre-school-age children are attending pre-primary schools (education management information system 2010). The pupil-teacher ratio at pre-primary level is 1:33 well above the internationally recommended levels (OECD) has established a minimum staff to pupil ratio of 1:15 UNICEF: 2008). Rwanda will gradually reduce its pupil-teacher ratio to internationally recognised levels and in the timeframe, though in the short term aiming at a standard of not more than 25 children per teacher. The Ministry of Education has a limited budget for pre-primary education which does not at present cover the salaries for pre-primary teachers. These costs are generally provided by parents and communities or in some cases by civil society organisations.

The Ministry of education is the lead Ministry in ECD Policy development within an inter ministerial framework and the Education Sector Strategic Plan (education sector strategic plan (2010-2015) reflects the commitment to develop and implement the ECD Policy and Strategic Plan. The education sector strategic plan calls for civil society, communities and the private sector to continue providing pre-primary education services. It notes that with the development of the new ECD Policy, this approach will be re-examined in light of national and community needs and demands for services. The education sector strategic plan commits MINEDUC to set policy, norms and standards for pre-primary education;

plan and ensure the provision of teacher training; and oversee monitoring and evaluation of ECD. It calls for access to pre-primary education, but findings from nationwide consultations drew attention to the one year gap which exists between the end of pre-school and the beginning of primary school and the need to ensure six-year olds do not languish at home in between completing ECD and before entering primary school. For those children who do not attend formal ECD centers, there may also be a need for the special provision of a rapid school readiness program.

The education sector strategic plan recognizes that pre-primary education as well as other levels of formal education is relevant for the achievement of the high-level objectives of the economic development and poverty reduction strategy. These objectives include: access to education for all, quality education at all levels, equity in education at all levels, effective and efficient education system, science and technology and ICT in education. The ESSP provisions present a mandate for expanding and improving pre-primary education. It also reinforces the national policy for children with special educational needs, calls for a school health policy, and includes nutrition services at schools especially for malnourished children.

The preschool years, 3-6 years: In addition to health and nutrition support as well as continued cognitive stimulation, children during this period benefit from experiences and programs that provide increased opportunities for learning through play and exploration in groups and more opportunities to interact with other children and a variety of adults. Safe and appropriate support can also be provided within the home setting, through community-based activities and within the pre-school setting. The strong involvement of parents and primary caregivers is critical to the success of programs whether based at home or in early childhood centers, hospitals etc.

Moving onto primary school: During this period, there is continued support for other aspects of development as well as school readiness. School readiness includes supporting the child's preparedness for school, and making schools ready for children as well as parental "readiness". Key programming aspects at this age include support for successful transition to formal education, life skills education, school health and hygiene as well as safety and protection.

Across the ECD continuum support that addresses the interrelatedness of all aspects of a child's growth and development require that the Ministries and other agencies governing education, health, nutrition, water/sanitation and hygiene, social welfare and protection, as well as non-government groups,

communicate and work together with families and communities to develop and implement appropriate policies, programmes and operational guidance and support. In addition, respecting young children's evolving capacities in participation and understanding is especially significant during early childhood because of the rapid transformations in children's physical, intellectual, social and emotional functioning, from earliest infancy into the early primary grades.

To support holistic and comprehensive development throughout the early years, various strategies and policy actions need to be implemented that will provide increased opportunities for all children to benefit.

Holistic early childhood development services will greatly contribute to improved health and development outcomes, more specifically to reduced poverty; strengthened unity; improved child health and nutrition, educational efficiency; timely enrolment at primary school, increased school attendance and achievement of both boys and girls, increased completion rates; and expanded adult literacy, especially for mothers. It is worth noting that Vision 2020 recognizes the importance of parent's role as the children's first educators, who teach values and norms that support children's progress in school, which is a critical component of this ECD policy. Expanded investments in ECD will provide an enabling environment for the achievement of the goals of Vision 2020, and is expected to contribute especially to the achievement of pillars 1, 2, 3 as well as to the cross cutting gender theme.

*Extract from ECD policy white paper.*

### ➤ **Comprehension questions**

1. How would you define the term early childhood education?
2. What is the importance of early childhood education as discussed in the passage?
3. Compare early childhood education in the early years to the current modern trend.
4. What efforts in early childhood education has the government of Rwanda put in to reach the success of ECD program?
5. Explain the role of the following organs in the support of ECD as mentioned above.
  - a. Ministry of education
  - b. Education sector strategic plan



- c. National institute of statistics
  - d. Education management information system
6. Describe the objectives of ECD in the passage above.

### 5.1.2 APPLICATION ACTIVITIES

#### *Speech writing, presentation and debate*

I. Prepare a speech addressing parents in your community to support ECD centers. Suggest possible ways on how ECD in Rwanda can be improved and why do you think your suggestions can lead to its success.

II. Prepare a debate on; ‘without early childhood education, there is no career success.

Ensure that in the debate, the issue of how ECD centre can be established in your sector is discussed.

NB: Early Childhood Education is a term that refers to educational programs and strategies geared toward children from birth to the age of six. This time period is widely considered the most vulnerable and crucial stage of a person’s life. Early childhood education often focuses on guiding children to learn through play. The term commonly refers to preschool or infant/child care programs.

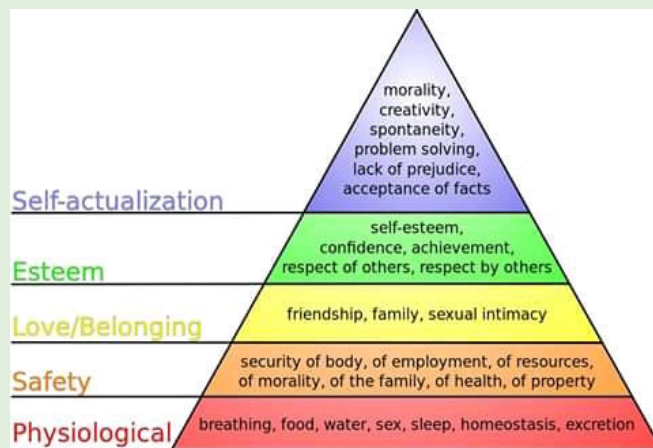
## 5.2 Describing early childhood basic needs

### 5.2.1 LEARNING ACTIVITY

#### *Reading and analysis*

Read carefully Maslows’ hierarchy of needs and Jeffery’s emotional needs and write an argumentative essay on early childhood basic needs.

## A. Maslows' hierarchy of needs



## B. Jeffery's emotional needs



### ➤ Comprehension questions:

1. What do you understand by early childhood basic needs?
2. How should parents and caregivers provide basic needs to children?
3. How does emotional need affect the child's development?
4. What basic needs do you advise parents and caregivers to put emphasis on while handling children?

5. 'Parents and caregivers should express clear expectations to children.'  
Suggest more advice on the statement.

NB: early childhood basic needs include:

- a. Food and shelter. Children cannot acquire their own food or sustain any reasonable shelter
- b. Physical safety. Children cannot protect themselves from aggressive adults and other stronger children
- c. Emotional security
  - Social skills
  - Career abilities
  - Internal skills.

## Texts

### A. Child needs

Read the following short text about children needs and answer the questions that follow



In an era of aggressive marketing towards children and parents alike, many parents wonder what children actually need. Years of research in child development have identified eight essential requirements for children to become happy, and successful adults.

The eight things children need to thrive among them is security, stability, consistency, emotional support, love, education, positive role models, and structure. Children must feel safe and sound, with their basic survival needs

met: shelter, food, clothing, medical care, and protection from harm. Stability comes from family and community. Ideally, a family remains together in a stable household, but when that's not possible, it's important to disrupt the child's life as little as possible. Children and families should be a part of larger units to give them sense of belonging, tradition and cultural continuity. Parents need to synchronize their parenting and make sure important values stay consistent, parents' words and actions should encourage children trust, respect, self-esteem, and ultimately independence. Even when children have disobeyed, angered, frustrated and rebelled against you as a caregiver or parent, show them love and that you will always love them. Children should get the best possible education for their future. This includes school, life lessons, and this can be achieved through the time you spend together. Parents and caregivers are their children's most important role models. Instill your values and teach children empathy by being the kind of persons you want them to become. More importantly rules and boundaries and limits, without them, children are forced to be adults before they are ready, and other adults. Children need time perhaps the most important factor of all is time. Without enough time to spend with children and be a parent, you miss out on the wonderful privileges of parenting. Time is a miracle solution for most dilemmas of parenthood, says Dr. Rotbart. Taken in minutes or hours, the time you spend with your children gives you the opportunity to provide your children all their essential needs and much more. Children today are growing with depth, breadth and speed of media that didn't exist 20years ago. Their parents don't always understand what that's like, but children still need their help.

*Extracted from: [www.childrenscolorado.org](http://www.childrenscolorado.org).*

➤ **Comprehension questions**

1. Outline the needs of a child according to the text.
2. Why is time considered as one of the needs of a child
3. Discuss the role of a parent and caregiver in the life of a child.
4. Summarise the whole story about the needs of a child in no more than 80

## 5.2.2 APPLICATION ACTIVITIES

### *Vocabulary, composition writing and presentation*

1. What are the meanings of the following words as used in the text?
  - a. Essential
  - b. Breadth
  - c. Boundaries
  - d. synchronize
  - e. empathy
2. Prepare a television show that you would present to the class talking about needs of a child.
3. Write a describe composition on the needs of a child
4. Suggest other needs that a child of today needs in order to have a better life.

### **B. Meeting children's needs**

The young of every species have basic needs that must be met for them to develop and mature. Children are no exception. For children, these essential needs include warm, caring, and responsive adults; a sense of importance and significance; away to relate to the world around them; opportunities to move and play; and people to help structure and support their learning. In the past, these needs were met at home and in the community but now these needs are being met in our classrooms. According to Jim Greenman (1988), early childhood environment should be: children need to explore, experiment and learn basic knowledge through direct experience. The role of the teacher is critical in a child's life. Children depend on teachers to be their confidant, colleagues, model, instructor, and nature of educational experience.

Play provides away for children to integrate all their new experiences into rapidly developing minds, bodies, emotions, and social skills. Brain research supports this idea, stressing that children learn best through integrated approach combining physical, emotional, cognitive and social growth. Children need lots of exposure to other people in their early childhood years.

Young children **need** to feel important, and to feel that what they do is meaningful to someone besides themselves.

A basic human need is the need to belong. Children need to feel they belong too. They need to be close to people they know, have familiar and comfortable objects, and be in a setting that has a personal history for them.

There is no single remedy to decrease the pressure and stress associated with caring for a child with a disability. Self-care, however, is the most effective way to reduce caregiver burnout and create a nurturing, loving environment. Parents who identify and meet their own needs model to their children what it means to value their bodies, minds and souls. Parents who make a plan and meet their own needs before deficit strike will also be better equipped to recognize the unmet needs of their children.

Children need adequate nutrition, water, sleep and exercise. Clean air, shelter and human touch are also basic elements of life required to maintain a child's health. Along sleepless night caring for a sick child or the struggles of a parent who tries to feed herself as she feeds her child are quick reminders of the importance of meeting physical needs. Security, trust, and intimacy are emotional needs that all children need. Emotional needs can be met through the affection parents share with their children paired with time spent with adults.

All children need time with peers and companions to satisfy their social needs and decrease the risk for caregiver burnout. Also, children need some level of intellectual stimulation to experience satisfaction and a sense of calm. This need can be met by reading, engaging in healthy debates, and joining lively discussions. Brainstorming and problem solving are avenues to keep brains active.

Children need to express themselves, need for creativity can be met through explorations of culture, unique dress, and expositions of the talents and gifts that a child possesses. Creativity involves spontaneity and the inclusion of imagination into a child's life.

*Extract from: Basic needs of children in early childhood education.*

### ➤ **Comprehension questions**

1. Outline the basic needs of an early childhood as described in the passage above
2. Do you believe that emotion is a basic need for a child? Discuss.

3. According to Mr. Greenman (1988), how should be early childhood environment?
4. According to the text, what is the role of parents and caregivers on providing basic needs to children?

### 5.2.3 APPLICATION ACTIVITIES

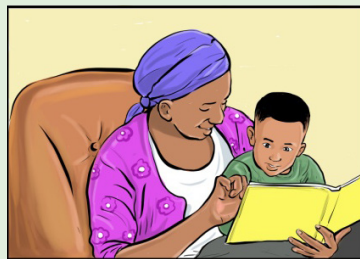
#### *Composition writing and discussion*

1. Write an argumentative composition with the title 'Early childhood basic needs.'
2. Prepare a classroom discussion about the basic needs of a child.
3. Write a dialogue talking about early childhood basic needs.
4. Suggest possible ways of how early childhood basic needs could be respected in your community or at ECD centers.

## 5.3 Talking about duties and responsibilities of parents and caregivers in early childhood education.

### 5.3.1 LEARNING ACTIVITY

#### *Reading and analysis*



Describe the role of parents and caregivers as shown in the pictures above.

### ➤ **Text 1: Child caregivers in education**

Child caregivers look after the basic needs of children, such as dressing, feeding and supervising their playtime. They also provide a beneficial learning environment and a safe home away from home for little ones. People who love working with children and who naturally have a fun, enthusiastic attitude will thrive as child caregivers. It is common for child caregivers to work in childcare centres, private day cares or their own home. Some childcare centres are open all year, with long hours so that parents can drop off and pick up their children before and after work. Some centres employ full and part-time staff with staggered shifts to cover the entire day. Many care takers work full time, but part-time work and flexible hours are also very common. While a child caregiver's day-to-day duties and responsibilities are determined by where they work, there are many core tasks associated with the role.

Child care givers, plan, supervise, and implement a structured learning environment that allows young children to explore their interests. For example, they may read and play with children to introduce social skills such as manners. They help young children learn through creative group activities, child care givers are required by law to maintain a safe, sanitary and clean environment under their care. When needed, a care giver may change the diaper of an infant or child. They may need to help a young child go the toilet. Throughout the day as child play, child caregivers make sure their environment stays neat and may enlist the children's help to keep this standard. A child caregiver ensures that the children they take care of have enough to eat. They normally prepare and organize meal times and child caregivers prepare nutritional food selections for children and encourage them to try new things.

Since play is so important for the healthy psychological development of children, child caregivers combine playtime with other instructional strategies to aid this development. Caregivers create routines to make sure that children have a balanced amount of physical activity, rest, and playtime. While children are playing with each other, caregivers monitor for any safety concern. Child caregivers are responsible for carefully watching for any signs of a child or development issues with children. When they notice something amiss, they must bring it to the attention of a child's parents or the appropriate team leader. A primary goal of a child caregiver is to create a positive relationship with parents, children, and other staff. They engage in active communication to help keep children safe and make them feel cared for.



People who are exceptionally patient and passionate about working with children will thrive as child caregivers. Employers from larger childcare establishments typically prefer candidates who have a degree or certification in early childcare, at least one year of childcare experience, and the following skills; familiarity with childhood development, physical fitness, creativity, interpersonal skills, and writing skills.

Lastly, understanding how childhood development works, is essential for child caregivers who address the emotional, physical and mental needs of children every day and must often involve children in creative activities such as art, dance, and music to stimulate their development.

*Extracted from: [www.child-care.com](http://www.child-care.com)*

➤ **Comprehension questions:**

1. Discuss the role of caregivers in education as described in the text above.
2. How can caregivers improve on their responsibilities in early childhood education?
3. What key major points according to the text that caregivers need to improve in your ECD centres/ communities?
4. Give the meaning of the following words or phrases as they are given in the text above.
  - a. Enthusiastic attitude.
  - b. Staggered shifts
  - c. Explore their interests
5. Write a summary of 50 words describing the role of caregivers according to the text.

### 5.3.3 APPLICATION ACTIVITIES

#### *Survey and Speech writing*

1. You have been given a task by the sector education officer in your sector to survey and make a tangible report about early childhood centres and responsibilities of caregivers in the sector ECD centres. Write a report you would present to the sector education officer.
2. Your ECD centre is organizing a parents' week, write a speech reminding parents of your role as a caregiver and their roles as parents.

#### ➤ **Text 2: Parents' involvement in early childhood education**



Many parents drop their children off in the morning while teachers take over, and then pick them up at the end of the day without giving their learning much more thought. To get the true benefits from early childhood education, however, parents need to consider how they can support what their children are learning throughout the day. Some of a child's most important cognitive development happens during their preschool years. By taking an active role in the early childhood education process, parents can help ensure that their child has all the support they need to develop to their full potential.

Parents' involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school. It is essential for parents to support the learning that happens in preschool settings at home as well. Parents who are in tune with what is happening in their child's preschool classroom or child care facility are better able to establish a connection between what is learned at school and what takes place in the home. This connection is a key component of a child's development and supporting further learning. Not only does family or parental involvement help extend teaching outside the classroom, it creates a more positive experience for children and helps children perform better when they are in school. Parents involvement in early childhood education can extend the experiences that a child has in the classroom to real-world activities that happen at home.

A parent who understands what their child is working on at preschool has a better sense of their child's competency and which areas they need to work on to improve confidence and ability. One of the most difficult challenges for early childhood educators is figuring out how to better engage parents in their child's learning. By establishing good lines of communication between your child and care centre and parents, as well as making a strong effort to involve parents as an important partner in their child's education, you can make a positive impact on their learning ability.

Furthermore, care centres/ caregivers, can invite parents to learn more about the care centre, staff and how the care child centre operates. Making families more comfortable with you centre and the educators who work there will go a long way in making them feel at ease and more likely to be involved. Parents can be asked if they would be interested in participating in care centres or classroom. Ask them if they have a special talent that they would like to share with the class. Or if they would be interested in volunteering to help in an art project or read a story.

Parents can be asked if they have any topics they would like to see incorporated into the curriculum, and once they are aware that they can have a say in what is taught in the classroom, parents may want to help shape what their children learns throughout the day.

As a caregiver, create a daily report or journal for each child. Use these daily reports to outline their individual progress and offers away to parents and educators to communicate and give feedback. Make useful resources available to parents and these can be in relation to developing motor skills, language development, behaviour management and more. These resources can offer

additional guidance that parents can use at home to cultivate further skills and talents in their children.

Recommending complementary activities that a parent and child can complete at home is important. These activities can extend your curriculum beyond the classroom setting and reinforce what you have been teaching. Once parents get first-hand experience teaching new things to their children and seeing the impact, they will be more compelled to take an active role on an ongoing basis. After a parent visit or volunteer at your child care centre, write a thank you note to let them know you appreciate their time and assistance.

Studies show that when parents are actively involved with their child's early childhood education, they are more likely to stay involved when their child enters elementary school.

By encouraging parent participation in your child care centre, you can help support children beyond their early years and make their families an important part of their education well into the future. Parental and family involvement in early childhood education will help improve learning outcomes for children by ensuring that they have all the support they need to succeed. Part of this process involves detailed documentation, so teachers and parents have a complete picture of how a child is progressing and can act accordingly.

*Extracted from: <https://blog.himama.com>*

➤ **Comprehension questions:**

1. Outline the responsibilities of parents in early childhood education as mentioned in the passage.
2. Write a summary of 50 to 80 words about responsibilities of parents towards early childhood education according to the passage.
3. 'Parents involvement helps extend teaching outside classroom.' How true is the statement according to the text?
4. Compare the roles of parents and caregivers in early childhood education.
5. Describe how a child care centre should look like, and why?

### 5.3.3 APPLICATION ACTIVITIES

#### *Vocabulary, composition writing and debate*

1. Find the meanings of the following words or phrases as used in the text 2.
  - a. Complementary activities
  - b. First-hand experience
  - c. Volunteer
  - d. Detailed documentation
2. Write a composition on the importance of documentation during early childhood education.
3. Prepare a debate with the following topic 'Parents should play a bigger role in early childhood education than caregivers.'
4. Your care centre has organized a parents' meeting, and you are one of the caregivers. You have been selected to give a speech. Prepare a diligent speech you will deliver to parents.

## 5.4 Language structure: Modal verbs and adjective's degrees of comparison

### I. Modal verbs: Should, need, dare ...

There are many modal verbs In English including should, need, dare etc.

Using should, need, dare in sentences:

Examples:

- a. Teachers **should** get acquainted with competences in early childhood education
- b. Some years back, parents **daren't** take their kids to school
- c. We all **need** learn about early childhood education

## Notes

### A. Uses of should

i. Modal verb should is used to express a moral obligation as in examples below:

- a. We should love one another
- b. Children should obey their parents, teachers and neighbours.
- c. You should not do such a mistake.

ii. Should is also used in criticism

Example: You shouldn't eat too much.

N.B. in past context, we use should+ have+ past participle to mean that something was necessary but wasn't done.

Examples:

Elijah should have brought the child to school last week. (He didn't bring the child)

Margaret should have learnt how to teach young children. (she didn't learn it)

You shouldn't have eaten too much. (you ate too much: criticism)

### B. Use of need

i. Need is used to express necessity.

Examples:

- a. They needn't come today. There aren't many things to do.
- b. This kid needs sleep.

#### Notes:

In past context, we use need+ have+ past participle to mean that something was not necessary but it was done.

Examples:

Why did you go to Kigali? You needn't have gone there because you had his phone number.

Tom wasted his money. He needn't have bought another pair of shoes. The child has many pairs.

ii. Need can also behave like a normal verb and take an auxiliary.

Examples:

- a. Do children need care in early childhood education?
- b. Brian doesn't need a toy. He has many.
- c. use of dare

Dare is used when the action is taken bravely or in abnormal situations.

Examples:

How dare you treat the kids like this?

I dare say that you are our hero!

**N.B.** Dare can be used as other normal verbs and take an auxiliary.

Example: She didn't dare to talk to them.

### **C. Exercises on the uses of should, needn't and dare**

1) Complete sentences with **should, needn't, dare**

- a. Why .....rich people help the poor?
- b. How .....you insult others?
- c. She .....have come here. It was not necessary.

2) Using need, should and dare, write one paragraph about teaching in Early childhood

Education.

### **II. Adjective's degrees of comparison**

Example:

- a. Adult people are interested in games.
- b. Adolescents are more interested in games than adults.
- c. Young children are the most interested in games of all.

In sentence one, the adjective “interested” is used with adult people only. It is positive degree.

In sentence two, adolescents are compared with adults. More interested... than,.... It is comparative degree.

In sentence three, young children are compared with adolescents and adults, (the most interested ..of..). it is superlative degree.

### **Notes:**

In English language there are three degrees of comparison:

#### **1. Positive degree:**

Example: Jack is tall.

#### **2. Comparative degree**

In comparative degree, there are three levels of comparison:

##### **i) Equality: as + adj. + as**

- a. Jack is as tall as Mary or Jack is tall, so is Mary.
- b. A girl child is as important as a boy child or
- c. A girl child is important and so is a boy child.

##### **ii. Inferiority:**

Not as +adj.+ as; less+ adj.+ than; adj. of minor value+ than or not so +adj. +as

Examples:

- a. Adults are not as interested in games as kids.
- b. Bruce is not so tall as Jack.
- c. Charles is less intelligent than Assia.
- d. Thierry is shorter than his sister.



### iii) Superiority

Adjective (of major value) + er + than, more + polysyllabic or verbal adjective.  
+ than

- a. Fabiola was quicker than Alpha
- b. This machine is more expensive than that one.
- c. Enock is more tired than Teddy.

### 3. Superlative degree

The+ adjective +est + of/in or the + most + polysyllabic or verbal adjective+ of/  
in

- a. Who is the quickest learner of your class?
- b. The most difficult thing in life is to manage oneself.
- c. Constance was the most excited of all.

#### Notes:

#### Irregular comparison

Adjective	comparative	Superlative
Good/well:	better...than	(the) best
Bad/ill	worse...than	(the) worst
Far	farther...than	(the) farthest
Near	nearer...than	(the) nearest
Old	older...than	(the) oldest
Late	latter...than	(the) latest
Many/much	more...than	(the) most

### Exercises:

1. Complete the sentences with the correct comparison form
  - a. Both Kelly and Kenia are intelligent but Kenia is the..... Of the two. (intelligent)
  - b. My results in exams are.....than I expected ( good)
  - c. Who is the.....man in the world? (rich)
  - d. Innocent is my .....brother. Of course he is .....than me(old)
2. Write about duties and responsibilities of educational stakeholders using modal verbs and adjective's degrees of comparison.

## 5.5. Spelling and pronunciation

Use dictionaries and thesaurus to find the missing pronunciations and meanings of the words in the following table.

Words	Pronunciation	Meaning
1. Child care	/'tʃaɪld ,keər/	The care of children, especially by a crèche, nursery, or child minder while parents are working.
2. Welfare		
3. Pre-school	/pri:sku:l/	Pre-school is used to describe things relating to the care and education of children before they reach the age when they have to go to school.
4. Pre-primary		
5. Nurturing		
6. Schooling		

## 5.6 END UNIT ASSESSMENT

A. Complete the sentences using should, shouldn't and the words in brackets ( ).

1. You have a great job as early childhood officer; you ..... (change) it.
2. You..... (drink) so much coffee; it's bad for your blood pressure.
3. The government..... (help) Pre-primary schools more than other schools.
4. It's an incredible film. Children..... (watch) it.
5. It's a very dangerous area. Little children..... (go) there.
6. Do you think..... (I/apply) for a new job as a head teacher of Kagarama nursery school?
7. You ..... (go) to that restaurant. The food is terrible.
8. Children are aware that when someone does you a favour, you.....(say) thank you.
9. Children..... (drink) sugary drinks. It's not very healthy.

B. Debate about the importance of early child hood education.

Topic: Early child hood education does not contribute to any further studies.

C. Write an article describing the role of early child education in further academic performances and parental involvement.

# UNIT 6

## CULTURAL DIVERSITY AND AFRICAN DEVELOPMENT

**Key unit competence:** To use language learnt in the context of Cultural diversity and African development

### INTRODUCTORY ACTIVITY

#### *Picture interpretation*



1. Describe some aspects of the Rwandan culture that you observed in the above pictures.
2. Why do you think it is important to respect every one's culture?
3. Explain the importance of cultural diversity in someone's life.
4. Give reasons why people would migrate from a country or city to another.

### 6.1 Describing Being in a Foreign Country

#### 6.1.1 LEARNING ACTIVITY

*Reading and analysis of the text*

### ➤ **Text: Stages of culture shock**

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

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

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

The worst stage of culture shock is depression. You are homesick and sad all of the time. It's hard to be so far away, especially if you're all by yourself. It feels like nothing will ever be fine again until you return home. The fourth is acceptance and comes after weeks and months of struggling through a thousand different emotions, acceptance finally arrives like a warm bath at the end of a hard day.

Acceptance does not mean total understanding-it's almost impossible to ever completely understand another culture-but involves the realization that you don't have to "get" it all. You find what makes you happy and content in your new surroundings.

*Extracted from English for Rwanda Schools by SDB Publishers*

### ➤ **Comprehension questions**

1. State the phases that culture shock moves through.
2. Describe the feeling that a person has in the wonder phase.
3. How does a person feel during the frustration phase?
4. What is the feeling of a person who goes through the phase of depression?
5. Prove that acceptance does not mean total understanding in the context of cultural diversity.

### 6.1.1 APPLICATION ACTIVITY

#### *Vocabulary, sentence construction and composition writing*

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

Word	Meaning
Con-artist	extremely interested in something or someone
Sudden	an event or happening.
Phenomenon	a stage or a number of changes that will occur
Phase	a feeling of sadness that makes you think there is no hope
Wonder	someone who tricks people in order to get money from them
Fascinated	fighting to win when you are losing
Frustration	happening quickly
Gesture	more importantly, in particular
Offend	something that is unusual or difficult to understand/explain
Depression	Moving a part of your body to show meaning or feeling

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

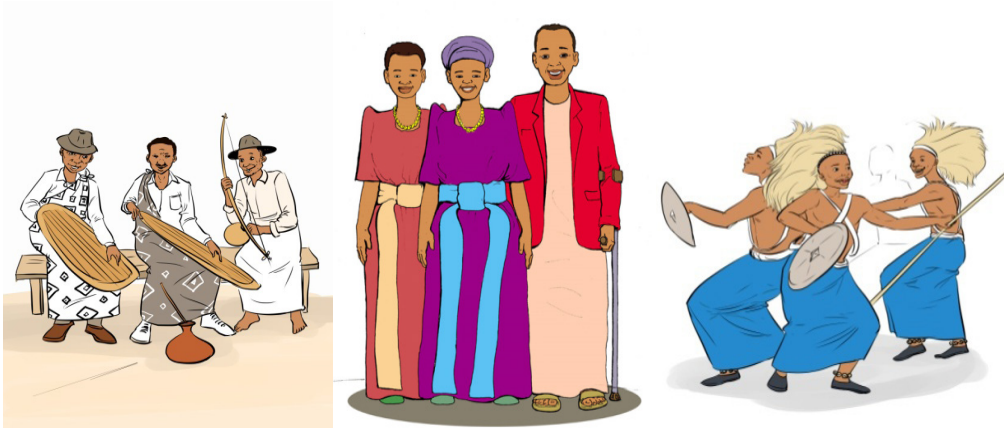
3. Write 350 word composition on the topic “How to cope with cultural diversity in a new country.”

## 6.2 Comparing cultures

### 6.2.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

#### ➤ **Text:** Comparing Cultures



In trying to compare cultures one has first to establish some working definition of culture. There is a Chinese proverb which says that “the fish did not discover water.” Similarly no one discovers culture by staying at home. It so intimately shapes our lives that we only become aware of it under special circumstances, when we encounter difference. Experiencing culture happens in the pluralism of cultures. We are not aware of the first until we have experienced the second. Culture begins to lose its invisibility when we become aware that there are many other ways of fulfilling the basic needs of human lives and of interpreting human.

Not only are there different cultures but some are more different than others. The profounder the differences encountered in another culture are, the deeper the perspective one can gain on his own culture will be. My experience in China revealed ways in which my own resembled the European ones I had previously found so different. For example, in my own experience I encountered an interesting case of cultural differences when I was working on a women’s studies project. In the United States feminists were complaining that the marriage ceremony discriminated against women because the new couple was pronounced man and woman. The women was thereby “denatured” in some way by being shifted into a social role whereas the man retained his essential and primary identity.

In France feminists were having similar complaints even though the French marriage ceremony pronounces the couple husband and wife. Complaints were still abundant, however, this time that the man was being given a full and more differentiated social identity whereas the woman was stuck in her original natural identity. The obvious point to be made from this comparison was that the idea of “nature” is itself not only subject to definition but to value judgments.

Looking back at this after a year in China, I am impressed not only with the differences between the French and American women but also with what they share when compared to Chinese women. American and French women reveal different cultural orientations within western civilization. Both, however, have had to fight for their rights whereas in China social legislation of the fifties immediately established equality between the sexes. When jobs were distributed by the government there was never a question of discrimination in employment. In an attempt to overcompensate for past discrimination, the government provided maternity benefits for new mothers which are very generous with leaves ranging from six months to six years. With such a background Chinese women were shocked at certain consequences of those recent economic reforms. When obliged to make a profit, work units resisted becoming responsible for the cost of having women among their employees.

Both language and culture claim special reality for what they carve out as significant, as “natural” even. We become aware of our language when we step out of habitual uses for a time, for example, when we study the way others use their language. Similarly to become aware of our own culture most readily we need to encounter that of someone else. To become aware of what related western cultures have in common it is useful to move into radically different ones arising in the East.

*Adapted from: The Languages of China, Robert Ramsey, Princeton University Press, 1987.*

### ➤ **Comprehension questions**

1. Approve and explain the saying “no one discovers culture by staying at home.”
2. Explain how feminists in the United States perceived women discrimination.
3. What did feminists in France complain about?
4. How did French and American women come together against Chinese legislation?
5. Do you agree that encountering other cultures makes us aware of our own culture? Justify your answer.



## 6.2.2 APPLICATION ACTIVITY

Vocabulary, sentence construction and summary writing

1. Use a dictionary or a thesaurus to find the meanings of the words in the table below

Word	Meaning
Pluralism	
Feminist	
Discriminated	
Denatured	
Abundant	
Legislation	
Overcompensate	
Maternity	

2. Use the words in the above table to construct meaningful sentences.
3. Summarize the main ideas of this passage in not more than 60 words.

## 6.3 Describing customs

### 6.3.1 LEARNING ACTIVITY

*Reading and analysis of the text*

#### ➤ **Text: Origin and importance of customs**

A custom is defined as a cultural idea that describes a regular, patterned way of behaving that is considered characteristic of life in a social system. Shaking hands, bowing and kissing are all customs: they're ways of greeting people that help to distinguish one society from another. They help maintain social harmony and unity within a group.

Societal customs often start out of habit. A man clasps the hand of another upon first greeting him. The other man and others, who are watching, take note. When they later meet someone on the street, they extend a hand. After a while, the

handshaking action becomes habit and takes on a life of its own. It becomes the norm to adhere to the custom, and customs are often followed without any real understanding of why they exist or how they got started. Customs persist for generations, as new members of a society learn about existing customs through a process of socialization.

Importantly, different cultures often have different customs: something that is an established custom in one society may not be a custom in another society. For example, while one of the traditional breakfast foods in the United States is cereal, breakfast in other societies might include dishes such as soup or vegetables.

Customs exist among all types of societies, including both more industrialized and less industrialized societies. Interestingly, their nature doesn't change based on literacy, industrialization or other external factors. They are what they are, and they can impact the society they are a part of. They tend to be more powerful in less industrialized societies, however. Over time, customs become the law of social life. They create and maintain harmony in a society. For example, after handshaking becomes a norm, an individual who declines to offer his hand upon meeting another may be looked down upon and perceived negatively.

Consider what might happen if a whole segment of a population suddenly decided to stop shaking hands, assuming that handshaking was a very important custom in that society. Animosity might grow between the hand shakers and the non-shakers, spreading into other areas. Hand shakers might assume that, if the non-shakers won't shake hands, maybe it's because they're unwashed or dirty. Or maybe the non-shakers feel that they're superior and don't want to sully themselves by touching the hands of an inferior person.

Because customs are so important to social harmony, the breaking of a custom could theoretically result in an upheaval that has little or nothing to do with the custom itself, particularly when the reasons perceived for breaking it have no bearing in fact.

*Adapted from Customs: Their Importance in Society, by Ashley Crossman, Dec, 2018*

### ➤ **Comprehension questions**

1. Using suitable examples from the text, define the term custom.
2. Determine the importance of customs in a society.

3. Explain how customs often start and become a law of social life.
4. Show how customs differ from culture to another.
5. Discuss the power of customs in industrialized and less industrialized societies.
6. Assess the impact of breaking a well-established custom in a society.

### 6.3.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence construction and summary writing*

1. Find the meanings of the following terms used in the above text
  - a) ...handshaking... (paragraph 2)
  - b) ...socialization... (paragraph 2)
  - c) ...segment... (paragraph 4)
  - d) ...animosity... (paragraph 4)
  - e) ...sully... (paragraph 4)
  - f) Upheaval... (paragraph 4)
2. Use the above words in grammatically correct sentences.
3. In not more than 60 words, summarize the above passage about the origin and importance of customs.

## 6.4 Describing traditional Rwandan Culture

### 6.4.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

#### ➤ **Text: Rwandan Traditions and Culture**

In the Rwandan culture, it is considered extremely rude to eat in public. People are not supposed to eat on the street, in public transportation, and sometimes even during big parties in the presence of strangers. In addition, traditionally adults don't eat in front of their in-laws. In the past, adults could not even eat in front of their own children and would often take their food into their bedroom. Some men would only eat food cooked by their wives and refuse to eat any food cooked by a housekeeper. It was said in the past that women were not supposed

to eat goat meat, for two reasons: it would make them grow beard, and become stubborn. However, it is now believed such assumptions were invented by greedy men who wanted all the good meat for themselves.

Going out to eat at restaurants is actually a fairly new concept that has only taken hold with the influence of foreigners. In the recent past, if a man or a couple went out to eat, it meant that the wife was a bad cook or that the man did not have a wife

at all. Even today, there are many Rwandans who generally do not dine out. In the past, it was considered a taboo for in-laws to eat at a married couple's house. It was also taboo for them to stay the night and they would have to find another place in the neighborhood to stay. Rwandans say that drinking milk makes women beautiful.

When there is a beautiful woman, Rwandans might say that she must have drunk a lot of milk. If you invite someone or even multiple people out to dinner or drinks, it is expected that you will pay for them. When Rwandans are served a bottle of beer with a glass, they will sometimes pour a few drops into the glass, swish the liquid around, and then pour it on the ground behind them. This serves two functions: it symbolizes sharing the drink with ancestors and also helps clean out the glass. When a guest stops by for a visit to a friend or family member, it is expected that the host will offer him or her something to drink. The most common drink is Fanta or beer. It is considered very rude to offer water, at least not until the guest has finished the first drink.

When a married couple has children, their names essentially change to reflect the identity of their first-born child. For example, if parents are named Joshua and Gloria. As soon as they get their first baby-girl and call her Simbi, everyone who knows them (friends, family members, community members, neighbours, perhaps even colleagues) would start to call them Papa Simbi and Mama Simbi. People hence start considering them as having enriched their identity and recognition with a family and address. However this practice was borrowed from other African Countries such as the Democratic Republic of Congo (DRC)

When a couple is planning a wedding, the man and the woman separately hold numerous "planning meetings" at which they meet with their friends and family to organize and finalize the details for the marriage.

One of the ways that the family of a bride prepares for a wedding is to plant a few banana trees along the road leading to their house. In the past this was

done to show that the family was relatively wealthy, because it was implied that they could also supply their guests with banana beer from their banana trees.

When a man and a woman share the bed, the man always sleeps on the side of door so that he may protect his wife in the case of an intruder or a problem. It is considered a serious taboo for an unmarried man to spend the night at an unmarried woman's home. This is part of a larger discussion about gender and double standards/disparate access and opportunities: it is not acceptable for women to go out dancing without men. If they do so, they will be taken for prostitutes.

It is forbidden for a married person to pronounce the name of his or her mother-in-law or father-in-law. When greeting them or even describing them to others, people cannot say their name and have to describe them instead. They cannot even share meals.

If a woman sews at night or in the dark, people will discourage her by saying that she is sewing her parents' eyes shut. This is most likely to prevent women from straining their eyes by sewing under faint light. Whistling at night is considered a taboo as it is believed to be a way of summoning snakes. It is also a taboo for a woman to whistle at any time of the day for she would be considered as male. If you have the hiccups, people say that someone is talking about you. When you have a twitch on your eye or face, people believe it is a good omen.

*Extracted from English language, senior 6, by REB*

➤ **Comprehension questions**

- a. Explain five aspects of the Rwandan culture as discussed in the above passage.
- b. Describe the wedding process in the Rwandan culture as portrayed in the above passage.

## 6.4.2 APPLICATION ACTIVITIES

### *Vocabulary, sentence construction and summary writing*

1. Give the meaning of the following words and expressions as used in the above passage:
  - a. extremely rude
  - b. invented by greedy men
  - c. considered taboo
  - d. to pour
  - e. symbolizes
  - f. to reflect
  - g. a bride
  - h. double standards
  - i. faint light
  - j. a twitch
2. Use the above words and phrases to construct meaningful sentences as used in the passage.
3. Write an eighty-word paragraph about any other aspect of the Rwandan culture that you know.
4. Imagine you have a friend from another community where they are not aware of your culture and he would like to come and work for a project in your community. Write a detailed letter to him describing both your traditional culture and modern culture.

## 6.5 Reporting a migration story

### 6.5.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

## Text: A Clash of Cultures



Ms Yusuf is a young Somali woman aged 19 who left Somaliland in late 2017 following the death of her father. “After my father died I could not find anyone who could cater for my needs. In fact, nobody could provide the same support to me; so I decided to leave the area.” She travelled on her own to Yemen and experienced a very new culture from the time of her arrival. “The culture was different from the Somaliland culture I was used to. Someone had to accompany me when I wanted to go to the market.”

After a difficult year in Yemen, Ms Yusuf decided to return to Somaliland in November 2018. “It is very difficult to start a small business in Yemen as the nationals will tell you that they are unemployed, hence how can a foreigner make a business in their country? The security also got worse and resulted in explosions in Sana, Yemen. You live in fear.”

“IOM (International organization for migration) provided me with health support and transportation from Yemen and to our final destination in Somaliland.” In the future Ms Yusuf hopes to specialize in health and or technical skills. She wants other Somalis especially women to know that “life in Yemen is very difficult and only housemaid work is available.

For women it’s very difficult to get out as you risk your life. It’s also difficult to use public taxis without anyone accompanying you as they could kidnap you; and you may end up being raped-who knows?”

*Adapted from <https://www.iom.int/migrant-stories/clash-cultures>*

➤ **Comprehension questions**

1. How did Ms. Yussuf find herself in Yemen?
2. Describe the cultural shock that Ms. Yussuf experienced in Yemen
3. Why is it difficult for foreigners to start a business in Yemen?
4. How did the international organization for migration help MsYussuf?
5. What does Yussuf’s plan for the future?
6. What is Yussuf’s advice to her fellow Somalis?

**6.5.2 APPLICATION ACTIVITIES**

***Vocabulary, sentence construction and composition writing***

1. Use the dictionary and thesaurus to find the meanings of the words in the table below

Word	Meaning
Cater for	
Experienced	
Unemployed	
Destination	
Housemaid	
Kidnap	
Raped	

2. Construct one correct sentence with each of the above words.
3. Write a 300 word composition on the topic “No place is better than home.”



## 6.6 Describing causes of migration

### 6.6.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

➤ **Text:** Factors of migration



People migrate for a number of reasons. These reasons may fall under four areas that are environmental, economic, cultural and socio-political reasons. Within all these, there are some that may be seen as ‘Push’ or ‘Pull’ factors. Push factors force individuals to move out voluntarily, and in many cases, they are forced because they are risking something if they stay.

Push factors may include conflict, drought, famine, or religious based discrimination. Poor economic activity and lack of job opportunities.

Other strong push factors include race and discriminating cultures, political intolerance and persecution. Pull factors are those factors in the destination country that attract the individuals or groups to leave their home. Those factors are known as place utility, which is the desirability of a place that attracts people.

Better economic opportunities, more jobs, and the promise of a better life often pull people into new locations. Sometimes, individuals have ideas and perceptions about places that are not necessarily correct, but are strong pull factors for them. As people grow older and retire, many look for places with warm weather, peaceful and comfortable locations in order to spend their retirement after a lifetime of hard work and savings.

Such ideal places are pull factors too. Very often, People consider and prefer opportunities closer to their locations than similar opportunities farther away. In the same spirit, people often like to move to places with better cultural, political, climatic and general terrain in closer locations than locations farther away. It is rare to find people move over very long distances in order to settle in places that they have little knowledge of.

*Extracted from English Language, senior 6, by REB*

➤ **Comprehension questions**

1. State and explain the reasons why people migrate.
2. Assume there are migrants who come to your home area. Explain how you would treat them.

### 6.6.2 APPLICATION ACTIVITIES

#### *Vocabulary, sentence and essay writing*

1. Find the meaning of the following words referring the passage above.
  - a. Migrate
  - b. Push factor
  - c. Political intolerance
  - d. Vein
  - e. Peaceful and comfortable
2. Construct meaningful sentences with each of the following words and phrases:
  - a. Migrate
  - b. Push factor
  - c. Political intolerance
  - d. Vein
  - e. Peaceful and comfortable
3. Suppose you experienced a situation involving 'culture shock'. Write an essay of about 350 words showing the right way of behaving in such a situation.

## 6.7 Describing cultural diversity

### 6.7.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

#### ➤ **Text: Importance of culture diversity**

Why is cultural diversity a good thing? Culture is the lens with which we evaluate everything around us; we evaluate what is proper or improper, normal or abnormal.

If we are immersed in a culture that is different from ours, we can experience culture shock and become disoriented when we come into contact with a fundamentally different culture. People naturally use their own culture as a yard stick to judge other cultures. Such judgment could reach to a level whereby people tend to discriminate against others whose ways of living are different from theirs.

People fear essentially what they don't understand. Cultural diversity is inevitable since in our country, at our workplaces, and schools there exist increasingly various cultural, racial, and ethnic groups. We can learn from one another, but first we should have a level of understanding about each other in order to facilitate collaboration and cooperation.

Learning about other cultures helps us understand different perspectives within the world in which we live, and helps dispel negative stereotypes and personal biases about different groups.

In addition, cultural diversity can help us recognize and respect "ways of being" that are not necessarily our own, so that as we interact with others we can build bridges to trust, respect, and have more understanding across cultures. Furthermore, this diversity makes our country a more interesting place to live in. Indeed, people from diverse cultures contribute to the development of language skills, new ways of thinking, new knowledge, and different experiences.

How can you support cultural diversity? You ought to increase your level of understanding about other cultures by interacting with people outside your own culture. Meaningful relationships may never develop simply due to a lack of appreciation of others' cultural values. You should avoid imposing your own values on others as that may conflict or be inconsistent with their beliefs. You

ought to recognize and understand that concepts such as family ties, gender roles, spirituality, and emotional well-being, vary significantly among cultures and impact on behavior.

Within the workplace, educational setting, and clinical setting, advocate for the use of materials that are representative of the various cultural groups in the local community and the society in general. You should intervene in an appropriate manner when you observe others engaging in behaviors that show cultural insensitivity, bias, or prejudice. You ought to be proactive in listening, accepting, and welcoming people and ideas that are different from your own.

Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society in spite of their differences. Imagine a place where diversity is recognized and respected; various cultural ideas are acknowledged and valued; contributions from all groups are encouraged; people are empowered to achieve their full potential; and differences are celebrated!

*Extracted from English language, Senior six student book, by Rwanda Education Board*

### ➤ **Comprehension questions**

1. Discuss the dangers of judging other people on the basis of your own culture.
2. Basing on the above text, tell how cultural diversity can improve someone's life perspectives?
3. How did the writer advise people who do different activities (restaurant, hotels,) in terms of cultural diversity?

## 6.7.2 APPLICATION ACTIVITIES

### *Vocabulary, debate, sentence and essay writing*

1. Use a dictionary, a thesaurus or internet to find the meanings of the following words as used in the passage.
  - a. **yard stick**
  - b. **diversity**
  - c. **family ties**
  - d. proactive
  - e. bias
  - f. prejudice
2. Construct different meaningful sentences using the above words and phrases from the passage.
3. Debate on this motion “Cultural Diversity is a blessing, not a loss of one’s identity”.
4. Write an essay talking about the importance of cultural diversity.

## 6.8 Describing cultural general challenges

### 6.8.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

#### ➤ **Text: Cultural clash in expectations**

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realized that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn’t feel respected as a leader. Her new staff would question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in

their own way without checking with her. When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion. After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to

better fit the expectations of her team and more effectively motivate her team to achieve their goals.

*Extracted from <https://learnenglish.britishcouncil.org/skills/reading/upper-intermediate-b2/cultural-expectations-and-leadership>*

### ➤ **Comprehension questions**

1. Why did Gabriella feel disrespected?
2. How did Gabriella's Swedish manager react when she informed him about her frustration?
3. Explain how Gabriella experienced culture clash against her expectations.
4. Contrast Gabriella's work environment in Brazil and Sweden.
5. What did Gabriella do when she became aware of the cultural differences between her and her new team?
6. Assess Gabriella's initiative result.
7. Examine the advantage of understanding better the underlying reasons behind each other's behavior.

## **6.8.2 APPLICATION ACTIVITY**

***Vocabulary, sentence construction, summary writing and research.***

1. Use a dictionary or a thesaurus to find the meanings of the words and in the table below

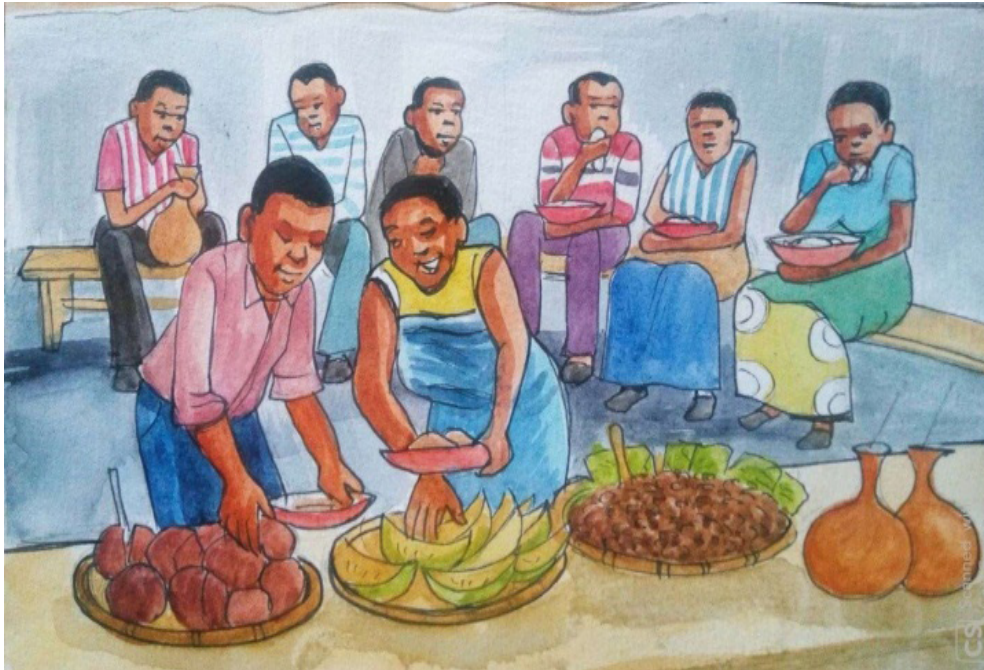
<b>Words</b>	<b>Meanings</b>
Friendliness	
Satisfactorily	
Hierarchical	
Flatter hierarchy	
Subordinates	
Underlying	

## 6.9 Key Rwandan Values

### 6.9.1 LEARNING ACTIVITY

#### *Reading analysis of the text*

➤ **Text:** Celebrating Rwanda's Cultural Values



The national harvest day was an event that came second to the enthronization of a new king. “Umuganura”-literally “Thanks Giving day” was performed by Rwandans at the beginning of every harvest. It was a very big event in the kingdom as Rwandans celebrated the achievements in terms of harvest both at the kingdom and family level.

The trace for this event, when exactly it was first celebrated remains evasive; no exact date is pronounced as to when this event could have been introduced in Rwanda. But research in this field connects it with the introduction of agriculture in Rwanda during the 3rd century.

In the beginning of the celebration of ‘Umuganura’ Rwandans focused mainly on staple foods like sorghum and finger millet. From history, the celebration of ‘Umuganura’ used to be a unifying factor for all Rwandans through acts of sharing what they had produced either at the family level, in the village or



as a kingdom. The rich and the poor, the higher and middle families all came together and shared what they had without exclusion as a form of promoting Rwandan cultural values.

As a form of preserving Rwandan Culture, the celebration of 'Umuganura' educates the young generation on the value and power of **safeguarding** the past **legacy** for **edutainment** purposes. At the heart of every Rwandan in and outside the country, the event helps raise awareness among Rwandans, friends of Rwanda and policy makers on how the 'Umuganura' celebration was a very significant part in creating unity in diversity. This kind of tradition in Rwanda always brings to view the past with the positive cultural values that we can use to build, unite and reconcile Rwanda as a nation.

*Adapted from TheNewTimes <https://www.newtimes.co.rw/section/read/202421>*

### ➤ **Comprehension questions**

1. Describe the national harvest day in the history of Rwanda.
2. Explain how the harvest day plays a unifying role for all Rwandans.
3. Assess the contribution of the harvest day for preserving the Rwandan culture.
4. How can cultural values brought in your mind by the harvest day be used to build Rwanda as a nation?

## **6.9.2 APPLICATION ACTIVITY**

### ***Vocabulary and sentence writing and research***

1. Use a dictionary or thesaurus to find the meanings of the following words.
  - a) ...enthronization... (paragraph 1)
  - b) ...evasive... (paragraph 2)
  - c) ...staple food... (paragraph 3)
  - d) ...unifying... (paragraph 3)
  - e) ...safeguarding... (paragraph 4)
  - f) ...legacy... (paragraph 4)
  - g) ...edutainment... (paragraph 4)

2. Construct one correct sentence with each of the above words.
3. Conduct a research on Rwanda cultural values and their contribution for unifying Rwandans.

## 6.10 Language structure: Adverbs of time and adverbs of place

### Notes

#### I. Adverbs of time

Adverbs of time modify the meaning of a sentence by telling us when, for how long, an action happens. Many adverbs of time are the same as adverbs of frequency. There is quite a bit of overlap between these two types of adverbs.

Here are some examples of adverbs of time:

- yesterday
- today
- tomorrow
- later
- now
- last year
- since 1999/Monday/3 o'clock etc.,
- all day/month/week etc.,
- for a week/a year/a 100 years etc.,

Adverbs of time tell us when an action happened, but also for how long, and how often. Some adverbs tell us how often express the exact number of times an action happens or happened. These adverbs are usually placed at the end of the sentence. Many adverbs that express frequency can also be placed at either the beginning or the end of the sentence.

Yet is used in questions and in negative sentences to indicate that something that has not happened or may not have happened but is expected to happen. It is placed at the end of the sentence or after not. Still expresses continuity. In

positive sentences it is placed before the main verb and after auxiliary verbs such as be, have, might, will. If the main verb is to be, then place still after it rather than before. In questions, still goes before the main verb.

Examples:

- a. We are going to church on Sunday for prayer but we fear that we don't know their culture.
- b. She is going to have a baby soon being in a foreign country.
- c. My father went to Chile last year for a vacation.
- d. We eventually went to a pub after eating.
- e. He has already been to Canada three times but he does not know their customs.

## II. Adverbs of place

Adverbs of place tell us about an aspect of location associated with the action of a verb, specifying the direction, distance, movement, or position involved in the action. They are specific to actions of verbs and they cannot be used to modify adverbs or adjectives.

Simple rules for adverbs of place:

- An adverb of place always expresses about the location where the action of the verb is being carried out.
- Adverbs of place can be directional. For example: Up, down, north, around, southwest, away
- Adverbs of place can denote distances. For example: Nearby, far away, miles apart
- Many adverbs of place specify movement in a specific direction and end in the letters “-ward or -wards”. For example: Toward, forward, backward, homeward, westward, eastwards onwards
- An adverb of place can point out an object's position in relation to another object. For example: Below, between, above, behind, through, around and so forth.

As far as the position of adverbs of place in a sentence is concerned, adverbs of place generally appear immediately after the main verb in a sentence if it is intransitive, or else after the verb's object if it is transitive.

For example:

- a. We were walking north. (intransitive—adverb follows the verb)
- b. He kicked the ball into the field. (transitive—adverb follows the object)

N.B. We can use prepositions to talk about:

### 1. Places or locations.

Examples:

- a. He was standing by the pool.
- b. You'll find it in the lobby.
- c. Sign your name here, at the end of the page.
- d. The compartment door is very small so it's difficult to get into it.

### 2. Direction

Examples:

- a. Walk past the bank and keep going to the end of the highway.
- b. We were in London. Birmingham was 250 kilometres away.

### 3. Distance

Examples:

- a. Birmingham is 250 kilometers from London.
- b. He is sitting at a hundred meters from his house.

### Exercises

I. Choose the best answer to complete each of these sentences.

1. Close the door when you go \_\_\_\_\_.
2. The baby is hiding down there under the table.
3. The cat is hiding \_\_\_\_\_ the couch.
4. Will you be starting your plants \_\_\_\_\_ or in a greenhouse?
5. The ship sailed \_\_\_\_\_, encountering heavy weather along the way.
6. When she saw me waiting, she ran \_\_\_\_\_ me.
7. \_\_\_\_\_ you live, I will come to that place to live.

8. He led the caravan, \_\_\_\_\_ he wanted to go.
9. What are you doing \_\_\_\_\_ there?
10. \_\_\_\_\_ we went, people greeted us warmly as they do it in their culture.

II. Write a paragraph using adverbs of time, place and comparison of adjectives talking about cultural diversity.

### 6.11 END UNIT ASSESSMENT

I. Complete the sentences, using the positive, comparative and superlative of the adjectives in brackets.

1. Jane's culture is ..... than mine. (good)
2. I think living in your country is ..... than living in foreign countries. (happy)
3. He thinks this test was ..... than the last one. (difficult)
4. They live in a really ..... house. (beautiful)
5. She is the ..... tennis player of the world. (good)
6. Susan is a ..... girl. She's much ..... than her sister. (nice / nice)
7. My aunt's customs are ..... than ours. (adaptable)
8. Hotels in London are ..... than in Vienna. (expensive)
9. Bob is ..... than Keith but Philip is the ..... (tall / tall)

II. Construct grammatically correct sentences with the following words

1. Tolerated
2. Cultural diversity
3. Belief
4. Customs
5. Immigrant

III. Write an essay describing the importance of cultural diversity.

# UNIT 7

## HUMAN RIGHTS AND ETHICS

**Key Unit Competence:** To use language learnt in the context of Human rights and Ethics

### INTRODUCTORY ACTIVITY

#### *Picture observation and interpretation*



Observe the following picture above and answer the questions that follow

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

### 7.1 Describing rights

#### 7.1.1 LEARNING ACTIVITY:

*Reading and analysis of the text*

### ➤ **Text: Human rights violations**

Human rights violations include death of innocent people due to war. A war brings suffering and devastation, irrespective of the cause. The fundamental rights of an individual are assaulted during a war. Torture, capture, prisoners of war, slavery, etc. are all types of human rights violations due to war. Genocide is one of the biggest human rights violations. Genocide can occur due to racial enmity, religious wars, or singling out an ethnic group.

The crimes against women, especially rape, are also among the greatest human rights violations. Women, girls, are raped and sexually tortured all around the world. Women are forced into prostitution and sexual slavery, during war and even during peace. There are many forced pregnancies and forced abortions carried out on women. Sexual mutilation and sexual humiliations are human rights violations that many women young and old have to face. And this is not just seen in under developed, war ridden or male dominated societies around the world. Rape and sexual analysis of women is also common in the so-called developed and civilized countries we live in. I am sure many women will agree there is rampant sexual harassment faced by them in their jobs, while travelling and even made passes at, by those they think are their confidants.

In some countries, women are not allowed to be born. Yes, female infanticide is still rampant in countries like India, and its neighbouring Asian regions. There are many countries where women are not allowed to a right to education, freedom to choose the man they want to marry, and are kept as slaves than wives, mothers or sisters.

Child abuse is another form of human rights abuse, where children are forced and violated physically, mentally as well as sexually. Child labour is a human rights violation that takes away the freedom of being a child from a child. Some workers toil under harsh conditions and not being their fair remuneration. Low wages, poor working conditions and in humane treatment melt out are also some of the human rights violations.

Adapted from Human rights day: A morbid celebration, by Batul Nafisa Bayamusa

### ➤ **Comprehension questions**

1. Assess the impact of war on human rights.
2. State some root causes of genocide.

3. Analyse the consequences of crime against women as one of the great human rights violations.
4. State some human rights women are deprived from in India and neighbouring Asian regions.
5. Describe child abuse as one of human rights violations.
6. State other forms of human rights violations.

### 7.1.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence construction, research and presentation.*

1. Use a dictionary or a thesaurus to find the meanings of the words below
  - a) ...devastation... (paragraph 1)
  - b) ...enmity... (paragraph 1)
  - c) ...mutilation... (paragraph 2)
  - d) ...humiliation... (paragraph 2)
  - e) ...harassment... (paragraph 2)
  - f) ...rampant... (paragraph 3)
  - g) ...infanticide... (paragraph 3)
2. Construct meaningful sentences with the above words.
3. Conduct a research aiming at identifying any cases of human rights violations in your area.
4. Write down measures that you would take on those cases to report to Rwanda investigation bureau. Present your measures to the class.

## 7.2 Describing children's Rights

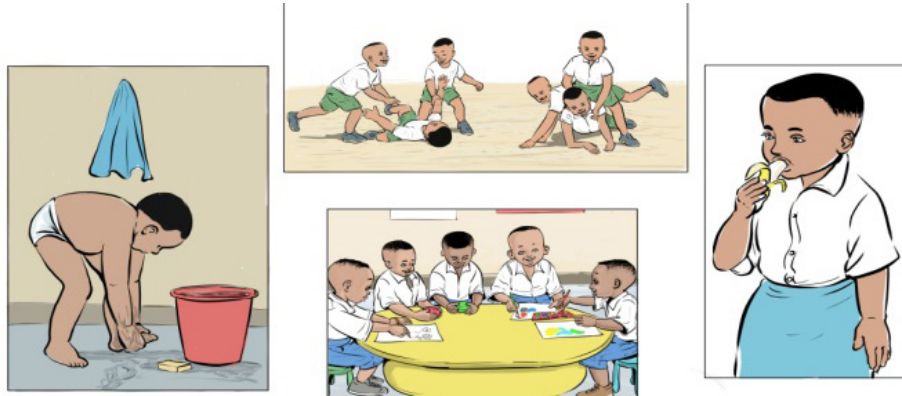
### 7.2.1 LEARNING ACTIVITY

#### *Reading and text analysis*

Read the following extract and answer the questions that follow



➤ **Text: Convention on the Rights of the Child**



In the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance.

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children, bearing in mind that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,

Recalling the provisions of the Declaration on Social and Legal Principles relating to the protection and welfare of children, with special reference to foster placement and adoption nationally and internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the declaration on the protection of women and children in emergency and armed conflict, recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration.

*Adapted from <https://www.refworld.org/docid/3ae6b38f0.html>*

➤ **Comprehension questions**

1. Who is responsible for children's care and assistance?
2. Discuss where and when care to the child has been stated referring to the above passage.
3. What do the Beijing Rules emphasize?
4. Are some of children's rights mentioned in the above passage applied in your community.

## 7.2.2 APPLICATION ACTIVITY

### *Vocabulary, sentence and summary writing*

1. Use dictionaries and thesauruses to check the meaning of the following words and phrases
  1. ratification
  2. accession
  3. preamble
  4. Covenant
  5. Safeguard
  6. Civil rights

2. Write sentences about children's rights using these verbs from the text

	Verb	Sentence
1	Recognize	
2	Care	
3	Grow up	
4	Bring up	
5	Declare	

3. Summarize the above passage about Convention on the Rights of the Child in not more than 50 words.

## 7.3 Talking about ethics

### 7.3.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

Read the following passage and answer questions that follow

#### ➤ **Text: The concepts of ethics**

The word ethics etymologically is from the Greek word "ethos" which means "customs". Ethics is defined as science of good and bad. The modern ethics substitutes notions of good and bad to those of morality, values and anti-value.

Ethics can also be defined as the part of human reflection which searches to determine the sense of human life, and means to come to this end. This definition is also applied to philosophy and ethical philosophy.

Ethics is the branch of philosophy. It is interested in moral and elaborates analysis and theories on nature, function and values of moral judgment. These judgments help us to evaluate our behavior and society organization and to guide our proper actions.

It treats from the value of good and bad and constitutes then life orientation and engagement for it treats from one value of good and bad and constitutes the life orientation and engagement for wellbeing.

Academically, ethics is classified among human sciences like philosophy of which it is the part. The society cannot exist if the members do not respect and help one another at least up to a given level. By this, in all societies the same phenomenon is produced. In every society and in every country, it statues and judges that some actions are good and have to be done, whereas others are bad must be avoided and rejected. The ethics questions rise in moral practice.

Ethics indicates the ideal to be reached. It shows the way to take and helps to discover positive human values to be cultivated. Its fundamental task is the success of human life, characterized by positive human values.

*Adapted from: [https://www.academia.edu/28142551/Ethics\\_and\\_Rwandan\\_Culture\\_ODL\\_Module](https://www.academia.edu/28142551/Ethics_and_Rwandan_Culture_ODL_Module)*

### ➤ Comprehension questions

1. What do you understand by the concept of ethics?
2. In which way ethical judgments help in our day to day life?
3. What do you think is the purpose of ethics?
4. After reading the above passage about ethics, examine your community's ethics and present the findings to the class.

## 7.3.2 APPLICATION ACTIVITY

### *Vocabulary, sentence and composition writing*

1. Use a dictionary and thesaurus to look up the missing meanings of the words in the table below

Words	Meaning
Morality	
Phenomenon	
Ethics	a personal or social set of standards for good or bad behavior and character, or the quality of being right, honest or acceptable
anti-value	

2. Construct sentences with the above words.
3. Summarize the above passage in not more than 10 lines.

## 7.4 Describing child abuse



### 7.4.1 LEARNING ACTIVITY

#### *Reading and text analysis*

Read the extract below and answer the questions that follow

#### ➤ **Text:** An accident happens



One day I was returning home with a heavy water gourd on my back. It had rained very heavily the day before. I made a wrong step, slipped and staggered badly. I lost balance and the gourd fell down and broke into many pieces. I went home trembling with fear and explained to Mukulu what happened. I should have known better. Mukulu snatched the strap with which I had been carrying the gourd and thrashed me with it heavily. I screamed, begging for mercy, but she wouldn't stop whipping me. She yelled, "is it your mother's gourd that you have broken, you worthless creature?"

Despite my pleas, she wouldn't listen to me. Then I realized that I should run for my life. I slipped out of her hands and run out of the house, but she run after me, whipping me furiously. I was saved by some strokes of good luck when she stumbled over something and fell down heavily. She cursed me heatedly, but by that time, I had run round the granary.

That evening Mukulu didn't give me food. I went to bed on an empty stomach. I couldn't sleep as my stomach rumbled in hunger. They had eaten sweet potatoes for supper that evening.

That night I felt so hungry that I thought I would starve to death. So I got up from my bed very quietly, fearing to wake Mukulu. I tiptoed to her bedroom door, pressed my ear against the door and listened. Yes, she was fast asleep, snoring soundly. So I tiptoed to the main door and opened. I went to the kitchen to see whether there were any potatoes left in the pot. I walked holding my breath and my teeth clenched, fearing I would be heard, I inserted the key into the keyhole and opened the door silently. Just as I was getting in, I accidentally stepped on a chicken in the dark and it made a lot of noise! I nearly fainted. I heard Mukulu's voice calling out for Muindu, asking him to go out and see what was disturbing the chicken. I stood there too terrified to know what to do until Muindu came out of the house running...

*An extract from the story "the poor child "by David G. Mailu*

### ➤ **Comprehension questions**

1. Describe the mood of the speaker in the above passage.
2. Which type of child abuses have been applied to the narrator?
3. What misfortune happened to the speaker when she went to the kitchen to find some food?
4. What would you do in the position of the narrator?

5. Has anything like this ever happened to you? Or do you know any person who has undergone this situation?
6. How did it end? What helped you?
7. What do your friends and yourself do to stop child abuse?

### 7.4.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and composition writing*

I. Use a dictionary and thesaurus to look up the meanings of the words or phrases that follow: use them to construct sentences.

1. Gourd
2. Starve
3. Curse
4. rumble in hunger
5. tiptoe

II. Summarize the above story within 10 lines. End with the moral lesson that you have captured from it.

## 7.5 Fighting abuses

### *A. Picture observation and interpretation*

#### Child protection cycle



After observing the pictures above, discuss the child protection cycle in 150 words essay

## 7.5.1 LEARNING ACTIVITY

### *Reading and text analysis*

#### ➤ **Text: Fighting against child abuse**

The Secretary General of Rwanda Investigation Bureau (RIB) Jeannot Ruhunga stated that the campaign against child abuse is not the responsibility of a certain single institution but rather a collective effort if the vice was to be completely uprooted in the Rwandan society. He made the observation while opening a one-day conference in Kigali aimed at evaluating the progress made in the fight against *Gender-based violence* (GBV) and what new measures can be taken to ensure this is curtailed.

“It’s a must for each and everyone who wants to make a meaningful contribution to the future of our nation, to take care of the young generation by shielding them from any form of abuse. Because what we sow in them today, is what we shall harvest in the future. The future of our country lies in the hands of young people,” Ruhunga said.

The conference, titled “Stop abusing a child” was jointly organized by RIB in partnership with World Vision.

The main purpose of the meeting was to rally religious organizations, civil society and non-governmental organizations to join the fight against all forms of child abuse.

Prof Anastase Shyaka, the Minister for Local Government pointed out the particular importance of religious organizations in this fight.

“Religious entities, which are able to reach out to a lot of people in a short time, are the right partners in advocating for children rights,” he said.

Through their body, the Rwanda Interfaith Council, the religious entities vowed to support the efforts as stressed by the Mufti of Rwanda, Sheikh Salim Hitimana, who represented the council at the meeting.

*Extract from TheNewTimes <https://www.newtimes.co.rw/latest-news/religious-bodies-urged-join-fight-against-child-abuse> by Bertrand Byishimo, September 30, 2019*



➤ **Comprehension questions**

1. What was the issue discussed in the conference?
2. Why do you think child abuse is not a responsibility of certain single institution?
3. Discuss the speech of the Secretary-General of Rwanda Investigation Bureau (RIB).
4. Why do you think Religious entities are responsible for main agents for child abuse?

**7.5.2 APPLICATION ACTIVITY**

***Vocabulary, sentence and composition writing***

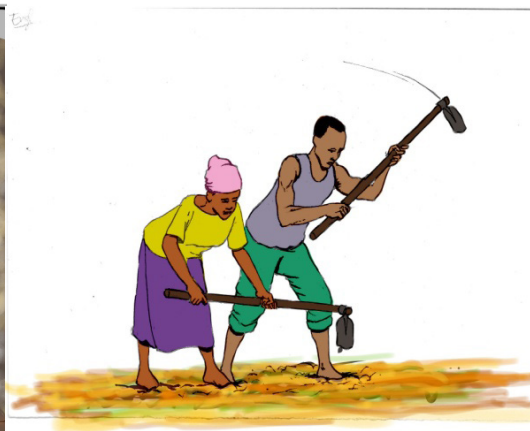
1. Use a dictionary and thesaurus to look up the meanings of the words in the table below.

Words	Meaning
campaign	
responsibility	
Shield	
advocate	

2. Write sentences about child abuse protection using the words in the table above.

3. Write a 300 word essay discussing the strategies that can be taken to fight against child abuse in your community.

## 7.6 Discussing gender equality



### 7.6.1 LEARNING ACTIVITY

#### *Reading and text analysis*

Read the above passage and answer questions that follow.

➤ **Text: The Convention on the Elimination of All forms of Discrimination against Women**

This was adopted in 1979 by the UN. It aims at eliminating any form of political, economic, social, cultural and civil discrimination against women. States are required to enshrine gender equality into their national laws and eliminate customs that promote superiority of one sex or gender role stereotypes. In addition, states should establish tribunals and public institutions to protect women against discrimination.

**Article 1** of the treaty defines discrimination against women as any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field

**Article 2** requires states to enshrine gender equality into their national laws and remove all discriminatory provisions in their laws. It also requires them to establish tribunals and public institutions to guarantee women of effective

protection against discrimination and eliminate all forms of discrimination against women by individuals, organizations and enterprises.

**Article 5** requires states to eliminate prejudices and customs that promote the idea of the inferiority or the superiority of one sex or stereotyped roles for men and women.

*A text from general science and communication for Rwandan schools s6 (REB)*

➤ **Comprehension questions**

1. When was that convention on the Elimination of All forms of Discrimination against Women adopted?
2. What did this convention require the government?
3. Explain in your words what the article 1 defines.
4. Discuss some prejudices attributed to women.
5. Does this convention apply in your community? Explain.

### 7.6.2 APPLICATION ACTIVITY

#### ***Vocabulary, sentence and composition writing***

1. Improve your vocabulary by using dictionary and thesaurus to look up the meanings of the following words. Exercise yourself to spell them correctly.

- a) Convention
- b) Enshrine
- c) Tribunals
- d) Impairing
- e) Nullifying
- f) to guarantee

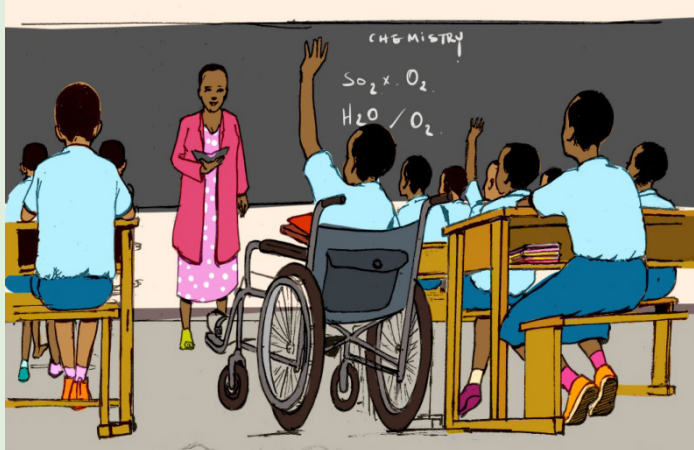
2. Use the above mentioned words to construct your own sentences.

3. Write a story of 2 pages narrating a testimonial of gender bias in your community. Share it to the whole class.

## 7.7 Minority rights and inclusiveness

### 7.7.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*



Kalisa is a 13 young boy and was born in rural village. In his daily activities he had inattention to accomplish tasks and was not able to follow some instructions because of his hyperactivities. His parents had tried to take him to the nearest school in order to help him as other children but his condition did not become good for the classmates, due to the way he interrupted others in class while any activities (taking notes, talking, throwing things, etc.). During the break time he had no stop, running, jumping and driving vehicles. Even though he was overactive he was also interested in playing music with piano or guitar and singing. His teacher has discovered that Kalisa may be good at music and then oriented him to the new teacher who can teach him in the way he can perform in his helpful manner where Kalisa can sing and play music with some instrument as well as he can. The teacher advised parents to take him to the specialist. When Kalisa arrived there he was diagnosed ADHD (Attention Deficit Hyperactive disorder). In three years later he was able to play piano and sing some songs. His parents become happy because of his child's success and his parents want to support him to make album of his songs.

**Source:** <https://www.fatherly.com/parenting/7-things-parents-get-wrong-about-adhd/>

➤ **Comprehension questions:**

1. What do you understand by ADHD?
2. What is the reason that pushed Kalisa to leave his first teacher for the music teacher?
3. Can really children with ADHD study in the same class with other children (with or without) disabilities? Explain why?
4. Is there any strategy to educate children with ADHD?

### 7.7.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and composition writing*

1. Using dictionary and thesaurus to look up the meaning of the following words and spell them correctly.  
  
(a) Hyperactivities, (b) overactive, (c) deficit, (d) album
2. Use them to construct the sentences related to inclusion in education.
3. Write any a 300 words composition discussing how you can promote inclusion in your class.

## 7.8. Language structure: Modal Verbs and passive voice for present tense

### I. Modal verbs

#### 1. Definition

A Modal Verb is a type of auxiliary (helping) verb that is used to convey ideas like talking about ability, asking permission, making requests, talking about things which are desired and so on. This verb can never stand alone in the sentence. It is always with the main verb (full verb)

Example:

We can never say: I can the piano. We will instead say: I can play the piano

## 2. Uses of Modal Verbs

### i) How to use the modal verb can

Can is used when talking about someone's skill or general abilities. It is also used to make offers, ask and give permission.

Examples

1. Rodgers is patient and humble, he can adapt to any situation. (Ability)
2. If children's rights are recognized, a child can follow a career he likes. (Permission)
3. I can play for you a nice piece of music about children's rights if you like. (Offer)

### ii) How to use modal verb should

Should is used when giving a piece of advice, a recommendation or a suggestion. Very often, should is used instead of must to make rules, orders or instructions sound more polite.

Examples:

- a. If we are to live peacefully with others, we should avoid prejudices. (Advice, recommendation, suggestion).
- b. We should experience a united community since people now respect each other's beliefs. (Likely situation).
- c. As tolerance is encouraged in our communities, we should have a more peaceful generation in the future. (Prediction).

### iii) How to use modal verb might and may

Might is used to talk about possibilities in the present, past and future. It has the same meaning as may but may is used when one is a bit more sure, while might expresses some doubts. Therefore, "may" and "might" can be used:

### **a. To show possibility**

Examples

1. There might be life on Mars, we never know. (In this sentence, the degree of certainty is low)
2. There may be life on Mars since they found there water and micro organisms. (In this sentence, the degree of certainty is a bit higher for water and micro organisms are signs of life)

### **b. To ask for or give permission:**

Examples

You may go *now*.

You may come *at eleven if you wish*.

### **c. To express polite offers, request or suggestions.**

Examples:

1. May I borrow *the car tomorrow*?
2. May we come *a bit later*?

iv) How to use be able to

We use Was/Were able to describe successful completion of a specific action or am/is/are able to for the ability that we have to do something now.

Examples

1. ANC was able to fight against apartheid in South Africa.
2. Even though I am a woman, I am able to drive

### **Exercise**

Construct nine meaningful sentences related to human rights and ethics using each of the following model Verbs: can, may and should. Then read your sentences to the class.

## II. Passive voice for present tense

The passive voice is used mostly in three ways;

1. When we don't want to take responsibility for something. E.g. children's rights are not respected in some countries)
2. When we want to focus on what happened but not the one who did the action. E.g. the laws of protecting a woman are broken every day. (We don't know by who)
3. When we want to avoid subjects which would make the meaning confusing. E.g. child abuse was talked about in the meeting.

### Note:

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

Exercise:

a. Transform the following sentences into passive voice

1. Waitress and waiters serve customers
2. The teacher is going to explain the lesson
3. Does professor Samuel teach that course

b. Tell the class 10 things a child should be provided with because it is his/her right. Remember to use passive voice. (example: a child should be given food)



## 7.9 END UNIT ASSESSMENT

1. Change each active voice sentence into a passive voice sentence
  - a) The media plays an important role in advancing the right.
  - b) RIB investigates into child abuse cases
  - c) Some communities ignore the role of a woman.
  - d) Our ancestors build shrines to worship from
  - e) We should bring up our children in the spirit of the ideals proclaimed in the Charter of the United Nations
  - f) Traditionalists believe in the gods
  - g) Africans also believed in the supreme God
2. Choose the correct Modal Verb between may, can, and should to complete the sentences below.
  - a) We .....celebrate love children rather than teasing them.
  - b) Different people .....share the same beliefs towards women.
  - c) It.....rain today.
  - d) Immigrants ..... adapt to new customs.
  - e) Prejudices ..... be a hindrance to peace building.
  - f) Political conflicts ..... be a factor to the human right abuse.
3. Read the case study below then answer the questions that follow.

Jane (not her real name) is a 25 year old girl. Jane has had a difficult life growing up in one of the rural villages in Rwanda. She is the second born in a family of 5, and is the first of the two daughters of the home. Jane has always had a love for education from an early age, and she performed well in school, where she was position 2 in class most of the time. However, Jane's father did not think girls needed education. To him, a woman was supposed to grow up learning household duties such as cooking and raising a family and not reading in school. Boys are the ones who should learn so they can get good jobs like being doctors, pilots and business people.

So after she got to Level 6, her father married her off to an older man. Jane tried to talk to her husband to let her finish school but he would not listen to her. He told her he had married her to make sure she bore

him healthy children and also take care of the home. She was also exposed to a lot of sexual activity by this older man who was more experienced. He would have sex with Jane every night, and would leave her badly bruised. Jane got pregnant and gave birth to a boy who died shortly after birth due to malaria. Her husband beat her up, blaming her for the death of their child because according to him, she was supposed to ensure the child was healthy. She later gave birth to twin girls, but the husband blamed her for not giving him boys. She was constantly beaten, even in front of the children. Now that she is 25, she looks very old because of all the hardships she has gone through. She has tried going back home but her parents tell her that it is the work of the woman to make her home, so she should go back and build her family.

*Adapted from General science and communication for Rwandan schools s6 (p.g. 193)*

### **Questions**

1. Identify the cases of stereotyping in the case study above.
2. What is the pornographic information in the case study?
3. What, according to your understanding of the case study, is the impact of pornography on gender stereotypes?
4. Write a speech encouraging people in your community to use peaceful means of solving problems and discouraging violence because of the negative effects it has.



# UNIT 8

## NATIONAL ASSETS

**Key unit competence:** To use language learnt in the context of national assets.

### INTRODUCTORY ACTIVITY

#### *Picture observation and interpretation*



*Fig 1.*



*Fig 2.*

After observing the pictures, answer the following questions:

- How would you describe fig 1 and fig 2?
- Define what is meant by natural assets.
- Why should national assets be taken care of?
- What measures should be implemented to protect and conserve national assets?

### 8.1 Talking about national assets

#### 8.1.1 LEARNING ACTIVITY

*Reading and analysis of the text*

### ➤ **Text 1: Environmental protection and socio-economic development**

All human activities that are designed and implemented for the economic growth of a country and the social needs may impact on the environment either directly or indirectly. However, in as much as human beings strive to achieve social development, environmental conservation should be observed. Economic development is associated with technological and industrial advancement. If people are not sensitive to the environment, so much can go wrong in matters of the environment while pursuing economic growth.

Some economic activities can be destructive to the environment even though they are income generating. For example, in commercial agriculture, farmers may have to use fertilisers and pesticides in order to have higher produce that maximises profits. The practice can lead to economic growth but at the same time the chemicals are likely to destroy the natural resources such as the soil and water.

Other human activities that can have adverse effects on the environment include: diversion of water courses, the extraction of minerals, emission of heat and gases into the atmosphere due to industrial processes, deforestation as a result of people using trees as raw materials to make commercial products and genetic manipulation of natural plants to have more produce at lower costs.

It is also important to note that environmental degradation can be quite costly to a country. The cost of land reclamation is high. These may involve restoration of green cover, cleaning up of landfills and protection of endangered species.

The economic impact can also be in terms of loss of tourism industry. When the natural resources that serve as tourists' attraction sites are polluted and diminished, this impacts negatively on the tourism sector. When there are fewer tourists visiting a country, the revenue also goes down and as a result the socio-economic development of that country is affected.

Another way in which environmental protection is related to socio-economic development is that pollution can cause diseases on the population. Disease is an economic aspect in the society because it means incurring costs in medical procedures and incapacitating a part of the population since when people get sick, they are less productive.

Therefore, even as we strive for economic growth and social development, we should avoid over-analysis of natural resources to avoid depletion. We should pursue development that encourages environmental sustainability.

*Adapted from General studies and communication skills, senior 4 (REB)*

### ➤ Comprehension questions

1. Assess the link between environment protection and economic growth based on paragraph one of the text.
2. Determine the extent to which economic activities can be destructive to the environment.
3. Identify other economic activities that can have negative effects on the environment.
4. Justify how environment degradation can be costly to the country.
5. Examine the negative impact of economic growth on the tourism industry.
6. Prove that environment protection is related to socio-economic development as shown in the last but one paragraph.

### 8.1.2 APPLICATION ACTIVITY

#### *Vocabulary survey and summary writing*

- 1) Use a dictionary or a thesaurus to find the meanings of the words in the table below.

Word	Meaning
Fertilizers	
Pesticides	
Produce	
Adverse	
Manipulation	
Restoration	
Landfills	
diminished	
incurring	
incapacitating	
depletion	

- 2) Conduct a survey on the impact that mining activities have on environment conservation.
- 3) Summarize the above passage in not more than 80 words.

## 8.2 Talking about the role of national assets

### 8.2.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*



*Fig 1.*



*Fig 2.*

Do you think Rwanda national assets presented in fig 1 and 2 are important? Explain

#### ➤ **Text: Public places in Rwanda**

Public places and assets are museums, national parks, forests, industries, genocide memorial sites, schools, public gardens, hospitals and police stations. Public places and assets are important. For Examples They provide us with different services, generate income to us, and help to preserve our culture and aid in recreation.

It is through the natural resources like vegetation that we feed. The environment provides fresh air to humans, animals and plants. From our environment, we get rain water that flows into our rivers, lakes, wetlands and swamps. Buildings are constructed by funds obtained from the analysis of various national resources. From the forests, we get firewood, charcoal and building materials. We also get natural gas from our environment.

Let us preserve public places and assets by cleaning, employing people to take care of environment and the natural resources at their disposal.

*A text adapted from geography for Rwandan schools senior 4 student's book.*

➤ **Comprehension questions:**

- a) Which national assets are described in the above passage?
- b) Explain why we should conserve our environment.

### 8.2.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and composition writing*

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

Vocabulary	Meaning
wetlands	
swamps	
disposal	
assets	
recreation	

2. Use each of the above words or phrases in your own sentence.
3. Analyse the following case study and carry out the task that follows:

➤ **Case study: Factors influencing forest analysis**

John Richards is a European who decided to spend his summer holidays in Rwanda. While in the country, he visited various areas. He was very pleased by what he saw. He wrote this down in his note book: Rwanda is a country that is so rich with flora and fauna. The country's geography is well-balanced. Its climate is good. The drainage is good and the infrastructure is well developed. The Eastern Province is made up of savanna grasslands with the beautiful bushes and thickets in Akagera National Park. The northern region beautifully rolls with hills and mountains that are covered by evergreen trees. The forests offer a home to the endangered mountain gorillas. The Nyungwe Forest has tall trees that almost reach the heavens. The wonderful canopy walk was a great experience. Rwanda's people are warm and very hardworking. There is a lot of potential for analysis in the forests of this green land of a thousand hills. I will definitely come back here.



➤ **Task**

- a. Account for the variation of the plant cover of Rwanda witnessed by John.
- b. Identify the forested areas that are mentioned in the story.
- c. Name the forest resources that are available for analysis.
- d. Explain the factors that influence the analysis of forests that have been mentioned by Mr. Richards.
- e. Evaluate the importance of forest resources to the country of Rwanda.
- f. Present your findings in a class discussion.

4. Write a 150 composition about what to be done to preserve public places and assets?

## 8.3 Talking about problems related to the national assets

### 8.3.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

➤ **Text: Volcanoes National Park**

Read the text below and carry out the tasks that follow:



The Volcanoes National Park is located in the northwest region of Rwanda. The park is also known as the Volcanoes National Park. It is connected to the Virunga National Park in the Democratic Republic of Congo and Gahinga Gorilla National Park in Uganda. The establishment of Birunga National Park dates back to 1925 under King Albert I of Belgium.

This was part of the first African national parks known as the Volcanoes National Park. The Volcanoes National Park is known for its mountain gorillas which are an endangered species. The Rwandan government has conserved and protected this habitat to ensure that the population of these endangered animals increases. This has been achieved through intervention measures such as the mountain gorilla naming locally known as “Kwita-Izina”

The Volcanoes National Park sits on five of the eight volcanoes. They are the Karisimbi, Bisoke, Muhabura, Gahinga and Sabyinyo Mountains. The mountains have rain and bamboo forests. The Volcanoes National Park is naturally endowed with tourist attractions that have placed it on the world map as the most well conserved and protected environment and homeland to the mountain gorillas. The park also has the forest giraffe, African elephants and buffaloes.

The park is threatened by poaching and encroachment from neighboring communities. Poachers from neighboring countries especially the Democratic Republic of Congo kill elephants for their ivory and kidnap the young mountain gorillas for trafficking.

The government together with other international partners has created a team of professional game rangers to ensure that poaching and other human related threats are minimized in the park. This park is the major source of foreign exchange in the country. It contributes the greatest percentage of the tourism earnings in Rwanda.

*Text adapted from geography for Rwandan schools senior 4 student's book p376*

➤ **Comprehension questions:**

1. Where is Volcanoes National Park located?
1. With the above text, give the reasons why Volcanoes National Park is the national asset
2. Mention some animals which are found in the Volcanoes National Park
3. Discuss some threats that Volcanoes national park experience

### 8.3.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and essay writing*

1. Use a dictionary and thesaurus to look up the missing meanings of the words below
  - a) endangered
  - b) species
  - c) endowed
  - d) threatened
  - e) encroachment
2. Use each of the above words or phrases in your own sentence.
3. Write a 300 words essay discussing some measures to be taken so that Birunga national park is well protected

## 8.4 Describing a visit to a national park

### 8.4.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

#### Picture interpretation



Why do you think people visit places like Nyungwe national park and somewhere else in Rwanda?

➤ **Text: A visit to Nyungwe national park**

Last week, I had a chance to visit Nyungwe rainforest, popularly known as Nyungwe National Park, which lies in the south west corner of Rwanda. What an evergreen and thick forest! It covers a vast area. I traversed the forest from one entry point to exit point. The journey takes approximately an hour. The forest covers an area of over 1000sq kilometres and it extends into Burundi in Kibira national park. It has believed to be one of Africa's most evergreen forests, which illustrates its rich biodiversity.

The forest weather is quite chilly but friendly. It is truly an awesome experience for nature lovers. It has a well tarmac road traversing the forest intended for long-term use. History reveals that Nyungwe forest has been in existence for thousands of years. For the purposes of ecotourism, trees are determinants of a forest ecosystem as they considerably influence forest micro-climate-available light, wetness, and temperatures. Therefore, the diversity and vastness of a forest strongly depend on the richness of tree species. In fact, Nyungwe forest hosts multi-tree-species rather than one-tree-species. No matter what your interests are, you will never run out of ways to enjoy the beautiful forest. Some of these species can only be found in Nyungwe forest and nowhere else. It is truly an awesome experience for nature lovers. What a memorable adventure!

More interestingly, Nyungwe forest hosts canopy, a loveliest man-made touristic feature. As likely as not visitors can't afford to leave the forest without enjoying a canopy walk. Canopy walk is a window of opportunity to view the panoramic forest view. Visitors can be able to correlate and learn about the role of forests in maintaining air quality, regulating precipitation and mitigating climate change.

Finally, visitors' security in the forest is effectively guaranteed by park rangers in collaboration with the security organs. Equally, the park rangers protect the forest from any encroachment or menace of every kind. There are hundreds of species of animals throughout the world which are fast disappearing because of human interference in their natural habitat. The more flora and fauna we lose, the fewer there are to contribute to individual ecosystems. Responsible travel to natural areas may conserve the environment brings huge benefits to humans.

Thanks, relevant authorities, for putting in place policy and legal frameworks for the conservation of forests.

*Adapted from <https://www.newtimes.co.rw/opinions/nyungwe-forest-magnificent-place-ecotourism>*

### ➤ Comprehension Questions

1. Describe the physical feature of Nyungwe national park.
2. Appreciate the contribution of the multi-tree-species to the beauty of Nyungwe national park.
3. Assess the role of the Nyungwe canopy as a touristic feature.
4. Determine the role played by rangers in Nyungwe national park.

### 8.4.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and summary writing*

1. Use a dictionary or a thesaurus to find the meanings of the words and phrase used in the passage
  - a) ...traverse... (paragraph 1)
  - b) ...biodiversity... (paragraph 1)
  - c) ...tarmac... (paragraph 2)
  - d) ...panoramic... (paragraph 3)
  - e) ...canopy walk... (paragraph 3)
  - f) ...correlate... (paragraph 3)
  - g) ...encroachment... (paragraph 4)
2. Construct grammatically meaningful sentences using each of the above terms.
3. Make a research on the contribution of Rwanda national parks to the country's economic growth. Then present your findings to the class.

## 8.5 Language structure: Adverbs of frequency and use of determiners

### I. The use of adverbs of frequency

#### Examples

1. I have often visited the Huye national museum.
2. Rwandans seldom visit their national forests.
3. Foreign tourists are always present in Nyungwe national forest.

4. Poachers should never be covered up because they destroy the national assets.
5. Rwanda natural resources are taken care of daily.

➤ **Note:**

Adverbs of frequency are used to describe how often something is done, occurs or happens, either in definite or indefinite terms. An adverb that describes definite frequency is one such as weekly, daily, or yearly. An adverb describing indefinite frequency doesn't specify an exact time frame. We generally place the adverb of frequency between the subject and the verb but it usually comes after the verb "be". If the sentence has more than one verb in it (e.g. an auxiliary or a modal verb), we usually put the adverb after the first part of the verb. Examples of adverbs of frequency are sometimes, often, rarely, etc.

Below is a table of those adverbs and their frequency.

Frequency	Adverb of frequency
100%	Always
90%	Usually
80%	Normally/generally
70%	Often/frequently
50%	Sometimes
30%	Occasionally
10%	Seldom
5%	Hardly ever/rarely
0%	Never

### Exercises

Use the adverb and the correct form of the verbs in brackets to complete the sentences.

Top of Form

1. Our teacher, Mrs Jones, ..... (never / be) late for lessons.
2. I ..... (often / clean) my bedroom at the weekend.

3. My brother ..... (hardly ever / help) me with my homework.
4. I ..... (sometimes / be) bored in the maths lessons.
5. We ..... (rarely / watch) football on TV.
6. You and Tony ..... (never / play) computer games with me.
7. You ..... (usually / be) at the sports centre on Sunday.
8. The school bus ..... (always / arrive) at half past eight.
9. Poachers ..... (always/be) punished by the law.
10. He ..... (seldom/remember) that natural resources are part of national assets.

## II. The use of determiners

### Examples

1. The Rwandan government cares for the national assets.
2. A national park is part of the national assets.
3. The Huye national museum is Rwanda's historical richness.
4. James has never been at the national stadium.
5. An Asian tourist has praised Rwanda officials for natural resources conservation
6. Nyungwe national forest is a valuable touristic site.

### Note:

Determiners are important to proper sentence structure and comprehension. They are important because they work to clarify nouns and make a sentence as precise and focused as possible. Determiners are words that come before a noun and serve to modify the noun. They modify nouns by providing context and specificity to the noun.

Articles are the most popular types of determiners. The main articles are 'the,' 'a,' and 'an.' 'The' is a definite article, which means it refers to a specific person, place, or thing. When we use the word 'the' as a determiner, it increases the exactness of the subject in a sentence. On the other hand, the indefinite articles 'a' and 'an' are indefinite articles, which means that the noun they precede isn't

an exact person, place or thing; rather, the article creates a more generalized noun. 'A' is used in front of nouns starting with a consonant sound while 'an' is used before a noun starting with a vowel sound.

### Exercise

Complete the following sentences using a, an or the. In some cases, no articles are needed.

1. If you are really hungry, you can eat ..... apple.
2. She went on to become ..... successful playback singer.
3. .... library on the corner has an amazing collection of story books.
4. I don't speak ..... French very well, but I can make myself understood.
5. She is ..... prettiest girl I have ever seen.
6. 'Where is ..... cheese?' 'I ate it.'
7. Move ..... books off that chair and sit down.
8. . ..... Spanish have their own language.
9. .... life is complicated.
10. I am writing ..... book on Indian mythology.

### 3. The use of quantifiers

#### Examples

1. We see many tourists in our home town.
2. Some people destroy national assets like animal killings
3. Much work should be done for environment conservation.
4. Few Rwandans are not aware that natural resources are part of the national assets.
5. Governments employ a lot of income from national assets to create new infrastructures.

#### Note:

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity. Some, many, a lot of and a few, are examples of quantifiers.



Some quantifiers, like a few, few, many are used only before plural countable nouns. Others, like a little, little, much are used only before uncountable nouns. And a few quantifiers can be used with both countable and uncountable nouns. Some, most, plenty of, all and any are examples of quantifiers that can go with both countable and uncountable nouns.

### Exercise

Choose among much, some, many, any, few, little or most to complete the sentences below.

1. How ..... time do you need to finish the work?
2. There are too ..... students in the library.
3. Have you visited ..... foreign countries?
4. Although he's very ill, he didn't take ..... medicine.
5. .... people know as much about linguistics as John does.
6. They say ..... knowledge is a dangerous thing.
7. He's having ..... of trouble passing his driving test.
8. I spend ..... of my time reading novels.
9. We spent ..... money on our last vacation.
10. Did you have ..... friend coming to your party ?

## 8.6 Spelling and pronunciation

Use dictionaries and thesaurus to find the missing pronunciation and meanings of the given words to complete the following table.

Words	Pronunciation	Meaning
Ecosystem		
Interference		
Assets		
Museums	/mju: 'ziəm/	a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited. "the Museum of Modern Art

Resources		
Poaching		
volcanoes		
Ecotourism		

## 8.7 END UNIT ASSESSMENT

1. Choose the correct option to complete the sentences below.
  - a) We haven't got ..... petrol. We need to stop and get some.
    - a. much
    - b. many
    - c. little
  - b) We had ..... rain last autumn.
    - a. lot of
    - b. much
    - c. many
  - c) There was ..... food in the fridge. It was nearly empty.
    - a. little
    - b. a little
    - c. few
  - d) You travel a lot. Have you been to ..... countries?
    - a. much
    - b. many
    - c. few
  - e) It costs ..... money to give your children a good education.
    - a. much
    - b. many
    - c. a lot of
  - f) There was ..... space for all the people who came.
    - a. very little
    - b. very few
    - c. many
  - g) "Have you got any coins for the vending machine?" "Yes, I have ....."
    - a. a little
    - b. a few
    - c. few
  - h) There's ..... of sun cream in the bottle.
    - a. a bit
    - b. a little
    - c. a few
  - i) We need to go to the greengrocer's. There are ..... potatoes left.
    - a. few
    - b. a few
    - c. a little
  - j) There was ..... traffic so we arrived very early.
    - a. a little
    - b. a few
    - c. little

2. Complete the following sentences using appropriate articles. In some cases, no articles are needed.

- a) ..... man is mortal.
- b) I am ..... university student.
- c) She goes to the temple in ..... mornings.
- d) Jessica is ..... best student in the class.
- e) ..... camel is the ship of the desert.
- f) This book has won ..... Booker prize.
- g) Sandra was ..... honest king.
- h) I am fond of ..... classical music.
- i) I met ..... boy in the store.
- j) Gold is ..... precious metal.

3. Rewrite the following sentences by inserting the adverbs of frequency that are in brackets

- a) They go swimming in the lake. (sometimes)
- b) The weather is bad in November. (always)
- c) Peggy and Frank are late. (usually)
- d) I have met him before. (never)
- e) John watches TV. (seldom)
- f) I was in contact with my sister. (often)
- g) She will love him. (always)

4. Write an essay describing the role of natural assets to the socio-economic development of Rwanda.

5. Debate the following topic, 'protecting natural assets is only the responsibilities of the government.'

# UNIT 9

## MEDIA AND REPORTING

**Key unit competence:** To use language learnt in the context of media and reporting.

### INTRODUCTORY ACTIVITY

#### *Picture observation and interpretation*



1. Discuss the activity that is being carried out on the first picture.
2. What is the role of media in community life?
3. Which media channel do you use to get news?
4. Describe the media channel of your choice.

## 9.1 Describing words and expressions used in the media

### 9.1.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

Read the passage below and carry out the tasks that follow:

➤ **Text:** Starting a school newspaper



The next day, students gathered in the hall again. They were all very excited. The members of editor committee sat at the front. This time Miss Catherine, the English composition teacher, addressed the pupils. “Good morning, everyone,” she stated. “Yesterday you listened to Miss Mwangi describe how to start a school newspaper. Remember that she herself was an active member of the school newspaper. Do any of you remember the name?” Billy put up his hand but everyone had the answer. “The Kigali shinning” they chanted. “Good. Yes that is right. I hope you too will find a good name for our school newspaper.

You have elected your editor committee and I wish to congratulate those twelve pupils who will be responsible for producing the newspaper. Remember, it will mean a hard work and commitment, and you will need help from the rest of the students here. If you want to produce the first issue, before term ends, everyone will have to work hard. So, those of you who are not members of the editorial committee do not be too disappointed. Your contribution is also very

important. As reporters, it is your job to produce the article. And we can't have a school newspaper without any article, can we?

The students laughed and began to talk excitedly among themselves. 'Now, 'continued Miss Nakamwaga, and everyone became quiet again. 'Yesterday you discussed the kinds of articles that we usually find in our local newspapers. Have you decided what kind of articles you want to include in your own school newspaper? Perhaps one student from each group can write her or his group's list on the board here, and then will discuss them.' Afterwards, Miss Nakamwaga read out all the topics: the school, school news, school sports news, our surroundings, the people and their activities, news about our community, especially when it affects the school or students, special events: Announcements before and descriptions afterwards, advertisements.

"OK, instead of your usual composition lessons this week, you will all work on an article for the school newspaper. Your writing skills will improve if you get a lot of writing practice. And the editorial committee will not accept an article that is of poor quality. If it is untidy, uninteresting, or contains a lot of mistakes, they will ask you to rewrite it."

"I want you to prepare your articles in groups so that you can help each other. Each group will have a different topic. As a group, you can discuss and prepare your article before you begin writing. You may want to do some research, that is, go and ask questions to find out information that will make your article interesting. Before you start writing, put yourself in the reader's position and ask yourself "if I was the reader, what would I want to know? What would I enjoy reading about?"

*Adapted from JJB Bugembe (1993). Oxford English: ninth impression 2002. Oxford ox26DP, England.*

### ➤ **Comprehension questions**

1. How many members did the students vote on the editorial committees?
2. What is the job of the rest of people?
3. When do they want to produce the first issue of their newspaper?
4. What are the six kinds of articles that the pupils want to include in their newspaper?
5. For what reasons might the editorial committee ask group to rewrite an article?
6. If your school produced a school newspaper, what would you like to read about?

7. What do you think is the job of a reporter for a newspaper?

### 9.1.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and summary writing*

1. Match the words from the story in column A with their meanings in column B

Words	Meanings
Issue	To say words with a rhythm.
Active	An ability to do something well.
Chant	All the copies of one printing of magazine, newspaper etc.
Congratulate	Something that gives information about an event, etc.
Commitment	Who works hard for an organization or group
Announcement	The study of a topic to collect facts or information.
Skill	To say something that shows that you know the person has done well.
Quality	The standard of how good or bad something is.
The reader's position	To make you think you are the reader him/herself.
Research	Something that takes up your time because it is important to you

2. Use the above words in the table and make your own sentences.

3. Summarize the story "starting a school newspaper in 8 lines."

## 9.2 Describing a scene

### 9.2.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

### ➤ **Scene 1: Adika's memorial ceremony**

It is set at Adika's grave. The grave appears to have **been** burnt and there is a bowl of coins on it. Nina and Doga, Adika's parents are approaching the grave in the morning to prepare for the shaving ceremony. The burning of the grave confirms that the person who killed Adika lives among them. It is revealed that Adika was shot by a police officer during university demonstration. Chagaga, the sub-chief's brother was implicated in the murder.

Jusper comes back. Since his brother's death, he has been behaving strangely. This has made his parents suspect that he is mad. He is coming from the river where he has thrown Chagaga's body whom he had caught burning Adika's grave to prevent Adika's ghost from haunting him- as the community believes. He asks his parents whether he should go and confess the murder. Thinking that he is raving, they tell him to put on a clean shirt and go confess.

Two soldiers, Jere and Mulili, arrive to insure that no ceremony is held in the memory of Adika. They inform Nina and Doga that Jusper is currently in custody. After confessing to have murdered Chagaga, an angry mob almost lynched him. He was saved by the police and locked up. Mulili and Jere argue over whether to allow the ceremony to go on. Jere being from that village understands the importance of shaving ceremony as a traditional ritual and therefore he wants to let the old couple proceed with it. Mulili differs with him because he has been promised a large chunk of land by Boss in return for his loyalty. They fight. Jere shoots at Mulili.

*An extract from the play Betrayal in the city by Francis Imbuga*

### ➤ **Comprehension questions**

1. Describe the start of the scene one of betrayal in the city.
2. What did Adika die of in the play?
3. What is making Jusper act madly?
4. Who came to stop the ceremony?
5. Why do Mulili and Jere differ in deciding up on "the shaving ceremony"?
6. In not more than 4 lines, describe the scene above.



## 9.2.2 APPLICATION ACTIVITY

### *Vocabulary, sentence and composition writing*

1. Find the meaning of the following words and use them to write your own sentences
  1. Scene
  2. Demonstration
  3. Ghost
  4. Custody
  5. Murder
2. Think of a scene about a business activity at the market and describe it in not more than eight lines.

## 9.3 Reporting speech

### 9.3.1 LEARNING ACTIVITY

#### *Reading and analysis of the text*

#### ➤ **Text: Church commended**

Addressing the gathering, Prime Minister commended the church's contribution in Rwanda's journey of unity and reconciliation. Within the framework of achieving unity and reconciliation among Rwandans, he said the Government opted for home-grown solutions (such as Gacaca courts) noting that such initiatives were shaped by fusing traditional and biblical values.

"It is commendable that the Bible society and the churches worked hand in hand with government and non-government institutions. This partnership brings about community development social welfare in society," he said. He also highlighted the role of the youth in the development of a nation. He said that investing in the youth and providing them with proper value orientation is not an option, adding that the youth should be at the forefront of innovation, leadership and decision making.

"I am proud that the issue of youth is a major focus of African Biblical Leadership Initiative," the Premier noted.

Renowned American evangelist and author, Rick Warren, said that there is a lot to celebrate about Africa noting that, the strength and future of the Church is Africa.

He also applauded Rwanda's progress noting that years ago Rwanda was known mostly for what happened in the 1994 Genocide against Tutsi and that now the world knows it for its progress.

"And this is something to celebrate, you may not realize this because you live here all the time, but the rest of the world is realizing this. Many want to come and learn from Rwanda, this is why we have much to celebrate my brothers and sisters," he added.

*New Times article from <https://www.newtimes.co.rw/news/premier-ngirente-roots-african-youth-empowerment>*

### ➤ **Comprehension questions**

1. What did the prime minister commend churches for?
2. Discuss the role of youth in innovation.
3. What is the hint that the reporter used to convey the message?
4. Does he/she report the message effectively?

### **9.3.2 APPLICATION ACTIVITY**

#### ***Vocabulary, sentence and composition writing***

1. Improve your vocabulary: Use dictionary and thesaurus to check the meaning of the following words.
  1. Applaud
  2. Fusing
  3. Welfare
  4. Forefront
  5. Reconciliation
2. Write meaningful sentences using the above words.
3. Write a summary of the above article in 5 lines.

## 9.4 Describing a report

### 9.4.1 LEARNING ACTIVITY

#### *Reading and texts analysis*

##### ➤ **Text 1: How to write a report**

Some academic assignments ask for a 'report', rather than an essay, and students are often confused about what that really means. Likewise, in business, confronted with a request for a 'report' to a senior manager, many people struggle to know what to write. Confusion often arises about the writing style, what to include, the language to use, the length of the document and other factors. This point aims to disentangle some of these elements, and provide you with some advice designed to help you to write a good report.

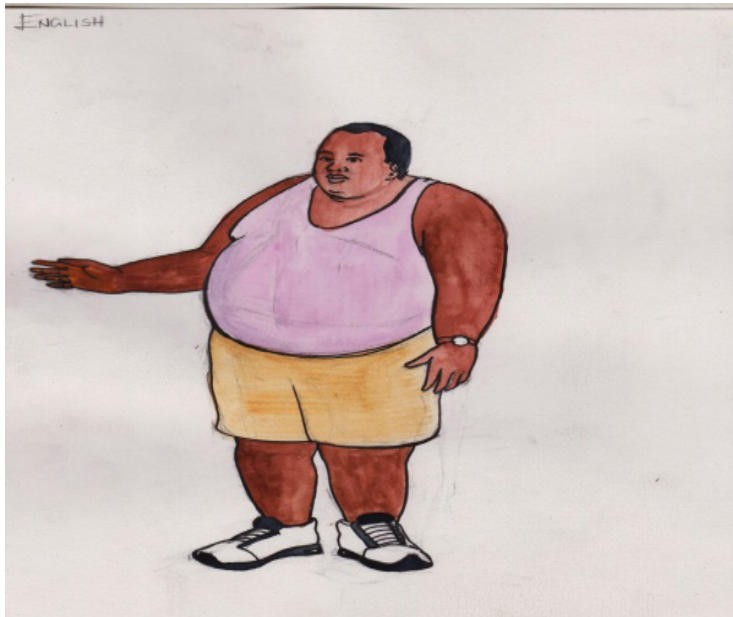
In academia there is some overlap between reports and essays, and the two words are sometimes used interchangeably, but reports are more likely to be needed for business, scientific and technical subjects, and in the workplace. Whereas an essay presents arguments and reasoning, a report concentrates on facts.

Essentially, a report is a short, sharp, concise document which is written for a particular purpose and audience. It generally sets out and analyses a situation or problem, often making recommendations for future action. It is a factual paper, and needs to be clear and well-structured. Requirements for the precise form and content for a report will vary between organization and departments and in study between courses, from tutor to tutor, as well as between subjects, so it's worth finding out if there are any specific guidelines before you start.

##### ➤ **Comprehension questions**

1. What do many people struggle to know when writing a report?
2. What confuses them?
3. Discuss the difference between a report and an essay
4. Give a short definition of a report

## Text 2: Weight problem in America by Israel Sandoval



Next time you are in a crowd, take a look around you. If the crowd is typical, many people probably are heavier than they should be. Weight has become a real health issue in America. This paper will present facts and discuss causes. It will also suggest possible ways to overcome our weight problem.

Are all overweight people unhealthy or unfit? No. some heavy people are very fit. Muscular people weigh more than others who look about the same size. This is because muscle is heavier than fat. Pregnant women also weigh more than they would normally. Some people are just heavier than others. That doesn't always mean they are unhealthy. However, many people who are seriously overweight are at risk for health problems.

Here are some figures to think about. More than 97 million Americans are overweight. According to the American Obesity Association, about 39 million of these are obese. Obese means more than 30 pounds overweight. Obesity is the cause of some 300000 death in this country every year. It is also a risk factor in many ailments. These include heart disease, arthritis, diabetes, high cholesterol and cancer. According to U.S surgeon General David Satcher, obesity is "an epidemic"

Weight problems are not unknown in other countries. However, they are much easier to fall prey to in the United States. Consider Sam Moore, who moved here from Sierra Leone in 1998. His story is fairly common. "When I first came," Sam

told writer Lawrence Lindner, ‘I was around 165 (pounds). Now I am looking at close to 200. It creeps upon you.’ Sam is 5 foot 9 inches tall. Two hundred pounds is definitely more than he should weigh.

Other immigrants report similar weight gain. Some of them were asked to think about why their weight shot up. Some of them pointed out the size of restaurant portions. Over and over, they talked about the size of meal they served in American restaurants. One woman commented on a huge salad and enormous dish of pasta she was served for dinner. She noted that even her 6-foot 5- inch boyfriend couldn’t have eaten it all. Yet the meal was typical size for an American diner in a restaurant.

*Extract from zaner-Bloser (2003) . strategies for writers : Columbus,Ohio,p.g 207*

### ➤ **Comprehension questions**

1. What kind of text is this?
2. Are all overweight people unhealthy or unfit? Why?
3. With the above text, discuss the problem of overweight in America

## **9.4.2 APPLICATION ACTIVITY**

### ***Vocabulary, sentence and composition writing***

1. Use dictionary and thesaurus to check the meanings of the following words:
  - a. Disentangle
  - b. Overlap
  - c. Concise
  - d. Obese
  - e. Cholesterol
  - f. Portions
  - g. Inch
  - h. Creep upon
  - i. Portion
  - j. Arthritis
2. Write sentences using the above words on the list
3. Summarize the above report on weight problem in America in 7 lines

## 9.5 Describing stages in reporting

### 9.5.1 LEARNING ACTIVITY

#### *Reading and texts analysis*

➤ **Text: Skills you need to write a report**

Step 1: know your brief : You will usually receive a clear brief for a report, including what you are studying and for whom the report should be prepared. First of all, consider your brief very carefully and make sure that you are clear who the report is for (if you're a student then not just your tutor, but who it is supposed to be written for), and why you are writing it, as well as what you want the reader to do at the end of reading: make a decision or agree a recommendation, perhaps.

Step 2: Keep your brief in mind at all times: During your planning and writing, make sure that you keep your brief in mind: who are you writing for, and why are you writing? All your thinking needs to be focused on that, which may require you to be ruthless in your reading and thinking. Anything irrelevant should be discarded.

As you read and research, try to organize your work into sections by theme, a bit like writing a literature review.

Make sure that you keep track of your references, especially for academic work. Although referencing is perhaps less important in the workplace, it's also important that you can substantiate any assertions that you make so it's helpful to keep track of your sources of information.

Pay particular attention to whether all the information that you have included is relevant. Also remember to check tenses, which person you have written in, grammar and spelling. It's also worth one last check against any requirements on structure.

For an academic assignment, make sure that you have referenced fully and correctly. As always, check that you have not inadvertently or deliberately plagiarized or copied anything without acknowledging.

*<https://www.skillsyouneed.com/write/report-writing.html>*

### ➤ Comprehension questions

1. What is it needed first to make a good report?
2. Which question does he/she ask before writing?
3. Why do you think a reporter should keep references?
4. Discuss other things that a reporter takes into consideration while he/she is writing.

### 9.5.2 APPLICATION ACTIVITY

#### *Vocabulary, sentence and report writing*

1. Use the dictionary to check the meanings of the following words and phrases and use them to make good sentences.
  - a. Ruthless
  - b. Discarded
  - c. Assertions
  - d. Substantiate
  - e. Keep track of
2. Choose an issue of your choice at your school and report it in 300 words. Share it to your class.

## 9.6 Expressing probability on past events

### 9.6.1 LEARNING ACTIVITY

#### *Reading and texts analysis*

#### ➤ **Text: Okonkwo sinks into depression**

Okonkwo sinks into a depression. He feels weak, and he cannot sleep or eat. Ezinma worries that something might have gone wrong wither father. When she brings him his evening meal three days later, she tells him that he must finish everything. He repeatedly wishes that she were a boy, and he berates himself for acting like a “shivering old woman.” He visits his friend Obierika and congratulates Maduka on his successful wrestling. Obierika, in turn, requests that Okonkwo stay when his daughter’s suitor arrives to determine a bride-price. Okonkwo complains to Obierika that his sons are not manly enough and

says that he would be happier if Ezinma were a boy because she has “the right spirit.” He and Obierika then argue over whether it was right of Okonkwo to partake in Ikemefuna’s death.

Okonkwo begins to feel revived a bit. He decides that his unhappiness was a product of his idleness—if Ikemefuna had been murdered at a busier time of the year, he, Okonkwo, would have been completely undisturbed. Someone arrives to report the death of the oldest man in a neighboring village. Strangely, the old man’s wife died shortly thereafter. Okonkwo questions the man’s reputed strength once he learns how attached he had been to his wife. Okonkwo sits with Obierika while Obierika bargains his daughter’s bride-price with the family of her suitor. Afterward, Obierika and his future son-in-law’s relatives talk about the differing customs in other villages. They discuss the practice of, and skill at, tapping palm trees for palm-wine. Obierika talks about hearing stories of men with skin as white as chalk. Another man, Machi, pipes in that such a man passes through the village frequently and that his name is Amadi. Those who know Amadi, a leper, laugh—the polite term for leprosy is “the white skin.”

*An extract from the novel things fall apart, by Chinua Achebe*

### ➤ **Comprehension questions**

1. Discuss two deaths that appear in the passage.
2. Why does Okonkwo admire his daughter?
3. Why do you think Okonkwo is failing to eat?
4. What worry does Ezinma possess?
5. Discuss the probability in the past that appears in the passage.

## **9.6.2 APPLICATION ACTIVITY**

### ***Vocabulary, sentence and composition writing***

1. Use the dictionary and check the synonyms of the following words:
  - a. Suitor
  - b. Murdered
  - c. Partake
  - d. Undisturbed
  - e. Bargains



2. Use the above words to make correct sentences.
3. Summarize the above story in your own words in not more than 50 words.

## 9.7 Language structure: Past perfect continuous

### 1. Past perfect continuous

#### Examples

1. The manager had been taking money from the company.
2. They had been planning to write this report since ~~last~~ the previous month.
3. The witness said that the driver had been talking on his mobile phone.
4. The car had been emerging into the main road when the accident took place.
5. Janet had been preparing her news presentation for an hour when I arrived.
6. Betty failed the final test because she **had not been attending** class.
7. Reporters **had been waiting** there for more than two hours when the press conference finally started.

#### Note:

The past perfect continuous is used to talk about actions or situations that were in progress before some other actions took place. Using the past perfect continuous before another action in the past is a good way to show cause and effect. You can *use* time expressions like for and since with this *tense*. You have learnt about the use of since and for in unit 3 of this book.

#### Exercise

Put the verbs into the correct form of the past perfect continuous.

1. We (sleep) ..... for 12 hours when he woke us up.
2. They (wait) ..... at the station for 90 minutes when the train finally arrived.
3. We (look for) ..... her ring for two hours and then we found it in the bathroom.

4. I (not / walk) ..... for a long time, when it suddenly began to rain.
5. How long (learn / she) ..... English before she went to London?
6. Frank caught the flu because he (sing) ..... in the rain too long.
7. He (drive) ..... less than an hour when he ran out of petrol.
8. They were very tired in the evening because they (help) ..... on the farm all day.
9. I (not / work) ..... all day; so I wasn't tired and went to the disco at night.
10. They (cycle) ..... all day so their legs were sore in the evening.

## 2. Passive voice

### Examples

1. This article was written by a young journalist.
2. All articles had been checked by the chief editor.
3. The newspaper has been banned by the government recently.
4. The news was presented late because of the football match.
5. Reporters were advised on professional rules of ethics.

### Notes:

The passive voice is marked by be + the past participle form of the verb + by + noun (agent). The verb in a passive sentence contains the appropriate form of the auxiliary be and the past participle form of the main verb. We use the passive voice when we are interested in what is done rather than who does it. The phrase by + noun (agent) is left out when the doer of the action has been mentioned earlier, is obvious, is unknown or is considered unimportant.

Below is a table showing the main verb forms.

Verb	Construction
Present simple	am/is/are + past participle
Present continuous	am/are/is + being + past participle
Present perfect	has/have + been + past participle
Past simple	has/were + past participle

Past continuous	was/were + being + past participle
Past perfect	had + been + past participle
Future simple	will + be + past participle
Future perfect	Will + have +been + past participle
Infinitive	(to) be + past participle

### Exercise

Put the following sentences in passive voice.

1. The secretary received the article in the morning.
2. The chief editor structured all the reports himself.
3. Jimmy had carefully planned the writing of the report.
4. The editor understood the purpose of the report.
5. The reporters gathered and selected the information wisely.
6. This made the writing much easier.
7. The manager had taken the money from the company.
8. A burglar broke into the house.
9. Many journalists use cameras and reporters.
10. A police officer rescued a seven-year-old boy.

### 3. Reported speech

Examples

Direct speech	Reported speech:
The senior editor said, "you wrote a good article."	The senior editor said (that) I had written a good article.
The minister of infrastructure said, "new machines arrived yesterday."	The minister of infrastructure said (that) new machines had arrived the previous day.
The senior editor said, "you wrote a good article."	The senior editor said that I had written a good article.

“Thirty news journalists graduated yesterday,” the dean of faculty announced.	The dean of faculty announced (that ) thirty news journalists had graduated the day before.
“This girl wrote a very good article for Nyampinga Newspaper,” said the headmistress.	The headmistress said (that) that girl had written a very good article for Nyampinga Newspaper.

### Notes:

In newspapers, reporters need to repeat what other people have said. In this case, the mastery of reported speech is needed. Mostly, in newspapers the simple past is used to report events. This tense changes into past perfect if the event is reported indirectly. However, to report a progressive past event, the past perfect continuous tense is used. In reported speech, the word that is optional. That’s why it is put between brackets in the above sentence.

The table below shows other important changes:

Direct speech	Reported speech
Ago	Before
This	That
These	Those
Here	There
Today	that day
Tonight	that night
Now	then / at that time (moment)
Tomorrow	the next day / the following day
Yesterday	the previous day/ the day before
last night	the night before, Thursday night
last week	the week before / the previous week

## Exercise

Put the following sentences into reported speech.

- a) The newspaper reported, "The manager intended to take a big amount of money."
- b) The policeman said, "The robbers broke into the house and stole money."
- c) "Police officers rescued a seven-year-old boy," the witnesses told Imvaho Nshya.
- d) The driver reported, "There were many passengers at the scene."
- e) Brown said, "We didn't hear gunshots and the boy was out here fighting with somebody."
- f) 'The magazines were featuring various articles about women rights,' the project manager told us.
- g) "The plane crashed en-route to Dubai," The BBC reported.
- h) "Seventy per cent of the farmers used fertilisers last year," minister of agriculture told The Newtimes.
- i) "Her article inspired young entrepreneurs in this region," said the Chief Editor.
- j) 'James was writing a report about the scene,' the police announced.

## 9.7 END UNIT ASSESSMENT

1. Construct meaningful sentences with words below

- a) Journalist
- b) Reporter
- c) Newspaper
- d) Advertisement
- e) Media
- f) Broadcasting
- g) Copyright
- h) Article
- i) Brochure
- j) Documentary

2. Choose some daily activities at your college and write an article. Share it with your class.

3. Fill in the gaps with the correct form of the verb in brackets using the past perfect continuous.

- a. I ..... (work) all day, so I didn't want to go out.
- b. She ..... (sleep) for ten hours when I woke her.
- c. They ..... (live) in Beijing for three years when he lost his job.
- d. When we met, you ..... (work) at that company for six months.
- e. We ..... (eat) all day, so we felt a bit ill.
- f. He was red in the face because he ..... (run).
- g. It .....(rain), and the road was covered in water.
- h. I was really tired because I ..... (study).
- i. We .....(go) out for three years when we got married.
- j. It .....(snow) for three days.

4. Change these active sentences to passive ones. Choose if you need the agent or not.

- a. The Government is planning a new road near my house.
- b. My grandfather built this house in 1943.
- c. Picasso was painting Guernica at that time.
- d. The cleaner has cleaned the office.
- e. He had written three reports in 2017.
- f. John will tell you later.
- g. The traffic might have delayed Jimmy.
- h. They are building a new stadium near the station.

# REFERENCES

## Books

1. Musée Royal de l'Afrique. (1964). *Annalen - Koninklijke Museum voor Midden-Afrika, Tervuren, België. Reeks in-80. Musée royal de l'Afrique centrale. p. 473.*
  2. F. Kawesi, P. Oluka and A. Akoth, (2017). *General studies and communication skills, S5 student book*: Kigali. Longhorn Publishers (R) Ltd 166 KG 13 off KG 11 Avenue
  3. Rwanda Education Board (2019). *Entrepreneurship Student's Book for Senior Five*: Kigali
  4. Jones Leo, Alexander Richard, (2003). *New International Business English*, Cambridge University Press,
  5. Rwanda Education Board, (2017). *Geography for Rwandan schools, senior 4 student's book*: Kigali, p376
  6. Robert Ramsey, (1987). *The Languages of China*, Princeton University Press
  7. K.A. VISWANATHAN NAIR, 2012. *English grammar without tears: Goswami Associates*, Delhi. Laxmi Publications pvt. Ltd
- M. Musinguzi, M. Njoki, P. Oluka, A. Akoth (2016). *General studies and communication skills, S4 student book*: Kigali. Longhorn Publishers (R) Ltd 166 KG 13 off KG 11 Avenue

## Electronic resources

1. <http://www.shareyouessays.com/persuasive-essays/487-words-short-essay-on-a-visit-to-a-village/482>
2. <https://gudwriter.com/what-makes-you-unique-essay-example/>
3. <https://studymoose.com/life-in-a-village-or-a-city-essay>
4. <https://studymoose.com/life-in-a-village-or-a-city-essay>
5. <https://www.testbig.com/toefl-essays/what-are-characteristics-good-leader-give-reasons-and-examples-support-your-response-0>
6. <https://www.newtimes.co.rw/section/read/21083>

7. <https://www.cliffsnotes.com/study-guides/economics/money-and-banking/functions-of-money>
8. <https://www.ukessays.com/essays/marketing/what-does-marketing-mean-marketing-essay.php>
9. <http://tfig.unece.org/contents/payments-types.htm>
10. <https://en.wikipedia.org/wiki/Entrepreneurship>
11. <https://www.newtimes.co.rw/opinions/nyungwe-forest-magnificent-place-ecotourism>